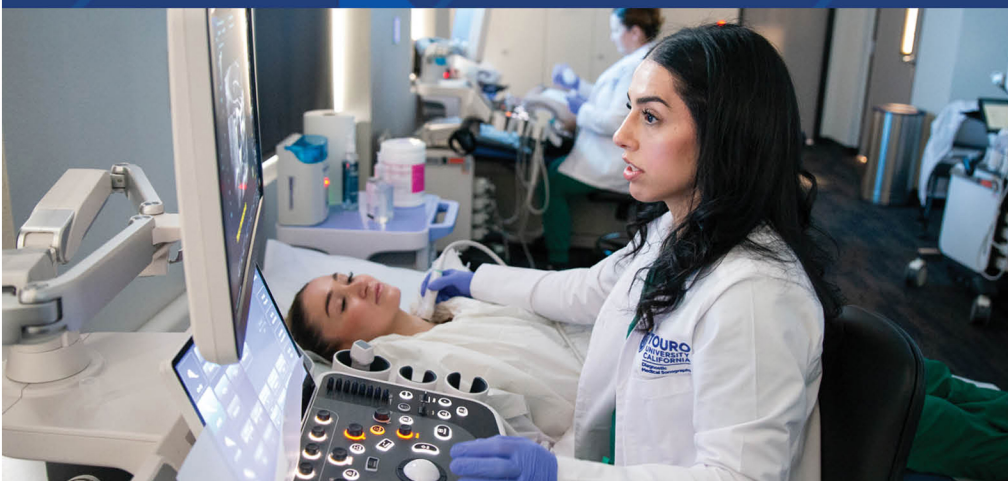


2025-2026 UNIVERSITY CATALOG



**EFFECTIVE DATE:
JULY 1, 2025**

Catalog Disclaimer

This Student 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. While there has been an attempt to be comprehensive, some of the subjects described in this catalog are covered in greater detail in official policy and procedure documents located in academic program handbooks and posted within TouroOne. Students should refer to these documents for specific information since this catalog only briefly summarizes some of those policies. For that reason, if students have any questions concerning a particular policy or procedure, they should address specific questions to the Academic Program or Student Affairs administrators.

This catalog is neither written nor meant to confer any rights or privileges on students or impose any obligations on Touro University California (TUC). 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. However, TUC will attempt to inform students of any changes as they occur. However, it is each student's responsibility to keep current on all university policies, procedures, and practices. It is a student's responsibility to review university policies and procedures in detail and to request any clarification needed from the academic or student affairs administrator in charge of the area in question. Violation of university policies or procedures may result in disciplinary action, including dismissal from the academic program and/or university. Action may be taken against a student notwithstanding their failure to appear or otherwise participate in disciplinary or grievance proceedings.

Students are required to investigate for themselves as to whether the program they enroll in meets their personal and career needs. Thus, TUC disclaims any liability for promises, assurances, representations, warranties, or other statements made in its marketing or promotional materials, and makes absolutely no promises, assurances, representations, warranties or other statements concerning a student's academic success. While students expend significant sums associated with higher education, successful completion of a course, program, or degree is dependent on many factors. The payment of tuition entitles a student to register and matriculate in the courses and programs available and offered by the TUC college or program in which the student is enrolled. In order for a degree to be earned, the required grades and grade point averages must be achieved and maintained, and all other requirements of the school and program must be fulfilled.

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

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Campus Leadership Welcome

Welcome to Touro University California!

Touro University California just celebrated 25 years of training healthcare providers, public health professionals, and educators. Touro University California is a member of the Touro University System, one of the top three University systems training the future healthcare workforce. What sets us apart is our commitment to the Judaic values of service to humanity, intellectual pursuit, and social justice. Our students, staff, faculty, and alumni live our mission to serve, to lead, and to teach. While studying to become the professional you have dreamed of becoming you will have many opportunities to get involved in the community and experience our mission in action. From student-centered learning experiences enriched by research and scholarship to extracurricular opportunities you will experience the rewards of living a life in service to others locally and around the globe. We are excited you have chosen to be part of the Touro University California community. We look forward to being part of your academic journey to create positive community impact.



Tami Hendriksz, DO, FACOP,
FAAP
Campus Chief Academic Officer
(CAO)
Touro University California



Newman Hoffman, JD
Campus Chief Executive Officer
(CEO)
Touro University California



Steve Jacobson, EdD
Vice Provost and Dean of
Student Affairs
Touro University California

Touro University California Historical Development

Touro University California is a Jewish-sponsored nonprofit institution of higher and professional education founded by Bernard Lander, PhD, LHD. Touro University California is part of the Touro College and University system (TCUS). It derives its name from Judah and Isaac Touro, leaders of colonial America who represented the idea upon which we base our mission. Touro College was chartered by the State of New York in 1970. The first students enrolled in 1971; the class consisted of 35 liberal arts and science students. Since those early days, the Touro College and University System has experienced substantial growth. Touro College has developed into a major institution of higher education, which includes the following schools: The College of Arts and Sciences (1971); the School of Health Sciences (1972); the School of General Studies (1974), the Graduate School of Jewish Studies (1979); the Jacob D. Fuchsberg Law Center (1980); the School for Lifelong Education (1989); the New York School of Career and Applied Science (1995), the Graduate School of Education and Psychology (1995); Touro University California (founded in 1997 as the San Francisco College of Osteopathic Medicine); Touro University International, offering degree programs on the internet in Cypress, California (1999); the Lander College for Men in Kew Garden Hills (2000) created in 2001 through a merger of two previously separate divisions, the School of General Studies (founded in (1974) and the School of Career and Applied Studies (created in 1995); Touro University Nevada (2004); Touro College, Rome, Italy (2005); Touro College of Osteopathic Medicine, Harlem (2007); Touro College of Pharmacy, Harlem (2008); Touro Worldwide (2008) offering professional on-line degree programs; the addition of the New York Medical College (2011), and the College of Dental Medicine (2016).

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

The Touro College and University System has long been interested in medical education. In 1983, Touro established the Center for Biomedical Education, a cooperative program leading to an M.D. from the Technion-Israel Institute of Technology, Israel's premier school of applied sciences. Success in this and other related programs led Touro founder, Dr. Bernard Lander to explore the possibility of establishing a college of osteopathic medicine. Touro University sought incorporation in the State of California, and in 1997 located a campus in the San Francisco Bay Area. The campus was moved to Mare Island, California in 1999. Touro University College of Osteopathic Medicine (TUCOM) is the Founding College of Touro University California. Touro University California is now composed of three colleges: the College of Osteopathic Medicine (grants the Doctor of Osteopathic Medicine Degree – D.O. and the Master of Science of Medical Health Science); the College of Pharmacy (founded in 2004 grants the Doctor of Pharmacy); the College of Health Sciences (founded in 2003) and the College of Education (founded in 2004) were combined into the College of Health Sciences in 2012, and grants the Master of Science in Physician Assistant Studies-MSPAS; Master of Public Health-MPH; Master's degree in Art and Education, Applied Behavioral Analysis and provides teacher credentials; and the School of Nursing (founded in 2014) which grants the Doctor of Nursing Practice, the Masters of Science degree in Nursing, and the Post Graduate FNP Certificate.

As Dr. Lander looked to other potential sites for a college of osteopathic medicine, Nevada was chosen as a potential site due to the current physician shortage in Nevada and the rapidly growing population within Las Vegas and the surrounding communities. The Touro University California branch campus, Touro University

Nevada, began the College of Osteopathic Medicine and matriculated its first class in fall 2004, providing programs in osteopathic medicine and physician assistant studies. In 2005 Touro University Nevada added the College of Health and Human Services providing graduate programs in nursing, occupational therapy, and education.

Touro University California Location

University Location Information

Touro University California Main Address:

Touro University California
1310 Club Drive, Mare Island
Vallejo, CA 94592

Main Reception Telephone Number..... (707) 638-5200

Building Street Address

Metabolic Research Center/Translational Research H89	89 Cossey Street
Administration and Faculty 1 – Building H83	185 Moises Way
Administration and Faculty 2 – Building H84	189 Moises Way
Lander Hall – Building H86	105 Owens Drive
Library – Building 1322.....	182 Moises Way
Farragut Inn.....	1310 Club Drive
Wilderman Hall	310 Moore Street
Truett Hall - Student Affairs	251 Moore Street
Student Health – Building H89	89 Cossey Street

Driving directions to the campus can be found on the university home page (tu.edu) under the “Contact Us” tab on the lower half of the front page <https://tu.edu/about-us/contact/>

Visitors

Generally, visitors to TUC must be sponsored by an appropriate University department. Sponsored visitors to the TUC must contact their sponsoring department for access to the campus. The sponsoring department will validate the reason and time for the visit and will obtain a Touro University California Activities – Voluntary Release and Waiver of Liability from the visitor or validate one is not required. If appropriate, the sponsoring department will then fill out the Campus Visitor Form and Temporary Parking Permit and forward them to the visitor to complete. Sponsoring departments will also provide an adhesive paper name badge with appropriate information for the sponsored guest to wear. After arriving to TUC, sponsored visitors will report to the sponsoring department who will be responsible for the activities and department of the visitor on campus.

Unless prohibited by TUC Security, unsponsored visitors are permitted to visit the TUC campus. While visiting the campus, unsponsored visitors are not permitted in any TUC building without receiving authorization from a TUC sponsoring department. If an unsponsored visitor wishes to become a sponsored visitor, they should report to the Facilities Office at 310 Moore Street during normal TUC business hours. The Facilities Department will verify the reason for a visit and will obtain their name.

Facilities will evaluate requests for university access and permit those deemed to be in the interest of TUC. If approved, Facilities may give the visitor a University Visitor Form and Temporary Parking Permit. Facilities may also obtain a completed Touro University California Activities – Voluntary Release and Waiver of Liability from the visitor. This information will be posted at all entrances to the TUC campus.

Unsponsored or unannounced visitors desiring access to campus outside of normal TUC business hours may be permitted during daylight hours if in the estimation of Security, the requirement for access is reasonable. Security will document the names of such visitors.

Touro University Board of Trustees

Zvi Ryzman, Chairman, American International Industries
Dr. Alan Kadish, President, Touro University
Rabbi Doniel Lander, Chancellor, Touro University
Abraham Biderman, Eagle Advisors, LLC
Shmuel Braun, Gilder Gagnon Howe & Co., LLC
Dr. Benjamin Chouake, Cliffside Park, NJ
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Giles Gade, Cross River Bank
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Brian Levinson, Platinum Health Care
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Martin Oliner, First Lincoln Holdings
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Margaret Retter, DIN Legal Centers, Inc.
Stephen Rosenberg, Greystone
Israel Sendrovic, Federal Reserve Bank of New York (Ret.)
Gary Torgow, TCF Financial Corporation
Jack Weinreb, Weinreb Management Company
Rabbi Shabsai Wolfe, S.W. Management
Steven Zuller, Franklin Group

Bernard Lander – Founder & Former President of Touro College

Dr. Bernard Lander, from his early years as a Rabbi, a Professor of Psychology, the first Commissioner of Human Rights in the State of New York, a life-long educator, and the founder and President of Touro College and Touro University, embodied the finest concepts of a scientist and a visionary in action. Many presidents dream of starting a new college, constructing a new building, or developing new programs.

Our founder opened 34 campuses which now enroll over 18,000 students within a broad spectrum of undergraduate, graduate, and professional programs. Excerpts from his Commendation from the New York Legislature noted his consultative service to U.S. Presidents, his talents as a compelling orator, his courageous championship for youth and the disenfranchised, and his gift as a visionary who changed the landscape of learning.

Touro University California Mission, Vision, Values and Institutional Learning Outcomes

Mission

Touro University California (TUC) provides graduate and professional educational excellence in the fields of Health Sciences, Public Health, and Education. Through strategic community partnerships and collaborations, TUC expands community access to healthcare and education. The TUC learning experience is student-ready, enriched by focused research and scholarship, and prepares graduate for rewards lives in service to others locally and around the globe.

Vision

Education caring professionals “To Serve, To Lead, To Teach”.

Values

Touro University California (TUC) prides itself on its Judaic Foundation and a commitment to social justice, intellectual pursuit, and service to humanity. As such, Touro University California is dedicated to:

Academic Excellence

- Demonstrated by promotion of excellence and continuous improvement in academic programs, student ready approach promoting strategic and holistic advancement of student success, and tireless pursuit to meet the needs of all students.

Inclusions

- Demonstrated by respect for the inherent value and dignity of each individual, and our culture that seeks welcomes, and advances talented minds from diverse backgrounds.

Compassion

- Demonstrated by compassionate service to society with a focus on improving the human condition, and on the betterment of all members of our community.

Collaboration

- Demonstrated by interprofessional and interdisciplinary approaches that focus on internal and external partnerships, and capacity for growth and development.

Innovation

- Demonstrated by promotion of intellectual curiosity, support of scholarships and research, openness to new ideas and forms of expression, entrepreneurial spirit, and transformational leadership.

Institutional Student Learning Outcomes

To exemplify Judaic Values of social Justice, intellectual pursuit and service to humanity, Touro University students will demonstrate:

1. Professionalism appropriate to their chosen field(s) of study.
2. Collaboration across disciplines or communities towards achieving common goals.
3. Fundamental knowledge, critical thinking, and problem-solving skills essential to their professional roles.
4. Effective communication through respectful and equitable practices.

Catalog Rights

The catalog contains policies and requirements which govern academic performance and student conduct. These policies are unique to Touro University California and are designed to promote standards for academic competency, professional discipline and personal responsibility. It represents the parameters of achievement and behavior the faculty expects of its students. It is the responsibility of all students to be knowledgeable about Touro University California policies. These policies will be applied to all aspects of the student's academic progress and personal conduct for as long as the student is enrolled.

This catalog applies to all currently enrolled students in the College of Osteopathic Medicine, College of Pharmacy and College of Health Sciences; and only where stipulated do policies and requirements apply differently for individual schools or colleges.

Touro University California reserves the right to make changes at any time in this catalog or in the requirements for admission, graduation, tuition, fees, and any rules or regulations. Touro University California maintains the right to refuse to matriculate a student deemed by the faculty to be academically incompetent or otherwise unfit or unsuited for enrollment.

Attendance is defined as enrollment in at least one semester in each calendar year. Once catalog rights are established, absence related to an approved educational leave or for attendance to another accredited institution is not to be considered an interruption, providing the above attendance criteria are met and the absence does not exceed two years.

While catalog rights hold degree requirements, they do not shield students from changes in prerequisites required in a given course. Prerequisite requirements, which all students must follow, are those stated in course descriptions in the current catalog. The only exceptions to this are in cases in which the addition of course prerequisites also increase the number of units required in the degree program currently being sought. In these cases, students are encouraged to meet current course prerequisites but are not required to do so.

Accreditations

Institutional Regional Accreditation

Touro University California (TUC), and its branch campus in Henderson, Nevada, are fully accredited by the WASC Senior College and University Commission (WSCUC). The next WSCUC reaffirmation of accreditation visit will take place in spring 2026.

WASC Senior College and University Commission

1080 Marina Village Parkway, Suite 500
Alameda, CA 94501
Phone: (510)748-9001
Fax: (510) 748-9797

<https://www.wscuc.org/>

Consumer Complaints

There are several forums for student consumer complaints about the institution and an individual may contact the California Department of Consumer Affairs, The Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at

PO Box 980818
West Sacramento, CA 95798-0818;
<http://www.bppe.ca.gov>;
Telephone (916) 574-8900 or (888) 370-7589
Fax: (916) 263-1897

See page 26 for information on Non-discrimination and Appendix F, Page 326, on information on student complaints.

Academic Program Accreditations

College of Osteopathic Medicine (COM)

The Doctor of Osteopathic Medicine (DO) degree program is accredited by the Commission on Osteopathic College Accreditation (COCA). In the Spring of 2022, the Commission on Osteopathic College Accreditation (COCA) of the AOA conducted a site visit to renew the TUCOM accreditation. At the May 2022 COCA meeting, TUCOM was granted the 10-year accreditation status of Accreditation with Exceptional Outcome. The next site visit will occur in the 2031-2032 academic year. For DO students who also earn a dual Master of Public Health (MPH) degree, the MPH program is separately accredited by the Council on Education for Public Health (CEPH). (See MPH degree accreditation information below for details).

Contact the COCA

You may contact the Department of Accreditation at:
Email: predoc@osteopathic.org
Phone: (312) 202-8124

American Osteopathic Association (AOA)

142 East Ontario Street
Chicago, IL 60611-2864
www.osteopathic.org

The Master of Science of Medical Health Sciences in the College of Osteopathic Medicine (MSMHS-COM) degree is granted under the TUC's regional accreditation, WASC Senior College and University Commission (WSCUC). The next regional accreditation review is scheduled for Spring 2026.

College of Pharmacy (COP)

The Doctor of Pharmacy (Pharm D) degree program is fully accredited by the Accreditation Council for Pharmacy Education (ACPE) through June 30, 2031. For PharmD students who also earn a dual Master of Public Health (MPH) degree, the MPH program is separately accredited by the Council on Education for Public Health (CEPH)(see MPH degree accreditation information below for details).Additional ACPE information can be found on the ACPE website. ACPE website and contact information is noted below:

Accreditation Council for Pharmacy Education (ACPE)

190 S. LaSalle Street, Suite 2850
Chicago, IL 60603-3499
(312) 664-3575
<http://www.acpe-accredit.org>

College of Education & Health Sciences (CEHS)

Master of Science in PA Studies/MPH

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Continued status to the Joint Master of Science in Physician Assistant Studies/Master of Public Health (MSPAS/MPH) Program. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be September 2029. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy. Additional ARC-PA information can be located at the ARC-PA website [chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.arc-pa.org/wp-content/uploads/2024/07/Accreditation-History-Touro-Univ-California-24.pdf](https://www.arc-pa.org/wp-content/uploads/2024/07/Accreditation-History-Touro-Univ-California-24.pdf) and contact information is noted below:

Accreditation Review Commission on Education for the Physician Assistant, Inc.(ARC-PA)

1200 Findley Road, Suite 275
Johns Creek, Georgia 30097
(770) 476-1224
<http://arc-pa.org>

[chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.arc-pa.org/wp-content/uploads/2024/07/Accreditation-History-Touro-Univ-California-24.pdf](https://www.arc-pa.org/wp-content/uploads/2024/07/Accreditation-History-Touro-Univ-California-24.pdf)

Master of Public Health Program (MPH)

The Touro University California (TUC) Public Health Program is accredited by the Council on Education for Public Health (CEPH). On December 9th, 2022, the TUC Public Health Program received notice of accreditation from the Council regarding the decision of its Board of Councilors to reaccredit the MPH Program at TUC for a 7-year term, the maximum period of accreditation for a graduate public health program. The contact information for the Council on Education for Public Health is:

Council on Education for Public Health (CEPH)

1010 Wayne Avenue, Suite 220

Silver Spring, MD 20910

Phone (202) 789-1050

<http://www.ceph.org>

Master of Science Nursing (MSN)

The Master of Science Nursing (MSN) Program is accredited by the Commission on Collegiate Nursing Education (CCNE) through December 2031. The California Board of Registered Nursing approved the Public Health Nursing Certification for graduates of the associate degree to MSN Program. The School of Nursing is recognized by the Commission on Nurse Certification (CNC) which enables graduates of the MSN Program to sit for the National Clinical Nurse Leader Certification upon graduation.

Family Nurse Practitioner Post Master's Certificate Program (FNPc)

The Family Nurse Practitioner (FNP) Post Master's Certificate program was approved by the California Board of Registered Nursing in Fall 2020 and accredited by the Commission on Collegiate Nursing Education to 2031.

Graduate School of Education

The Graduate school of Education is closing all program offerings after the completion of the Spring 2026. The Graduate School of Education (GSOE) is granted the authority to offer Master of Arts in Education (MAEd) and Master of Education (MEd) degrees by the WSCUC. The GSOE is granted the authority to recommend and authorize teacher credentials by the California Commission on teacher Credentialing (CCTC). The last CCTC site visit in 2019, fully endorsed Touro University California until Spring 2026. California AB 2086 requires that all teacher preparation programs provide a link to the most recent data available about teacher licensure pass rates. That data can be found at:

<https://www.ctc.ca.gov>.

University Administration

President & Chief Executive Officer

Alan Kadish, MD. (212) 463-0400

Touro University California

Vice President and CEO - Newman Hoffman, JD (707) 638-5259

Campus Provost - Tami Hendriksz, DO, FACOP, FAAP (707) 638-5982

Vice Provost and Dean of Student Affairs – Steve Jacobson, EdD.....(707) 638-5935

Vice President for Institutional Advancement -

Andrea Garcia..... (707) 638-5272

Senior Director of IT and Campus Operations – Barinder Dhillon Flanagan..... (707) 638-5417

Director of Facilities and Campus Safety–

Patrick Donaghue (707) 638-5802

Director of Human Resources – Pawan Sahota..... (707) 638-5417

Associate Vice President of Institutional Effectiveness & Accreditation -

Meiling Tang..... (707) 638-5880

Director of the Library – Tamara Trujillo, MLS (707) 638-5314

Director of Research – Carinne Brody, PhD. (707) 638-5833

Director of Sponsored Programs –

Julie Lindquist King.....707) 638-5294

Director of Campus Life/Campus Rabbi – Rabbi Elchonon Tenenbaum (707) 638-5507

Director of Center for Innovative Learning and Teaching (CILT) –

Jim O’Connor (707) 638-5286

Executive Chef – Raymond Nottie..... (707) 638-5505

Environmental Health & Safety Officer - Emmanuel Ahenkorah.....(707) 638-5380

College of Osteopathic Medicine

Dean and Provost - Tami Hendriksz, DO, FACOP, FAAP (707) 638-5982

Senior Associate Dean, Stockton – Richard Riemer, DO (707) 638-5295

Associate Dean of Academic Affairs – Alesia Wagner, DO, FACOP (707) 638-5910

Associate Dean of Graduate Medical Education and Program Development -

Natalie Nevins, DO, MSHPE, COL USAIR.....(707) 638-5439

Associate Dean for Clinical Education – David Coffman, DO..... (707) 638-5288

Associate Dean for Research – Nathalie Bergeron, PhD (707) 638-5237

Director of MSMHS Program – Alan Miller, PhD (707) 638-5235

College of Education & Health Sciences

Dean – Terezie Tolar Peterson Ed.D.....	(707) 638-5973
Associate Dean - Farid Khalafalla, Ph.D	(707) 638-5515
Assistant Dean and Director of the Graduate School of Education –	
Karis L. Clarke, Ed.D.	(707) 638-5865
Assistant Dean and Director of the Joint MS in Physician Assistant Studies/MPH –	
Joy Moverley, DHSc, MSPAS, MPH, PAC.....	(707) 638-5874
Assistant Dean and Director of the Los Angeles Physician Assistant Program –	
Joanne DePrisco, MSPAS, PAC.....	(805) 558-2961
Assistant Dean and Director – Master of Public Health Program –	
Gayle Cummings, PsyD, MPH.....	(707) 638-5831
Assistant Dean and Director School of Nursing –	
Prabjot (Jodie) Sandhu, DNP, FNP-C, PA-C, CNL.....	(707) 638-5855

College of Pharmacy

Dean – Catherine Cone, PharmD.....	(707) 638-5906
Associate Dean for Academic Affairs - Vanishree Rajagopalan	(707) 638-5928
Associate Dean for Assessment – Catherine Cone, PhD	(707) 638-5382
Assistant Dean of Pharmacy Enrollment Management-	
Shadi Doroudgar, PharmD.....	(707) 638-5950
Assistant Dean for Experiential Education- Jason Bandy, PharmD.....	(707) 638-5812

Student Affairs

Vice Provost and Dean of Student Affairs – Steve Jacobson, EdD.....	(707) 638-5935
Interim Associate Dean for Student Affairs – Ryan Guetersloh, MS, LMFT	(707) 638-5935
Associate Dean for Enrollment Management – Pedro Martinez, MAEd.....	(707) 638-5247
Director of Admissions – Steven Davis, MAPsy.	(707) 638-5270
Bursar – Tena Casey, MBA.....	(707) 638-5229
Director of Counseling Center – Ryan Guetersloh, MS, LMFT.....	(707) 638-5822
Director of Financial Aid – Kevin Hoover	(707) 638-5964
Director of Student Activities & SGA Advisor -	
Yvette Elizabeth Carrillo.	(707) 638-5254
Registrar – Richard Toledo.	(707) 638-5234
Director of Student Success – Stephan Bera Ph.D.....	(707) 638-5957
Director of Campus Engagement – Mark Gaines Ph.D.....	(707) 638-5325
Director of Student Health – Alesia Wagner, DO, FACOFP.....	(707) 638-5824

Degrees Offered

COLLEGE OF EDUCATION & HEALTH SCIENCES

Joint Master of Science in Physician Assistant Studies/Master Public Health (MSPAS/MPH)
Master of Science in Physician Assistant Studies (LA PA)
Master of Public Health with concentrations in Community Action and Health, Global Health, or Criminal Justice and Health (MPH)
Master of Science in Nursing (MSN)
Family Nurse Practitioner Certification (FNPGC)
Psychiatric Mental Health Nurse Practitioner Certification (PsychNPC)
Associate of Applied Science in Diagnostic Medical Sonography (DMS)
Associate of Applied Science in Radiation Technology (Rad Tech)

COLLEGE OF OSTEOPATHIC MEDICINE

Doctor of Osteopathic Medicine (DO)
Master of Science in Medical Health Sciences (MSMHS-COM)

COLLEGE OF PHARMACY

Doctor of Pharmacy (PharmD)

Non Discrimination Policy

University Non-Discrimination Policy

Touro University California does not discriminate on the basis 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, gender expression, military service or veteran status, citizenship status, or any other classification protected by applicable federal, state or local laws in employment, or in admission, treatment or access to educational programs or activities.

To the extent provided by law, the university will reasonably accommodate qualified individuals with disabilities which meet the legal standards for documentation, whenever the individual is otherwise qualified to safely perform all essential functions of the position and meet the academic program technical standards.

This notice is given pursuant to the requirements of Title IX of the Educational Amendments of 1972, Title VI of the Civil Rights Act of 1964, Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973 and the Clery Act of 1998.

The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Zachary Shapiro, Compliance Officer and Title IX Coordinator

Touro University California

1310 Club Dr
Vallejo, CA 94592
(707) 638-5459

Steven Jacobson, EdD, Vice Provost and Dean of Student Affairs

Touro University California

1310 Club Dr.
Vallejo, CA 94592
(707) 638-5935

Associate Dean of Student Affairs

Touro University California

1310 Club Dr.
Vallejo, CA 94592
(707) 638-5935

Complaint Hotline

646-565-6000x55330

Compliance@touro.edu

General Disclaimer

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

COVID-19

The COVID-19 global pandemic, which caused a disruption to all higher education institutions and had forced Touro to move temporarily to an online or hybrid modality, had also affected some of our policies and procedures. While we will continue to operate with the same policies we had before the pandemic, slight procedural changes may be needed. Students are asked to please stay in contact with their Program administration, faculty and student services staff and remain current with any guidance issued in response to the COVID 19 pandemic.

Emergency Related Clinical Procedures

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

Admissions

The Office of Admissions staff is charged with implementing program-specific admissions policies and procedures in a manner that is fair and equitable to all applicants and in a manner that is consistent with applicable local, state, and federal law.

The department is currently staffed with nine full-time staff members including a director, associate director, three recruiters and several admissions support staff. Office hours are generally Mondays through Thursdays 8:00AM – 5:00PM; Fridays 8:00AM – 3PM. Please note that hours will vary according to holidays and other university-wide changes in schedules.

Admissions Office Contact Information

Mailing Address:
Touro University California
Office of Admissions
1310 Club Drive
Vallejo, CA 94592

Admissions Campus Location:..... Truett Hall, 1st Floor, Room 140
Telephone Number: (707) 638-5200
Email:..... tuc.admit@touro.edu

Eligibility

It is the policy of the university to admit qualified students irrespective of race, age, gender, color, ethnicity, creed, national origin, religion, sexual orientation, or disability (see non-discrimination statement page 26). To be considered for admission to any program offered by the university, a student must possess the academic credentials and professional attributes deemed essential by the respective program's admissions committee for selection to the program.

Application Information

Each TUC program requires, at minimum, a primary application for admission, letters of recommendation, and official transcripts from all colleges/universities attended. The number and type of letters required varies by program.

For some academic programs, unofficial transcripts can be submitted for application processing purposes, but official transcripts are required prior to matriculation or shortly thereafter (dependent upon timing of the offer of acceptance).

Application Types And Sources

TUC employs two different types of applications in the various admissions processes – Primary Applications and Secondary Applications. The first application submitted for any TUC program is considered the Primary Application and is submitted via a Centralized Application Service (CAS) or the TUS application system. Some programs, by invitation only, also require a secondary application, designed to collect information that is much more specific to the program. A list of TUC programs and their application source(s) is provided below.

- Osteopathic Medicine – Primary application from American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS, <https://www.aacom.org/>); Secondary Application by invitation (through TUS application system).
- Pharmacy – Apply through the Pharmacy College Application Service (PharmCAS, <http://www.pharmcas.org/>).

- Joint Master of Science in Physician Assistant Studies/Master of Public Health – Apply through Centralized Application Service for Physician Assistants (CASPA, <https://paeaonline.org/caspa/>).
- Master of Science in Physician Assistant Studies – Apply through Centralized Application Service for Physician Assistants (CASPA, <https://paeaonline.org/caspa/>).
- Public Health – Independent MPH applicants apply through the Schools/Programs of Public Health Application Service (SOPHAS, <http://www.sophas.org/>) While Dual Degree applicants apply through the TUS application system.
- Master of Science in Medical Health Sciences (COM) – Apply through the Post Baccalaureate Centralized Application Service. (PostBacCAS, <https://postbaccas.liaisoncas.com/applicant-ux/#/login>).
- School of Nursing – Apply through the Nursing Centralized Application Service (NursingCAS, <https://gradcas.liaisoncas.org/apply/>).
- Diagnostic Medical Sonography – Apply through Touro University Application Service.
- Radiation Technology – Apply through Touro University Application Service.

Citizenship

U.S. Applicants

Individuals who have met all application requirements and permanently reside in the United States at the time of application, inclusive of DACA recipients, are permitted to apply and matriculate at Touro University California.

International Applicants

The Touro California PharmD program considers applications from international students who have been issued or are eligible to be issued the F-1 Student Visa. Please visit our [webpage for international students](#) for more information. Interested applicants residing outside of the United States are welcome to contact the Office of Admissions at tuc.admit@touro.edu ([opens in a new tab](#)) for additional information.

Eligibility for Federal Financial Aid is limited to US Citizens and US Permanent Residents. Candidates applying without US Citizenship or Permanent Residency are strongly encouraged to explore financing options before proceeding with the application process.

Technical Standards For Admission

The Osteopathic Medicine, Pharmacy and Physician Assistant Studies programs require a signed Technical Standards for Admission certification. Via this certification, applicants attest that they satisfy the physical, mental, and emotional requirements for completing the programs.

- Technical standards for the Osteopathic Medicine program may be found at <https://tu.edu/programs/osteopathic-medicine/admissions/technical-standards/>
- Technical Standards for the Physician Assistant Studies program may be found at <https://tu.edu/programs/mspas-mph/admissions/technical-standards/>
- Technical standards for the Pharmacy program may be found at <https://tu.edu/programs/pharmacy/admissions/technical-standards/>.
- Technical standards for the Los Angeles Physician Assistant Studies program may be found at <https://tu.edu/programs/physician-assistant-los-angeles/admissions/technical-standards/>.

Application Deadlines and Entry Points

Both rolling and deadline-based admissions cycles are used at TUC. Deadlines vary for each program and current deadlines are posted on the admissions website. The Masters of Public Health (MPH) program allows two entry points each year (summer and fall). The School of Nursing offers the MSN in Fall for candidates who have earned an ADN and Spring for candidates who have earned a BSN; the Family Nurse Practitioner Graduate Certificate (FNP GC) is offered in the Spring and Summer and the Psychiatric Mental Health Nurse Practitioner Graduate Certificate is offered in the Summer and Fall. The Los Angeles MSPAS program offers only a single entry point each Spring. All other TUC programs offer only a single entry point each fall.

Re-Admission Policy

University students for whom more than 365 days (one calendar year) have elapsed since the last official date of attendance are considered administratively to have withdrawn from their academic program and their student records will be updated accordingly. Such students will, at minimum, be required to submit a new admission application and must be re-admitted by their academic program before they can return to classes. Each academic program reserves the right to establish additional requirements for returning students, as noted within their respective Student Handbooks. This policy does not apply to students granted an official Leave of Absence if they return to classes before that leave expires.

Correspondence

Correspondence between applicants and the university is primarily conducted via email, through the Office of Admissions staff. Official communication of admissions decisions is always done in writing, either via the United States Postal Service mail or email to the applicant.

Decisions

During the application process, the Office of Admissions, collectively, acts as an agent of the admissions committees for each program. In this role, admissions staff apply the requirements created by the committees and make professional judgments as to whether those requirements have been satisfied. In the event a requirement is not clear, a member of the respective committee is consulted.

Recommendations for final admissions decisions (Accept, Waitlist, or Deny, depending upon the program) are made by the respective admissions committees, and then approved by the college Dean or Program Director. Admissions decisions are based on criteria established by the committees, and are made based on file review, interviews and/or other application materials/interactions, as mandated by the specific program. Admissions decisions are final and cannot be appealed.

Advanced Placement Credit

Touro University California accepts advanced placement credit as having met program requirements as long as such credit appears on the undergraduate transcript and indicates either specific subject credit (e.g. General Chemistry - 4 units) or specific course credit (e.g. Chemistry 101 - 4 units). General advanced placement credit without such specifications is not accepted as meeting program pre-requisites.

Background Check Disclosure

Students/Graduates of the Doctor of Osteopathic Medicine, Doctor of Pharmacy, and Joint MSPAS/programs must pass a background check to participate in required pre-clinical and/or elective clinical experiences. Passage of a background check is required in order to obtain professional licensure. At the point of acceptance, each student in the above referenced programs is provided a disclosure statement advising them of the program background check requirements. Further, the disclosure statement advises that background checks, whether for pre-clinical or other clinical experiences or for professional licensure, are between the student and the respective agencies and that failure of a background check may affect the student's ability to continue in the program and/or become licensed.

By signing the disclosure statement, students acknowledge this information, and in the event, they are unable to proceed in the program and/or become licensed, they acknowledge that they still retain a responsibility for tuition and other costs associated with their education and that TUC, its faculty, employees, and agents are held harmless.

Visiting Student Status (formerly Special Status Student)

The Graduate School of Education and Public Health Programs are currently the only academic programs which permits students to enroll in up to twelve (12) units as “Visiting Students.” This is a non-degree seeking enrollment status. An application for admission and an application fee are required, but letters and transcripts are not required. At the end of twelve (12) units, the student must either apply for and be admitted into the Graduate School of Education or Public Health Program (and satisfy all admissions requirements for those programs), or they must withdraw.

Dual Degree Credit

Students within the Doctor of Osteopathic Medicine program may be concurrently or consecutively enrolled in the Master of Public Health program as dual degree students. For Dual Degree Students, the Public Health program grants up to twelve (12) units of credit based upon course completion within the Doctor of Osteopathic Medicine program, meaning that Dual Degree students are only required to complete thirty (30) units in residence within the Master of Public Health program. The specific courses for which credit is granted have been identified and are tracked by the Public Health program.

Applicant Records

Once submitted, all application materials, including, but not limited to, applications, letters of recommendation and transcripts become the property of TUC and are not released back to the applicant. Applicants who wish to review a specific letter of recommendation, whether they have waived their “right of review” with the letter writer or not, are referred back to the author of the letter. University faculty and staff may have access to application materials as needed, in accordance with FERPA regulations. The official admissions file for each applicant, with original documents, is never removed from the Office of Admissions during an admissions cycle. Files for those who matriculate into each program are transferred to the Office of the Registrar only after Admissions has confirmed that all pre-matriculation requirements have been satisfied. Letters of reference/recommendation and interview evaluations do not become part of the students’ academic record. These items, together with application materials for applicants who do not matriculate into a University program, are destroyed by secure services within three months of the cycle's close.

Data Integrity

The integrity of student records is critical. Data is automatically or manually uploaded into the Student Information System (SIS) from all application sources used by each academic program.

Credit And Student Transfer Policies

Some Touro University California (TUC) degree programs will consider students who wish to transfer into TUC from another institution and/or will consider accepting credits earned at other degree programs toward completion of a degree at TUC. Policies regarding transfer of credit and student transfers are provided below. Touro University California has no official articulation agreements with any other institution.

Transfer Students

Transfer of Credit Policies and Articulation Agreements

The Doctor of Osteopathic Medicine, Diagnostic Medical Sonography, Public Health, and School of Nursing programs consider transfer students or will allow accepted students to transfer credit from prior academic programs. Touro University California has no official articulation agreements with any other institution.

Memorandums of Understanding (MOU)

TUC maintains MOU's with several different institutions which are designed to better facilitate entry between students of these institutions and TUC. MOU's are executed between each institution and specific college/degree programs at TUC, with appropriate input and approval from the Office of Admissions, University Compliance, and the Office of the Provost.

College of Osteopathic Medicine Transfer Policy

The Touro University California College of Osteopathic Medicine (TUCOM CA) only considers transfer applications from students who currently attend medical schools/colleges accredited by the Commission on Osteopathic College Accreditation (COCA). Transfer applications from students currently attending medical schools/colleges accredited by the Liaison Committee on Medical Education (LCME), or an international medical school/college will not be considered. Transfer applicants dismissed from the prior medical school/college for any reason will not be considered. Transfer applicants who previously applied to TUCOM CA, interviewed and who were subsequently denied admission will not be considered. Applicants assigned to a waitlist who were ultimately not offered acceptance are not included.

Eligible candidates may only transfer into the beginning of the 3rd year and must obtain a passing score on the COMLEX Level 1 exam, on the first attempt, prior to July 1st. Failure to obtain a passing score on the first attempt by the required date may result in rescission of the transfer acceptance, delayed start of the clinical curriculum, and/or postponed graduation date, all at the sole discretion of TUCOM CA. Transfer candidates are strongly encouraged to take the COMLEX Level 1 exam at least four weeks prior to the start of clinical clerkships to avoid a delay in beginning the 3rd year. Transfer students must complete the last two years of instruction at TUC to be granted a DO degree.

College of Osteopathic Medicine Transfer Procedure

Required Documentation

Transfer applicants must provide the following documentation:

1. A letter to the Director of Admissions requesting a transfer and specifying all compelling reasons for requesting a transfer.
2. A transfer application and \$100.00 application fee.
3. Most recent format of the Medical College Admission Test (MCAT) score.
4. Official copies of transcripts from all post-secondary schools and colleges.
5. Official copy of most current medical school transcript.
6. A letter from the Dean of the medical school/college in which the applicant is currently enrolled, stating that the applicant is in good academic standing and that they support the transfer application.
7. A letter of recommendation from an active physician.

Except for item numbers 4 and 5 above, which are submitted directly to the Office of Admissions, all other transfer application materials are submitted through the TUCS application portal. Consideration and acceptance of transfer applications will be dependent upon the applicant's qualifications, curricular compatibility, and available space. Submission of application materials and, if invited, attendance at an interview do not guarantee acceptance.

Procedure

1. **Confirm available space.** Contact the Office of Admissions (tuc.admit@touro.edu) to verify that sufficient space exists to accommodate a transfer. If sufficient space is not available, transfer applications will not be considered.
2. **Submission of Transfer Application Materials.** With the exception of transcripts, all materials referenced above are to be submitted using the [Touro University application system \(opens in a new tab\)](#). Transcripts will be submitted electronically to tuc.admit@touro.edu. Applicants should follow up with the Office of Admissions (tuc.admit@touro.edu) to confirm receipt. Notify the Director of Admissions (sdavis2@touro.edu) when your transfer application has been submitted.
3. **Admissions and Standards Committee review.** Once the candidate's file is complete, the Admissions Committee will meet and determine admissibility based upon the student's academic record and compatibility with the mission of the institution. Admissions may reject the applicant at this stage, or if found acceptable, may send the file on for consideration by the Student Promotions Committee.
4. **Student Promotions Committee review.** The Student Promotions Committee will review the file to determine compatibility with the curriculum and, if appropriate, specify the deficiencies to be addressed. If the candidate's records are found incompatible with the curriculum, the file will be returned to the Director of Admissions with the recommendation to deny transfer. If the candidate's records are found acceptable at this stage, the transfer application file will be returned to the Director of Admissions in preparation for the personal interview.
5. **Personal Interview.** The Director of Admissions, on the recommendation of both the Admissions and Standards Committee and Student Promotions Committee, will invite the transfer candidate to TUCOM to be interviewed by the Admissions and Standards Committee.
6. **Final Decision.** Following the personal interview, the Admissions and Standards Committee will either charge the Director of Admissions with advising the candidate that the request for transfer has not been approved or will recommend to the Dean of the College that the request for transfer be granted. The Dean shall finally determine admission status and class standing.

DO Transfer Application Timeline

- November 1 – Transfer application opens
- January 16 – All transfer application materials due by 5:00 pm PDT
- February 16 – Interview status determined; candidates notified via email
- March – Transfer admissions interviews
- April 1 – Interview decisions released; candidates notified via email

If any of the above dates fall on a weekend or holiday, the deadline will be adjusted to the next weekday.

Master of Science in Nursing

- A minimum of 2/3 of the units required for either degree program must be completed at Touro University California; the programs will currently accept up to 15 units of transfer credit.
- Coursework is not automatically transferable from another institution of higher learning to Touro University California.
 - Each course must have been completed with a grade of C or better.
 - Transferred coursework must be equivalent in content and level to the Touro coursework being waived.
 - Transferred coursework must be from a regionally accredited institution of higher learning.
- A program representative will discuss possible transfer credit with candidates during the admissions process. If accepted into the program, approved transfer credit will be communicated with the letter of acceptance.

Post-Masters Family Nurse Practitioner Graduate Certificate (FNP) and Post-Master's Psychiatric Mental Health Nurse Practitioner Graduate Certificate (PsychNP)

The NP programs will consider granting up to 9 semester units of transfer credit for Advanced Physical Assessment, Advanced Pharmacology, and Advanced Pathophysiology according to the following requirements:

- Courses must have been completed within 5 years of the anticipated date of matriculation
- Complete an online diagnostic reasoning test for the 3P's with a pass score of 80% or better
- Coursework is not automatically transferable from another institution to TUC
- Each course must have been completed with a grade C or better
- Transferred coursework must be equivalent in content and level to the TUC coursework being waived
- Transferred coursework must be from a regionally accredited institution of higher learning

A program representative will discuss possible transfer credit with candidates during the admissions process. If accepted into the program, approved transfer credit will be communicated with the letter of acceptance.

Public Health Program Transfer Policy

Transfer Coursework

Students who have completed applicable public health coursework at TUC or other accredited colleges or universities may be eligible to apply that coursework towards the MPH degree. A maximum of 12 semester units from other institutions MAY be applied toward the MPH degree prior to admissions at TUC. Applied coursework from other colleges or universities must have been completed within 5 years of the application date and must be approved by the program director.

Associates of Applied Science Degree in Diagnostic Medical Sonography & Radiation Technology

Transfer credit will only be accepted for general education courses. All courses must be taken within six years of the date of acceptance. Courses taken prior to six years will not be approved.

Admission Cycles

The various programs at Touro University California utilize one of two types of admissions cycles – Rolling Admissions Cycles and Deadline-based Admissions Cycles. In a Rolling Admissions Cycle, applications are received up to the posted deadline, but applicants are considered, interviewed, and accepted throughout the cycle until the cohort has been filled. In a Deadline-based Admissions Cycle, applications are received up to the posted deadline, but applicants are only considered, interviewed, and accepted after the deadline has passed and until the cohort has been filled.

Institutional Accreditation Requirement

Touro University California will accept coursework and degrees from institutions accredited by one of the seven institutional accrediting agencies listed below:

Higher Learning Commission (HLC)

Middle States Commission on Higher Education (MSCHE)

New England Commission of Higher Education (NECHE)

Northwest Commission on Colleges and Universities (NWCCU)

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

WASC Senior College and University Commission (WSCUC)

Accrediting Commission for Community and Junior Colleges (AACJC)

Applicants who have completed degrees and/or coursework outside of the United States must have their transcripts evaluated by a TUC approved agency to verify equivalency to those offered by institutions accredited by one of the accrediting agencies listed above. For a list of TUC approved evaluation agencies, please refer to the Graduates of Foreign Institutions section of this website.

Graduates of Foreign Institutions

Except in cases where the institution is accredited by one of the agencies approved by Touro University California, all coursework completed outside of the United States must be submitted for evaluation using one of the following approved evaluation agencies:

- [World Education Services](#). This is the preferred evaluation agency for Touro University California
- [International Education Research Foundation](#).
- [Josef Silny and Associates, Inc. International Education Consultants](#).

When possible, official evaluations should be submitted from the evaluation agency directly to the respective centralized application service (AACOMAS, PharmCAS, CASPA, SOPHAS, GradCAS, or NursingCAS). In the event submission to the CAS is not possible, evaluations may be submitted from the evaluation agency directly to the Office of Admissions.

Minimally, transcript evaluations must include the following information:

- Course by course evaluation
- The number of semester units each course is worth.
- Letter grade for each course
- Cumulative GPA
- Indication the degree earned is equivalent to a degree from a TUC approved accrediting body.

International Student Services Office (ISSO)

Admissions

The Touro University California College of Pharmacy admits a select number of international students to our pharmacy degree program. Admittance is contingent on students meeting all application criteria, academic requirements, prerequisite coursework, and must include a course-by-course transcript evaluation of any foreign institutions attended.

Non-U.S. citizens who wish to enroll in the university and do not hold a Permanent Resident Card (green card) must obtain an F-1 student visa issued by the U.S. Department of State. Applicants accepted to the university will need to furnish documentation for Touro University California to issue an I-20 form, one of the items needed for the F-1 visa application.

Documents Needed for the F-1 Visa

To help your F-1 visa application process, please submit these documents as soon as you have been accepted into the program. These documents are vital for your I-20 form. Submit the following items to TUC.ADMIT@TOURO.EDU

1. Submit all forms related to the College of Pharmacy Pre-Matriculation Immunization and Health Requirements via TUC.ADMIT@TOURO.EDU (do not use CastleBranch). You can find all the forms needed by going to: [HTTPS://TU.EDU/CAMPUS-LIFE/HEALTH--WELLNESS/](https://tu.edu/campus-life/health--wellness/).
2. Submit a completed I-20 Application Form with all required documents as follows:
 - o A copy of your passport
 - o Proof of financial support: e.g., bank statement. Provide proof of funds that covers at least the first year of Cost of Attendance (COA). (Submitted during the admissions process)
 - o Notarized Affidavit of Support, if applicable.
 - o At least one of the following: TOEFL, IELTS, or PTE Academic Exam scores or meet one of our exemptions listed above. (submitted during the admissions process)
 - o Additional documents for transfer students: Completed Touro University California's SEVIS Transfer form, copies of all previously issued Form I-20s, and copies of F1 visa and I-94

Proof of English Proficiency

Non-native English speakers must submit proof of English proficiency via examination from one of the following services:

- Test of English as a Foreign Language (TOEFL): 80 or higher minimum IBT score.
- Pearsons PTE Academic Exam (PearsonsPTE): 58 or higher minimum score.
- International English Language Testing System (IELTS): 6.5 or higher minimum score.
- Duolingo: 105 or higher minimum score.

Applicants who reside in countries where the primary language of communication is English, and applicants who are currently attending college within the United States (Enrolled in a degree program at Community College or University) are exempt from the English proficiency requirement by submitting a transcript(s)

Proof of Finances

Proof of financial support demonstrating your ability to support yourself during the entire period of your study in the U.S. is required. The amount of proof of finance for the academic year can be found by visiting the [HTTPS://TU.EDU/PROGRAMS/PHARMACY/TUITION--AID/](https://tu.edu/programs/pharmacy/tuition--aid/) Tuition and Aid section of the catalog and viewing the First Year Student Cost of Attendance (COA). If you have a sponsor who will be providing funds, a notarized “Affidavit of Support” is required. Applicants should submit their proof of finances and affidavit of support with their completed I-20 application, if applicable, to TUC.ADMIT@TOURO.EDU.

Designated School Official

Designated School Official (DSO) in the International Student Services Office are available to help international students navigate the admission and F-1 visa processes:

The College of Pharmacy Faculty DSO of the College of Pharmacy is available to further clarify academic and admissions policies and procedures for applicants.

Contact Information:

Dr. Kevin Ita

Designated School Official (DSO)

Phone: 1-707-638-5994

Email: [KITA@TOURO.EDU](mailto:kita@touro.edu)

Please be aware that, regardless of past academic achievements, only persons who possess or qualify for visas permitting the visa holder to pursue higher education in the United States are eligible to enroll.

Transcript Evaluation

Applications to Touro University California College of Pharmacy from students who have studied outside of the United States can only be processed after the school receives the following two documents:

1. An original transcript (mark sheet) must be sent to Touro University California College of Pharmacy directly from the issuing school. Transcripts issued to students are not considered official documents. Additionally, if your transcript (mark sheet) is in a language other than English, you must provide a certified translation of that transcript.
2. A course-by-course educational credential evaluation is usually required to certify academic work completed outside the US. This should be sent directly to the School by a Touro-approved Agency. A list of agencies is available by logging onto [HTTP://WWW.NACES.ORG/MEMBERS](http://www.naces.org/members). Copies of previous evaluations are not acceptable. Students who have graduated with three-year bachelor's degrees from accredited schools need to have their transcripts and course work evaluated by the GST staff.

Foreign Student Disclaimer

Foreign scholars and students' responsibilities include, but are not limited to, applying for a visa, fulfilling the initial report requirement, maintaining legal status in the United States, obtaining health insurance, and fulfilling residency requirements, if any. It is the student's responsibility to comply with all immigration requirements and deadlines. Assistance by the Designated School Officials (DSO) is advisory only and is not a substitute for professional immigration guidance, which is recommended.

By participating in any Touro program as a foreign student, you waive and Touro further disclaims any liability in contract and tort, including negligence, in connection with any action or inaction of the DSO or Touro in connection with your immigration status or failure to maintain such status.

Admissions Requirements by Academic Programs

College of Osteopathic Medicine (COM)

All COM applicants are required to satisfy the following:

- Submission of an AACOMAS (primary) application
- Submission of a Secondary Application and fee (if invited)
- Submission of a qualifying MCAT score taken within the last three years
- Submission of two letters of recommendation from biological or physical science faculty members from whom you have received a grade OR one letter from a Pre-Health Advisory Committee. One letter from a physician (DO or MD) is recommended though not required. Biology - 8 semester units or 12 quarter units, with lab
- Physics - 8 semester units or 12 quarter units, with lab
- Chemistry Option 1 (Must satisfy Option 1 or Option 2)
 - General/Inorganic Chemistry 8 - semester units or 12 quarter units, with lab
 - Organic Chemistry - 8 semester units or 12 quarter units, with lab (may substitute 4 semester units of Biochemistry for 4 units of Organic Chemistry).
- Chemistry Option 2 (Must satisfy Option 1 or Option 2)
 - General/Inorganic Chemistry 4 - semester units or 6 quarter units, with lab
 - Organic Chemistry - 8 semester units or 12 quarter units, with lab
 - Biochemistry - 4 semester units or 6 quarter units, with lab
- Candidates must also complete the following:
 - 2 courses of College English
 - 2 courses of Behavioral Science
 - 1 course (minimum 4 semester units) of Math/Computer Science
- For additional preparation, the College of Osteopathic Medicine also recommends that incoming students enroll in the following courses: (Though not required, enrolling in these courses will provide a valuable foundation and will ease your transition into medical school).
 - Human Anatomy
 - Human Physiology
 - Biochemistry

A bachelor's degree from a school accredited by one of the agencies listed above is required. All required coursework and degree must be completed prior to the start of classes. Candidates with degree and coursework in-progress at the time of application may be permitted to proceed provisionally in the application process, provided they meet all other requirements. Candidates are informed of this provisional status via email sent with the supplemental application message.

To automatically qualify for a secondary application, COM applicants must earn cumulative and science GPA's of 3.0 or better, with a MINIMUM total MCAT score of 500 or better. An interview with members of the admissions committee is required. Typically, candidates who qualify for an interview earn cumulative and science GPA's of 3.30 or better with a total MCAT score of 506 or better. The College of Osteopathic Medicine operates using a rolling admissions cycle.

Master of Science in Medical Health Sciences – COM (MSMHS-COM)

All MSMHS-COM applicants are required to satisfy the following:

- Submission of the PostBacCAS application
- Submission of Letters of Recommendation
 - One letter must be from an academic reference from a professor from whom you have earned a grade.
 - One letter of recommendation from any other source (excluding family members)
- Completion of the following with a grade of "C" or better:

- Biology - 8 semester units or 12 quarter units, with lab
- Physics - 8 semester units or 12 quarter units, with lab
- Chemistry Option 1 (Must satisfy Option 1 or Option 2)
 - General/Inorganic Chemistry - 8 semester units or 12 quarter units, with lab
 - Organic Chemistry - 8 semester units or 12 quarter units, with lab (may substitute 4 semester units of Biochemistry for 4 units of Organic Chemistry).
- Chemistry Option 2 (Must satisfy Option 1 or Option 2)
 - General/Inorganic Chemistry- 4 semester units or 6 quarter units, with lab
 - Organic Chemistry - 8 semester units or 12 quarter units, with lab
 - Biochemistry - 4 semester units or 6 quarter units, with lab

A bachelor's degree from a school accredited by one of the agencies listed above is required. All required coursework and degree must be completed prior to the start of classes. Candidates with degree and coursework in-progress at the time of application may be permitted to proceed provisionally in the application process, provided they meet all other requirements. MSMHS-COM applicants must earn cumulative and science GPA's of 2.40 or better. No interview is required. The MSMHS-COM program operates on a rolling admissions cycle.

Diagnostic Medical Sonography (DMS)

All applicants to the Diagnostic Medical Sonography (DMS) program must satisfy the following:

- Submission of the Touro University Application.
 - As part of the application, applicants will need to list all high schools and colleges attended. The application also includes short-answer essay questions.
- Submission of official transcripts from all high schools and colleges attended. Transcripts must be sent directly from your school or their transcript delivery service to Touro University California (tuc.admit@touro.edu).
- Be at least 18 years of age prior to beginning classes
- Have a high school diploma, have earned a GED, or have an associate degree or higher.
 - Coursework and degree(s) must be completed at schools accredited by one of the institutions listed above.
- Cumulative GPA of 2.5 or higher on a 4.0 scale. Preference will be given to those with GPA's of 3.0 or higher.
 - For applicants with at least 20 semester units of college coursework, the GPA will be determined by the college transcript(s).
 - For applicants with less than 20 semester units of college coursework, the GPA will be determined by the high school transcript(s).
 -
- Submission of one letter of recommendation from a science teach/faculty member.
- Submission of one letter of recommendation from any source, excluding family members.
- Submission of a qualifying Test of Essential Academic Skills (TEAS) score in the 50th percentile or higher.
 - The Diagnostic Medical Sonography program operates on a rolling admissions cycle.

College of Pharmacy (COP)

All COP applicants are required to satisfy the following:

- Submission of a PharmCAS (primary) application
- Submission of one letter of recommendation from any source, excluding family members (a letter from a pharmacist is recommended, though not required)
- Completion of the following with a grade of "C" or better:
- Chemistry Option 1 (Must satisfy Option 1 or Option 2)

- General/Inorganic Chemistry - 8 semester units or 12 quarter units, with lab
- Organic Chemistry - 8 semester units or 12 quarter units, with lab (may substitute 4 semester units of Biochemistry for 4 units of Organic Chemistry).
- Chemistry Option 2 (Must satisfy Option 1 or Option 2)
 - General/Inorganic Chemistry - 4 semester units or 6 quarter units, with lab
 - Organic Chemistry - 8 semester units or 12 quarter units, with lab
 - Biochemistry - 4 semester units or 6 quarter units, with lab
- Human Physiology - 3 semester units or 5 quarter units; lab not required
- Microbiology - 4 semester units or 6 quarter units; lab not required
- Calculus - 3 semester unit or 5 quarter units

72 semester units (108 quarter units) of degree applicable course are required. All required coursework must be completed prior to the start of classes. Candidates with coursework in-progress at the time of application may be permitted to proceed provisionally in the application process, provided they meet all other requirements. An interview with members of the admissions committee is required. The College of Pharmacy operates using a rolling admissions cycle.

Joint Master of Science in Physician Assistant Studies/Master of Public Health (MSPAS/MPH)

All MSPAS/MPH applicants are required to satisfy the following:

- Submission of the CASPA application
- A bachelor's degree from an accredited institution is required. The required degree and all required prerequisite coursework must be completed before the CASPA application is submitted.
- All MSPAS/MPH applicants must earn cumulative and science GPA's of 3.0 or better.
- Submission of three letters of recommendation from the following sources:
 - Licensed clinician (e.g., PA, MD, DO, NP).
 - Supervisor or manager
 - Professor, mentor, or professional colleague. Note that letters from family, friends, your personal health care provider, or patients/clients will not be accepted.
 - If your supervisor is also a clinician, as previously defined, you may use a letter from that person to satisfy both the supervisor and the clinician's letter
- Completion of the following with a grade of "C" or better (C- will not qualify)
 - 8 semester/12 quarter units (including labs) in each of the following categories:
 - Biological Sciences (may be comprised of general biology, genetics, immunology, embryology, etc.)
 - Chemistry - (may be comprised of inorganic, organic, biochemistry).
 - 4 semester units/5 quarter units (including labs) of the following:
 - Human Anatomy (must be completed within 6 years of expected year of matriculation)
 - Human Physiology (must be completed with 6 years of expected year of matriculation)
 - Microbiology (3 semester units/4 quarter units, lab not required)
- At the time of application, candidates must have obtained a minimum of 1000 hours of Patient Care Experience, either as a volunteer or in a paid position. Patient Care Experience is defined as work where you are responsible for a patient's care. Examples include prescribing medications, performing procedures, directing a course of treatment, working as an EMT, etc. Having this experience provides an applicant with the opportunity to observe and learn about the various roles of the health care team, ensures that an applicant has an understanding of, and commitment to, working with patients, and provides a foundation of medical knowledge and experience to build upon.

It is the applicant's responsibility to sufficiently document job duties in the CASPA application. Applicants should consider the duties which they performed and use their best judgment to determine which category in the CASPA application it falls into. All health care related experiences should be documented either in the Patient Care Experience or Health Care Experience sections (not

the Volunteer section). Health Care Experience includes jobs or volunteer work where you are not directly responsible for a patient's care, such as with medical clerical work or cleaning patient rooms. Applicants must separate hours for positions consisting of Patient Care Experience and Health Care Experience accordingly. Patient Care Experience outweighs Health Care Experience by half in the application process. All reported Patient Care Experience and Health Care Experience will be evaluated based upon the following criteria: specific duties performed, skill set needed, quality of patient interaction, total number of hours, specialty, setting, patient population served, time frame of experience. Preference will be given to candidates who serve under-resourced or underserved populations (e.g., rural, immigrant/refugee, unhoused, and other vulnerable and marginalized communities), those who work in settings such as FQHCs, Community Health Centers, Indian Health Service, correctional facilities and those working in primary care (family medicine, internal medicine, pediatrics, obstetrics/gynecology), urgent care and behavioral health.

Working with, or shadowing, a Physician Assistant provides an applicant with more in-depth knowledge of the profession, allowing an applicant to make an informed career decision to enter a PA program. Applicants who have worked with Physician Assistants are advised to describe all such interactions under the appropriate job descriptions. There is no minimum requirement for shadowing hours. However, candidates with 15 hours or more of PA shadowing or those who have experience working with a PA will be given preference.

Preference will be given to candidates who shadowed PAs, who serve under-resourced or underserved populations (e.g., rural immigrant/ refugee, unhoused, and other vulnerable and marginalized communities), those who work in settings such as a Federally Qualified Health Center (FQHCs), Community health Centers, Indian Health Service, correctional facilities and those who work in primary care family medicine, internal medicine, pediatrics, obstetrics/gynecology), urgent care and behavioral health.

Community service, though not required, is highly desirable and is viewed favorably during the application review process. Preference is given to candidates who have 200 or more hours of volunteer work with community-based organizations. We prefer to see experiences where candidates serve under-resourced or underserved populations (e.g., rural, immigrant/refugee, unhoused, and other vulnerable and marginalized communities), and those who work in settings such as FQHCs, Community Health Centers, Indian Health Service, and correctional facilities.

A bachelor's degree from a school accredited by one of the agencies listed above is required. The required degree and all required prerequisite coursework must be completed before the CASPA application is submitted. All MSPAS/MPH applicants must earn cumulative and science GPA's of 3.0 or better. An interview with faculty members is required. The joint Master of Science in Physician Assistant Studies/Master of Public Health program operates using a rolling admissions cycle. A thorough review is conducted, and candidates are evaluated on the following criteria:

- Applicants with significant hours in both patient care and health care are prioritized at this stage. Health care hours are weighted at half the value of patient care hours. Candidates are subsequently ranked into tiers according to the total hours accrued.
- Relative strength of the academic record
- Strength of letters of recommendation

Preference will be given to candidates who serve under-resourced or underserved populations (e.g., rural, immigrant/refugee, unhoused, and other vulnerable and marginalized communities), those who work in settings such as FQHCs, Community Health Centers, Indian Health Service, correctional facilities and those working in primary care (family medicine, internal medicine, pediatrics, obstetrics/gynecology), urgent care and behavioral health. This may be demonstrated with their patient care hours, health care hours, PA shadowing, community service/volunteer hours.

- Demonstration of commitment to program mission
- Demonstration of commitment to public health

Preference will be given for the following:

- All experiences (patient care, health care, volunteer work, PA shadowing) will be evaluated to see how a candidate has demonstrated a commitment to our mission.
- Community service/volunteer hours
- PA shadowing/working with a PA
- Fluency in a second language,
- First-generation college student,
- Socioeconomic indicators or HRSA indicators listed on the CASPA application.
- Veteran/active military.

Master of Science in Physician Assistant Studies (TUC LA PA)

All MSPAS applicants are required to satisfy the following:

- Submission of the CASPA application
- Submission of letters of recommendation
 - One letter must be from a physician assistant
 - The other two letters can be from any source, excluding family members
- Completion of the following with a grade of “C” or better (C- will not qualify):
 - 8 semester units/12 quarter units of General Biology I & II (with labs)
 - 8 semester units/12 quarter units of General Chemistry I & II (with labs)
 - 4 semester units/6 quarter units of Organic Chemistry or Biochemistry
 - 8 semester units/12 quarter units of Anatomy & Physiology
 - 3 semester units/5 quarter units of Microbiology
 - 6 semester units/9 quarter units of Behavioral Sciences
 - 6 semester units/9 quarter units of English Composition or English Literature
 - 6 semester units/9 quarter units of Humanities
 - 3 semester units/5 quarter units of Mathematics (pre-calculus or above)
 - 3 semester units/5 quarter units of Statistics

A Bachelor’s degree from a school that is accredited by one of the agencies listed above is required. The required degree and prerequisite coursework must be completed before May 31st. A minimum cumulative GPA of 3.0 and a minimum science (BCP) GPA of 3.0 are required. At least 200 hours of direct patient care hours are also required and must be documented the clinical hours form signed by a supervising clinician and uploaded with the CASPA application. Shadowing a physician assistant is recommended but not required. An interview with faculty members is required. The TUC LA PA program operates on a rolling admissions cycle.

Master of Public Health (MPH)

MPH applicants are separated into two categories, including Independent MPH and Dual Degree. Independent MPH applicants are those enrolled with MPH as their primary degree program. Dual Degree applicants are those enrolling with MPH as their secondary degree program after being accepted into the TUC DO or TUN DO programs.

Independent MPH

Independent MPH applicants are required to satisfy the following:

- Submission of the SOPHAS application <http://admissions.tu.edu/mph>
- One letter of recommendation from an academic reference
- Two additional letters of recommendation from any source, excluding family members
- Minimum cumulative GPA of 2.50 or better

No interviews are required. The Master of Public Health program operates on a rolling admissions cycle.

Dual Degree

Dual degree applicants must first be accepted and deposit into the TUC DO or TUN DO programs. Letters of recommendation and transcripts will be obtained from the application file from the primary degree program. Dual degree applicants can submit their application as part of the primary degree program application (where available) or through the Touro University system application. No application fee is required.

Master of Science Nursing (MSN)

All School of Nursing applicants are required to satisfy the following:

- Submission of the NursingCAS application
- Submission of a Resume or Curriculum Vitae
- Submission of transcripts – official or unofficial
- One letter of recommendation from a nursing supervisor
- One additional letter of recommendation from any other source, excluding family members
- Proof of licensure as a Registered Nurse

Before classes start, MSN applicants must earn an associate degree in nursing and 72 units of degree-applicable coursework or a Bachelor of Science in Nursing. Unless otherwise noted by an established Memorandum of Understanding, degrees must be earned at a school that is accredited by one of the agencies listed above. Interviews are not required. The MSN program operates on a rolling admissions cycle.

Post-Masters Family Nurse Practitioner Certification (FNPC) and Post-Masters Psychiatric Nurse Practitioner Certification (PsychNPC)

All Nurse Practitioner applicants are required to satisfy the following:

- Submission of the NursingCAS application
- Submission of a Resume or Curriculum Vitae
- Proof of licensure as a Registered Nurse
- Proof of at least one year of full-time experience as a practicing nurse
- Submission of three letters of recommendation, one each from:
 - A current or former supervisor
 - A master's level (Advanced Practice Nurse preferred) or Doctoral level RN
 - A personal colleague (RN, NP, MD, DO, PA, or nursing Faculty member)

A Master of Science Degree in Nursing is required. Your degree must be earned from a school accredited by one of the agencies listed above and completed before the first day of mandatory orientation. All master's level coursework must be completed with a cumulative GPA of 3.0 or better.

Additional Requirement for Accepted Students

Pre-matriculation Immunization Requirements

Touro University requires that all incoming students except for those students in the , SON and MPH programs, submit documented proof of compliance with student health policies consistent with the Center for Disease Control recommendations prior to matriculation. Specific requirements can be found on [Touro University California](#).

Immunizations are required for the safety of students as well as those with whom they will come into contact during their time in the program. For this reason, immunization requirements will not be waived. No student will be permitted to attend any clinical experience nor be allowed to sit for any examination if the student has not provided satisfactory proof of required immunizations. If a student is requesting exemptions, please contact Associate Dean of Student Affairs.

Important, specific information about ALL the immunization requirements needed prior to matriculation are listed by program below immediately following the statement on medical records and record keeping. If admitted students have questions regarding pre-matriculation immunizations, they may need to ask their academic program director/dean or check with the Student Health Center (SHC) staff. It should be understood that from time-to-time immunization and health certification requirements may change. For the most current listing of your specific program's requirements, please consult the following webpage: <http://studentservices.tu.edu/studenthealth/immunization.html>.

Medical Records and Immunization Record Keeping

Student medical files are maintained separately from the other student health records and files in the Student Health Center (SHC). The SHC keeps student medical records in accordance with standard HIPAA guidelines. Students may contact the Student Health Services Medical Director to inspect their TUC medical and immunization records. Information provided by students at matriculation (e.g., immunization records, emergency medical form, medical history and physical examination information) is collected and retained by Student Health Center staff. All records pertaining to a student being seen as a patient at the SHC are kept separately on an EHR. The university keeps student immunization documentation on file in the Student Health Center utilizing the CastleBranch System.

Immunization, Health History, and Physical Examination Requirements

Your immunizations and titers (laboratory blood test) should show the issuing organization, hospital, and/or Provider. History and Physical must be stamped/show the Provider name, address and phone number and be signed by your Provider. Your name and birth date should be on each page of any submitted document.

Forms: See Student Health website for Forms A, F, B, D, and C-1, C-2.

- Form A is student information that is self-explanatory. Name, address and phone number and emergency contact. You *must* include your *Touro email address*.
- Form F gives consent for Student Health to maintain health information as immunizations and release of information to Clinical Rotation sites.
- Form B is Health History and Physical Exam.
- Form D is the TB skin tests (PPD),
- Form C-1 is Initial TB screen and symptom Survey.
- Form C-2 is Annual TB Symptom Survey.

College of Osteopathic Medicine

Students in the College of Osteopathic Medicine must complete and maintain specific health requirements such as immunizations and titers, periodic physicals, and TB testing. This documented information is to be uploaded to the student's CastleBranch account by the student. This material will be part of the documents that become Professional Health Requirements and used for information for clinical rotations.

A complete Health History and Physical Examination is required prior to matriculation and *must* be administered within the past twelve months. Other requirements: proof of T-Dap immunization, Flu vaccination, TB documentation, and completed Forms A, and F, B, D and C-1. Submit all required health documentation in the CastleBranch System prior to Matriculation. Proof of immunity through serum blood titers must be provided prior to Matriculation for the communicable disease as shown below.

- Hepatitis B- Series requested. A positive Quantitative Hepatitis B Surface Antibody titer required.
 - Measles (Rubella) - Series requested. Positive Quantitative Antibody titer required
 - Mumps- Series requested. Positive Quantitative Antibody titer required
 - Rubella- Series requested. Positive Quantitative Antibody titer required
 - Varicella- series or disease date requested. Positive Quantitative Antibody titer required.
- Note: Above titers are renewed every 5 years.
- TDAP immunization within 10 years of admission. Renew every 10 years.
 - Flu Vaccine-Annually. Campus vaccination begins in the Fall.
 - Form C-1: Initial TB Screen and History and Symptom Survey. Submit Form administered within the past six months.
 - Tuberculosis: Most initial TB documents must be administered within the last 12 months and renewed annually.

Entering students must submit one of the following: Hepatitis B (Hep B)

- Negative One-Step PPD skin test (Form D) completed between 7/1 and 8/1 of current year. Results must be documented in mm of induration. Include date, time placed, date and time read. Documents must be stamped by and signed by Provider and show name of Clinic providing service.

OR

- Negative Quantiferon (IGRA) TB Gold blood test.
 - Copy of report of chest x-ray administered with the last 6 months. (Beginning of the 3rd year another negative chest x-ray report is again required.) **AND**,
 - Documentation of past positive PPD test. **AND**,
 - Documentation of INH Therapy OR a Negative IGRA blood test.
- Please complete TB screening between June 1st and June 25th. TB screening results must be entered in CastleBranch no later than June 30th (only students who receive an official late Admissions letter will receive a different deadline).
 - PPD- 2 Step is required annually unless past skin test was positive. ** (2-Step PPD consists of twoPPDs completed within 21 days. PPD#1 is placed in one forearm and read 48 to 72 hours later inopposite forearm and read 48 to 72 hours after placement.
 - COVID Vaccine Requirement. Students must be up to date with their COVID vaccines, including the primary series and a booster.

***Please refer to Student Health page on the website for the most current requirement of qualitative or quantitative titers as these are subject to change based on health regulations and site requirements:**

<http://studentservices.tu.edu/studenthealth/immunization.html>

****Refer to the www.cdc.gov website for additional information.**

See the associated forms for detailed information related to communicable disease clearance, including the type of titers your Health Care Provider should order. Clear and legible copies of your immunizations only will be accepted (aka, vaccination, shot, or childhood disease records). No photographs.

College of Pharmacy

A complete Health History and Physical Examination is required prior to matriculation at Touro University California. Proof of immunity through serum blood titers must be provided using the CastleBranch system prior to matriculation for the following communicable disease listed below:

The following is a list of all health related documents that are mandatory and required prior to matriculation and must be presented in Quantitative form.

- Hepatitis B Surface Antibody Titer-
- Measles (Rubella) Antibody Titer-
- Mumps Antibody Titer-
- Rubella Antibody Titer-
- Varicella Antibody Titer-
- Current vaccination with TDAP (tetanus/diphtheria/pertussis) is required. TDAP is good for 10 years. TDAP must be renewed every 10 years.
- Flu Vaccine-Annually
- TB Symptom Checklist- Required annually
- If PPD (+) - CXR required-Annually
- Physical Examination- (Upon Matriculation-then as required by rotation site)
- Please complete and turn in TB screening between June 1st and June 25th.
- TB screening results must be returned no later than June 30th (only students who receive an official late admissions letter will receive a different deadline).
- PPD- 2 Step required annually* (Have PPD #1 completed. Wait 7-10 days from PPD #1 reading date, to have PPD #2 placed.) *Refer to the www.cdc.gov website for additional information.
- COVID Vaccine Requirement. Students must be up to date with their COVID vaccines, including the primary series and a booster.

***Please refer to Student Health page on the website for the most current requirement of qualitative or quantitative titers as these are subject to change based on health regulations and site requirements:**

<http://studentservices.tu.edu/studenthealth/immunization.html>

See the associated forms for detailed information related to communicable disease clearance, including the type of titers your Health Care Provider should order. Clear and legible copies of your immunizations only will be accepted (aka, vaccination, shot, or childhood disease records). Any additional pertinent information will be handled in compliance with HIPAA regulations related to protected health information.

Joint Master of Science in Physician Assistant Studies/Master of Public Health (MSPAS/MPH)

As an incoming student, you must complete and provide documentation of the following health requirements before matriculation in the Joint MSPAS/MPH Program. Instructions on submitting this information can be found here: <https://portal.castlebranch.com/TL79> (select "Physician Assistant (Pre-pay)", followed by "Medical Document Manager"). Be sure that you sign up for your appropriate graduating class health requirements. **Once you have a Touro student email address, you will need to update your contact email with Castlebranch so that you continue to receive notifications when new health requirements are due.**

Please note that if you submit a photo of your documentation, it must be of high quality and easy to read (e.g., good lighting, no shadows, a solid color background, etc.), and **converted to a PDF** prior to submission. Please contact Student Health if you need guidance.

1. Quantitative antibody titer for each of the following:

- A. Measles (Rubeola)
- B. Mumps
- C. Rubella
- D. Varicella (Chicken Pox)
- E. Hepatitis B

Please submit documentation of a **quantitative** antibody titer completed within the past 5 years for each of the above (lab report or physician verification required). Please note that qualitative antibody titers are not sufficient, so be sure to ask specifically for quantitative titers.

This section only applies to you if one or more of your titers comes back negative or equivocal. If you have a negative or equivocal titer, a new alert will be created for you to take additional actions:

- Measles, Mumps, Rubella and/or Varicella- Repeat the 2 dose vaccine series and upload the documentation to Castlebranch.
- Hepatitis B- Repeat the 2 or 3 dose vaccine series and repeat the Hepatitis B titer a minimum of 1 month after the final vaccine.
 - o If you are a non-responder (negative titer after 2 series of vaccines), please reach out to the provider who ordered your titer for non-responder documentation.

2. Tuberculosis (TB)

A. If you have never had a positive TB test, submit documentation of the following:

- Form C – Initial TB Symptom Survey AND
- Documentation of **one** of the following administered within 3 months of matriculation (May, June, or July):
 - o Negative Interferon Gamma Release Assay (IGRA) blood test (if you have received a BCG vaccine in the past, you should get this test) OR
 - o Negative one-step skin test (on Form D)

B. If you have a documented history of a positive TB test (or if the above TB testing is positive), submit ALL of the following using Forms C & D. Please note that if you have a history of a positive TB test but you have no medical documentation, you should follow the requirements listed above for students with no history of a positive test.

- Documentation of the past positive test AND
- Clear chest x-ray report within the past 6 months AND
- Form C – Initial TB Symptom Survey (signed by a medical provider) AND
- Documentation of one of the following:
 - o Latent TB treatment OR
 - o Documentation from a medical provider (i.e., PA/NP/MD/DO) that treatment has been declined.

C. Additional information:

- TB skin test results must be read between 48 and 72 hours of placement and recorded in mm of induration.
- If testing is 'indeterminate', then repeat the test. If that repeat testing is still 'indeterminate', then get the other test (i.e., if first 2 tests were PPDs, the 3rd should be an IGRA).
- All Documentation must be submitted on Forms C and D (D only for those submitting PPD results rather than IGRA results).

3. Tetanus, Diphtheria, & Pertussis (Tdap)- Submit documentation of a Tdap booster administered within the last 10 years.

4. COVID Vaccine Requirement

- A. Students must be up to date with their COVID vaccines, including the primary series and a booster.
- B. Students who wish to obtain a COVID vaccination exemption, either religious or medical, should contact Dr. Fraylanie Aglipay, Associate Dean of Student Affairs at faglipay@touro.edu. Students who are granted an exemption may be required to wear a KN95 mask on campus and be subject to regularly scheduled surveillance testing depending on community COVID rates.
- C. Campus masking policy is regularly reviewed and updated with changes to masking requirements communicated to the campus community through email.
- D. Please note: If you feel ill, you should not come to campus. If you are diagnosed with COVID, please report this to the Student Health and the appropriate Joint Program staff or faculty member based on the Student Handbook.

5. Forms

Complete the following forms and submit to Castlebranch:

- **Form A: Student Information**
- **Form B: Physical Examination & Health History** (completed within the past 12 months)
- **Form C: Initial TB Symptom Survey**
- **Form D: PPD** (only if you are completing a PPD for your TB requirement, this form is not required for the IGRA test)
- **Form F: Consent for Student Health to maintain health information and release of Information to Clinical Rotations**

Masters of Public Health

No immunizations or titers required.

Masters of Science Nursing

All students in the MSN program are required to provide proof of the following prior to matriculation:

- Hepatitis B (Hep B)
 - Serologic testing that establishes immunity through a positive antibody titer or
 - Proof of previous adequate vaccination (3 doses over 6 months)
- Rubella (Measles), Mumps, Rubella, Varicella and Zoster (chicken pox) by one of the following:
 - Serologic testing that establishes immunity through a positive antibody titer or
 - Proof of previous adequate vaccination (3 doses over 6 months)
- Tdap Booster within 10 years
- Tuberculosis Screening: A negative TB skin test is required within the past three months of admission; a positive PPD result requires a clinical evaluation by a healthcare provider and proof of negative chest x-ray. PPD skin tests are required annually.
- Influenza vaccine verification must be received by November 1st of each year. Students may provide proof of immunization or provide a written declination statement.
- COVID Vaccine Requirement. Students must be up to date with their COVID vaccines, including the primary series and a booster.

Transcript Requirements

- Where applicable, student copies of unofficial transcripts may be submitted with initial application materials provided such copies include the conferral or anticipated conferral date for the required degree.

- Official or, where applicable, unofficial (student copies) of transcripts must accompany the application for admission. If unofficial transcripts are submitted, or if official transcripts are submitted without documenting that the required degree and/or coursework have been completed, final, official transcripts showing completion of the required degree and coursework are required prior to the first day of mandatory orientation. At minimum, transcripts must confirm completion of the appropriate degree and/or required coursework and required units (where applicable). Exceptions on a case-by-case basis may be made to allow an admitted student to matriculate if the student was accepted too close to the start of the academic program to allow sufficient time to request official transcripts. In these cases, the student must provide secondary proof of degree/requirement completion such as a copy of a diploma, unofficial transcripts showing final grades and/or degree conferral date, letter from the college/university registrar, or a letter from a course professor, etc. In such cases, official transcripts are required within 30 days of matriculation, or a registration hold will be placed on the student's records and the student will not be permitted to register for courses for the next semester.
- Students who have attended institutions outside of the United States will need to submit an official transcript evaluation from a TUC approved evaluation agency. For a list of approved agencies and requirements for evaluations, please refer to the TUC Admissions website.

New Student University and Program Orientations

Attendance at University Orientation sessions is mandatory for new students. Orientation programs are planned each year by Student Affairs and the academic programs to welcome and facilitate the integration of new students into the university and into each of the colleges. At the start or prior to the start of orientation, students will receive financial aid information, learn about the college services available on campus; have opportunities to interact socially with peers; and have a chance to meet members of administration, faculty, and staff. Through orientation, students will develop a sense of belonging to the university and individual college communities. University orientation for the Fall term generally takes place either during the last week of July or during the first week of August; timing for Spring and Summer orientation varies by program. Orientation dates and times, along with supporting materials, will be available to new students about 30 days before classes start.

Student Identification and Name Badges

The Touro University California Information Technology (IT) Department issues photo-identification (ID) badges to new students prior to the start of classes. This badge must be worn while a student is in any institutional facility or is participating in a clinical rotation at another facility. This ID badge must be displayed so it is readily visible. Failure to wear and/or properly display the student identification badge may result in a member of the security staff requesting the student to leave a building on campus, denying the student admission to a building, or referring the student to the Associate Dean of Student Affairs. If a student identification badge is lost or stolen, the student must inform the Office of Student Affairs and arrange a replacement badge. The first replacement badge is free. The second badge requires a fee of \$15.00 to replace a lost or stolen ID badge.

Student Health Insurance Plan/Health Care

Since the university is concerned for the health and welfare of its students, each student is required to maintain continuous health insurance coverage. The student has exclusive responsibility for their own medical bills. The university assumes no responsibility to seek reductions or waivers.

To ensure each student has health insurance, Touro University California has instituted a mandatory insurance program. Students are automatically enrolled at registration in the Touro University California Student Health Insurance Plan (SHIP) except for students in the Graduate School of Education and the School of Nursing. A waiver program is in effect for students who can document coverage that meets the minimum requirements of the plan. If a student's waiver application is accepted, they will be waived from inclusion in the Touro sponsored plan for one (1) academic year. Each student wishing to continue waiver from participation must reapply every

academic year during the waiver period. The waiver period generally begins in early May of each year, to be effective with the beginning of the next academic year. Students are notified via their “student.touro.edu” email when the waiver application period begins.

Drug Free Workplace

A Drug and Controlled Substances Policy and Procedure was established for Touro University California to appropriately serve faculty, staff and students' needs. This policy has been established to implement a drug-free workplace and academic environment consistent with federal and California state law, including the terms and conditions whereby employees, students, volunteers, faculty, physicians, and other professionals may be disciplined for violation of these policies and tested.

All Touro University California students, before beginning a clinical affiliation, must be drug screened. The university reserves the right to have any student evaluated by the Student Health Service if they appear to be under the influence of illegal drugs/substance and/or alcohol which results in a diminished or impaired ability to perform usual tasks. Any student who attends a TUC-sponsored event, uses any on-campus resources or facilities, attends a class, whether on or off-campus, or attends a clinical rotation under the influence of alcohol or illegal drugs/substances is subject to either immediate suspension or possible expulsion in accordance with this policy.

Each student must submit to a background check and drug screen before or during their enrollment at Touro University California. The cost of the first background check and drug screen will be borne by Touro University California. The student should know that facts uncovered from the background check and/or drug screen may preclude licensure or practice in a student's profession. These facts may also interfere with Touro University California's ability to procure internships/clerkships/ rotation sites may impact a student's ability to begin or continue their education at Touro University California or to obtain licensure to practice their profession.

Appendix J: Drug Screening Procedures

Drug Screening Procedures

TUC Students enrolled in the Osteopathic Medicine, Pharmacy, Physician Assistant/Master of Public Health and Nursing programs must meet various institutional and third-party standards to participate in their clinical rotations. TUC establishes the academic standards and experiential educational standards for all educational experiences, such as for clinical rotations. Clinical rotation standards and policies are stated in full detail in each program's student handbook. However, since the clinical rotation experience is common to several academic programs, the university drug screening procedures apply to all academic programs requiring clinical rotations.

Clearance Monitoring and Release of Records

Student Health Center (SHC) facilitates the gathering, collating and validation of the required health clearance data for student rotations through the CastleBranch System for all programs except the Nursing program. In addition to health screening, immunization, and titer requirements, students must pass a drug screen analysis to participate in any clinical activity. While the specific thresholds and drug clearance requirements vary among clinical sites, almost all of them require that students pass a drug screen before the first day of rotations. SHC obtains a signed release of information that includes the student's approval for the SHC to share the student's drug screen results with the student's program. The program may be required to share Student's Drug Screen to a clinical rotation site. Students should contact their individual program for more information.

Payment

The first required drug screen test is paid for through the university collected student health fee. TUC will arrange for the third-party vendor to offer the initial screening on campus at the university's expense. All students required to have a drug screen are encouraged to use the services provided. Students failing to attend an on campus drug screening event sponsored by SHC may be required to obtain screening on their

own and pay the costs. Students obtaining a drug screen on their own must request the vendor to provide a copy of those results to SHC staff. The university pays for the initial drug screen test (when obtained during SHC arranged on campus events) and may pay for some required to be conducted within 30 days of the start of a rotation. All elective rotations and student requested rotations requiring additional screening shall be completed at the student's expense. Students may be responsible for payment for initial and/or subsequent drug screen tests for other reasons, including, but not limited to student noncompliance and retesting as the result of positive results.

Screening

TUC contracts with an independent third party to conduct the laboratory analysis and TUC has no control over the results of the screening. The results are submitted by the third-party vendor to the SHC staff who will record, maintain and report the results to the student's program and when needed, to clinical sites.

Notice

Students will be given notice a minimum of seven calendar days prior to the initial drug screening test. Special circumstances that prevent the student from participating in the scheduled drug screen test must be discussed with the appropriate academic program administrator prior to the test in order to receive an "excused absence." The SHC will send each academic program a roster of the students who participated in the screening. Students who do not participate are reported as "no show" for the initial testing to their academic program administrators and will be required to pay for their initial drug screen test and may be subject to professionalism charges and/or university student conduct code violations. Students with an excused absence from the announced drug screen test day will still be given an opportunity to have the test paid for by the university at an agreed upon date. The "make-up" test must be completed within seven calendar days of the missed event. Again, the student who is "making-up" the drug screen test, must request that the vendor provide a copy of the test results to the SHC or to the Nursing Program administrator.

Reporting of Medication Usage

Students using prescription(s) or OTC medications that may impact the drug screen are not required to provide that information prior to urine drug screening. Any student whose test results return as a positive is contacted by the vendor's Medical Resource Officer (MRO). The student is then asked to provide the documentation of prescribed drug.

Results

The results of Drug Screens are sent to the students' academic program.

Drug Screens interpreted as positive

Definitions:

1.0 Possession

Illegal holding or controlling of alcohol, drugs, or associated paraphernalia.

2.0 Use

Illegal personal use of alcohol or drugs.

3.0 Abuse

Repeated illegal use of alcohol or drugs, or use accompanied by other behavior, including but not limited to

3.0-1 Disorderly, disruptive, or aggressive behavior that interferes with the well-being, safety, security, health, or welfare of the community and/or the regular operations of TUC

3.0-2 Engaging in or threatening to engage in any behavior that endangers the health, safety, or well-being of one-self, another person, or property

3.0-3 Physical violence (actual or threatened) against any individual or group of persons.

4.0 Distribution

- Health and wellness of the responsible student
- Impact on the TUC community
- Type, quantity, and packaging of the substance
- Number of persons to which the substance was distributed
- Amount of revenue associated with the distribution
- Existence of any other aggravating or extenuating circumstances

5.0 Warning

A written reprimand putting the student on notice that s/he has violated the Code of Conduct and indicating that further misconduct may result in a more severe disciplinary action. A copy of this warning is placed in the student's disciplinary file kept by the Associate Dean of Student Affairs.

6.0 Probation

A student may be placed on disciplinary probation for a defined time. While on probation, students may not hold office in student organization, clubs or societies or represent TUC in any capacity. Further violation while on probationary status will result in suspension or expulsion from TUC. Probation status will be noted on the student transcript.

7.0 Counseling and Treatment

A student's continued enrollment at TUC may be conditioned on their 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 their enrollment is conditional upon it, may result in more severe disciplinary sanctions.

8.0 Legal Action

The academic program Dean, Dean of Student Affairs, or the Associate Dean of Student Affairs may recommend to the CEO/CAO that the student(s) be turned over to law enforcement authorities for legal action. The final decision on referring student cases to the authorities is made by the TUC CEO/CAO in consultation with TUC Compliance.

Crime Awareness & Campus Security Act (Clery Act Information)

As required by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics (Clery Act) federal law, Touro University makes available to students and prospective students and families, information about policies and procedures on how to report criminal actions on campus, current policies concerning security and access to facilities on campus, and information on campus law enforcement and statistics concerning incidents of campus crime. Each fall by October 1st Touro University California publishes this information in the Annual Security Report (ASR) that is located on the university website under the Campus Safety tab located at the bottom of the tu.edu home page or at the following website:

<https://www.tu.edu/campus-life/campus-safety/>

Paper copies of the ASR may be obtained by contacting the appropriate university administrators. Current and prospective students and employees can request a paper copy of this report by contacting Newman

Hoffman, CFO and AVP of Administration or the Dr. Fraylanie Aglipay, Associate Dean of Student Affairs
(707) 638-5883

TUC encourages victims and witnesses of crime to report crime and other serious incidents as soon as possible to Campus Security or university administrators. The ASR has specific information on how to and to whom to, report crimes. Additionally, the ASR contains information on several important policy and resource issues related to Title IX and other emergency and security issues. Students are notified at least annually via their university assigned email address of how to access the most current ASR. Students are strongly encouraged to review the policies and materials made available to them in the ASR.

Emergency Information

Emergency Alert System

During an emergency, the university will use multiple mediums to reach as many people as possible with accurate and timely information. This is especially important in the first hours and days of an emergency or a crisis. In addition to emails and the TUC webpage, the university uses RAVE Alert emergency notification system to notify the campus community of a significant emergency or dangerous situation affecting the university community.

Touro University California tests this emergency notification system at least once per academic year and uses the system as part of the emergency drills. Test results are used to measure the system's effectiveness and provide important information as the university seeks to enhance and upgrade the emergency notification tools and procedures.

Updating Emergency Alert Information

All faculty, staff and students are annually enrolled in the RAVE Alert emergency notification system via their official touro.edu email. Informational campaigns are conducted at the start of each semester to encourage students to provide multiple contact paths and to update the system with any changes to their primary contact information by visiting: <https://www.getrave.com/login/tu>. TUC community members will receive the latest official campus information regarding natural disasters, campus closures or other emergency situations via a text or phone call from the RAVE alert system.

Individuals who are already registered can check their contact information at the RAVE website (<https://www.getrave.com/login/tu>) by entering the member ID and password emailed along with the registration information.

RAVE Assistance

For assistance with RAVE, please contact the IT Help Desk at tuc.help@touro.edu or 707-644-HELP (4357).

Fire Drills, Building Coordinators & Safety Week

Fire evacuation plans are posted at the main entrance door of all occupied buildings located on the Mare Island campus. Fire drills are conducted periodically. The fire drills encompass all occupied buildings located on campus with each building having a fire drill at least once a year.

Each building has a faculty, staff or administrator named as building coordinators who serve as a local contact for each building to assist with emergency protocols for evacuation, lock down, or other required emergency response. The building coordinators help inform building occupants of proper procedures for building emergencies and evacuations in preparation for an emergency.

All building occupants, including students in labs, are required to evacuate the building during a drill and to stay clear of the building until the staff or faculty building captain(s) give the all-clear signal to return to the building. It is critical that everyone adheres to the practices of evacuation during the drills. Students failing to leave the building or to comply with directions issued by the building captains, coordinators or uniformed emergency responders may face student conduct and professionalism charges.

During the fire drills, observers note infractions and make suggestions for improvement. Results of the fire drill are forwarded to the campus community via the official tu.edu email system. Reports are maintained with the chairperson of the safety committee.

A complete copy of the Campus Fire Safety Policy is Appendix N (Campus Fire Safety Policy – Appendix N). Staff and faculty receive safety training opportunities for CPR, First Aid and proper use of fire extinguishers. Students receive safety information at the University new student orientation.

Emergency Management & Campus Emergency Telephones

The university's Annual Security Report lists policy and procedure information regarding the university's emergency management activities. For all non-urgent questions concerning safety and security issues, please email tuc.security@touro.edu. The campus does have an active shooter policy that is posted on TouroOne. (Appendix O)

For emergencies call 911 or 9-911 from all campus telephones.

Blue light emergency telephones are in the parking lots near Lander Hall, the Library building, parking lot D, the Farragut Inn, Wilderman Hall, Truett Hall and near footpaths such as the Harter Way stairs. These special emergency telephones contact Touro Public Safety.

Office of the Registrar

The Registrar's office hours are generally Mondays through Thursdays 8:00AM – 5:00PM; Fridays 8:00AM – 3:00PM. We also offer virtual office hours Mondays and Wednesdays from 1 – 1:50pm. The office is closed on holidays and students are advised to refer to the university's holiday schedule for office closures. Please see registrar's webpage for details.

Registrar Contact Information

Mailing Address:

Office of the Registrar
1310 Club Drive
Vallejo, CA 94592

Registrar's Contact Information

Truett Hall Room 145

Email: tuc.registrar@touro.edu

Phone: (707) 638-5984

Fax: (707) 638-5267

Academic Record Privacy/FERPA

The Registrar is responsible for maintaining official student academic records. Any questions and/or requests regarding student academic records should be made in writing and addressed to the Registrar. The Registrar complies with the Family Educational Rights and Privacy Act (FERPA). FERPA provides for students' right to be informed about where student academic records are located, to review personal academic records, to request corrections, to grieve alleged violations of privacy, to consent to disclosures of personally identifiable information and to file complaints with the U.S. Department of Education. Touro University California has designated student names, email address, term of attendance, major fields of study and certificates/degrees earned as public directory information. This means that this information about students will be shared with the Touro University California community, and the public, unless the student requests a privacy hold be placed on their records, via TouroOne or signed request to the Office of the Registrar.

Matriculation and Registration Process

Students are not considered fully matriculated into the university until they have been registered and attend their first day of class.

New students are required to have documentation of the following prior to starting classes:

- a physical exam
- immunizations as outlined on the physical examination form
- proof of health insurance and documentation that the insurance meets or exceeds the requirements to be granted a waiver

For additional details on entrance requirements, please refer to the "Additional Requirements for Accepted Students" section in this catalog.

Registration

Students are registered into courses in a variety of ways depending on their program and year. The student must review their registration and make any adjustments before the end of the add/drop period. Each

program has an academic calendar with defined dates that must be followed. Students must review their program's academic calendar frequently to ensure they're meeting important deadlines.

Students are always responsible for the accuracy of their registration no matter how their registration is processed. Depending on a student's program, and where they are in the program, will determine how a student is registered.

In general, most programs at Touro request block registration through the Office of the Registrar. Unless otherwise directed, your registration will be done by the Office of the Registrar no later than three weeks prior to the start of the coming term.

Students in the Master of Public Health and those programs that fall under the Graduate School of Education are required to use their TouroOne Portal to register or submit an Add/Drop form to the Office of the Registrar.

Failure to register by the deadline posted will incur a late registration fee and may render the student ineligible to attend class(es) that term.

All tuition and fees must be paid prior to registering for the following semester. A hold will be placed on the student's record until any past due balance is paid in full. Students will not be permitted to attend any courses they are not registered for and, in the instance they do attend without properly registering, will not receive any academic credit for the course. Students will not receive academic credit for courses they take not specifically approved by their program, including electives. It is the student's responsibility to work with the program, and their advisors, so registration errors of this type do not occur. Please refer to the Bursar's Office with any questions related to options regarding the hold when balances are outstanding.

Late Registration

A student registering after classes must get the written permission of the Dean of the College/School/Program in which they are enrolled. Permission of the instructor in each course is required in all such cases. A late registration fee of \$100.00 will be assessed if the registration is after the allowed add/drop period.

Electives

An elective course is an institutionally approved series of instructional sessions that are developed outside of the required curriculum and offered by college faculty to currently enrolled students in addition to prescribed courses. Students officially registered in elective courses receive credit commensurate with contact hours, which is included on the student's permanent record. Student performance is evaluated on a pass/fail basis. Students interested in registering for an elective course should first contact the appropriate academic department offering the course. Procedures for registering for elective courses can be obtained from the Registrar's office staff.

Students may only take electives approved by their program. To register for an elective, students need to complete the Elective Registration Form found in the TourOne Portal. This form needs to be signed by the student and instructor(s) and submitted to the program for final approval. The program will forward all approved elective forms to the Registrar's Office.

Audited Courses

An audited course is defined as the participation of a student in a course for which the student receives no credit or grade. Students interested in auditing a course should first contact the appropriate academic program offering the course and request permission. If permission is given, and with the student's academic program's approval, an Add/drop form must be submitted to the Office of the Registrar so the student can be registered as an auditor in the course. The ability to participate in exams or other assessment activities is at the instructor's discretion and is not guaranteed. Certain lecture and lab activities might be designated as not available to auditing students, and the student may be asked to cease attending the course, at the discretion of the course coordinator. The course coordinator/instructor may ask the student to leave the course for nonattendance or

when the presence of auditing students may disrupt the space or flow of classes and related activities for students taking the course for credit. Auditing a class cannot be converted to a credit bearing course retroactively. Financial Aid is not available for audited courses.

Students may only attend courses they are registered in either for credit or as an auditor.

Students on a Leave of Absence (LOA) who wish to audit course(s) must first receive approval from their academic program through the Leave of Absence Form. Because students on LOA are considered inactive, they will be granted **alternate access to Canvas and related course materials** if permitted to audit. Access to Canvas and course resources will be coordinated through the academic program, the Registrar's Office, and the IT Department, and **may be limited based on program or course-specific policies.**

Continuous Enrollment

Students must register for at least one unit each semester to be considered an active student. Students with fewer than six units are not eligible for Financial Aid but are considered active students. Students progressing in completing their thesis or dissertation must register for a continuation course each semester until the thesis or dissertation is completed and given final approval.

Students who do not register as required and for whom more than one year has elapsed since the date of last attendance may be administratively withdrawn from the university and would then be required to reapply for admission should they wish to return. Any unauthorized break in studies lasting for more than one year will result in students losing their catalog rights. An exception to this would be a request for a leave of absence. Leave of absences are granted only with the approval of the academic program and university registrar; see Leave of Absence section of this catalog for a more complete explanation.

For students who do not maintain continuous enrollment or have not attempted to register for a class in the current term, the program will contact/communicate with the student within the first two weeks of the semester to determine student status and report that student status to the Registrar.

Enrollment Status

Graduate and profession student programs

Full-time	9 credits
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Half-time	6 credits
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Note: students enrolled for less than 6 credits at any time are not eligible for financial aid.

Undergraduate student programs

Full-time	12 credits
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Half-time	6 credits
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Summer Full-Time	6 credits
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Note: students enrolled for less than 6 credits at any time are not eligible for financial aid

Credit Hours

Touro University California generally follows the Carnegie unit formula for defining and assigning semester credit units. Specifically, fifty minutes to one hour of instructional contact in lecture, or two hours of laboratory instructional contact, per week equals one credit hour. Semester hours translate into contact hours and are calculated based on 15 weeks per semester:

Given that the Carnegie unit does not account for hybrid courses and distance learning instructional methods, nor with some of the learning activities associated with the number of hours of laboratory or practice session or clinical rotation, the course unit calculation does vary by college. The traditional formulae noted below are modified depending upon the course.

Didactic/Lecture Courses

1 contact hour x 15 weeks = 15 contact hours = 1 unit of credit
2 contact hours x 15 weeks = 30 contact hours = 2 units of credit
3 contact hours x 15 weeks = 45 contact hours = 3 units of credit

Clinical Courses by Program

DO and PharmD clinical rotations, 1 week of assignment = 1.5 units of credit
PA Clinical Rotations, 1 week of assignment = 1 unit of credit
AAS DMS Clinical Rotations, 16 week of assignment = 9 units of credit

Each College has a curriculum development and review process that includes at least an annual review of the credit value assigned to each course. The College Dean or designee communicates any credit hour changes to the Registrar's office before the academic year starts.

Changes In Enrollment

ADDING/DROPPING/REPEATING CLASSES

Registration deadlines can be found on program specific academic calendars located within the TouoOne Portal. Students' ability to add or drop a course, receive a refund, and whether a student may withdraw are all determined by calendar dates specific to the program. Students should become familiar with their academic program's calendar to not miss any pertinent deadlines.

Start of Registration: on this day, students may begin registering for a specific term. In the case of students who are block registered, this is the first day their enrollments may appear. Block registration will be complete for all eligible students no later than one month before the term starts.

End of Registration: this day aligns with the start of the term and the day by which all registration should be finalized. Please note that adding and dropping courses may impact financial aid, tuition, and fee charges. Having registration finalized on or before this date assists in processing financial aid or VA benefits. Students receiving financial aid should have their registration completed twenty days before the term's start to ensure the earliest possible disbursement of funds.

Last Day of Add/Drop period: this is the deadline for any final registration changes. It marks the last day to drop a class(es) and receive a full refund. It is also the last day to drop a course without a "W" (withdrawal) appearing on the student's permanent record.

Last Day to Drop with a "W": this is the last day for students to drop any course. After this date, students must receive a final grade from the instructor, and it will appear on the student's permanent record.

Students may drop all their classes online but, if they do, proper steps must be taken for a student to take a Leave of Absence or a Withdrawal. Please refer to these sections in the Academic Catalog for additional information.

Repeating A Course

Students who fail a course must reregister for that same course the next time it is offered (for the PA program, there may be a way to retake the course sooner – please refer to the PA handbook). Students must have permission from their program to repeat the course. When a student repeats a TUC course, the original grade will

remain on the transcript but not be included in the computation of the grade point average (GPA). The repeated course grade will also appear on the transcript, and it will be computed into the final GPA. Rarely a course may be repeated more than once and, in that case, only the most recent course grade will be used when computing the grade point average. All grades will remain on the student's transcript with suitable notation to ensure an accurate academic record. Credit will be allowed only once for successful completion of the course.

Sometimes students have difficulty completing multiple classes, or even all their classes, in a term. When that happens, the program may elect to cease the student's progress in their program and instead register them in "Pathways to Success" course. The student would then take the semester to study and master the skills they need to be successful in the program. If this course is passed successfully, the program may reinstate the student in their studies and let them retake the previously failed course.

Remediation

Faculty may allow a student to be reexamined on failed materials or to complete assignments to get a better grade if the student can complete the test/assignment and it can be graded prior to the final grade window closing. This opportunity should only be given to students who have otherwise done well in the course and only if the completion and grading of the remediated work does not delay the faculty's final grade submissions. Programs do not need to inform the Office of the Registrar of remediations.

Class Attendance Requirements

Students must be registered for specific courses or rotation assignments to attend, take part, and be granted credit. All instructors/professors are responsible for monitoring student's attendance against the class roster of enrolled students. Any discrepancies, absences or omissions should be reported to the appropriate Program Director or Dean and the Office of the Registrar by the end of the second week of the semester.

Students are expected to attend all lectures in the required curriculum, laboratory activities, clinical rotations, elective, and audited courses. Colleges, departments, and/or individual courses may establish more specific attendance requirements. Students who must miss laboratory or clerkship sessions should notify the instructor or preceptor as soon as possible prior to the session to allow for any necessary accommodations. Failure to attend elective or audited courses and/or laboratories may result in the removal of the elective credit or the student may be asked to cease attending the audited course. Absence from any instructional session does not relieve the student of responsibility for covered material. Chronic unexcused absences may be viewed as violations of the Code of Responsibilities and Rights of the Students, Appendix C. In the case of an excused absence, illness, or extenuating circumstance, see the appropriate academic program Student Handbook for specific requirements regarding exam make-up.

Jury Duty Summons

Occasionally students enrolled in TUC programs will receive a summons to serve on Jury Duty. Service on jury duty is a required duty of every citizen in the United States. As such, it is not possible to exempt anyone (including Touro University California students) from jury service; however, it may be possible to delay and schedule service to a more convenient and less impactful time. The Registrar's office can provide an enrollment verification to support the student requesting a rescheduled appointment or deferral.

Ultimately, the student is responsible for managing their jury duty obligations and academic requirements.

Procedure

1. Any student receiving a jury summons must bring that summons to the Office of the Registrar as soon as they have received the summons.
2. Should any TUC faculty or administrator be approached by a student requesting assistance or excuse for jury service, that faculty member or administrator is to refer the student to the Office of the Registrar.
3. The Registrar, when presented with the original jury summons of any currently enrolled student, will provide that student with a written Verification of Enrollment. Students are encouraged to return their jury summons

to the court along with the Verification of Enrollment provided by the Registrar and request a hardship deferral. The student will likely be required by the court to provide alternative dates when the student will be available for service, usually within six calendar months. Students are then encouraged to contact the jury coordinator via the telephone number on the jury summons to explain their situation.

If requested, the Office of the Registrar or the offices of the Dean or Associate Dean of Student Affairs will assist the student with this process.

Should a student be selected and required to serve on a jury, the university will assist the student with any reasonable academic adjustments or assistance needed to mitigate the effects of such mandatory service. Assistance may include but is not necessarily limited to: tutoring, where possible to postpone assignments and examinations, or, assistance in requesting a Leave of Absence. If the student is seated as a jury member for a lengthy trial, that student may need to request an official Leave of Absence from the university. To receive assistance in the event Jury Duty service impacts the student's academic progress, the student must contact the Associate Dean of Student Affairs to request special assistance.

Useful Links from the California Courts Website

Web link for those in CA with a jury duty summons:

<https://www.courts.ca.gov/jury-service.htm#tab24324>

Web page for information of what is eligible for excuse from jury duty:

<https://www.courts.ca.gov/3954.htm#eligible>

Link to local jury information by CA counties:

<https://www.courts.ca.gov/8078.htm>

Grades

The university uses two grading systems: a percentage-based (numerical) grading system and a Pass/No Pass system. The Pass/No Pass system started with the 2019 fall term for all first year COM students and will continue for all future classes.

Note: See chart below for how the percentages are translated into points and letter grade equivalents. The Pass/No Pass system does not produce GPA points so class rank cannot be calculated by the Registrar.

Final grades are due from the instructor and entered into the university student information system within the following deadlines:

Didactic Courses: fourteen (14) calendar days after the last day of the semester.

Rotations: twenty-eight (28) days after the last day of the semester.

Grade System

NUMERIC OR PERCENTAGE BASE GRADE CODES FROM SUMMER 2005 FORWARD

Grade	Point	Letter Grade Equivalent
97-100%	3.85-4.00	A+
93-96%	3.65-3.80	A
90-92%	3.50-3.60	A-
87-89%	3.35-3.45	B+
83-86%	3.15-3.30	B
80-82%	3.00-3.10	B-
77-79%	2.70-2.90	C+
73-76%	2.30-2.60	C
70-72%	2.00-2.20	C-
69% or below	0.00	U

PASS/NO PASS GRADES

Counted in units earned but not calculated in GPA:
P – Pass
H – Honors
HH – High Honors
NP – No Pass
NP/P – Pass/Remediation (discontinued Fall 2024)

OTHER GRADE SYMBOLS

Counted in units earned but not calculated in GPA:
P* - Pass with Honors
CR - Credit
SP - Satisfactory Progress (discontinued Fall 2024)
Y/C - Year long class

Grades with no credits but counted in GPA
W/U - Withdrawal not in good
U - Unsatisfactory

Grades counted as attempted and no credit awarded:
IP - Course in Progress
INC and/or I - Incomplete course
W - Withdrawal in good standing
UP - Unsatisfactory/Remediation Pass - equivalent to a grade of 70%

*The “U” grade is permanent on the student transcript and cannot be replaced with another grade mark. When the course is successfully repeated, the new grade earned will be used in the GPA calculation and the “U” grade earned in the previous course will not be used in the GPA calculation though it remains on the transcript.

Definition of Grades:

Satisfactory “(A, B, C)”

A 70% or above is considered a satisfactory grade. The various programs / colleges may have defined 3.0 or higher cumulative GPA to receive their degree. Please see appropriate handbook for cumulative GPA standards by program.

Unsatisfactory “(U)”

Less than 70% is considered an unsatisfactory grade.

Unsatisfactory with remediation “(U/P)”

After an unsatisfactory performance has been successfully remediated, a “(U/P)” will replace the “(U)” on the transcript. (no longer in use)

Incomplete “(INC)”

An “INC” grade is intended to be an interim course mark. It is to be used only if there was an unpreventable or unavoidable circumstance keeping the student from completing all requirements prior to final grade submission AND the student has satisfactorily completed 75% or more of the course requirements. An Incomplete cannot be assigned to a student who is otherwise failing the course. An Incomplete also cannot be assigned simply to provide the student with additional time to complete an assignment or make additional revisions to an assignment to increase their grade. The Incomplete grade can only be assigned in cases where the deadline to drop the course with a “W” has passed. If a student does end up failing a course, they must repeat the entire course.

When the faculty assigns an Incomplete, the Incomplete Grade Submission Form must be filled out and include all outstanding requirements the student must complete to successfully pass the course. Once all outstanding coursework has been completed, a Grade Change Form must be submitted to the appropriate staff person within the Registrar’s Office to convert the “INC” to a final grade.

It is up to the discretion of the faculty/course coordinator how long a student has to complete the outstanding work, but it cannot exceed one year of the date the “INC” was awarded. If the student does not make up the outstanding requirements within that year, the “INC” grade will automatically and permanently become a failure (“U”).

The grade of “INC” - Incomplete - shall be neutral in the calculation of the grade point average; however, an incomplete grade may have an impact on the student’s ability to receive future financial aid. Please review the Satisfactory Academic Progress portion of the catalog for more information.

SPECIAL NOTE: All incomplete grades must be converted to a grade before their degree is conferred.

Withdrawal “(W)”

A withdrawal indicates that a student has withdrawn from a course in good academic standing. This grade code is used if the student drops prior to the last day to drop with a “W”. This date can be set by the program, but it is not to exceed the 65% point of the term. After this day, a grade must be assigned to the student.

Withdrawal Unsatisfactory “(W/U)”

A withdrawal unsatisfactory indicates that a student has withdrawn from a course not in good academic standing.

Grade Changes

All course grades (except “INC” grades) are intended to be final and permanent. It is expected that faculty will arrive at and report final grades as accurately and precisely as the nature of the evaluation of student achievement and the grading system will permit.

It is considered the faculty’s direct and professional responsibility to ensure that grades are fair and reported correctly the first time. Except for entering a grade for an expired INC, or noting a Withdrawal, the registrar’s staff will only change a grade that was submitted in error and if they have the appropriate documentation of that error.

If an error occurs in the calculation or recording of a grade, the faculty of record will initiate the Change of Grade Form, which must include:

- The student’s name, student ID number, course designation by title, course number, semester, and change desired
- An explanation identifying the person who made the error and explaining the nature of the error
- An explanation of how the new grade was computed

The Change of Grade Form must be endorsed by the department program director and/or the dean and forwarded to the Registrar for final approval and processing. The Change of Grade Form cannot be used to add a class after the end of the term.

Note: Requests for “INC” grade changes must be made by faculty members directly to the Registrar staff on the official forms provided for that purpose.

Grade Appeal Process

Once final grades have been submitted, a failing course grade may be changed only by the course faculty. The grade appeals process varies according to a student’s academic program. Students must see their academic program handbook for details. The course faculty’s decision will be communicated to the Registrar in writing within two instructional days of the appeal’s approval.

Leave of Absences

Temporary Student Separation from the University

Due to occasional personal/medical/academic reasons, a student may need to be temporarily separated from the University and/or their academic program. Students are advised to fully read, understand, and consider all consequences of taking a Leave of Absence as it may affect students fiscally, academically, and decrease the total amount of time given for a student to complete their program.

Approved Leave of Absence (LOA) Definition

A Leave of Absence (LOA) is a status where a student is officially separated from TUC (not enrolled) for a short, defined period of one or more academic terms but not to exceed two sequential years. Students on a LOA will not participate in any academic activity at TUC nor are they expected to submit any work or participate in any way. Students must receive permission from their program before taking a LOA and speak with the Bursar and Financial Aid Offices before final authorization.

A LOA is intended to be a brief separation from studies that allows students to return to TUC without having to go through a readmission process. Students may take up to two consecutive years, if necessary, for their LOA. Students away from the program for two or more years may be required to restart it, complete remediation activities, or test out of curricular content to resume it. A LOA may not be applied retroactively or for a previous semester.

Depending upon the program, the time spent on LOA may be counted toward the maximum time allowed to complete the program. For example, students in the Doctor of Osteopathic Medicine (D.O) program have a maximum of six years to complete their program. If a D.O. student takes a one-year Leave of Absence, they will only have five total years to complete the program requirements and receive their degree.

During a LOA, the student is no longer eligible for financial aid. If a student takes a LOA after a financial aid refund has been disbursed for that semester, the student may be required to return all, or some, of the refund to the University. For financial aid, a student requesting a LOA greater than 180 days is reported to the federal aid program as a withdrawn student. Any grace period (typically 6 months) allowed by lenders for repayment of student loans will start being counted as of the LOA effective start date.

Students may not be on a LOA and registered for classes during the same term. For students in joint/dual programs, a LOA is only necessary if the student does not plan to take any courses during a given term. A student may choose to take a temporary break from one program while remaining in courses for the other without taking a LOA. However, no student may do this without full authorization from both programs and should be aware that they could be advised to take a LOA from both programs, depending on the reason for temporarily stopping one program.

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

Process

To initiate the LOA, a Leave of Absence form must be submitted by either the student or the program. Students may find the form in the Registrar section on their TouroOne Portal under “ Student Status Forms”. The student and academic Dean or designee must meet to discuss the reason(s) for the requested leave, the possible effects on their academic program progress, and any required actions that must take place before returning. Students are required to contact the Bursar and Financial Aid office staff to review how their unique student account is impacted by a LOA.

The official start date of the LOA will be the effective date listed on the LOA petition. If students need to leave the university during an academic semester, they are required to withdraw from their classes and submit an Add/Drop form to their program for approval. If approved, that form will be submitted to the Office of the Registrar for processing. Classes will be dropped as of the last date of attendance written on the form and any tuition charges or refunds will be done in accordance with the TUC withdrawal policy. Depending on the time of

the withdrawal, students may have a “W” for withdrawal, “W/U” for Withdrawal Unsatisfactory, or a final grade reflected on their transcript if it was past the point of a withdrawal.

Involuntary Leave of Absence

In certain circumstances, the CAO, Dean or designee, may require a student to take an involuntary leave of absence. In these cases, the LOA will be applied to the student’s record and they will be informed of the details by the department and/or Registrar’s office.

Unapproved LOA

Students who may not have filled out the LOA forms appropriately, completed a term, did not re-enroll for the next term, or did not complete their academic program, are considered as being on an Unapproved LOA. Students who have an Unapproved LOA are administratively withdrawn and/or dismissed by the program after three consecutive semesters of non-enrollment; and this time away will count towards the academic program statute of time limitation for degree completion (please refer to the appropriate student handbook). Students who have been absent from their academic program for one or more semesters without official approval may not enroll in future terms without petitioning their academic program and will be required to reapply for admission (see Admissions section of the catalog).

Returning From LOA

When returning from the LOA, the student/academic program will need to complete a “[Petition to Return to Classes](#)” form six (6) weeks prior to the start of the upcoming semester. Once this form has been completed/approved by both the academic program and the Registrar’s office, the student will then be able to register for classes, will be reported to the federal aid program as being enrolled, and will have their status of any federal aid student loan(s) changed to a “deferred in-school”. Students on LOA for health reasons must have the Student Health Center sign off on their return before the petition gets approved. Before returning to the university, students must obtain clearance from their primary health provider, who must certify that the student is fit to resume academic responsibilities without restrictions. If there are restrictions, the student will need to contact Student Affairs and process those via the Disability Services team. The health provider’s clearance documentation must be submitted to Registrar’s Office at least six weeks before the desired return date to allow for review and processing. Approval will be granted based on the recommendation of the student’s primary health provider.

Extending an LOA

If the student needs to extend their leave, a new Leave of Absence form must be completed by the student and their academic program and be processed/approved by the Registrar’s office. It is the student’s responsibility to initiate any Petition to Return to the academic program administrators and the registrar’s staff before the LOA expires. For more information on LOA tuition and fees, please see the Bursar’s section of the Catalog.

Withdrawal Procedures

A student who withdraws from their academic program and all classes is also considered withdrawn from the university. As such, if the withdrawn student decides at some later date to reenter the program, they must reapply for admission and, if accepted, will assume the status of a new student. The student must request approval from the Director of the Program, in writing, of the decision to voluntarily withdraw and voluntarily relinquish their position in the program. If the request is approved, a Withdrawal Request Form must be completed. The student must complete the withdrawal form, obtain all required signatures, and return it to the Registrar within ten days of completion.

The withdrawal process includes the clearing of all financial obligations to Touro University, completion of all administrative procedures, and an exit interview with the academic program, and/or the College Dean. If the

withdrawal is granted, the student receives one of the following grades for current classes: W (withdraw) or WU (withdraw, unsatisfactory). “W” is defined as withdrawal in good academic standing. “WU” is defined as withdrawal not in good academic standing.

Students contemplating withdrawal are advised to discuss this issue with their faculty advisor. Students considering withdrawal are subject to the policies governing withdrawal from the university.

Withdrawals are not retroactive. If a student is not registered and/or not attending classes in the current semester, and they have not contacted the program to declare their intentions to continue with the program within two weeks of the start of classes for the current semester, then the program will notify the Office of the Registrar and the Registrar will send a certified notification to the student that they will be administratively withdrawn from the program and university with an effective date. Students will not be allowed to resume the program after missing the first two weeks of classes unless there are any extenuating circumstances or excused absence. Students assume responsibility for any financial and academic consequences ensuing from being administratively withdrawn from the program.

Dual Enrollment/Joint Program Withdrawal

If the student is officially enrolled simultaneously in two academic programs (dual enrollment), the student who may no longer be eligible to continue in one program and who is withdrawn may opt to seek official approval to continue as a non-dual degree seeking student in the second academic program. For example, if a dual enrolled DO/MPH or PharmD/MPH student is no longer enrolled as a COM or COP student, they may petition the MPH program to complete the MPH degree. Permission to continue in the second-degree program is not assumed. Students must seek official approval to continue in the second-degree program.

Please note that this process is especially critical to students who are enrolled in the joint MSPAS/MPH program. In all cases, students who have been admitted into more than one degree program or are enrolled in the MSPAS/MPH joint program and seek to withdraw from one of the programs, must seek official approval to continue in only one of the remaining degree programs.

Suspension and Expulsion

Suspension

A suspension is for a defined period during which the student is temporarily separated from the university due to academic and/or conduct issues. Suspension status means that the student is not due the normal privileges of being a student in good standing. During this temporary loss of student status, the student is separated from university premises and all university sponsored/affiliated events and activities for a designated time period. The suspension duration is under the academic program and/or the CAO or designee's purview. Students are eligible to return to their studies once the suspension has ended. A student who has been suspended must complete the TUC Leave of Absence Form.

Expulsion

The sanction of expulsion represents the most severe response by the university to violations of the Student Code of Responsibilities and Rights. This sanction is a permanent separation of the student from the university prior to degree completion and conferral. A student expelled will never be eligible for an academic degree from Touro University California. The university may withhold the awarding of a degree pending the outcome of the student discipline process for a violation of the Student Code of Responsibilities & Rights that does, or would have the potential to, result in the sanction of Expulsion.

An expelled student is prohibited from all university premises and from attending university sponsored/affiliated events and activities. The sanction of Expulsion is noted on the student's academic transcript. Expulsion is a determination by the university that the student has demonstrated by their conduct and/or academic performance that he/she is unqualified to continue as a member of the university community.

Academic Progress and Disciplinary Actions

Students must meet the minimum standards and requirements set by the institution to remain in good academic standing. Students will be placed on academic probation if they receive a grade of unsatisfactory in any course or clerkship, fail to successfully complete licensure boards and/or fail to meet the minimal cumulative grade point average. A student will be removed from academic probation only after successfully remediating the course or clerkship, achieving the minimal cumulative grade point average, and successfully completing licensure exams. Students directed to repeat a year of curriculum for academic reasons remain on academic probation until successful completion of all courses scheduled within that next academic year.

When a student is placed on academic probation, it is noted in the student's academic file and is noted on their official transcript. Subsequently, when a student has successfully satisfied the requirements of probation, the date of removal from academic probation is noted on the transcript.

When a student is placed on academic probation, the appropriate Associate Dean or Program Director will notify the student in writing, including the reasons for probation. When the terms of academic probation have been satisfied, the Program Director or Associate Dean will provide a letter to the student indicating that probation has been rescinded.

A student on academic probation may not serve as an officer of any official university club or organization and may not participate in any organized non-class trip off campus or represent the university publicly. A student on academic probation may not be a representative of the university in the Admissions Office operations or on university committees. Nor may they serve as a representative of the College at off-campus conferences or sponsored events.

Please note that individual programs may have more restrictive criteria for extracurricular participation. Where the programmatic criteria are more restrictive, they will be detailed in the program's student handbook. In such cases, students will be held to programmatic standards. Please refer to the program's handbook for additional details.

What is Academic Progress?

Academic progress is defined as a student's progress towards successful completion of the academic requirements of the program in which they are enrolled. What this means in practice is that students will need to pass the units required for them to complete their academic program within a reasonable time frame. Every semester the university monitors each student's academic progress to ensure that they are making satisfactory progress towards completing their degree. Monitoring academic progress provides the university an opportunity to provide targeted advice, referral or assistance to students who are having difficulties.

What is Unsatisfactory Academic Progress?

Unsatisfactory academic progress is defined as follows:

- Failure of a course
- Failure of required standardized third-party exams, e.g. COMLEX
- Falling below the required GPA for the students' academic program

Unsatisfactory Academic Progress also includes failure to progress successfully through the curriculum. The university recommends that students seek assistance early; for example, when/if students are struggling with an assessment or have failed an assignment, standardized third party (e.g. COMLEX) exam, they must contact their Student Promotion Program and/or Academic Standards Committee, Adviser, Department Chair or Dean.

Academic Suspension

A student who has been placed on academic probation and fails to acquire the minimum cumulative GPA based on programmatic and university Satisfactory Academic Progress standards at the end of the two-semester grace period will automatically be suspended. Temporary academic suspension will result in the loss of one semester of matriculation. Academic suspension may be followed by readmission on academic probation.

Academic Standing

Academic Standing is an indication of current progress toward completion of degree program. At the end of each semester, the student's academic progress is calculated. This calculation is based on the proportion of units passed or cumulative number of failures together with the student's Academic Standing at the end of the previous semester.

Academic Standing is determined by two factors:

- Academic Standing at the end of the previous semester, and
- Academic achievement in the current semester.

Academic Standing alerts students and the academic program as early as possible to any problem that may prevent a student graduating in minimum time, or (in more extreme cases) that may prevent graduation at all. With early intervention, the more serious consequences of continued poor performance may be prevented.

All students begin with good academic standing but continued poor progress can result in a classification of poor academic standing with its own implications for student progress toward completion of the Academic Program.

Student Promotion/Academic Standards Committees (SPC)

The SPCs are charged with evaluating, recommending, and implementing academic standards and assessing the progress of each student to graduation. Students who attain satisfactory academic and professional progress are promoted to the next academic year, provided all tuition and fees have been paid. The committee(s) will meet to review each student who has failed a course, a clinical clerkship, or licensing boards, fails to meet graduation requirements, or fails to meet professional standards. After a thorough review of student performance, the committee recommends an action to the program director, a member of the committee, or the appropriate dean.

The committee may recommend actions including promotion, dismissal, academic probation, deceleration, or repeating a course or term of study. The program director, if not a committee member, or appropriate dean, can accept or modify their recommendations. Each academic program has specific academic guidelines each student must read and be aware of their academic program SPC processes.

Academic Appeal Process

Following written notification {electronic or certified letter} of a decision for dismissal, a student may appeal the decision. Students have seven working days within which to submit a formal written appeal of the decision to the College Dean or designee. The appeal request must be submitted in writing and delivered to the Office of the Dean within this seven-day period. The request should be accompanied by a narrative explaining the basis for the appeal. The narrative should fully explain their situation and substantiate the reason(s) for advocating a reversal of the dismissal. All documentation supporting the appeal must also be included and submitted with the appeal. Only the narrative and supporting documentation included in the appeal submission will be considered.

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

- Bias of one or more of the members of the Student Promotion/Academic Standards Committee
- New material; documented information not available to the committee at the time of its initial decision
- Procedural error

The Dean or designee may choose any of the following options when considering an appeal to dismiss a student:

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

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

Student Records

Disclosure and Access to Records

The Family Educational Rights and Privacy Act (FERPA) is a law that protects student information and allows students, past and present, to inspect certain educational records. In addition, it also grants the student the right to withhold all personally identifiable information (directory information) from anyone without an educational need to know.

This policy regarding student access to educational records does not include the right to review such items as confidential letters and statements of recommendation if the student has waived the right to inspect and review those recommendations. The university may designate types of student data as Student Directory Information that can be distributed without prior written permission from the student (see below). Unless otherwise instructed by the student, the university will distribute directory information as needed.

Disclosure of Student Directory Information

The university designates the following personally identifiable items as Student Directory Information: Student name, address, telephone number, email address, date and place of birth, major field of study, dates of attendance, degrees and awards received, most recent previous school attended and photograph.

The university may disclose any of those items listed above as public information without prior written consent, unless notified in writing to the contrary by December 31 of each academic year. Other confidential personal information not listed above as Student Directory Information may not be disclosed to third parties without the prior written consent of the student, except under certain circumstances. These exceptions include, but are not limited to, disclosure to institutional officials performing assigned duties related to the educational or accreditation interests of the university, agencies verifying the financial aid status of the student, parties involved in health or safety emergencies related to the student or others, and certain law enforcement, legal or judicial authorities.

Procedure for Disclosure and Access to Student Records

Disclosure and access to a student's educational record may be requested through institutional policy as follows: A student desiring to inspect and review his or her records must submit a written request directly to the

person in charge of the desired records (see below). The request will be granted within a reasonable time period, not to exceed 45 days. Inspection of records is made in front of the administrator or designee responsible for maintaining the records and is subject to the terms and conditions that such designee may place on the review of those records. Any terms and conditions will not act as a hindrance for the university to fulfill its obligations in accordance with FERPA.

Academic Records

Student academic records are maintained by the Registrar's Office and include a summary of all required and elective courses and grades. Students may access and inspect their records by making an appointment with the Registrar's Office.

Admission Records

See Admissions Policies for complete Admissions Record keeping procedures.

Disciplinary Records

Disciplinary files are maintained by the Associate Dean of Student Affairs in a confidential, secured area. Contact the Associate Dean or the Dean of Student Affairs for record inspection.

Medical Records and Immunization Record Keeping

Student medical files are maintained separately from the other student health records and files in the Student Health Center (SHC). The SHC keeps student medical records in accordance with standard HIPAA guidelines. Students may contact the Student Health Services Director to inspect their TUC medical and immunization records. The university keeps student immunization documentation on file in the Student Health Center utilizing the E*value system.

See Appendix A for additional FERPA details and information on the Guidelines for Access to and Disclosure of Educational Records Maintained by Touro University California.

Satisfactory Academic Progress (Academic)

Note: Financial Aid recipients must also be aware of and abide by Financial Aid Academic Progress regulations. Refer to Financial Aid's section of the catalog related to Satisfactory Academic Progress.

Touro University has established guidelines for satisfactory academic progress for students enrolled in each academic program of study, not to be confused with the Financial Aid Satisfactory Academic Progress that affects a student's financial aid eligibility. Those specific policies may be found in the program handbooks.

The standards of satisfactory academic progress measure a student's performance in three areas:

1. Cumulative grade point average (refer to student handbook).
2. Completion rate based on total credit hours completed compared to total credit hours attempted.
3. Maximum time frame for program completion.

Academic progress is reviewed at the end of each semester. Students who fail to maintain satisfactory academic progress at the conclusion of any semester may be placed on probation, suspension, or dismissed. A student's failure to maintain established academic standards of the program may also result in the cancellation of financial aid eligibility.

This satisfactory academic progress policy applies to all semesters of enrollment at Touro University, regardless of whether financial aid is awarded.

Satisfactory Progress and Veterans Benefits

Many programs of educational assistance benefits are available to those who have served, or are serving in the active military, naval or air service and to their dependents. Detailed information on all veterans' benefits can be obtained from the Veteran's Administration. For active military, information on tuition assistance is determined by branch.

Official copies of ALL academic transcripts reflecting previously earned college credit and military coursework must be submitted to the Registrar's Office by any student receiving financial assistance from the Department of Veterans Affairs (DVA) for review and verification. Where applicable, based on the decision of the academic program, credit will be granted for previous coursework. The DVA will not pay for a matching course previously taken.

The standards of academic progress for students receiving educational benefits through the Veteran's Administration are the same as for all students.

Academic Probation

Students must meet the minimum standards and requirements set by the academic program and the university to remain in good academic standing. Students may be placed on academic probation if they receive a grade of Unsatisfactory in any course or clerkship, fail to successfully complete licensure boards and/or fail to meet the minimal cumulative grade point average (GPA) required by their academic program. Students will be removed from academic probation only after successfully remediating the course or clerkship, achieving the minimal GPA requirement, or successfully completing licensure exams. Students directed to repeat a year of their curriculum for academic reasons remain on academic probation until successful completion of all courses scheduled within that academic year.

Terms of Probation

When a student is placed on academic probation, it is noted in the student's academic file and official transcript. Subsequently, when a student has successfully satisfied the requirements of probation, the transcript is modified to note the date removed from academic probation, but the academic probation status remains a permanent part of the university held student academic records and is noted in the student's file and transcript.

When a student is placed on academic probation, the appropriate dean or academic program designee notifies the Office of the Registrar's staff and the student in writing, including the reasons for probation and any required remediation steps. When the terms of academic probation have been satisfied the dean, or academic program designee, will provide a letter to the Registrar, and the student, indicating that the terms of the probation period have been met and the student is no longer on academic probation.

A student on academic probation may not serve as an officer of any official university club or organization. They are unable to serve as a representative of the college for the Admissions Office, university committees, nor act as a representative of the university at off-campus conferences or sponsored events.

Class Rank

Touro University California may assess class rankings on an annual or semi-annual basis. Program directors and deans may request class rankings from the Office of the Registrar. Class rankings are determined by cumulative Grade Point Average (GPA). Students are ranked in order of their cumulative GPA and those with the highest GPA will be ranked at the top and those with the lowest will be ranked at the bottom. Any courses that are currently in progress or graded on a pass/fail basis are not included in the calculation.

Annual Class rankings are provided to enrolled students in some programs and may be requested from the Registrar in person or in writing. Departments may also calculate class rank or Deans list awarding on a semester basis. Annual Class ranking is determined on the basis of the cumulative-weighted average of percentages earned from all completed required courses. Credit hours earned from courses evaluated on a pass/fail basis, including elective courses, are not used in the determination of cumulative-weighted grade point average. Class ranking is calculated once a year at the end of July after the annual commencement ceremony.

Honors

University honors are awarded and added to the Commencement Program in recognition of academic achievement. The honors distinction is based on the degree candidate's cumulative grade point average (GPA) which is 3.75 or greater.

For a student to be listed as having honors in the commencement program, the requirements must be met with the cumulative GPA the semester *before* graduation. While the number of credit hours earned during the graduation term does not affect the determination of graduation honors for recognition at the commencement ceremony, quality points earned during the graduation term are considered in calculating the final GPA which determines graduation honors.

Time Limit for Completion of Degree

In general, the programs adhere to the Department of Education (DOE) timelines which require degree completion within a 150% time frame from matriculation to degree completion. See specific Academic Program Student Handbooks for detailed information.

Graduation

Students must complete all of the requirements of the major, program and the university to be eligible for conferral of the degree. Students must complete all courses and GPA requirements listed by their program. Students must refer to their academic program's student handbook and Degree Works for this information.

The university holds one commencement ceremony a year per college at the end of the spring semester. Degree conferral will appear on graduate transcripts according to the academic calendar dates established by the Registrar, annually.

Graduation Requirements

Students must submit a formal graduation application. This application is available to students through Touro One and students can check their degree progress through Degree Works. Depending on the program, students may also need to alert their department, program coordinator, etc. of their plan to graduate.

Summary of General Graduation Requirements and Steps

To become eligible for graduation from the university, a candidate must:

- Complete all requirements: Satisfactorily complete all requirements established by their academic program and approved by the Academic Standards and Curriculum Committee. This can be accomplished through transfer credit, course waivers/substitutions approved by the program and can be viewed on Degree Works through Touro One.
- Achieve the cumulative grade point average required for your program.
- Fill out the Intent to Graduate form on the TouroOne Portal.
- Schedule an appointment with an advisor to determine all degree requirements will be met by the program's conferral date.
- Satisfy all past and current financial obligations to the university.
- Complete exit interview with Financial Aid staff.

Please note students who apply for graduation and who are allowed to participate in the Commencement Ceremony are not guaranteed to have their degree conferred. All degree requirements must be met prior to the Registrar's Office granting the degree.

Release of Diplomas

Students who have met all graduation requirements as determined by an audit of their student records will have diplomas sent to the permanent address on file with the Registrar within four weeks of graduation. Diplomas will not be released until the Registrar confirms that the graduate has met all academic requirements, and that the Bursar confirms that the graduate has paid all tuition, fees and fines. Also, if the graduate has participated in federal financial aid programs, they must complete an exit interview and/or online workshop prior to separation from the university.

Services Provided by Registrar's Office

Transcripts

An official TUC transcript may be ordered by students and alumni electronically through Parchment which is accessible through the TouroOne Portal. There is a \$10.00 fee for paper transcript requests and \$5.00 for digital copies. The transcript is official only when it bears the signature of the Registrar and the seal of the university. Official paper copies of transcripts are normally processed within 7-10 business days. Processing time may take longer during peak periods such as near the time of graduation audits and clinical application periods; students are encouraged to allow for an adequate time frame for delivery of official transcripts. Digital copies can be produced and emailed within 24 hours of the request. Students should check with the registrar's staff if they have specific needs.

Unofficial copies of student transcripts are available electronically through the TouroOne System.

Name and Social Security Number Changes

The university utilizes only the student's legal name on official student records and will only adjust its records appropriately if a student legally changes their name. A student who has a legal change of name must submit, to the Registrar, a completed Name Change Request Form (found in the TouroOne Portal on the Registrar's page under "Forms") and the legal documents (court order, marriage license, etc.) related to the change as well as valid state issued identification. All permanent records are changed to conform to the student's legal name.

Students who need to update their Social Security Number must submit a Social Security Number Change Request Form (found in the TouroOne Portal on the Registrar's page under "Forms") and the legal documents (court order, marriage license, etc.), the original social security card, the current social security card with the new number, and a valid state issued identification card for the Registrar's Office to process the request.

Permanent, Local Address, Emergency Contact Information

The Registrar maintains the official permanent address for all enrolled students of Touro University California. Each student is responsible for providing the Registrar staff with a permanent mailing address, local mailing address, emergency contact information, personal email address, and telephone number. Students also are expected to furnish the Registrar with their local address and telephone number. Students must notify the Registrar staff of any change of address, email address, and/or telephone number within five business days of the change. Complete and submit a Contact Information Update Form (found in the TouroOne Portal on the Registrar's page under "Forms") and the legal documents (court order, marriage license, etc.) to the Registrar's Office.

All official university communication with the student is done through the student's official school email (@student.touro.edu). The Registrar's Office will only email official registration or other compliance related emails to the student's Touro email.

Tuition and Financial Assistance

Bursar

The function of the Bursar's Office is to manage student accounts and collect tuition and fees from students on behalf of the university. The Bursar's office staff receives and disburses the federal and private loans students are awarded through the financial aid office. The Bursar's staff process refund checks for students who receive funds over their tuition and fees to cover their living expenses while attending university. Additionally, the Bursar can develop payment plans with students who are having financial difficulty meeting their financial obligations to the university.

Bursar office hours are generally Mondays through Thursdays 8:00AM – 5:00PM and Fridays 8:00AM – 3PM. Students are advised to pay attention to the university holiday schedule.

Bursar Office Contact Information

Touro University California Office of the Bursar
1310 Club Dr.
Vallejo, CA 94592

Telephone Number: (707) 638-5253
Fax Number:..... (707) 638-5852
Email:tuc.bursar@touro.edu

Tuition and Fee Payment

All payments are made online through TouroOne. TUC accepts all major credit cards and Electronic Check using your Checking and Saving account. All tuition and fees are due the first Friday of classes.

Refunds

The Bursar processes refund checks for students who receive financial aid funds over their tuition and fees. Refunds take approximately 14 business days to process from the time financial aid is posted to the student account. Students will be notified via their Touro email when the refund is available. Any student in overpayment of tuition will receive a refund of the funds due them by the way payment was received. Students who have paid their tuition and have Federal Financial Aid loans for living expenses can request to receive a refund in the form of an Automated Clearing House (ACH) or check.

Scholarships

The Bursar's office staff works with the Financial Aid office to process refunds for miscellaneous scholarships and Veterans (VA) Benefits. If students have questions about how these funds are applied to their student accounts, please contact the bursar office staff.

Third Party Access to Student Accounts/Student Privacy

The Bursar's office staff takes the privacy of student records very seriously. If a student would like a third party (i.e. a spouse or parent) to be able to access their student account, the student must sign and return a FERPA release form to the Registrar. Under no exceptions will the Bursar's office staff be allowed to speak with a third party in regard to a student account without written documentation from the student.

Tuition Memos

Each academic year the Bursar's Office staff posts the official tuition memos on the Bursar website <https://tu.edu/admissions--aid/tuition/> . The tuition memos outline the full cost of each program. This information is also found on the Financial Aid webpage under the "cost of attendance tab." If students have any questions regarding the tuition memos, please contact the Bursar's office staff by emailing: tuc.bursar@touro.edu or by calling (707) 638-5253.

Student Charges Pertaining to Approved Repeated Coursework

In the situations where the student has been allowed or directed to repeat a course or courses, the student will be enrolled in the course again. These students will have to pay a per unit cost when the normal tuition assessed for the program and/or b) when the student is enrolled in less than a full-time load for that program/class cohort.

Students must pay for the student health insurance (or an approved waiver) and all the fees associated with being an enrolled student.

Student Account Payments

Upon registering for courses, students accept full responsibility to pay all tuition, fees, and/or other costs incurred or assessed due to such registration. Students are responsible for ensuring all their accounts are paid on time and in full. Student will not receive a bill, to access and view your student account, make a payment, set up a payment plan, or enroll in direct deposit and receive your refunds faster, please visit our online payment portal, TouchNet.

To access TouchNet, log in to the TouroOne portal at www.touroone.touro.edu following the user and password guidelines, and then select "TouchNet" from the menu.

Payment methods accepted through TouchNet include all major credit cards or by E-Check using a checking account. Please be advised that our third-party provider, TouchNet® Pay Path, will charge payments made online by credit or debit card a 3% non-refundable convenience fee. To avoid these fees, you may pay by E-Check using a checking account.

(Please place the below information on a separate page.)

Tuition and Fees 2025-2026

College of Osteopathic Medicine

Doctor of Osteopathic Medicine

Tuition

Full-time First Year (per semester - Fall & Spring)	34,650
Full-time Second Year (per semester - Fall & Spring)	\$34,650
Full-time Third Year (per trimester - Summer, Fall & Spring)	\$23,100
Full-time Fourth Year (per trimester - Summer, Fall & Spring)	\$23,100
**Tuition per Credit	1,240
Equipment Fee (First year) one-time	\$1,500

**Applies to less than full time students not on rotations including those with less than 5 units or students who remediate a class

Student Health Insurance Plan (SHIP) - Annual Fees	\$4906
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**Varies based on length of Academic Program

Tuition Deposit	\$3,000
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**One-time fees; billed in two payments of \$2,000 and \$1,000; Credited to tuition at time of matriculation; All deposits are non-refundable

COMLEX Exam Fees

<i>COMLEX Level 1</i> - Second Year students only	\$745
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<i>COMLEX Level 2CE</i> - Third Year students only (Spring Term)	\$745
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COMLEX Level 3-	\$930
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Masters in Medical Health Sciences (COM)

Tuition

Full-Time (per semester - Fall & Spring)	\$14,210
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Tuition Per Credit (less than 12 units)	\$950
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Student Health Insurance Plan (SHIP) - Annual Fees	4,906**
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Varies based on length of Academic Program

Tuition Deposit	\$500
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**One-time fee; Credited to tuition at time of matriculation; All deposits are non-refundable.

Associate in Applied Science Diagnostic Medical Sonography (COM)

Tuition	\$520/unit
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**Equipment Fee (Jr, sophomore, senior)	\$150
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College of Health Sciences

Masters of Physician Assistant Studies/Masters of Public Health (MSPAS/MPH)

Tuition

Full-time First Year (per semester - Fall & Spring)	\$20,665
Full-Time Second Year (per trimester - Summer, Fall & Spring)	\$20,665
Full-Time Third Year (per trimester - Summer, Fall & Spring)	\$20,665
Clinical Rotation Fee per term	\$775 (per term)
Tuition per credit (less than 9 units)	\$1,600**
Student Health Insurance Plan (SHIP) - Annual Fees	\$4,906

**Varies based on length of Academic Program

Tuition Deposits	\$1,000
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**One-time fees; billed in two payments of \$500 and \$500; Credited to tuition at time of matriculation; All deposits are non-refundable.

Master in Physician Assistant (PA-LA)

Tuition (Summer & Fall 2025)	\$19,870
Tuition (Spring 2026)	\$20,665
Tuition Per Credit (less than 9 units)	\$1,600

Master of Public Health Program

Tuition Per Credit Unit	1,030
Student Health Insurance Plan (SHIP) - Annual Fees	\$4,906**

Varies based on length of Academic Program

Tuition Deposit	\$500
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**One-time fee; Credited to tuition at time of matriculation; All deposits are non-refundable.

Graduate School of Education

Tuition

Graduate per Credit (EDD only)	\$680
Graduate per Credit (MED, MA, MS, ND)	\$690

School of Nursing

Tuition

Masters of Science in Nursing (MSN)	905/Credit
Family Nurse Practitioner (FNP)	1090/Credit

Clinical Training Fee (per term)	\$775.00
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Tuition Deposit	\$500 **
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**One-time fee; Credited to tuition at time of matriculation; All deposits are non-refundable.

College of Pharmacy

Tuition

Full-time First Year (per semester - Fall & Spring)	\$36,450
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Full-time Second Year (per semester –Summer, Fall & Spring)	\$24,305
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Full-time Third Year* (per trimester - Summer, Fall & Spring)	24,305
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Full-time Fourth Year (per trimester - Summer, Fall & Spring)	\$18,230
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Tuition per Credit Fee	\$1320
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Student Health Insurance Plan (SHIP) - Annual Fees**	\$4,906**
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Varies based on length of Academic Program

Tuition Deposits	\$1,200
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**One-time fee; Billed in two payments, credited to tuition at time of matriculation; All deposits are non-refundable. Applicants accepted before March 1st must pay First Deposit (\$200) within two weeks of the date of the letter of acceptance.

First Deposit (Due Prior to March 1st):	\$200
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Second Deposit (Due Prior to March 15):	\$1,000
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If enrolled after March 15th (Deposit due in full):	\$1,200
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General Fees - All Programs

Student Health Center Fee - Annually	\$345
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(Except for students in Graduate School of Education)

Technology Fee (per trimester - Summer, Fall & Spring)	\$85 Technology Fee (per semester
- Fall & Spring)	\$125

Supplemental Application Fees - One-time Fees

College of Osteopathic Medicine	\$100
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All Other Academic Programs	\$50
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Late Registration Fee	\$100
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Late Tuition Payment Fee (per month)	\$100
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Returned Check Fee	\$40
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Stop Payment fee (requested by student)	\$25
Transcript Fee (per hardcopy)	\$10
Transcript FEE (per electronic)	\$5

The fees listed are the most accurately available as of this printing and are subject to change. Please contact the Bursar's office at (707)638-5229 for current information.

Tuition Refund Schedule

A student wishing to withdraw from classes must notify the Registrar by filling out an Add/Drop form. On approved applications, the following refund schedule will apply:

Summer Term	
Before the opening of class	100% of tuition and fees (excluding tuition deposit)
During add/drop	100% of tuition and fees
During the 1st week following add/drop	50% of tuition and fees
After the 1st week following add/drop	No refund

Fall and Spring Term	
Before the opening of class	100% of tuition and fees (excluding tuition deposit)
During add/drop	100% of tuition and fees
During the 1st week following add/drop	50% of tuition and fees
During the 2nd week following add/drop	20% of tuition and fees
After 2nd week following add/drop	No refund

*Please note When a Title IV funds recipient withdraws from school, federal regulations require that federal funds be returned to the lender on a pro-rata basis up to the 60% point of the term or semester. This

required loan refund may leave the student with a balance to TUC. This is more likely to be the case if the student has already received a refund of their prior credit balance for living expenses for that semester.

The withdrawal date is the date that the Dean of Students receives written notice of withdrawal, i.e., a completed Official Withdrawal Form. In cases of academic dismissal, tuition paid in advance for the term immediately following the dismissal date will be 100% refundable.

If a student withdraws from the program prior to the full refund date, the student will be fully refunded AND/OR the loan will be fully returned to the lender, OR the Title IV funds will be returned less what the student has kept. The student remains fully responsible for the funds that were distributed to them even if the student did not complete the term and must repay that loan under their student loan terms. Under this stance, the student would pay the full tuition for the next term.

Financial Assistance

Student Financial Aid

Touro University California participates in financial assistance programs to help students fund their educational goals. TUC financial assistance programs receive funds from federal, state, and private sources, some of which may include Federal or Private Loans (see Types of Loans below), Armed Forces Health Professions Scholarship Program, Air Force Health Professions Scholarship Program, Navy Health Professions Scholarship Program, Veterans Administration Benefits, and Federal Work-Study Program.

The TUC financial aid office has resources available on our website using written information, links, videos, webinars, emails, and other means of outreach to ensure students have access to information on an as-needed basis. Students can drop in or make an appointment during our office hours listed below. The financial aid funds a student will receive while attending TUC are mainly student loans, some of which are credit based (Federal Graduate PLUS and Private Alternative Loans). To have the lowest level of indebtedness possible, TUC encourages students to budget carefully and borrow conservatively as well as investigate private resources for possible grants and scholarships.

Private resources include religious organizations, professional associations and other organizations students or family members are affiliated, and scholarship search sites.

Eligibility for Federal Work Study is determined by means of a federally recognized Needs Analysis system using the Free Application for Federal Student Aid (FAFSA) and determines the number of personal resources a student may have available to use towards educational expenses. If resources are less than expenses, students are considered financial need and may be eligible. To be eligible, students need to submit all required documentation as requested to the Financial Aid Office and that there are financial aid funds available at the time the application is reviewed.

Federal Direct Unsubsidized and Graduate Plus loans do not have a need component so personal income is not a factor. However, the FAFSA and other requested documents are still required.

The TUC financial aid philosophy assumes that all students should be prepared and willing to provide some of the financial resources needed during their enrollment. This approach is necessary as funds become available only after students have started classes. Additionally, the student Cost of Attendance budget does not provide for periods when classes or rotations are not in session.

Note: For students receiving financial assistance from the Department of Veterans Affairs (VA), official copies of ALL academic transcripts reflecting previously earned college credit must be submitted to the Registrar for

review and verification. Where applicable, based on the decision of the academic program, credit will be granted for previous coursework. The VA will not pay for a matching course previously taken.

Financial Aid Office Hours

Financial Aid is generally open Monday through Thursday 7:30AM – 5:30PM; Fridays 8:00AM – 3:00PM. Students and visitors are encouraged to verify hours prior to arrival as this schedule may be affected by holidays, illness, vacations or periods when classes are not in session. Students may phone or email Financial Aid or may make an appointment or stop by with questions. Walk-in appointments are accepted as time permits. See <https://tu.edu/admissions--aid/financial-aid/> for more information.

Financial Aid Office Contact Information

Mailing Address

Touro University California
Financial Aid
1310 Club Drive
Vallejo, CA 94592

Zoom Meetings

8:30 am – 9:30 am ID# [317-786-706](#)

12:00 Noon – 1:00 pm ID# [672-450-9570](#)

Financial Aid Campus Location: 690 Walnut Ave., Suite 200 Vallejo, CA 94592

Telephone Number: (707) 638-5280

Email: tuc.finaid@touro.edu

Types of Loans Available

Federal loans are disbursed each academic term in equal payments, e.g. one payment for summer, fall and a final payment in spring for each award year. Loan payments are applied first to tuition, then fees and unpaid fines within the term. If a credit balance exists on the student account, the Bursar staff issues a refund. Federal regulations require that funds be disbursed in equal payments, but expenses or costs each semester may not be equal.

Federal Financial Aid Programs

The federal government funds several financial aid programs including the following:

- Federal Pell Grant Program
- Federal Supplemental Educational Opportunity Grants (FSEOG)
- Federal Work Study (FWSP)
- Federal Perkins Loans
- Federal Direct Subsidized /Unsubsidized Loans
- Federal Direct Parent PLUS /Grad PLUS Loans

Grants are financial aid that students don't have to pay back.

Work-study allows students to work and earn money to help them pay for school.

Loans are borrowed money that students must repay with interest.

Eligibility

To be eligible for federal financial aid, the student must meet the following criteria. They must:

- Have financial need, except for some loan programs;
- Have a high school diploma, General Education Development Certificates (GED);

- Be enrolled as a matriculated student (may be less than half-time for Pell, but must be at least half-time for Cal Grants);
- Be in good academic standing and making satisfactory progress;
- Be a U.S. citizen or eligible non-citizen;
- Have a valid Social Security card. (Students without Social Security numbers can find out more about applying for one through the Internet at https://www.ssa.gov/ssnumber/request_number_for_first_time.html);
- Sign a statement of educational purpose on the FAFSA certifying that all federal student aid received will be used only for educational purposes;
- Sign a statement to the FAFSA on overpayments and defaults. (Students who have defaulted on loans or who owe repayments on grants at any post-secondary schools must have evidence that they have repaid their obligations in full or have entered acceptable repayment arrangements before they can receive any further aid at Touro University California); and
- Your registration status with Selective Service no longer affects your eligibility to receive federal student aid. For general information about registering, call Selective Service toll-free at 1-888-655-1825 or visit sss.gov.

Note: If you are a citizen of the Federated States of Micronesia, the Republic of the Marshall Islands, or the Republic of Palau, you are exempt from registering

A recent law suspends aid eligibility for students convicted under federal and state law of the sale or possession of drugs. Students with one or more convictions for such offenses are urged to call 1-800-4-FED-AID or (1-800-433-3243) to find out if this law applies to them, and if so, what they must do to regain their eligibility for federal student financial aid.

Federal Pell Grants

The Federal Pell Grants program is a need-based entitlement program that makes funds available to undergraduate students pursuing their first baccalaureate degree and enrolled for at least 3 credits or more. You can receive a Federal Pell Grant for no more than 12 semesters. The amount awarded depends not only on financial need, but also on costs to attend school, status as a full-time or part-time student and plans to attend school, the number of credits in which the student is enrolled for each semester, and the period in which the student is enrolled during the academic year.

Federal Supplemental Educational Opportunity Grants (FSEOG)

Federal Supplemental Educational Opportunity Grants are awarded to undergraduate students who demonstrate exceptional financial need relative to other applicants at the institution, with priority given to Pell Grant recipients. Awards are granted at the institution's discretion and are based on financial need and fund availability.

Loan Programs Federal Direct Loans

- **Subsidized Loans** are awarded based on financial need. The federal government subsidizes the interest on these loans until repayment begins, which means that borrowers are not charged interest while they are in school, during grace periods, or during authorized periods of deferment.
- **Unsubsidized Loans** are not need-based and are therefore available to borrowers regardless of their financial need. Borrowers are charged interest on these loans from the time they are disbursed until they are paid in full. Those who choose to pay the interest charges monthly, as it accumulates, will be repaying less in the long run. Borrowers who defer paying interest until after graduation should note that interest allowed to accumulate becomes capitalized, which means it will increase the amount borrowers repay.
- Typically, students will enter repayment six months after the student graduates or drops below six credits in a degree-seeking or approved certificate program. If you have used a portion of your six-

month deferment period, you will want to confirm with your loan servicer the amount of time remaining for your deferment period.

- Some undergraduate students may have eligibility for both subsidized and unsubsidized loans. Graduate students are only eligible to receive unsubsidized loans, as per federal regulations which went into effect July 1, 2012. Current interest rates and origination fees for Federal Direct loans for the current academic year are posted at <https://studentaid.gov/understand-aid/types/loans/interest-rates>. Interest rates and origination fees are set by the federal government and are subject to change.

Federal Plus Loans (Loans for Parents of Students)

Federal Parent PLUS Loans are for parents with good credit histories who want to borrow to help pay for the education of their children. These loans are not need-based, so parents have an opportunity to borrow up to the total cost of education, minus any other financial aid received. The interest, though variable, is capped at 9%. Parents often find PLUS Loans to be a more beneficial option than taking out home equity loans, liquidating investments, or paying out of pocket. PLUS Loans may be denied to parents with adverse credit histories. Applicants who fail to pass the credit check may still be able to take advantage of these loans by finding someone, like a relative or close friend, able to pass the credit check, to endorse the loans for them. Endorsers are expected to repay these loans for parents who fail to do so. Parents may also qualify for these loans without passing the credit check if they can demonstrate extenuating circumstances.

Students and their parents must also meet these general requirements for federal student financial aid to be eligible for PLUS Loans: Students must be enrolled at least on a half time basis, they may not be in default or owe a refund to any student financial assistance (SFA) program, and their parents must meet citizenship requirements.

*****Please Note:** *The school can refuse to certify a PLUS Loan application or can certify it for an amount less than the borrowers would otherwise be eligible for, if it documents the reason for its action and explains the reason to the parents in writing. The school's decision is final and cannot be appealed to the U.S. Department of Education.*

PLUS Loan funds are sent to the school in at least two disbursements co-payable to the school and the parent borrower. No one payment may exceed half the loan amount. There are no grace periods for these loans, which mean that interest begins to accumulate after the first disbursements are made. Repayment begins sixty days after final disbursements are made for periods of enrollment for which the loans were borrowed. The maximum repayment period for PLUS Loans is ten years, but there are no penalties for prepayment. The minimum monthly payment is \$50. Multiple PLUS Loans may be consolidated into one monthly payment. Parent borrowers may apply for and receive deferments or forbearance on their loans and may under certain circumstances qualify to have their loans discharged or canceled.

Federal Direct Grad Plus Loans

Borrowers under this program must be enrolled in an approved graduate level of study. Students' eligibility criteria are comparable to those for Direct Loans. The amounts borrowed in any year cannot exceed educational costs, considering all other financial aid received. The borrower must sign a promissory note at the time the loan is taken 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. A credit check is required for all Federal Direct Graduate PLUS borrowers. If you are not eligible based on your own credit rating, you may become eligible if you obtain an endorser for the loan.

Private Alternative Loans

Private alternative loans are available to students in a degree-seeking or approved certificate program at Touro University California. Students are encouraged to research interest rates and loan products offered by banks and

credit unions before applying for loans. Most private alternative loans allow a student to borrow up to the cost of attendance minus any other aid the student has received for the respective academic year. The interest rate and fees associated with a private alternative loan varies. Students seeking private alternative loans will need to discuss the terms of the loan product with the lender.

Disbursement of Financial Aid Funds

Financial aid will first pay any outstanding tuition and fees for the semester and any remaining funds will be provided to the student as a refund to be used for education related expenses. Refunds are made available to students within fourteen (14) days of funds being disbursed to the student's tuition and fee account each semester.

Entrance/Exit Counseling

All borrowers are required to complete entrance counseling sessions before receiving their first loan disbursements and exit counseling sessions before leaving school. Entrance and Exit Loan counseling is located at <https://studentaid.gov/counseling-selection>. All students are required to complete Entrance and Exit Counseling when receiving Federal Direct Loans.

Federal Work-Study Program

The purpose of the Federal Work-Study Program is to stimulate and promote part-time employment for those students with great financial need. Part-time positions available through the Federal Work-Study Program may involve work at the university or in a public or private non-profit organization. Students may work no more than 20 hours per week during fall and spring terms and up to 30 hours per week during the summer term. The Federal Work-Study program is a need-based program. Therefore, eligibility should be reviewed and approved by the financial aid office prior to submitting required paperwork.

The current minimum pay rate for Federal Work-Study positions at Touro University is \$19.00 per hour and students are paid according to established payroll procedures. The university reserves the right to adjust the pay scale at any time without prior notification. Eligibility for the university Work-Study Program is determined by TUC's Financial Aid Office. See our work study page for more information on the Student- [TUC Community Intranet](#).

Special and Unusual Circumstance

The Higher Education Act (HEA) Section 479(a) provides authority for the financial aid administrator to exercise discretion in specified areas. This authority allows the aid administrator to treat a student individually when the student has special or extenuating circumstances that are not sufficiently addressed by a standard approach or the institutions' verification procedures. Professional judgment may also be exercised when a student's standard cost of attendance doesn't reflect the individual student's situation. Only specific categories under specific circumstance may be addressed. Professional judgment is administered case-by-case, in response to an examination of a student's situation. Across the board changes are not permitted, nor may administrators substitute data elements for a group of students when the substitution is not necessarily based on special circumstances. The Touro University California Director of Financial Aid completes the professional judgment.

Loan Repayment Plan Options

There are several repayment options. Income Driven Repayment (IDR) option regulations may change from year to year. The federal website also has [additional information on repayment](#). Look under "MANAGE LOANS" option.

Financial Aid Basics

Touro University California (TUC) participates in various types of financial assistance programs to assist students with funding their education related expenses. All students attending TUC are strongly encouraged to complete the financial aid process, regardless of whether they plan to request federal aid or not. By completing the financial aid process students can be prepared for unexpected emergencies, to be considered for non-federal financial aid funding from internal and external sources, scholarship opportunities that become available to TUC students throughout the academic year, and to participate in various work-study opportunities that may compliment their academic studies and career goals.

The following information is provided to clarify the process of applying for financial aid, to familiarize applicants with commonly used financial aid terms, and to detail the various types of aid available.

Application Procedures

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 government once every academic year. The FAFSA may be completed and submitted through the Internet by using FAFSA on the Web at <https://studentaid.gov/>.

Students need to indicate Touro University California as their school of choice when completing their FAFSA with the school code 041426. Failure to use this designated code will cause a delay in the processing and determination of student aid, causing a delay in the disbursement of student aid. Using the correct school code on your FAFSA will submit your data directly to the U.S. Department of Education's Processing System (CPS).

Application Deadlines

FAFSAs should be filed as soon as possible after January 1 for the next academic year. Students who filed FAFSAs the previous year may qualify to file less time-intensive Renewal FAFSAs for the coming year. Students wishing to be considered for Cal Grants must file their FAFSA and their GPA Verification Form by March 2nd.

Students who are ineligible for federal aid are also advised to complete the FAFSA to be considered for non-federal or institutional aid.

Many forms of aid have limited funding so students who wish to receive the best financial aid package available are urged to file their FAFSA as early in the year as possible. The priority deadline for Touro financial aid is May 1st of the previous academic year. After the deadline, Touro financial aid is available on a first-come-first-served basis, based on the date all required supporting documents are received by the Financial Aid Office. Students who have not completed their financial aid application before the semester begins must pay full tuition to begin classes. Any financial aid they receive once they have completed the application process will be refunded.

To be eligible for federal student aid you must be enrolled in at least six (6) required credits per semester. In rare instances, undergraduate students with extremely high need (as determined by the FAFSA) may be eligible for the Federal Pell Grant when enrolled in less than six (6) credits per semester.

Financial Need

When applying for federal student aid, the information reported by students on their FAFSAs is used in a formula established by the U.S. Congress to determine their Student Aid Index (SAI). SAIs represent the amount students and their families are expected to contribute toward their education (although such amounts may not match the amounts that they actually end up contributing). It is important to note that most student financial aid is awarded based on need. Students' SAIs are used in the following equation to determine their financial need.

$$\frac{\text{COST OF ATTENDANCE}}{\text{ - (minus) STUDENT AID INDEX}} = \text{FINANCIAL NEED}$$

Dependency Status

When students apply for federal student aid, their answers to certain questions will determine whether they are considered dependent or independent. Students considered dependent must report their parents' income and assets. Students considered independent must report their own income and assets and their spouses', if married.

For the academic year 2025-2026, a student will be considered independent only if at least one of the following applies to them:

- Was born before January 1, 2001;
- Is married (or separated but not divorced);
- Is enrolled in a graduate or professional educational program (beyond a bachelor's degree);
- Has children who receive more than half of their support from the student;
- Has legal dependents other than their spouse or children;
- Is an orphan or ward of the court (or was a ward of the court since the age of 13);
- Is or was an emancipated minor or in legal guardianship (as determined by a court in their state of legal residence at the time);
- Is or was an unaccompanied youth who was homeless (as determined by the local school district homeless liaison or other qualified official);
- Is a veteran of the U.S. Armed Forces ("veteran" includes students who attended a U.S. federal military academy and who were released under a condition other than dishonorable); or
- Is currently serving on active duty in the U.S. armed forces for purposes other than training (are you a National Guard or Reserves enlistee, are you on active duty for other than state or training purposes?).

Students who claim to be independent may be asked to submit proof of their status before receiving any federal student aid. Students with unusual circumstances who believe they should be independent despite not meeting the above criteria can petition their financial aid counselor to change their status.

****Please note that once the decision is made it is final and cannot be appealed to the U.S. Department of Education.*

Student Budgets

Students' budgets are estimates of how much it will cost students to attend college. Budgets include tuition and fees, books and supplies, transportation, food and housing, personal expenses, and loan fees. Students' budgets

are set each year by the college based on the average expenses of all students who are either dependent or independent. Additional allowances may be made for unusual expenses. This means budgets can be adjusted individually for students who can document unusual expenses not incurred by the average student.

Important Financial Aid Terms

- **Default:** Failure to repay a student loan according to the terms agreed to at the time the promissory note was signed. The school, lender, State and Federal Government may act against a defaulted student to recover lost money.
- **Entrance Counseling:** A counseling session will be required of all first-time borrowers at the time they apply for a Direct Loan, advising them of their obligations, rights, and responsibilities as borrowers.
- **Exit Counseling:** An online counseling session borrowers must attend before leaving school or dropping below half-time. At this session, the school will give the borrower information on the amount owed, the amount of monthly repayment, and information regarding deferment, refinancing and loan consolidation options.
- **Financial Need:** The difference between the cost of attendance (tuition, fees, food and housing, books, and other related expenses) and the amount the student and their family can afford to pay as determined by federal prescribed formulas used to calculate need from information reported on the FAFSA.
- **Master Promissory Note (MPN):** A legal document signed by a borrower at the time he/she applies for a student loan. It lists the conditions under which the borrowing takes place and the terms under which the borrower agrees to pay back the loan.
- **Alternative or Private Loans:** There are private educational loan programs that provide an affordable, effective solution to the financing needs of healthcare students. These loans are non-need based; however, the student must demonstrate credit worthiness. The loan amounts, repayment periods, as well as rates and fees vary. For additional information about the various loan sources, contact the Financial Aid staff or visit the financial aid website.
- **Financial Aid Refund:** Students who take out student loans may receive aid which exceeds their college direct charges. When this occurs, the additional funds are returned to the students (commonly referred to as a refund) to be used for other college-related expenses. For questions regarding refunds, please contact the Office of the Bursar.
- **Selective Service Registration:** Your registration status with Selective Service no longer affects our eligibility to receive federal student aid. For general information about registering, call selective services toll free at 1-888-655-1825 or visit SSS.Gov.
- **Note:** If you are a citizen of the federated states of Micronesia, the republic of the marshall Islands, or the Republic of Palau, you are exempt from registering,

Monitoring Academic Enrollment and Satisfactory Academic Progress (SAP)

Verification of enrollment will be made prior to each financial aid disbursement required by federal law. Reasonable standards of SAP for maintaining financial aid eligibility have been established by TUC for all degree granting programs. These standards apply to all students (See Satisfactory Academic Progress policy below). The policy and procedure for “Assessing Financial Aid Status” are as follows:

Financial Aid Satisfactory Academic Progress (SAP)

Federal regulations require that all students receiving financial aid comply with the financial aid Satisfactory Academic Progress Policy established by the university. Financial Aid refers to all federal, state and local funds administered by the Financial Aid Office. Satisfactory Academic Progress (SAP) ensures students can complete their academic program in a timely manner while achieving minimum academic standards. In an age of increasing accountability of the use of

federal student aid funds (and other federal and institutional funds), institutions and students must demonstrate financial aid funds are being used to assist students in completing their academic goals in the most efficient way.

The three standards of measurement in assessing satisfactory academic progress are;

Qualitative. Students are required to maintain a minimum Cum GPA of 2.0 in the College of Pharmacy, Joint Physician Assistant/Master of Public Health programs, Independent Master of Public Health and the College of Medicine MSHS program. A minimum Cum GPA of 3.0 is required for the Graduate School of Education and the Nursing programs. The College of Medicine for Doctor of Osteopathic Medicine does not measure academic progress by means of cumulative grade point average beginning with the class of 2023. Students are required to complete required courses with a “P” passing grade (or the equivalent) or better. Therefore, grade performance as a measure of satisfactory academic progress must be reviewed annually in the context of each course for which a student is registered. See the full policy online <https://www.touro.edu/students/policies/satisfactory-academic-progress-policy/> .

Qualitative Standards Statement

College of Osteopathic Medicine – DO Program (COM–DO) The COM–DO does not measure academic progress by a cumulative grade point average. Students are required to complete required courses with a “P” passing grade (or the equivalent) or better. Therefore, grade performance as a measure of satisfactory academic progress must be reviewed annually in the context of each course for which a student is registered.

To determine SAP for federal student aid purposes, each course will be assigned a value of 1. To meet satisfactory academic progress, a student must maintain a value of 1 at the end of the academic year. To determine this, we will divide the number of passed courses by the number of attempted courses.

For example, if a student attempts 8 courses, they have a total point value of 8. If the student passes all eight courses, we divide 8/8 and get 1. If the student fails one course, we divide 7/8 and get 0.87; the student is placed on FA Suspension, with a chance to appeal and be placed on FA Probation.

Quantitative. The minimum pace a student is required to maintain is 66.67% of all cumulative units attempted. Pace is the rate at which a student completes requirements for their educational goal and is calculated by dividing the number of cumulative units passed by the number of cumulative units attempted.

Time frame. The maximum time frame a student is allowed to reach their educational objective is 150% of the published length of the student’s declared program. The maximum time frame includes any transfer units that have been accepted by the university.

Satisfactory Academic Progress (SAP) is reviewed and monitored annually after the spring grades have been posted. Exceptions to the annual review are students in a **one-year program** or students who are already on SAP probation. These students are reviewed each semester. A student determined ineligible to receive financial aid for failure to meet the Touro University California’s Satisfactory Academic Progress standards has the right to make a written appeal to the Financial Aid Director and appeals committee.

- The written appeal will be reviewed by an appointed committee. The student must be able to demonstrate:
 - Their failure to meet the minimum standard was caused by extreme or unusual circumstances beyond his or her control, and
 - He or she has resolved the issue(s) that caused the deficit, and;
 - The issue(s) will not affect his or her performance in the future.
- Students who receive incomplete grades will have the incomplete grade calculated as a failing grade for this policy only. This may result in the student being ineligible for aid. . The complete Financial Aid Satisfactory Academic Progress (SAP) Policy is available in the Financial Aid office and on the Touro University California website.

Scholarships

The Bursar's office staff works with the Financial Aid office to process refunds for miscellaneous scholarships and the Registrar's office regarding Veterans (VA) Benefits. If students have questions about how these funds are applied to their student accounts, please contact the bursar office staff.

Veterans Benefits

Many programs of educational assistance benefits are available to those who have served in the active military, naval or air service and to their dependents. Detailed information on all veterans' benefits can be obtained from offices of the Veterans Administration or from the VA website: <https://www.va.gov/education/>. At TUC, the Registrar is the VA certifying official. To be eligible to receive VA benefits, students will need to provide a letter of eligibility and copy of military form DD 214.

Students receiving educational benefits through the Veteran's Administration are expected to remain in good academic standing. The Veteran's Administration has additional terms regarding students not in good academic standing:

1. Probation is defined as a period during which the student's progress will be closely monitored by the Student Promotion Committee and the Program.
2. The period of probation will be a maximum of three (3) consecutive semesters.
3. A student placed on probation for more than three consecutive semesters will be ineligible for educational benefits certification through the Veteran's Administration.

Students receiving financial assistance from the Department of Veterans Affairs (DVA) must submit official copies of **ALL** academic transcripts reflecting previously earned college credit to the Registrar, who is the certifying official at Touro University California. Military coursework must be submitted to the Registrar staff for review and verification.

First-time Use of Veteran Benefits

To initiate veteran educational benefits, students must turn in the proper paperwork to the Registrar. The Veterans Affairs (VA)—certifying official on the TUC campus must have copies of each of the required forms prior to submitting the request for benefits from the VA. Student enrollment will not be verified if copies of these forms are not submitted to the Registrar.

It is recommended that applications be submitted to the VA office at least two months prior to the start of the proposed term of enrollment. Doing this ensures that the student application is processed in a timely manner and can be approved for benefits when the term starts.

Required Documents:

- Letter of Eligibility from the Department of Veterans Affairs,
- A copy of the DD-214
- TUC requests for Veterans Educational benefits.

Where applicable, based on the decision of the academic program, credit may be granted for previous coursework. The DVA will not pay for a matching course previously taken.

The standards of academic progress for students receiving educational benefits through the Veteran's Administration is as follows

- Students must maintain satisfactory academic progress as defined by respective program

- Students must apply for VA educational benefits each semester with the campus Veterans Certifying Official. At TUC that official is the Registrar
- Probation is defined as a period during which the student's progress will be closely monitored by the Student Promotion Committee and the Dean of Students or designee.
- A student who is placed on probation for more than three (3) consecutive semesters will be ineligible for certification of educational benefits through the Veterans Administration

Principles of Excellence - Executive Order 13607

On April 27, 2012 President Barack Obama signed Executive Order 13607, *Establishes the Principles of Excellence for Educational Institutions Serving Service Members, Veterans, Spouses, and Other Family Members*, to protect and ensure that Service members, Veterans and their families have access to information which will enable them to make informed decisions concerning the use of their well-earned educational benefits. Touro University California agrees with Executive Order 13607 and proudly provides services to active Service members, Veterans and their families.

Yellow Ribbon Program Participation

TUC, in agreement with the Department of Veterans Affairs, participates in the Yellow Ribbon Program. By participating in this program, TUC agrees to make additional funds available for the students' educational programs. TUC determines the amount of tuition and fees that will be contributed and distributed to eligible students in order of their application. VA matches that amount and issues payments directly to the institution.

To receive benefits under the Yellow Ribbon Program:

1. Students must be eligible for the minimum benefit rate under the Post-9/11 GI Bill®
 - (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 <<http://www.benefits.va.gov/gibill>>.).
2. Students must not be on active duty nor a spouse using transferred entitlement.

Health Professions Scholarship Program (HPSP) Military Scholarship Program

Each year the United States Military awards scholarships through the Armed Forces Health Professions Scholarship Program (HPSP). HPSP is one option to pay for a graduate Medical or Physician Assistant degree. This program pays for the student's entire tuition, books, and most fees. Additionally, the HPSP provides students with a monthly stipend for living expenses while attending TUC.

HPSP SCHOLARSHIP ELIGIBILITY

- Must be a US citizen.
- Conduct a background check & physical exam.
- Be under the age of 34.
- Be accepted to one of the aforementioned graduate programs (may apply for scholarship prior to acceptance).
- Must have a competitive GPA above 3.0.
- Students must apply directly to a specific branch of service.

Campus Resources

Parking

Parking on campus is free in unreserved spaces. A parking permit is required and free to students on completed application. Students, faculty, and staff must obtain a hanging permit for each vehicle they own from the Office of Student Affairs or Human Resources (as appropriate) to park on campus. Students receive permits from Student Affairs. Vehicles parked without a parking permit are subject to tickets and fines.

All drivers are notified that there are inherent hazards of driving on Mare Island. These are railroad crossings that do not have automatic barricades. When driving in the industrial area there are open dry docks and heavy equipment operating, and people should drive with care.

Signs are posted at all campus entrances stating permits are required to park on campus. The driver will be issued a hanging permit to be displayed on the rear-view mirror. If the driver has more than one vehicle each vehicle will require its own permit. Motorcycles are registered using the license plate number but are not issued a permit to be displayed.

Each permit has an assigned number. Missing parking permits can be replaced for a fee.

Most parking lots are designated as general parking. Anyone with a valid permit can use the general parking lots. Some parking lots are designated for faculty and staff only. Additionally, there are designated spots for handicapped, motorcycle, facilities, and visitor parking. Visitors are assigned a specific date stamped pass for the day, which visitors can obtain in one of two ways. If you are a guest visiting campus for a campus tour or appointment with one of the Student Affairs departments (Admissions, Financial Aid, Registrar, Bursar, Student Health, Student Activities, Student Success, or Enrollment Management), a Temporary Parking pass may be picked up from the Touro Welcome Center the day of your visit or will be emailed after notifying the welcome center by emailing tuc.welcomecenter@touro.edu. If you are a guest of a specific department or college, that department or college will email or have the guest pick up the temporary permit from their designated space.

Enforcement and Fines

Tickets are issued by Campus Security. Campus Security is responsible for enforcement. Facilities and Campus Security will track issued tickets. Fines will range depending on the infraction. There is a fine of \$15.00 for parking in a designated lot without a proper decal or for parking in a space that is not a legal parking space, \$25.00 for parking on campus without a permit or in a Red Zone and \$100.00 for parking in a handicapped space. In a second occurrence, the fine will double, and the third may result in losing parking privileges on campus for the rest of the academic year. Students, Faculty and Staff pay fines at the Bursar's office at Truett Hall (251 Moore Street). If you have questions, or wish to appeal a fine, email tuc.operations@touro.edu.

Vehicle Towing

Vehicles parked illegally are subject to towing. The cost of towing and retrieval of the vehicle is the owner's responsibility. Touro University assumes neither liability nor responsibility for operational or structural damage incurred from towing or storage of a vehicle in such instances.

Lockers

Upon matriculation, students may register lockers once each academic year for personal use on a first come, first served basis while enrolled at the university. No fee is charged for use of the lockers. Students must provide their own locks. Contact the Office of Student Affairs for locker assignment and registration. Information on the locker registration procedure and forms may also be obtained online at:

<http://studentservices.tu.edu/other/lockers.html>.

Lockers that are not registered may have their locks cut and the locker's contents may be donated to a charitable organization. All lockers must be cleared at the end of the student's academic year.

Lockers for students are in the hallways of Lander Hall. Locker space is limited so students will be asked to share. To obtain and register for a locker please follow the following steps:

1. STUDENTS MUST HAVE A LOCKER BUDDY to register for a locker. This means there must be at least two students sharing one locker.
2. Locate a locker to use.
3. Place a personal lock on the locker.
4. Note the locker number and color (both will be needed to register the locker).
5. Print and complete a Locker Registration Form. **This form can be found on-line. Email your Locker Registration Form to kmalone@touro.edu.**
6. Students will receive a confirmation email that their locker has been registered.

Lost and Found

The Lost and Found Service is a campus-wide effort to support students. Lost articles may be claimed from the Welcome Center during regular business hours. Students are urged to label all books and other personal belongings to be easily identified if turned into Lost and Found. If you locate a lost and found item on campus, you can turn the item into one of the following locations across campus, the Security Desk at Lander Hall, the Library, the Facilities department within Wilderman Hall, or the Welcome Center within Truett Hall.

Library

The TUC Library is centrally located on the lower level of the campus and often acts as the university's hub. The library supports the reference, research, and teaching needs of the university's students, faculty, and staff. The library occupies about one-half of a 15,000+ square foot building and is divided into spatial zones to accommodate different study styles, including a collaborative study area, a silent reading area, and group study rooms with a total seating capacity for 181.

To further accommodate the long study hours of our students, the library has nine group study rooms, six ergo-friendly height-adjustable desks, one conference room; computer stations, three high speed, commercial level copiers/printers/scanners and worktables; a breakroom equipped with vending machines, sink, microwave, hot/cold water dispenser, and a small eating area. The library is staffed by four faculty librarians including the library director, one full-time library assistant, and student assistants. The librarians serve as library and information subject specialists to the different curricular areas of the campus: osteopathic medicine, pharmacy, public health, physician assistants, education, and nursing. Librarians typically provide an orientation to the library as part of the students' orientation process and offer additional library instruction throughout the academic year in response to curricular needs. Access 24/7 to all the online library resources is available from off campus with Open Athens authentication using TouroOne.

The Librarians offer group and individual instruction on how to access and utilize the library's print and electronic resources and have created online research guides for all TUC curricular programs to further support utilizing library resources. On the Library website, the library keeps a listing of all course textbooks available online or in print. Each semester, in collaboration with each program's faculty, the library acquires at least one copy of all required and recommended texts for each class taught that semester either in eBook format when available or in print format.

As a policy, the library purchases books and journals in electronic format whenever available. For study and research, the TUC Library collection includes some 9,600 print monograph and AV materials, over 240,000 online

monographs, approximately 400 print journals, some 47,000 online journal titles, and ~~105~~ 102 databases in the fields of medicine, public health, education, pharmacy, physician assistant studies, and nursing. These resources are easily accessible through links on the library's homepage. The library provides TUC students, faculty, and staff with web-based resources via many different portals, including eBook platforms, PubMed, Scopus, EBSCOHost, Ovid, PsycInfo, ClinicalKey, and ProQuest. All e-resources are available 24/7 to students off-campus, and some are available on mobile devices.

For library materials not purchased or licensed by the TUC Library, the Library offers extensive interlibrary loan service through its participation in the National Library of Medicine's DOCLINE service and OCLC's WorldShare. Interlibrary loan is a free, unlimited library service to TUC students, faculty and staff.

Library Hours

Current Library hours in the fall and spring semesters, August through May, are Mondays through, Thursdays, 7:45 am – 9 pm; Fridays 7:45 am – 3 pm; Saturdays and Sundays closed. The library has reduced hours during winter break and in June and July and expanded hours during finals.

Library Contact Information

Mailing address:

Library

Touro University California

1310 Club Drive

Vallejo, CA 94592

Library Campus Location: 182 Moises Way (Lower Campus)

Library Circulation & Service Desk: (707) 638-5300

Library Director: ttrujill@touro.edu

Website: tu.edu/library

Library E-mail tuc.library@touro.edu

Bookstore

Online Only

The Follett Online Bookstore, Touro University California (TUC)'s official bookstore, offers a wide selection of Touro-branded merchandise. You can access the store through the **Current Student** tab on the TUC website or via links on some of the college and program pages. The online store features a variety of apparel and other merchandise representing Touro University California.

Constitution Day

In compliance with the federal mandate that all educational institutions receiving federal funding provide educational programming on the history of the American Constitution, each year, TUC observes Constitution Day on September 17, or on an adjacent week-day if the holiday falls on the weekend.

Students will receive an annual disclosure from TUC electronically about the Constitution and the Bill of Rights.

Computer Services & Electronic Resources

The Information Technology (IT) Department manages/supports the technologies used by students, faculty, staff and visitors, including:

- Email accounts
- Internet access
- Canvas
- YuJa
- Telephones
- Multimedia
- Touro Approved Software
- Technology training
- Computer labs
- Workstations
- Classroom and instructional technology resources
- Technical support for the university website
- Infrastructure
- Engineering support for the university

IT does not manage student's personal laptops/devices

Upon admission to the university, students will be placed in an email group list for their class. University faculty, staff, and administrators may participate in the group discussion along with the incoming students.

Students will only be given their network login, parking permit and Touro ID once all necessary information or tasks requested in TU Connect are complete. The network login will permit access to the university network and resources, including wireless access anywhere on campus, printing resources, and internet access. The Touro ID is required for printing and for building access. Touro University California is a Microsoft Windows campus. The Information Technology Department does not guarantee access to university resources for computers that do not use the Microsoft Windows operating system as its native environment.

PLEASE NOTE: The university-provided email address is the official means of communication between the university and the students (see TUC policy 6.1 posted on Canvas). Students are responsible for checking their mail and maintaining their mailboxes. Student email is hosted by Google Apps for Education and is assigned upon admission to Touro University California.

The university operates several websites, including Canvas Learning Management System which is used for courses at Touro University California, bulletin boards, calendaring systems, and scheduling systems. The TouroOne Portal has links to university websites and resources for all students. TUC deploys multifactor authentication for the university-issued student email system.

Students are required to read, electronically sign, and comply with an Appropriate Use Policy (AppendixL), which can be found in TU Connect. Abuse of the policy may result in disciplinary proceedings outlined in the Student Conduct Code.

Upon graduation, graduates will retain all electronic privileges for six months.

Information Technology Contact Information

Touro University California
Information Technology Department
1310 Club Drive

Vallejo, CA 94592

IT Campus Location: Library Annex, Room 104

Telephone Number: (707) 644-HELP (4357)

Classroom Tech Emergencies:..... (707) 638-5555

Email:..... tuc.help@touro.edu

Recording of Lectures

Digital and other methods for recording lectures or verbatim or near verbatim transcribing of lectures is not mandated by the administration and is solely at the discretion of the instructor. In all instances, prior approval of the instructor must be obtained, and it is understood that the instructor's approval is on a voluntary basis and that such a privilege may be withdrawn at any time.

Student Resources

Housing Information

Student Affairs maintains current rental housing options to assist new and returning students find housing within a reasonable commuting distance to the Mare Island campus. For current rental offerings log onto TUCConnect/CampusGroups and click the “Rentals” banner on the main page or click the “Marketplace” tab to the left of the screen.

Master Calendar

The university’s Master Calendar Committee serves as the custodian of the process for scheduling events on campus, that minimizes scheduling conflicts and maximizes the effective use of resources for hosting successful, well-managed events. The master calendar lists the academic calendars from all of the various campus programs with the official national and Jewish holiday schedules. Additionally, the master calendar lists major campus activities, particularly those events that offer campus-wide interactions. For questions regarding Sabbath or Jewish holidays email rabbi@tu.edu

To view the master calendar, go to the following website address: <https://tuc.campusgroups.com/osa/master-calendar/>

Student Room Reservations

When planning an activity or meeting, room reservations must be submitted at least two weeks in advance. If space is not reserved in advance, the space may not be available or ready for use.

1. To view the room reservations already on file, follow this link: <http://dcw-tuc-ems01p.tuca.touro.edu/EmsWebApp/Default.aspx>
2. Choose an open location and time.
3. Send reservation request to kmalone@touro.edu with the subject line “Room Reservation”

Once the event has been approved, please include the following information below in the room reservation email.

- Date(s) requested
- Group Sponsor
- Contact person
- Phone
- Email
- Event name
- Start time
- End time
- Room/Space requested
- Attendance (estimated number)

Student Class Gifts

TUC accepts gifts from the various classes who have surplus funds to donate at the time of graduation. All gifts are used to further enrich the college’s educational programs for students, and/or to support the faculty’s research and scholarship activities, or to fund scholarships and emergency loans to current students or to beautify the campus buildings and grounds and should never be used for the personal benefit of individuals in the graduating class in the form of gifts, gift certificates or gift cards. Any deviations from these gift guidelines are subject to approval by the TUC CAO/CEO before the funds release.

Student Health Center (SHC)

The health and safety of our students are primary concerns for Touro University California. To that end, the university provides the Student Health Center (SHC). The Student Health Center is available free of charge for all full-and part-time students. The SHC staff provides health education and information to students about healthy living and disease prevention, provides students with referrals to community resources, and assist with compliance with student health requirements.

The Health Center is generally open Mondays through Thursdays, 7:30AM to 5:00PM, and on Fridays, 8:00AM to 3:00PM. Please note and pay close attention to holiday schedule changes. Any changes in the hours will be posted on the Student Health Center door.

TimelyCare offers students 24/7 access to virtual medical care. It is available to all students free of cost, ensuring they have access to medical support whenever needed. Students may access TimelyCare by going to this link: timelycare.com/tuc. For student experiencing illness or injury, we now have available 24/7 telehealth via Timely Care at timelycare.com/TUC. This is at no cost to students.

Student Health Center Contact Information

Mailing address:

Touro University California
Student Health Center
1310 Club Drive
Vallejo, CA 94592

Student Health Center Campus Location: 1549 Azuar Drive

Telephone Number: (707) 638-5220

Fax Number: (707) 638-5261

24-hour live counselor line: (707) 638-5292, option 3

National Suicide Prevention Hotline (24/7): (800) 237-TALK (8255)

Email: tuc.studenthealth@tu.edu

Timely Care: timelycare.com/TUC

Student Health Fee

The Touro University Student Health fee is an annual assessment that is paid by all students enrolled in the following Programs and Colleges:

The College of Osteopathic Medicine

- Doctor of Osteopathic Medicine (DO)
- Master of Science in Medical Health Science (MS)

College of Health Sciences

- Master of Science of Physician Assistant Studies/MPH (MSPAS/MPH)
- Master of Science of Physician Assistant Studies (PA-LA)
- Independent MPH Program (MPH)
- Nursing Program
- Diagnostic Medical Sonography (AAS)
- Radiation Technology (Rad Tech)

College of Pharmacy

- Doctor of Pharmacy

Students are advised to review their academic program student handbook and confer with program administrators if they have any questions.

This fee is charged regardless of Health Insurance status and Academic level in the program. The Student Health fee paid by students covers some post matriculation/pre-clinical rotation (for pre-matriculation immunization information, see Admissions Admitted Students) immunizations at no cost and others at substantially reduced cost. This fee covers the cost of the student's initial required drug screen test and background check. The fee covers, or substantially reduces the cost for the following post-matriculation/ pre-clinical immunizations and services:

- Annual Tuberculosis Screening –No Charge Annually
- Annual Seasonal Influenza Vaccination – No Charge Annually
- Immunizations and Serological Titers at substantially reduced rates
- Initial Urine Drug Screen and Background Check
- Laboratory testing at substantially reduced rates
- 24/7 365 Telehealth- At No Charge Medical supervision by licensed Osteopathic Physician
- Provide care for Non-Urgent Episodic illnesses through TimelyCare
- Provision of unique Health Clinics as needed—At No Charge
- Management (collect, track and report) of all Immunizations and Health forms necessary for clinical rotations
- Health Education Resources

The current Student Health fee charge is \$345 annually. Please check with the SHC if there are questions or for additional information

The fee does not cover all lab fees, x-rays, specialist referral, or prescription medication. The student may be responsible for some or all of these costs. Students who use any other healthcare provider other than those offered by Touro will be responsible for the cost of that visit. Whenever possible, students are advised to review what services and lab fees are currently covered by the SHC fee by reviewing the SHC website.

Student Health Insurance Plan (SHIP)

The university and clinical sites require documentation of current health insurance coverage. All costs associated with injuries, including needle sticks, or illnesses acquired during clinical training including physician visits, diagnostic tests, treatment, and prophylactic medications or immunization will be incurred by the student. Therefore, the university and all clinical sites require that students have current health insurance while enrolled. Students should evaluate their health insurance coverage as hospital treatment and prophylactic medications can be costly.

Students will automatically be enrolled in the Student Health Insurance Program unless a waiver is granted. Each student is required to subscribe to health insurance to cover those rare circumstances where they may become more seriously ill. For students in the Colleges of Health Sciences, Osteopathic Medicine, and Pharmacy, the university provides a mandatory Student Health Insurance Plan (SHIP). Each student will be automatically enrolled in this plan during the registration process. The costs of student health insurance premiums have been budgeted into financial aid. Students who do not receive financial aid will also be automatically enrolled in the program and student accounts will be charged. Military students will bill the military directly.

Students are allowed to apply for a waiver of this plan upon providing proof of insurance, documentation that this insurance meets the waiver criteria (including the university deductible standard), and submission of this information by the deadline date each new academic year. Applications after the waiver deadline are not accepted. SHIP premium for the 2025-2026 academic year \$4906. The premium for the current academic year will be published as soon as it is released from the carrier.

All waiver information and notices are sent to students via their official “student.touro.edu” email address. Please see the TUC website for further waiver information. Waivers are granted on an annual basis and must be applied every year. If after viewing the website students have additional questions, please contact the Bursar at tuc.bursar@touro.edu.

If the student’s application for the waiver is granted, it is their responsibility to ensure that their individual health insurance policy remains in effect while they are a Touro University California student. Proof of such coverage is a requirement to matriculate. At the time of registration, if a student does not have such a policy, or they have not been officially waived out of the SHIP, they will be automatically enrolled in and charged for the Touro University Student Health Insurance Plan. Touro University will periodically audit students with SHIP waivers to ensure their health insurance remains in force. Should a student be found to have allowed their insurance to lapse, they will be enrolled in the SHIP and charged for the premium.

For students in the Graduate School of Education and School of -each student is required to provide their own health insurance to cover those rare circumstances where they may become more seriously ill. Proof of such coverage is a requirement to matriculate. At the time of registration, if a student does not have such a policy, they will be required to purchase a policy provided by an independent agency. It is the student’s responsibility to make certain that this individual health insurance policy remains in effect throughout the time that they are a Touro University California student.

The student has exclusive responsibility for their own medical bills. The university assumes no responsibility to seek reductions or waivers. Before receiving a diploma, students must be free from any medical financial responsibility with any of the university’s affiliated hospitals or clinics.

Medical Records and Immunization Record Keeping

Student medical files are maintained separately from the other student health records and files in the Student Health Center (SHC). The SHC keeps student medical records in accordance with standard HIPAA guidelines. Students may contact the Student Health Services Medical Director to inspect their TUC medical and immunization records. Information provided by students at matriculation (e.g., immunization records, emergency medical form, medical history and physical examination information) is collected and retained by Student Health Center staff. All records pertaining to a student being seen as a patient at the SHC are kept separately on an EHR. The university keeps student immunization documentation on file in the Student Health Center utilizing the CastleBranch System.

Student Counseling Services

Student Counseling Services provides help and emotional support when you need it. We offer strictly confidential individual counseling (in person and live HIPPA compliant video), couple, and 24/7 phone counseling to currently enrolled students of Touro University CA. Counseling also provides mental health consultation and presentations to the campus community. Student Counseling Services is staffed by licensed mental health professionals. We are here to help.

Common Presenting Concerns Include:

- Anger, Anxiety, Depressed Mood, Worry, & more...
- Relationship Issues
- Mental Health Consultation (concerns about friends or family)
- Family & Cultural Issues
- Grief, Loss & Bereavement
- Troubling Thoughts, Feelings or Behavior
- Eating and Body Image Issues
- Identity, Self-Esteem & Phase-of-Life Challenges
- Academic Performance & Life Path Issues

- Alcohol/Drug Issues

Goals and strategies students may learn in counseling.

- Balancing personal and professional life
- Learning about patterns of behavior
- Developing tools to shift patterns of behavior or support
- Improving personal relationships
- Reducing anxiety and depression
- Solving problems
- Identifying and shifting self-criticism
- Learning assertiveness and communication skills

Student Counseling Records

All student counseling records are kept separate from any other student university records in a HIPAA compliant EHR. Students may contact the director of student counseling if they have any questions or concerns or wish to view their counseling records.

Student Counseling Center Contact Information

Mailing address:

Touro University California
Student Counseling Services, Bldg. 89
1310 Club Drive
Vallejo, CA 94592

Student counseling offices are located on campus in the Student Health Center at:

89 Cossey Street (Bldg 89)

Telephone Number:.....(707) 638-5292

24/7 phone counseling:..... (707) 638-5292 option 3

Email: Ryan Guetersloh, LMFT Director rgueters@touro.edu

Riva Mullins, LMFT License Counselor rmullins3@touro.edu

[Yuriko Domyo, LMFT License Counselor..... ydomyo@touro.edu](mailto:ydomyo@touro.edu)

Webpage: <http://studentservices.tu.edu/counseling/index.html>

For emergency counseling services students may contact a counselor 24/7 via the main counseling phone number 707 638-5292 and choose option 3.

Student Disability Services

Touro University California is committed to providing reasonable accommodations to students with documented disabilities.

The rights of students with disabilities are protected under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). It is the policy of Touro University California to ensure that no otherwise qualified student with a disability is excluded from participation in or subjected to discrimination in any university program, activity, or event. The university is committed to granting reasonable accommodation to students with documented disabilities. Policies and procedures ensure that students with a disability will not, based on 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.

It is Touro's policy that any student with a disability be afforded the same opportunities as every other student within the Touro community. This policy may be utilized when there is a dispute about discrimination, including harassment based on disability, refusal to find a disabled student eligible for academic adjustments and auxiliary aids, denial of a requested prospective reasonable academic adjustment/auxiliary aid, and refusal of a faculty member to implement approved academic adjustments and auxiliary aids. Any adverse treatment regarding a person's disability will not be tolerated.

All divisions of Touro University seek to foster a collegial atmosphere where all qualified students have full access to each of our programs and are nurtured and educated through close faculty- student relationships, student camaraderie, and individualized attention. Adverse treatment of any kind regarding an individual's disability is anathema to Touro's mission, history, and identity, and will not be tolerated. Touro will endeavor to resolve claims of policy violations in an effective and timely manner. When a violation is found to have occurred, Touro will take prompt and effective remedial action.

Those believing that they have been harassed or discriminated against because of their disability should immediately contact the Associate Dean of Students or the Dean of Students. When Touro has notice of the occurrence, Touro will take prompt and effective corrective action reasonably calculated to stop the harassment, prevent its recurrence, and as appropriate, remedy its effects.

Please see Appendix D for the full policy. The full policy may be amended sometimes and is incorporated herein for reference. In the event any inconsistency is found, the full policy posted online governs.

Request for Accommodation Procedures and Information

An application for accommodation of a disability must be made by the student. Verbal disclosure prior to or following admission is not sufficient. Students may apply for special accommodations anytime during their academic curriculum.

A student requesting an accommodation for a disability under the ADA must meet with the ADA Learning Specialist in the Office of Student Success. An application for accommodation of a disability can be obtained at that meeting.

Although students can apply for accommodations at any time during their academic program, it is strongly advised that if you are seeking accommodations, you submit your application and all required documentation well in advance.

Documentation of the disability needs to be current (within three years) and once admitted, students are asked to provide updated information to the Disability Services in the Office of Student Success.

Religious Accommodations

Touro will make good faith efforts to provide reasonable religious accommodations for those with sincerely held religious beliefs. As part of this commitment, the University will provide reasonable religious accommodations to students who's sincerely held religious beliefs conflict with a university policy or requirement, unless such accommodation would create an undue hardship. The University is not required to grant preferred accommodation if there is at least one alternative that eliminates religious conflict. Touro is not required by law or policy to accommodate religious beliefs when such accommodation would violate other laws or interfere with the safety and security of our campus. Please contact the Associate Dean of Students Affairs if you would like to request religious accommodation by contacting the Associate Dean of Student, Dr. Fraylanie Aglipay at faglipay@touro.edu.

The Office of Student Success Services

Touro University California students arrive having been highly successful in past academic endeavors; however, some students find that the rigors of health professions degrees and educational leadership graduate programs are unique and different from undergraduate degree program demands. Touro University California recognizes students may need academic support and this office provides support services such as access to peer tutoring, and strengths-based assessments of study strategies and test taking strategies to promote student success.

The Office of Student Success Services Team includes the Director of Student Support Services, Learning Specialists, a Wellness Coordinator, a Community Wellness Module Coordinator and a Wellness Resource Coordinator. Students may make appointments by contacting a Student Success Service Team member.

Student Success Services Team Contact Information

Mailing address:

Touro University California
Student Success Services
1310 Club Drive
Vallejo, CA 94592

Peer Tutoring

Touro University California offers peer tutoring services without charge. Tutoring is available during all academic years and is designed to help students modify their study habits, focus on critical material and content, and to enhance their test taking skills.

Students need not be in academic difficulty to request peer tutoring. However, following the first examination, those students who are receiving a grade of less than 70% in a course will be given priority access to peer tutoring services.

Students can request peer tutoring services through the Office Student Success Services. Please contact Kiran Kaur, Wellness Coordinator, Student Success, at kkaur20@touro.edu. All peer tutoring requests and services are monitored by the Office of Student Success Services.

To be a peer tutor, students must be approved by their program's course coordinator for the position. Students must also be eligible for federal work study as determined by the financial aid department. Peer tutors are paid \$19 per hour as a part of the federal work study program. Peer tutors must check eligibility for federal work study and be contracted to work in the position with the financial aid office. Supervision for the peer tutor position is maintained by the Office of Student Success Services Team.

Additional Student Success Services

The Office of Student Success Services also provides regularly scheduled workshops on study strategies, professional writing, burnout prevention, and creating effective study schedules. Every Fall and Spring semester the S3 Team offers a course called Pathways to Success. The course offers content on evidence-based study strategies, mindfulness, developing effective time-management skills, and much more.

University Advancement

Touro University California's University Advancement department engages with alumni, parents, and friends of the University, corporations, foundations, media and other institutions to further the mission of Touro and to enhance students' experience.

Office of Alumni Relations

At Touro, we value the relationships with alumni physicians, pharmacists, physician assistants, public health professionals, nurses and educators. The Office of Alumni Relations seeks to maintain and strengthen these relationships, and work with alumni to enrich student life.

The Office plans events such as alumni class reunions, alumni receptions at national and regional conferences, and other networking and social events. The Office of Alumni Relations promotes the work and achievements of the alumni through the Alumni Mentoring Program, the Alumni Magazine and “The Current” Podcast. It also supports the Alumni Association Board of Directors in its efforts to provide opportunities for alumni to give back to the TUC community and remain engaged with the students and university.

Alumni can stay connected by joining the Alumni Facebook page, Instagram page, as well as the LinkedIn page (see contact information below). If students would like to contact alumni, please contact the office of Alumni Relations and staff will make every effort to help.

Office of Alumni Relations Contact Information

Mailing address

Touro University California
Office of Alumni Relations
1310 Club Drive
Vallejo, CA 94592

Alumni Relations Campus Location: Room 502 Wilderman Hall

Telephone Number: (707) 638-5282

Email: tuc.alumnirelations@touro.edu

Website: tu.edu/alumni/

LinkedIn: <http://linkedin.com/company/touro-university-california>

Facebook: facebook.com/TUCalumni

Instagram: <https://www.instagram.com/tourocaliforniaalumni>

The Current Podcast: <http://alumni.tu.edu/thecurrent/>

Office of Development

Alumni, parents, friends, corporations, foundations, and others can invest in Touro University California's students and their careers through support of scholarship funds, the Touro Annual Fundraiser, or through support of special grants for equipment, buildings, or endowments. Touro's development office encourages annual gifts, capital gifts, and planned gifts for endowment support.

Office of Development Contact Information

Mailing address:

Touro University California
Office of Advancement
1310 Club Drive
Vallejo, CA 94592

Office of Development Campus Location: Room 504 Wilderman Hall

Telephone Number: (707) 638-5272

Email: agarcia9@touro.edu

Website: <http://advancement.tu.edu>

LinkedIn: <http://linkedin.com/company/touro-university-california>

University Communications

Touro's Office of University Communications works with faculty, students, administrators, and staff to inform the media and community on TUC and its programs and encourage support for campus programs. The office approves for publication, and publishes, university publications and informational collateral that inform and further the university's mission. It manages the university's social media pages, all media requests, and takes and archives photographs for use in same. If students are contacted by the media, or if students have ideas for stories that the campus or the media might like to hear, please let University Communications know.

University Communication Contact Information

Mailing address

Touro University California
Office of University Communications
1310 Club Drive
Vallejo, CA 94592

Office of University Communications Campus Location: Room 503 Wilderman Hall

Telephone Number: (707) 638-5805

Email: tuc.communications@touro.edu

LinkedIn: <http://linkedin.com/company/touro-university-california>

Facebook: <http://facebook.com/tourocalifornia>

Instagram: <https://www.instagram.com/tourocalifornia>

YouTube: <https://www.Youtube.com/tourocalifornia>

Twitter: <https://www.twitter.com/tourocalifornia>

Student Organizations

Student Government Association (SGA)

The Student Government Association (SGA) is the official voice for all students. The organization is open to all students in the university and welcomes proposals and participation from the entire student body.

The responsibilities of SGA include collecting and expressing student opinion, dispensing funds for student activities, acting as a liaison for the student body, promoting professional education, supporting club and class activities and working to improve the quality of life for all students at Touro University California.

The SGA at Touro invites comments and participation by anyone with ideas to share, or concerns to address, on issues that impact the quality of the student experience. The best way to keep abreast of Student Government is to visit the SGA web pages at the address noted below.

Student Government Association Contact Information

Mailing address:

Touro University California
Student Government Association
1310 Club Drive
Vallejo, CA 94592

Email:..... tuca.sga@tu.edu

Website: <http://tuc.campusgroups.com/tucsga/>

Recognition of Student Organizations

To ensure that organizations seeking recognition meet the high standards of TUC and its student population, the SGA is responsible for formally recognizing all student organizations. Touro University's clubs are created by and for students. Each club needs a Faculty Advisor and is eligible for SGA funding. The process of formal recognition includes a New Club Request Form available via TUConnect. The SGA, the Director of Student Activities and the Associate Dean of Student Affairs give approvals for the creation of all new student organizations. Student organizations are open to all students and are intended to serve as forums for support, discussion, education, and fun.

The student clubs on campus generally fall into one of the following categories:

Medical Interest Associations: (i.e. Dermatology Club, Emergency Medical Club, Integrative Medicine Club, Lifestyle Medicine Club, Nutrition Club, Ophthalmology Club, Women's Health Club, etc.)

Pharmacy Organizations: (e.g. Academy of Managed Care Pharmacy, American College of Clinical Pharmacy, American Pharmacists Association, National Community Pharmacists Association, Chinese/Indian/Latino/Vietnamese Pharmacy Associations, etc.)

Community Service & Volunteer Activities: (e.g. ACOP Pediatrics Club, Dermatology Club, Emergency Medicine Club, Peds Club, Student Run Health Clinic, Teen Life Conference Planning Committee, etc.)

Cultural Groups: (e.g. Spanish Club, Chinese Club, etc.)

Special Interest Groups: (e.g. Interprofessional Education, Keystone Club, Photography Club, Public Health Club, Touro Environmental Action Club, etc.)

Sports Groups: (e.g. Badminton Club, Basketball Club, Soccer Club, Softball Club, Table Tennis Club, Volleyball Club etc.)

Student Club Application Process

The students seeking club recognition must complete a New Club Request Form in TUConnect.

The form must include the organization's constitution and/or bylaws, a letter of acceptance from their Faculty Advisor, and a list of committee members.

The SGA VP of Student Affairs will review the petition and submit it to the Director of Student Activities and the Associate Dean of Student Affairs for approval. The SGA has the right to annually review the status of any organization. The SGA may require every approved organization to submit an annual report. The SGA has the discretion to hear objections related to the recognized organization and to withdraw recognition for inactive clubs and organizations. The SGA shall ensure that no action shall be taken concerning the student organization's status unless the organization in question has an opportunity to respond to the charges and to present its side of the issue. The SGA shall ensure that a deactivated club may resubmit its application at any time after agreeing to be an active club that will comply with the SGA reporting requests.

The Associate Dean of Student Affairs or designee will review the petition for each new university organization to ensure proper documentation. The Associate Dean of Student Affairs or designee may consult with the college dean or program director to ensure mission compatibility of the petitioning organization or club. Appeal of a denial may be made to the Dean of Student Affairs.

Official Representation

To ensure that a positive image of Touro University California is maintained, Touro University California students may not officially represent the university and/or its colleges or any institutional committees on any local, state, or national student-oriented organization that is not recognized by Touro University California.

Student Representation on College/University Committees

SGA has the authority to appoint students to serve on appropriate college/university committees. Any full-time student in good academic standing (i.e., not on any form of probation) is qualified to seek an appointment or election to serve in a representative capacity on these college/university committees. Interested students must apply by the posted SGA deadlines for consideration. Students with committee assignments and placed on academic probation must resign, and another student will be elected to serve on the committee.

Student Activities

Social activities and special events are a good way to connect with students across the various university programs and to have a small respite from the rigors of academic demands. Students' organizations wishing to host events involving extracurricular academic activities, i.e., speakers, mini-courses, drug fairs, or non-credit courses, must complete an Activity Request Form via TUConnect. Approvers of the form include the campus rabbi, the Student Government Association, the Program Director or College Dean, the Director of Student Activities and campus administrators.

Once approved the event will be advertised on our online student engagement platform, TUConnect where TUC students, faculty and staff have access to. Student club pages can be created on TUConnect which includes information on the mission, goals, advisor, board members, active members, and proposed charter of the club. Clubs are required to reactivate their page on TUConnect annually in the spring.

TUConnect is also a portal for accessing and posting information regarding off-campus housing. The site allows landlords with vacant properties to advertise their available space to TUC students. Other features the site allows are New Student Checklist, campus events, lactation and workout rooms, annual locker registration, hosting club elections, communicating directly with students, faculty, and staff, and more.

Student Activities Contact Information

Mailing address

Touro University California
Student Activities
1310 Club Drive
Vallejo, CA 94592

Student Activities Campus Location: 1310 Club Dr, Vallejo CA 94592

Telephone Number: (707) 638-5254

Email: tuc.studentactivities@touro.edu

On-Campus Student Events

To provide a mechanism for student groups (organizations, classes, etc.) to have on-campus student events, all student groups seeking to have an on-campus student event must have prior approval of the organizations Faculty Advisor and the Director of Student Activities. The Faculty Advisor, in consultation with the Director of Student Activities, will advise the student organizer of the necessary steps to follow to schedule the event. An Activity Request Form needs to be submitted via TUConnect at least two weeks before the on-campus student event is planned to occur. Once approval is obtained for the on-campus student event, the Office of Student Affairs will help the student organization coordinate the event's scheduling. Any event sponsored by student groups which violates any of the provisions of the policy on "On-Campus Student Events" will be subject to cancellation or termination.

Student Organization Event Policy

Student organization events must be scheduled at least two weeks in advance. Every event must be approved by the campus rabbi, the SGA, and the Director of Student Activities. Events are defined as:

- Meetings that include people other than club members
- Intramurals/Sporting Events
- Community Outreach Events & Service Projects
- Seminars/Lectures/Debates

- Blood Drives
- Mixers and Socials
- Dinners/Banquets
- Fundraisers
- Special Programs
- Trips

The Associate Dean of Student Affairs will have the authority to approve, approve with conditions, or disapprove the student event. Appeal of the Associate Dean's decision may be made to the Dean of Student Affairs.

Any off-campus facility should be identified on the Activity Request Form using the off-campus event template which incorporates the TUC Activities and Liability Waiver. Student organizations must choose appropriate venues for off-campus activities. If the event involves clinical activities, a Clinical Supervisor must be identified and present for the event's duration. The Director of Student Activities and/or the Associate Dean of Student Affairs will have the authority to approve, approve with conditions, or disapprove all off-campus event sites.

Organizations must be aware of the following guidelines in reference to legal contracts to secure the services of performing artists, vendors, and/or entertainment supplies:

1. Students Organizations are not authorized to sign contracts to secure services of performing artists, vendors, and/or entertainment. **Organizations signing contracts do so in their own name – not in the name of Touro University California.**
2. Students are accountable to the university for their actions while attending on-campus, off-campus, and overnight events.
3. No student may participate in any extracurricular activity that has Touro University California sponsorship, or that advertises TUC in any way, if such an activity is held on the Jewish Sabbath or on any Jewish holiday that is officially observed by TUC.
4. Events may not be scheduled during the following times without written permission from the Campus Rabbi rabbi@tu.edu
 - Friday after 3 p.m. through Saturday
 - Sunday - Thursday past midnight
 - During University and/or Jewish holidays 3 p.m. through the end of the holiday

Events scheduled during Orientation, Commencement Ceremonies, or White Coat Ceremonies require written approval by the Dean or the Associate Dean of Student Affairs.

Activities with Food

As per TU Kosher policy all food/snack/beverage served at TUC must meet kosher standards. If an activity involves serving food or beverages, student organizations and individual students are required to use the university's food services for university sponsored events whether held on or off campus. Touro University's Dining & Catering Services (DCS) must be consulted first as they have the right of first refusal for all catering done on campus.

Events and catering requests must be submitted at least two weeks before the event. The event must be approved by the Director of Student Activities and then submitted to the Master Calendar Committee for final approval of the date. If the event is large enough, a representative from the student group must meet with the DCS to discuss logistics. Payment is due upon receipt of the final bill and needs to be made to Touro University California.

To obtain a Catering Request Form, send an email to: tuc.dcs@tu.edu

All questions about kosher regulations, and to identify an approved kosher catering alternative if the university's Dining & Catering Services (DCS) exercises its right of first refusal, must be answered and reviewed by the campus Rabbi. Please consult the Rabbi with any food related questions. Students can contact the Rabbi by emailing rabbi@tu.edu.

Use of the TUC Logo and Brand

To use the official TUC stationery bearing the university logo, seal, mascot image, or facsimile thereof in any correspondence or collateral material, a student organization must have approved status as established by SGA policy. All promotional items, class or club logo wear, all items for sale or to be given away, bearing the TUC logo, seal, mascot image, or likeness of the logo, seal, letter mark, logo mark, and/or mascot image, must be submitted to the Associate Dean of Student Affairs prior to those items being produced. All use of the Touro University California logo, logo mark or letter mark, must be approved by the Branding Standards Committee. Visit campus groups for the Event Marketing and Merchandize Approval Form.

No Touro University California funds, SGA funds, club nor any class funds may be used for the purchase or production of any non-approved items. Visit <https://touro.box.com/v/communications> to view the full TUC Branding Standards guide.

Student Organization Publicity Policy

Student organizations may produce publicity and other collateral materials to advertise events, activities, and programs. Designs and messages on all advertisements and collateral products must be approved by the Office of Student Activities. The Associate Dean of Student Affairs reserves the right to remove publicity materials that are inappropriate or offensive; inappropriate student publicity will be kept on file in the Student Affairs office for annual review. Appeal of the Associate Dean's decision may be made to the Dean of Students. All collateral materials must be submitted to the Associate Dean of Student Affairs for approval before being produced. All requests to the SGA for reimbursement of collateral materials must be accompanied by the email approval from the Associate Dean of Student Affairs.

Print Publicity

All publicity materials must be submitted to the Director of Student Activities and approved prior to posting. Flyers, handouts, table tents, mailbox stuffers (electronic email messages or written flyers) must include the Who, What, When, Where and Why (if applicable) pertaining to the event. All publicity should include the date the publicity was posted.

Approved flyers may only be posted on bulletin boards. Do not post on doors, walls, or windows.

All printed publicity must be removed from public areas no later than one week after the event has occurred.

Email publicity must be submitted to the Director of Student Activities-for approval via TUConnect. Upon approval the Office of Student Affairs will distribute to the requested email party. The SGA VP of Communication holds the key to the bulleting boards and can assist with the posting of the print materials.

Publications

Yearbooks and other sanctioned student publications are published under the auspices of the university. If a publication is desired, the university contracts

Alcohol Policy for Student Events

The university will not authorize the use of general student fees or other funds collected and administered by a university office/agency for the purchase, supply, or serving of any alcoholic beverage or to partially or totally support events where alcoholic beverages are served or provided to student participants as part of the event. This policy does not apply to approved functions which are directly sponsored and organized by the university. Please see Appendix B1 for more detailed information on obtaining permission for use of alcohol at approved events.

Student Organization Infractions of Student Activities Policies

The Associate Dean of Student Affairs is charged with the responsibility to ensure student organizations adhere to university policies and procedures as presented in this catalog and has the right and responsibility to investigate infractions and violations by student organizations and their members.

Infractions will be investigated by the Associate Dean of Student Affairs in accordance with Appendix C (Student Code of Conduct). The Associate Dean of Student Affairs may convene a hearing as described in Appendix C (Student Conduct Code).

Sanctions for infractions committed in one academic year:

- First Infraction: Verbal Notification by the Associate Dean of Student Affairs
- Second Infraction: Written warning by the Associate Dean of Student Affairs
- Third Infraction: Revocation of privilege directly associated with violation (i.e., failure to register an event will result in the organization's loss of privilege of hosting events for a period to be determined by the Associate Dean of Student Affairs)

Four or more infractions committed by an organization within one academic year (fall and spring semester) may result in suspension. The Associate Dean of Student Affairs reserves the right to bestow appropriate sanctions and/or revoke an organization's privileges should demonstrated organizational behavior warrant such action. Organizations demonstrating extreme negative or inappropriate behavior may be referred directly to the Dean of Students for appropriate sanction.

The record of infractions will be maintained for at least two fiscal years by the Associate Dean of Student Affairs. Appeal of the Associate Dean of Student Affairs' decision may be made to the Dean of Student Affairs.

Institutional Environment

Dress Code

Students must maintain a neat and clean appearance befitting students attending a professional school. Therefore, attire should convey a professional appearance whenever the student is on university grounds, performing at a third-party experiential site or, on a clinical rotation or program.

On campus, the mode of dress is determined by each student's professional judgment unless a department has a dress code for certain activities. Clothing having caricatures, messages, symbols, etc., that can be construed based on societal norms to be vulgar, offensive, or contribute to creating a hostile learning environment are considered unacceptable attire and demonstrates inappropriate professional judgment that is subject to review and disciplinary action by the university and/or the individual program.

Eating and Drinking in Classrooms/Laboratories

To ensure a safe, clean, and healthy environment for all students on campus, no eating or drinking is permitted in any laboratory or classroom. Care should be taken to remove all trash from a trash container after eating in any area of the university.

Smoking

Smoking, including use of electronically produced vapors, is not permitted on the grounds, inside any campus building, in any of the health care facilities where patient care is delivered, or inside university vehicles (TUC policy 8.002). The university recognizes the health and safety benefits of smoke-free air and the special responsibility that it has to maintain a healthy and safe environment for its faculty, students, employees and guests. Touro University is committed to promoting good health, wellness and preventing disease. 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 California.

Drugs, Alcohol, Weapons & Hazing

Touro University does not condone any form of drug, substance or alcohol abuse by its students. No alcoholic beverages or illegal drugs including marijuana may be manufactured, consumed or distributed by students in any academic facility, clinic or hospital associated with Touro University. Any violation of the Drug-Free Workplace policy (see "Appendix B") will result in disciplinary and appropriate legal action against the offending individual(s) or organization(s). Any student who attends class or a rotation or is on the premises of a facility affiliated with Touro University while under the influence of alcohol or drugs is subject to immediate suspension and probable expulsion. Only with the prior approval of the Associate Dean of Students may alcoholic beverages be served at an on-campus student event (see "Student-Sponsored Events").

FOR SUBSTANCE ABUSE DEFINITIONS: PLEASE SEE APPENDIX J

Weapons

No firearms, ammunition, explosive devices or any other weapon of any variety may be carried (concealed or otherwise), or brought in any conveyance, on institutional property by a student. Violators of this policy are a threat to the academic environment of the institution and are subject to immediate suspension or dismissal from the university.

Hazing

No organization or individual(s) may haze any student enrolled in Touro University. Students engaged in such activities are subject to suspension or expulsion from the university.

Sexual Harassment

Sexual harassment is a form of unlawful discrimination under state and federal law. It may consist of actual or threatened sexual contact which is not mutually agreeable to both parties, continued or repeated verbal abuse of a sexual nature, and/or a threat or insinuation that a lack of sexual submissiveness will adversely affect the victim's employment, academic standing or other vital circumstances.

Examples of sexual harassment include but are not limited to:

- pressure (subtle or overt) for sexual favors accompanied by implied or overt threats concerning one's job, grades or letters of recommendation;
- inappropriate display of sexually suggestive objects or pictures;
- unnecessary touching, pinching, patting or the constant brushing against another's body;
- use of sexually abusive language (including remarks about a person's clothing, body or bodily movement or sexual activities), and/or
- unwelcome sexual propositions, invitations, solicitations, and flirtations.

Any member of the university community must report such harassment or any form of harassment to the appropriate Program Director or Chair, Dean of Students, the university Title IX Coordinator or other responsible employee of the Touro University California administration. Please see Appendixes H and I for complete university Title IX policy and the definitions of sexual harassment.

Touro University's Title IX Coordinator is:

Zachary Shapiro
1310 Club Drive

Vallejo, CA 94592
Phone: (707) 638-5459

Impairment of Life Safety Devices/Systems

Destruction of or tampering with campus life safety systems or devices is prohibited. Any student found responsible for such acts is subject to disciplinary action (up to and including expulsion), fines and/or costs to repair damaged systems or devices.

Rabbi Contact Information

Mailing address

Touro University California
Rabbi Tenenbaum
1310 Club Drive
Vallejo, CA 94592

Campus Location: 100 Farragut Inn
Telephone Number: (707) 638-5507
Email: rabbi@tu.edu

Calendar

In keeping with its founding traditions and values, Touro University California follows a Master Calendar that denotes observed Jewish holidays. The Master Calendar can be found at:

<https://tuc.campusgroups.com/osa/master-calendar/>

The Calendar allows observant students, faculty, and staff to observe Jewish religious holidays as well as the Sabbath. Following are some useful points of information:

- Touro University's administrative offices, as well as all classes and instruction, close at 3 p.m. on Friday the eve of Jewish Sabbath and holidays.
- There are a number of Jewish holidays "awareness programs" that are celebrated campus-wide, including Rosh Hashanah (Jewish New Year), Chanukah menorah lighting, Purim, and Lag B'omer picnic.
- Other than holiday observances, official campus activities are not scheduled on the Sabbath and Jewish holidays.
- There are various instructional days where examinations will not be given in order to accommodate the holiday calendar. All these observances are noted on the Touro University California Master Calendar, link noted above.
- Should students have any questions, or are uncertain as to how the Calendar impacts a personal schedule or extracurricular activities, students are encouraged to contact the Campus by emailing rabbi@tu.edu
- In keeping with the traditions and values of the university's heritage and sponsorship, all food served on campus, as well as at university sponsored events, is required to be 100% kosher certified and approved.
- Touro University California's Dining & Catering Services (DCS) is under the kosher supervision of North American Kosher.
- The Passover Holiday holds special dietary restrictions and are in effect beginning the day before until nightfall of the 8th day. This holiday commemorates the Exodus of the Jewish people from ancient Egypt.
- Students, faculty and staff are welcome to bring their own food to campus but are respectfully requested to observe the rule that non-Kosher food is not permitted at campus food service locations. These areas are clearly marked.

Shabbat Holidays

Short Explanations

The Jewish day begins in the evening, which is why the Sabbath starts well before sunset on Fridays and concludes about one hour after sunset (nightfall) on Saturdays, this is true for all Jewish holidays and commemorations.

Traditionally Sabbath is observed by attending synagogue services, enjoying meals with family and friends, studying and refraining from work.

Holidays follow the same pattern and observance, to the exclusions of some fast days that commence only at first light in the morning. As with Sabbath all holidays with Sabbath like observances and restrictions, require that all business schools or activities cease a few hours prior to sunset to accommodate travel and preparation.

Restricted activities include all types of vehicular travel, cooking, writing, direct use of electricity and electronic devices – including phones, computer and emails – and any activities that are typically done for weekday work or school.

On fast days, neither food nor drink may be consumed until about one hour after sunset (nightfall).

Jewish Holidays with Shabbat like Restrictions and Early Dismissal Eve

- **Rosh Hashanah:** Jewish New Year. (Two days) - Two-day solemn festival on which the entire world is judged for the coming year. Start of the high holidays and of ten days devoted to repentance. Extended synagogue services, with the sounding of the Shofar (Rams horn).
- **Yom Kippur:** Day of Atonement. (One day) - Major fast day beginning prior to sunset on the previous day. Day-long synagogue services with many special prayers, including Kol Nidre, and Nei"lah. Additional proscriptions include washing/bathing and wearing leather shoes.
- **Sukkot:** Tabernacles. (Seven days) - Commemorates the Jewish nations wandering in the desert for 40 years. All meals must be eaten in the Sukkah, a temporary dwelling/structure with a roof of natural greenery. Leads directly into:
- **Shemini Atzeret / Simchat Torah:** Rejoice with the Torah. (Two days) - A celebration marking the end of the holiday's season and the completion of the annual cycle of the weekly Torah readings in the synagogue.
- **Pesach:** Passover. (Eight days) - Commemorates the Exodus of the Jewish people from ancient Egypt. **Special dietary restrictions begin the morning of the previous day.** No food containing fermented grains (Chametz) may be consumed or found on one's property. Passover is marked by the special home ritual, the Seder, which is conducted on the first two evenings.
- **Shavuot: Feast of Weeks:** Celebrating the giving of the Ten Commandments and the entire Torah on Mt. Sinai. Traditionally dairy foods are eaten during the holiday meals.

Holidays with Limited Restrictions; No Classes Scheduled

- **Purim:** No classes day of. Commemorates the rescue of the Jewish people in ancient Persia, as recorded in the biblical book of Esther, which is read during synagogue services. Celebrated with feasts and sending of food gifts and giving extra charity to the needy.
- **Tisha B'av:** (Fast of the ninth of Av) no classes day of and evening before. - Major fast day beginning prior to sunset on the previous day. Anniversary of the destruction of both the first and second Holy Temples in Jerusalem and other Jewish tragedies. Limited restrictions on work, special mourning customs observed.
-

Other Holidays with No Restrictions

- **Chanukah** - Eight days and nights celebrating the rededication of the Second Temple in Jerusalem by the Maccabees following their successful struggle for independence and religious freedom from the Syrians (2nd century BCE) commemorated by lighting candles each evening and eating food baked in oil (latkes and donuts) and playing the Dreidel.
- **Tu B'Shvat** - New year for trees, celebrated by eating of the seasons new fruit.
- **Lag Ba'Omer** - Joyful break in the period of semi-mourning commemorating tragedies that occurred between Passover and Shavuot.

Fast Days – No Exams Scheduled

Fast begins at first morning light. Tisha B'av, no classes day of and evening before.

- **Tzom Gedaliah:** (Fast of Gedaliah) - Commemorates the start of the Babylonian exile of the Jewish people (6th century BCE)
- **Asara B'Tevet:** (Fast of the tenth of Tevet) - Commemorates the beginning of the Babylonian siege of Jerusalem (6th century BCE)
- **Ta'anit Esther:** (Fast of Esther) - usually the day before Purim, (see Purim) commemorates the fast of queen Esther recorded in the book of Esther
- **Shiva'ah Asar B'Tammuz:** (Fast of the seventeenth of Tammuz) - Commemorates the breach of the walls of Jerusalem by the besieging of the ancient Romans. Start of the three weeks of mourning which leads into:
- **Tisha B'av:** (Fast of the ninth of Av) no classes day of and evening before. - Major fast day beginning prior to sunset on the previous day. Anniversary of the destruction of both the first and second Holy Temples in Jerusalem and other Jewish tragedies. Limited restrictions on work, special mourning customs observed.

Touro University California Kosher Food Guidelines

The following Kosher Guide is intended as a friendly reference and educational background to aid students in understanding the kosher dietary requirements when serving food at any campus events (i.e., Touro University sponsored or associated events on or off campus including club meetings and events). Touro University associated and sponsored events must be formally approved by Campus Rabbi.

This guide is not meant to be used as approval, nor does it give the reader all the necessary information needed for providing food items. **Before any event or for any further clarification about serving kosher food, please contact campus Rabbi at rabbi@tu.edu. He will provide directions, guidance and approval in preparation for the event.**

What is Kosher Food?

The Jewish dietary laws of kosher food (kashrut) have been observed for almost 4,000 years. The laws of kashrut are kept according to commandments received from G-d by the Jewish people through Moses in the Sinai desert. Since then, rabbinical laws were ordained throughout time to elucidate and to serve as additional “safeguards” of these laws received in the Jewish Bible (the Torah). Different communities may abide by some customary variations in the “safeguard laws” of kashrut. In general, the laws of kashrut today can be categorized in several ways:

- Types of animals and animal products that are permitted as food
- Foods that require supervision and certification (i.e., prepared privately or by organizations and companies)
- Foods that do not require kosher certification (e.g., whole fresh fruits, vegetables, grains)
- Types of foods that may not be eaten together (e.g., meat and dairy products)
- Methods of using utensils and machinery/surfaces to prepare kosher food

- Additional Passover food restrictions. (Eight days) Special dietary restrictions are in effect beginning the day before until nightfall of the 8th day. Commemorating the Exodus of the Jewish people from ancient Egypt. Events with food and drink should not be scheduled during this time.

Verifying Kosher Food

Kosher Animals and Animal Products

According to the Torah, only animals that both chew their cud and have cleaved hooves are kosher. Among the common meats we eat, this means that beef, sheep, ox, and goat are technically kosher while pork and rabbit are not. Most of our common bird meats sold in the grocery store are kosher, such as chicken, turkey, and quail. The same applies to their eggs. Seafood that has both fins and scales is kosher, so it excludes all shellfish. Examples of other unkosher seafood: eel, catfish.

Kashrut also involves laws about how kosher animals must be killed, known as *shechitah*. These are specific rituals mandated for the removal of all blood and for the elimination of unnecessary animal suffering in the process of slaughter.

To ensure that certified kosher meat is purchased for campus events, a butcher/catering company/restaurant must be pre-approved by the campus rabbi.

Other Foods that Require Kosher Certification

Due to the complexities of the modern food industry, most foods that are processed or already prepared in any way must be certified kosher.

- Please contact Rabbi Tenenbaum rabbi2tu.edu for acceptable kosher symbols for other categories of food/ drinks/ingredients (like canned fruits vs. other canned goods, other packaged foods, juices, etc.) All liquids or foods produced from fresh/dried grapes or grape flavoring/additives such as grape juice, wine, jam, candy, and popsicles must be certified:
- Hard alcoholic drinks like brandy, liquors, and blended whiskeys often possess wine bases.

Foods that Do Not Require Kosher Certification

Some products do not require kosher certification. In general, these are completely unprocessed or prepared (e.g., cut and pre-packaged), whole fresh fruits, vegetables and grains are naturally kosher and neither meat nor dairy (aka *pareve* and can be used/eaten together with either meat or dairy products). These foods *do not* require a kosher certification. However, many insects that can plague fresh produce and grains are not kosher, requiring thorough washing/scrubbing and checking for removal of any infestations. Some examples are rice, cauliflower, celery and other leafy vegetables, brussel sprouts, blackberries, and artichokes. In line with the laws of kashrut, the examination of leafy vegetables such as cabbage or spinach should occur leaf by leaf.

Kosher Combination of Foods

According to the laws of kashrut, foods are categorized as: meat, dairy, or *pareve* (neither meat nor dairy). *Meats* include meat, fowl, and any of their food derivatives (e.g., bones, soup). *Dairy* products include any of those produced from the milk of kosher animals (e.g., cow or goat milk, cheese, creams). *Pareve* foods contain no meat or dairy derivatives (e.g., eggs, fish, fruit, vegetables, grains, pasta, soft drinks, coffee, and tea).

Meat and dairy products cannot be cooked or served together in the same meal, while pareve foods can be eaten as a part of either meat or dairy meals. However, if a pareve product is cooked or prepared together

with meat or dairy foods it becomes either meat or dairy, respectively. Although fish is considered pareve, it may not be cooked or eaten with meat.

Kosher Utensils and Preparation of Food

Kashrut prescribes many intricate laws for preparing kosher food in a kosher facility. For example, cooking utensils and facilities must be kosher, where even separate utensils, appliances, and dishes must be used for meat and dairy foods. For campus events, please consider using campus services for catered foods, or contact the campus rabbi for cooked foods or special food preparations.

Reimbursement Guidelines

The Rabbi must know of the event within the event guideline time frame. Additionally, the Rabbi must approve all food items for the event. Supply all receipts to the Rabbi rabbi@tu.edu with the photos of the food item. The photo of the food must include a visible Kosher symbol.

Approved Kosher Symbols

Kosher food has one of the below symbols under the “good category” on the product packaging. There are more national kosher symbols, these are the most recognized. Contact the Rabbi if there is one not on the list or if there are any questions. Typically, the symbols are printed quite small; the symbols below are enlarged for educational purposes.

When a “D” is displayed close to the symbol this represents the fact that the product is Dairy. When purchasing products that are dairy, please ensure there is no use of any meat products at that event, and vice versa.

Uncut fruits and vegetables are typically kosher. Water without any flavor is Kosher.

The only way students can be reimbursed is by providing a receipt and proof of packaging, photo.

Sample of Good Kosher Symbols



Look for the following nationally approved kosher symbols when purchasing product



Again, when a “D” is displayed close to the symbol, it represents the fact that the product is dairy. This is mainly displayed to help with the meat with milk rule.

Avoid these Kosher Symbols These symbols should be avoided! An isolated K is not a real kosher symbol. There are other symbols, but they may not necessarily be approved. When in doubt, check with the Rabbi.



College Of Health Sciences

Administration and Support Staff

Terezie Tolar-Peterson, EdD, Dean of the College of Health Sciences
Farid G. Khalafalla, PhD, Associate Dean of the College of Health Sciences
Karis L. Clarke, Ed.D., Assistant Dean and Director of the Graduate School of Education
Gayle Cummings, PsyD, MPH, Assistant Dean and Director of the Public Health Program
Joy Moverley, DHSc, MPH, PA-C, Assistant Dean and Director of the Joint Master of Science in Physician Assistant Studies/Master of Public Health Program
Prabjot (Jodie) Sandhu, DNP, FNP-C, PA-C, CNL, Assistant Dean and Director of the School of Nursing
Michael Barbour, PhD, Director of Faculty Development and Professor of Instructional Design for the College of Health Sciences
Erendira Romero, Executive Assistant to the Dean of the College of Health Sciences
Natalie Cvetic-Jones, Recruiter/Enrollment Specialist for the College of Health Sciences

Contact Information

Contact information for TUC CHS Faculty & Staff, is available at:

1. **Dean's Office**
 - o Terezie Tolar-Peterson, EdD, Dean of the College of Health Sciences
 - Email: ttolar-peterson@touro.edu
 - Office: (707) 638-5429
 - o Farid G. Khalafalla, PhD, Associate Dean and Chief Academic Integrity Officer of the College of Education and Health Sciences
 - Email: fkhalafa@touro.edu
 - Office: (707) 638-5515
 - o Michael Barbour, PhD, Director of Faculty Development and Professor of Instructional Design for the College of Health Sciences
 - Email: mbarbour@touro.edu
 - Office: (707) 638-5952
 - o Erendira Romero, Executive Assistant to the Dean of the College of and Health Sciences
 - Email: eromero@touro.edu
 - Office: (707) 638-5429
2. **Graduate School of Education (GSOE)**
 - o Faculty: <https://tu.edu/programs/education/faculty/>
 - o Staff: <https://tu.edu/programs/education/faculty/staff/>
3. **Joint Master of Physician Assistant Studies & Public Health (MSPAS/MPH Program)**
 - o Faculty: <https://tu.edu/programs/mspas-mph/faculty/>
 - o Staff: <https://tu.edu/programs/mspas-mph/faculty/staff/>
4. **Public Health Program**
 - o Faculty: <https://tu.edu/programs/public-health/faculty/>
 - o Staff: <https://tu.edu/programs/public-health/faculty/staff/>
5. **School of Nursing**

- o Faculty: <https://tu.edu/programs/nursing/faculty/>
 - o Staff: <https://tu.edu/programs/nursing/faculty/staff/>
- 6. Physician Assistant Program – Los Angeles (PA-LA)**
- o Faculty: <https://tu.edu/programs/physician-assistant-los-angeles/faculty/>

CHS Mission Statement:

CHS prepares culturally responsive health, education and advocacy leaders within a social justice framework focused on communities.

Graduate School Of Education (GSOE)

Administration and Staff

Karis L. Clarke, Ed.D, Assistant Dean and Director of the Graduate School of Education
 Gabriela Navarro, Administrative Coordinator - Credential Analyst
 Doritina Phenix, Administrative Coordinator - Student Support
 Brittney Arriola Administrative Assistant

Program Chairs and Faculty

Karis L. Clarke, EdD, Professor; Assistant Dean and Director of the Graduate School of Education
 Brenda Mitchell, MAEd, Assistant Professor; Touro Rising Educator Experience and Clinical Coordinator
 Joyce Montgomery, MAEd, Assistant Professor: Touro Rising Educator Experience, Clinical Coordinator, and Program Lead for Special Education
 Lisa Norton, EdD, Associate Professor; Dean, College of Health Sciences; Equity, Diversity, and Inclusive Education Program
 Ijeoma Ononuju, PhD, Assistant Professor; Program Chair, Equity, Diversity, and Inclusive Education
 Pamela Redmond, EdD, Professor; Program Chair Innovation in Learning and Leadership
 Jessica Reed, M.Ed, Assistant Professor; Program Chair, Educational Leadership Program

Contact Information

Contact information for GSOE Faculty & Staff, is available at <https://tu.edu/programs/education/faculty/>

Mission Statement

The mission of the Graduate School of Education is to promote equity, diversity, and inclusive education, and to prepare and support innovative culturally responsive educators to serve, lead, and teach with integrity.

Goals

Touro University California Graduate School of Education (GSOE) was conceived to provide high quality teacher professional development to our local community. Our Doctoral degree in *Leading Innovative Diverse Organizations* and Master's degrees in *Equity, Diversity and Inclusive Education*, *Educational Leadership*, *Innovative Learning*, and *Teaching Mathematics* generate professional development leaders and administrators who spearhead educational transformation in these critical fields in need of strategic change and evolution in our schools and organizations.

Our K-14 teacher and administrator programs, accredited by the California Commission on Teacher Credentialing, provide state licensure for members of our community who have a lived understanding of the culture and challenges of our local community. Graduates of the GSOE credential programs become teachers and administrators who bring their cultural empathy and expertise to their service of students and colleagues across a spectrum of bay area classrooms in general education, special education, and technical training and to the leadership of schools. All GSOE programs are designed to meet the needs of California's constantly changing student population in an ever-demanding social, economic, political, and cultural environment. Through active and on-going interaction with neighboring County Offices of Education, school districts, school administrators, and teachers, GSOE faculty and staff are vitally connected to the real world of education in our community. These dynamic relationships ensure that Touro graduates are optimally prepared to support instruction in curricula, build community and culture of local schools as they teach, assess, and meet the needs of their students. We partner closely with more than twenty local school districts and their leaders to refine, update, and align our programs to support local demand for teacher leaders, subject matter experts and innovative, creative, and passionate educators committed to social justice, equity, and inclusion. As a teacher education institution, the GSOE takes seriously its responsibility to provide educational development specifically related to the art and science of teaching, leadership social justice advocacy and innovative practices in preparation for the future. It is part of the mission of the Graduate School of Education to provide for professional development in cooperation and conjunction with the other academic schools that are a part of the university. In addition, to being a K-14 teacher and administrator training institution, our doctoral program addresses broad organizational leadership needs relative to diversity, equity, inclusion and innovation in the global marketplace in a rapidly evolving digital world. Our generous support and scope of influence extends across the university into our health sciences programs and the community at large. California is home to the world's most diverse student population, who must be served by highly talented, best prepared and educated, qualified teachers. Touro University's GSOE programs are designed to produce such teachers and administrators. An educator who has successfully completed Touro University's program will be prepared to teach or lead in any school in California including those with challenging students and schools of greatest need. If the Graduate School of Education is to open the doors of opportunity, meet the needs of the future, and make the dream of America viable for all its citizens, this must be our focus and our success: Growing educators who are highly qualified, motivated to serve their community, and committed to making the American dream accessible for all through equitable education that values our diversity works to include all students in academic success. Student learning outcomes and curriculum information [for the GSOE can be found by following](#) links to academic program information at the following URL: <https://tu.edu/gsoe>.

Graduate Studies Overview

DOCTORAL DEGREE OVERVIEW

The Graduate School of Education offers a Doctorate in Education degree in Leading Innovative Diverse Organizations.

DOCTORAL DEGREE PROGRAM ADMISSION CRITERIA

The Doctor of Education (Ed.D) degree program with concentration in Leading Innovative Diverse Organizations (LIDO) consists of 60 units of coursework. Completion of a Master's degree prior to admission is required. Please consult the application for admission web site for the program for a complete description of requirements.

The doctoral program requires the completion of a written thesis including an extended literature review that is directly involved with the candidate's daily work practices and research interests as the culminating activity in which the candidate demonstrates their mastery.

DOCTORAL THESIS COMPLETION AND ENROLLMENT REQUIREMENT

Students who receive an Incomplete grade in their final Capstone course (EDUC 822) must register for a capstone completion course (EDUC 831 ABC or 836 ABC) in each subsequent academic semester until the thesis/project/capstone is complete or one year has passed since the original Incomplete grade was issued. Registration for the course requires the consent of the student's adviser or the program chair. Note the following:

- By enrolling in a dissertation completion course, students maintain "active GSOE student status.". Students will receive an "INC" for each academic semester until successful completion of their dissertation.

A maximum of three (3) sections/academic semesters following initial registration in EDUC 822 is allowed.

Students who do not complete their dissertation within one year will receive an unsatisfactory (U) grade in the original incomplete course and all sections of dissertation completion. These grades will be averaged into the final GPA.

Students who do not complete their dissertation within one year of earning an Incomplete grade may be required to repeat the original EDUC 822 course. The GSOE Admissions committee will make this determination upon review of the candidate's application for readmission to the university.

TERM FOR COMPLETION OF A DEGREE

All candidates will have a maximum of seven (7) years from the time they were first admitted to the University to complete their graduate study.

DOCTOR OF EDUCATION DEGREE IN LEADING INNOVATIVE DIVERSE ORGANIZATIONS

This program provides coursework leading to a Doctor of Education (Ed.D.) with a concentration in Leading Innovative Diverse Organizations (LIDO). Graduates of this 60-unit program will build their professional capital and skills such as leadership practices, research strategies, teaching and learning approaches, curriculum development, finance and business administration, personnel and policy management, and program accountability to develop solutions to complex local problems in their practice. The LIDO concentration coursework aims to expand candidates' vision of high-performing organizations that value diversity, equity and inclusion in policies and practices and in the workforce and community. Cohort members explore leading others through social and technological disruptions, design thinking and strategic planning processes to identify and develop solutions that reimagine the work of an organization and drive innovation and systemic change.

TYPICAL COURSES FOR DOCTORATE IN EDUCATION – LIDO CONCENTRATION

Research Coursework (30 units)

These courses are related to completion of the required dissertation/thesis. The thesis is a research study focused on a problem of practice in leading innovation and/or diversity, equity and inclusion change opportunities. It directly involves the candidates' goals and/or current employment. Also included in the Research Core coursework are the methodology courses and the summer intensives during which the candidates collaborate closely with their advisor on their dissertation work.

Course #	COURSE TITLE	UNITS
EDUC 802	Research Methodology I: Quantitative	2
EDUC 804	Capstone Project I	1

EDUC 805	Capstone Project II	1
EDUC 807	Research Methodology II: Qualitative	3
EDUC 808	Summer Intensive I	2
EDUC 811	Capstone Project III	1
EDUC 812	Capstone Project IV	1
EDUC 817	Capstone Project V	1
EDUC 818	Summer Intensive II	3
EDUC 820	Capstone Project: Dissertation Work, Intellectual Pursuit I	3
EDUC 821	Capstone Project: Dissertation Work, Intellectual Pursuit II	6
EDUC 822*	Capstone Project: Dissertation Work, Intellectual Pursuit III	6
	Total Required Units	30

**Students who earn an Incomplete grade in EDUC 822 must register for the Dissertation Continuation course(s) (EDUC 831 or 836) in each subsequent academic semester until the dissertation is complete. EDUC 831 is a 1-unit course; EDUC 836 is a 6-unit course. Registration requires the consent of the student's adviser.*

Concentration Coursework (30 units)

Course #	COURSE TITLE	UNITS
EDUC 800	Perspectives and Current Issues in Organizational Leadership	3
EDUC 801	Transformative Leadership	3
EDUC 803	Ethics, Social Justice & the Law	2
EDUC 806	Globalization and the Learning Organization	3
EDUC 809	Leading by Design: Systems, Theory and Practice	3
EDUC 810	Organizational Management and Culture	2
EDUC 813	Community Engagement and Relations	2
EDUC 814	Sensemaking, Creativity, and Innovation for Change	3
EDUC 815	Finance and Business Administration	3
EDUC 816	Strategic Planning, Project Management and Evaluation	3
EDUC 819	Leading Diverse Organizations: Justice, Equity and Inclusion	3
EDUC 823	Independent Research	3

EDUC 824	Special Topics: LIDO 1	1
EDUC 825	Special Topics: LIDO 2	2
EDUC 826	Special Topics: LIDO 3	3
EDUC 823	Independent Research	3
	Total Required Units	30

TOTAL 60 units

MASTER'S DEGREES OVERVIEW

The Graduate School of Education offers Master's Degrees in the following specialties:

Master of Arts

1. Equity, Diversity & Inclusive Education

Master of Education

2. Educational Leadership
3. Innovative Learning
4. Teaching Mathematics

MASTER OF ARTS VS. MASTER OF EDUCATION DEGREES

The Graduate School of Education offers two paths to a master's degree: the M.A. (Master of Arts) or the M.Ed. (Master of Education) degree. To help you decide on a graduate degree path, a brief description of the differences is below.

M.A. Degree

Primarily intended for candidates interested in conducting a formal research study or who wish, upon graduation, to assume a research position. The M.A. program is designed specifically from a theoretical research perspective. Students must complete an independent research project (master's Thesis/Project) published in our TUC research archives. Completion of a master's thesis is sometimes viewed as a prerequisite for the pursuit of doctoral studies. All M.A. fields of study require students to complete a three-course research sequence (EDUC 710, 716 and 795 or EDUC 790, 791, 792 and either a thesis/project or capstone portfolio as part of program requirements.

M.Ed. Degree

Specifically designed as a practitioner's degree for candidates who wish to acquire knowledge, skills and experiences necessary to excel in their professional field, the M.Ed. is designed for students who wish to assume positions of leadership in a practical setting or positions requiring advanced study or specialization. The M.Ed. focuses on applied research and a situated capstone project published in a TUC research archive and on the Internet constitutes a major focus of study. The capstone requires candidates to conduct and defend a year-long independent research project requiring cycles of inquiry. Candidates take several research-relevant courses in which data is collected and analyzed to inform the inquiry process and impact on learning and programs. A journal article written in EDUC 790 (an Innovative Learning and Educational Leadership program course) may serve as a writing sample for future doctoral studies. All M.Ed. fields of study require students to complete a capstone seminar and portfolio (EDUC 792) as part of program requirements.

MASTER'S DEGREE PROGRAM ADMISSION CRITERIA

The Master of Arts in Education (M.A.) degree programs in Equity, Diversity & Inclusive Education and the Master of Education (M.Ed.) degree in Innovative Learning consist of 30 units of coursework. The credential completion

option in these programs allows a maximum of 12 semester units from prior graduate level studies (typically California Credential coursework) to be applied toward the degree. The remaining master's degree programs (M.A. in Applied Behavior Analysis or M.Ed. in Educational Leadership with a credential completion option) require varying numbers of elective units. Please consult the program of interest requirements for a complete description.

All master's level programs require the completion of a written thesis/project, extended literature review, or capstone project that is directly involved with the candidate's teaching or related work assignment(s) as the culminating activity in which the candidate demonstrates their mastery.

MASTER'S THESIS/PROJECT OR CAPSTONE COMPLETION ENROLLMENT REQUIREMENT

Students who receive an Incomplete grade in their Master's Thesis/Project or Capstone course (EDUC 792, EDUC 795) must register for a continuation course (EDUC 796-A, B, C) in each subsequent academic semester until the thesis/project/capstone is complete or one year has passed since the original Incomplete grade was issued. EDUC 796 is a one-unit course. Registration for the course requires the consent of the student's advisor.

Note the following.

- 3 By enrolling in the EDUC 796 one-credit course, students maintain "active GSOE student status". Students will receive an "INC" for each academic semester until successful completion of the master's thesis/project/capstone.
- 3 A maximum of three (3) sections/academic semesters following initial registration in EDUC 796 is allowed. Students who do not complete their thesis/project/capstone within one year will receive an unsatisfactory (U) grade in the original incomplete course and all sections of EDUC 796. These grades will be averaged into the final GPA.
- 3 Students who do not complete their thesis/project/capstone within one year of earning an Incomplete grade may be required to repeat the original EDUC 792, EDUC 795, or SPEC 727. The GSOE Admissions committee will make this determination upon review of the candidate's application for readmission to the university.

MASTER'S DEGREE PROGRAMS CREDENTIAL COMPLETION OPTION

Candidates for a Graduate School of Education credential program may be simultaneously admitted to and matriculate in a master's degree program. With program chair permission, Multiple, Single Subject, Education Specialist and Administrative Services credential candidates may complete master's degree program courses during their credential studies, or they may wait until the completion of their fieldwork experiences to complete their Master's coursework.

Master's candidates who previously completed coursework toward earning a California Teaching Credential at TUC or another university may be able to transfer up to 12 units of that coursework toward the credential completion option in a master's degree program. The Chair of Graduate Studies must review and approve such transfers.

The alignment of credential programs and master's options are as follows:

California Credential

Multiple Subject
Single Subject
Education Specialist
Dual Credential
Prelim. Administrative Services
Clear Administrative Services

Credential Completion Master's Program Options

Master of Arts

- Equity, Diversity & Inclusive Education
- Teaching Mathematics

Master of Education

- Innovative Learning

Term for completion of a degree

All candidates will have a maximum of seven (7) years from the time they were first admitted to the University to complete their graduate study.

MASTER OF ARTS DEGREE IN EQUITY, DIVERSITY & INCLUSIVE EDUCATION (EDIE)

The Master of Arts Degree in Equity, Diversity and Inclusive Education (EDIE) program examines the literature and best practices of working with youth in a diverse society. The program serves as an effective forum for exploring the ideas, experiences, and issues encountered by youth stakeholders in their classrooms and organizations as they interact and model dispositions and practices to support the diverse needs of youth and families. The ability to share experiences and issues with fellow cohort members extends the power and purpose of the program design. The opportunity to engage with experienced educators, youth stakeholders, and community advocates provides an added dimension to the learning experience.

The goal of the Master of Arts in Equity, Diversity and Inclusive Education degree is to prepare stakeholders to serve, to lead, to reach all youth in diverse cultural settings and challenging environments. Students:

- 2 Complete project work to demonstrate proficiency with engaging and meeting the achievement needs of all youth.
- 2 Candidates in the Equity, Diversity and Inclusive Education Master's degree program take 30 units of advanced coursework, produce an electronic portfolio to document their progress toward meeting the program standards and university student learning outcomes, and complete a major research project. The core research courses lead to the development of a written thesis, critique, or project that is practical, action-research based, and directly involved with their teaching or related work assignment(s).

TYPICAL COURSE SEQUENCE FOR THE MASTER OF ARTS IN EQUITY, DIVERSITY AND INCLUSIVE EDUCATION Core Research Coursework (9 units)

These courses are related to completion of a required thesis/project that is practical and directly involved with the area of concentration. Research courses may be taken concurrently with the credential courses.

SUBJECT/ #	COURSE TITLE	UNITS
EDUC 710	Introduction to Research for Educators	3

EDUC 716	Reading and Writing Educational Research (pre or co-requisite to EDUC 795)	3
EDUC 795	Seminar for MA Project/Thesis	3
	SUBTOTAL	9

Concentration Coursework (Select 12 units)

SUBJECT/ #	COURSE TITLE	UNITS
EDUC 700	Educational Equity for All Students	3
EDUC 714	Current Issues in Education	3
EDUC 717	Cultural Issues and Competence in Educational Pedagogy	3
EDUC 727	Special Topics	3
EDUC 782	Cultivating Community: Advocacy in Urban Leadership	3
	SUBTOTAL	12

Elective Coursework (Select 9 units)

SUBJECT/ #	COURSE TITLE	UNITS
EDUC 701	Dynamics of the Equitable Classroom	3
EDUC 717	Cultural Issues and Competence in Educational Pedagogy	3
EDUC 718	Inclusive School Environments for all Learners	3
EDUC 722	Culture and Cultural Diversity	3
EDUC 756	Independent Research	3
EDUC 771	Teaching Diverse Learners	3
EDUC 602	Cultural Diversity Equity & Leadership**	3
EDUC 611	Innovative & Digital Age Leadership**	3
PBHC 608	Behavioral and Social Aspects of Public Health**	3
PBHC 610	Public Health in Times of Conflict**	3
PBHC 611	Grant Writing**	3
PBHC 620	Social Inequities and Health**	3

PBHC 624	Public Health and the Media**	3
PBHC 633	Criminal Justice and Public Health**	3
PBHC 634	Criminal Justice Law and Advocacy **	3
PBHC 647	Program Evaluation and Needs Assessment**	3
	**requires Program Chair approval prior to registration	
	SUBTOTAL UNITS	9

TOTAL 30 units

CREDENTIAL COMPLETION OPTION

Teaching and Learning Concentration - Candidates who possess a valid multiple or single subject teaching credential obtained through graduate level coursework may complete the Equity, Diversity and Inclusive Education Master's degree in 18 units including 3 Core Research courses and 3 Concentration courses approved by the program chair.

Special Education Concentration - Candidates who possess a valid education specialist teaching credential obtained through graduate level coursework may complete the Equity, Diversity and Inclusive Education Master's degree in 12 units including the 3 Core Research courses approved by the program chair.

MASTER OF ARTS DEGREE IN TEACHING MATHEMATICS

The Master of Arts degree in Teaching Mathematics is a unique program designed to enhance the mathematical knowledge of math teachers while advancing the candidate's ability to address the learning needs of a diverse population of students and their cognitive processes. The program is designed for K-12 teachers who possess a California teaching credential who have a desire to become a confident and innovative math education leader:

- Explore the art of teaching math through research-based methods for improving student achievement while addressing deficient math skills.
- Design learning experiences that address various levels of understanding and performance in math ability.
- Develop effective pedagogies from the real-world context of teaching math curricula while including nontraditional techniques and methods.
- Build engaging activities and mathematical connections to ignite curiosity and inspire a sense of wonder. ☒
- Inquire into current issues, trends, and research in math education in the context of meeting the learning needs of the diverse students you serve.
- Develop an action research study to address a local challenge in mathematics teaching while promoting student inclusion and educational equity.

The Master's degree in Teaching Mathematics program is an integrated program of academic learning and field experiences. Providing equity of mathematics instruction to all children and adolescents in diverse schools is a major focus of this program.

Candidates in the Master of Arts in Teaching Mathematics program take 30 units of advanced coursework, produce a capstone project portfolio to document their progress toward meeting the program standards and university student learning outcomes, and complete a major research project. The core research courses lead to

the development of an action research study and capstone project that is practical and directly involved with their teaching or related work assignment(s).

CREDENTIAL COMPLETION OPTION

Candidates with a valid teaching credential obtained through graduate level coursework may transfer a maximum of 12 graduate units of prior coursework towards completing the Teaching Mathematics Master's degree program in 18 units. The course consists of the *Core Research courses* and 3 *Concentration courses* approved by the program chair.

TYPICAL COURSE SEQUENCE

Students in the Master of Education in Teaching Mathematics program take the following advanced courses:

Core Research Coursework (9 units)

SUBJECT/ #	COURSE TITLE	UNITS
EDUC 790	Action Research: New Literacies and Epistemologies	3
EDUC 791	Sensemaking and Research Design	3
EDUC 792	Capstone Seminar	3
	SUBTOTAL UNITS	9

Concentration Coursework (Select 9 units)

SUBJECT/ #	COURSE TITLE	UNITS
EDUC 734	Mathematics Seminar	3
EDUC 735	Advanced Mathematics Seminar	3
EDUC 736	Redesigning Mathematics Curriculum for Equitable Access	3
EDUC 737	Developing Critical Thinking Through Mathematics	3
EDUC 762	Math Lab: Assessment and Intervention	3
EDUC 783	Assessing Mathematical Understanding	3
	SUBTOTAL UNITS	9

Elective Coursework (12 units)

SUBJECT/ #	COURSE TITLE	UNITS
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	Any EDUC 600 or EDUC/SPEC 700 level course (3 units) approved by the Teaching Mathematics program Chair or Advisor	
	SUBTOTAL UNITS	12

TOTAL 30 units

MASTER OF EDUCATION DEGREE IN EDUCATIONAL LEADERSHIP

The Master of Educational Leadership degree is based on the Graduate School of Education's administrative credential program. The program serves as an effective forum for exploring the ideas, experiences, and issues encountered by non-profit leaders and new principals in their schools and districts. The ability to share experiences and issues with other new leaders who are part of their cohort extends the power and purpose of the Master of Education in Educational Leadership program design. The faculty and staff of the preliminary administrative services program believe every aspect of the program must provide effective modeling for school leadership. The faculty and program staff -- through content, pedagogy, and interactions -- model the practices that are encouraged in students: collaborative decision-making, distributed leadership, change and reform of program courses and activities based on student and stakeholder input, problem-based learning, addressing equity issues in race, culture, ethnicity, sexual orientation, religious perspectives, and social class, and use of pedagogical models that support the rigorous preparation of leaders.

Students working in California school systems may choose to complete a concentration leading to an Administrative Services Credential preparation program and as a precursor to more advanced study. To meet this need, we offer a Credential Completion program within the Master of Educational Leadership degree. Candidates may obtain their Preliminary Administrative Services Credential (PASC) or Clear Administrative Services Credential (Induction) from the State of California as part of a credential completion Master's degree in Educational Leadership. See below for more information on the program design.

DUAL CONCENTRATION OPTIONS

The core courses from the Innovative Learning or Equity, Diversity & Inclusive Education programs may be added to the Educational Leadership degree program (without credential) for a dual concentration.

You must consult with the Chair of Graduate Studies to determine the 9 units of coursework to be taken for this second concentration.

TYPICAL COURSE SEQUENCE FOR THE MASTER OF EDUCATION DEGREE in Educational Leadership

This course is related to completion of a required project that is practical and directly involved with the area of concentration. Research courses will be taken concurrently with the credential courses.

Core Research Coursework (9 units)

SUBJECT/ #	COURSE TITLE	UNITS
EDUC 792-2	Capstone Seminar*	3
	SUBTOTAL UNITS	3

Concentration Coursework (21 units)

SUBJECT/ #	COURSE TITLE	UNITS
EDUC 601	Pre-Assessment (Induction) & Visionary Leadership	3
EDUC 602	Cultural Diversity, Equity & Leadership	3
EDUC 605	Instruction, Curriculum & Supervision	3
EDUC 606	Budget, Planning & Human Resources	3
EDUC 607	Law, Ethics & Special Education	3
EDUC 608A/610A	Fieldwork Practicum/Internship in School Administration 1	3
EDUC 608B/610B	Fieldwork Practicum/Internship in School Administration 2	3
EDUC 609	Interpersonal Communication & Post-Assessment	3
EDUC 611	Innovative and Digital Age Leadership	3
	SUBTOTAL UNITS	21
	TOTAL PROGRAM UNITS	30

TOTAL 30 units

**Students who earn an Incomplete grade in EDUC 792 must register for the Master's Thesis/Project Continuation course (EDUC 796 A, B, C).*

PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL (PASC) CONCENTRATION

Students in the Master of Educational Leadership program may choose to meet all the requirements for the CCTC-approved preliminary administrative services preparation program. Students take additional units to expand upon their action research project begun in the credential program.

Candidates are encouraged to visit the CCTC website (<https://www.ctc.ca.gov/>) and review the flyers and requirements to obtain an administrative services credential. The years of teaching experience and prerequisite credential requirements are detailed therein. The Graduate School of Education at Touro University prepares reform-oriented school leaders who can engage a school community in achieving equitable educational outcomes for all students. All candidates who complete the PASC are recommended for the Preliminary Administrative Services Credential to the California Commission on Teacher Credentialing (CCTC). The PASC program may also lead to a Master of Education degree. Candidates must complete all coursework, summative assessments, and the Master's capstone coursework qualify for both the M.Ed. and recommendation for the credential.

The PASC program recognizes the large and unconscionable disparities in educational outcomes for K-12 students, predominantly students of color from low socio-economic backgrounds. For equitable outcomes to become a reality, leaders must understand the challenging situations that many students bring to the school setting and contend with complexities of districts that have been unable, in the aggregate, to break the patterns of school underachievement. These disparities are most profound in urban school settings where racial, ethnic, and socio-economic diversity is most apparent. Urban schools have demonstrated the need for effective

leadership; therefore, the PASC program is dedicated to preparing leaders who are committed and capable of ensuring that all students, regardless of their background, are provided equitable access to educational opportunities.

The PASC program is dedicated to the need for high expectations and standards for teaching and learning and for administrative competence. We are also preparing candidates who will be able to analyze national and state policy regarding program improvement and know how to lead teachers, parents, and communities through the examination of what curricula and pedagogy best meet the needs of students and their community. Therefore, another goal of the PASC program is to prepare leaders who develop a sense of themselves as learners, inquirers, thinkers and academically astute leaders. Leaders must be able to guide teachers through the complicated territory of accountability while retaining a commitment to the fundamentals of cognition and pedagogy that support complex thinking (Perkins, 1992).

The program faculty and staff believe that every aspect of the program must provide effective modeling for school leadership. The faculty and program staff -- through content, pedagogy, and interactions model the practices that are encouraged in students: collaborative decision-making, distributed leadership, change and reform of program courses and activities based on student input, problem-based learning, addressing equity issues in race, culture, ethnicity, sexual orientation, religious perspectives, and social class, and use of pedagogical models that support the rigorous preparation of leaders.

University Internship Programs in Educational Administration

University Internship Credentials are issued to individuals who have enrolled in the Touro University internship programs. These one- to two-year programs are administered in partnership with local school districts and are designed to provide participants with classroom experience while they complete course work requirements for the preliminary or professional clear credential. University Internship Credentials authorize the holder to serve, under the supervision of Touro University California and the holder's employer, in the area or subject listed on the credential. University Internship Credentials are offered in Administrative Services.

Requirements for internship credentials vary depending upon the type of internship credential sought and the specific program requirements established by the college or university through which the internship will be completed. Contact the program chair of your choice for more information regarding these programs.

TYPICAL COURSE SEQUENCE FOR THE MASTER OF EDUCATION DEGREE WITH PRE- LIMINARY ADMINISTRATIVE SERVICES CREDENTIAL

This coursework is related to completion of a required project that is practical and directly involved with the area of concentration. Research coursework will be taken concurrently with the credential courses.

Core Research Coursework (9 units)

SUBJECT/ #	COURSE TITLE	UNITS
EDUC 608B/610A	Fieldwork in School Administration	3
EDUC 608B/610B	Fieldwork in School Administration (Fall 2018, Spring 2019 only)	3
EDUC 751	Leadership and Supervision (effective Fall 2019 in lieu of 608B/610B)	3
EDUC 792-2	Capstone Seminar*	3

	SUBTOTAL UNITS	9
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Concentration Coursework (21 units)

SUBJECT/ #	COURSE TITLE	UNITS
EDUC 601	Pre-Assessment (Induction) & Visionary Leadership	3
EDUC 602	Cultural Diversity, Equity & Leadership	3
EDUC 605	Instruction, Curriculum & Supervision	3
EDUC 606	Budget, Planning & Human Resources	3
EDUC 607	Law, Ethics & Special Education	3
EDUC 609	Interpersonal Communication & Post-Assessment	3
EDUC 611	Innovative and Digital Age Leadership	3
	SUBTOTAL UNITS	21

TOTAL 30 units

**Students who earn an Incomplete grade in EDUC 792 must register for the Master's Thesis/Project Continuation course (EDUC 796 A, B, C).*

Completion of Credential Requirements

Candidates will meet all requirements of the nine core courses in the Preliminary Administrative Services Credential program and engage in fieldwork activities under the direct supervision of the Site Fieldwork Supervisor and University Fieldwork Supervisor. Together with the University Fieldwork Supervisor and the Site Fieldwork Supervisor, candidates will develop a fieldwork plan.

The fieldwork plan will be aligned with the coursework, the CCTC and CPSEL Standards and will:

- focus on the development of skills needed to become a highly effective leader.
- be designed to ensure candidates gain experiences in the instructional, operational, and community components of the program.
- include ongoing monitoring, feedback, and assessment by the Site Fieldwork Supervisor, the University Fieldwork Supervisor, and Cohort Coordinator

Candidates maintain an ongoing log of work and develop a Culminating Professional Performance Portfolio which includes evidence of meaningful and practical experiences designed to meet the CCTC CPSEL. The portfolio is stored electronically and should include artifacts, which illustrate the student's level of understanding, application and growth. Reflection on why each artifact was included and how it contributed to their growth and development as a leader and how it aligns with CPSEL Standards are to be included. This Professional Performance Portfolio is presented to a panel consisting of the Cohort Coordinator, University Fieldwork Supervisor, and the Site Fieldwork Supervisor.

Candidates will be supported by 3-4 visits with the University Fieldwork Supervisor for coaching, feedback, and formative and summative assessments.

MASTER OF EDUCATION DEGREE IN INNOVATIVE LEARNING

The Master of Education degree in Innovative Learning is a constantly evolving course of study in alignment with the growth in thought and practice derived from research into learning and cognition, subject matter, and digital media. The program is closely developed in collaboration with local schools and district needs for teacher leaders and professional development. It employs an inquiry-based learning model as the foundation for supporting candidates to investigate their research questions in the context of open and collaborative approaches to education modeled in an online and virtual face-to-face learning environment. Through their problem-based action research, participants cultivate provocative methods to support equity, literacy, and the reimagining of school and learning to close achievement gaps and promote social justice and equity.

- The Master's in Innovative Learning focuses on embracing innovation and digital media in the context of open, collaborative and inclusive approaches to education.
- The primary goal of the program is to support candidates to become research informed leaders of curricular change and innovation in learning design to meet the needs of the diverse needs of students.
- Cohort members in this program explore and prototype new models for learning and performance. Through problem-based action research, participants cultivate provocative methods to support equity, literacy, and the re-imagining of school and learning to close achievement gaps, promote social justice, equity, inclusion and academic success.

The curriculum encourages candidates to:

- Rethink classroom practices through the lens of reimagining learning and environments to accommodate more equitable, innovative approaches that leverage digital media as tools to support optimum student learning of subject matter.
- Engage in inquiry-based lesson design while exploring the opportunities to infuse communication, collaboration, critical thinking and creativity/imagination into learning experiences.
- Examine the needs of schools and districts that face the challenges of achievement gaps, inadequate resources, and cultural diversity to innovate and create change toward more equitable practices.
- Focus on effective and equitable pedagogies from the real-world context of teaching in multicultural school systems while supporting students to develop habits of mind needed for future workforce success.
- Develop teacher leadership skills necessary to support others to use new pedagogies, Universal Design for Learning, and digital tools effectively in the classroom. The Innovative Learning program consists of 30 units of coursework. Students produce an online portfolio to document their progress toward meeting the program standards and university student learning outcomes. The core research courses lead to the development of a written action research project and a capstone project that is practical, action-research based, and directly involved with their teaching or related work assignment(s).

CREDENTIAL COMPLETION OPTION

Candidates who possess a valid teaching credential obtained through graduate level coursework may transfer a maximum of 12 graduate units of prior coursework towards the completion of the Master of Education in Innovative Learning degree in 18 units. The course consists of Core Research courses and 3 Concentration courses approved by the program chair.

TYPICAL COURSE SEQUENCE

Students in the Master of Education in Innovative Learning program take the following advanced courses:

Core Research Coursework (9 units)

SUBJECT/ #	COURSE TITLE	UNITS
EDUC 790	New Literacies and Digital Epistemologies	3
EDUC 791	Sensemaking and Research Design	3
EDUC 792	Capstone Seminar*	3
	SUBTOTAL UNITS	9

Concentration Coursework (Select 9 units)

SUBJECT/ #	COURSE TITLE	UNITS
EDUC 701	The Dynamics of the Equitable Classroom	3
EDUC 702	Inclusive Education & Digital Innovation	3
EDUC 703	Extending Human Capacity via Transliteracy	3
EDUC 704	Creativity & Innovation	3
EDUC 705	Emerging Trends in Technology	3
EDUC 706	Digital Storytelling	3
EDUC 707	Professional Development Design	3
EDUC 708	Current Issues in Innovative Teaching and Learning	3
	SUBTOTAL UNITS	9

Elective Coursework (12 units)

SUBJECT/ #	COURSE TITLE	UNITS
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	Any EDUC 600 or EDUC/SPEC 700 level course (3 units) approved by the Graduate Studies program Chair or Adviser	
	SUBTOTAL UNITS	12

TOTAL 30 units

**These courses are related to a required capstone project that is directly involved with the candidate's professional assignment. Students who earn an Incomplete grade in the Capstone course must register for the master's Thesis/Project Continuation course (EDUC 796-A, B, C.).*

It is recommended that students consult with their faculty advisor before registering for courses each semester.

Credential Programs Overview

Touro University – California Graduate School of Education's Teacher Preparation Program is designed to provide extensive opportunities for candidates to:

- Learn to teach the content of the K -12 academic content standards to all students.
- Learn to use state-adopted instructional materials.
- Learn how to assess student progress in meeting standards.
- Know and understand the foundations of education and the functions of schools in society.
- Develop pedagogical competence as defined by the Teaching Performance Expectations (TPEs).

All credential programs in the Graduate School of Education are fully accredited by the California Commission on Teacher Credentialing. Credentials may be obtained through concurrent enrollment in a master's degree program. Students are advised to contact the appropriate program chair and the office of financial aid when considering this option.

To provide these opportunities, the Graduate School of Education has developed the design of its teacher preparation program within its broad vision statement (see Vision Statement) and around two fundamental ideas. The first fundamental idea is that California's most challenging student populations must be taught by teachers prepared to understand and respond to the diverse academic, social, cultural, and linguistic needs of students. While all teacher preparation programs incorporate elements of serving a diverse student population into the experience of candidates, Touro University California seeks to identify and attract candidates who are committed to serving the students who are historically underserved: children from low-income families, English language learners, children whose racial and ethnic backgrounds differ from the dominant school culture. Effective, well-trained teachers recognize the strengths of all students and develop appropriate programs to meet their educational needs. Touro University California Graduate School of Education's program is designed to provide candidates with intensive, sustained coursework and fieldwork experiences specifically targeted to the educational needs of historically underserved students.

The second fundamental idea influencing the design of Touro University California Graduate School of Education's teacher preparation programs is the recognition that credential candidates must experience excellent teaching and a supportive learning environment, if they are, in turn, expected to display and provide those same teaching qualities in their own professional practice. Thus, the Graduate School of Education defines excellent teaching as that which focuses on the skills of the discipline taught, encourages students to engage with complex and profound ideas, demands that students apply what they learn in meaningful contexts, connects students to the world outside the classroom, and has high expectations for all students. The sequence of coursework and

fieldwork in the teacher preparation program supports understanding through experiencing what constitutes distinguished teaching and meaningful learning.

TEACHER PREPARATION CREDENTIAL PROGRAM OVERVIEW ELEMENTARY AND SECONDARY EDUCATION

The Graduate School of Education offers two basic teaching credential programs: the preliminary multiple subject credentials and the preliminary single subject credential. The multiple subject credentials authorize instruction in any K-12 self-contained classroom, such as those commonly found in California's elementary schools. The single subject credential authorizes instruction in a departmentalized classroom, such as those commonly found in California's middle and high schools. Support is provided for both Touro University interns and student teachers.

SPECIAL EDUCATION

The Graduate School of Education offers a special education credential program: the Education Specialist Preliminary Credential Mild to Moderate Support Needs and the Education Specialist Preliminary Credential Extensive Support Needs. Preliminary and Internship level credential coursework and support are provided.

The Education Specialist Instruction Credential authorizes instruction in specialization in K-12 settings listed on the credential in the following settings: full inclusion, mainstream, special day classes, special schools, resource rooms, and home/hospital settings.

DUAL CREDENTIALS

The dual teacher credential program allows students to obtain a Special Education and Multiple Subject or Single Subject Credential at the same time.

ADMINISTRATIVE SERVICES

In the GSOE, the administrative services credential is embedded in the Master of Education degree in Educational Leadership. The Administrative Services Credential authorizes the holder to provide supervisory services in grades 12 and below. Coursework is offered toward both the preliminary and clear credentials. Internship level credential coursework and support are also provided. See the graduate studies section for more information about this course of study.

TOURO UNIVERSITY CALIFORNIA INTERN CREDENTIAL REQUIREMENTS

As of April 1, 2014, the California Commission on Teacher Credentialing (CCTC) substantially changed the standards and rules for a university to recommend a candidate for an intern teaching credential and detailed how a candidate is to be supported.

Per PSA 13-06 from the CCTC, the supervision and support of interns is the responsibility of both the Commission-approved teacher preparation program and the employer. This support must include a minimum of 144 hours of support/mentoring and supervision shall be provided to each intern teacher per school year including coaching, modeling, and demonstrating within the classroom, assistance with course planning and problem-solving regarding students, curriculum, and development of effective teaching methodologies. The minimum support/mentoring and supervision provided to an intern teacher who assumes daily teaching responsibilities after the beginning of the school year shall be equal to four hours times the number of instructional weeks remaining in the school year. A minimum of two hours of support/mentoring and supervision shall be provided to an intern teacher every five instructional days. These changes will require intern teaching credential candidates in multiple subjects, single subject, educational specialist, and dual credential programs to follow the guidelines below.

Eligibility Requirements

Candidates must verify subject matter knowledge by providing Touro University with official results for passing the CSET or proof of Subject Matter Requirements. California Education Code requires that all candidates for a teaching credential must demonstrate they are proficient in the subject matter area of their intended credential. Options for meeting the Subject Matter Requirement (SMR): <https://www.ctc.ca.gov/educator-prep/subject-matter-requirements>.

Proof of Completion of Basic Skills Requirement (BSR): Applicants must provide evidence of one of the following CTC approved options for meeting Basic Skills Requirement:

Changes to BSR Requirement

Candidates must successfully pass EDUC 770, EDUC 771, EDUC 772 or 773 (these classes provide 120 hours of classroom instruction for teacher education).

Candidates must verify competency in the principles of the U.S. Constitution by completing a course given by a regionally accredited college/university (grade C or higher) or pass U.S. Constitution Test offered at www.USConstitutionExam.com.

Candidates must provide Touro University with proof of current negative TB results, LiveScan, and an up-to-date Certificate of Clearance issued by the California Commission on Teacher Credentialing.

The process for a student to be recommended by Touro for an intern teaching credential is as follows:

- 14 Inform Program Chair *and* Clinical Coordinator of intention to apply for an intern teaching position. Indicate which district you are applying to. NOTE: Touro must have an MOU Agreement with the school district you are applying to for Touro to recommend an intern teaching credential. If EDUC 731 (A, B, C, or D) is taken by an intern, then the employment contract must be at 60% FTE or higher. If Dual EDUC 731 (A, B, C, or D) is taken by an intern, then the employment contract must be at 40% FTE or higher.
- 14 Sign the Touro University California Intern Contract. This contract details all the responsibilities and requirements of the intern credential program. A summary of these requirements follows:
- 14 When Touro University California authorizes an intern teaching credential and the candidate is actively teaching, the candidate must be enrolled in an intern support class for each fall, spring (EDUC 728), and summer semester (EDUC 729) in which they are not enrolled in EDUC 730 or 731 (Multiple Subjects, Single Subject, or Education Specialist candidates, and Dual Credential candidates).
- 14 For the fall and spring semester, the intern support class is EDUC 730, 731 (6 units) or if those are completed EDUC 728 (3 units): Internship in Multiple/Single Subject, Special Education and Dual Teaching).
- 14 If a candidate is teaching in an intern position during the summer semester, they will be required to enroll in either:
- 14 EDUC 728: Internship in Multiple/Single Subject and Special Education Teaching (3 Units), if the candidate is teaching full-day summer school, or
- 14 EDUC 729: Internship in Multiple/Single Subject and Special Education Teaching Half-Day Teaching (1 unit) if the candidate is teaching half-day summer school.

The intern support classes are in addition to the teacher credential program requirements. The program is designed so that candidates meet all the requirements of the CTC within the courses (methods and clinical) that is 36 units for Multiple and Single Subjects and 42 units for Education Specialists. However, some candidates require additional units while they meet the CTC exams (e.g., RICA, edTPA). The additional units are to cover intern support as required by the CTC and that is captured in EDUC 728. The number of units, 42 for Multiple and Single Subjects, and 48 for Education Specialists covers EDUC 728 to be taken twice while candidates still need to pass the exams.

- 14 Intern's support schedule/record is logged using *Time2Track* according to the guidelines of EDUC 728 or 729.
- 14 Intern is expected to attend advising session each semester and register for courses recommended by advisor.
- 14 If an intern credential holder fails EDUC 731, or EDUC 728 or EDUC 729: Internship in Multiple/Single Subject and Special Education Teaching, TUC can recommend to the CCTC that their credential be revoked.
- 14 Complete all requirements of the intern support classes (EDUC 728 or EDUC 729).
- 14 Follow all Graduate School of Education Handbook policies, including the student dispositions.
- 14 As soon as a candidate is offered a teaching contract, he or she must provide a Letter of Employment or complete a verification of employment and upload the document to the GSOE Community. The letter must state that the candidate is being hired as an intern, the dates of the employment contract, the teaching position offered, and whether the position is full time or a percentage of full time. The credential analyst will verify all CTC requirements for the intern credential and recommend the intern teaching credential or advise the candidate on missing requirements.
- 14 The candidate must finalize the intern credential on the CTC website and pay for the credential before it is valid. The intern teaching credential is valid for two years. However, if course or program guidelines are not followed, Touro University California may revoke an intern credential.

ELEMENTARY AND SECONDARY EDUCATION

The Preliminary Multiple Subject and Single Subject Credential programs in Touro University's Graduate School of Education integrate coursework and clinical field experiences that incorporate supervised teaching with coursework. During the completion of the instructional sequence, candidates have opportunities to build and demonstrate their knowledge, skills, and abilities in the domains essential to effective teaching and to develop their professional identity.

Multiple and Single Subject candidates work towards proficiency and demonstrate their competency according to a set of Teaching Performance Expectations developed by the California Commission on Teacher Credentialing (CCTC). In each course and field experience, candidates should be able to clearly see how the assignments assist them to meet the Teaching Performance Expectations (TPEs). Key assignments that demonstrate progress towards meeting the TPEs are included in the candidate's online portfolio uploaded to Canvas in the GSOE Community.

Teacher candidates complete additional requirements prior to program admission or prior to supervised teaching (student teaching or intern teaching). The teacher candidate provides all documents necessary to verify completion of requirements, and then Touro University Graduate School of Education recommends the candidate for a preliminary credential. The CCTC issues the preliminary credential, which is valid for five years.

TYPICAL COURSE SEQUENCE OF STUDY FOR MULTIPLE SUBJECT CREDENTIAL PROGRAM

Semester 1

SUBJECT/ #	COURSE TITLE	UNITS
EDUC 770	Educational Psychology & Classroom Management	3
EDUC 771	Teaching Diverse Learners	3
EDUC 772	Elementary Literacy & Planning Instruction	3

	<i>NOTE: Teacher candidates may be Intern Eligible after completing these 3 introductory courses.</i>	
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Semester 2

SUBJECT/ #	COURSE TITLE	UNITS
EDUC 730	Orientation to Clinical Field Experience	6
EDUC 774	Curriculum & Instructional Methods 1: Elementary Language Arts, Social Studies, Visual and Performing Arts Prerequisites: EDUC 770, EDUC 771, EDUC 772	3
EDUC 718	Inclusive School Environments for All Learners	3

Semester 3

SUBJECT/ #	COURSE TITLE	UNITS
EDUC 776	Curriculum & Instruction Methods 2: Elementary Math, Science (Health/PE)	3
EDUC 778	Advanced Elementary Literacy Instruction	3
EDUC 731	Clinical Field Experience Practicum & Seminar Prerequisite: EDUC 730	6
SPEC 793	Evidence-based Practices for Neuro-diverse Students	3

TOTAL 36 -

EDUC 728	Internship in Teaching	3
EDUC 728	Internship in Teaching	3

TYPICAL COURSE SEQUENCE OF STUDY FOR SINGLE SUBJECT CREDENTIAL PROGRAM

Semester 1

SUBJECT/ #	COURSE TITLE	UNITS
EDUC 770	Educational Psychology & Classroom Management	3
EDUC 771	Teaching Diverse Learners	3

EDUC 773	Secondary Literacy & Planning Instruction	3
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NOTE: Teacher candidates may be Intern Eligible after completing these 3 introductory.

Semester 2

SUBJECT/ #	COURSE TITLE	UNITS
EDUC 730	Orientation to Clinical Field Experience	6
EDUC 775	Curriculum & Instructional Methods 1: Secondary	3
EDUC 718	Inclusive School Environments for All Learners	3

Semester 3

SUBJECT/ #	COURSE TITLE	UNITS
EDUC 777	Curriculum & Instruction Methods 2: Secondary	3
EDUC 779	Advanced Secondary Literacy in the Content Area	3
EDUC 731	Clinical Field Experience Practicum & Seminar Prerequisite: EDUC 730	6
SPEC 793	Evidence-based Practices for Neuro-diverse Students	3

TOTAL 36

EDUC 728	Internship in Teaching	3
EDUC 728	Internship in Teaching	3

The Multiple Subject and Single Subject program can be completed in 36 units, but some candidates may require additional units to meet the requirements of the CTC (pass the exams while on an intern credential) and this can require up to 42 units for completion. The program is designed so candidates have two opportunities to take EDUC 728 if needed.

Candidates that are approved for a one-year extension of their University Internship Credential may take EDUC 728 during the extension period for an additional 6 units.

MULTIPLE/SINGLE SUBJECT CREDENTIAL – COMPLETION OF REQUIREMENTS

It is the candidate's responsibility to provide all documents necessary to verify completion of program requirements. The Touro University California Graduate School of Education recommends the candidate for a credential. The California Commission on Teacher Credentialing (CCTC) issues the preliminary credential, which is valid for five years.

Prior to admission to Touro's Multiple or Single Subject Credential Program candidates must complete a baccalaureate or higher degree from a regionally accredited college or university.

Prior to supervised teaching (student teaching or intern teaching) candidates must:

- Pass California Basic Educational Skills Test (CBEST) or CCTC approved options for meeting Basic Skills. Proof of Completion of Basic Skills Requirement: Applicants must provide evidence of one of the following CTC approved options for meeting Basic Skills Requirement: [Basic Skills Requirement \(CL-667\) \(ca.gov\).Changes to BSR Requirement](#)

3

- Applicants will be reviewed upon admission for BSR from transcripts. Applicants will be reviewed upon admission for BSR from transcripts.
- Show competency in the principles of the U.S. Constitution. Options include completing a course or passing an exam given by a regionally accredited college or university in the provisions and principles of the U.S. Constitution, with a grade of "C" or higher.
- Demonstration of subject matter competence.

Options:

1) Completion of a [subject matter program](#) approved by the commission.

2) Passage of a subject matter [examination](#) (the California Subject Examination for Teachers or CSET).

3) Successful completion of coursework at one or more regionally accredited institutions of higher education that addresses each of the domains of the subject matter requirements adopted by the commission in the content area of the credential pursuant to Section 44282, as verified by a Commission-approved program of professional preparation. See [PSA 23-04Open PDF in current window.](#)

4) Successful completion of a baccalaureate or higher degree from a regionally accredited institution of higher education with the following, as applicable:

- For **single subject** credentials, a major in one of the subject areas in which the commission credentials candidates. See [PSA 23-04Open PDF in current window.](#)
- For **multiple subject** credentials, a liberal studies major or other degree that includes coursework in the content areas pursuant to subdivision (b) of Section 44282. See [PSA 23-04Open PDF in current window.](#)
- For **education specialist** credentials, either a major in one of the subject areas in which the commission credentials candidates or a liberal studies or other major that includes coursework in the content areas pursuant to subdivision (b) of Section 44282. See [PSA 23-04Open PDF in current window.](#)
- For more information about the subject matter options by credential area or type, please see the following chart: [Subject Matter Chart of OptionsOpen PDF in current window.](#)

5) Through a combination of the methods described in clauses (1), (2), and (3) in whole or in part, has met or exceeded each of the domains of the subject matter requirements adopted by the commission in the content area of the credential pursuant to Section 44282 for multiple and single subject credentials, or pursuant to Section 44265 for education specialist credentials.

Verify negative results of tuberculosis (TB) examination.

Prior to filing for credential, the teacher candidate must:

- 6 Pass edTPA. The edTPA (Teaching Performance Assessment) is a summative assessment that documents Multiple, Single Subject and Education Specialist candidates' attainment of the professional competencies necessary for a credential. Support is provided in EDUC 730 and EDUC 731 and in EDUC 728 as needed
- 6 Multiple subject credential candidates and Education Specialist Candidates must pass the Reading Instruction Competence Assessment (RICA) prior to June 30, 2025. After June 30th, 2025. After June 30th, 2025 candidates must pass a Literacy Performance Assessment. [PSA 23-03 Transition Plan for the Reading Instruction Competence Assessment \(RICA\)](#)
- 6 Verify CPR Certification (Child & Adult CPR)

EdTPA Timeline for Completion and Requirements

- Candidates complete edTPA during the semester in which they are enrolled in EDUC 731. The instructor provides guidance and support with completion of EdTPA during this class. Candidates complete and sign the edTPA Timeline to assist them with staying on track.
- Once class has concluded, additional support is limited. Candidates are required to complete and submit edTPA during the EDUC 731 semester.
- Candidates must receive a score report on their first edTPA submission within 6 months of the last day of the EDUC 731 semester. Failure to meet this deadline will jeopardize the candidate's ability to continue in program or remain intern eligible.
- Submission deadlines and score reporting dates can be found at: https://edtpa.com/PageView.aspx?f=GEN_ScoreReportDates.html
- Candidates who have not yet passed edTPA and seek to earn a master's degree in addition to their credential must obtain approval from their Credential Program Chair before enrolling in MA coursework.
 - The intern support classes are a part of the teacher credential program requirements. The program is designed so that candidates meet all the requirements of the CTC within the courses (methods and clinical) that is 36 units for Multiple Subject (MS) and Single Subjects (SS) and 42 units for Education Specialists (Ed Spec). If candidates meet the requirements of the CTC in 36 units for MS and SS and 42 for Ed Spec, then those other units will be waived. Some candidates require extra time to sit the CTC exams (e.g., RICA, edTPA). Candidates will need to meet those requirements with two opportunities to take EDUC 728.
- The GSOE Academic Affairs and Promotion Committee may review the status of any candidate who fails to adhere to the timeline for completion guidelines and make recommendations regarding continuation in the credential program.

UNIVERSITY INTERNSHIP IN MULTIPLE SUBJECT OR SINGLE SUBJECT

The Multiple Subject Teacher Intern Program and the Single Subject Teacher Intern Program provide an alternative method for obtaining a teaching credential through the University Internship Credential.

The program is a post baccalaureate teacher credential program and is designed to be completed in two years. The program combines teaching employment with part-time study. University Internship Credentials are only issued to individuals who are enrolled in the Touro University Multiple or Single Subject credential programs. These one- to two-year programs are administered in partnership with local school districts and are designed to provide participants with classroom experience while they complete course work requirements for the preliminary or professional clear credential. University Internship Credentials authorize the holder to serve, under the supervision of University staff and the holder's employer.

The basic coursework and sequence of study is the same as above but may include additional course requirements. Contact the program chair for more information regarding these programs.

SPECIAL EDUCATION:

The Graduate School of Education offers a special education credential program: the Education Specialist Preliminary Credential Mild to Moderate Support Needs and the Extensive Support Needs. Preliminary and Internship level credential coursework and support are provided.

The Education Specialist Instruction Credential authorizes the holder to teach in the area of specialization listed on the credential in the following K-12 settings: full inclusion, mainstream, special day classes, special schools, resource rooms, and home/hospital settings. All teacher credential candidates demonstrate their abilities and competencies by completing a portfolio meeting the Teaching Performance Expectations (TPE) with key assignments, position papers, reflection papers, supervised teaching evaluations, and classroom materials developed throughout the preparation program. The TPE artifacts are evaluated by the candidate's instructors for each course's key assignments with final approval from the advisor prior to recommendation for the Education Specialist Teaching Credential.

REQUIREMENTS FOR AN EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIAL

It is the candidate's responsibility to provide all documents necessary to verify completion of requirements. The Touro University California Graduate School of Education recommends the candidate for a credential. The California Commission on Teacher Credentialing (CCTC) issues the preliminary credential, valid for five years.

Prior to admission to Touro's Education Specialist Preliminary Credential Program candidates must complete a baccalaureate or higher degree from a regionally accredited college or university.

Prior to supervised teaching (student teaching or intern teaching):

- Pass California Basic Educational Skills Test (CBEST) or CCTC approved options for meeting Basic Skills. Proof of Completion of Basic Skills Requirement: Applicants must provide evidence of one of the following CTC approved options for meeting Basic Skills Requirement: [Basic Skills Requirement \(CL-667\) \(ca.gov\)](https://www.ctc.ca.gov/docs/default-source/leaflets/cl667.pdf?sfvrsn=91a6cf60_24) [Changes to BSR Requirement](https://www.ctc.ca.gov/docs/default-source/leaflets/cl667.pdf?sfvrsn=91a6cf60_24) https://www.ctc.ca.gov/docs/default-source/leaflets/cl667.pdf?sfvrsn=91a6cf60_24. Applicants will be reviewed upon admission for BSR from transcripts.
- Show competency in the principles of the U.S. Constitution. Options include completing a course or passing an exam given by a regionally accredited college or university in the provisions and principles of the U.S. Constitution, with a grade of "C" or higher.
- Verify subject matter knowledge. Options include
 - 1) Completion of a [subject matter program](#) approved by the commission.
 - 2) Passage of a subject matter [examination](#) (the California Subject Examination for Teachers or CSET).
 - 3) Successful completion of coursework at one or more regionally accredited institutions of higher education that addresses each of the domains of the subject matter requirements adopted by the commission in the content area of the credential pursuant to Section 44282, as verified by a Commission-approved program of professional preparation. See [PSA 23-04](#) [Open PDF in current window.](#)

- 4) Successful completion of a baccalaureate or higher degree from a regionally accredited institution of higher education with the following, as applicable:
 - For **single subject** credentials, a major in one of the subject areas in which the commission credentials candidates. [See PSA 23-04Open PDF in current window..](#)
 - For **multiple subject** credentials, a liberal studies major or other degree that includes coursework in the content areas pursuant to subdivision (b) of Section 44282. [See PSA 23-04Open PDF in current window..](#)
 - For **education specialist** credentials, either a major in one of the subject areas in which the commission credentials candidates or a liberal studies or other major that includes coursework in the content areas pursuant to subdivision (b) of Section 44282. [See PSA 23-04Open PDF in current window..](#)
 - For more information about the subject matter options by credential area or type, please see the following chart: [Subject Matter Chart of OptionsOpen PDF in current window.](#)
- 5) Through a combination of the methods described in clauses (1), (2), and (3) in whole or in part, has met or exceeded each of the domains of the subject matter requirements adopted by the commission in the content area of the credential pursuant to Section 44282 for multiple and single subject credentials, or pursuant to Section 44265 for education specialist credentials.
- Verify negative results of tuberculosis (TB) examination.

Prior to filing for credential, the teacher candidate must:

- Pass edTPA. The edTPA (Teaching Performance Assessment) is a summative assessment that documents Multiple, Single Subject and Education Specialist candidates' attainment of the professional competencies necessary for a credential. Support is provided in EDUC 730 and EDUC 731.
- Multiple subject credential and Education Specialist candidates must pass the Reading Instruction Competence Assessment (RICA) prior to June 30th, 2025 After, June 30th 2025 candidates must pass a Literacy Performance Assessment. [PSA 23-03 Transition Plan for the Reading Instruction Competence Assessment \(RICA\)](#)
- Verify CPR Certification (Child & Adult CPR)

EdTPA Timeline for Completion and Requirements

- Candidates complete edTPA during the semester in which they are enrolled in EDUC 731. The instructor provides guidance and support with completion of EdTPA during this class. Candidates complete and sign the edTPA Timeline to assist them with staying on track.
- Once class has concluded, additional support is limited. Candidates are required to complete and submit edTPA during the EDUC 731 semester.
- Candidates must receive a score report on their first edTPA submission within 6 months of the last day of the EDUC 731 semester. Failure to meet this deadline will jeopardize the candidate's ability to continue in program or remain intern eligible.
- Submission deadlines and score reporting dates can be found at: https://edtpa.com/PageView.aspx?f=GEN_ScoreReportDates.html
- Candidates who have not yet passed edTPA and seek to earn a master's degree in addition to their credential must obtain approval from their Credential Program Chair before enrolling in MA coursework.
 - The intern support classes are a part of the teacher credential program requirements. The program is designed so that candidates meet all the requirements of the CTC within the courses (methods and clinical) that is 36 units for Multiple Subject (MS) and Single Subjects

(SS) and 42 units for Education Specialists (Ed Spec). If candidates meet the requirements of the CTC in 36 units for MS and SS and 42 for Ed Spec, then those other units will be waived. Some candidates require extra time to sit the CTC exams (e.g., RICA, edTPA). Candidates will need to meet those requirements with two opportunities to take EDUC 728.

- The GSOE Academic Affairs and Promotion Committee may review the status of any candidate who fails to adhere to the timeline for completion guidelines and make recommendations regarding continuation in the credential program.

UNIVERSITY INTERNSHIP IN SPECIAL EDUCATION

University Internship Credentials are issued to individuals who have enrolled in the Touro University internship programs. These one- to two-year programs are administered in partnership with local school districts and are designed to provide participants with classroom experience while they complete course work requirements for the preliminary credential. University Internship Credentials authorize the holder to serve, under the supervision of Touro University California and the holder's employer, in the area or subject listed on the credential. University Internship Credentials are offered in the following areas:

EDUCATION SPECIALIST (MILD TO MODERATE SUPPORT NEEDS, EXTENSIVE SUPPORT NEEDS)

Requirements for internship credentials vary depending upon the type of internship credential sought and the specific program requirements established by the college or university through which the internship will be completed. Contact the Program Chair for more information regarding these programs.

TYPICAL COURSE SEQUENCE FOR THE PRELIMINARY EDUCATION SPECIALIST MILD TO MODERATE SUPPORT NEEDS (MMSN)

The Education Specialist Mild to Moderate Support Needs credential program is 42 units. Candidates take classes in the evening. Candidates are allowed the flexibility to be part-time or full-time students and can enter during the spring or fall semester. Instruction is primarily faced to face synchronous online with hybrid elements depending on the course. Even when class sessions are online or the course is online, these are predominately synchronous mixed with some asynchronous opportunities. Program standards and TPE standards are introduced, practiced, and assessed in a variety of ways.

The sequence of courses is shown below.

EDUC 770: Educational Psychology & Classroom Management.....	3 units
EDUC 771: Teaching Diverse Learners.....	3 units
EDUC 772: Elementary Literacy & Planning Instruction.....	3 units
<i>Teacher candidates are Intern eligible after completing these 3 introductory courses (must have CBEST (Basic Skills), US Constitution, and Subject Matter Competence)</i>	
EDUC 718: Inclusive School Environments for all Learners.....	3 units
SPEC 791: Positive Behavior Supports.....	3 units

SPEC 792: Assessment and the IEP Process.....	3
units	
SPEC 711: Transition Preparation for College and Career Readiness.....	3 units
SPEC 793: Evidence-Based Practices for Neuro-diverse Students.....	3
units	
SPEC 790: Communication, Technology and Collaboration in Education.....	.3
units	
EDUC 778 Advanced Elementary Instruction	3 units

Clinical courses below:

EDUC 730: Orientation to Clinical Experience & Seminar.....	6
units	
EDUC 731: Clinical Field Experience Practicum & Seminar for Mild toModerate Support Needs Program.....	6 units

TOTAL: 42 units

EDUC 728 Internship in Teaching.....	3
units	
EDUC 728 Internship in Teaching.....	3
units	

The program can be completed in 42 units, but some candidates may require units to meet the requirements of the CTC (pass the exams while on an intern credential) and this can require up to 48 units for completion. The program is designed so candidates have two opportunities to take EDUC 728 if needed.

Candidates that are approved for a one-year extension of their University Internship Credential may take EDUC 728 during the extension period

TYPICAL COURSE SEQUENCE FOR THE PRELIMINARY EDUCATION SPECIALIST Extensive Support Needs (ESN)

The Education Specialist Extensive Support Needs credential program is 42 units. Candidates take classes in the evening. Candidates are allowed the flexibility to be part-time or full-time students and can enter during the spring or fall semester. Instruction is primarily faced to face synchronous online with hybrid elements depending on the course. Even when class sessions are online or the course is online, these are predominately synchronous mixed with some asynchronous opportunities. Program standards and TPE standards are introduced, practiced, and assessed in a variety of ways.

The sequence of courses is shown below.

EDUC 770: Educational Psychology & Classroom Management.....	3 units
EDUC 771: Teaching Diverse Learners.....	3 units
EDUC 772: Elementary Literacy & Planning Instruction.....	3
units	

Teacher candidates are Intern eligible after completing these 3 introductory courses (must have CBEST (Basic Skills), US Constitution, and Subject Matter Competence)

EDUC 718: Inclusive School Environments for all Learners.....	3
units	
SPEC 791: Positive Behavior Supports.....	3
units	
SPEC 792: Assessment and the IEP Process.....	3
units	
SPEC 711: Transition Preparation for College and Career Readiness.....	3 units
SPEC 793: Evidence-Based Practices for Neuro-diverse Students.....	3
units	
SPEC 790: Communication, Technology and Collaboration in Education.....	.3
units	
SPEC 794 Evidence based practices for students with Extensive Support Needs.	3

Clinical courses below:

EDUC 730: Orientation to Clinical Experience & Seminar.....	6
units	
EDUC 731: Clinical Field Experience Practicum & Seminar for Mild toModerate Support Needs Program.....	6 units

TOTAL: 42 units

EDUC 728 Internship in Teaching.....	3
units	
EDUC 728 Internship in Teaching.....	3
units	

The program can be completed in 42 units, but some candidates may require units to meet the requirements of the CTC (pass the exams while on an intern credential) and this can require up to 48 units for completion. The program is designed so candidates have two opportunities to take EDUC 728 if needed.

Candidates that are approved for a one-year extension of their University Internship Credential may take EDUC 728 during the extension period

DUAL CREDENTIAL PROGRAM

The dual-teacher credential program allows students to pursue a Special Education teaching credential and a Single Subject or Multiple Subject teaching credential simultaneously. Each dual credential program is a total of 51 semester units for dual with MMSN and 54 for dual with ESN. The dual program provides students with two teaching credentials. Students may complete the program as either a student teacher or as an intern.

The scope and sequence of the programs are designed to support student success and development of dynamic teachers. As one of the few local universities to offer the Extensive Support Needs credential, a student who completes this dual-credential program will be able to pursue more employment opportunities as a very strong candidate for a variety of teaching positions.

All students in the dual program need to pass EDUC 770, 771, and 772 or 773, successfully complete 27 (MMSN) or 30 (ESN) units of coursework (excluding EDUC 730), successfully complete EDUC 730, have subject matter proficiency (coursework or CSET), meet Basic Skills Requirement) (coursework or CBEST), and meet the U.S.

constitution requirement before student teaching or becoming an intern or before registering for EDUC 731A, 731 B, 731 C, or EDUC 731 D. If EDUC 731 is being completed as a student teacher (not as an intern) then the Field Experience Coordinator at Touro University will assign the placement (students cannot work as an aide or other position at that school during 731). All credential students must pass RICA or LPA and edTPA before filing for their credential. EDUC 770, 771, and 772, or 773 are prerequisites for all other courses and these three courses must be successfully completed first.

Dual candidates meet the clinical hours for one credential and possibly both in EDUC 730 and 731. Enrollment in 731 (A, B, C, or D) would match the credential in which the person is primarily interning or student teaching in (e.g., SDC ESN would take EDUC 731D). The course will be determined by the contract the intern has with the school. If the contract reflects 60-80% in one placement (e.g., resource) and 20-40% in another (e.g., English class), or is a full inclusion placement, no additional clinical experiences may be required. This will be determined by the program advisor in collaboration with the Clinical Coordinator based upon the contract and clinical coach feedback. In most cases, the dual candidate is required to complete +150 hours in the other credential area and thus would be required to take EDUC 728 (A, B, C, or D) reflecting the second credential clinical experience. Students must complete all requirements for the program and the two credentials will be filed for at the same time. Students cannot complete part of the requirements and receive a credential. The Dual Credential Program is designed specifically for students who are obtaining both credentials simultaneously. It may not be used for adding a credential to an already existing credential.

The edTPA is required for special education as well as general education. If a candidate is completing the MS or SS and MMSN the candidate must complete the MMSN edTPA. If a candidate is completing the MS or SS and ESN the candidate must complete the ESN edTPA. If taking a dual MMSN and ESN, a candidate would need to take and pass the ESN edTPA.

DUAL CREDENTIAL OPTIONS

- Multiple Subjects and Education Specialist Mild Moderate Support Needs
- Single Subjects and Education Specialist Mild Moderate Support Needs
- Single Subjects and Education Specialist Extensive Support Needs
- Multiple Subjects and Education Specialist Extensive Support Needs

COURSES IN THE DUAL MULTIPLE SUBJECT AND EDUCATION SPECIALIST MILD TO MODERATE SUPPORT NEEDS CREDENTIALS

EDUC 770: Educational Psychology & Classroom Management.....	3 units
EDUC 771: Teaching Diverse Learners.....	3 units
EDUC 772: Elementary Literacy & Planning Instruction.....	3 units
SPEC 711: Transition Preparation for College and Career Readiness.....	3 units
EDUC 718: Inclusive School Environments for all Learners.....	3 units
SPEC 790: Communication, Technology and Collaboration in Education	3 units
SPEC 791: Positive Behavior Support.....	3 units
SPEC 792: Assessment and the IEP Process.....	3 units
SPEC 793: Evidence-Based Practices for Neuro-diverse Students.....	3 units
EDUC 774: C&I Methods 1: Language Arts, Social Studies, Visual & Performing Arts.....	3 units

EDUC 776: C&I Methods 2: Math, Science (Health/PE).....	3 units
EDUC 778: Advanced Elementary Literacy Instruction.....	3 units
EDUC 730: Dual Orientation to Clinical Field Experience.....	6 units
EDUC 731A or C: Dual Program Multiple Subjects or MMSN Clinical Field Experience Practicum & Seminar.....	6 units
EDUC 728A or C: Dual Program Multiple Subjects or MMSN Clinical Field Experience Practicum & Seminar.....	3 units
TOTAL: 51 units	

COURSES IN THE DUAL MULTIPLE SUBJECT AND EDUCATION SPECIALIST EXTENSIVE SUPPORT NEEDS CREDENTIALS

EDUC 770: Educational Psychology & Classroom Management.....	3 units
EDUC 771: Teaching Diverse Learners.....	3 units
EDUC 772: Elementary Literacy & Planning Instruction.....	3 units
<i>NOTE: Teacher Candidates are Intern Eligible after completing these 3 introductory courses (with Basic Skills, US Constitution, and Subject Matter Competence)</i>	
EDUC 718: Inclusive School Environments for all Learners.....	3 units
SPEC 711: Transition Preparation for College and Career Readiness.....	3 units
SPEC 790: Communication, Technology and Collaboration in Education.....	3 units
SPEC 791: Positive Behavior Supports.....	3 units
SPEC 792: Assessment and the IEP Process.....	3 units
SPEC 793: Evidence-Based Practices for Neuro-diverse Students.....	3 units
SPEC 794: Evidence-Based Practices for Students with Extensive Support Needs.....	3 units
EDUC 774: C&I Methods 1: Language Arts, Social Studies, Visual & Performing Arts.....	3 units
EDUC 776: C&I Methods 2: Math, Science (Health/PE).....	3 units
EDUC 778: Advanced Elementary Literacy Instruction.....	3 units
EDUC 730: Dual Orientation to Clinical Field Experience.....	6 units
EDUC 731A or D: Dual Program Multiple Subjects or ESN Clinical Field Experience Practicum & Seminar.....	6 units
EDUC 728A or D: Dual Program Multiple Subjects or ESN Clinical Field Experience Practicum & Seminar.....	3 units
TOTAL: 54 units	

COURSES IN THE SINGLE SUBJECT AND EDUCATION SPECIALIST MILD TO MODERATE SUPPORT NEEDS CREDENTIALS

EDUC 770: Educational Psychology & Classroom Management.....	3 units
EDUC 771: Teaching Diverse Learners.....	3 units
EDUC 773: Secondary Literacy & Planning Instruction.....	3 units
<i>NOTE: Teacher Candidates are Intern Eligible after completing these 3 introductory courses (with Basic Skills, US Constitution, and Subject Matter Competence)</i>	
EDUC 718: Inclusive School Environments for all Learners.....	3 units
SPEC 711: Transition Preparation for College and Career Readiness.....	3 units
SPEC 790: Communication, Technology and Collaboration in Education	3 units
SPEC 791: Positive Behavior Supports.....	3 units
SPEC 792: Assessment and the IEP Process	3 units
SPEC 793: Evidence-Based Practices for Neuro-diverse Students.....	3 units
EDUC 775: C&I Methods 1: Secondary.....	3 units
EDUC 777 Curriculum and Instruction Methods 2: Secondary	3 units
EDUC 779: Advanced Secondary Literacy in the Content Areas	3 units
EDUC 730: Dual Orientation to Clinical Field Experience.....	6 units
EDUC 731B or C: Dual Program Single Subjects or MMSN Clinical Field Experience Practicum & Seminar.....	6 units
EDUC 728 B or C: Dual Program Single Subjects or MMSN Clinical Field Experience Practicum & Seminar	3 units

TOTAL: 51 units

GRADUATE SCHOOL OF EDUCATION COURSE DESCRIPTIONS

EDUC 601- Pre-Assessment (Induction) & Visionary Leadership (3 units)

This course will present formative and summative assessment data on administrative leadership, knowledge, skills, and dispositions to be an effective educational leader at a school site or system. The course also will present the underlying foundational theories and philosophies of leadership with a particular focus on values, beliefs, and attitudes necessary for effective leadership, along with the unique role and function of educational leaders in a changing and diverse society. In addition, the course will demonstrate specific development elements that characterize effective leadership, including team building, school climate change, decision-making, and professional ethics. Lastly, the course will provide an understanding of the “art of leadership” linked with the concept of “change agent”, appreciation of change, and how it evolves.

EDUC 602- Cultural Diversity, Equity & Leadership (3 units)

This course will provide a critical analysis of the educational system and how socially constructed paradigms create and maintain economic stratification and perpetuate ongoing educational disproportionality. The course will present how inequality is constructed in society in general and how it functions in educational institutions in particular. The course also will explore student diversity issues, equitable achievement outcomes in education, second language/English learner instruction, and prevailing attitudes and

understandings around race, class, gender, socioeconomic status, etc. in a culturally diverse society. The course will illustrate the strengths and perspectives in teaching and learning as a culturally based process.

EDUC 603- Educational Research & Data Driven Decision Making (3 units)

This course provides an overview of both quantitative and qualitative methods in the development of reliable and valid research in the field of education. The course presents the basic framework for educational research and methods used to evaluate educational programs, practices and policies for data driven decision making leading to organizational improvement. The course will demonstrate how to gather comparative information and results through program research and evaluation and detail how to create systematic evaluation of a program via development of pragmatic steps to improve school achievement.

EDUC 604- Leadership & Action Research (3 units)

This course integrates prior coursework from the Educational Leadership and Administration Program into a research-based field project that will contribute to improvement of teaching and learning at a school site. The field project includes expanding prior data collections, narratives, research, and analysis into a project that is initiated in the following semester. The course includes a focus on systems theory, environmental scans, strategic planning, team leadership, and integrated technology. Activities will emphasize research planning, theorizing, learning and development in the resolution of a problem or problems. In addition, the course will present an overview of qualitative research principles, the dynamics associated with diversity and change, and the need to study problems that are relevant in real world settings while systematically inquiring, generalizing, and testing said generalizations. The class is a C/NC course and is the prerequisite to the supervised field experience.

EDUC 605- Instruction, Curriculum & Supervision (3 units)

This course will examine visionary instructional and curriculum planning, implementation and evaluation; meeting the need of a diverse learning community through content, social climate, instructional curriculum strategies and the role of the learner. The course will present current movements in curriculum and instruction and the use of technology in the curriculum as an educational tool; assessment and issues related to supervision, program evaluation, program development, implementation, staff development and support services. The hands-on as well as theoretical/analytical side of redefining curriculum; the role of staff, parents, students and community at large in curriculum development and planning will be reviewed. In addition, particular focus will be given on the instructional leader's responsibility as a mentor and supervisor of classroom teachers and personnel decisions that have a direct impact on quality of instruction in the schools.

EDUC 606- Budget, Planning & Human Resources (3 units)

This course will present various organizational, educational, and personnel decisions that have a direct impact on quality of instruction in schools. The course will highlight issues related to employment, teacher evaluation, due process, and implications for the quality of instruction. In addition, issues involving human resources (salaries, hiring, demographic characteristics, negotiations, and collective bargaining) also will be explored. The course also will provide an overview of the essential features related to financing and budgeting at every level, including significant codes and regulations. And lastly, the course will present an analysis of the many factors involved in decisions that affect overall school finance, legislation, and the monetary implications personnel contracts play in school budgeting.

EDUC 607- Law, Ethics & Special Education (3 units)

This course will present an examination of the issues in special education law and ethical behavior and the ways in which the law cannot be separated from professional ethics and morality. The course will highlight the theories of law and the relationship of special education and other laws to social and ethical values. The course will illustrate how to better understand the law and the politics associated with governance and the ability to assist people to work through moral dilemmas associated with the law, specifically scenarios involving cross

cultural miscommunications, desegregation, and discrimination. The role of the school leader/administrator also will be explored in relation to serving disabled, non-conventional, at-risk, delinquent, truant, addicted, and troubled students.

EDUC 608- (1, 2) Fieldwork Practicum in School Administration (3 units)

This course focuses on real world application of coursework and CCTC CPSELs. Students design fieldwork experiences around the six major themes and document their experiences in an electronic portfolio (Canvas). Their activities are accomplished in conjunction with a school district or school and Touro University. Each student will gain experience and increase competence in many areas of educational leadership. Personal growth and reflection are integral parts of each experience.

EDUC 609- Interpersonal Communication & Post-Assessment (3 units)

This course will present theories processes on interpersonal communication and collaboration, effective listening, sending and confrontation, problem solving and conflict resolution. The course will specifically highlight theories related to communication such as cybernetics, information theory, and conflict resolution. In addition, this course will serve as the location for the collection of formal and summative assessment data on candidate's administrative leadership and administrative knowledge, skills, and dispositions to be an effective educational leader at a school site or system.

EDUC 610- (A, B, C, D) Internship in School Administration (3 units)

This course provides the framework for the intern process. In this course the intern, university supervisor, and school or district mentor meet to set goals and objectives for the intern process. The goals and objectives are related to fostering, showing and proving mastery of the California Teacher Commission's California Professional Standards for Educational Leadership (CPSELs). The fieldwork expectations are job related with goals and objectives tied to both successful completion of job requirements and growth in understanding the role of school leadership throughout the school, district and community.

EDUC 611- Assessment and Digital Age Leadership (3 units)

The purpose of this course is to provide leaders with skills which will enable them to use, evaluate, plan, and implement instructional program development in diverse educational settings. The use of technology as a tool for teaching and learning and to support work as an administrator will be explored. To help contextualize the concepts and skills needed for demonstrating leadership supported by technology, students will be asked to examine the ways in which technology can support school-wide efforts to improve the teaching and learning process. The International Society for Technology in Education standards for administrators will be explored and applied to current educational initiatives. ISTE's NETS for Administrators (NETS•A) are the standards for evaluating the skills and knowledge school administrators and leaders need to support digital age learning, implement technology, and transform the education landscape.

EDUC 641- Introduction to Invitational Education (3 units)

This course serves as a concise and insightful introduction to Invitational Education, a theory of practice for authentically creating and sustaining welcoming environments intentionally based on trust, respect, optimism, and care, for increased outcomes and personal growth. By focusing on how the communicative process influences the development of human potential, Invitational Education helps us understand how our words and actions, and everything in a school or organization, message people that they are able, valuable, and responsible, or they are not. Learn how applying an inviting approach to learning, leading, and living can help us all to realize our full potential.

EDUC 642- The Inviting Equitable Global Classroom (3 units)

This course will highlight from an invitational educational perspective how to create a globally equitable learning environment to engage and create globally competent students. This course will include best practices

such as defining a globally educated student and teacher, using superior classroom resources, incorporating technology, and integrating it all together to globalize classrooms and schools, as well as world language learning. This course will teach students hard skills to cultivate abilities to share and communicate across world cultures in inviting ways and across opportunity gaps. The goal in an equitable classroom and school is to foster a sense of shared ownership and sense of community. A focus will be on developing teachers' own cultural competency in an effort to create a system in which diversity is appreciated across the school environment.

EDUC 643- Creating an Inviting School Culture & Climate (3 units)

This course focuses on learning to create a total school environment that intentionally works to make a school a place that is a welcoming, engaging and enriching experience for all involved. Centered on the four propositions of trust, respect, optimism and intentionality, invitational learning in an era of global growth and technological advancement can lead to substantive change across the education system, leading to a school culture and climate that supports and elevates all members of the learning community.

This is for educators who aspire to create schools in which all stakeholders realize their full potential and many tactics for analyzing and improving communication, policies and practices will be presented. Learn to make your school the most "inviting place in town" with hands-on activities to create an inviting school.

EDUC 644- Action Research in Inviting Settings (3 units)

Inquiry or research conducted in the context of a focused effort to improve the quality of one's own organization and its performance is a typical action research cycle. Practitioners who analyze data to improve their own practice conduct action research, yet the process can be done by individuals or by teams of colleagues. In this course, students will plan an action research project focused on invitational education or set within an invitational education context. In addition to critically reflecting on the intellectual and practical questions that action research raises, the many theoretical, philosophical, and epistemological questions around action research will be explored.

EDUC 645- Inviting Curriculum & Instruction (3 units)

This course is designed to assist students in developing those skills essential for curriculum restructuring, planning, and implementation at an invitational school. Three essential processes: curriculum development, assessment, and instruction will be considered, with respect to relevant theory, research, and practice. Emphasis is placed on the role of responsible leadership in assuring that these processes function effectively in an inviting school.

EDUC 646- Innovative Invitational Education (3 units)

The strategic use of digital media and technology aligned with best classroom practices for subject matter exploration and to meet student learning needs is explored through the TPACK theoretical model. Participants will share ideas, successes, and challenges through a cohort-based professional learning community that embraces taking risks and exploring innovative lesson design for the invitational education classroom using new media and technologies. Twenty-first century classroom practices and lesson design will be assessed for the impact on student learning within the invitational environment.

EDUC 647- Teaching & Learning in an Inviting Classroom (3 units)

Principles of human learning and related practices for teaching in an inviting classroom will be presented in this course. The psychology of learning in an invitational school setting includes both individual and group generalizations. The roles and functions of a classroom teacher as a facilitator of learning, and a decision maker, concerns pupil needs and achievement. The course examines established and emerging teaching and learning perspectives and practices as foundational for developing and reflectively practicing a personal invitational philosophy of education.

EDUC 648- Inviting School Leadership (3 units)

Administration of a school can have a huge impact on creating a culture of success and equitable outcomes. By utilizing the principles of invitational education this course can help develop leaders with invitational theory in mind. This course will invite students to reflect on their own personal values and provide the context to examine what an invitational leader should focus on in respect to creating diverse learning environments with a special focus on economic equity, linguistic diversity, and race and gender equity in an ever-changing world. A focus will be placed on creating school wide community which values equity and diversity engaging internal and external audiences including parents, family and neighborhoods.

EDUC 649- Invitational Education Capstone Seminar (6 units)

This course involves undertaking the action research project proposed in the Action Research in Inviting Settings course. Students will implement the cyclical, data-driven examination of the student's own practice through the lens of invitational education within their specific context. The course culminates with the submission of a Master's Project report.

EDUC 650 (A)- Assessment & Clinical Support for Certification (0 units)

This course enables teaching credential candidates to be provided with support during clinical practice. This is a zero-credit, zero-unit course utilized in specific situations when candidates are required to be enrolled. Candidates must receive approval from their advisor/program chair to enroll in EDUC 650A.

EDUC 650 (B)- Assessment & Clinical Support for Certification (0 units)

This course enables administrative credential candidates to be provided with support during State performance exam preparation for CalAPA. This is a zero-credit, zero-unit course utilized in specific situations when candidates are required to be enrolled in order to sit for the exam. Candidates must receive approval from their advisor/program chair to enroll in EDUC 650B.

EDUC 700- Educational Equity for All Students (3 units)

This class will cover and explore in depth, working effectively with all students through an examination by the candidate of their approaches, beliefs, values and professional actions in relation to the dilemmas, challenges, and issues that confront teachers in working with a variety of learners and learner levels, within their classroom. This examination of personal approaches, values and actions, is developed against the statistics and research of using equitable teaching methods to differentiate instruction: processes, content, and products, according to students' cultural background, interests, level, and learning profile.

EDUC 701- The Dynamics of the Equitable Classroom (3 units)

Explore new paradigms for teaching and learning to prepare students for the future of the global economy. This foundational course investigates 21st century learning skills in the context of cultural competency, equity, closing the achievement gap and the digital divide.

EDUC 702- Inclusive Educational Innovation in a Digital World (3 units)

Examine the impact of innovation in the digital world on curriculum development with a view to skills students need for the future. Explore how to apply Universal Design for Learning while experimenting with new learning tools and practices as you design learning activities with seamless integration of digital tools and media to use in a local context. Digital citizenship and online civic reasoning are key to navigating the digital world and guide the process. Emphasis is on developing units of practice, action-research informed improvement in teaching, plus peer-to-peer professional development, advocacy and leadership skills.

EDUC 703- Extending Human Capacity via Trans literacy (3 units)

Explore virtual community building, reading, writing and interacting across multiple media and social platforms. Grounded in theory and rooted in practice, this course explores how to leverage social cyberspace relative to the master's research project/thesis and future leadership and advocacy.

EDUC 704- Creativity & Innovation (3 units)

Examine the research of invention, expertise and creativity and how they lead to innovation. The impact of innovation on the teaching and learning landscape will be explored: from changing pedagogy, resources, policies and assessment of student learning. Participants will investigate factors that contribute to the genesis of creativity/innovations on a personal and professional level and build important connections between their expertise and the creative/innovative process of students.

EDUC 705- Emerging Trends in Technology (3 units)

Emerging Trends in Technology provides a view into the worlds of business, medicine, education, and engineering to examine new technological innovations in those fields and how these emerging technologies converge and intersect. Students will engage in futures scenario planning, creating images of alternative futures in order to develop the capacity to evaluate technology policy and practices in education. This course requires students to become familiar with current research on emerging technologies and the critical issues that develop with disruptive innovation. Open to all graduate students.

EDUC 706- Digital Storytelling (3 units)

Explore curricular, pedagogical, and technological aspects related to the use of digital storytelling in the classroom. Appropriate software, audio, video, and editing tools will be explored. Participants will create a story applicable to the content areas/grade levels in which they teach. Open to all graduate students.

EDUC 707- Professional Development Design (3 units)

Focus on the unique challenges that arise when combining technology with traditional principles of curriculum design and learning theory. Students construct a learning project that is conducive to the skills appropriate to the age of the intended learners through technology and explore how the TPACK framework guides professional development for teachers. Open to all graduate students.

EDUC 708- Current Issues in Innovative Teaching and Learning (3 units)

In-depth graduate level study, facilitated by an instructor or team of instructors with expertise in a selected area of education. Open to all graduate students.

EDUC 709 (A, B, C, D)- Clear Induction: Coaching and Practicum Internship in School Administration (3 units)

This course supports and mentors the candidate by providing one-to-one coaching and support for the Individual Induction Plan. The design of the plan is based on each candidate's needs in mastering the California Professional Standards for Educational Leaders. The induction plan provides for specialization and individual development based on an assessment of each candidate's needs, interests, and career goals. The plan is developed jointly by the candidate and the coach. Each semester the plan is revised, benchmark assessment data is gathered and coaching modified.

EDUC 710- Introduction to Research for Educators (3 units)

Introduction to Research for Educators provides an overview of qualitative and quantitative research methods commonly used in the area of education and related social science fields. Master's degree candidates will learn how to read and evaluate research studies, analyze data, and design a research proposal.

EDUC 713- Learning Theory (3 units)

The purpose of this course is to present the major theories, issues, and research in learning and cognitive development with an emphasis on the application of these theories to mathematics and science education. A primary goal is to understand different perspectives on cognitive development and how cognitive change can be facilitated by educational settings with attention to the uniqueness of the learner.

EDUC 714- Current Issues in Education (3 units)

The emphasis in this class will concern working effectively with At Risk students through an examination by the candidate of their approaches, beliefs, values and professional actions in relation to the dilemmas, challenges, and issues that confront the At-Risk student. This examination of personal approaches, values and actions is developed against the statistics and research of the growing number of At-Risk students in the state and nation, as well as the influencing factors for those statistics.

EDUC 715- Teacher Leadership (3 units)

This course examines the way leadership in schools is changing to meet the demands of current educational initiatives and the leadership roles teachers can take in instruction, curriculum, governance, and education policy. Teacher Leadership looks at traditional and alternative models of leadership, focusing on those models that engage teachers within their teaching role, rather than acceding leadership only to those holding administrative positions in schools and districts. Course participants will assess their own leadership strengths and take a leadership role in a project of their choosing.

EDUC 716- Reading /Writing Educational Literature (3 units)

This course is part of the Master of Arts research core. It immerses the MA candidate in reading and analyzing the current theoretical and empirical literature on an educational topic connected to their MA project or thesis. Students are expected to define their topic and write a literature review in anticipation of their Master's project or thesis. This course incorporates writing instruction, practice, and support for students undertaking graduate study in order to acquire the conventions of academic writing expected of master's level students. EDUC 710, Introduction to Research for Educators, is a pre-requisite or co-requisite course unless prior permission is granted by the instructor.

EDUC 717- Cultural Issues and Competence in Educational Pedagogy (3 units)

The purpose of this course is to explore and analyze issues and concepts in cultural competence and educational pedagogy. There are three specific objectives that coincide with the readings and weekly discussion topics. First, the course is designed to develop a critical perspective with which to analyze and examine cultural diversity as it is related to pedagogy. The second objective is to engage in an analysis of culturally relevant or appropriate practices and strategies utilized by educators in schools that enhance all students' opportunities to learn. The third objective is to examine the influence of cultural diversity as part of larger social policies that are currently changing schools across California and the nation. Stress is placed on the examination of cultural issues from the perspective of education, politics, economics, history, and social (macro) contexts as well as personal experience (micro) and events that impact individual lives.

EDUC 718- Inclusive School Environments for all Learners (3 units)

This course provides candidates an introduction to creating positive and effective instructional environments for all learners, including those with special needs, English Language Learners, and students with cultural (linguistic, ethnic, socio-economic) differences. This course provides an overview of best practices to support diverse learners, a study of the 13 disability categories, how to develop accommodations and/or modifications that allow students access to learning environments, and how Response to Intervention is used to identify students who require additional academic and/or behavioral support in the school environment. Candidates will learn how to effectively communicate and collaborate with IEP team members such as service providers and school psychologists to appropriately apply principles of Universal Design for Learning (UDL) to best support students with learning differences. Opportunities to acquire the knowledge, skills, and abilities related to instruction of English learners is provided, including state and federal legal requirements for the placement and instruction of English learners. Candidates will learn how to use restorative practices and PBIS to support students who struggle with behavior, mental health, and/or social-emotional challenges. Candidates will identify the skills required to fulfill their professional responsibilities as a teacher of all learners in an inclusive

classroom environment. Fieldwork and coursework occur concurrently in this course for both Interns and non-Intern candidates.

EDUC 719- Professional Educators and the Law (3 units)

Covers educational law established by state and federal statutes, constitutions, and court decisions. Presents strategies for resolving educational conflicts and enabling professionals to become legally literate. Provides understanding on how public educational agencies respond procedurally to legal issues and legal requirements, rights and responsibilities, and equal educational opportunity. Course develops skills in verbal discourse and group collaboration in ethical reasoning and value formation for educational practice.

EDUC 720- Content Instruction Methodologies for English Language Learners (3 units)

Focus upon the curricular demands and classroom practices that strengthen the reading, writing, listening, speaking, and critical thinking of English Learners must acquire to gain access to essential subject matter content. Explore the development of literacy across all content areas.

EDUC 721- English/Reading Language Arts Skills for Culturally/Linguistically Diverse Students (3 units)

Reviews principles and successful design for standards-based assessment and instruction of English language learners and the relationship of lesson design to identification of students' strengths and the support of English language/literacy development and academic achievement. Assessment to monitor and inform teaching practices for English learners' progress with mastering subject matter content and differentiation techniques are evaluated and applied through action research in the classroom.

EDUC 722- Culture and Diversity (3 units)

Examines culture and cultural diversity and their relationship to student achievement and development along with the implementation and evaluation of culturally inclusive instruction. Students are immersed in discussion of the role of culture in the classroom and the school; culturally inclusive learning environments; family and community involvement; and culturally inclusive curriculum and instruction.

EDUC 723- Language Structure: First and Second Language Acquisition (2 units)

Covers current theories of second language acquisition, first & second language and literacy development. Explores cognitive, linguistic, socio-cultural & affective factors that affect language learning in children of diverse backgrounds.

EDUC 724- Teaching with the Brain in Mind (3 units)

This class will be discussion based and target working effectively with students through an examination by the candidate of the human brain, its development, and the effects of this development on how we teach as well as what and how students learn. There is an emphasis on designing and matching instruction to challenge students. The candidate's examination of personal approaches, values and actions is developed against the statistics and growing research into the development of the human brain, and the effects of the digital world on such development, as well as the influencing factors for those statistics.

EDUC 725- Teaching in a Middle School (3 units)

Instructional Elective, Teaching and the Middle School, connects multiple subject and single subject candidates to the socio-political, cultural, and ethical context in which their professional practice, schools, and classrooms exist. An emphasis in this instructional block is an examination by the candidate of his/ her approaches to teaching successfully in a Middle school setting. This class will examine Current issues in education as they relate to Middle school. Candidates will have an opportunity to explore current trends in Middle School theory, philosophy and practice. In addition, candidates examine their professional role in relationship to colleagues, administrators, parents, and other members of the community. Teaching and the Middle School combines classroom instruction for multiple and single subject candidates with extensive field experience and/or

supervised teaching experience in the Middle School, and opportunities for analysis and reflection on their experiences.

EDUC 726- Reading Lab: Assessment & Intervention (3 units)

Participants work individually with below-grade-level readers each week throughout the semester to assess student interests, oral language, phonics, word and passage reading, spelling, vocabulary, and writing abilities; conduct detailed work on miscue analysis. Participants construct a comprehensive case study of the student to analyze strengths and challenges, devise a learning plan, conduct lessons with the student, and assess progress over time. The course is held at a local reading center.

EDUC 727- Special Topic (3 units)

In-depth graduate level study, facilitated by an instructor or team of instructors with expertise in a selected area of Education. Open to all graduate students.

EDUC 728- Internship in Teaching (3 units)

Candidates working under a Touro University Intern credential must be enrolled in a course for intern support. Any semester that a Touro intern is not also registered for EDUC 730 or EDUC 731, the candidate must enroll in 728. In this course, the intern, university supervisor, and school or district mentor meet to set goals and objectives for the intern process. The goals and objectives are related to helping the intern candidate show clear evidence of meeting the Teaching Performance Expectations (TPEs). The CCTC requires that interns receive 144 hours per school year of support including 45 hours specific to the support of English Learners. The intern is also required to log their support schedule/record according to the guidelines specified in the Intern Handbook. This course meets the CCTC requirement for intern support.

- EDUC 728A Internship in Teaching I
- EDUC 728B Internship in Teaching II
- EDUC 728C Internship in Teaching III
- EDUC 728D Internship in Teaching IV
- EDUC 728E Internship in Teaching V

EDUC 729- Internship in Teaching Half Day (1 unit)

Candidates working under a Touro University Intern credential must be enrolled in a course for intern support. Any summer semester that a Touro intern is working in a half-day summer school setting, the candidate must register for 729. In this course, the intern, university supervisor, and school or district mentor meet to set goals and objectives for the intern process. The goals and objectives are related to helping the intern candidate show clear evidence of meeting the Teaching Performance Expectations (TPEs). The CCTC requires that interns receive 144 hours per school year of support including 45 hours specific to the support of English Learners. The intern is also required to log their support schedule/ record according to the guidelines specified in the Intern Handbook. This course meets the CCTC requirement for intern support.

EDUC 730- Orientation to Clinical Field Experience (6 units)

The course introduces the teacher candidate to the classroom environment and provides support through seminar classes. Candidates are assigned to a classroom with a diverse student population. Students observe and assist in the classroom doing individual, small group and whole group instruction under the direct supervision of the classroom teacher. Seminar topics include classroom and time management, curriculum development, assessment, and working with at-risk, special needs and English Learners. Students will begin to examine and use edTPA rubrics for planning, instruction and assessment.

EDUC 731 (A, B, C, D)- Clinical Field Experience Practicum & Seminar (6 units)

This course supports the teacher candidate in a full-time school classroom with a diverse student population. The course has three components: supervised teaching, seminar, and Teacher Performance Assessment (edTPA) instruction and a Reading Seminar (for SPED candidates). Candidates complete either student teaching or an internship.

Student Teaching: Candidates complete a 13-week student teaching assignment. Students begin by teaching one subject per week, and then take full responsibility of teaching all subjects, under the direct supervision of the mentor teacher. Clinical Coach will be assigned to work with the candidate and mentor teacher.

Internship: Intern candidates complete a full semester as the teacher of record and under an intern credential. Interns who have secured their first internship after April 1, 2014, report to the Clinical Coordinator, who helps them log all instruction and support and supervision, as least 72 hours in this semester and at least 23 hours of specific instruction and support related to English Language development.

Seminar topics include classroom and time management, curriculum development, assessment, and working with at-risk, special needs and English language learners. Note: The following sections are used to indicate the program concentration:

EDUC 731A – Multiple Subject (6 unit)

EDUC 731B – Single Subject (6 unit)

EDUC 731C – Special Education (MMSN 6 unit)

EDUC 731D – Special Education (ESN 6 unit)

EDUC 734 - Mathematics Seminar (3 units)

Designed to familiarize students with recent research and major developments, state requirements and recommendations, and provide a review on the content of elementary and secondary mathematics. The course emphasizes the development and practice of strategies for delivering mathematical content to diverse populations of students. Students learn about the California State Mathematics framework and other important documents related to mathematics education and develop plans for improving the delivery of its content. The seminar setting allows students to interact with their instructor(s), classroom peers, and experts in subject matter and pedagogy.

EDUC 735- Advanced Mathematics Seminar (3 units)

Acquaints experienced teachers of mathematics with newer developments in mathematics curriculum, materials and the use of technology to support student learning. Emphasizes mathematical basis for courses in mathematics curriculum, organization and design of mathematics programs and design and construction of curriculum and/or materials to meet specific needs of the teacher or school district.

EDUC 736- Redesigning Mathematics Curriculum for Equitable Access (3 units)

Explore and expand state-adopted K-12 academic content standards and recognized concepts, principles, and skills that include methods, pedagogies and innovative tools to increase access to math content and conceptual thinking. Master's students will design interdisciplinary curriculum that reinforces learning across the content areas for various grade level spans, K-12, with an emphasis on building understanding of essential mathematical concepts and reasoning methods that align with Universal Design for Learning.

EDUC 737- Developing Critical Thinking Through Mathematics (3 units)

Developing Critical Thinking Through Mathematics uses problem-based inquiry as a basis for defining critical thinking and investigating strategies for developing critical thinking and scientific reasoning as habits of mind for both master's students and their K-12 classroom students. Encouraging curiosity, creativity, and reflectivity

in self and others is an expected outcome of the course. This course requires a high level of engagement and active learning.

EDUC 739- Managing and Coordinating Educational Technology (3 units)

The course purpose is to provide the substance and skill necessary to make sound coordination and management decisions relating to information systems and to work with school and district administrators in the resolution of issues and problems in this area. Participants will develop a district technology plan to meet California and Federal funding guidelines.

EDUC 740- Technology in the Classroom (3 units)

Technology in the Classroom provides advanced study in designing, using, adapting and evaluating technological tools to serve learning needs in K-12 classrooms. The essential understanding for educators who complete this course is that technology is used in the service of learning, to develop the power of the individual to learn. Required projects in this course oblige participants to examine how to integrate technology into their own K-12 classroom settings and to examine the practical and ethical dilemmas that often accompany the use of new technology in a classroom setting.

EDUC 741- Survey of Educational Technology (3 units)

The Survey of Educational Technology course is designed to provide an overview of the many technologies that can make a positive impact on the educational process. These technologies can be utilized to increase the effectiveness of the teacher, or of the student, and many of them overlap to the benefit of both. This class's goal is to give every student exposure and experience in utilizing multiple technologies and to apply these into their classrooms.

EDUC 742- Integrating Technology into Classroom Teaching (3 units)

Learners in this course will examine and explore technology integration strategies within K-12 networked computing environments. Content will include an examination of technology integration techniques using various application tools, instructional software, productivity software, and the Internet. Participants will also identify relative advantages for choosing technology integration strategies and resources for teachers to draw upon in developing their own technology integration activities.

EDUC 743- Information Literacy (3 units)

This course will introduce the principles and concepts of information literacy and emphasize the importance of teaching these skills to our students through a systematic program. Discussions, readings, guest speakers, and in-class activities will cover the following topics: the relationship between information literacy and critical thinking, the importance of assessing information literacy skills, combating plagiarism, and creating effective library research assignments. Faculty will also have an opportunity to update their research skills using online catalogs, online article databases, and the Internet.

EDUC 744- Distance Learning (3 units)

Distance Learning in Education explores what it means to teach effectively when students and instructors are separated by distance and often, by time zones. The roles of both teacher and learner may change in an educational environment mediated by various instructional delivery methods, including internet-based instruction. This course is taught using a hybrid model, including both face-to-face instruction and distance learning methods.

EDUC 745- Creating and Publishing Education Research Websites (3 units)

This course provides support and direction during the development and completion of the thesis requirement for a master's degree in education. The thesis requirement may be fulfilled through a research study or an applied project with the thesis advisor's approval. Students who do not complete the thesis requirement

during this course are required to enroll in an Independent Research course each semester until their thesis requirement for the degree is met.

Pre-requisite: EDUC 710 Introduction to Research for Educators.

EDUC 746- History of Educational Technology (4 units)

History of Educational Technology begins by defining the meaning of educational technology, thus determining its emergence in educational systems. Technologies from the Socratic method to the most recent advances in digital information systems have profound implications for educational systems and the choices educators make about technology. Historical and current issues in technology use include considerations of equal access and privilege based on gender, race, and social class.

EDUC 747- Instructional Design and Development (3 units)

Instructional Design and Development focuses on purposes and processes used in designing instructional experiences for K-12 and adult students. Incorporating understanding about learning and cognition, master's students consider the decision-making process they use to design instruction for their students and the challenges and consequences of including students in the process. A historical overview of instructional design theory provides context for current planning practices.

EDUC 748- Computer Applications in Education (3 units)

The Multimedia Applications in Education course is designed to provide an overview of the many multimedia programs that can enhance both learning and teaching in all fields of study. These programs can be utilized to increase the effectiveness of the teacher, or of the student, and many of them overlap to the benefit of both. It is the goal of this class to give every student a fundamental knowledge of various multimedia programs and to apply these into their classrooms.

EDUC 749- Emerging Trends in Technology (3 units)

Emerging Trends in Technology provides a view into the worlds of business, medicine, education, and engineering to examine new technological innovations in those fields and how these emerging technologies converge and intersect. Students will engage in futures scenario planning, creating images of alternative futures to develop the capacity to evaluate technology policy and practices in education. This course requires students to become familiar with current research on emerging technologies and the critical issues that develop with disruptive innovation.

EDUC 750- Independent Research (1 unit)

This Independent Study course is designed as an elective for students in master's degree programs.

EDUC 751- Leadership and Supervision (3 units)

This course discusses supervision and leadership techniques to improve productivity in the instructional workplace.

EDUC 752- Independent Research (2 units)

This Independent Study course is designed as an elective for students in master's degree programs.

EDUC 753- Independent Research (3 units)

This Independent Study course is designed as an elective for students in master's degree programs.

EDUC 754- Independent Research (4 units)

This Independent Study course is designed as an elective for students in the Master of Arts in Education program.

EDUC 755- Independent Research (5 units)

This Independent Study course is designed as an elective for students in the Master of Arts in Education program.

EDUC 756- Independent Research (6 units)

This Independent Study course is designed as an elective for students in the Master of Arts in Education program.

EDUC 770- Educational Psychology & Classroom Management (3 units)

This course prepares students to examine contemporary and traditional thinkers in educational psychology and philosophy. The readings and requirements for the course will empower students to begin developing their own praxis, a set of action-steps that will then be enacted at school sites as students apply their own philosophies in the real world of education. This course emphasizes the social and political environment that gives rise to conditions of inequality in our schools and asks candidates to apply contemporary and traditional thinking in the field of educational psychology and philosophy to their work as agents-of-change within the system of schooling. Candidates will develop and articulate their plan for a safe and rigorous educational environment and will actively demonstrate this plan during in-class micro-teaching sessions that emphasize a culturally responsive teaching approach.

EDUC 771- Teaching Diverse Learners (3 units)

This course examines schooling in contemporary U.S. society through a comparative analysis across diverse populations and cultures, including cross-cultural contact and interactions within the classroom, school site, and school community. Explores issues related to inclusion for special needs students, English learners, and at-risk youth. Opportunities to acquire the knowledge and skills related to instruction of English learners are provided, including state and federal legal requirements for the placement and instruction of English learners. Candidates will learn about pedagogical theories, principles and practices for English Language Development.

EDUC 772- Elementary Literacy & Planning Instruction (3 units)

Course participants will explore theoretical frameworks and instructional approaches to teaching reading and writing in the primary grades. The course will focus on a balanced approach to primary reading instruction with an emphasis on reading, writing, spelling, phonemic awareness, phonics instruction, comprehension, vocabulary, fluency, assessment, and planning and delivery of appropriate reading instruction. Instructional strategies appropriate for diverse learners and English learners are infused throughout the course. Students will read extensively children's literature and learn about a workshop approach to reading and writing. Participants will learn to plan lessons for effective student learning. Course participants must complete a field practicum tutoring a student reading in a culturally and linguistically diverse classroom.

EDUC 773- Secondary Literacy & Planning Instruction (3 units)

Students will explore theories, major trends, and principles in reading and writing that render effective instruction for purposes. Attention will be given to what, why, when, and how specific components of reading and writing are taught to promote communicative, reading, and writing competence in linguistically diverse classrooms and for individuals within a broad range of experiential and ability levels. Participants will learn to plan lessons for effective student learning. Included within the course is a reading tutorial which provides prospective teachers experience working one-on-one with a secondary pupil.

EDUC 774- Curriculum & Instruction Methods 1: (3 units)

Elementary Language Arts, Social Studies, Visual and Performing

This course provides multiple subject candidates with knowledge and practice in subject-specific methodology for teaching social studies, language arts, and visual and performing arts. Candidates will review the California State Frameworks as a basis for standards-based instructional planning. Candidates will learn to align learning

objectives, instructional materials, and assessment protocols. Candidates will differentiate teaching to provide appropriate instruction to a range of students including those with identified special needs and English learners. Emphasis is on effective strategies for teaching social studies. Students will plan an effective year-long scope and sequence, daily lesson plans, and unit plans. Candidates also examine best practices for assessment and feedback and complete a Content Area Task focused on assessment of social studies and language arts.

EDUC 775- Curriculum & Instruction Methods 1: Secondary (3 units)

This course focuses on the characteristics of effective curriculum design and teaching for understanding for single subject candidates. Candidates will review the California State Frameworks and student academic content standards for the area authorized by their single subject credential area. Within the course, candidates receive 12 hours of breakout instruction with a credentialed teacher in their subject area. Emphasis will be on understanding the learning progression and planning instructional segments to address learning outcomes within each segment. Additionally, students will explore ways to integrate digital tools to engage students and deepen their learning. Artifact assignment is a year-long curriculum map and plan, and four technology infused unit plans.

EDUC 776- Curriculum & Instruction Methods 2: Elementary Math, Science (Health/PE) (3 units)

This course focuses on three elements: content knowledge, inquiry, and teaching strategies effective in teaching math and science, health and physical education at the elementary level. Learners explore the materials and tools of math, science, health and PE, observing, recording findings, collaborating with peers, and communicating their learning. Candidates will review the California State Frameworks as a basis for standards-based instructional planning. Emphasis is on effective strategies for teaching math, science, health and PE. Students will plan an effective year-long scope and sequence, daily lesson plans, and unit plans.

EDUC 777- Curriculum & Instruction Methods 2: Secondary (3 units)

This course provides single subject candidates with additional knowledge and practice in subject-specific curriculum and methodology. Within the course, candidates receive 12 hours of breakout instruction with a credentialed teacher in their subject area. The focus of this course is on the cycle of assessment and in particular the strategies used to help learners rethink, revise and reflect on their learning, self-evaluations practices and building candidate's capacity to tailor instruction to the needs of varied learning styles.

Candidates will review the California State Frameworks and student academic content standards for the area authorized by their credential as a basis for standards-based instructional planning and implementation. Candidates will continue to differentiate teaching to provide appropriate instruction to a range of students including those with identified special needs and English learners.

EDUC 778- Advanced Elementary Literacy Instruction (3 units)

Course participants will explore theoretical frameworks and instructional approaches to teaching reading, language arts, and writing in grades 4-8. The course will focus on methods and materials for literacy instruction in the intermediate grades with an emphasis on comprehension instruction, vocabulary development, reading and writing connections, literature discussions, and writing development. Participants will read extensively from recent young adult literature and will explore how to assess and teach struggling intermediate readers. Reading and writing in content areas and development of digital literacy are also components of this course.

EDUC 779- Advanced Secondary Literacy in the Content Areas (3 units)

Effective content literacy instruction and intervention is key to helping adolescents achieve success in their academic and personal lives. This course provides the credential candidate with theoretical and practical knowledge necessary to deliver effective content area instruction including the integration of literacy strategies to adolescent learners with a range of reading ability levels. Credential candidates will explore increasing students' comprehension, vocabulary development, and writing abilities while engaging in reading text

critically and deeply. Informal and formal literacy assessments will guide secondary content area literacy instruction. Digital literacy and technology are also explored.

EDUC 782 Cultivating Community: Advocacy in Urban Leadership (3 units)

Students investigate practices and policies of successful coalitions, then assess needs and identify key constituents and resources to support and promote advocacy. Participants design a plan to use positive communication methods to improve relations among schools, families and communities through activities that engage, equip, and empower a constituency in the school or community to become active partners in school improvement efforts.

EDUC 783- Assessing Mathematical Understanding (3 units)

Examines methods for assessing K-12 students' understanding of mathematics. Course will analyze and interpret standardized test data and focus on alternative forms of assessment that reveal student conceptualizations and problem-solving processes about mathematical concepts such as individual interviews, writing tasks, performance tasks, portfolios and technology-based simulations and multimedia. Mathematics assessment will be explored as an ongoing part of instruction and teacher planning.

EDUC 790- Action Research: New Literacies and Epistemologies (3 units)

Overview of action research design and implementation cycles. Review literature on new literacies in the context of the digital evolution in curricula and pedagogies. Participants will reflect on their practice and the context of their school and district to design an action research study.

EDUC 791- Sensemaking and Research Design (3 units)

Conduct an action research evaluation of a local problem and produce a needs analysis, culminating in the development of a research-based plan for master's study. Critical analysis of the research literature related to the master's project and development of an action research design.

EDUC 792- Capstone Seminar (3 units)

This course provides support and direction during the development and completion of the master's thesis or project requirement for the master's degree. This culminating research requirement includes conducting an action research study or an applied project with faculty advisor approval. Students who do not complete the culminating research requirement during this course must enroll in the one credit course EDUC 796 each semester, until the degree's research requirement is met.

EDUC 795- Master's Thesis/Project Seminar (3 units)

The Master's Thesis/Project Seminar provides support and direction during the development and completion of the thesis requirement for a master's degree in education. The thesis requirement may be fulfilled through a research study or an applied project with the thesis advisor's approval.

Students who do not complete the thesis requirement during this course are required to enroll in EDUC 796 each semester until their thesis requirement for the degree is met.

EDUC 796 (A, B, C)- Master's Thesis/Project Continuation (1 unit)

Students who earn an Incomplete grade in EDUC 792, EDUC 795 must register for this one-unit continuation course each subsequent academic session until the Thesis/Project is complete. Up to a maximum of three (3) academic sessions following initial registration may be completed. By enrolling in this non-credit course, students maintain "active GSOE student status" while completing their thesis/project. Students will receive an "INC" for each academic session until successful completion of the course for which the enrollment in 796 was mandated. Registration for the course will require the consent of the student's adviser or program chair.

EDUC 800- Perspectives and Current Issues in Organizational Leadership (3 units)

This course's focus is to examine the issues impacting education such as diversity, society, economics, learning approaches, and funding. Institutional leaders need to understand and consider how multiple forces influence educational programs and how those influences impact outcomes.

Course Equivalency: EDDV 800 Perspectives and Current Issues in Education (3 units)

EDUC 801- Transformative Leadership (3 units)

Students review the historical and foundational theories of leadership. A variety of settings will be examined to gain insight into how successful leaders navigate towards institutional goals. Students will also explore how leaders advance and transform institutional culture and develop faculty and staff.

Course Equivalency: EDDV 801 Leadership in Education (3 units)

EDUC 802- Research Methodology I: Quantitative (2 units)

This course will identify how to utilize multiple sources and resources when conducting research. Students will explore how to interpret, analyze, critique, and synthesize research related to education and learn the basic principles of data collection, measurement, and assessment.

Course Equivalency: EDDV 802 Research Methodology I: Quantitative (2 units)

EDUC 803- Ethics, Social Justice & the Law (3 units)

Students will explore legal and ethical issues in education, the legal responsibilities and the powers of states and local governments. Students will also explore federal and state statutes, due process, liability, equal protection, and the rights of faculty and students to navigate the ethical and legal risks in institutions.

Course Equivalency: EDDV 803 Ethics & the Law (3 units).

EDUC 804- Capstone Project I: Skills Demonstration, Social Justice Focus I (1 unit)

Students in the Capstone Social Justice dissertation course will advance their doctoral writing skills while learning key aspects of social justice topics including inclusivity and balance in ethical, scholarly writing. Writing skills will be focused on addressing the complexity of professional practice problems. Students will integrate completed course information with discipline specific research in a broad literature review applicable towards completion of their dissertation components.

Course Equivalency: EDDV 804 Capstone Project: Skills Demonstration, Social Justice Focus I (1 unit).

EDUC 805- Capstone Project II: Skills Demonstration, Social Justice Focus II (1 unit)

Students in this Capstone dissertation course will advance their understanding about the feasibility of conducting ethical, socially responsible research. Evidenced-based educational, professional, and social problems will be examined. Students will learn about human protection rights in research and identify impacted populations for accessibility and feasibility in research. Current literature on educational social problems will be analyzed and synthesized.

Course Equivalency: EDDV 805 Capstone Project: Skills Demonstration, Social Justice Focus II (1 unit).

EDUC 806- Globalization and the Learning Organization (2 units)

Examine theoretical perspectives on globalization, then consider organizational policy, planning and action affected by increased equality of access, workforce readiness and global competition. Case studies will provide concrete examples of how global forces are changing the content and context of the world of work and education.

Course Equivalency: EDDV 806 Education Policy and Planning (2 units).

EDUC 807- Research Methodology II: Qualitative (3 units)

This course will expose participants to the fundamentals of qualitative research. Institutional leaders are confronted with research regularly, and leaders will need to be able to glean necessary information relevant to the future of education as it pertains to the institution. Students will learn qualitative research methods and design, while undertaking a simulated qualitative study examining the aspects of data collection, analysis, and reporting data results.

Course Equivalency: EDDV 807 Research Methodology II: Qualitative (3 units).

EDUC 808- Summer Intensive I (2 units)

Candidates will attend a session with faculty and doctoral leaders in their field and will build on their writing and research skills from prior coursework, complete presentations on research frameworks, develop and hone their research topic and investigate data. Opportunities to meet one on one with faculty to help refine their dissertation topic, methods, and research design and approach will be provided. Institutional Review Board components (IRB) will be explained to understand candidates' research accessibility and feasibility.

Course Equivalency: EDDV 808 Summer Intensive (2 units).

EDUC 809- Leading by Design: Theory and Practice (3 Units)

Focus on organizational theories their relevance in today's workplace while considering chaos/complexity theory, organizations as complex adaptive systems, and the impact of technological, cultural and social disruptions as the organization evolves to address them. Leading models of organizational structure, processes, rules, behavior, roles and function are explored through the lens of change incremental, transitional, transformative and strategic – and how innovative leaders support change from a design thinking perspective. Students will explore their own orientation toward design and their use of self in the design process.

Course Equivalency: EDDV 814 Student Learning: Andragogy and Pedagogy (3 units).

EDUC 810- Organizational Management and Culture (2 units)

This course exposes participants to a broad analysis of individual and group behavior in organizations. Candidates will develop an understanding of how an organization's human capital is managed to be efficient and more effective, including team and group development strategies. Organizational culture is an essential element to successful institutions. Leaders need to be proficient in creating and maintaining a cultural structure that is stable and yet receptive to change.

Course Equivalency: EDDV 810 Organizational Management and Culture (2 units).

EDUC 811- Capstone Project III: Dissertation, Service to Humanity I (1 unit)

Students will begin exploring concepts for the Introduction chapter of the dissertation. The Introduction of the dissertation presents the general description of the area being studied, states the significance of the problem, analyzes the study components, synthesizes the literature, and begins to formulate a problem statement. Students frame their research in the context of the Jewish service to humanity and how it translates to education. Students will discuss Mitzvahs (commands) concepts like Tikkun Olam which are acts of kindness used to improve the world and decency toward others and Kavod which is respect for people, the environment, and community.

Course Equivalency: EDDV 811 Capstone Project: Dissertation, Service to Humanity I (1 unit).

EDUC 812- Capstone Project IV: Dissertation, Service to Humanity II (1 unit)

Candidates develop and complete their research prospectus then identify and secure dissertation committee members. The prospectus includes reviewing literature identifying a framework, developing the research methods, design, and approach. Additionally, candidates discuss their research in the context of service to

humanity and how it translates to educating others. Students will discuss Jewish Mitzvahs (commands) concepts like Tikkun Olam which are acts of kindness used to improve the world and decency toward others and Kavod which is respect for people and their equivalencies from other cultures, the environment, and community.

Course Equivalency: EDDV 812 Capstone Project: Dissertation, Service to Humanity (1 unit).

EDUC 813- Community Engagement and Relations (2 units)

This course will evaluate the importance of community engagement and relationships impacting institutions. Institutional success strategies often seek to include the community's needs when creating curriculum, budget, support, and other critical areas. Students will discuss the importance of community engagement and its complexities in policy design, and study approaches to implement a successful community presence in an educational institution.

Course Equivalency: EDDV 813 Community Engagement and Relations (2 units).

EDUC 814- Sensemaking, Creativity, and Innovation for Change (3 units)

Explore how sensemaking and decision-making processes influence creativity and innovation. Discern how innovation and creativity reflexively change leadership practice. Design an applied research project to systematically investigate how sense making and decision making related to creative leadership in your organization. Course Equivalency: EDDV 809 Curriculum, Learner Assessment, and Technology in Education (3 units).

EDUC 815- Finance and Business Administration (3 units)

This course will examine the importance of reliably managing institutional budgets. Leaders work within a framework that must consider fiscal solvency and remain in compliance with accreditation, state, and federal government regulations. Students will be exposed to financial business planning and practices enabling them to evaluate budgets reliably to determine if long- and short-term financial goals are being addressed and resourced appropriately.

Course Equivalency: EDDV 815 Finance and Business Administration (3 units).

EDUC 816- Strategic Planning, Project Management, and Evaluation (3 units)

Critical analysis of methods for strategic planning processes, project management, data driven analysis, implementation, and evaluation. Explore various theories of policy formation, policy-making processes, policy adoption and decision-making, as well as the impact and influence of culture, economics, politics, and demographics on educational policy. Ethical and social justice issues in policy development and implementation will be addressed. The course provides candidates with an opportunity to examine research into policy formulation and implementation.

Course Equivalency: EDDV 816 Accountability: Personnel Management and Accreditation (3 units).

EDUC 817- Capstone Project V: Dissertation, Service to Humanity III (1 unit)

This course will appraise information in EDDV 811 and EDDV 812 on the Jewish service to humanity and how it translates to organizational leadership. Students will discuss Mitzvahs (commands) concepts like Tikkun Olam which are acts of kindness used to improve the world and decency toward others and Kavod which is respect for people, the environment, and community alongside equivalents in other cultures. Candidates demonstrate how this knowledge influences their dissertation and begin developing research methods in preparation for writing the method chapter three of the dissertation. The Methods chapter of the dissertation contains the methodology which often includes the participants, instruments, materials, procedure, and analysis.

Course Equivalency: EDDV 817 Capstone Project: Dissertation, Service to Humanity III (1 unit).

EDUC 818- Summer Intensive II (3 units)

Candidates will attend a session with their dissertation advisor and committee. The focus will be on students continuing the development of the dissertation components and working with their committee. Candidates will discuss the concept of oral defense and strategize how they may design a defense for their dissertation. Course Equivalency: EDDV 818 Summer Intensive II (3 units).

EDUC 819- Leading Diverse Organizations: Justice, Equity and Inclusion (3 Units)

Investigate the importance of valuing diverse populations in the organization's community. Participants will examine diversity issues related to culture, ethnicity, sexual orientation, gender, social class, disability from the perspectives of justice, equity and inclusion as well as topics relevant to organizational culture and leadership. Course Equivalency: EDDV 819 Working with Diverse Populations (3 units).

EDUC 820- Capstone Project VI: Dissertation Work, Intellectual Pursuit I (3 units)

This course focuses on the continued development of the dissertation. Candidates review what they learned in completing the first three chapters of the dissertation and begin to formulate dissertation chapter four, the Results. The Results chapter of the dissertation is where the author presents the results learned from completing the Methods chapter.

Course Equivalency: EDDV 820 Capstone Project: Dissertation Work, Intellectual Pursuit I (3 units).

EDUC 821- Capstone Project VII: Dissertation Work, Intellectual Pursuit II (6 units)

This course will focus on the continued development of the dissertation. Candidates begin to formulate dissertation chapter five, the Discussion. The Discussion chapter of the dissertation is made up of a summary, conclusions, limitations, and recommendations for future research.

Course Equivalency: EDDV 821 Capstone Project: Dissertation Work, Intellectual Pursuit II (6 units).

EDUC 822- Capstone Project VIII: Dissertation Work, Intellectual Pursuit III (6 units)

This course will focus on the continued development of the dissertation. Candidates finalize edits to the dissertation.

Course Equivalency: EDDV 822 Capstone Project: Dissertation Work, Intellectual Pursuit III (6 units).

EDUC 823- Independent Research (3 units)

This Independent Study course is designed as an elective for candidates in the Doctor of Education degree programs.

EDUC 824- Special Topics (1 unit)

In-depth doctoral level study, facilitated by an instructor or team of instructors with expertise in a selected area of study within the concentration. Open to all doctoral students. Requires permission of the instructor, adviser or program chair.

In-depth doctoral level study, facilitated by an instructor or team of instructors with expertise in a selected area of study within the concentration. Open to all doctoral students. Requires permission of the instructor, adviser or program chair.

EDUC 826-Special Topics (3 units)

In-depth doctoral level study, facilitated by an instructor or team of instructors with expertise in a selected area of study within the concentration. Open to all doctoral students. Requires permission of the instructor, adviser or program chair.

EDUC 831 (A, B, C)-Dissertation Continuation (1 unit)

This course focuses on continued development of the candidate's dissertation. Students will finalize dissertation development independently under the advisement of a thesis adviser. Enrollment in this course ensures active student status. Section A applies to the first semester of continued studies, Section B applies to second semester of continued studies, Section C applies to third semester of continued studies. Registration for the course requires the consent of the student's adviser or the program chair.

EDUC 832- Dissertation Continuation (2 units)

This course focuses on continued development of the candidate's dissertation. Students will finalize dissertation development independently under the advisement of a thesis adviser. Enrollment in this course ensures active student status. Registration for the course requires the consent of the student's advisor or the program chair.

EDUC 833 (A, B, C)- Dissertation Continuation (3 units)

This course focuses on continued development of the candidate's dissertation. Students will finalize dissertation development with the support of a thesis adviser. Enrollment in this course ensures active student status. Section A applies to the first semester of continued studies, Section B applies to second semester of continued studies, Section C applies to third semester of continued studies. Registration for the course requires the consent of the student's adviser or the program chair.

EDUC 836 (A, B, C)- Dissertation Continuation (6 units)

This course focuses on continued development of the candidate's dissertation. Students will finalize dissertation development independently under the advisement of a thesis adviser. Enrollment in this course ensures active student status. Section A applies to the first semester of continued studies, Section B applies to second semester of continued studies, Section C applies to third semester of continued studies. Registration for the course requires the consent of the student's adviser or the program chair.

SPECIAL EDUCATION COURSES

SPEC 711- Transition Preparation for College and Career Readiness (3 units)

This course covers aspects of transition of persons with disabilities from infancy to school age, kindergarten to post-secondary and life beyond high school with specific emphasis between academic levels Kindergarten to post-secondary and on secondary transition planning, individual transition plans (ITP) and related transition services. Specific curriculum and teaching methodologies will be presented. Additional emphasis is placed on understanding quality of life outcomes, friendships and social networks, person centered planning, self-determination, choice, and family issues. Factors addressed include connection to academic content for skill development, post-secondary education options, career and employment development, independent living, transition and adult service agencies and providers, historical knowledge, related legislation, and transition assessment.

SPEC 790- Communication, Technology and Collaboration in Education (3 units)

This course introduces candidates to knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, academic language, building social relationships, and developing appropriate language goals within the IEPs for students. Develop accommodations and modifications specific to students with disabilities to allow access to learning environments, including incorporating instructional and assistive technology to optimize the learning opportunities and outcomes for all students, and to move them toward effective inclusion in general education settings.

SPEC 791- Positive Behavior Supports (3 units)

This course covers theories, practices and ethical issues in creating positive, productive classroom and school learning environments. Emphasis is on implementing effective, positive, and respectful interventions. The focus of the course is on classroom management, functional analysis, and developing individual support plans. The course covers assessment and the distinction between functional assessment and analysis with use of scatter plots, ABS data, interviews, FAOF systems, and others for use in applied settings.

SPEC 792- Assessment and the IEP Process (3 units)

This course provides candidates for the education specialist credential with the knowledge and skills to develop and implement individual educational programs. Candidates examine special education law and the professional responsibilities of school personnel in fulfilling the legal mandates for services to special education students. Candidates learn to administer assessment protocols and to interpret the findings of the assessments for developing effective IEPs and instructional plans.

SPEC 793- Evidence-based Practices for Neuro-diverse Students (3 units)

This course provides candidates with the knowledge and skills to identify and partner with community-based organizations, families, service delivery organizations, and professional service providers internal and external to the school system to effectively implement instructional programs and support. The candidate learns to implement a comprehensive educational program which includes contents in academics including reading, writing, mathematics and specific needs for students who are neuro diverse, including students with emotional disorders, autism and traumatic brain injury. The benefits of collaborative planning with general education teachers, school counselors, para-educators, site administrators, family members, community-based service providers, and students are explored.

SPEC 794- Evidence-based Practices for Students with Extensive Support Needs (3 units)

This course provides candidates for the Education Specialist Extensive Support Needs Credential with the knowledge and skills to develop and implement educational programs that ensure that learners with extensive support needs can participate in classrooms, schools and the community. Candidates will learn to collaborate to develop and implement instructional, social, and life skill goals that ensure access to the Common Core and lead to effective inclusion of students with extensive support needs in general education. Candidates show their competency to integrate age and ability appropriate instruction and accommodations at levels equal to the intensity of the student's needs. This course provides a knowledge base and introduces the skills necessary for the teacher in contemporary inclusive educational environments to assess, plan for, instruct, and evaluate students with extensive support needs.

Joint Master in Physician Assistant Studies And Master of Public Health (MSPAS/MPH) Program

Administration

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Jennifer Ramsey, MA, Program Analyst
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<https://tu.edu/programs/mspas-mph/faculty/>

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Mission Statement

The mission of the Joint MSPAS/MPH Program is to:

- Recruit applicants and educate PAs committed to public health and community service.
- Increase access to high-quality care with an emphasis on primary care.

Program Competencies

The Joint MSPAS-MPH Program competencies are consistent with the *Core Competencies for New Physician Assistant Graduates* (<https://paeaonline.org/our-work/current-issues/core-competencies>), graduates will be expected to demonstrate knowledge, proficiency and competency in the following areas and tasks as newly graduated physician assistants:

- Medical Knowledge (MK)
- Interpersonal and communication skills (ICS)
- Clinical and Technical skills (CTS)
- Clinical Reasoning and Problem Solving (CRPS)
- Professional Behaviors and Ethics (PBE)
- Society and Population Health (SPH)

Medical Knowledge: Graduates need to have a comprehensive understanding of pathophysiology, patient presentation, differential diagnosis, patient management, surgical principles, health promotion, and disease prevention.

MK	COMPETENCIES
MK 1	Demonstrate knowledge of pathophysiologic principles of specific disease processes.
MK 2	Demonstrate knowledge of the signs, symptoms, and physical manifestations of medical conditions.
MK 3	Demonstrate knowledge of pharmacological and non-pharmacological principles in the management of medical conditions.
MK 4	Demonstrate knowledge in recognizing and differentiating between acute and chronic conditions.
MK 5	Demonstrate knowledge of preventative care principles by identifying appropriate patient education strategies, including risk factor assessment, immunization

	schedules, preventative screening tests, and lifestyle modification methods to reduce the incidence of preventable conditions and promote overall health.
MK 6	Demonstrate knowledge of medical care across the lifespan including prenatal, infant, children, adolescents, adults and elderly.

Interpersonal and communication skills: Graduates will demonstrate verbal, nonverbal and written communication skills which are effective for exchange of information with patients, their families, collaborating physicians and other members of team care team.

ICS	COMPETENCIES
ICS 1	Develop meaningful and therapeutic relationships with patients and their families by exploring their psychosocial, socioeconomic, and personal beliefs to provide culturally sensitive and patient-centered care.
ICS 2	Demonstrate effective communication of clinical knowledge with members of the healthcare team to support collaboration, coordinated care, and optimal patient outcomes.
ICS 3	Provide patient education that is culturally sensitive, tailored to individual needs, and considers social determinants of health to promote treatment adherence and empower patients and their families to make informed healthcare decisions.

Clinical and Technical skills: Graduates will demonstrate clinical and technical skills required to provide age-appropriate assessment, evaluation, and management of patients.

CTS	Competencies
CTS 1	Determine the appropriate and pertinent history and physical exam assessment for any given medical condition.
CTS 2	Perform clinical procedures using aseptic technique and obtain informed consent to include steps of the procedure, complications and follow up care.
CTS 3	Identify appropriate laboratory and diagnostic studies and accurately interpret their results to inform clinical decision-making.
CTS 4	Demonstrate proficiency in the use of point-of-care ultrasound (POCUS) to support clinical decision-making by identifying indications, performing examinations, and interpreting findings to enhance patient care.

Clinical Reasoning and problem solving: Graduates will be able to analyze and synthesize clinical, diagnostic, cultural information to diagnose and manage patients' health care needs across the lifespan.

CRPS	Competencies
CRPS 1	Synthesize findings from patient history and physical examination to develop a comprehensive differential diagnosis for medical conditions.
CRPS 2	Integrate patient history, physical examination findings, and diagnostic data to develop the most likely diagnosis for medical conditions.
CRPS 3	Develop health management plans that incorporate pharmacologic and non-pharmacologic therapies for the treatment of acute, chronic, and emergent conditions.
CRPS 4	Recognize acute conditions requiring immediate evaluation and intervention, and distinguish them from chronic conditions to develop appropriate, timely, and evidence-based management plans for each scenario.
CRPS 5	Demonstrate the ability to locate, evaluate, and utilize relevant medical literature and guidelines to support clinical reasoning and interventions

Professional Behaviors and Ethics: Graduates will demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population and adherence to legal and regulatory requirements.

PBE	Competencies
PBE 1	
PBE 2	Collaborate effectively within interprofessional teams by understanding and respecting the roles and contributions of others to enhance the quality and coordination of patient care.
PBE 3	Demonstrate a clear understanding of medical ethics, legal aspects of healthcare, and the regulatory environment governing professional PA practice.
PBE 4	Demonstrate a commitment to professional development and a growth mindset by identifying and acknowledging personal limitations in knowledge & skills through regular self-assessment and reflection.

Society and Population Health: Graduates will be able to recognize and understand that the influences of the larger community may affect the health of patients and integrate knowledge of social determinants of health into care decisions. Patient care includes promotion of wellness.

SPH	Competencies
SPH 1	Incorporate knowledge of social determinants of health into patient assessments, care plans and clinical decision making.
SPH 2	Reflect on how a Master in Public Health can be leveraged to improve patient outcomes and address health challenges within the broader community.
SPH 3	Analyze and consider the financial implications of diagnostic and treatment options in patient care.

Essential Skills required for a graduate of the program are as follows: Patient advocacy, Patient agency, Self-advocacy, Self-agency, Active community engagement, Resourcefulness, Relationship development, Self-awareness, Interpersonal skills (including influence, empathy, and humility), Awareness of unconscious biases, Information gathering, Discernment of important versus extraneous information, Prioritization of action steps based on information available, Awareness of biases and attitudes towards others, Empathetic listening, Knowing when to consult, Active listening, Patient education, Cultural competency, Health literacy, Trust-building, Effective communication, Empathetic listening, Advocacy, Teamwork, Relationship building, Care planning, History-taking, Physical examination, Prioritization of actions and clinical care decisions based on information available and the patient's beliefs about their care, Evidence-based decision-making.

Cultural Humility

Across each of the core domains, competent PA graduates must demonstrate the ability to exercise humility, “a state of openness toward understanding and respecting important aspects of other people’s cultural identities.” This requires an awareness of one’s personal and professional beliefs, biases, attitudes, and actions that affect patient care and a commitment to ongoing professional development. To demonstrate cultural humility, according to Tervalon and Murray-Garcia, “health care providers should consider a person’s culture from the individual’s specific view and to be aware and humble enough to ‘say that they do not know when they do not know’ and know when to ask for help.” Integrity is an essential skill under the professional and legal aspects of health care.

Cultural humility requires listening to those from different backgrounds while also being aware of one’s own thoughts and feelings about the culture of others. Cultural humility goes together with ongoing professional development because developing it is a lifelong project. Some experts in the field believe that “cultural humility does not have an end point” and therefore requires a commitment on the part of the health care professional to be open to learning from their patients in a true partnership in health care throughout their careers.

Curriculum Information and Graduation Requirements

Joint Program curriculum information can be in the Student Handbook found at the following url:

<https://tu.edu/programs/mspas-mph/academics/>

Joint Program Curriculum

Semester I – Fall (19 Weeks)

SUBJECT/#	COURSE TITLE	Credit Hrs.
PASC 601K	Pre-Clinical Basic Sciences	3.0
PASC 701	Introduction to Clinical Anatomy w/Lab	1.5
PASC 700A	Topics in PA Practice I	3.0
PASC 601J	Clinical Microbiology & Antimicrobial Pharmacology	1.5
PASC 702	Introduction to Pediatrics	1.5
PASC 703A	Clinical Integration I	1.5
PBHC 604	Health Policy and Management	3.0
PBHC 607	Biostatistics	3.0
PBHC 608	Behavioral and Social Aspects of Public Health	3.0
SUBJECT/#	COURSE TITLE (CONT)	Credit Hrs.
PBHC 631	Social Justice Lecture Series	0.0
PBHC 648	Environmental Health	3.0
	Totals	24.0

Semester II – Spring (19 Weeks)

SUBJECT/#	COURSE TITLE	Credit Hrs.
PASC 703B	Clinical Integration II	0.5
PASC 704R	Renal System	2.0

PASC 704E	Endocrine System	2.5
PASC 704H	Hematology and Oncology System	2.0
PASC 704C	Cardiovascular System	5
PASC 704T	EENT System	2.5
PASC 705A	<i>Medical Spanish for Health Professionals I (Elective)</i>	0.5
PBHC 618	Epidemiology	3.0
PBHC 620/633/614	Public Health Track Course (Social Inequities & Health, Criminal Justice & PH, or Essentials of Global Health)	3.0
PBHC 606/634/602	Public Health Track Course (Health Promotion, Criminal Justice Law & Advocacy, or Emerging Health Threats)	3.0
	Totals	23.5

Semester III – Summer (10 Weeks)

SUBJECT/#	COURSE TITLE	Credit Hrs.
PASC 703C	Clinical Integration III	0.5
PASC 704B	Psychiatry & Behavioral Health System	4.0
PASC 704P	Pulmonary System	3.5
PASC 705B	<i>Medical Spanish for Health Professionals II (Elective)</i>	0.5
PBHC 619	Research Methods	2.0
	Totals	10

Semester IV – Fall (20 Weeks)

SUBJECT/#	COURSE TITLE	Credit Hrs.
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PASC 703D	Clinical Integration IV	0.5
PASC 704G	Gastrointestinal System	4.5
PASC 704S	Sexual Health and Reproductive System	4.5
PASC 704U	Genitourinary System	1.5
PASC 704M	Musculoskeletal System	4
PASC 704N	Neurologic System	4.0
PASC 704D	Dermatologic System	2.5
PASC 705C	<i>Medical Spanish for Health Professionals III (Elective)</i>	0.5
PBHC 647	Program Evaluation and Needs Assessment	3.0
	Totals	24.5

Semester V – Spring (19 Weeks)

SUBJECT/#	COURSE TITLE	Credit Hrs.
PASC 703E	Clinical Integration V	1.5
PASC 706	Emergency and Surgical Principles	3.0
PASC 700B	Topics in PA Practice II	1.0
PBHC 646	*CPH Exam Preparation	0.0
<i>Clinical Year Rotations Begin</i>		
PASC 606A	Primary Care 1	6.0

PASC 607A	Primary Care 2	6.0
	Totals	17.5

Semester VI – Summer (13 Weeks)

SUBJECT/#	COURSE TITLE	Credit Hrs.
PASC 603A	Behavioral Medicine	6.0
PASC 604A	Obstetrics & Gynecology	6.0
	Totals	12.0

Semester VII – Fall (19 Weeks)

SUBJECT/#	COURSE TITLE	Credit Hrs.
PASC 605A	Pediatric Medicine	6.0
PASC 610A	Surgical Medicine	6.0
PASC 611A	Emergency Medicine	6.0
	Totals	18.0

Semester VII – Spring (19 Weeks)

SUBJECT/#	COURSE TITLE	Credit Hrs.
PASC 612A	Medicine Elective	6.0
PBHC 600-4	Public Health Field Study	4.0
PASC 614	MSPAS Summative Course	3.0
PBHC 645	*MPH Capstone Project	0.0

	Totals	13.0
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**Students will take either PBHC 646 in Semester V or PBHC 645 in Semester VIII. Totals do not include Medical Spanish elective courses.*

Total Program Credit Hours 142.5

Joint Master in Physician Assistant Studies and Master of Public Health (MSPAS/MPH) Course Descriptions

PASC 601K - Pre-Clinical Basic Sciences

This course provides students with a review of core cell biology concepts related to the study of medicine and introduces students to medical pathology, genetics, and immunology in preparation for the system-based courses beginning in semester II. Students are also introduced to the basic principles of pharmacology (pharmacokinetics, pharmacodynamics, autonomic principles), as well as the mechanism of action, indications, contraindications, side effects, bioavailability, metabolism, and toxic and therapeutic levels of a variety of medications in preparation for future courses.

PASC 601J - Clinical Microbiology & Antimicrobial Pharmacology

This course sequences clinical microbiology with antimicrobial pharmacology. Students will learn habitat, pathogenesis, laboratory testing considerations and disease states for selected medically important microbes including HIV. For antimicrobial medications, students will learn the mechanism of action, indications, contraindications, side effects, bioavailability, metabolism, and toxic and therapeutic levels of a variety of medications.

PASC 700A - Topics in PA Practice I

This is the first course in a two-part series. The course focuses on understanding the philosophical and practical principles related to the following topics: professional and medical ethics, patient/provider and provider/provider relationships, HIPAA, confidentiality, history of and current topics in the PA profession and professional practice, provider burnout. Students will complete 20-hours of Lifestyle medicine training to prepare for the American Board of Lifestyle Medicine Certification. Additionally, the course discusses providing care for patients with disabilities, under-resourced, vulnerable, and diverse patient populations.

PASC 700B - Topics in PA Practice II

This course assists students with the transition from the didactic to clinical year. Additionally, it is designed to lay the groundwork for a successful clinical year. This course will include

instruction in the rules and regulations of the clinical year, California laws and regulations surrounding PA practice and student role, preceptor/student relationships, roles and expectations, legal aspects of healthcare, feedback formats, Joint Commission patient safety guidelines, professionalism, time management, and study techniques on clinical rotations.

PASC 701 - Introduction to Clinical Anatomy

This course familiarizes the student with clinically relevant anatomy of the human body with a focus on structural and functional relationships. The course contains both lab and lecture formats with the laboratory portion including cadaver dissection and diagnostic imaging, focusing on spatial relationships, normal structure and normal variant structures, and the relationships of organs and organ systems. There are clinical correlations and consideration of gross pathology.

PASC 702 - Introduction to Pediatrics

This course introduces the student to the well-care of children from birth through adolescence. It focuses on the pediatric history and physical examination, well child visits and associated screenings, and developmental milestones. Pediatric dosing and prescription writing are also discussed.

PASC 706 - Emergency and Surgical Principles

This course will present the basics of surgical principles and the proper and acceptable techniques for performing the common clinical skills needed for a PA in an emergency room, operating room, and primary care setting. This course will use simulation activities to provide the PA student with an overview of common life-threatening or urgent medical conditions seen in the Emergency Department or Urgent Care Center. This includes the prompt recognition and triage of life-threatening conditions and their immediate management and/or stabilization and trauma management. It builds upon and fosters integration of information from previous courses, stressing the presentation and management of common problems in an emergency setting.

Clinical Integration Course Series

The Clinical Integration course is a five-part series designed to teach the techniques for performing and documenting complete and competent history and physical examinations. Also, each course covers the application of these skills plus diagnostic exams using case-based work.

PASC 703A - Clinical Integration I

This course introduces the student to clinical diagnostic studies including Point of Care Ultrasound and radiology, sensitivity and specificity, medical terminology, history-taking, screening physical examination, and the role of the primary care provider.

PASC 703B - Clinical Integration II

This course will allow students to expand and build upon the skills and knowledge obtained in Clinical Integration I and each of the system-based courses for the term, focusing on clinical problem-solving and effective communication, ordering and interpreting diagnostic studies, as well as assessment and management of commonly encountered disorders in primary care. Public health considerations will be discussed.

PASC 703C - Clinical Integration III

This course will allow students to expand and build upon the skills and knowledge obtained in Clinical Integration I-II and each of the system-based courses covered in this and previous terms, focusing on clinical problem-solving and effective communication, ordering and interpreting diagnostic studies, as well as assessment and management of commonly encountered disorders in primary care. Public health considerations will be discussed.

PASC 703D - Clinical Integration IV

This course will allow students to expand and build upon the skills and knowledge obtained in Clinical Integration I-III and each of the system-based courses covered in this and previous terms, focusing on clinical problem-solving and effective communication, ordering and interpreting diagnostic studies, as well as assessment and management of commonly encountered disorders in primary care. Public health considerations will be discussed.

PASC 703E - Clinical Integration V

This is the 5th and final component of the 5-part series that will review material learned from all the system-based courses focusing on application to pediatric and geriatric populations. This course also includes transitional topics appropriate for PA students entering clinical rotations including billing and coding, consults and referrals, managing multiple patients, and grand rounds. Public health considerations will be discussed.

System-Based Courses

PASC 704B - Psychiatry & Behavioral Health System

The course will focus on the spectrum of psychiatric conditions and illnesses with regards to epidemiology, public health considerations including social determinants of health, anatomy, pathophysiology, clinical presentation, diagnostic studies, nonpharmacological and pharmacological treatment approaches, and patient education for treating culturally, economically, racially, sexually, and gender diverse populations across the life span for conditions within the psychiatry and behavioral health system. Topics including human trafficking, abuse, violence, and suicide will be covered. Students will complete training in Medication-Assisted Treatment.

PASC 704C - Cardiovascular System

This course will cover the epidemiology, public health considerations including social determinants of health, anatomy, pathophysiology, clinical presentation, diagnostic studies, nonpharmacological and pharmacological treatment approaches, and patient education for treating culturally, economically, racially, sexually, and gender diverse populations across the life span for conditions within the cardiovascular system.

PASC 704D - Dermatologic System

This course will cover the epidemiology, public health considerations including social determinants of health, anatomy, pathophysiology, clinical presentation, diagnostic studies, nonpharmacological and pharmacological treatment approaches, and patient education for treating culturally, economically, racially, sexually, and gender diverse populations across the life span for conditions within the dermatologic system.

PASC 704E - Endocrine System

This course will cover the epidemiology, public health considerations including social determinants of health, anatomy, pathophysiology, clinical presentation, diagnostic studies, nonpharmacological and pharmacological treatment approaches, and patient education for treating culturally, economically, racially, sexually, and gender diverse populations across the life span for conditions within the endocrine system. The course will also include an interprofessional diabetes curriculum.

PASC 704G - Gastrointestinal System

This course will cover the epidemiology, public health considerations including social determinants of health, anatomy, pathophysiology, clinical presentation, diagnostic studies, nonpharmacological and pharmacological treatment approaches, and patient education for treating culturally, economically, racially, sexually, and gender diverse populations across the life span for conditions within the gastrointestinal system.

PASC 704H - Hematology & Oncology System

This course will cover the epidemiology, public health considerations including social determinants of health, anatomy, pathophysiology, clinical presentation, diagnostic studies, nonpharmacological and pharmacological treatment approaches, and patient education for treating culturally, economically, racially, sexually, and gender diverse populations across the life span for conditions within the hematology and oncology system.

PASC 704M - Musculoskeletal System

This course will cover the epidemiology, public health considerations including social determinants of health, anatomy, pathophysiology, clinical presentation, diagnostic studies, nonpharmacological and pharmacological treatment approaches, and patient education for

treating culturally, economically, racially, sexually, and gender diverse populations across the life span for conditions within the musculoskeletal system.

PASC 704N - Neurologic System

This course will cover the epidemiology, public health considerations including social determinants of health, anatomy, pathophysiology, clinical presentation, diagnostic studies, nonpharmacological and pharmacological treatment approaches, and patient education for treating culturally, economically, racially, sexually, and gender diverse populations across the life span for conditions within the neurologic system.

PASC 704P - Pulmonary System

This course will cover the epidemiology, public health considerations including social determinants of health, anatomy, pathophysiology, clinical presentation, diagnostic studies, nonpharmacological and pharmacological treatment approaches, and patient education for treating culturally, economically, racially, sexually, and gender diverse populations across the life span for conditions within the pulmonary system.

PASC 704R - Renal System

This course will cover the epidemiology, public health considerations including social determinants of health, anatomy, pathophysiology, clinical presentation, diagnostic studies, nonpharmacological and pharmacological treatment approaches, and patient education for treating culturally, economically, racially, sexually, and gender diverse populations across the life span for conditions within the renal system.

PASC 704S - Sexual Health & Reproductive System

This course will cover the epidemiology, public health considerations including social determinants of health, anatomy, pathophysiology, clinical presentation, diagnostic studies, nonpharmacological and pharmacological treatment approaches, and patient education for treating a culturally, economically, racially, sexually, and gender diverse populations across the life span for conditions within the sexual health and reproductive system. Focusing on the obstetric patient, this course will also cover the progression of pregnancy from conception to birth.

PASC 704T - EENT System

This course will cover the epidemiology, public health considerations including social determinants of health, anatomy, pathophysiology, clinical presentation, diagnostic studies, nonpharmacological and pharmacological treatment approaches, and patient education for treating culturally, economically, racially, sexually, and gender diverse populations across the life span for conditions within the EENT system.

PASC 704U - Genitourinary System

This course will cover the epidemiology, public health considerations including social determinants of health, anatomy, pathophysiology, clinical presentation, diagnostic studies, nonpharmacological and pharmacological treatment approaches, and patient education for treating culturally, economically, racially, sexually, and gender diverse populations across the life span for conditions within the genitourinary system.

Electives

Medical Spanish Series

PASC 705A - Medical Spanish for Health Professionals I (Elective)

This course focuses on language used in medical encounters and cultural situations that PAs may experience in practice. Students will gain knowledge of medical Spanish terms, cultural aspects of medicine, and confidence in using both spoken and written Spanish. The first course in the series will primarily focus on gathering a history and performing a physical examination. Pediatric considerations will be discussed. Case-based coursework will be sequenced with the corresponding PA curriculum.

PASC 705B - Medical Spanish for Health Professionals II (Elective)

This course focuses on language used in medical encounters and cultural situations that PAs may experience in practice. Students will gain knowledge of medical Spanish terms, cultural aspects of medicine, and confidence in using both spoken and written Spanish. The second course in the series will expand on the skills of gathering a history and performing a physical examination. Case-based coursework will be sequenced with the corresponding PA curriculum.

PASC 705C - Medical Spanish for Health Professionals III (Elective)

This course focuses on language used in medical encounters and cultural situations that PAs may experience in practice. Students will gain knowledge of medical Spanish terms, cultural aspects of medicine, and confidence in using both spoken and written Spanish. The third course in the series will continue to expand on the skills of gathering a history and performing a physical examination. Case-based coursework will be sequenced with the corresponding PA curriculum.

Behavioral Health Series

PASC 706A- Behavioral Health Advanced Seminar I

The first course in the series expands PA student's knowledge and skills in Behavioral Health, focusing on recognizing, evaluating, and treating psychiatric disorders. It emphasizes managing

mental health conditions in diverse healthcare settings, especially where specialized care is limited. Students will learn how to thoroughly evaluate mental health problems, assess for safety concerns, build a therapeutic relationship, and collaborate with the patient to design comprehensive treatment plans. In this course, students will also expand on their existing psychopharmacology knowledge. By the course's end, participants will be equipped with an advanced foundational knowledge of the evaluation and management of psychiatric disorders.

PASC 706B- Behavioral Health Advanced Seminar II

The second course in the series focuses on treating psychiatric disorders across medical settings, and longitudinal care management, including integrating psychopharmacology and psychotherapy concepts. Students will examine how emotional and behavioral disorders impact outcomes and explore cultural and social factors in disease processes. Using case studies, they will refine diagnostic and clinical skills, develop comprehensive treatment strategies, and learn when to seek specialized consultation. By course end, students will be prepared to manage complex psychiatric cases in general practice.

Clinical Year Rotations

For Class of 2026 & 2027	For Class of 2028
<p>PASC 606 - Primary Care 1</p> <p>Required rotation where PA students will be placed in an outpatient and/or inpatient setting, with a provider practicing in family medicine and/or internal medicine to obtain exposure to the principles of these primary care specialties. This may include experience with patients across the life span seeking care for preventive, emergent, acute, and/or chronic conditions and gynecological or obstetrical care and mental health conditions.</p>	<p>PASC 606A – Primary Care 1</p> <p>This required clinical rotation places students in an outpatient and/or inpatient setting with a licensed provider practicing in family medicine and/or internal medicine. Students gain foundational experience in primary care, managing patients of all ages and varying health statuses. Emphasis is placed on comprehensive patient care, including acute and chronic disease management, health promotion, patient education, and disease prevention across the life span. Students develop skills in psychosocial aspects of healthcare, clinical reasoning, and medical decision-making. Additionally, they learn to coordinate outpatient care,</p>

	recognize indications for hospital admission, and facilitate appropriate referrals.
<p>PASC 607 - Primary Care 2</p> <p>Required rotation where PA students will be placed in an outpatient and/or inpatient setting, with a provider practicing in family medicine and/or internal medicine to obtain exposure to the principles of these primary care specialties. This may include experience with patients across the life span seeking care for preventive, emergent, acute, and/or chronic conditions and gynecological or obstetrical care and mental health conditions.</p>	<p>PASC 607A Primary Care 2</p> <p>This required clinical rotation places students in an outpatient and/or inpatient setting with a licensed provider in family medicine and/or internal medicine, where they engage in all aspects of patient care, including history taking, physical examination, diagnosis, and treatment planning across the lifespan. Emphasis is placed on patient education, chronic disease management, and preventive care. Students further develop clinical reasoning, medical decision-making, and problem-solving skills.</p>
<p>PASC 608 - Primary Care 3</p> <p>Required rotation where PA students will be placed in an out- patient and/or inpatient setting, with a provider practicing in family medicine, internal medicine and/or behavioral and mental health, to provide experience with geriatric patients and/or those patients seeking care for behavioral and mental health conditions.</p>	<p>PASC 603A Behavioral Medicine</p> <p>This required clinical rotation places students under the supervision of a licensed provider in an inpatient, outpatient primary care, behavioral or psychiatric setting. Students learn a biopsychosocial approach to psychiatric, cognitive, and behavioral health conditions. They perform psychiatric evaluations, mental status examinations, and patient interviews while integrating behavioral dynamics into clinical care. Students gain experience in medication management, treatment planning, and interdisciplinary collaboration.</p>

<p>PASC 609 - Primary Care 4</p> <p>Required rotation where PA students will be placed in an outpatient and/or inpatient setting, with a provider practicing in family medicine, obstetrics and gynecology, and/or pediatrics to obtain experience in these primary care specialty areas. This includes experience with patients seeking care for pediatric, obstetrical, and/or gynecological conditions.</p>	<p>PASC 604A Obstetrics & Gynecology</p> <p>This required clinical rotation places students under the supervision of a licensed provider in a primary care or OB/GYN setting to provide experience in reproductive health. Students gain experience evaluating, diagnosing, and managing reproductive health conditions, including exposure to prenatal and postpartum care, gynecologic conditions, and preventive health services. Students perform routine gynecological and obstetric exams and counseling on reproductive health, contraception, and menopause.</p>
<p>PASC 610 - Surgery</p> <p>Required rotation where PA students will be placed in a surgery rotation to obtain experience with patients seeking care for conditions requiring surgical management, including pre-operative, intra-operative, and postoperative care.</p>	<p>PASC 610A Surgical Medicine</p> <p>This required clinical rotation places students in the surgical setting, where they gain experience managing pre-operative, intra-operative, and post-operative patient care. Under the supervision of a licensed provider, students participate in patient evaluation, surgical procedures, and post-operative management. Emphasis is placed on the coordination of perioperative care, the application of surgical principles, and inpatient management.</p>
<p>PASC 611 - Emergency Medicine</p> <p>Required rotation where PA students will be placed in a hospital-based emergency room to provide experience with patients seeking care for acute and emergent issues.</p>	<p>PASC 611A Emergency Medicine</p> <p>This required clinical rotation places students in an emergency department, where they gain experience evaluating and managing patients with acute and</p>

	emergent conditions across the lifespan. Students develop skills in systematic patient assessment, diagnostic and therapeutic procedures.
<p>PASC 612 - Elective 1</p> <p>PA students in good academic standing will be given the opportunity to complete a rotation in a specialty of their choice.</p>	<p>PASC 612A Medicine Elective</p> <p>This required rotation allows students to further develop clinical skills, reinforce their ability to analyze and synthesize medical information, and apply medical decision-making and problem-solving within a specialty. Students gain focused experience in a specific discipline, enhancing their competency in patient evaluation, diagnosis, and management.</p>
<p>PASC 613 - Elective 2</p> <p>PA students in good academic standing will be given the opportunity to complete a rotation in a specialty of their choice.</p>	<p>PASC 605A Pediatric Medicine</p> <p>This required clinical rotation places students in an outpatient and/or inpatient setting with a licensed provider in family medicine and/or pediatrics. Students gain experience caring for pediatric patients from infancy through adolescence, managing common childhood illnesses, and providing routine screening, immunizations, and preventive healthcare services. They learn to assess growth and development, counsel caregivers, and recognize variations in normal pediatric health patterns.</p>

Summative Course

PASC 614 - MSPAS Summative Course

This course is designed to give the student a review of the PA Program curriculum to prepare them to enter clinical practice and education related to PA practice issues. It allows a summative assessment of the student's readiness to graduate and enter clinical practice.

Physician Assistant Program-Los Angeles

Administration and Staff

Joanne DePrisco, MS, PA-C, Assistant Dean, Program Director, Assistant Professor

Matthew E. Bahamonde, PhD, Associate Program Director, Assistant Professor

Lourdes G. Bahamonde, DO, Program Medical Director, Assistant Professor

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Charity M. Ramsey Irizarry, DPA, MCMSc, PA-C, Assistant Professor

Shokoor Abraham, PA-C, Assistant Professor

TUC-LA PA Program Learning Outcomes

1. Integrate **Knowledge and skills** about established and evolving biomedical and clinical sciences and apply this knowledge to patient-centered care.
2. Utilize effective, respectful, and culturally competent **interpersonal and communications skills** and collaborate with patients, their families and other health professionals.
3. Provide evidence-based, **patient-centered care** through history taking, physical examination, appropriate diagnostic, and preventative testing to develop management plans across the lifespan.
4. Engage and **collaborate** with other health professionals to optimize safe, effective, patient and **population-centered** care.
5. Demonstrate a commitment to **the professional** practice of medicine both ethically and legally.
6. Exhibit the ability to learn and implement quality improvement practices utilizing critical analysis of one's own practice, lifelong learning, and practice improvement (**System Based Practice**).

Contact Information

TUC-LA PA Program <https://tu.edu/programs/physician-assistant-los-angeles/>

Mission Statement

The mission of the Physician Assistant Program is to educate capable students from diverse backgrounds to meet the challenges of practicing medicine in collaboration with physicians and other members of the health care team. The curricula are formulated to sensitize the student to diverse populations and the complexities of healthcare delivery that influence patients and their families. Students engage in community service to foster effective communication, compassion, and dedication. We encourage research and create life-long learners trained to utilize evidence to deliver safe, effective patient-centered care to patients and their communities.

Program Goals

1. Recruit capable applicants for PA education who will provide healthcare services as part of the healthcare team
2. Deliver a quality educational experience that provides students with knowledge and skills for employment and entry into clinical practice
3. Engage all students in community outreach activity to foster community service
4. Encourage and prepare graduates to work with patients from diverse populations
5. Foster research and the application of evidence-based scientific information to improve patient-centered care and promote life-long learning
6. Provide students with the requisite knowledge to pass the PANCE and have a Five-Year First-Time Taker average PANCE pass rate that is within 5% of the national average

Graduation Requirements

Graduation is dependent upon the successful completion of all course work in the TUC-LA PA Program (123 credits), maintenance of Good Academic Standing (cumulative GPA of at least 2.95), demonstrate successful achievement of the program competencies and any requirements of Touro University California.

A student is expected to complete their program of study within 150% of the length of the academic program of study in which they matriculate, measured in credit hours. Any requirement that is not successfully completed may result in delay in graduation. The Program and Registrar will review all student records prior to issuing a diploma.

The student may then apply for a state license to practice as a PA and may sit for the National Commission on Certification of Physician Assistants (NCCPA) certification examination. All outstanding fees and Bursar bills must also be paid prior to graduation, including the graduation fee. If there is a balance due, official paperwork will not be released.

TUC-LA PA Program curriculum information can be found at the following url:

<https://tu.edu/programs/physician-assistant-los-angeles/academics/didactic/>

TUC-LA PA Program Curriculum

Semester 1

SUBJECT/ #	COURSE TITLE	Credits
MPAC 611	Clinical Physiology	4
MPAC 619	Clinical Pharmacology I	1
MPAC 622	Advanced Medical Microbiology/Immunology	1
MPAC 623	Psychosocial/Cultural &PA Professional Practice Issues in Healthcare	3
MPAC 624	Health History and Physical Diagnosis Lecture I	3
MPAC 624L	Physical Diagnosis Skills Lab	1

MPAC 632	Clinical Molecular Mechanism of Disease	2
MPAC 633/633L	Advanced Clinical Human Anatomy Lecture/Lab	3/1
	Totals	19

Semester 2

SUBJECT/ #	COURSE TITLE	Credits
MPAC 621	Clinical Pharmacology II	3
MPAC 627	Clinical Pathophysiology	2
MPAC 628	Essential Diagnostic Modalities and Clinical Procedures	2
MPAC 629	Health History and Physical Diagnosis Lecture II	2
MPAC 629L	Physical Diagnosis Skills Lab II	1
MPAC 631	Obstetrics/Gynecology and Woman's Health	2
MPAC 610	Pediatric Medicine	2
MPAC 635	Surgery I	1
MPAC 670	Clinical Medicine I (Cardiology, Pulmonary, Hematology	4
MPAC 671	Clinical Medicine II (Dermatology, Rheumatology, Ophthalmology)	3
	Totals	22

Semester 3

SUBJECT/ #	COURSE TITLE	Credits
MPAC 637	Surgery II (Surgery, Orthopedics, Otolaryngology)	3
MPAC 638	Geriatric Medicine	1
MPAC 639	Essentials in Emergency Medicine	3
MPAC 645	Health Science Epidemiology and Biostatistics	2

MPAC 647	Ethics and Healthcare Policy	3
MPAC 672	Clinical Medicine III (Gastroenterology, Neurology, Psychiatry, Nephrology)	4
MPAC 673	Clinical Medicine IV (Endocrinology, Infectious Disease, Correlative Medicine)	2
	Totals	18

Semester 4 – Clinical Rotations *

SUBJECT/ #	COURSE TITLE	Credits
PACC 660- PACC 689	Rotation # 1	5
PACC 660- PACC689	Rotation # 2	5
PACC 660- PACC689	Rotation # 3	5
	Totals	15

Semester 5 – Clinical Rotations*

SUBJECT/ #	COURSE TITLE	Credits
PACC 660- PACC 689	Rotation # 4	5
PACC 660- PACC 689	Rotation # 5	5
PACC 660- PACC 689	Rotation # 6	5
MPAC 646	Medical Research Methods and Literature Review	3
	Totals	18

Semester 6 Clinical Rotations*

SUBJECT/ #	COURSE TITLE	Credits
PACC 660- PACC 689	Rotation # 7	5
PACC 660- PACC 689	Rotation # 8	5
PACC 660- PACC 689	Rotation # 9	5
MPAC 664	Evidence-Based Medicine	3
	Totals	18

Semester 7 – Culminating Semester

SUBJECT/ #	COURSE TITLE	Credits
MPAC 636	Clinical Skills/Summative Evaluation	1
MPAC 642	Health Care Delivery Systems	3
MPAC 659	Master's Capstone	3
P/FP/ FMPAC 668	Community Service	1
MPAC 694	Culminating Semester Elective	5
	Totals	13

* Clinical Rotations include **seven (7) core disciplines** (PACC 672 Emergency Medicine, PACC 670 Family Medicine, PACC 674 Internal Medicine, PACC 673 Surgery, PACC 671 Pediatrics, PACC 676 Obstetrics/Gynecology, PACC 678 Behavioral Medicine) and **two (2) elective disciplines** (medicine and surgery subspecialties).

TUC-LA PA Program Course Descriptions

MPAC 611- Clinical Physiology

This is a comprehensive course which will provide an understanding of physiological mechanisms by which the human body functions in health and disease. Lectures analyze the physiological basis of fluid homeostasis, the role of excitable membranes, nerve and muscle function, the central nervous system, blood and hemostasis, the cardiovascular system, respiratory function, renal control of fluid and electrolyte balance acid-base balance, endocrine and reproductive functions. In all topics, there is integration of physiological principles, pathophysiology, and clinical medicine.

MPAC 619- Clinical Pharmacology

This introduction to pharmacology course introduces the basic principles of pharmacokinetics and pharmacodynamics, and their application to clinical medicine. It will also explore the influence and mechanisms of action of drugs upon the body. Students will begin to learn the mechanisms of action, therapeutic uses, major side effects, warnings, and precautions for drugs used to treat diseases covered in the clinical medicine courses. Clinical case studies and problem-solving sessions are introduced.

MPAC 622- Advanced Medical Microbiology/Immunology

This course covers basic and clinical aspects of bacteriology, virology, mycology, parasitology, and immunology. Emphasis is placed on the application of microbiology concepts to clinical practice, including the systemic diseases caused by these organisms, control of microorganisms antibiotics, the host-parasite relationship, and the establishment of disease. The immune system is discussed in detail, including topics on resistance to disease, immunity and serology and immune disorders.

MPAC 623- Psychosocial/ Cultural and PA Professional Practice Issues in Healthcare

Students are introduced to concepts in health psychology and behavioral medicine, which identify the psychosocial responses to acute and chronic illness, end of life issues, and the psychology of the chronically ill, are discussed, as they relate to the patient and the medical practitioner. An integral part of this course focuses on the theory and method of the medical interview. Students are introduced to the techniques of modeling and role-playing and are required to participate in the roles of health care practitioner, patient, and family member. Emphasis is placed on establishing a relationship and understanding the effects of cultural diversity and personality types. Cultural competence is introduced, and the students are asked to explore their own culture as well as discussion of other cultures that they will interact with.

MPAC 624- Health History and Physical Diagnosis Lecture I

This is the first part of a 2-semester course consisting of both lecture and lab. The lecture component introduces the student to the concepts and techniques of medical interviewing, obtaining an accurate history, and performing a complete and thorough physical examination. The course covers the practical terminology utilized to record a medical history and physical examination. The laboratory portion emphasized the hands-on skills necessary to perfect the techniques of the physical exam. These sessions are taught in a small group setting by the PA faculty. Emphasis is also placed on perfecting the written history and physical /SOAP note.

MPAC 632 – Clinical Molecular Mechanism of Disease

This is a course in human biochemistry with relevant clinical correlations. Topics will include structure and function of proteins, carbohydrates, lipids, and nucleic acids. In addition, the metabolism of carbohydrates, lipids, proteins, amino acids, and nucleotides will also be studied. It will also explore the effects of enzyme deficiencies,

biochemical and genetic mechanisms of human disease (e.g., diabetes, hemoglobinopathies, and inborn errors of metabolism), nutrition, and vitamin deficiencies. This course also includes an introduction to the scientific concepts related to genetics and molecular basis of disease.

MPAC 633/633L – Advanced Clinical Human Anatomy Lecture/ Lab

An integrated lecture-laboratory course in gross anatomy designed to provide an understanding of the structural and functional anatomy of the human body essential to the practicing Physician Assistant. Clinical problems are used to highlight the importance of anatomy to the understanding of the clinical sciences. Regional sections to be covered include general anatomical concepts, central nervous system, upper extremities and back, head and neck, thorax and abdomen, perineum, pelvis, and lower extremities. The laboratory component of the course entails a combination of pro-section virtual sessions on the computer as well as demonstrations on Virtual Body imaging. When appropriate, clinical problems are reviewed to highlight the importance of anatomy as it pertains to clinical practice.

MPAC 621 – Clinical Pharmacology II

This course is a continuation of MPAC 619, in which students learn the clinical therapeutics essential in treating clinical conditions. It will provide the student with a detailed understanding of a drug category's mechanism of action, therapeutic uses, major side q, warnings, and precautions. Classification of drugs is covered in depth. Clinical case studies and problem-solving sessions are also utilized. Practical prescription writing and legalities of prescription writing as they pertain to PA's are also covered.

MPAC 627 – Clinical Pathophysiology

This course explores the causes and mechanisms of disease and the associated alterations of structure and function of tissues. General concepts of disease are covered, including degeneration and necrosis, inflammation and repair, fluid and coagulation disturbances, and general aspects of neoplasia. Disease entities in each organ system are studied with regard to causation, evaluation, and morphology of pathological changes.

MPAC 628 – Essential Diagnostic Modalities and Clinical Procedures

This course will encompass laboratory medicine, diagnostic imaging, and the procedure-oriented skills that students will require on rotation. The student learns basic clinical laboratory determinations and values and their correlation with normal and disease states. The student is introduced to imaging modalities and their role in clinical medicine, with emphasis on conventional radiography with some discussion of ultrasound, CT, and MRI. Included are studies of the chest and abdomen, GI series, GU radiology, examination of extremities, and mammography. In the lab portion, the student learns the principles of sterile technique and universal precautions. There are also hands-on sessions in phlebotomy, starting IV's, administering injections, and placing urinary catheters and nasogastric tubes.

MPAC 629 – Health History and Physical Diagnosis Lecture II

This course consists of lecture sessions. The lecture component is a continuation of Health History and Physical Diagnosis I and will carry on teaching the student the concepts and techniques of medical interviewing, obtaining an accurate history, and performing a complete and thorough physical examination. The course covers the practical terminology utilized to record a medical history and physical examination.

MPAC 629L – Physical Diagnosis Skills Lab II

This course consists of laboratory sessions. The laboratory portion emphasized the hands-on skills necessary to perfect the techniques of the physical exam. These sessions are taught in a small group setting by the PA faculty.

Sessions focusing on the examinations of the breast, genitalia, rectum, and Pap smears are also included. During this course, the student will also be performing, under direct supervision, histories, and physicals on patients in hospital settings.

MPAC 631 – Obstetrics/ Gynecology and Woman’s Health

The normal anatomy and physiology of the female reproductive system is reviewed. The student is taught how to perform an obstetrical history and physical, the process and management of normal pregnancy, labor, and delivery, and their associated complications. Clinical manifestations and treatment of common gynecological problems such as venereal diseases, menstrual disorders, and neoplasms are also discussed. Patient education is stressed as a crucial part of the management plan.

MPAC 610 – Pediatric Medicine

Students learn the physiological and physiological fundamentals of normal growth and development as they pertain to the pediatric and adolescent patient. Topics covered include neonatology and infant nutritional requirements, preventive immunization schedules, child abuse and childhood injuries. Students are also introduced to the embryology of specific organ systems, which illustrates normal developmental anatomy and the embryological basis for congenital. Anomalies of the systems. Via a systems approach, students study common childhood illnesses and their signs, symptoms, and treatment.

MPAC 635 – Surgery I

This course, together with the subsequent course in General Surgery, will provide the PA student with the academic preparation to evaluate and manage patients with surgical conditions. It will also provide students with a core understanding of mechanisms of wound healing, surgical techniques, and pre-and post-operative management of surgical problems. Additionally, illnesses that require surgical intervention, their signs and symptoms, diagnostic modalities, and outcomes are also discussed. This introduction will provide a foundation for further study in General Surgery and /or its subspecialties.

MPAC 670 – Clinical Medicine I (Cardiology, Pulmonary, Hematology)

Clinical Medicine I is an intensive medicine course that covers the etiology, clinical manifestations, diagnosis, treatment, and prognosis of common diseases in Cardiology, Pulmonology and Hematology components. The pathophysiology of the organ systems in relation to the various disease processes is integrated with the clinical presentations, historical and physical findings, and laboratory and radiographic test results. Emphasis is placed on application of new medical knowledge to clinical situations, on diagnostic problem-solving and differential diagnosis, and on issues of patient education and preventive medicine. Students refine their ability to reason independently in developing treatment and management plans for various patient presentations.

MPAC 671 – Clinical Medicine II (Dermatology, Rheumatology, Ophthalmology)

Clinical Medicine II is an intensive medicine course that covers the etiology, clinical manifestations, diagnosis, treatment, and prognosis of common diseases in Dermatology, Rheumatology and Ophthalmology components. The pathophysiology of the organ systems in relation to the various disease processes is integrated with the clinical presentations, historical and physical findings, and laboratory and radiographic test results. Emphasis is placed on application of new medical knowledge to clinical situations, on diagnostic problem-solving and differential diagnosis, and on issues of patient education and preventative medicine. Students refine their ability to reason independently in developing treatment and management plans for various patient presentations.

MPAC 637 – Surgery II (Surgery, Orthopedics, Otolaryngology)

Surgery II is a continuation of MPAX 635 Surgery I and covers components in Surgery, Otolaryngology, and orthopedics. The surgery component will provide the PA student with the academic preparation to evaluate and manage patients with surgical conditions. Surgical diseases of the esophagus, abdomen, stomach, intestines, circulatory system, and urogenital system will be covered. Critical care management will also be discussed. Included is a practical session in suturing which is intended to give the student basic skills needed to succeed in primary wound closure. During the Otolaryngology component the student will be acquainted with the structures, functions, and examination of the ear, nose, and throat, and diagnosis and treatment of common ENT disorders. The Orthopedics component instructs the student as to the diagnosis and treatment of sprains, fractures and dislocations, preparation and application of bandages, splints, and casting. Common orthopedic problems of the hand, knee, shoulder, and back are covered. In addition, it will include a practical session where the student will obtain hands-on experience in casting and splinting.

MPAC 638 – Geriatric Medicine

Geriatrics is the study of normal aging, health, and disease in the elderly population. The students will study long term care and the social and societal aspects of aging in the United States. The students will be exposed to the complex issues arising in caring for the chronically ill elderly. The course emphasizes development of communication skills to enhance the humanistic practice of geriatric medicine and prepares the PA to provide quality health care to elderly individuals in the community, long term care settings and acute care settings. Many core geriatric problems, i.e., dementia, depression, decubitus ulcers and incontinence are covered. Students also explore the ethical /legal issues of geriatric care.

MPAC 639 – Essentials in Emergency Medicine

This course will explore the diagnostic and treatment options of severely injured and critically ill patients. Students are taught the key points of the epidemiology, pathophysiology, clinical features, and differential diagnosis of many disease entities, as they may present in the Emergency Department. Topics include but are not limited to acute respiratory, toxicology, environmental, pediatric, and endocrine emergencies. In addition, burn care as well as child and elder abuse are also discussed. Students are also required to complete Basic Life Support as well as Advanced Cardiac Life Support during this course to progress to the clinical year.

MPAC 645 – Health Science Epidemiology and Biostatistics

Students will develop the knowledge and skills to understand and apply epidemiological methods and bio-statistical analysis in the medical and /or public health setting. Students are introduced to the distribution and determinants of health and disease in the human population and the application of this study to the control and prevention of disease. The student will develop basic conceptual and analytical skills in the design and conduct of epidemiologic studies and understand the process of epidemiologic surveillance.

In addition, this course will provide students with the basic concepts in biostatistics, such as measures of disease frequency, measures of effect, and statistical significance. Students will become familiar with standard techniques of data collection and analysis and the content of vital statistics and mass data of the health field.

MPAC 646 – Medical Research Methods and Literature Review

Students will gain knowledge and skill in research methodology, experimental design, statistical analysis, and critical evaluation of the medical literature. Students will develop the skills to formulate research questions, develop research protocols, hypotheses, study designs, and their comparative strengths and limitations. Students will gain the knowledge and skills to effectively use and analyze biostatistics in different research design and data

analysis, to conduct computerized searches, and to understand, review and critically analyze medical literature and professional journal articles and its application to clinical practice. Topics include choosing correct statistical methods and study designs in research and practice, descriptive statistics, probability and probability distributions, estimation, and hypothesis testing. Ethical issues in research will be discussed, including informed consent and the function of an IRB.

MPAC 672 – Clinical Medicine III (Gastroenterology, Neurology, Psychiatry, Nephrology)

Clinical medicine III is an intensive medicine course that covers the etiology, clinical manifestations, diagnosis, treatment, and prognosis of common diseases found in Gastroenterology, Neurology, Psychiatry and Nephrology. The pathophysiology of the organ systems in relation to the various disease processes is integrated with the clinical presentations, historical and physical findings, and laboratory and radiographic test results. Emphasis is placed on application of new medical knowledge to clinical situations, on diagnostic problem-solving and differential diagnosis and on issues of patient education and preventive medicine. Students refine their ability to reason independently in developing treatment and management plans for various patient presentations.

MPAC 673 – Clinical Medicine IV (Endocrinology, Infectious Disease, Correlative Medicine)

Clinical Medicine IV is an intensive medicine course that covers the etiology, clinical manifestations, diagnosis, treatment, and prognosis of common diseases found in endocrinology and infectious diseases. The pathophysiology of the organ systems in relation to the various disease processes is integrated with the clinical presentations, historical and physical findings, and laboratory and radiographic test results. Emphasis is placed on application of new medical knowledge to clinical situations, on diagnostic problem-solving and differential diagnosis, and on issues of patient education and preventive medicine. Students refine their ability to reason independently in developing treatment and management plans for various patient presentations. The Correlative Medicine component will allow the students to fully assimilate and utilize their medical and basic science knowledge along with physical diagnosis skills to address the types of patient health care problems they may encounter in a clinical environment. It will utilize the Problem-Based Learning Method as an instructional model, wherein students work both in groups and individually to develop a logical methodology of assessment of disease processes.

MPAC 647 – Medical Ethics and Healthcare Policy

In seminar format, topics in medical ethics that develop the analytical skills and reflective sensitivity required for responsive, responsible, and productive decision-making between patients and professional. Topics discussed include ethical decisions at both beginning and the end of life, risk/benefit decision-making in medicine, confidentiality, and privacy. Students also discuss a variety of professional practice issues, such as privilege and confidentiality in communicating with patients, political and legal issues, credentialing and licensure, professional liability, and the physician- PA team relationship.

MPAC 664 – Evidence-Based Medicine

This course aims to introduce practitioners to principles of evidence-based practice and policy, practice guidelines, and information utilization for practice modeling. Increasingly, Physician Assistants are presented with new information about recent findings from research and professional consensus statements regarding best practice guidelines. This information pertains to practice assessment, intervention, and the evaluation of outcomes. This course focuses on preparing students to engage in evidence-based practice, providing the skills needed to critically evaluate new information that is available from research findings and professional consensus statements. Furthermore, the course provides skills for integrating this new information into the student's own, personalized approach to practice.

MPAC 636- Clinical Skills/Summative Evaluation

This formal course is designed to evaluate and test the student's ability to adequately perform a history and physical examination, develop an assessment and management plan, and critically think through a case scenario. Each student is required to demonstrate his/her ability to perform at least two problem-oriented physical examinations during the clinical year. The student is also required to take and pass a comprehensive written examination (summative evaluation) at the conclusion of the clinical phase to be eligible for graduation and /or to sit for the boards.

MPAC 642 – Health Care Delivery Systems

The course is designed to instruct students on general concepts of health care delivery and the characteristics and functions of some important delivery systems. Emphasis will be placed on decentralized. Community-based and primary care systems, ambulatory care systems, as well as long term care systems. The student will be exposed to financial and ethical issues that challenge today's system and ways to address it.

MPAC 659 – Master's Capstone

This course is designed as a "capstone" to the program. Students will work with a faculty advisor, to formulate a clinical question and perform a literature search on the topic. This will allow an opportunity to demonstrate analytical ability and comprehensive understanding of a subject. The research work will allow the student to conduct a literature review, explore and analyze a problem, and design a study to answer a clinical question.

P/FP/FMPAC 668 – Community Service

In keeping with the Touro University mission to serve the larger community students in the program are required to complete an independent study that involves a minimum of twenty-five hours of community service with individuals disadvantaged due to illness, disability, or other circumstance. The purpose of this requirement is to (1) provide students in the program an opportunity to learn from, and give back to the larger community: (2) enhance awareness of how a disability or illness impacts the individual, family, friends, caregivers, and community. Through this experience, students may interact with people from different cultural and socioeconomic backgrounds, with people who have impairments leading to functional limitations in the physical, cognitive, and /or social-emotional domains, or with people who struggle with issues related to poverty, homelessness, and hunger. The specifics of the experience and project undertaken are negotiated on an individual basis between the student and the department faculty advisor.

MPAC 694 – Culminating Semester Elective

This elective course of 5 weeks' duration gives students the opportunity to analyze and synthesize medical information, reinforce their clinical skills, and apply the concepts of medical decision-making and problem-solving to complex patient presentations.

Clinical Year Rotations PACC 670 Family Medicine

Students are assigned to an out-patient department, family medical clinic or office practice, and work under supervision of licensed family medicine physicians and/or physician assistants and in conjunction with the health care team. This core rotation provides students with the opportunity to acquire the skills and knowledge necessary to serve a diverse cross-section of the patient population, and to treat patients of all ages in an ambulatory care setting. Students learn psychosocial aspects of health care as well as how to provide family-oriented primary care services, such as acute and chronic disease management, health promotion, maintenance, patient education and

disease prevention. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. In addition, students are familiarized with the differences in the coordination, management and follow-up of the outpatient as compared to the hospitalized patient, and with recognizing when to refer the patient for hospital admission. Students will be required to take a comprehensive exam upon completion of the rotation. 5 credits.

PACC 671 Pediatric Medicine

Students are assigned to work under the supervision of licensed physicians and/or physician assistants and in conjunction with the healthcare team, either in an inpatient or an outpatient pediatric department, clinic, or office. This core rotation emphasizes the care of the child from birth to adolescence. Students learn to recognize and manage common childhood illnesses, assess variations in normal growth and development, and provide preventive health care services, including immunizations, routine screening, parental and interventional counseling. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students will become familiar with routine screening techniques and the diagnosis, treatment, and follow-up of childhood illnesses. Students are required to attend daily rounds, grand rounds, scheduled lectures and conferences while on the pediatrics in-patient service. Students will be required to take a comprehensive exam upon completion of the rotation. 5 credits

PACC 672 Emergency Medicine

Students are assigned to work under the supervision of licensed physicians and/or physician assistants and in conjunction with the healthcare team in the emergency room setting. In this core rotation in Emergency Medicine, students rotate through the various areas of the Emergency Department and are exposed to medical, surgical, pediatric, orthopedic, and psychiatric emergencies. Students learn to systematically evaluate and manage patients with acute medical and surgical emergencies, perform diagnostic and therapeutic procedures, and participate in cardiac and trauma resuscitations. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are expected to attend grand rounds and scheduled lectures.

Students are assigned to work directly with attending physicians and / or resident – PA staff in the emergency room setting. Students will rotate through the various areas of the Emergency Department, main medical ER and Fast Track. Students will be required to take a comprehensive exam upon completion of the rotation. 5 credits

PACC 673 Surgery

Students are assigned to work under the supervision of licensed surgeons and/or physician assistants and in conjunction with the healthcare team in the Department of Surgery. In this core rotation, students become involved in all phases of diagnosis and treatment of the surgical patient, including pre-operative, operative, and post-anesthesia care. They learn the practical management of fluid, electrolyte and nutritional disturbances, post-operative infections, as well as wound healing and wound care. They scrub into the operating room and observe and assist in a variety of surgical procedures as assigned by the preceptor(s), and also become involved in the management of the critically ill surgical patient. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are expected to attend daily rounds, grand rounds, morbidity & mortality conferences and scheduled lectures while on the surgery service. Students are assigned to

work directly with attending physicians and / or resident - PA staff in the Department of Surgery. Students will be required to take a comprehensive exam upon completion of the rotation. 5 credits

PACC 674 Internal Medicine

Students are assigned to the Department of Medicine and work directly under the supervision of the medical house staff or work in an outpatient internal medicine setting. Emphasis is placed on the hospitalized, acute, non-surgical adult patient. In this core rotation, students medically evaluate hospitalized patients and follow their daily progress. By doing so, students learn how to correlate history and physical findings with the patient's physiological and laboratory data and emotional state, in order to arrive at a differential diagnosis, formulate a treatment plan and appreciate how to provide continuity of care. Students develop skills and demonstrate competency in performing and interpreting a variety of medical procedures and tasks. Attendance at daily rounds, grand rounds, medical conferences and orientation to the medical intensive care unit is required. In certain settings, there are opportunities to work with the house-staff who are assigned to the medical clinic area, to monitor and follow up patient management problems, and to participate in the formulation of their management plans. If the student is in an out-patient setting, they will participate in in-patient rounds with the MD/ DO/PA/NP. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students will be required to take a comprehensive exam upon completion of the rotation. 5 credits

PACC 676 Obstetrics/Gynecology

Students are assigned to work under the supervision of licensed physicians and/or physician assistants in conjunction with the healthcare team, either in an inpatient or an outpatient OB/GYN department, clinic, or office. In this core rotation, students gain practical experience in evaluating obstetrical and gynecological patients. Students become familiar with the care and management of ante-partum and post-partum patients and occasionally assist in deliveries. Students perform pre-natal care, including routine examinations of expectant mothers as they progress through their pregnancies. Students also become familiar with the care and management of a wide variety of gynecological problems, as well as health promotion and disease prevention of the female reproductive tract. Students develop competency in the performance of annual exams and Pap smears, counseling for birth control, infertility, menstruation, and sexuality. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are expected to attend inpatient rounds, conferences, and scheduled lectures while on an inpatient service. Students will be required to take a comprehensive exam upon completion of the rotation. 5 credits

PACC 678 Behavioral Medicine

Students are assigned to work under the supervision of licensed physicians and/or physician assistants in conjunction with the healthcare team in an inpatient and or outpatient behavioral health setting where they will learn a biopsychosocial approach to psychiatric, cognitive and behavioral problems. In this core rotation, students will evaluate and manage patients with a variety of behavioral health problems. The student will perform basic psychiatric evaluations, develop skills in performing mental status examinations and psychiatric interviews while incorporating behavioral dynamics in this patient population. The student will review and monitor medications and support the clinical management plan for patients receiving psychiatric evaluation and treatment. Students will incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of team-based medical problem-solving and patient-centered care decisions. Students are expected to attend interdisciplinary meetings, patient rounds and scheduled lectures. 5 credits

PACC 660 Family Medicine Elective

Students are assigned to an out-patient department, family medical clinic or office practice, and work under supervision of licensed family medicine physicians and/or physician assistants and in conjunction with the health care team. This elective rotation in Family Medicine provides students with another opportunity to acquire the skills and knowledge necessary to serve a diverse cross-section of the patient population, and to treat patients of all ages in an ambulatory care setting. Students learn psychosocial aspects of health care as well as how to provide family-oriented family medicine services, such as acute and chronic disease management, health promotion, maintenance, patient education and disease prevention. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. In addition, students are familiarized with the differences in the coordination, management and follow-up of the outpatient as compared to the hospitalized patient, and with recognizing when to refer the patient for hospital admission. 5 credits

PACC 661 Pediatrics Elective

Students are assigned to work under the supervision of licensed physicians and/or physician assistants and in conjunction with the healthcare team, in either an inpatient or an outpatient pediatric department, clinic, or office. This elective Pediatric rotation emphasizes the care of the child from birth to adolescence. Students learn to recognize and manage common childhood illnesses, assess variations in normal growth and development, and provide preventive health care services including immunizations, routine screening, parental and interventional counseling. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations.

Students are assigned to work directly with attending physicians and / or resident - PA staff in an in-patient, outpatient pediatric office or clinic. Students will be given the opportunity to participate in a variety of activities that are aimed at providing a comprehensive picture of the pediatric patient's growth and development from birth through adolescence. These include following a child's height & weight charts, immunization schedule, diet, psychosocial development and neurological development.

Students will become familiar with routine screening techniques and the diagnosis, treatment and follow-up of childhood illnesses. Students are required to attend daily rounds, grand rounds, scheduled lectures and conferences while on the pediatrics in-patient service. 5 credits

PACC 662 Emergency Medicine Elective

Students are assigned to work under the supervision of licensed physicians and/or physician assistants and in conjunction with the healthcare team in the emergency room setting. In this elective Emergency Medicine rotation, students rotate through the various areas of the Emergency Department and are exposed to medical, surgical, pediatric, orthopedic, and psychiatric emergencies. Students learn to systematically evaluate and manage patients with acute medical and surgical emergencies, perform diagnostic and therapeutic procedures, and participate in cardiac and trauma resuscitations. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are expected to attend grand rounds and scheduled lectures. Students are assigned to work directly with attending physicians and / or resident – PA staff in the emergency room setting. Students will rotate through the various areas of the Emergency Department, main medical ER and Fast Track. 5 credits

PACC 663 Surgery Elective

Students are assigned to work under the supervision of licensed surgeons and/or physician assistants and in conjunction with the healthcare team in the Department of Surgery. In this elective surgery rotation, students become involved in all phases of diagnosis and treatment of the surgical patient, including pre-operative, operative, and post-anesthesia care. They learn the practical management of fluid, electrolyte and nutritional disturbances, post-operative infections, as well as wound healing and wound care. They scrub into the operating room and observe and assist in a variety of surgical procedures as assigned by the preceptor(s) and also become involved in the management of the critically ill surgical patient. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are expected to attend daily rounds, grand rounds, morbidity & mortality conferences and scheduled lectures while on the surgery service. Students are assigned to work directly with attending physicians and / or residents - PA staff in the Department of Surgery. 5 credits

PACC 664 Internal Medicine Elective

Students are assigned to the Department of Medicine and work directly under the supervision of the medical house staff or work in an outpatient internal medicine setting. Emphasis is placed on the hospitalized, acute, non-surgical adult patient. In this elective rotation in Internal Medicine, students medically evaluate hospitalized patients and follow their daily progress. By doing so, students learn how to correlate history and physical findings with the patient's physiological and laboratory data and emotional state, in order to arrive at a differential diagnosis, formulate a treatment plan and appreciate how to provide continuity of care. Students develop skills and demonstrate competency in performing and interpreting a variety of medical procedures and tasks. Attendance at daily rounds, grand rounds, medical conferences and orientation to the medical intensive care unit is required. In certain settings, there are opportunities to work with the house-staff who are assigned to the medical clinic area, to monitor and follow up patient management problems, and to participate in the formulation of their management plans. If the student is in an out-patient setting, they will participate in in-patient rounds with the MD/ DO/PA/NP. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. 5 credits

PACC 666 Obstetrics/Gynecology Elective

Students are assigned to work under the supervision of licensed physicians and/or physician assistants in conjunction with the healthcare team, either in an inpatient or an outpatient OB/GYN department, clinic, or office. In this elective OB/GYN rotation, students gain practical experience in evaluating obstetrical and gynecological patients. Students become familiar with the care and management of ante-partum and post-partum patients, and occasionally assist in deliveries. Students perform pre-natal care, including routine examinations of expectant mothers as they progress through their pregnancies. Students also become familiar with the care and management of a wide variety of gynecological problems, as well as health promotion and disease prevention of the female reproductive tract. Students develop competency in the performance of annual exams and Pap smears, counseling for birth control, infertility, menstruation, and sexuality. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are expected to attend inpatient rounds, conferences and scheduled lectures while on an inpatient service. 5 credits

PACC 675 Geriatric Medicine Elective

Students are assigned to work under the supervision of licensed physicians and/or physician assistants in conjunction with the healthcare team to gain practical clinical experience in working with the elderly who often are suffering from chronic diseases. In this elective rotation, students are exposed to a wide variety of common geriatric problems. This rotation stresses characteristics of the normal aging process, so that students may better identify and address deviations from the norm. Students gain exposure to end-of-life issues and psychosocial dynamics. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are assigned to work directly with attending physicians and / or PA staff while they gain practical clinical experience in working with geriatric medicine patients. Students should be able to differentiate the care of elderly and those patients who are suffering from chronic diseases. Emphasis is placed on the geriatric patient for both acute and on-going care. Students are exposed to a wide variety of common geriatric medicine problems. Students are required to attend educational discussions, rounds when available. 5 credits

PACC 677 Psychiatry Elective

Students are assigned to work under the supervision of licensed physicians and/or physician assistants in conjunction with the healthcare team in an inpatient and/or outpatient psychiatric setting, where they will learn a biopsychosocial approach to mental illness. In this elective rotation, students will evaluate and manage patients with a variety of psychiatric problems, do follow-up evaluations of those patients seen in the Psychiatric Emergency Room, and develop skills in the performance of mental status exams and psychiatric interviews. Students study the diagnoses and treatment plans of child and adolescent patients, and the daily, intensive long-term treatment of severely disturbed outpatients, to gain an understanding of psychopathology, therapeutic community and team functioning. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are expected to attend scheduled lectures. 5 credits

PACC 682 Orthopedics Elective

This elective clinical learning experience takes place in both the clinic and hospital (or ambulatory surgery) settings. Students are assigned to work directly with attending physicians and/or physician assistants in conjunction with the healthcare team in the Department of Orthopedic Surgery. Students develop proficiency in the evaluation, diagnosis, and management of orthopedic problems in the adult and pediatric populations. They have the opportunity to observe and "scrub in" to assist in orthopedic surgical cases, to reinforce knowledge of sterile technique and the proper use of surgical instruments, and to participate in preoperative, intraoperative and postoperative management of the orthopedic patient. Students attend rounds, grand rounds, scheduled lectures and conferences while on the Orthopedic Surgery service. Students are expected to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. 5 credits

PACC 687 Cardiology Elective

This elective rotation is available to students who have completed the required Internal Medicine rotation. The rotation provides students the opportunity to concentrate on learning the work-up, diagnosis and medical management of patients with cardiac diseases. Students work directly with attending physicians and/or physician assistants in conjunction with the health care team. Students attend rounds, grand rounds, scheduled lectures and conferences while on the service. Students are expected to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient

presentations. Students are assigned to a Cardiology Department / clinic or private cardiology office practice, and work directly with attending physicians and / or resident – P.A. staff. This rotation will provide students with the opportunity to concentrate on learning the work-up, diagnosis and medical management of patients with cardiac disease. In addition, time may be spent in a cardiac catheterization laboratory. 5 credits

PACC 688 Medicine Subspecialty Elective

This medicine subspecialty elective rotation is available to students who have completed the required Internal Medicine or Family Medicine rotation. The medicine subspecialty rotations provide students the opportunity to concentrate on the work-up, diagnosis and medical management of patients in medicine subspecialties. Students work directly with attending physicians and/or physician assistants in conjunction with the health care team. Students may attend rounds, grand rounds, scheduled lectures, and conferences while on the service for in-patient clinical experiences. Students are expected to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are assigned to a clinic, out-patient practice and/or in-patient location in the assigned medicine subspecialty. 5 credits

PACC 689 Surgical Subspecialty Elective

This surgical subspecialty elective rotation is available to students who have completed the required surgery rotation. The surgical subspecialty rotations provide students the opportunity to concentrate on the work-up, diagnosis and surgical management of patients in surgical sub-specialties. Students work directly with attending physicians and/or physician assistants in conjunction with the health care team. They have the opportunity to "scrub in" to assist in surgical cases, and develop proficiency in the surgical work-up, intra-operative intervention and post-operative management of patients. They also follow patients in the critical care setting and on the floors. Students may attend rounds, grand rounds, scheduled lectures and conferences while on the service. Students are expected to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. 5 credits

Masters of Public Health (MPH)

Administration and Staff

Gayle Cummings, PsyD, MPH: Assistant Dean, Program Director, Professor
Carinne Brody, DrPH, MPH: Associate Program Director, Professor, Academic Progress Chair
Sharon Chesney: Program Analyst
Charleane Williams: Administrative Coordinator

Faculty

Annette Aalborg, DrPH, MPH: Professor
Sahai Burrowes, PhD, MALD: Associate Professor
Zahra Goliaei, MD, PHD, Assistant Professor
Alexandra Hernandez, PhD, MPH: Associate Professor
Nemesia Kelly, MPH: Associate Professor, Health Equity & Criminal Justice Concentration Chair
Trina Mackie, PhD, MSPH: Associate Professor, Curriculum Committee Chair
Sharon O'Hara, DrPH, MPH, MS: Associate Professor
Sarah Sullivan, RN, MSN, PNP, MPH: Associate Professor, Global Health Concentration Chair
Kevin Williams, JD, MPH, Assistant Professor
Deirdra Wilson, PhD, MPH: Associate Professor, Community Action for Health Concentration Chair
Jya Plavin, MPH: Assistant Professor, Field Study Coordinator

Adjunct Faculty

Matthew Green, MPH

Contact Information

<http://cehs.tu.edu/publichealth/faculty/index.html>

MPH Vision

Social justice as a framework for reducing health inequities in local and global communities.

MPH Mission

To develop effective public health professionals who collaborate with community partners to achieve health equity through addressing the historical roots and structural causes of injustice.

Curriculum Information

Master of Public Health course descriptions can be found at the following url:

<http://cehs.tu.edu/publichealth/curriculum/coursedescriptions.html>

Program Learning Outcomes

The Public Health Program will provide the instruction necessary to ensure that the instruction necessary to ensure that all MPH graduates demonstrate public health competencies with a focus on the underserved and can demonstrate knowledge and skill in the core areas of public health. MPH graduates will be able to:

- Select quantitative and qualitative data collection methods appropriate for a given public health context

- Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate.
- Interpret results of data analysis for public health research, policy, or practice
- Compare the organization, structure, and function of health care, public health and regulatory systems across national and international settings
- Discuss the means by which structural bias, social inequities, and racism undermine health and create challenges to achieving health equity at organizational, community, and societal levels
- Assess population needs, assets, and capacities that affect communities' health
- Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs
- Design a population-based policy, program, project, or intervention
- Explain the basic principles and tools of budget and resource management
- Select methods to evaluate public health programs
- Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
- Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
- Advocate for political, social or economic policies and programs that will improve health in diverse populations
- Evaluate policies for their impact on public health and health equity
- Apply leadership and/or management principles to address a relevant issue
- Apply negotiation and mediation skills to address organizational or community challenges
- Select communication strategies for different audiences and sectors
- Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content both in writing and through oral presentation
- Describe the importance of cultural competence in communicating public health content
- Integrate perspectives from other sectors and/or professions to promote and advance population health
- Apply systems thinking tools to a public health issue

Graduation Requirements

MPH Course of Study – Degree Requirements

Master of Public Health students must complete 42 units.

Core Requirements – 19 Credits

Subject	Course Title	Credits
PBHC 604	Health & Policy Management	3
PBHC 607	Biostatistics	3
PBHC 608	Behavioral & Social Aspects of Public Health	3
PBHC 618	Epidemiology	3
PBHC 619	Research Methodology	2
PBHC 631	Social Justice in Public Health	0

PBHC 647	Program Evaluation and Needs Assessment	3
PBHC 648	Environmental Health	3
	Total	19

Concentration Requirements – 6 Credits

Community Action for Health (CAH/TCHL): 620 & 606

Subject	Course Title	Credits
PBHC 620	Social Inequities and Health	3
PBHC 606	Community Health Promotion	3

Global Health (GH/TGHL): 602 & 614

Subject	Course Title	Credits
PBHC 602	Emerging Health Threats	3
PBHC 614	Essentials of Global Health	3

Health Equity & Criminal Justice (HECJ): 633 & 634

Subject	Course Title	Credits
PBHC 633	Criminal Justice & Public Health	3
PBHC 634	Criminal Justice Law & Advocacy	3

Culminating Course Requirements – 7 Credits

Subject	Course Title	Credits
PBHC 600-6	Field Study	6
PBHC 645 or 646	Capstone Thesis or Certified in Public Health Exam Prep	0
	Total	7

Breadth Course Requirements – 10 Credits (MPH only)

Subject	Course Title	Credits
PBHC 602	Emerging Health Threats (CAH & HECJ)	3
PBHC 603	Maternal and Child Health	3
PBHC 606	Community Health Promotion (GE & HECJ)	3
PBHC 610	Public Health in Times of Conflict	3
PBHC 611	Grant Writing	1
PBHC 614	Essentials of Global Health (CAH & HECJ)	3
PBHC 620	Social Inequities & Health (GH & HECJ)	3
PBHC 624	Public Health and the Media	3
PBHC 630	GIS and Public Health	3
PBHC 632	Social Justice Seminar	1-3
PBHC 633	Criminal Justice and Public Health (GH & CAH)	3
PBHC 634	Criminal Justice Law & Advocacy (GH & CAH)	3

* Joint Degree: Master of Public Health and Master of Science in Physician Assistant Studies

* Dual Degree: Master of Public Health and Doctor of Osteopathic Medicine

* Dual Degree: Master of Public Health and Doctor of Pharmacy

Joint and Dual Degree students must complete 30 units from the Public Health Program Curriculum. An additional 12 units compatible to Public Health are applied from the student's COM, COP or PA curriculum to fulfill the required units for the MPH.

Core Requirements – 19 Credits

Subject	Course Title	Credits
PBHC 604	Health Policy and Management	3
PBHC 607	Biostatistics	3

PBHC 608	Behavioral and Social Aspects of Public Health	3
PBHC 618	Epidemiology	3
PBHC 619	Research Methodology	2
PBHC 631	Social Justice in Public Health (not required for dual degree students)	0
PBHC 647	Program Evaluation and Needs Assessment	3
PBHC 648	Environmental Health	3

Concentration Requirements – 6 Credits

Subject	Course Title	Credits
PBHC 620	Social Inequities and Health	3
PBHC 606	Community Health Promotion	3
PBHC 602	Emerging Health Threats	3
PBHC 614	Essentials of Global Health	3
PBHC 633	Criminal Justice and Public Health	3
PBHC 634	Criminal Justice Law & Advocacy	3

Culminating Course Requirements – 5 Credits

Subject	Course Title	Credits
PBHC 600-4	Field Study	4
PBHC 645 or 646	Capstone Thesis or Certified in Public Health Exam Prep	0

Master of Public Health Course Descriptions

PBHC 600-4, 600-6- Public Health Field Study

The Public Health Field Study course is a structured and practical experience in a professional public health setting which allows students to apply and integrate the knowledge and skills acquired during the didactic period into public health practice. Independent Master of Public

Health students complete the 400 hours required for PBHC 600-6 Field Study over 10-12 weeks. Joint and Dual degree students are required to complete 200 hours for PBHC-4 during a 6-week block. Through the Field Study, students apply their academic knowledge to “real world” situations that address public health issues. Students conduct field work as interns at public health organizations, which serve as field study placement sites. The MPH student intern's role is to help partner organizations with specific public health projects, locally and abroad. Student participation should contribute to strategic resolutions, be valued by the Organization, and contribute to meeting its mission and goals. Through their field work, students help to build and strengthen working partnerships between field study placement sites and TUC.

PBHC 600A- Public Health Field Study Continuation

This course is available to students who received an “incomplete” for the Field Study course. These students must register for the zero-unit Field Study Contribution course in the following academic session to begin or continue the Public Health Field Study. By enrolling in this zero-unit credit course, students will maintain “active MPH student status” while completing their field study placement. Students may register for PBHC 600A for up to a maximum of two (2) times following initial registration in the Field Study course.

PBHC 602- Emerging Health Threats

Emerging bacterial, protozoal, and viral diseases represent an increasing threat to human health. This course aims to examine the impact of emerging and re-emerging disease agents which affect public health in the United States and worldwide. More specifically, this course will explore the challenges and strategies public health professionals will face in the diagnosis, prevention, control and surveillance of emerging health threats. This course will highlight the role of person, time and place in specific emerging health threats such as Malaria, Ebola, West Nile Virus, Influenza, MRSA, and Tuberculosis among many others.

PBHC 603- Maternal and Child Health

The purpose of the course is to orient students to a maternal and child public health perspective for meeting the health needs of women, children, adolescents and families by examining the historical and current principles, programs, policies, and practices related to these populations. It is also designed to introduce students to global MCH, the presence of a wide gap in maternal child health outcomes between the developed and developing countries and it affects internationally. This course will explore health issues affecting women and children throughout their life course with a focus on the social determinants of health, health disparities and social justice.

PBHC 604- Health Policy and Management

This is a lecture-based course with interactive discussion sections, intended to introduce students to “Health policy and management is a multidisciplinary field concerned with the delivery, quality, and costs of health care for individuals and populations. Students who concentrate in health policy and management are trained in a variety of subjects including the complex structures of health care delivery in the U.S., legal and ethical foundations for health

care, as well as policy processes designed to improve health care access among diverse populations.

PBHC 606- Community Health Promotion

This course is designed to provide an introductory understanding of the basic concepts, skills, models and resources currently utilized in the field of health education and promotion. The course will assist health care providers and public health professionals to holistically approach their work and acquire the essential tools to deliver information and strategies to improve health with a focus on underserved populations. Through lectures, weekly readings, assignments, in-class discussions/presentations, guest lectures from local public health experts and Community Health Promotion Work Practice, students will explore various approaches to community-based health promotion. We will explore how these approaches connect efforts to promote social justice and to end health disparities.

PBHC 607- Biostatistics

This course provides students with statistical concepts and methods for analyzing continuous and categorical data, with an emphasis on learning analytical methods through hands-on experience with real data. Public health applications of descriptive statistics, basic probability concepts, one and two sample statistical inference, analysis of variance and simple linear regression are discussed. Students are introduced to a statistical computer package such as SPSS or Stata.

PBHC 608- Behavioral and Social Aspects of Public Health

This course gives students an introduction to behavioral and social science theory in public research and practice. This course exposes students to a broad range of theories and frameworks commonly employed in the public health arena and applicable to other health professions (e.g., medicine, nursing, social work). Health behavior theories help researchers, practitioners and participants identify targets and opportunities for change and methods for accomplishing it. These theories are discussed using examples of their applications to numerous public health problems including HIV/AIDS, maternal and child health, violence, cardiovascular disease, obesity, diabetes, and global health. In addition, this course emphasizes developing strong scientific literacy and skills to interpret empirical evidence in the context of research methods.

PBHC 610- Public Health in Times of Conflict

This course will provide an overview of the direct and indirect effect on health and the challenges public health workers confront in times of armed conflict. It will begin with a review of the history and the consequences of conflict for public health and health care delivery. It will then move to discussion about the health challenges and ethical dilemmas a health professional goes through in times of conflict and lessons learned from such experiences. Proactive strategies to challenge health crisis and to prevent conflict will conclude the course. Class discussion will be enhanced by visits from people who have had firsthand experience of armed conflict and the challenges it presents to health workers. Active student involvement is highly encouraged.

PBHC 611- Grant Writing

Public health institutions are financed through a combination of public and private sources. An important component of this financing for many public health programs is grant funding. These funds are available from a variety of private foundations and government sources. Every healthcare professional in a public institution must be aware of these sources of funding and how these funds are awarded. This course provides the student with an understanding of the grant writing process from proposal development to funding, and on to implementation. Students will explore grant funding sources and prepare sample submissions based on real life scenarios from local Bay Area non-profit programs.

PBHC 614- Essentials of Global Health

This course introduces students to global public health with an emphasis on the developing world. The course orients students to the skills necessary for understanding patterns and illness in resource-poor countries. It explores the continuum between health and sickness in populations around the world and emphasizes the influence of both global and domestic factors in contributing to variation in health. Students are introduced to the major health problems currently impacting the developing world and alerted to the importance of a global approach to solving these health problems. Additionally, they will be introduced to the major players in international health: the donor communities, Ministries of Health, and UN agencies.

PBHC 618- Epidemiology

This course introduces the basic principles and methods of epidemiology and demonstrates its applicability in public health. Topics to be covered include the historical perspective of epidemiology, ethics in epidemiology, measures of disease occurrence and association, study design, screening for disease in a population, causal inference, error, bias, and confounding. Students will learn to evaluate and interpret epidemiological literature.

PBHC 619- Research Methodology

This is a course in interdisciplinary research methodologies widely used in the social sciences and public health prevention studies and introduces social theory, conducting a literature review, framing research questions, research design, data collection and/or conducting fieldwork, and analyzing or interpreting research findings for presentation in a report or thesis. The course will address mixed methods, and qualitative data collection and analytical techniques. Students will learn how to identify an area of interest, formulate research questions, conduct a research method, and identify the appropriate data collection and analysis strategy.

PBHC 620- Social Inequities and Health

This course provides students with an understanding of how a broad array of social determinants, historical factors and societal inequities contribute to and define disparities in health and health care in the U.S. We will also examine the ways in which neighborhood and community context, as well as inequalities in socioeconomic status materially shape health

and access to health care services. Case studies of community and institutional strategies aimed at reducing health inequities will be explored.

PBHC 624- Public Health and the Media

This course will introduce students to the basic components of media in the U.S. and analyze how the media environment may serve as an influence on and determinant of individual and population health. Through lectures, in-class viewings, readings, assignments and lively class discussions, students will be challenged to explore the relevance of the media in their own lives, to connect this awareness to public health, and to consider how the media environment may be shaped to contribute to a society that promotes and enhances the public's health.

PBHC 628 (A, B or C)- Independent Study

Independent Study is specialized study between 1 and 3 units arranged by a student with a faculty member or current visiting lecturer to study a particular area of interest. Students must have completed at least 20 units, 15 of which must be the core courses in Public Health and have a GPA of 3.0. The unit value of a particular Independent Study course is arranged with the faculty sponsor. The workload determination should take into consideration the following formula: 1 unit = 3 hours of work per week over the 15-week semester (including meetings with the faculty member, research, etc.). All Independent Study courses must be taken Pass/No Pass, and a maximum of 3 units of Independent Study may be counted toward the requirements of the MPH degree. To apply for the independent study course, students are required to submit an Independent Study Proposal Application to their individual faculty advisors. Application requires faculty sponsorship and approval of the Program Director.

PBHC 630- Geographic Information Systems (GIS) and Public Health

This course is designed to provide an overview of the role and applications of GIS within the public health sector. GIS or Geographic Information Systems may be implemented using a variety of software to integrate, analyze and visualize geographic data. The class will familiarize students with ESRI's software ArcGIS and its (or that of similar software) increasing applications in public health. This class will teach some of the basic tools of GIS, provide public health case examples with data for practice in class labs, and review the role of GIS in a variety of public health contexts. The class will learn how GIS can be used to map and analyze distributions of public health risk factors and health outcomes to address health problems.

PBHC 631- Social Justice in Public Health Lecture Series

This course is a 6-part lecture series which includes individual and panel presentations from experts in public health and social justice. Each 2-hour session will include a lecture or panel presentation followed by a question-and-answer period.

PBHC 632- Social Justice in Public Health Seminar

This course is the discussion section and seminar for the Social Justice in Public Health Lecture Series. In addition to the lecture series, this 3-unit course requires participation in a 2-hour discussion section and a final paper. Discussion sections will include small group discussions and activities designed to understand and synthesize the topics from the previous week's lecture/presentation.

PBHC 633- Criminal Justice and Public Health

This course will provide an overview of the intersection between the criminal justice system and public health. Students will gain an understanding of mass incarceration as a social determinant of health and a major public health challenge in the U.S. Topics include the history and philosophy of incarceration, institutionalized racism, criminal justice policy, police violence, the collateral consequences of incarceration, health issues in prisons and prison health care systems, impacts of incarceration on women, families and communities, the school to prison nexus, juvenile justice and prevention, disability justice, reentry and post-incarceration health, wrongful conviction and exoneration, and restorative and transformative justice.

PBHC 634- Criminal Justice Law and Advocacy

This course will provide students with a foundation in constitutional law and civic education while focusing on a wide range of important issues in public health law, regulations, and the factors at play when developing advocacy strategies on issues that intersect public health and the criminal justice system. Students will understand seminal and precedent-setting public health law cases that have led to policy reform in incarceration, prevention, correctional health, and reentry health.

PBHC 645- Capstone Thesis

Students conducting a Capstone project produce a substantial, original, independently written manuscript concerning a significant public health problem and share and defend their work during an oral presentation. The goal of the Capstone project should be to create a body of knowledge on which others can build. However, the overarching principle for determining suitability of a Capstone project is whether it provides students the opportunity to apply the skills and competencies acquired in the MPH program to a problem likely to be encountered in public health practice. All Capstone projects will be conducted under the guidance of a faculty advisor, secondary faculty advisor, and the course coordinator.

PBHC 646- Certified in Public Health Examination Preparation

Students enrolled in PBHC 646 must take the Certified in Public Health (CPH) exam sponsored by the National Board of Public Health Examiners. Students register for the 0-unit TUC course PBHC 646 CPH Exam Preparation and with the National Board of Public Health Examiners (www.nbphe.org) for the Certified in Public Health (CPH) exam. Students must register for PBHC 646 in the same semester in which they take the CPH exam - following the completion of core and concentration courses. Students must pass the CPH exam to pass PH 646. The Certified in Public Health (CPH) exam covers the core areas of knowledge offered in CEPH-accredited schools and programs, as well as cross-cutting areas relevant to contemporary public health. The examination was crafted to assess a person's knowledge of these competencies, regardless of his or her academic concentration.

PBHC 647- Program Evaluation and Needs Assessment

This course serves as an introduction to evaluation methodology and evaluation tools commonly used to assess programs. Students will become familiar with the concepts,

methods, and applications of program evaluation and can propose an appropriate evaluation plan to assess a program's implementation and effectiveness. This course also explores community health needs assessment methods. Emphasis is placed on methods for ensuring data integrity by exploring data collection, maintenance and dissemination. Instructional techniques will include traditional lectures to highlight course readings and provide practical examples of “real life” program evaluation experiences. Students will also regularly work in small groups to reinforce course concepts from readings and lectures.

PBHC 648- Environmental Health

This course explores the challenges our population faces from health risks from environmental hazards, and our role in their creation and exacerbation. Students will explore the meaning of environmental health and the wealth of human health threats posed through factors in air, food, water, climate, and the built environment. The class will provide an overview of the main tools used in environmental health to understand, quantify, and minimize these health risks. Case studies from domestic and international examples will be used to illustrate variations in risk with differences in exposure pathway, mode of action, susceptibility, and regulation. Close attention will be paid to exposure distribution as it relates to social inequity and injustice. Students will examine their own role in the globalized economy of today and look for opportunities to improve on the future prognosis of environmental health.

Leadership in Public Health

This course aims to support MPH students in building leadership skills that can be applied in their future public health roles. Students will be encouraged to critically think about how to define and apply models of leadership, enact clear communicate and negotiation skills, supervise and empower others, guide decision-making, and collaborate effectively in teams within their future public health practice. This online self-paced course will consist of readings, recorded lectures, videos, reflections, discussions, role-play exercises, and real-world applications of public health leadership.

School of Nursing

Administration and Staff

Dr. Prabjot (Jodie) Sandhu, DNP, FNP-C, PA-C, CNL, Assistant Dean, Director of School of Nursing, Associate Professor
Dr. Michele Bunker-Alberts, DNP, APRN-FNP-BC, IBCLC, Chair, Family Nurse Practitioner Program, Associate Professor
Dr. Joan Fraino, DNP, DNP, APRN, PMHNP-BC, FNP-BC, CNL, Chair, Psychiatric Mental Health Nurse Practitioner Program, Assistant Professor
Kathleen Hahn, MSN, RN, CPNP, CNL, Chair, MSN program, Assistant Professor
Monica McFadden, Program Administrative Coordinator
Branwen Vang, Program Clinical Coordinator

Faculty

Dr. Prabjot (Jodie) Sandhu, DNP, FNP-C, PA-C, CNL, Assistant Dean, Director of School of Nursing, Associate Professor
Dr. Michele Bunker-Alberts, DNP, APRN-FNP-BC, IBCLC, Associate Professor
Dr. Rosafel Adriano-Nogra, DNP, FNP-C, PHN, Associate Professor
Margaret Pay, MSN, RN, PHN, CNL, Assistant Professor
Kathleen Hahn, MSN, RN, CPNP, CNL, Assistant Professor

Adjunct Faculty

Dr. Terrye A. Moore-Harper, DNP, APRN, ACNS-BC, CNL, Associate Professor
Afishetu Ikharo, MSN, APRN, FNP-BC, Instructor
Dr. Shelley Johnson, DNP, RN, MHA, CENP, CNL, Assistant Professor
Dr. Sharon Sprague, DNP, MBA, RN, OCN, Associate Professor
Dr. Ann Stoltz, PhD, RN, CNL, Professor Emeritus
Jennifer Tudor, MSN, RN, CNL, Instructor
Dr. Neda Afshar, DNP FNP-C, MSN, CGRN, Assistant Professor
Dr. Viki Chaudrue, Ed.D, FNP, MSN/Ed, RN, Assistant Professor
Dr. Doug Williamson, DNP, PMHNP-BC, Assistant Professor
Dr. Balraj Bajwa, DNP, PMHNP-BC, Assistant Professor
Dr. Siavash Rostami, DNP, PMHNP-BC, Assistant Professor
Dr. Manuel Salera, DNP, PMHNP-BC, Assistant Professor
Myisha Parker, MSN, PMHNP-BC, Instructor
Dr. Tram Mendoza, DNP, MSN, FNP-BC, Assistant Professor
Charissa Purefoy MSN, RN, PHN, Instructor
Dr. Hyacinth Carreon, DNP, RN, NI-BC, CMSRN, CPHIMS, Assistant Professor
Dr. Gabriela Carrico DNP, FNP-BC, MSN, Assistant Professor
Deborah Taylor RN PHN MSN, Instructor
April Beach, MSN, AG-ACNP Adjunct Faculty
Benjamin Zumwalt, MSN, FNP – BC Adjunct Faculty

Contact Information

School of Nursing Faculty & Staff <http://cehs.tu.edu/nursing/facultystaff//>

Mission Statement

To serve the community and larger society through the preparation of professional nurses as transformational leaders to meet the needs of the complex and diverse health care environment.

Purpose

To achieve the mission and to prepare registered nurses with Associate, Baccalaureate and Graduate Degrees for roles as advanced nursing leaders, clinicians, and educators.

Values

Leadership; Diversity; Professionalism; Collaboration; Life-long Learning

Vision

To achieve excellence in nursing by advancing the level of nursing education in the region.

Masters in Science of Nursing (MSN) Program

Description: The MSN program is an advanced degree, focused on healthcare systems leadership and quality improvement. The curriculum is designed to provide the core course work and preparation in leadership aligned with the core competencies of the American Association of Colleges of Nursing (AACN) Clinical Nurse Leader Role (CNL) [Clinical Nurse Leader \(CNL\)](#)

Curriculum:

ADN to MSN 46 units

BSN to MSN 33 units

Degree Master of Science

Format: Hybrid/Flex **Cost:** \$870/unit

Format: Online, Synchronous, Asynchronous learning. On campus intensives every semester varying from 1-4 days in person for hands on skills training and role development.

ADN-BSN (46 units) \$40,020

BSN-MSN (33 units) \$28,710

Our School of Nursing prides itself on a quality education that provides transformative skills for leadership and change application in healthcare systems. We thrive on the ability to fully support students during their academic journey. MSN students will conduct a health system analysis, design a quality improvement intervention-based project, and evaluate the findings at their selected clinical sites. Clinical sites can be a site of employment, a public

health agency, a community-based health entity, a school-based health organization, or other appropriate site. The School of Nursing facilitates interactions with the student's selected health facility or helps organize a location for the quality improvement project.

Master of Science in Nursing Student Learning Outcomes

- SLO 1: Synthesizes knowledge from nursing and other academic disciplines (bio/psychosocial, computer science, genetics, communication, public health, ethics, and lifespan development) to continually improve the delivery of nursing care for diverse populations across complex health care environments.
- SLO 2: Analyzes organizational and systems leadership skills to promote high quality and safe health care.
- SLO 3: Designs, implements, and disseminates a quality/safety improvement project within a health care system to improve health care outcomes.
- SLO 4: Integrates translational research concepts and evidence in increasingly complex and diverse practice settings to improve healthcare outcomes.
- SLO 5: Integrates data from nursing, computer, and communication and information science to coordinate and improve health care outcomes.
- SLO 6: Analyzes health care policy and advocates at the systems level through the policy development process to improve health and health care.
- SLO 7: Implements relationship-centered leadership to build and sustain collaborative, inter-professional teams to coordinate care delivery.
- SLO 8: Integrates health promotion/risk reduction and population health concepts in the design and delivery of health care.
- SLO 9: Demonstrates advanced depth and breadth of nursing and related sciences and integrates this knowledge into practice.

Curriculum Information

School of Nursing course descriptions and other course information can be found at the following url:
<https://tu.edu/programs/nursing/academics/msn/>

MSN Graduation Requirements

All programs within the School of Nursing require a minimum of 80% score to pass each numerically graded theory course and a Passing grade for all clinical courses that are graded as pass/fail. Master of Science in Nursing students must complete 46 units (BSN to MSN candidates are awarded- 13 units awarded upon admission) and at least 400 clinical hours.

Graduates from the ADN to MSN will be eligible to apply for the PHN certificate through the California Board of Registered Nursing. All MSN graduates are eligible to sit for the examination for national certification for Clinical Nurse Leader (CNL). All students in the program complete 400 CNL hours to meet the 9 competencies of the CNL role.

Master of Science in Nursing Program Course of Study

	Fall Semester (1)	Units		Units
NRSC 601	Transition to Graduate Education	8		
NRSC 602	Community Health Nursing Community	3 2		

NRSC 603	Health Nursing Clinical (90 hours for PHN certification)			
	Spring Semester (2)		Spring Semester (2)	
NRSC 604	Advanced Physical Assessment	3	Advanced Physical Assessment	3
NRSC 607	Advanced Pharmacology	3	Advanced Pharmacology	3
NRSC 608	Advanced Pathophysiology	2	Advanced Pathophysiology	3
NRSC 605	Leadership in Health Care Systems	1	Leadership in Health Care Systems	2
NRSC 606	Leadership Role (45 hours)		Leadership Role (45 hours)	1
	Summer Semester (3)		Summer Semester (3)	
NRSC 609	Evidence-Based Practice & Informatics	2	Evidence-Based Practice & Informatics	2
NRSC 611	Resource Management in Health Care	2	Resource Management in Health Care	2
NRSC 612	Nurse Leader role: Care Management (45 hours)	1	Nurse Leader role: Care Management (45 hours)	1
NRSC 614	Epidemiology/Population Statistics	2	Epidemiology/Population Statistics	2
	Fall Semester (4)		Fall Semester (4)	
NRSC 610	Health Care Policy and Ethics	3	Health Care Policy and Ethics	3
NRSC 613	Health Promotion Risk Reduction	3	Health Promotion Risk Reduction	3
NRSC 615	Nurse Leader role: Education & Outcomes Improvement (90 hours)	2	Nurse Leader role: Education & Outcomes Improvement (90 hours)	2
NRSC 616	Nurse Leader Role Synthesis	3	Nurse Leader Role Synthesis	3
NRSC 617	Nurse Leader Role Immersion (220 Hours)	3	Nurse Leader Role Immersion (220 Hours)	3
	Total	46		33

Course Descriptions

**ADN to MSN (46 Units) | *BSN to MSN (33 units)*

The ADN to MSN is 18 months in duration and is 46 units. The BSN to MSN students joins the ADN to MSN cohort in the third session and complete the program in 12 months (33 units).

The practicum hours (90) for the PHN certification for students in the ADN to MSN program will be conducted in local health departments, schools, and community clinics. Hours toward the CNL certification (400) can be completed in the hospital where the student is employed if approved by the agency. The clinical hours may not include hours during paid service.

Current Issues in Professional Nursing & Writing in the Discipline (2) units:

Introduces the ADN graduate to the baccalaureate essentials that are foundational and build on previous knowledge and experiences. Concentrates on legal, economic, and political issues and current trends in healthcare affecting the nurse as an individual and a professional in the health care system. Refining writing skills needed to develop the professional nurse role is emphasized.

Leadership in Professional Nursing (3 units)

Focuses on organizational strategies, leadership and change theories, and trends in healthcare to facilitate quality, safe, patient-centered, efficient, and cost-effective health care. Explores interprofessional communication and collaboration as frameworks to support the leadership role in professional nursing.

Introduction to Evidence-based Practice & Informatics (3) units:

Explores the importance of research and information management to improve clinical practice, strategies to evaluate the quality of research and evidence, and increase integration of research into practice. Examines the fundamental principles of nursing ethics and encourages reflection on and discussion about personal and professional values within nursing practice and research.

**Community Health Nursing (3 units):*

Explores the role of the community health nurse presented within a public health framework; emphasizing the concept of community as client. Presents nursing interventions related to groups and aggregates identified as high risk for the development of health problems.

**Community Health Nursing Clinical (2 units):*

Clinical learning experiences provided across community-based settings with emphases on community assessment and providing interventions designed to prevent and/or reduce risk of disease and injury and promote health and wellness of diverse populations across the lifespan.

Advanced Physical Assessment (3 units):

This course provides the student with knowledge and clinical experience in advanced health assessment of diverse clients across the life span within the context of the advanced practice role. Emphasis is on acquisition and analysis of relevant data for the development of a comprehensive and holistic assessment.

Advanced Pharmacology (3 units):

This course is designed to prepare advanced practice nurses to manage drug therapy for clients across the lifespan. Pharmacokinetic and pharmacodynamic principles and current research form the foundation for discussion of selected drug groups. Emphasis is given to indications, mechanisms of action, dosages, adverse side effects and control, cost containment, and client education.

Advanced Pathophysiology (3 units):

The course builds on a basic understanding of pathophysiology, providing in- depth understanding of adaptation and alteration in cellular function, biorhythms, cardiovascular system, pulmonary system, neuroendocrine system, immune system, and musculoskeletal system. Alterations due to internal/external stressors and aging will be identified.

Leadership in Health Care Systems (2 units):

This course explores the nursing leadership role in creating and sustaining cultures of quality and safety in complex health care delivery systems, utilizing theories of change and intra and inter-professional communication and teamwork.

Evidence Based Practice & Informatics (2 units):

This course explores nursing research and information management as the foundation for clinical and organizational decision making and the improvement of outcomes in health care.

Health Care Policy and Ethics (3 units):

This course examines issues of health policy, financing, and the organization and delivery of health services at the local, national, and global levels.

Resource Management in Health Care (2 units):

This course provides an Overview of health care finance and management of human, financial and community resources to ensure quality, cost-effective and optimal outcomes of nursing care.

Health Promotion, Risk Reduction, and Disease Prevention and Management (3 units):

This course examines advanced health promotion, disease reduction, prevention, and management with a focus on risk assessment, health literacy, and health education to improve care outcomes.

Epidemiology/Population Statistics (2 units):

This course provides an overview of population-based public and institutional health including epidemiological concepts and applications, descriptive epidemiology, and measurements of morbidity and mortality.

Nurse Leader Role Synthesis (3 units):

This course integrates principles of graduate education, Nurse Leader role development, and direct care experiences to design, implement, evaluate, and disseminate an outcome-based model of health care improvement. The culminating quality improvement project is reflected in a scholarly paper with dissemination of the results through a poster presentation or a submitted manuscript.

** The role in general nursing leadership is actualized through the following clinical experiences that provide the opportunity for students to observe, participate, and evaluate nursing leadership at the microsystems level; providing a framework to facilitate optimal outcomes within the health care delivery system.

Clinical: Leadership (1 unit - 45 hours):

Clinical: Care Management (1 unit - 45 hours):

Clinical: Education and Outcomes Improvement (2 units - 90 hours)

Clinical: Immersion Role (3 units - 220 hours):

Nurse Practitioner (NP) Programs

Post-Master's Family Nurse Practitioner Certificate (FNP-C) Track

Description: The FNP-C track requires the nursing student to possess a graduate degree in nursing as a part of the admission criteria. Based on the National Organization of Nurse Practitioner Faculties (NONPF) Competencies, the FNP-C track will prepare Advanced Practice Registered Nurses (APRN) with the most advanced clinical and organizational skills to provide the highest standard of care for individuals, families, and communities. By combining advanced practice nursing skills and knowledge of evidence-based research and practice, graduates will be empowered to become more efficient and competent practitioners.

Curriculum: 30 total credits.

21 credits for transfer students*

19 credits for Touro University Master of Science Graduates

*Students who have completed the 3 APRN Core Courses (Advanced Pathophysiology, Advanced Pharmacology, and Advanced Physical Assessment, will receive 9 credits). Students who previously graduated from the Touro University California, School of Nursing (MSN program), may receive an extra 2-unit credit for Population Health.

Degree: Certificate

Format: Online, Synchronous, Asynchronous learning. On campus intensives every semester varying from 1-4 days in person for hands on skills training and role development.

Cost: \$1,070 per credit hour/\$32,100 total

The post-master's FNP-C program builds on existing curricula found in masters' nursing programs, rooted in a social justice framework. In the program, you'll have access to traditional and non-traditional clinical rotations. Our faculty and staff work with several safety-net organizations for unhoused populations, volunteer with international non-governmental organizations, and specialize in interprofessional areas including palliative care, specialty women's health, public health and newborn care.

The FNP-C is offered as full-time coursework - 90% online with several on-campus intensive meetings (for clinical procedures, and gynecologic/genitourinary care) each semester. Coursework is offered over 4 semesters, beginning in January each year, with 630 clinical practice hours in a variety of practice settings and synchronous and asynchronous online courses.

Our School of Nursing prides itself a quality education that provides transformative skills for leadership and change application in healthcare systems. We thrive on the ability to fully support students during their academic journey. Graduates from the FNP program are prepared to practice within health care teams serving diverse populations.

During their education at Touro University of California, FNP-C students:

Perform comprehensive health assessments, including ordering and interpreting diagnostic procedures.

- Partner with patients and families for health promotion and disease prevention
- Generate differential diagnoses and manage acute and chronic health problems and distressing symptoms based on a strong biological science foundation.
- Prescribe and evaluate therapies (medication and non-medication based)
- Utilize developmental, patient-and family-centered approaches with a specific emphasis on vulnerable populations.
- Act as leaders in healthcare systems.
- Advocate for nursing, advanced practice and interprofessional care in a university setting that includes osteopathic physicians, diabetes specialties, physician assistants, national and international public health practitioners, and pharmacists.

Post Master's Family Nurse Practitioner Certificate Course of Study

Course Number	FNP Spring Start	Units	FNP Summer Start	Units
Spring Semester (1)				
NRSC 604	Advanced Physical Assessment	3		
NRSC 607	Advanced Pharmacology	3		
NRSC 608	Advanced Pathophysiology	3		
Summer Semester (2)		9		
NRSC 707	Diagnostics and Procedures	1	Diagnostics and Procedures	1
NRSC 708	FNP Role I (Adult/Geriatrics)	2	FNP Role I (Adult/Geriatrics)	2
NRSC 709	Management of Common Chronic & Acute Health Problems I Clinical (135 hours)	3	Management of Common Chronic & Acute Health Problems I Clinical (135 hours)	3
Fall Semester (3)		6		6
NRSC 711	FNP Role II	2	FNP Role II	2
NRSC 712	Management of Common Chronic & Acute Health Problems II (135 hours)	3	Management of Common Chronic & Acute Health Problems II (135 hours)	3
NURC 713A	Advanced Clinical Diabetes I	1	Advanced Clinical Diabetes I	1
Spring Semester (4)		6		6
NRSC 713B	Advanced Clinical Diabetes II	1	Advanced Clinical Diabetes II	1
NRSC 714	FNP Residency I (180 hours)		FNP Residency I (180 hours)	
NRSC 715	FNP Residency II (180 hours)	3	FNP Residency II (180 hours)	3
NRSC 704	Family and Behavioral Approaches to Population Health	3	Family and Behavioral Approaches to Population Health	3
		2		2
		9		9
Total		30		21

Course #	FNPc Spring Matriculation Summer Semester	Units	FNPc Summer Matriculation Summer Semester	Units
NRSC 707	Diagnostics and Procedures for the FNP	1	Diagnostics and Procedures for the FNP	1
NRSC 708	FNP Role I* (Adult/Geriatric)	2	FNP Role I* (Adult/Geriatrics)	2
NRSC 709	Management of Common Chronic & Acute Health Problems I* (135 hours)	3	Management of Common Chronic & Acute Health Problems I* (135 hours)	3
NRSC 614 or NRSC 704	Epidemiology & Population Statistics OR	2	Epidemiology & Population Statistics or	2
	Family and Behavioral Approaches to Population Health	2	Family and Behavioral Approaches to Population Health	2

Fall Semester

Course #	FNPc Spring Matriculation Fall Semester	Units	FNPc Summer Matriculation Fall Semester	Units
NRSC 711	FNP Role II (OB/Women's Health/Pediatrics/Psych/Special Populations)	2	FNP Role II (OB/Women's Health/Pediatrics/Psych/Special Populations)	2
NRSC 712	Management of Common Chronic & Acute Health Problems II* (135 hours)	3	Management of Common Chronic & Acute Health Problems II* (135 hours)	3
NRSC 713A	Advanced Clinical Management of Diabetes Across the Lifespan I	1	Advanced Clinical Management of Diabetes Across the Lifespan I	1

Spring Semester

Course #	FNPc Spring Matriculation Spring Semester	Units	FNPc Summer Matriculation Spring Semester	Units
NRSC 713B	Advanced Clinical Management of Diabetes Across the Lifespan II	1	Advanced Clinical Management of Diabetes Across the Lifespan II	1

NRSC 714	Family Nurse Practitioner Residency I** (180 hours)	3	Family Nurse Practitioner Residency I* (180 hours)	3
NRSC 715	Family Nurse Practitioner Residency II* (180 hours)	3	Family Nurse Practitioner Residency II* (180 hours)	3
		30		21

630 clinical patient contact hours will be completed in the FNP track.

COURSE DESCRIPTIONS

NRSC 604- Advanced Physical Assessment

This course provides the student with knowledge and clinical experience in advanced health assessment of diverse clients across the life span within the context of the advanced practice role. Emphasis is on acquisition and analysis of relevant data for the development of a comprehensive and holistic assessment.

NRSC 607- Advanced Pharmacology

This course is designed to prepare advanced practice nurses to manage drug therapy for clients across the lifespan. Pharmacokinetic and pharmacodynamic principles and current research form the foundation for discussion of selected drug groups. Emphasis is given to indications, mechanisms of action, dosages, adverse side effects and control, cost containment, and client education.

NRSC 608- Advanced Pathophysiology

The course builds on a basic understanding of pathophysiology, providing in- depth understanding of adaptation and alteration in cellular function, biorhythms, cardiovascular system, pulmonary system, neuroendocrine system, immune system, and musculoskeletal system. Alterations due to internal/external stressors and aging will be identified.

NRSC 614- Epidemiology and Population Statistics

Overview of population-based public and institutional health including epidemiological concepts and application, descriptive epidemiology, and measurements of morbidity and mortality.

NRSC 704- Family and Behavioral Approaches to Population Health

This course explores existing theories across disciplines relevant to health promotion and risk reduction. Students will review and critique individual, interpersonal and community level models used in health promotion and risk reduction research.

NRSC 707- Diagnostics for Family Nurse Practitioner

This course provides diagnostic reasoning skills, which enables the family nurse practitioner to order and interpret appropriate clinical laboratory tests. Students apply these skills during clinical experiences throughout the family nurse practitioner curriculum for the management of chronic and acute illnesses.

NRSC 708- FNP Role I – Adult/Geriatric

This seminar offers the opportunity to evaluate family health theories and concepts. Emphasis is on the development of the FNP in primary care and the integration of theoretical and methodological approaches to family health care. The family nurse practitioner's role and function as a member of an interdisciplinary team are introduced as well as working with geriatric, unhoused and other vulnerable populations.

NRSC 709- Management of Common Chronic and Acute Health Problems I

This course is the first on clinical management of common acute and chronic health problems. The focus of the course is on the recognition and management of common chronic and acute health problems of clients across the lifespan. The course integrates assessment, current research findings, and theory into the diagnostic reasoning and management of primary care. Concepts of health promotion and maintenance, anticipatory guidance, health education, behavioral management strategies, and family-focused health care are emphasized. Clinical experiences are used to apply knowledge to practice in collaborative settings with a preceptor (135 hours).

NRSC 711- FNP Role II – Obstetric/Women's Health/Pediatric/Psych/Special Populations

This seminar builds on the development of the FNP and emphasizes issues related to advanced practice roles and functions in primary care. The course offers the opportunity to evaluate family health theories and concepts with a specific focus on primary care management in women's health, pediatrics, psychiatry/mental health and community health in interprofessional settings.

NRSC 712- Management of Common Chronic and Acute Health Problems II

This course is the second course in the series on the management of common chronic and acute health problems. The focus is on the family nurse practitioner's role in the recognition and management of common chronic and acute health problems of clients across the lifespan. The course integrates assessment, current research findings, and theory into the diagnostic reasoning and management of primary care. Concepts of health promotion and maintenance, anticipatory guidance, health education, behavioral management strategies, and family-focused health care are emphasized. Clinical experiences are utilized for the application of knowledge to practice. (135 hours)

NRSC 713A- Advanced Clinical Management of Diabetes across the Lifespan I

The focus of this course is diabetes (T1 and T2) throughout the lifespan. The course explores epidemiology, pathophysiology, clinical disease management, treatment, education, and self-care management of diabetes for the patient and their families.

NRSC 713B- Advanced Clinical Management of Diabetes across the Lifespan II

This second section of the course provides the interprofessional educational experience with engagement in case studies related to diabetes and integration of care through assignments and discussions.

NRSC 714- Family Nurse Practitioner Residency I

This clinical practicum provides an in-depth focus on the development of leadership and clinical management skills and the application, refinement, and synthesis of knowledge and skills developed in previous didactic and clinical courses. Interdisciplinary collaborative practice and the student's own advanced nursing practice model are emphasized (180 hours).

NRSC 715- Family Nurse Practitioner Residency II

This course is a continuation of Family Nurse Practitioner Residency I. This clinical practicum provides an in-depth focus on the development of leadership and clinical management skills and the application, refinement, and synthesis of knowledge and skills developed in previous didactic and clinical courses. Interdisciplinary collaborative practice and the student's own advanced nursing practice model are emphasized (180 hours).

Course Transfer Process for incoming FNP-C Candidates and Post Graduate Touro SON MSN students:

Students requesting transfer credit for Advanced Physical Assessment, Advanced Pharmacology, and Advanced Pathophysiology coursework must have completed the courses no more than 5 years prior to matriculation into the program. Students who meet the requirements for Physical Assessment will be required to pass a Physical Examination Lab to enter the program. and complete an online diagnostic reasoning test for the 3Ps with a pass score of 80%.

1. If coursework was taken greater than 5 years prior to matriculation into the program, students must enroll in all three courses for credit.
2. If student is an actively practicing advanced practice nurse (NP, CNS, CRNA, Mid-Wife) or CNL and desires to change their specialty to the Family Nurse Practitioner they must submit syllabi from previous master's or post-master's nurse practitioner program for evaluation of equivalency.
3. If student is an actively practicing advanced practice nurse in (NP, CNS, CRNA, Mid- Wife) or CNL, NRSC 604 Advanced Physical Assessment can be waived after demonstrating competency using the rubric for the final exam of NRSC 604.

NOTE: To apply for a furnishing license in California the Advanced Pharmacology course must be taken within 5 years of applying for the license.

For completion of the program, a student will complete 630 clinical hours as part of the Family Nurse Practitioner portion of the program (through clinical rotations).

Graduation Requirements

All programs within the School of Nursing require a minimum of 80% score to pass each numerically graded theory course and a Passing grade for all clinical courses that are graded as pass/fail. The Post-Graduate Family Nurse Practitioner Certificate students must complete a total of 30 units and a minimum of 630 clinical hours (direct patient care hours). The total number of units includes transferred and substituted units awarded upon admissions or during matriculation.

Time to Degree Completion: FNP-C students are required to complete their degree requirements within 3 years from the date of enrollment.

Post Master's Psychiatric Mental Health Nurse Practitioner Certificate (PMHNP-C) Track

Description: The PMHNP-C track requires the nursing student to possess a graduate degree in nursing as a part of the admission criteria. Based on the National Organization of Nurse Practitioner Faculties (NONPF) Competencies, the PMHNP-C track will prepare Advanced Practice Registered Nurses (APRN) with the most advanced clinical and organizational skills to provide the highest standard of care for individuals, families, and communities in behavioral

and mental health competencies. By combining advanced practice nursing skills and knowledge of evidence-based research and practice, graduates will be empowered to become more efficient and competent practitioners.

Curriculum: 38 total credits with 1(one) optional elective credit

28 credits for transfer students who have completed the 3 (three) APRN Courses, with 1(one) optional elective credit.

Students who have completed the 3 (three) APRN Core Courses (Advanced Pathophysiology, Advanced Pharmacology, and Advanced Physical Assessment, will receive 9 transfer credits).

Degree: Certificate

Format: Online, Synchronous, Asynchronous learning. On campus intensives every semester varying from 1-4 days in person for hands on skills training and role development.

Cost: \$1,040 per credit hour/up to \$39,500 total for the full program

The post-master's PMHNP-C program builds on existing curricula found in masters' nursing programs, rooted in a social justice framework. In the program, you'll have access to traditional and non-traditional clinical rotations. Our faculty and staff work with several safety-net organizations for unhoused populations, volunteer with international non-governmental organizations, and specialize in interprofessional areas including palliative care, specialty women's health, public health and newborn care.

The PMHNP-C is offered as full-time coursework - 90% online with several on-campus intensive meetings (for procedures, simulation, patient care experiences, and telemedicine application labs) each semester. Coursework is offered over 5 semesters, beginning in Fall (August) of each year, with 750 clinical hours in a variety of practice settings.

Our School of Nursing prides itself in maintaining easy accessibility for students to meet with faculty. Your professors are available in person or online to provide a personal connection between the students and the university. Graduates from the PMHNP program are prepared to practice within health care teams serving diverse populations.

During their education at Touro University of California, PMHNP-C students:

- 1 Perform comprehensive health assessments, including ordering and interpreting diagnostic procedures
- 2 Partner with patients and families for health promotion and disease prevention
- 3 Generate differential diagnoses and manage acute and chronic health problems and distressing symptoms based on a strong biological science foundation
- 4 Prescribe and evaluate therapies (medication and non-medication based)
- 5 Utilize developmental, patient-and family-centered approaches with a specific emphasis on vulnerable populations
- 6 Act as leaders in healthcare systems
- 7 Advocate for nursing, advanced practice and interprofessional care in a university setting that includes osteopathic physicians, diabetes specialties, physician assistants, national and international public health practitioners, and pharmacist

Post Masters PMHNP Program Course of Study

Course Number	PMHNP Fall Start	Units	PMHNP Spring Start	Units
Fall Semester (1)				
NRSC 604	Advanced Physical Assessment	3		
NRSC 607	Advanced Pharmacology	3		
NRSC 608	Advanced Pathophysiology	3		
Spring Semester (2)				
NRSC XXX	Applied Psychopharmacology	2	Applied Psychopharmacology	2
NRSC XXX	Psychotherapeutic Principles	2	Psychotherapeutic Principles	2
NRSC XXX	Applied Psychotherapy (150 hours)	3	Applied Psychotherapy (150 hours)	3
Summer Semester (3)				
NRSC XXX	PMHNP I- Management of Acute and Common Behavioral Health Disorders Across the Lifespan	3	PMHNP I- Management of Acute and Common Behavioral Health Disorders Across the Lifespan	3
NRSC XXX	PMHNP 1- Clinical Practice (150 hours)	3	PMHNP 1- Clinical Practice (150 hours)	3
Fall Semester (4)				
NRSC XXX	PMHNP II- Management of Chronic Behavioral Health Disorders Across the Lifespan	3	PMHNP II- Management of Chronic Behavioral Health Disorders Across the Lifespan	3
NRSC XXX	PMHNP II- Clinical Practice (225 hours)	4	PMHNP II- Clinical Practice (225 hours)	4
NRSC XXX	Telemedicine (Applied Lab)	1	Telemedicine (Applied Lab)	1
Spring Semester (5)				
		8		8

NRSC XXX	PMHNP III-Management of Special Populations (Maternal, Substance Abuse, Elderly) in Complex settings	3	PMNP III-Management of Special Populations (Maternal, Substance Abuse, Elderly, Complex)	3
NRSC XXX	PMHNP III- Clinical (225 hours)	4	PMHNP III- Clinical (225 hours)	4
NRSC XXX	Optional Clinical Practice Elective- Street Medicine, Pain and Addiction Medicine, Inpatient, Emergency (50 hours)	1	Optional Clinical Elective- Street Medicine, Pain and Addiction Medicine, Inpatient, Emergency (50 hours)	1
		8		8
	Total	37-38		28-29

750 clinical hours will be completed in the PMHNP track.

COURSE DESCRIPTIONS

NRSC 604- Advanced Physical Assessment

This course provides the student with knowledge and clinical experience in advanced health assessment of diverse clients across the life span within the context of the advanced practice role. Emphasis is on acquisition and analysis of relevant data for the development of a comprehensive and holistic assessment.

NRSC 607- Advanced Pharmacology

This course is designed to prepare advanced practice nurses to manage drug therapy for clients across the lifespan. Pharmacokinetic and pharmacodynamic principles and current research form the foundation for discussion of selected drug groups. Emphasis is given to indications, mechanisms of action, dosages, adverse side effects and control, cost containment, and client education.

NRSC 608- Advanced Pathophysiology

The course builds on a basic understanding of pathophysiology, providing in- depth understanding of adaptation and alteration in cellular function, biorhythms, cardiovascular system, pulmonary system, neuroendocrine system, immune system, and musculoskeletal system. Alterations due to internal/external stressors and aging will be identified.

NRSC 720- Applied Psychopharmacology

This course provides an in-depth understanding of psychopharmacology and its application in the treatment of psychiatric disorders. Key topics will include the classification of psychotropic drugs, evidence-based prescribing practices, and the role of the nurse practitioner in medication management. Emphasis is placed on the action, absorption, distribution, metabolism, excretion, and adverse reactions of the major classes of medications used in clinical practice. Students will also examine the ethical and legal considerations in prescribing, including informed consent and the monitoring of medication efficacy and safety.

NRSC 721- Psychotherapeutic Principles

This course provides an in-depth exploration of the role and scope of the Psychiatric Mental Health Nurse Practitioner (PMHNP). It emphasizes the critical importance of health promotion, protection, disease prevention, and comprehensive treatment across the lifespan. An introduction to the Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR) will be examined, highlighting its significance in the practice of the PMHNP. Students will focus on how the DSM-5 serves as a critical tool for comprehensive assessment, accurate diagnosis, and effective treatment planning. Theoretical models and implications for treatment will be explored to achieve positive mental health outcomes.

NRSC 722 Applied Psychotherapy Clinical Practice (150 hours)

This course provides a practicum experience designed for advanced practice nursing students, emphasizing the application of psychotherapeutic modalities across the lifespan. Students will engage in clinical experience under the supervision of qualified preceptors in the role of conducting therapy. Throughout the practicum, students will develop and refine their competencies in psychotherapeutic approaches in clinical practice. This course includes seminar discussions that support the students in their clinical practicums.

NRSC 723 PHMNP 1- Management Acute and Common Behavioral Health Disorders Across the Lifespan

This course focuses on understanding common psychiatric conditions that affect people of all ages. Students will deepen their knowledge of the DSM-5-TR, learning how to identify relevant differential diagnoses. This includes using and interpreting screening tools and lab results to ensure accurate assessments that guide effective treatment for individuals at any stage of life. The course will also cover evidence-based psychotherapies, including pharmacological treatments, and appropriate therapies that promote positive outcomes. Additionally, there will be a focus on the importance of collaboration and cultural competence in treatment aimed at supporting improved patient engagement and outcomes.

NRSC 724- PMHNP 1 Clinical Practice (150 Hours)

This clinical practice course will provide 150 hours of patient directed care experiences focused on the theoretical management of acute and common health conditions across the lifespan. The assessment, diagnosis, and management of acute and common conditions in children, adults and older adults in the clinical setting utilizing the scope of the Psychiatric Mental Health Nurse Practitioner will support the role development and achievement of clinical competencies. The child, adult and older adult will be holistically examined and treated using various modalities and evidence-based approaches. Clinical practice experiences will include interprofessional opportunities.

NRSC 725 PMHNP II- Management of Chronic Behavioral Health Disorder Across the Lifespan

This theory course examines chronic mental and behavioral health disorders and their etiology and treatment for patients across the lifespan. Neurobiological and psychosocial models will be analyzed and applied to the assessment and management of behavioral health disorders. Evidence based guidelines, research and epidemiological data will be employed to formulate outcome-based practice. An emphasis on holistic care and a patient centered approach will be utilized.

NRSC 726 PMHNP II Clinical Practice (225 Hours)

This clinical practice course will provide 225 hours of patient directed care experiences focused on the management of chronic mental and behavioral health conditions across the lifespan. The assessment, diagnosis, and management of chronic mental and behavioral conditions in children, adults and older adults in the clinical setting utilizing the scope of the Psychiatric Mental Health Nurse Practitioner will support the role development and achievement of clinical competencies. The child, adult and older adult will be holistically examined and treated using various modalities and evidence-based approaches. Clinical practice experiences will include interprofessional opportunities.

NRSC 730 Telemedicine Applied Lab

This course discovers the evolution of telemedicine in psychiatric care, best practices for patient care in the digital environment, and strategies for effective patient encounters across the lifespan. This course will prepare students in recognition of the benefits using the various methods of telehealth delivery. Students will practice simulated telehealth encounters to build strategies for effective and productive telemedicine encounters.

NRSC727- PMHNP III- Management of Special Populations (Maternal, Substance Abuse, Elder Adult) in Complex settings

This theory course examines special populations with mental and behavioral health disorders. This course will build upon prior theory of management of mental and behavioral health disorders that have a more complex nature due to the population specific needs. A focus on assessment and treatment of mental and behavioral health disorders utilizing strategies specific to maternal mental illness, patients with pain or substance use disorders and the elderly population will be explored. Neurobiological and psychosocial models will be analyzed and applied to the assessment and management of behavioral health disorders. Evidence based guidelines, research and epidemiological data will be employed to formulate outcome-based practice. An emphasis on holistic care and a patient centered approach will be utilized.

NRSC 728- PMHNP III- Clinical Practice (225 hours)

This clinical practice course will provide 225 hours of patient directed care experiences focused on the management of mental and behavioral health conditions in special and complex populations. The assessment, diagnosis, and management of mental and behavioral conditions of mothers, adults and older adults in complex clinical settings utilizing the scope of the Psychiatric Mental Health Nurse Practitioner will support the role development and achievement of clinical competencies. Mothers, adult and older adult will be holistically examined and treated using various modalities and evidence-based approaches. Clinical practice experiences will include interprofessional opportunities.

NRSC 729- Optional Clinical Practice Elective (50 Hours)

This optional elective clinical practice course for 50 patient-directed care experience hours will allow for the expansion of clinical acumen and competency for PMHNP students. In this clinical practice course, PMHNP students will engage in supervised clinical experiences with Psychiatric and Behavioral Health clinicians, in various settings using an Interprofessional approach.

Post Master's FNP Certificate Graduation Requirements

All programs within the School of Nursing require a minimum of 80% score to pass each numerically graded theory course and a Passing grade for all clinical courses that are graded as pass/fail. The Post-Graduate Family Nurse Practitioner Certificate students must complete a total of 30 units and a minimum of 630 clinical hours (direct patient care hours). The total number of units includes transferred and substituted units awarded upon admissions or during matriculation.

Upon successful completion of the program, graduates will be ready to apply for licensing from the Board of Registered Nursing (BRN) California and be eligible to sit for FNP certification exams through the American Nurses Credentialing Center (ANCC) or American Academy of Nurse Practitioners (AANP) Certification Program.

Post Master's PMHNP Certificate Graduation Requirements

All programs within the School of Nursing require a minimum of 80% score to pass each numerically graded theory course and a Passing grade for all clinical courses that are graded as pass/fail. The Post-Graduate Psychiatric Mental Health Nurse Practitioner Certificate students must complete a total of 37 units and a minimum of 750 clinical hours (direct patient care hours). The total number of units includes transferred and substituted units awarded upon admissions or during matriculation.

Upon successful completion of the program, graduates will be ready to apply for licensing from the Board of Registered Nursing (BRN) California and be eligible to sit for PMHNP certification exams through the American Nurses Credentialing Center (ANCC) or American Academy of Nurse Practitioners (AANP) Certification Program.

Transfer of Core APRN Courses for NP Programs

Students requesting transfer credit for Advanced Physical Assessment, Advanced Pharmacology, and Advanced Pathophysiology coursework must have completed the three courses separately, in an advanced practice nursing program or at the advanced practice level. The guidelines below must be met, or the courses will need to be retaken.

Advanced Pharmacology Course Requirements for California NPs

To apply for a furnishing license in California the Advanced Pharmacology **course must be taken within 5 years of** applying for the license and meet the requirements under the BRN regulations. For courses taken more than 5 years ago to qualify, the student must you hold a CA NP furnishing license and provide proof of five (5) years of work experience writing prescriptions, a valid DEA number, and previous completion of an Advanced Pharmacology course (minimum 3 credits/units) that meets the BRN requirements.

(<https://www.rn.ca.gov/pdfs/applicants/npfinstruct.pdf>)

Advanced Pathophysiology Course Requirements for NPs

The student has completed an Advanced level Pathophysiology course (minimum 3 credits/units) at the APRN level. The Advanced level Pathophysiology course was not a combined course. The student must submit syllabi from previous master's or post-master's nurse practitioner program for evaluation of equivalency. If the course is not deemed equivalent or able to meet the requirements for CA BRN Licensure or National Board Certification criteria, the student must take the course.

Advanced Physical Assessment Course Requirements for NPs

The student has completed an Advanced Physical Assessment course (minimum 3 credits/units) at the APRN level. The Advanced Assessment course covers the lifespan and applies to all NP tracks. The student must submit syllabi from previous master's or post-master's nurse practitioner program for evaluation of equivalency. If the course is not deemed equivalent or able to meet the requirements for CA BRN Licensure or National Board Certification criteria, the student must take the course.

These courses must have been taken within the last 7 years.

Students who are currently practicing as APRNs and changing specialty or role

- Must meet the same Advanced Pharmacology course requirements as above.
- For Advanced Pathophysiology, if the course was taken more than 10 years ago, the student must show competency by passing a readiness test prior to their clinical semester.
- For Advanced Physical Assessment, the course can be waived after demonstrating competency of the final evaluation (head to toe exam) using the evaluation rubric for the current School of Nursing APRN level Advanced Physical Assessment Course.

COURSE DESCRIPTIONS

Family Nurse Practitioner Track

NRSC 604- Advanced Physical Assessment

This course provides the student with knowledge and clinical experience in advanced health assessment of diverse clients across the life span within the context of the advanced practice role. Emphasis is on acquisition and analysis of relevant data for the development of a comprehensive and holistic assessment.

NRSC 607- Advanced Pharmacology

This course is designed to prepare advanced practice nurses to manage drug therapy for clients across the lifespan. Pharmacokinetic and pharmacodynamic principles and current research form the foundation for discussion of selected drug groups. Emphasis is given to indications, mechanisms of action, dosages, adverse side effects and control, cost containment, and client education.

NRSC 608- Advanced Pathophysiology

The course builds on a basic understanding of pathophysiology, providing in- depth understanding of adaptation and alteration in cellular function, biorhythms, cardiovascular system, pulmonary system, neuroendocrine system, immune system, and musculoskeletal system. Alterations due to internal/external stressors and aging will be identified.

NRSC 704- Family and Behavioral Approaches to Population Health

This course explores existing theories across disciplines relevant to health promotion and risk reduction. Students will review and critique individual, interpersonal and community level models used in health promotion and risk reduction research.

NRSC 707- Diagnostics for Family Nurse Practitioner

This course provides diagnostic reasoning skills, which enables the family nurse practitioner to order and interpret appropriate clinical laboratory tests. Students apply these skills during clinical experiences throughout the family nurse practitioner curriculum for managing chronic and acute illnesses.

NRSC 708- FNP Role I – Adult/Geriatric

This seminar offers the opportunity to evaluate family health theories and concepts. Emphasis is on the development of the FNP in primary care and the integration of theoretical and methodological approaches to family health care. The family nurse practitioner's role and function as an interdisciplinary team member are introduced and work with geriatric, unhoused and other vulnerable populations.

NRSC 709- Management of Common Chronic and Acute Health Problems I

This course is the first on clinical management of common acute and chronic health problems. The focus of the course is on the recognition and management of common chronic and acute health problems of clients across the lifespan. The course integrates assessment, current research findings, and theory into the diagnostic reasoning and management of primary care. Concepts of health promotion and maintenance, anticipatory guidance, health education, behavioral management strategies, and family-focused health care are emphasized. Clinical experiences are used to apply knowledge to practice in collaborative settings with a preceptor (135 hours).

NRSC 711- FNP Role II – Obstetric/Women's Health/Pediatric/Psyche/Special Populations

This seminar builds on the development of the FNP and emphasizes issues related to advanced practice roles and functions in primary care. The course offers the opportunity to evaluate family health theories and concepts with a specific focus on primary care management in women's health, pediatrics, and psychiatry/mental health and community health in interprofessional settings.

NRSC 712- Management of Common Chronic and Acute Health Problems II

This course is the second course in the series on the management of common chronic and acute health problems. The focus is on the family nurse practitioner's role in the recognition and management of common chronic and acute health problems of clients across the lifespan. The course integrates assessment, current research findings, and theory into the diagnostic reasoning and management of primary care. Concepts of health promotion and maintenance, anticipatory guidance, health education, behavioral management strategies, and family-focused health care are emphasized. Clinical experiences are used for applying knowledge to practice. (135 hours)

NRSC 713A- Advanced Clinical Management of Diabetes across the Lifespan I

The focus of this course is diabetes (T1 and T2) throughout the lifespan. The course explores epidemiology, pathophysiology, clinical disease management, treatment, education, and self-care management of diabetes for the patient and their families.

NRSC 713B- Advanced Clinical Management of Diabetes across the Lifespan II

This second section of the course provides the interprofessional educational experience with engagement in case studies related to diabetes and integration of care through assignments and discussions.

NRSC 714- Family Nurse Practitioner Residency I

This clinical practicum provides an in-depth focus on the development of leadership and clinical management skills and the application, refinement, and synthesis of knowledge and skills developed in previous didactic and clinical

courses. Interdisciplinary collaborative practice and the student's own advanced nursing practice model are emphasized (180 hours).

NRSC 715- Family Nurse Practitioner Residency II

This course is a continuation of Family Nurse Practitioner Residency I. This clinical practicum provides an in-depth focus on the development of leadership and clinical management skills and the application, refinement, and synthesis of knowledge and skills developed in previous didactic and clinical courses. Interdisciplinary collaborative practice and the student's own advanced nursing practice model are emphasized (180 hours).

Psychiatric Mental Health Nurse Practitioner (PMHNP)Track

NRSC 604- Advanced Physical Assessment

This course provides the student with knowledge and clinical experience in advanced health assessment of diverse clients across the life span within the context of the advanced practice role. Emphasis is on acquisition and analysis of relevant data for the development of a comprehensive and holistic assessment.

NRSC 607- Advanced Pharmacology

This course is designed to prepare advanced practice nurses to manage drug therapy for clients across the lifespan. Pharmacokinetic and pharmacodynamic principles and current research form the foundation for discussion of selected drug groups. Emphasis is given to indications, mechanisms of action, dosages, adverse side effects and control, cost containment, and client education.

NRSC 608- Advanced Pathophysiology

The course builds on a basic understanding of pathophysiology, providing in- depth understanding of adaptation and alteration in cellular function, biorhythms, cardiovascular system, pulmonary system, neuroendocrine system, immune system, and musculoskeletal system. Alterations due to internal/external stressors and aging will be identified.

NURS 720- Applied Psychopharmacology

This course provides an in-depth understanding of psychopharmacology and its application in the treatment of psychiatric disorders. Key topics will include the classification of psychotropic drugs, evidence-based prescribing practices, and the role of the nurse practitioner in medication management. Emphasis is placed on the action, absorption, distribution, metabolism, excretion, and adverse reactions of the major classes of medications used in clinical practice. Students will also examine the ethical and legal considerations in prescribing, including informed consent and the monitoring of medication efficacy and safety.

NRSC 721- Psychotherapeutic Principles

This course offers a thorough examination of the role and responsibilities of the Psychiatric Mental Health Nurse Practitioner (PMHNP). It underscores the vital importance of health promotion, disease prevention, and holistic treatment throughout a person's life. The curriculum includes an overview of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR), emphasizing its relevance in PMHNP practice. Students will learn how the DSM-5 functions as an essential resource for comprehensive assessments, precise diagnoses, and effective treatment planning. Additionally, theoretical models and their implications for treatment will be explored to foster positive mental health outcomes.

NRSC 722- Applied Psychotherapy

This course establishes the framework for the practicum experience tailored for advanced practice psychiatric mental health nurse practitioner students, focusing on the application of psychotherapeutic modalities across the lifespan. Students will participate in clinical experiences under the guidance of qualified preceptors, assuming a role in the delivery of therapeutic approaches. Through 150 clinical hours of direct involvement, students will enhance and refine their skills in psychotherapeutic approaches within a clinical setting.

NRSC 723- PMHNP I- Management of Acute and Common Behavioral Health Disorders Across the Lifespan

This course focuses on understanding common psychiatric conditions that affect people of all ages. Students will deepen their knowledge of the DSM-5-TR, learning how to identify relevant differential diagnoses. This includes using and interpreting screening tools and lab results to ensure accurate assessments that guide effective treatment for individuals at any stage of life. The course will also cover evidence-based psychotherapies, including pharmacological treatments, and appropriate therapies that promote positive outcomes. Additionally, there will be a focus on the importance of collaboration and cultural competence in treatment aimed at supporting improved patient engagement and outcomes.

NRSC 724- PMHNP I Clinical Practice

This course offers hands-on practicum experience for advanced practice nursing students, focusing on acute and common psychiatric conditions in clinical settings. Under the supervision of qualified preceptors, students will take on more responsibility in providing comprehensive health care to diverse populations. Throughout 150 clinical hours of direct involvement, students will enhance their skills in key areas of advanced psychiatric nursing, including assessment, planning, implementation, and evaluation. In addition to the clinical practice, the course includes seminar discussions that explore the roles of advanced practice nurses. These discussions will address the complexities of mental health care, the challenges of navigating the healthcare system, and the importance of advocating for patients' needs.

NRSC 725- Management of Chronic Behavioral Health Disorders Across the Lifespan

This course examines the management of chronic behavioral health disorders that affect individuals' health throughout the lifespan. Students will build on their knowledge of the DSM-5-TR, refining their skills in formulating differential diagnoses to guide effective treatment for individuals with chronic mental health conditions. The course will also focus on the use of evidence-based psychotherapeutic approaches, including pharmacological treatments and appropriate therapies, to foster positive outcomes across the lifespan. A continued emphasis will be placed on the significance of collaboration and cultural competence in treatment to enhance patient engagement and improve outcomes.

NRSC 726- PMHNP II Clinical Practice

This course offers a practicum experience tailored for advanced practice nursing students, focusing on the management of chronic psychiatric conditions across the lifespan in a clinical setting. Students will further develop their skills through hands-on clinical practice under the supervision of qualified preceptors, gradually taking on greater responsibility for providing comprehensive healthcare services to diverse populations. Throughout 225 clinical hours of direct involvement, students will enhance their competencies in core areas of advanced psychiatric nursing practice, including assessment, planning, implementation, and evaluation. The course also includes seminar discussions that examine the roles and responsibilities of advanced practice nurses, offering a platform to explore the complexities of mental health care, challenges within the healthcare system, and the critical role of patient advocacy.

NRSC 730- Telemedicine Applied Lab

This course is aimed at psychiatric nurse practitioners looking to advance their skills in telepsychiatry. Combining theoretical instruction with practical simulations, participants will explore the principles, best practices, and ethical considerations involved in providing mental health care in a virtual setting. The course includes simulation exercises focusing on effective communication, comprehensive assessment techniques, and evidence-based interventions suited for telehealth. Additionally, it will cover the legal and ethical aspects of telepsychiatry, including HIPAA compliance and informed consent.

NRSC 727- Management of Special Populations (Maternal, Substance Abuse, Elderly, Complex)

This course examines the management of special populations that influence the health of individuals throughout the lifespan. Students will utilize the DSM-5-TR to analyze complex conditions and their effects on individuals. Treatment strategies will be identified to address these conditions and ensure effective care delivery for positive mental health outcomes. The course will also explore psychiatric emergencies and complexities, with a focus on safety, harm reduction, and high-risk care.

NRSC 728- PMHNP III Clinical Practice

This course offers a practicum experience tailored for advanced practice nursing students, focusing on the care of special populations across the lifespan. Building on previous clinical experiences, students will expand their expertise in specialized areas while engaging in hands-on practice under the guidance of qualified preceptors, providing comprehensive healthcare services to these populations. Throughout 225 clinical hours of direct involvement, students will refine their competencies in key aspects of advanced psychiatric nursing, including assessment, planning, implementation, and evaluation. In addition to clinical practice, the course features seminar discussions that explore the roles and responsibilities of the advanced practice nurse as students prepare for the transition to independent practice and leadership. These discussions will provide an opportunity to examine the complexities of mental health care, the challenges of navigating the healthcare system, and the critical role of patient advocacy.

NRSC 729- Clinical Practice Elective – (50 Hours) optional

This elective course provides psychiatric nurse practitioner students with an immersive clinical experience designed to enhance specialty skills in managing patients across a variety of high-need settings. Students will gain hands-on experience in emergency medicine, inpatient rehabilitation, pain and addiction medicine, street medicine, maternal mental illness, and/or care for other vulnerable populations. Through 50 clinical hours of direct involvement, students will develop advanced clinical assessment and management skills tailored to the unique needs of these diverse groups. The course aims to prepare students for the Psychiatric Mental Health Nurse Practitioner (PMHNP) role by equipping them with the practical expertise needed to address complex psychiatric conditions and procedures in specialized care environments.

Associate i Applied Science (A.A.S) Diagnostic Medical Sonography

Administration

Staff and Faculty

Dr. Patricia Vargas-Ikits	Professor & Program Director
Alan Miller	Professor
Hardeep Kaur	Assistant Professor
Bushra Hendi	Clinical Ed Coordinator & Assistant Professor
Jane Rizzo	Adjunct Faculty
Samantha Shubrook	Adjunct Faculty
Craig Peneff	Adjunct Faculty
Tyler Reiz	Adjunct Faculty
Amandeep Sandhu	Adjunct Faculty

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Contact Information

<https://tu.edu/programs/sonography/>

Mission Statement

The mission of the Touro University California (TUC) Diagnostic Medical Sonography (DMS) Program is to provide a comprehensive education to prepare students for a successful career in sonography. Our Program is committed to fostering academic excellence, clinical proficiency, and professional integrity. We strive to develop compassionate, competent, and ethical sonographers who will deliver high-quality patient care and contribute to the advancement of the sonography profession, by promoting a dynamic learning environment, we ensure that graduates are equipped with the knowledge, technical skills, and critical thinking necessary to meet the challenges of rapidly evolving healthcare landscape.

Our Program focuses on:

- Adherence to the highest educational and professional standards

- Clinical competence
- Patient-centered care
- Professionalism and ethical practice
- Continuous improvement

Our goal is to produce skilled and knowledgeable sonographers who are prepared to provide quality diagnostic imaging services, contribute to the interdisciplinary healthcare team, and uphold the principles of patient safety and well-being.

Goals

Our goal is to provide a high-quality educational experience to prepare competent, ethical, and culturally sensitive entry-level sonographers.

Students will:

1. Demonstrate the knowledge necessary for a clinically competent, safe entry-level diagnostic medical sonographer.
2. Demonstrate effective interactive communication.
3. Employ critical thinking and problem solving for decision making in sonography practice.
4. Foster respect and appreciation of cultural diversity.

Graduation is contingent upon successfully completing all courses in the program. Grading is done on a numerical scale (70 – 100). A grade of 70 is a passing grade. Any grade below a 70 is considered substandard and will be demarked as a “U” for Unsatisfactory. All courses must be completed within 6 years of admission.

Associate in Applied Science (A.A.S.) in Diagnostic Medical Sonography (85 Credits)

Core Requirements (21 credits):

GENC 110 Composition & Communication	4
GENC 120 College Mathematics	3
GENC 130 Anatomy and Physiology I/Lab	4
GENC 140 Introduction to Physics.....	3
GENC 230 Biomedical Ethics	3
GENC 240 Sociology of Health Care.....	3

Required Courses (62 Credits):

DMSC 110 Medical Terminology	2
DMSC 115 Introduction to Ultrasound	3
DMSC 120 Ultrasound Physics I & Lab	3
DMSC 125 Ultrasound Physics II.....	1
DMSC 130 Sonographic Cross-Sectional Anatomy	3
DMSC 140 Abdominal Sonography I & Lab.....	4

DMSC 145 Abdominal Sonography II & Lab.....	4
DMSC 150 Small Parts Sonography & Lab.....	4
DMSC 160 Obstetrics & Gynecology Sonography I & Lab	4
DMSC 165 Obstetrics & Gynecology Sonography II & Lab.....	4
DMSC 170 Venous Testing & Lab	4
DMSC 175 Arterial Testing & Lab	4
DMSC 180 Extra & Intracranial Ultrasound & Lab	4
DMSC 185 Clinical Preparation & Lab	3
DMSC 210 Clinical Externship I	9
DMSC 220 Clinical Externship II	9

A.A.S. In Diagnostic Medical Sonography Course Descriptions

DMSC 110 Medical Terminology

This course offers a systematic approach to understanding medical terminology through the analysis and translation of medical terms. Students will be able to practice and use this specialized language in preparation to work in the clinical setting. 2 Credits.

DMSC 115 Introduction to Ultrasound

This course will introduce the student to sonography. It will cover equipment usage, ergonomics, scanning techniques, medical ethics, and legal issues concerning the sonographer. Emphasis will be placed on patient care, professionalism, and infection control. This course is the foundation for all sonography courses. 3 Credits.

DMSC120 Ultrasound Physics I & Lab

This course will provide the fundamental principles and clinical applications of ultrasound physics and instrumentation essential to understand the properties of sound and ultrasound used in diagnostic imaging. The course will cover Doppler, spectral analysis, B-Mode, and M-Mode. The interaction of ultrasound and tissue, ultrasound artifacts and bio-effects will also be examined. 3 Credits.

Pre-requisite: *Introduction to Physics*

DMSC 125 Ultrasound Physics II

This course is a continuation of Physics I & Lab, and it is designed to review the ultrasound physics principles and concepts previously learned. It will focus on hemodynamics, Doppler, and color Doppler imaging. It will prepare the student for the Sonographic Principles and Instrumentation (SPI) exam. 1 Credit.

Pre-requisite: *Ultrasound Physics I & Lab*

DMSC 130 Sonographic Cross-Sectional Anatomy

This course will explore the structure of the human anatomy in all body planes with emphasis on the cross-sectional mode. The spatial relationship of organs, vessels, bones, muscles, and connective tissues will be examined. It will cover a review and comparison of normal and abnormal structures in ultrasound and other medical imaging modalities. 4 Credits.

Pre-requisite: Anatomy & Physiology/Lab

DMSC 140 Abdominal Sonography I & Lab

This course is designed to introduce the student to abdominal diagnostic medical sonography and abdominal scanning techniques. The anatomy and physiology associated with visceral and vascular conditions will be explored. It will provide the foundation of abdominal sonography and include a strong hands-on component in the ultrasound training laboratory. 4 Credits.

DMSC 145 Abdominal Sonography II & Lab

This course is a continuation of Abdominal Sonography I & Lab. It will review abnormal abdominal anatomy and physiology with an emphasis on invasive procedures and Doppler correlation. Laboratory sessions will include advanced instrumentation and scanning techniques of the abdomen. 4 Credits.

Pre-requisite: Abdominal Sonography I & Lab

DMSC 150 Small Parts Sonography & Lab

This course will cover the sonographic evaluation of superficial structures such as the thyroid and parathyroid glands, breast, male reproductive system, and the neonatal head, neonatal spine, and neonatal hip. It will focus on anatomy, pathology, treatment options, and data analysis and interpretation. Laboratory sessions will provide advanced instrumentation and proper scanning techniques of superficial structures. 4 Credits.

DMSC 160 Obstetrics & Gynecology Sonography I & Lab

This course provides a thorough understanding of OB/GYN sonography, focusing on key aspects such as ergonomics, scanning techniques, anatomy, physiology, pathology, protocols, and workflow. Emphasis will be placed on the detailed study of anatomy, physiology, and pathology. The course covers both normal and abnormal gynecological sonography in full, with several lectures on obstetrics to be continued in the following term. A significant hands-on component is included to enhance practical learning. 4 Credits.

DMSC 165 Obstetrics & Gynecology Sonography II & Lab

This course provides an in-depth understanding of OB sonography, covering key topics, such as ergonomics, scanning techniques, anatomy, physiology, pathology, fetal anomalies, protocols, and workflow. It also includes critical areas such as maternal testing, complications, and the evaluation of the placenta and umbilical cord. Emphasis will be placed on distinguishing normal fetal anatomy from fetal anomalies and syndromes. A significant hands-on component is included to enhance practical learning. 4 Credits.

Pre-requisite: Obstetrics & Gynecology Sonography I & Lab

DMSC 170 Venous Testing & Lab

This course will cover the venous anatomy and physiology of the upper and lower extremities associated with venous circulation. It will focus on anatomy, pathology, treatment options, and data analysis and interpretation. Laboratory sessions will provide advanced instrumentation and proper scanning techniques of the venous system. 4 Credits.

DMSC 175 Arterial Testing & Lab

This course will review the arterial anatomy and physiology of the upper and lower extremities associated with arterial circulation. It will focus on anatomy, pathology, treatment options, diagnostic criteria, and data analysis and interpretation. Laboratory sessions will provide advanced instrumentation and proper scanning techniques of the arterial system. 4 Credits.

DMSC 180 Extra & Intracranial Ultrasound & Lab

This course will cover the hemodynamic principles and the role of sonography in the evaluation of extracranial and intracranial cerebrovascular circulation. It will focus on anatomy, pathology, treatment options, diagnostic criteria, and data analysis and interpretation. Laboratory sessions will include advanced instrumentation and proper scanning techniques of the extra and intracranial arterial vessels. 4 Credits.

DMSC 185 Clinical Preparation & Lab

This course is a review of the principles of diagnostic ultrasound, and it will reinforce the technical skills through laboratory sessions. It will introduce the student to the clinical environment in preparation for their clinical experience. Topics such as patient care, ergonomics, sterile techniques, age-specific competencies, and ethics will prepare the student for a successful clinical experience. 3 Credits.

DMSC 210 Clinical Externship I

This course is designed to familiarize the student with the clinical environment, improve their technical skills, and strengthen their critical thinking skills through the exposure of pathology and analysis of real cases. The student will review and reinforce the knowledge and technical skills acquired through the didactic courses and develop proficient skills to obtain the required clinical competencies. 9 Credits.

Pre-requisite: Clinical Preparation & Lab

DMSC 220 Clinical Externship II

This course is a continuation of Clinical Externship I. The course will familiarize the student with the clinical environment, improve their technical skills, and strengthen their critical thinking skills through the exposure of pathology and analysis of real cases. The student will review and reinforce the knowledge and technical skills acquired through the didactic courses and develop proficient skills to obtain the required clinical competencies. 9 Credits.

Pre-requisite: Clinical Externship I

Associate in Applied Science (A.A.S) Radiologic Technology

Administration

Staff and Faculty

Angela Wilson, Adjunct Faculty

Contact Information

Program Direction: John Ellis, MS-HA, ARRT, CRT (R/F) jellis9@touro.edu

Mission Statement

The Radiologic Technology Program's mission is to graduate competent professional Radiologic Technologists who will provide high quality radiographic health care to the community. The school is dedicated to training and graduating students with the necessary entry level skills required to function as Radiologic Technologists.

Program Learning Outcomes:

GOAL 1: Students will demonstrate clinical competence.

Learning Outcomes

- 1.1 Students will demonstrate proper positioning skills.
- 1.2 Students will select appropriate exposure factors.
- 1.3 Students will apply appropriate radiation safety practices.
- 1.4 Students will provide effective patient care practices.

GOAL 2: Students will demonstrate effective communication skills in the medical environment.

Learning Outcomes

- 2.1 Students will demonstrate oral communication skills.
- 2.2 Students will be able to write effectively.

GOAL 3: Students will demonstrate critical thinking skills.

Learning Outcomes

- 3.1 Students will demonstrate age-appropriate radiography skills.
- 3.2 Students will adapt standard procedures for non-routine patients.

GOAL 4: Students will demonstrate professionalism.

Learning Outcomes

- 4.1 Students will have the ability to work as a member of a team.
- 4.2 Students will demonstrate professionalism in the clinical setting.

Graduation Requirements

1. Passing all program curricula, including academic and clinical courses.
2. Completing all clinical competencies and program final assessments.
3. Time due to absences shall be made up before or after graduation.
4. Program ID and personal monitoring badges shall be returned, as well as any other Program property.
5. Maintain a 2.5 grade point average (GPA)
6. Maintain satisfactory patient care and ethical standards in an educational setting.

Graduation Documentation

To be eligible for graduation, all students shall complete competency requirements as specified by the American Registry of Radiologic Technologist (ARRT). Students complete competencies through their clinical experience and program required verification of experiences gained while in the clinical rotations. This is essential for maintaining and providing high quality education. It's the student's shared responsibility to maintain record documentation.

Registry Examination

Completion Requirement Minimum achievement of the following criteria determines successful completion of this program:

- Completion of academic program requirements under criteria established
- Completion of certification in BLS (under American Heart Association standards)
- Completion of all required exam competencies
- Participation in graduation ceremonies
- Meeting financial obligations of the Program

The American Registry of Radiologic Technologists (ARRT) offers its examination year-round at a Pearson Vue Test Center. A \$225.00 application fee is required along with a completed ARRT examination application form. Upon receipt and verification of eligibility status, the ARRT shall mail an application status report and admission ticket to each examinee within six weeks. Students are assigned to the examination on a conditional basis pending processing of the application and substantiation of eligibility. This assignment is subject to cancellation if information indicating ineligibility reaches the registry office prior to the date of the examination. The examination is composed of 220 multiple choice questions. Each examinee is allowed 3 hours and 30 minutes to complete the examination. All students meeting the program requirements shall be eligible to sit for the National Board Examination given by the ARRT. Upon successfully completing the ARRT examination, the student shall also receive a California permit to practice radiography with an additional fee and application to the California Department of Public Health-Radiation Health Branch (CDPH-RHB).

AAS Program Schedule and Course Description

FALL ONE – SEMESTER ONE

COMPOSITION & COMMUNICATION (4 credits)

This course engages students in the study and practice of critical thinking, reading, and writing. The course will focus on the analysis and composition across varied rhetorical situations and in multiple genres. Students will be introduced to the functions, foundations, models, and modes of communication to bring their existing communication skills up to a professional level.

COLLEGE MATH (3 credits)

This course covers the concepts of variables representing numbers. Students will learn to strengthen their algebraic skills in linear equation-solving quadratics, factoring, rational expressions, radicals, graphing linear equations, inequalities, and related applications.

HUMAN ANATOMY AND PHYSIOLOGY I / LAB (4 credits)

This course will provide a comprehensive study of the anatomy and physiology of the human body. It will focus on the basic principles of cells, tissues, and organs. The structure and function of the integumentary, skeletal, muscular, nervous, cardiovascular, pulmonary, gastrointestinal, endocrine, and urinary systems, as well as the male and female reproductive systems. The course will provide laboratory activities that include the use of scientific methods, anatomy models, observation of tissue specimens, and dissection laboratory in limited sessions.

MEDICAL TERMINOLOGY (2 credits)

This course offers a systematic approach to understanding medical terminology through the analysis and translation of medical terms. Students will be able to practice and use this specialized language in preparation for working in the clinical setting.

INTRODUCTION TO PHYSICS (3 CREDITS)

This course covers the basic concepts, principles, and history of physics. Topics include a description of motion, Newton's Laws, conservation principles (energy and momentum), waves, thermodynamics, electricity, magnetism, optics, and modern physics.

Co-requisite: College Math

INTRODUCTION TO RADIOLOGIC TECHNOLOGY (3 credits)

This course introduces basis radiologic technology: fundamental principles of imaging, patient diversity, communication skills, terminology, operation of imaging equipment, and Touro University California and the Radiologic Technology program policies and procedures.

SPRING ONE – SEMESTER TWO

SOCIOLOGY OF HEALTHCARE (3 credits)

This course provides an overview of the sociology of medicine, with a focus on the relationships between social conditions, as the context, and health and disease in human populations, as outcomes. Utilizing sociological methods of analysis, the course investigates the history, function and structure of health care institutions, the roles of patients and health care practitioners, as well as social processes and social behaviors that influence the incidence of sickness and health.

PATIENT CARE FOR RADIOLOGIC TECHNOLOGIST/ LAB (3 Credits)

This course is an introduction to the concepts and techniques of patient assessment and patient care: movement techniques, vital signs, aseptic and nonaseptic control, pharmacology, contrast media and venipuncture.

RADIOGRAPHIC PHYSICS (3 Credits)

This course is an introduction to radiation physics; fundamentals of x-ray equipment; x-ray production and x-ray beam characteristics

RADIOGRAPHIC PROCEDURES 1/LAB (5 Credits)

This course provides the knowledge and skills necessary to perform standard radiographic procedures that are of optimal diagnostic quality with the skill necessary for image critique. Areas studied: thorax, abdomen, pelvis and upper and lower extremities.

RADIOGRAPHIC AND MEDICAL ETHICS (3 Credits)

This course examines the moral principles and values that guide the practice of radiology, focusing on issues like patient autonomy, beneficence, non-maleficence, and justice, particularly in the context of radiation exposure and imaging procedures.

SUMMER ONE – SEMESTER THREE

RADIOGRAPHIC PROCEDURES 2/ LAB (5 Credits)

This course provided the knowledge and skills necessary to perform standard radiographic procedures that are of optimal diagnostic quality and the skills necessary for image critique. Areas studied: spine, skull, facial bones, upper and lower GI system.

RADIOGRAPHIC PATHOLOGY (3 Credits)

This course provides Injuries and abnormalities most frequently encountered in Radiologic Technology. Key anatomy and physiology principles, imaging considerations for each disease, and its radiographic appearance, signs and symptoms, and treatment.

PRINCIPLES OF IMAGE PRODUCTION (3 Credits)

This course provides the knowledge of factors that govern and influence the production of the radiographic image; digital radiography image production and review, Picture archiving and communication systems.

FALL TWO – SEMESTER FOUR

RADIOGRAPHIC PROCEDURES 3/ LAB (5 Credits)

This course increased the previously learned knowledge and skills necessary to perform standard radiographic procedures that are of optimal diagnostic quality and the skills necessary for image critique. Areas studied: Trauma, mobile and surgical Pediatric exams and special procedures.

RADIATION PROTECTION AND RADIATION BIOLOGY (2 Credits)

This course provides the principles of radiation protection, including the responsibilities of the radiographer for patients, personnel and the public. Radiation health and safety requirements of federal and state regulatory agencies, accreditation agencies and health care organizations are presented.

RADIOLOGIC TECHNOLOGY INTERNSHIP 1 (4 Credits)

This course is the first radiologic experience in clinical facilities under the supervision of the college instructor, staff technologists, and clinical instructors. Basic development of skills in correlation with current radiologic practices. Rotation in various facilities.

SPRING TWO – SEMESTER FIVE

RADIOLOGIC TECHNOLOGY INTERNSHIP 2 (6 Credits)

This course is the continuing radiologic experience in clinical facilities under the supervision of the college instructor, staff technologists, and clinical instructors. Enhanced development of skills in correlation with current radiologic practices. Rotation in various facilities.

SUMMER TWO – SEMESTER SIX

RADIOLOGIC TECHNOLOGY INTERNSHIP3 (5 Credits)

This course is the continuing radiologic experience in clinical facilities under the supervision of the college instructor, staff technologists, and clinical instructors. Enhanced development of skills in correlation with current radiologic practices. Rotation in various facilities.

RADIOLOGIC TECHNOLOGY BOARD REVIEW (1 Credits)

This course is the intensive review for the testing of the four (4) content areas tested by State of California Radiation Health Branch and the American Registry of Radiologic Technology: patient care, safety, image production, and procedures. Students will be tested in all the areas.

College of Osteopathic Medicine

Administration

Dean

Tami Hendriksz, DO, FACOP, FAAP – Dean, Provost, and Professor of Pediatrics

Senior Associate Deans

Richard Riemer, DO – Stockton Senior Associate Dean and Professor

Nicole Pena, DO – Vallejo Senior Associate Dean and Professor

Associate Deans

Nathalie Bergeron, PhD – Associate Dean for Research and Professor

David Coffman, DO, FACOS - Associate Dean for Clinical Education Department and Associate Professor

Natalie Nevins, DO, MSHPE, COL USAIR, Associate Dean of Graduate Medical Education and Program Development and Professor

Alesia Wagner, DO, FACOPF - Associate Dean for Academic Affairs, Associate Professor

Jennifer Weiss, DO – Associate Dean for Faculty Development and Associate Professor

Assistant Deans

Glenn Davis, MS – Assistant Dean for Academic Affairs Associate Professor

Nathalie Garcia- Russell, PhD – Assistant Dean for Clinical Education and Associate Professor

May Lin, DO - Assistant Dean of Graduate Medical Education and Program Development

Department Chairs

Elaine Ho, DO – Chair, Department of Clinical Sciences & Community Health

Gregory Gayer, PhD – Chair, Department of Foundational Biomedical Sciences and Associate Professor

Nicole Peña, DO - Chair, Department of Osteopathic Manipulative Medicine and Associate Professor

COM Dean's Office

Tami Hendriksz, DO, FACOP, FAAP – Dean, Provost, and Professor of Pediatrics

Sarah Passage – Chief of Staff

Arielle Vale - Executive Assistant to the Dean

Svetlana Kostyurin – Director of Continuing Medical Education (CME) & COM Accreditation

COM Senior Associate Dean's Office

Richard Riemer, DO – Stockton Senior Associate Dean and Professor

Nicole Pena, DO – Vallejo Senior Associate Dean and Professor

Natalie Nevins, DO, MSHPE, COL USAIR, Associate Dean of Graduate Medical Education and Program Development and Professor

May Lin, DO - Assistant Dean of Graduate Medical Education and Program Development

Raja Jagadeesan, MD - Director of Veteran Affairs and Clinical Associate Professor

Jennifer Weiss, DO - Associate Dean for Faculty Development and Associate Professor

Clinical Education Department

David Coffman, DO, FACOS-*dipI* - Associate Dean of Clinical Education and Associate Professor

Kayla Crandall – Site Liaison Coordinator

Monica Delgado - Fourth Year Program Coordinator

Sara Deshaies – Assessment Coordinator

Nathalie Garcia-Russell, PhD - Assistant Dean and Associate Professor
Luciano Garza – Institutional Affiliations & Credentialing
Guadalupe Harthoorn - Third Year Clerkship Coordinator
Irina Jones - Administrative Director, Clinical Education Department Manager
Svetlana Kostyurin –Assessment Coordinator
Victor Nuño, DO –Co-Director of Distance Learning & Associate Professor
Clipper Young, PharmD – Co-Director of Distance Learning and Assistant Professor
Candyce Sullivan – Third Year Program Coordinator
Royce Taasin – Fourth Year Clerkship Coordinator Global Health
Eiman Mahmoud, MD - Director of Global Health and Professor
Chitra Pai, MD, D(ABMM) - Professor and Vice Director of Global Health

Osteopathic Manipulative Medicine Department

Nicole Peña, DO - Department Chair, Director of Distance Learning, and Associate Professor
Kimberly Wolf, DO - Associate Professor
Camille Bellota – Administrative Coordinator
Sean Moloney, DO - Assistant Professor
Victor Nuño, DO – Vice Chair and Associate Professor
Melissa Pearce, DO - Associate Professor
Jennifer Redman – Administrative Coordinator
Stacia Sloane, DO – Assistant Professor

Department of Clinical Sciences and Community Health

Elaine Ho, DO – Department Chair and Assistant Professor
Sumera Ahmed, MD - Assistant Professor
David Coffman, DO – Associate Professor
Timothy Dowling, DO – Assistant Professor
Jessica Gordon - Clinical Experiences Coordinator
Garima Gupta, DO - Assistant Professor
Christina Kinnevey, MD - Assistant Professor
TBA - Administrative Coordinator
Jason Massa, DO - Assistant Professor
Geetika Sengupta, MD - Assistant Professor
Jay Shubrook, DO - Professor and Director of Clinical Research and Diabetes Clinics
Bronwyn Sing, DO - Assistant Professor
Traci Stevenson, DO - Assistant Professor
Jaedra Villatoro, Administrative Coordinator
Clipper Young, PharmD – Associate Professor
Jeffrey Zwerin, DO - Assistant Professor

Research Department

Nathalie Bergeron, PhD – Associate Dean for Research and Professor
Jean Marc-Schwarz, PhD – Metabolic Research Center Director and Professor
Jay Shubrook, DO - Professor, Primary Care Department and Director of Clinical Research and Diabetes
Krishna Barakoti, PhD - Postdoctoral Fellow, Metabolic Research Center
Marites Calinawan - Clinical Research Coordinator Metabolic Research Center
Russell Caccavello, BS - Lab Manager/Research Associate
Sally Chiu, PhD - Metabolic Research Center Manager and Research Scientist
Mallory Davis, BA – COM Research Manager
Deanna Dickey - MOBEC Operations Manager/Event Coordinator
Mariel Dologmandin, MS - Study Coordinator Metabolic Research Center

Lisa Johnson, RN, BSN, CCRP - Clinical Research Nurse, Metabolic Research Center
Anne Lee, Med, RD, DCE - Diabetes Program Manager
Vivian Lee - Staff Research Associate III, Metabolic Research Center
Li Hi, MS - Lab Manager/Research Associate
Gabriel Medrano – Research Associate
Sergiu Palii, PhD - Lab Manager/Research Associate
Maya Ramsey, MPH - Diabetes Prevention Program Coordinator
Maryelli Ray - Diabetes Programs Coordinator Assistant
Kimber Stanhope, PhD - Professor
Clipper Young, PharmD, CDE, MPH - PI, Associate Professor Primary Care Department, Pharm to Home Grant

Directors and other Administrative Faculty

Walter C. Hartwig, PhD - Director of Enrollment Management and Student Success and Professor
Ernest Phillips, MPA – Director of Curriculum Effectiveness and Assessment and Assistant Professor
Denishia Clark, MPH, EdD - Associate Director of Enrollment Management and Student Success and Assistant Professor
Raja Jagadeesan, MD - Director of Veteran Affairs and Clinical Associate Professor
Eiman Mahmoud, MD - Director of Global Health and Professor
Alan Miller, PhD - Program Director Master of Science in Medical Health Science and Professor
Jean Marc Schwarz, PhD - Director of Metabolic Research Center and Professor and Interim Associate Dean of Research
Jay Shubbrook, DO - Director of Clinical Research and Diabetes Services and Professor

Academic Affairs Department

Alesia Wagner, DO, FACOFP - Associate Dean for Academic Affairs and Associate Professor
Walter C. Hartwig, PhD - Director of Enrollment Management and Student Success and Professor
Glenn Davis, MS - Assistant Dean and Associate Professor
Ernest Phillips, MPA – Director of Curriculum Effectiveness and Assessment and Assistant Professor
Denishia Clark, MPH, EdD - Associate Director of Enrollment Management and Student Success and Assistant Professor
Karmina Honciano – Administrative Coordinator
Nerissa Ziga – Administrative Coordinator
Erica Facen – Administrative Coordinator

Foundational Biomedical Sciences Faculty

Gregory Gayer, PhD – Department Chair and Associate Professor
Mark Teaford, PhD - Vice Chair and Professor
Jennifer Castro - Administrative Coordinator/Academic Support Manager
Jacqueline Chamberlin - Administrative Assistant
Shankar Chinta, PhD, Associate Professor
David Eliot, PhD - Associate Professor
Tamira Elul, PhD - Associate Professor
Miriam Gochin, PhD - Professor
Evan Hermel, PhD - Professor
Grace Jones, PhD - Associate Professor
Gloria Klapstein, PhD - Associate Professor
Touraj Kormi, MD - Assistant Professor
Eiman Mahmoud, MD - Professor and Director of Global Health Program
Oscar Majus - Lab Manager
Alan Miller, PhD - Professor and Program Director Master of Science in Medical Health Science
Shona Mookerjee, PhD - Professor

Shin Murakami, PhD - Professor
Chitra Pai, MD, D(ABMM) - Professor and Vice Director of Global Health
Barbara Puder, PhD - Associate Professor
Liisa Russell, MD - Associate Professor
Jean-Marc Schwarz, PhD - Professor and Director Metabolic Research Center
Bruce Silverman, BS - Laboratory Manager and Instructor
Theodore Smith, PhD - Assistant Professor
Andrea Taylor, PhD - Professor
Theodore Wong, PhD - Associate Professor

Contact Information

Contact information for TUCOM Faculty & Staff, is available at <https://tu.edu/programs/osteopathic-medicine/faculty/>

Mission Statement

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

TUCOM's Core Values

TUCOM has identified core values as represented in the acronym WE SCORE. These values reflect TUCOM's culture and help to guide decision-making and interactions.

W: Wellness

E: Equity (Diversity, Equity, and Inclusion)

S: Social Justice

C: Community Health

O: Osteopathic Distinction

R: Research

E: Education

The training, curriculum, and culture reflected by these values distinguish TUCOM graduates and measure how they distinguish themselves as healthcare providers. TUCOM's set of core values, "WE SCORE", informs and enlightens our Strategic Plan and reflects TUCOM's commitment to decision-making, interactions, and outcomes that define the Osteopathic Difference.

Graduation Requirements

A student will be recommended for the degree of Doctor of Osteopathy provided the candidate:

1. Has completed at least four (4) years in an accredited osteopathic college or its equivalent.
2. Has been enrolled in TUCOM during the final two (2) academic years.
3. Is not on probation, has completed all prescribed academic requirements, has no outstanding grade which is incomplete, and has a passing grade for all required clinical courses and rotations. For eight (8) week clinical courses, a passing grade must be received for each four (4) week block.
4. Has taken and passed all components of COMLEX Level 1 and COMLEX Level 2. The only exception would be a suspension of the requirements by the AOA Commission on Osteopathic College Accreditation (COCA).
5. Has performed and behaved in a manner which is ethical, professional, and consistent with the practice of Osteopathic Medicine.
6. Has complied with all the legal and financial requirements of TUC.

- Has completed the academic requirements within six years following matriculation.

TUCOM DO Program Student Learning Outcomes

TUCOM has adopted the seven Osteopathic Core Competencies for Medical Students, plus Structural Competency, as our Program Student Learning Outcomes:

- Osteopathic Principles and Practices
- Medical Knowledge
- Patient Care
- Interpersonal and Communication skills
- Professionalism
- Practice-Based Learning and Improvement
- Systems-Based Practice
- Structural Competency

For more information about each competency see Osteopathic Core Competencies for Medical Students. TUCOM has not adopted the expanded competencies. Information is available at the following url:

https://www.aacom.org/docs/default-source/med-ed-documents/corecompetencyreport2012.pdf?sfvrsn=53bed24b_1

Curriculum Information

Requirements: Years 1 & 2

SUBJECT/ #	Course Title	Credits
MEDC 600	Osteopathic Principles & Practices 1	3.5
MEDC 601	Osteopathic Doctoring 1	3.5
MEDC 602	Fundamentals of Osteopathic Medicine	13.0
MEDC 620	Osteopathic Principles & Practices 2	3.5
MEDC 621	Osteopathic Doctoring 2	4.5
MEDC 622	Integrated Systems-Cardio/Respiratory/Renal	14.5
MEDC 630	Osteopathic Principles & Practices 3	3.0
MEDC 631	Osteopathic Doctoring 3	5.5
MEDC 632	Int Sys-Musculo/Neuro	12.5
MEDC 640	Osteopathic Principles & Practices 4	2.5
MEDC 641	Osteopathic Doctoring 4	4.0
MEDC 642	Int Sys-Gastro/Endo/Repro/Derm	13.0
	Total Credits	83.0

Requirements: Year 3

SUBJECT/ #	Course Title	Credits
CLNC 700A	Internal Medicine 1	6.0
CLNC 700B	Internal Medicine 2	6.0
CLNC 701A	General Surgery 1	6.0
CLNC 701B	General Surgery 2	6.0
CLNC 702A	Family Medicine 1	6.0
CLNC 702B	Family Medicine 2	6.0
CLNC 703	Obstetrics/Gynecology	6.0
CLNC 704	Pediatrics	6.0
CLNC 705	Psychiatry	6.0
CLNC 717	Clinical Distinction 1	6.0
CLNC 718	Clinical Distinction 2	6.0
CLNC 770	Osteopathic Clinical Integration/Clinical Call Back	1.5
	Total Credits	67.5

Elective Rotations: Year 3 – Select 6 Credits

SUBJECT/ #	Course Title	Credits
CLNC 715A	Elective Rotations: 3YR-2 Week	3.0
CLNC 715B	Elective Rotation: 3YR-2 Week	3.0
CLNC 716	Elective Rotation: 3 YR-4 Week	6.0

Requirements: Year 4

SUBJECT/ #	Course Title	Credits
CLNC 810	Acute Critical Care	6.0
CLNC 811	Emergency Medicine	6.0
CLNC 815	Pediatrics	3.0
CLNC 816	OB/GYN	3.0
CLNC 817	Osteopathic Neuromusculoskeletal Medicine	3.0
CLNC 819	Primary Care	6.0
CLNC 821	Telemedicine	1.5
	Total Credits	28.5

Elective Rotations: Year 4 – Select 31.5 Credits

SUBJECT/ #	Course Title	Credits
CLNC 813A	Elective Rotation: 4YR-4 Week	6.0
CLNC 813B	Elective Rotation: 4YR-4 Week	6.0
CLNC 813C	Elective Rotation: 4YR-4 Week	6.0
CLNC 813D	Elective Rotation: 4YR-4 Week	6.0
CLNC 813E	Elective Rotation: 4YR-4 Week	6.0
CLNC 813F	Elective Rotation: 4YR-4 Week	6.0
CLNC 813G	Elective Rotation: 4YR-4 Week	6.0
CLNC 813H	Elective Rotation: 4YR-4 Week	6.0
CLNC 814A	Elective Rotation: 4YR-2 Week	3.0
CLNC 814B	Elective Rotation: 4YR-2 Week	3.0
CLNC 814C	Elective Rotation: 4YR-2 Week	3.0
CLNC 814D	Elective Rotation: 4YR-2 Week	3.0
CLNC 814E	Elective Rotation: 4YR-2 Week	3.0

CLNC 814F	Elective Rotation: 4YR-2 Week	3.0
CLNC 814G	Elective Rotation: 4YR-2 Week	3.0
CLNC 814H	Elective Rotation: 4YR-2 Week	3.0
CLNC 820A	Elective Rotation: 4YR-3 Week	4.5
CLNC 820B	Elective Rotation: 4YR-3 Week	4.5
CLNC 820C	Elective Rotation: 4YR-3 Week	4.5
CLNC 820D	Elective Rotation: 4YR-3 Week	4.5
TOTAL		216.5 credits

Note that as a requirement, during Year 4, a minimum of one rotation must be a Sub-Internship at a clinical site with a residency program.

Description of Courses

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

First Year

Fundamentals of Osteopathic Medicine (13 credits)

The Fundamentals of Osteopathic Medicine course presents the scientific basis of clinical medicine. Students will learn the aspects of biochemistry, anatomy, physiology, histology, embryology, genetics, pharmacology, pathology, microbiology, and immunology necessary to begin studying the organ and tissue systems of the body.

Osteopathic Doctoring 1 (3.5 credits)

The Osteopathic Doctoring course is an integrated and comprehensive course that will span the first two years of osteopathic medical school curriculum. It provides the basic cognitive and kinesthetic skills for future physicians to provide medical attention in a competent and professionally compassionate fashion. This course provides the foundation for students to practice the art and expanding science of osteopathic medicine through focusing on clinical skills (such as, patient interviewing, physical examination, documentation, and procedures), clinical reasoning (the process by which physicians' are able to choose the most appropriate individualized diagnosis and treatment plan), professional practice (the development of behaviors and practices that embody the expectations of an osteopathic medical professional), and clinical integration (the ability to apply basic science knowledge in all aspects of clinical practice). This course utilizes standardized and real patients to help increase early clinical exposure and allows for solidification of the application of basic sciences in clinical practice.

Osteopathic Principles and Practices 1 (3.5 credits)

The Osteopathic Principles and Practices 1 course is the first of a four-semester cumulative body of basic knowledge and skills that spans the first two years of your Osteopathic medical school curriculum. It is designed

to reinforce the basic tenets, philosophy, principles, and practice of osteopathic medicine. Though the course does contain all the inclusive knowledge to be successful in the National Board of Osteopathic Medical Examiners board exams, it is primarily designed to provide the foundation (as well as more advanced theoretical and psychomotor skills) for future osteopathic physicians to integrate osteopathic philosophy, diagnosis, and treatment in a competent compassionate and professional manner into patient care.

Integrated Systems: The Cardiovascular, Respiratory and Renal Systems (14.5 credits)

The Integrated Systems Cardiovascular-Respiratory-Renal course (IS-CVRR) develops a deep understanding of the biological, diagnostic and therapeutic principles that produce optimal health and allow well-informed patient care. In addition, a knowledge base in clinical and basic science will optimize success on board examinations and clinical rotations. Specifically, the course presents physiology, anatomy, pathology, pharmacology, microbiology and clinical sciences as they relate to the cardiovascular, respiratory, and renal organ systems. The course progresses through five sections beginning with basic concepts necessary for understanding the interrelationships of all three systems, followed by detailed study of medical issues in the three systems individually, and together in the concluding clinical overview session at the end.

Osteopathic Doctoring 2 (4.5 credits)

See course description for Osteopathic Doctoring 1. As described above, Osteopathic Doctoring provides the basic cognitive and kinesthetic skills for future physicians to provide medical attention in a competent and professionally compassionate fashion. Each Osteopathic Doctoring course builds on the skills and knowledge that was learned in the prior course, incorporating and reinforcing material that is learned in the Integrated Systems & Osteopathic Principles and Practices courses.

Osteopathic Principles and Practices 2 (3.5 credits)

See course description for Osteopathic Principles and Practices 1. The Osteopathic Principles and Practices courses are each a sequential part of a four-semester cumulative body of basic knowledge and skills that spans the first two years of your Osteopathic medical school curriculum. Each course is designed to build on the preceding course and reinforce the basic tenets, philosophy, principles, and practice of osteopathic medicine.

Second Year

Integrated Systems: Neurology/Musculoskeletal (12.5 credits)

The Integrated Systems: Neurology/Musculoskeletal course consists of two sections: starting with the neurology section and continuing with the musculoskeletal section. The neurology system section is composed of 3 major areas: Neuroanatomy, Neurobiology or functional pathways, and Clinical Neurology. The course starts with a focused neuroanatomy section. A solid understanding of the functional anatomy and physiology of the normal central nervous system is essential to the recognition of the pathological processes, lesion localization, diagnosis and treatment of neurological diseases. An integrated functional neurobiology and clinical neurology section follows. It is designed to combine basic information about the nervous system's structure and function with clinical information relevant to medicine. The musculoskeletal section provides the knowledge base for understanding the fundamental relationship between structure and function in this important system, which is indispensable for a deep comprehension of muscle, bone and joint disorders. This section is focused on the most important musculoskeletal pathologies and their epidemiology, pathophysiology, clinical presentation, diagnostic features and principles of management.

Osteopathic Doctoring 3 (5.5 credits)

See course description for Osteopathic Doctoring 1. Each Osteopathic Doctoring course builds on the skills and knowledge that was learned in the prior course, incorporating and reinforcing material that is learned in the Integrated Systems & Osteopathic Principles and Practices courses.

Osteopathic Principles and Practices 3 (3.0 credits)

See course description for Osteopathic Principles and Practices 1. The Osteopathic Principles and Practices courses are each a sequential part of a four-semester cumulative body of basic knowledge and skills that spans the first two years of your Osteopathic medical school curriculum. Each course is designed to build on the preceding course and reinforce the basic tenets, philosophy, principles, and practice of osteopathic medicine.

Integrated Systems: Gastrointestinal, Endocrinology, Reproduction, and Dermatology (GERD) (13 credits)

The Integrated Systems-Gastrointestinal, Endocrinology, Reproductive and Dermatology course develops a deep understanding of biological, diagnostic and therapeutic principles concerning the organs and tissues that make up the gastrointestinal, endocrine, reproductive and dermatologic systems. Specifically, this course will provide students with a strong understanding of basic and clinical sciences as they relate to these organ systems. In addition, this knowledge base will be developed to optimize success on board examinations and clinical rotations.

Osteopathic Principles and Practices 4 (2.5 credits)

See course description for Osteopathic Principles and Practices 1. The Osteopathic Principles and Practices courses are each a sequential part of a four-semester cumulative body of basic knowledge and skills that spans the first two years of your Osteopathic medical school curriculum. Each course is designed to build on the preceding course and reinforce the basic tenets, philosophy, principles, and practice of osteopathic medicine.

Osteopathic Doctoring 4 (4.0 credits)

See course description for Osteopathic Doctoring 1. Each Osteopathic Doctoring course builds on the skills and knowledge that was learned in the prior course, incorporating and reinforcing material that is learned in the Integrated Systems & Osteopathic Principles and Practices courses.

Third and Fourth Years

The clinical curriculum provides students with education and training in the areas of family medicine, internal medicine, obstetrics & gynecology, pediatrics, psychiatry, and surgery; as well as exposure to additional specialty areas such as critical care, emergency medicine, osteopathic neuromusculoskeletal medicine, telemedicine, and any specialty students desire to explore especially during year 4. The curriculum is designed to give students the opportunity to pursue individual interests and decide on options for residency training. Rotations take place at various clinical sites, ranging from private, public, and university-based hospitals to private and community-based clinics.

The clinical curriculum is oriented around our Program Learning Outcomes, which includes the American Osteopathic Association's Core Competencies and Structural Competency. It includes learning outcomes, didactic assignments, and nationally benchmarked subject exams (NBOME COMAT examinations). Students are expected to follow the didactic complementary materials while serving in patient care rotations. The clinical curriculum includes integration of osteopathic principles through assignments, logging of procedures, COAR

sessions/Osteopathic modules and attendance to online didactic sessions (eConferences) facilitated by TUCOM Faculty.

Third Year Clinical Rotations and Courses (73.5 credits total)

Family Medicine (12 credits), Internal Medicine (12 credits), Surgery (12 credits), Obstetrics & Gynecology (6 credits), Pediatrics (6 credits), Psychiatry (6 credits), one 4-week elective (6 credits total), Clinical Distinction (12 credits), and Osteopathic Clinical Integration (1.5 credits)

Fourth year Clinical Rotations and Courses (60 units total)

Primary Care (6 credits), Emergency Medicine (6 credits), Critical Care (6 credits), Obstetrics & Gynecology (3 credits), Pediatrics (3 credits), Osteopathic Neuromusculoskeletal Medicine (3 credits), Telemedicine (1.5 credits), and 21 weeks of elective (31.5 credits)

Master of Medical Health Sciences

MSMHS-COM Faculty and Staff

Alan Miller, PhD - Program Director and Professor
Theodore Wong, PhD - Vice Program Director and Associate Professor
Christie Hand, PhD – Student Success Coordinator
Cheryl Alinea – Program coordinator
Carlos Figueroa – Program coordinator
Shankar Chinta, PhD – Associate Professor
David Eliot, PhD - Associate Professor
Tamira Elul, PhD - Associate Professor
Gregory Gayer, PhD - Associate Professor and Chair, Basic Sciences Department
Miriam Gochin, PhD – Professor
Evan Hermel, PhD - Professor
Grace Jones, PhD - Associate Professor
Gloria Klapstein, PhD - Associate Professor
Shona Mookerjee, PhD – Associate Professor
Eiman Mahmoud, MD - Professor and Director of Global Health
Oscar Majus - Anatomy Lab Manager
Shin Murakami, PhD - Professor
Chitra Pai, MD, D(ABMM) - Professor and Vice Director of Global Health Department
Barbara Puder, PhD - Associate Professor
Jean-Marc Schwarz, PhD - Professor
Bruce Silverman, BS - Laboratory Manager and Instructor
Theodore Smith, PhD - Assistant Professor
Clipper Young, Pharm D, MPH

Contact Information

Contact information for TUCOM Faculty & Staff, is available at <https://tu.edu/programs/osteopathic-medicine/faculty/>

MSMHS-COM Program Learning Outcomes

1. Develop a fundamental understanding of the basic sciences that underlie the health professions
2. Demonstrate the ability to critically review scientific literature and scientific data
3. Demonstrate the ability to critically present scientific literature and scientific data
4. Be able to design and implement a research experiment to critically test a hypothesis
5. Develop strong communication skills to effectively communicate ideas when working with a team.
6. To behave in a respectful and professional manner
7. Demonstrate a basic understanding of osteopathic medicine

Graduation Requirements for MSMHS-COM degree

1. Satisfactory completion of all 10 required courses: Medical Biochemistry (3 units), Molecular and Cell Biology (3 units), Neuroscience (3 units), Physiology 1 (3 units), Introduction to Research (2 units), Anatomy (4 units), Immunology and Infectious Disease (3 units), Pharmacology (3 units), Physiology 2 (3 units), Research Internship (4 units) for a total of 30 units.. Satisfactory completion is a grade of at least 70% in each course. There can be no outstanding grade less than 70% and no Incomplete grade.
2. Completion of all graded and non-graded coursework and assignments.
3. Recommendation by the MSMHS-COM administration for graduation.

4. Fulfillment of all legal and financial obligations to Touro University California.

MSMHS-COM Course Descriptions

HSOC-600-0 Anatomy (4 units)

This course familiarizes the student with clinically relevant anatomy of the human body. The focus is on structural and functional relationships of anatomical structures. These relationships are presented utilizing both lecture and laboratory. The laboratory portion contains cadaver dissection and diagnostic imaging and focuses on spatial relationships, normal structure and normal variant structures, the relationships of organs and organ systems; also, there are clinical correlations and consideration of gross pathology. (Course Coordinator: David Eliot)

HSOC-601-0 Medical Biochemistry (3 units)

Medical biochemistry reviews biomedical and genetic principles underlying human function. Students will be expected to understand underlying basic science principles relevant for clinical practice. Each topic has been designed to be consistent with National Board of Osteopathic Medical Examiners (NBOME) and based on the curriculum at Touro University California, College of Osteopathic Medicine (TUCOM). Course objectives cover most if not all the topics required at medical schools. (Course Coordinator: Shin Murakami)

HSOC-602-0 Molecular Cell Biology (3 units)

The course will study cell and molecular biology as it applies to health and disease. The major topics covered will be cell and matrix structure, cell signaling and biophysics, histology of basic tissue types, molecular biology of DNA and RNA, cell cycle and cancer genetics, as well as biotechnology. Emphasis will be on understanding basic cell and molecular mechanisms in a normal healthy adult, and how those mechanisms go awry during development of cancer. (Course Coordinator: Tamira Elul)

HSOC-603-0 Neuroscience (3 units)

This medical neuroscience course is designed to provide a thorough understanding of the human nervous system. This course will cover topic areas which include neuroanatomy, neurohistology, neurophysiology, neurochemistry, neuroembryology, sensory systems and pathways, motor systems and pathways, clinical identification of specific neurological disorders and diseases, and neuroanatomical identification of nervous system lesions. (Course Coordinator: Barbara Puder)

HSOC-604-0 Introduction to Research (2 units)

Students will learn how research is conducted, analyzed, and communicated via both presentations by active research faculty and by active participation in journal club presentations. The course will include a biostatistics module in which students will learn to statistically analyze data, particularly applying it to the biological sciences. (Course Coordinator: Alan Miller)

HSOC-605-0 Physiology 1 (3 units)

The course will take a systems-based approach to study the fundamental principles of medical physiology as it applies to health and disease. Physiology 1 will cover nerve, cardiovascular, respiratory, and gastrointestinal physiology. Emphasis will be on understanding basic physiological mechanisms in a normal healthy adult and will be presented at the gross, cellular and/or molecular level. Where appropriate, descriptions of normal physiology will be integrated with pathophysiological scenarios for emphasis and clinical relevance. (Course Coordinator: Ted Wong)

HSOC-606-0 Physiology 2 (3 units)

This course is a continuation of Physiology 1 from the fall semester. The course will take a systems-based approach to study the fundamental principles of medical physiology as it applies to health and disease. Physiology 2 will cover renal, endocrine and reproductive physiology. Emphasis will be on understanding basic physiological mechanisms in a normal healthy adult and will be presented at the gross, cellular and/or molecular level. Where appropriate, descriptions of normal physiology will be integrated with pathophysiological scenarios for emphasis and clinical relevance. (Course Coordinator: Ted Wong)

HSOC-607-0 Immunology and Infectious Disease (3 units)

This course is divided in three sections. The first section explains the basis of innate and acquired immunity at the molecular, cellular, organ and systemic level. Students will learn how to analyze developmental aspects of immunity and how the immune system responds to pathogens. The second section covers clinical immunology and the mechanisms on how the immune system can cause disease. Students will learn immunopathogenesis mechanisms and how the immune system can be used to treat cancer. The third section will focus on infectious diseases. This section will include an introduction to medical microbiology and a description of infectious agents. We will cover medically relevant microbes (bacteria, viruses, fungi and parasites), and major mechanisms of their transmission, pathogenesis along with management of the presented infectious agents. Students will learn how to characterize the molecular and structural features of microbial organisms and relate these structures to their functions and laboratory diagnosis and their roles in microbe-host interaction. (Course Coordinator: Evan Hermel)

HSOC-608-0 Pharmacology (3 units)

The course will cover selected topics in pharmacology, including general principles, central nervous system and peripheral nervous system pharmacology, renal and GI pharmacology, and cardiovascular pharmacology. Emphasis will be on understanding the basic principles of pharmacology, the different classes of pharmacologic agents and their sites and mechanism of action, along with indications for use and contraindications or serious side effects arising from use. (Course Coordinator: Gloria Klapstein)

HSOC-609-0 Research Internship (3 units)

Students will participate in a semester long research project with a faculty mentor. The research project will culminate in a final paper and a final poster presentation. In addition, methods of scientific presentation and data analysis will be reinforced via student journal club presentations, lectures by faculty mentors, and a short biostatistics module. (Course Coordinator: Alan Miller)

6. Has completed the academic requirements within six years following matriculation.

College of Pharmacy

Faculty & Staff

Administration

Catherine Cone, PharmD, Interim Dean of the College of Pharmacy
Catherine Cone, PharmD, Associate Dean for Assessment
Vanishree Rajagopalan, PhD, Associate Dean for Academic Affairs
Shane Desselle, RPh, PhD, Associate Dean for Research & Professional Affairs
Shadi Doroudgar, PharmD, Assistant Dean for Enrollment Management
Jason Bandy, PharmD, Assistant Dean for Experiential Education

Student Services

Pilar O.T Page, MSW, Director of Student Services

Staff

Alisa Danyeur, Executive Assistant and Curricular Support Manager
Iris Dreu, Staff Coordinator and Support of Experiential Education
Nalleli Gutierrez, Staff Coordinator and Support of Experiential Education
Malynnda McGregor, Administrative Coordinator Pharmacy Student Services
Sutthida Torr, Coordinator of College of Pharmacy Assessment Data
Charity Yamada, Administrator of Business Operations

Clinical and Social Pharmacy Sciences Faculty

Linda Banares, PharmD, BCACP, Assistant Professor
Jason Bandy, PharmD, Associate Professor
Catherine Cone, PharmD, Professor
Shane Desselle, RPh, PhD, Professor, Chair
Monica Donnelley, PharmD, BCPS-AQID, AAHIVP, Assistant Professor
Shadi Doroudgar, PharmD, APh, BCPS, BCGP, BCPP, Associate Professor
Jeremiah Duby, PharmD, BCPS, BCCCP, Associate Professor
Kristen Herzik, PharmD, BCPS, Associate Professor
Sandy Li, PharmD, Assistant Professor, Vice Chair, Director of Residency Programs
Adrian Palisoc, PharmD, APh, BCPS, BCCCP, Assistant Professor
Sam Pourneshad, PharmD, Assistant Professor
Rodney Rosfeld, PharmD, Assistant Professor
Margaret Schulte, PharmD, BCGP, Assistant Professor, IPPE coordinator
Terrill Tang, MS, PharmD, BCPS, FCSHP, Assistant Professor
Kelan Thomas, PharmD, MS, BCPS, BCPP, Associate Professor
Adrian Wong, BS Pharm, Assistant Professor
Terri Wong, PharmD, Associate Professor, Pharmacy Practice Center Coordinator
Baqara Yoder, PharmD, Assistant Professor
Katrina Zywiec, PharmD, BCPS, Assistant Professor

Biological & Pharmaceutical Sciences Faculty

David Evans, BSc Pharm, PhD, Professor
H. Michael Ellerby, PhD, Chair, Professor
Susan Heimer, PhD, Associate Professor, Director of Curricular Affairs
Kevin Ita, MSc Pharm, PhD, Professor
Hardeep Kaur, PhD, Asst. Professor
Gordon McCarter, PhD, Associate Professor

Karl Meszaros, MD, PhD, Professor
Vanishree Rajagopalan, PhD, Professor

Contact Information

Contact information for TUC COP Faculty & Staff is available at <https://tu.edu/programs/pharmacy/faculty/>.

Mission Statement

To provide learner-centered pharmacy education; actively engage in scholarship and leadership; and serve the community.

PharmD Program Student Learning Outcomes

The graduate in the PharmD program is able to:

1. Seek, analyze, integrate, and apply foundational knowledge of medications and pharmacy practice (biomedical; pharmaceutical; social, behavioral, and administrative; and clinical sciences; drug classes; and digital health).
2. Use problem solving and critical thinking skills, along with an innovative mindset, to address challenges and to promote positive change.
3. Actively engage, listen, and communicate verbally, nonverbally, and in writing, when educating or interacting with an individual, group, or organization.
4. Provide whole person care and comprehensive medication management to individuals as the medication specialist using the Pharmacists' Patient Care Process.
5. Promote the best interests of patients and/or the pharmacy profession within healthcare settings and at the community, state, or national level.
6. Optimize patient healthcare outcomes using human, financial, technological, and physical resources to improve the safety, efficacy, and environmental impact of medication use systems.
7. Actively engage and contribute as a healthcare team member by demonstrating core interprofessional competencies.
8. Assess factors that influence the health and wellness of a population and develop strategies to address those factors.
9. Demonstrate the ability to influence and support the achievement of shared goals, regardless of one's role.
10. Examine, reflect on, and address personal and professional attributes (e.g., knowledge, metacognition, skills, abilities, beliefs, biases, motivation, help-seeking strategies, and emotional intelligence) that could enhance or limit growth, development, and professional identity formation.
11. Exhibit attitudes and behaviors that embody a commitment to building and maintaining trust with patients, other health care providers, and society.

TUC COP Professional Meeting Requirement

TUC COP students are required to attend one recommended state- or national-level professional meeting before they graduate. See below for a list of recommended meetings. Approved assignments for the meeting, such as participation in skills or knowledge competitions, will be eligible for co-curricular domain requirements during the P1 and P2 years. Documentation of your attendance in the form of a copy of your registration receipt or your meeting badge must be uploaded to your e-portfolio under “Document” below.

Examples of appropriate annual or interim professional meetings to satisfy the requirement:

American (or California) Pharmacists Association
American (or California) Society of Health-System Pharmacists American Association of Colleges of Pharmacy
American College of Clinical Pharmacy Academy of Managed Care Pharmacy
International Society for Pharmacoeconomics and Outcomes Research Student National Pharmaceutical Association

If you plan to attend a meeting other than those listed here, please check beforehand with the Office of Experiential Education to confirm that it is eligible to satisfy the meeting requirement.

Graduation Requirements – TUC For COP PharmD In 3 Program

A student will be recommended for the degree of Doctor of Pharmacy provided the candidate:

1. Has completed all the required courses, electives, and experiential rotations for the College of Pharmacy at Touro University California that constitute the curriculum, which amounts to 146 units.
2. Is not on probation, has completed all prescribed academic requirements achieving a 70% or greater in all required courses and electives, has no outstanding grade which is incomplete, and has a passing grade for all experiential rotations.
3. Has performed and behaved in a manner which is ethical, professional, and consistent with the practice of Pharmacy.
4. Has complied with all the legal and financial requirements of Touro University California.
5. Attends the graduation ceremony in person, unless special permission has been granted by the Dean of the College of Pharmacy.
6. Has completed the academic requirements within 6 years following matriculation (excluding approved leaves of absence).
7. Has attended one professional meeting, as described below.

Curriculum Information for 3 Year PharmD Program

Curriculum information can be found at the following URL for the “PharmD in 3” Doctor of Pharmacy program:

<https://tu.edu/programs/pharmacy/academics/pharmd/>

College of Pharmacy Course Descriptions

YEAR 1 - FALL SEMESTER

PRMC 640 - Starter Dose for Success

This 1-credit hour course orients students to the College of Pharmacy and to being a graduate level student. Students will examine their strengths, study skills, healthy behaviors, and preparedness for the pharmacy program. Students will take an initial formative assessment (not for a grade) to determine their level of preparedness for the program. This will be followed by an online leveling course to ensure all students are at the same baseline level prior to starting core courses. Students will be introduced to the co-curriculum and interprofessional education courses that will parallel fall and spring pharmacy courses.

PRMC- 641– Foundations 1.

This 3-credit hour course for first year pharmacy students reinforces foundational concepts in cell biology, molecular genetics, chemistry, and biochemistry. Students are also introduced to basic principles in the areas of pharmacodynamics and pharmacokinetics related to drug-target interactions, drug metabolism, and drug-drug interactions. Lastly, students will learn about, and practice interpreting of clinical labs and approaches to evidence-based medicine. A combination of lectures, active learning exercises, small group discussions, discussion boards, class presentations and formative quizzes will be used for teaching and assessing the material. The overall purpose of the course is to establish foundations for application to specific organ systems and disease states in future integrated systems science and therapeutics courses.

PRMC- 642 – Foundations 2.

This 3-credit hour course introduces first year pharmacy students to important concepts in biochemistry, physiology, pharmacology, and clinical therapeutics. It builds on the modules covered in Foundations 1 course emphasizing on principles of molecular genetics, physiology of autonomic nervous system, introduction to pharmacodynamics and drug receptor interactions, cholinergic and adrenergic pharmacology and medicinal chemistry and introduction to pharmacogenomics. This course also introduces over the counter (OTC) self-care therapeutics.

PRMC- 643 – Formulations and Drug Delivery 1.

This 2-credit hour course introduces the principles of physical pharmacy, pharmaceutics, pharmacokinetics, and pharmacy calculations. Physical pharmacy provides foundational support for pharmaceutics with topics such as reaction kinetics, product stability, and rheology. Pharmaceutics introduces basic principles that facilitate general topics in dosage form design (solid, semi-solid, and liquid dosage forms) and drug delivery systems (such as targeted, modified release, and transdermal). Pharmacokinetics covers ADME (Absorption, Distribution, Metabolism, and Excretion), bioavailability, concentration vs. time data, First and Zero Order rates/kinetics, the elimination rate constant, half-life, the volume of distribution, and clearance. Topics in pharmacy calculations include dosing and unit conversions, aliquots and trituration, dilution and mixing, and isotonic solutions. The course's overall purpose is to introduce foundations in pharmaceutical sciences, calculations, and kinetics to prepare students for material in integrated systems and patient care skills courses.

PRMC - 645– Top 200 Medications.

This 1-credit hour course introduces and reinforces the top 200 medications. In this self-taught course, students will memorize drug class, dosage forms, labeled indications and dosing, mechanism of action, drug

characteristics, and safety issues. The information learned in this course prepares students for the integrated systems, science, & therapeutics course series.

PRMC - 644– Pharmacy Administration: Pharmacy Systems 1.

This 3-credit hour course familiarizes students with the U.S. health care system, the pharmacy profession within that system, and how pharmacists can perform to the best of their capabilities to maximize patient medication-related health outcomes in that system. It stresses socio-behavioral aspects of care, which take into account human (patient) tendencies, behaviors, antecedents and implications of those behaviors so as to optimize pharmacists' ability to communicate with, engage, activate, and develop rapport with patients and other stakeholders in the medication use process. It sheds light on advocacy for the patient from a variety of contexts, thus providing opportunities for patient advocacy through knowledge of applicable laws, economic forces, and current legislative and regulatory movements underway that can impact patient care.

PRMC- 646 – Integrated Systems, Science, & Therapeutics 1.

In this 5-credit hour course, first year student pharmacists will be introduced to immunology, musculoskeletal, dermatologic, and inflammatory processes. Basic physiological and pathophysiological principles will be covered with epidemiology, pathogenesis, disease presentation, diagnosis, prevention, and the scientific basis for treatment. This includes mechanism of action, drug metabolism, structure-function relationships, adverse effects, contradictions, and appropriate medication and lifestyle selection.

PRMC - 647– Patient Care Skills 1.

In this 3-credit hour lab course, student pharmacists will gain initial and progressive patient care skills through interactive learning activities such as simulations, hands-on labs, integrated problem-solving and critical thinking activities, discussions, and classroom lectures. In this course, students will practice the skills and professionalism necessary to effectively provide evidence-based patient care. Pharmacy students will utilize the Patient Care Skills course to apply concepts and skills learned in didactic courses through simulation and patient care scenarios. Students will practice professionalism, communication and interviewing skills, drug information skills, basic physical assessment, prescription dispensing techniques, injection techniques, patient counseling, and provide evidence-based patient care based upon sound therapeutic principles. Ultimately, the Patient Care Skills courses will prepare students for their Introductory Pharmacy Practice Experiences (IPPEs) and Advanced Pharmacy Practice Experiences (APPEs).

PRMC – 648 A and B- Co-curriculum

This **year long 1 credit hour** course begins in the fall and finishes in the spring of the first year of pharmacy school. Students will examine, reflect, and participate in their professional development through required and self-selected activities. Students will gain knowledge and experience regarding their strengths, leveraging creative goal setting, using SMART goals to achieve success, developing healthy behaviors to promote wellness, and attaining certifications to promote professionalism. Continuous professional development (CPD) serves as the basis to promote life-long learning skills in this course. Students will self-select 4 activities for development in the areas of education/communication, cultural sensitivity, leadership, and personal and professional development. Students will then define their own objectives, articulate their plan for learning, implement their plan, evaluate and reflect on what they learned, with the goal of being able to incorporate this new knowledge, skills, and attitudes into their future practice.

YEAR 1 – SPRING SEMESTER

PRMC - 650 – Formulations and Drug Delivery 2.

This 2-credit hour unit course in Formulations and Drug Delivery (FDD) builds on FDD Fall P1 applying the basic principles of pharmacy calculations, pharmaceutics, and pharmacokinetics. Topics to be discussed include pharmaceutical calculations, pharmacokinetics of infusions, multiple dosing, protein binding, dosing adjustments in kidney failure, as well as pulmonary, ophthalmic, otic, nasal, buccal, and sublingual drug delivery systems. A combination of lectures, active learning exercises, small group discussions, problem sets/homework, and formative quizzes may be used for teaching and assessing the material. The course's overall purpose is to continue developing strong foundations in pharmaceutical sciences, calculations, and kinetics to prepare students for material in the integrated systems and patient care skills courses.

PRMC - 651 - Pharmacy Administration: Pharmacy Systems 2.

This 2-unit course with accompanied labs is taught in two blocks that will familiarize the pharmacy student with the overall health care environment within which the practice of pharmacy takes place. This overview includes the social, governmental, cultural, ethical, legal, and health care structures that impact upon patients, their families, pharmacists, and their colleagues. The course imparts the importance of understanding those various influences that determine current and future professional life. Students will be encouraged to expand critical thinking skills, leadership abilities, and communication skills that will support professional and personal success. The course will introduce complex areas of health care delivery from public policy perspectives. Lectures and classroom discussion will provide interdisciplinary approaches to difficult political, social, and economic issues that confront health practitioners and the public. The focus of this course will be on special issues that impact on some, but not all, identifiable health care population, federal and state-run health prescription health benefit plans and the administration and regulation of such. In addition, issues of medication safety, regulatory compliance, evidence-based practice, quality control improvement and good financial stewardship to improve drug therapy outcomes. The law portion will focus on state and federal regulations governing Controlled Substances, Prescribing, Dispensing, non-Rx drug, and Drug Disposal.

PRMC - 649 – Integrated Systems, Science, & Therapeutics 2.

In this 3-credit hour course, student pharmacists will be introduced to eye, ears, nose, throat (EENT) and respiratory anatomy, physiology, pathophysiology, and disease management strategies. The pharmacist's role in medication management will include medication mechanism of action, structure-function relationships, structure-activity relationships, adverse effects, contraindications, drug metabolism, drug interactions. Additionally, students will learn appropriate medication selection and lifestyle modifications for treatment of disease.

PRMC- 653 – Integrated Systems, Science, & Therapeutics 3.

In this 4-credit hour course, student pharmacists will be introduced to gastrointestinal tract, liver, and renal anatomy, physiology, pathophysiology, and disease management strategies. The pharmacist's role in medication management will include medication mechanism of action, structure-function relationships, structure-activity relationships, adverse effects, contraindications, drug metabolism, drug interactions. Additionally, students will learn appropriate medication selection and lifestyle modifications for treatment of disease.

PRMC - 654 – Integrated Systems, Science, & Therapeutics 4.

In this 6-credit hour course, student pharmacists will be introduced to cardiovascular anatomy, physiology, pathophysiology, and disease management strategies. The pharmacist's role in cardiovascular medication management will include medication mechanism of action, structure-function relationships, structure-activity relationships, adverse effects, contraindications, drug metabolism, drug interactions. Additionally, students will learn appropriate medication selection and lifestyle modifications for treatment of disease.

PRMC - 652– Patient Care Skills 2.

In this 3-credit hour lab course, student pharmacists will gain initial and progressive patient care skills through interactive learning activities such as simulations, hands-on labs, integrated problem-solving and critical thinking activities, discussions, and classroom lectures. In this course, students will practice the skills and professionalism necessary to effectively provide evidence-based patient care. Pharmacy students will utilize the Patient Care Skills course to apply concepts and skills learned in didactic courses through simulation and patient care scenarios. Students will practice professionalism, communication and interviewing skills, drug information skills, basic physical assessment, prescription dispensing techniques, injection techniques, patient counseling, and provide evidence-based patient care based upon sound therapeutic principles. Ultimately, the Patient Care Skills courses will prepare students for their Introductory Pharmacy Practice Experiences (IPPEs) and Advanced Pharmacy Practice Experiences (APPEs).

PRMC- 648 A and B – Co-curriculum 1.

This **year long 1 credit hour** course begins in the fall and finishes in the spring of the first year of pharmacy school. Students will examine, reflect, and participate in their professional development through required and self-selected activities. Students will gain knowledge and experience regarding their strengths, leveraging creative goal setting, using SMART goals to achieve success, developing healthy behaviors to promote wellness, and attaining certifications to promote professionalism. Continuous professional development (CPD) serves as the basis to promote life-long learning skills in this course. Students will self-select 4 activities for development in the areas of education/communication, cultural sensitivity, leadership, and personal and professional development. Students will then define their own objectives, articulate their plan for learning, implement their plan, evaluate and reflect on what they learned, with the goal of being able to incorporate this new knowledge, skills, and attitudes into their future practice.

YEAR 2 – FALL SEMESTER

PRMC - 656 - Formulations and Drug Delivery 3.

This 2-credit hour course continues the discussion of the principles of pharmaceuticals, pharmacognosy and clinical pharmacokinetics. The purpose is to learn the basic principles that underlie these pharmaceutical sciences: dosage forms and drug delivery systems, medicinal plants as well as the study of drug disposition in the human body. These sciences constitute an integral part of drug development and rational pharmacotherapy. The disciplines will be presented aligned with the integrated systems blocks including endocrine, Central Nervous System (CNS) drugs, and antibiotics. A combination of didactic lectures, active learning exercises, assignments, and discussion boards may be used for teaching the material. The overall purpose of the course is to use the strong foundations in pharmaceutical sciences, calculations, and kinetics covered in Formulations and Drug Delivery 1 & 2 to support the material in the integrated systems and patient care skills courses.

PRMC - 657– Pharmacy Administration: Pharmacy Systems 3.

This 3-credit hour course focuses on the role of evidence-based medicine in helping pharmacists to make clinical decisions. Students expand their critical thinking skills through the application of evidence-based pharmacy-related literature evaluations. Lectures and in-class assignments elucidate the role of statistics, study design, economics, and epidemiology as they relate to pharmacy, literature evaluation, and decision making. Specific topics in statistics and study design help students to differentiate between data types, examine study designs, and determine whether statistical analyses are appropriate. Specific topics related to Pharmacoeconomics will include Cost-of-illness studies, Cost-Benefit analysis, Cost-Effectiveness Analysis, Cost-Utility Analysis, Decision Analysis and Health-related Quality of Life. Pharmacoepidemiology delves into the efficacy and safety issues associated with pharmacy, in particular, morbidity (disease), mortality (death), and pharmacovigilance (examining drug-related ADEs). In addition, formulary design, and therapeutic equivalence will be covered, especially as they relate to pharmacoepidemiology. The class will also include a brief survey of potential professional and business liabilities for the pharmacist.

PRMC- 655 – Integrated Systems, Science, & Therapeutics 5.

In this 4-credit hour course, second year student pharmacists will be introduced to endocrine pathophysiology and disease management. Special attention will be given to diabetes, metabolic syndrome, osteoporosis, hypothyroidism, hyperthyroidism, and disorders that affect the pituitary and adrenal glands. Basic physiological and pathophysiology principles will be covered in fuel and bone homeostasis and HPO endocrinology. A range of small molecule inhibitors, transporter inhibitors, steroids, receptor agonists/antagonists, and biomimetics pharmacology, medicinal chemistry, and clinical use. This includes mechanism of action, drug metabolism, structure-function relationships, adverse effects, contradictions, and appropriate medication and lifestyle selection.

PRMC - 658– Integrated Systems, Science, & Therapeutics 6.

In this 3-credit hour course, second year student pharmacists will be introduced to anatomy, physiology, pathophysiology, and neurologic system disease management strategies. The pharmacist's role in neurologic disease management will include medication mechanism of action, structure-function relationships, structure-activity relationships, adverse effects, contraindications, drug metabolism, and drug interactions. Additionally, students will learn appropriate medication selection and lifestyle modifications for treatment of disease.

PRMC- 659 – Integrated Systems, Science, & Therapeutics 7.

In this 2-credit hour course, second year student pharmacists will be introduced to major antibacterial drug classes used to manage acute and chronic bacterial diseases. Basic principles will be covered in medical microbiology, antibacterial pharmacology, medicinal chemistry, and clinical use. This includes mechanism of action, drug metabolism, structure-function relationships, bactericidal vs bacteriostatic activity, spectrum of antibiotic activity, post-antibiotic effects, adverse effects, and antimicrobial resistance. Special attention will be given to drugs that either function as an antimetabolite or interfere with synthesis of bacterial DNA, RNA, proteins, or cell walls. This course provides the foundation needed for the Integrated Systems Science and Therapeutics course on Infectious Diseases - Anti-Bacterial Applications.

PRMC - 660– Integrated Systems, Science, & Therapeutics 8.

In this 4-credit hour course, second year student pharmacists will apply the concepts introduced in bacterial foundations to disease management. Special attention will be given to infections of the lungs, upper respiratory tract, gastrointestinal tract, blood, bone, and skin and to identification of bacterial pathogens. Basic physiological and pathophysiology principles will be covered as will mechanism of action, drug metabolism, structure-function relationships, adverse effects, contradictions, and appropriate medication selection.

PRMC- 661 – Patient Care Skills 3.

In this 3-credit hour lab course, student pharmacists will gain initial and progressive patient care skills through interactive learning activities such as simulations, hands-on labs, integrated problem-solving activities, discussions, and classroom lectures. In this course, students will practice the skills and professionalism necessary to effectively provide evidence-based patient care. Pharmacy students will utilize the Patient Care Skills course to apply concepts and skills learned in didactic courses through simulation and patient care scenarios. Students will practice professionalism, communication and interviewing skills, drug information skills, basic physical assessment, prescription dispensing techniques, injection techniques, patient counseling, and provide evidence-based patient care based upon sound therapeutic principles. Ultimately, the Patient Care Skills courses will prepare students for their Introductory Pharmacy Practice Experiences (IPPEs) and Advanced Pharmacy Practice Experiences (APPEs).

PRMC- 665 A and B – Co-curriculum 2.

This **year long 1 credit hour** course begins in the fall and finishes in the spring of the first year of pharmacy school. Students will examine, reflect, and participate in their professional development through required and self-selected activities. Students will gain knowledge and experience regarding their strengths, leveraging creative goal setting, using SMART goals to achieve success, developing healthy behaviors to promote wellness, and attaining certifications to promote professionalism. Continuous professional development (CPD) serves as the basis to promote life-long learning skills in this course. Students will self-select 5 activities for development in the areas of education/communication, cultural sensitivity, leadership, personal and professional development and person/patient centered care. Students will then define their own objectives, articulate their plan for learning, implement their plan, evaluate and reflect on what they learned, with the goal of being able to incorporate this new knowledge, skills, and attitudes into their future practice.

YEAR 2 – SPRING SEMESTER

PRMC - 663– Pharmacy Administration: Pharmacy Systems 4.

This 2-unit course lays the foundation for management principles, measurement tools, strategies, and philosophies as they relate to pharmacy management, and application of these tools in the working environment. Focus will be on topics necessary for the pharmacy manager to function effectively in many environments. The class will also include a brief survey of medical ethics for the pharmacist.

PRMC- 662 – Integrated Systems, Science, & Therapeutics 9.

In this 4-credit course, second year student pharmacists will be introduced to antifungal, antiviral, and antiparasitic drug classes used to manage acute and chronic infections. Basic principles will be covered in medical microbiology, antimicrobial pharmacology, medicinal chemistry, and clinical use. This includes clinical presentation, infectious etiologies, and risk factors. Mechanism of action, metabolism, structure-function relationships, spectrum of activity, adverse effects, possible drug interactions, contradictions, and antimicrobial resistance patterns will be discussed. Students will learn how to select the appropriate therapies, make dosing and monitoring recommendations, and address known resistance patterns.

PRMC- 666 – Integrated Systems, Science, & Therapeutics 10.

In this 3.5-credit course, second year student pharmacists will be introduced to hematologic and oncologic drug classes. Basic principles will be covered in chemotherapy, pharmacology, medicinal chemistry, and clinical use. This includes clinical presentation, etiologies, and risk factors. Mechanism of action, metabolism, structure-function relationships, adverse effects, possible drug interactions, contradictions will be discussed. Students will learn how to select the appropriate therapies, make dosing and monitoring recommendations, and address chemotherapy toxicities and supportive care including infections in immunocompromised patients.

PRMC -668– Integrated Systems, Science, & Therapeutics 11.

In this 3.5-credit hour course, second year student pharmacists will be introduced to anatomy, physiology, pathophysiology, and disease management strategies in psychiatry. The pharmacist's role in disease management will include medication mechanism of action, structure-function relationships, structure-activity relationships, adverse effects, contraindications, drug metabolism, and drug interactions. Additionally, students will learn appropriate medication selection and lifestyle modifications for treatment of disease.

PRMC- 669 – Integrated Systems, Science, & Therapeutics 12.

This 4-credit hour course covers a series of advanced topics including reproductive endocrinology, special populations, and complex autoimmune diseases. It is designed for second year pharmacy students who have a strong foundation in integrated science systems and therapeutics. Students will expand on their understanding of endocrinology by studying gonadal hormone regulation and applying this knowledge to therapies related to contraception, infertility, menstrual disorders, hormone replacement, prostatic hyperplasia, erectile dysfunction, androgen-related alopecia. Students will also take a deeper look at age-related changes in physiological that affect the pharmacodynamics and pharmacokinetics of some drug therapies. This knowledge is essential for safe clinical decision-making for special patient populations such as pregnant, pediatric, and geriatric patients. Lastly, students will apply their understanding of immune-mediated pathology to the management of autoimmune diseases such as rheumatoid arthritis, lupus, Crohn's disease, and multiple sclerosis. Comprehension will be assessed through a combination of case studies, projects, and exams.

PRMC- 664 – Patient Care Skills 4.

In this 3-credit hour lab course, student pharmacists will gain initial and progressive patient care skills through interactive learning activities such as simulations, hands-on labs, integrated problem-solving and critical thinking activities, discussions, and classroom lectures. In this course, students will practice the skills and professionalism necessary to effectively provide evidence-based patient care. Pharmacy students will utilize the Patient Care Skills course to apply concepts and skills learned in didactic courses through simulation and patient care scenarios. Students will practice professionalism, communication and interviewing skills, drug information skills, basic physical assessment, prescription dispensing techniques, injection techniques, patient counseling, and provide evidence-based patient care based upon sound therapeutic principles. Ultimately, the Patient Care Skills courses will prepare students for their Introductory Pharmacy Practice Experiences (IPPEs) and Advanced Pharmacy Practice Experiences (APPEs).

PRMC- 665 A and B – Co-curriculum 2.

This **year long 1 credit hour** course begins in the fall and finishes in the spring of the first year of pharmacy school. Students will examine, reflect, and participate in their professional development through required and self-selected activities. Students will gain knowledge and experience regarding their strengths, leveraging creative goal setting, using SMART goals to achieve success, developing healthy behaviors to promote wellness, and attaining

certifications to promote professionalism. Continuous professional development (CPD) serves as the basis to promote life-long learning skills in this course. Students will self-select 5 activities for development in the areas of education/communication, cultural sensitivity, leadership, personal and professional development and person/patient centered care. Students will then define their own objectives, articulate their plan for learning, implement their plan, evaluate and reflect on what they learned, with the goal of being able to incorporate this new knowledge, skills, and attitudes into their future practice.

DIDACTIC ELECTIVE COURSES

PRMC 600 - Independent Study

This elective course is designed to offer students the opportunity to pursue academic interests in partnership with a College of Pharmacy faculty member. Students interested in Independent Study will work with a faculty member to develop a contract that outlines the work to be pursued, a timetable, the basis for grade determination and the outcomes expected; for example, a paper ready to be submitted for Publication. The contract must be signed by the faculty member and student and submitted to the appropriate department chair before the course starts.

1. PRMC 600-A Independent Study 1 (1 unit)
2. PRMC 600-B Independent Study 2 (2 units)
3. PRMC 600-C Independent Study 3 (3 units)
4. PRMC 600-D Independent Study 4 (4 units)
5. PRMC 600-E Independent Study 5 (1 units)

PRMC 630, Acute Care Elective (2 units) – Monica Donnelley and Jeremiah Duby

The Acute Care Elective provides students with advanced topics, training, and skills in preparation for acute care learning experiences. Each class will explore a subject that overlaps and intersects common populations and problems in the acute care setting. Additionally, the format of each class (below) is organized to emphasize fundamental activities (e.g., Journal Club, Case Conference) required for success on rotation.

PRMC 633A, Pharmacy Calculations (0.5 unit) – Michael Ellerby

The overall purpose of PRMC 633A is to provide P1 students with a more intensive problem-solving experience (akin to a “lab”) designed to improve their skill level in support of their calculations work in PRMC 602. Participating faculty will offer example problems and problem-solving strategies on calculations topics recently covered in PRMC 602 (or that support these lectures). PRMC 633A sessions specifically support the following PRMC 602 calculations lectures: Calculations I, II and III.

PRMC 633B, Pharmacy Calculations (0.5 unit) – Michael Ellerby

The overall purpose of PRMC 633B is to provide P1 students with a more intensive problem-solving experience (akin to a “lab”) designed to improve their skill level in support of their calculations work in PRMC 606. Participating faculty will offer a series of example problems, and problem-solving

strategies, on calculations topics that have recently been covered in PRMC 606 (or that support these lectures). PRMC 633B sessions specifically support the following PRMC 606 calculations lectures: Calculations IV, V, and VI.

PRMC 638 Pharmacy and Therapeutics (1 unit) –; Katrina Zywiec

The purpose of the Pharmacy and Therapeutics (P&T) Elective will be to improve students' managed care pharmacy knowledge, teamwork, critical thinking, and presentation skills. The rotation will allow them to move forward as a cohort as they participate in the P&T competition, while also providing a strong foundation on the different aspects pertinent to the competition, such as critical appraisal, benefit design, statistics, Pharmacoeconomics, Medicare/Medicaid, and comparative effectiveness research. Students will compete at the local level and can compete nationally, earn scholarships, and improve their pharmacy residency candidacy.

PPRMC 632, Residency Preparation (1 unit)

The Residency Prep Elective provides students with the tools needed to navigate the residency search and interview process. Each class will focus on an aspect of the residency procurement process.

PRMC 631, Pharmacy Careers (1 unit)

The purpose of the Pharmacy Careers Elective is to expose students to the various career paths available to pharmacists, including the skills and training necessary to be successful. Each class will explore a career path that overlaps and intersects common disciplines and populations and will provide the foundation when deciding which path the student may consider and incorporate both short term and potentially long term.

IPEC 690, Pathways to Success (1 unit) – Paisley Rosengren

In Pathways to Success, students will learn and be given the opportunity to practice evidence-based study strategies and time management skills. The course will also cover maintaining personal well-being, communicating assertively in a professional manner, and actively developing coping strategies to manage stressful life experiences. This interactive, engaging, and self-reflective course meets 2 hours a week for 8 weeks.

PRMC 639 A, Contemporary Topics in Pharmacy management (1 unit) –

The course will make use of contemporary and extant literature in social, behavioral, and administrative sciences and help students link well-known and widely taught theories in the field, ranging from human resources management theories, and theories in the areas of self-efficacy, transtheoretical model of change, health beliefs, organizational behavior, law of diminishing marginal utility, theory of reasoned action, and other, with foundational concepts often found in tertiary literature.

PRMC 680, Artificial Intelligence in Pharmacy Education (1 unit) –

This 1-credit elective course is an introductory supervised self-study on the history and capabilities of GPT-4, and how to use it in pharmacy education. Students will learn how GPT-4 can assist them with a variety of education related tasks, including answering their general knowledge questions, creating study outlines, editing content, correcting mistakes, writing content targeted to various audiences, finding solutions to calculation problems, analyzing the pdf files of scientific papers, looking for reference material, ensuring proper attribution, and avoiding plagiarism, among others.

PRMC 681, Anticoagulation (1 unit) –

This course helps students strengthen their knowledge about anticoagulation and gain more experience on the practical application of anticoagulation. Presently, there are many different applications for anticoagulation in different settings, such as the inpatient, outpatient, and ambulatory care setting. Pharmacists play an important role in the management of anticoagulation to make sure patients with/without comorbidities are well managed. After this course, students will understand the importance of anticoagulation, its indications, dosage formulations and doses.

The course will be a combination of online recorded videos and virtual classes. The topics of the online videos are listed in the “Topics and Schedule” section below. The virtual classes will add content to the videos via lecture, case-based learning, and/or other team-based learning items.

EXPERIENTIAL EDUCATION

INTRODUCTORY PHARMACY PRACTICE EXPERIENCES (IPPE)

YEAR 1 – SUMMER SEMESTER

PRMC- 620 & 621 – Community Practice IPPE (6 units)

This core Experiential Education will be the introduction to Community Practice in the Community Pharmacy environment.

YEAR 2 – SUMMER SEMESTER

PRMC- 625 – Institutional Practice IPPE (3 units)

This core Experiential Education will introduce Institutional Practice in the acute care hospital environment.

CORE ADVANCED PHARMACY PRACTICE EXPERIENCES (APPEs)

YEAR 3

PRMC 703 – Institutional Pharmacy Practice (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a hospital setting with emphasis on facility pharmacy operations. They will also apply knowledge and skills learned during didactic courses.

PRMC 704 – Community Pharmacy Practice 1 (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a community pharmacy setting with emphasis in operation and distribution. They will also apply knowledge and skills learned during didactic courses.

PRMC 706 – Ambulatory Care 1 (6 units)

In this rotation, the student pharmacist will gain experience and confidence in an ambulatory care clinic setting with emphasis on fundamental family medicine and chronic diseases. They will also apply knowledge and skills learned during didactic courses.

PRMC 708 – Acute Care 1 (6 units)

In this rotation, the student pharmacist will gain experience and confidence in an acute care hospital setting with emphasis on internal medicine and critical care. They will also apply knowledge and skills learned during didactic courses.

REQUIRED PROFESSIONAL COURSES

YEAR 3 – Concurrent to APPEs

PRMC - Professional Development - Summer (1 units)

Symposium of topics to enhance and promote the transition of a student pharmacist to a professional pharmacist.

PRMC – Professional Development – Fall (1 units)

Symposium of topics to enhance and promote the transition of a student pharmacist to a professional pharmacist.

PRMC – Professional Development – Spring (1 units)

Symposium of topics to enhance and promote the transition of a student pharmacist to a professional pharmacist.

EXPERIENTIAL EDUCATION

ELECTIVE APPEs

PRMC 801 – Acute Care Elective: Internal Medicine (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a hospital acute-care setting with emphasis on internal medicine. They will also apply knowledge and skills learned during didactic courses.

PRMC 802 – Acute Care Elective: Infectious Diseases (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a hospital acute-care setting with emphasis on infectious diseases. They will also apply knowledge and skills learned during didactic courses.

PRMC 803 – Acute Care Elective: Critical Care (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a hospital acute-care setting with emphasis on critical care. They will also apply knowledge and skills learned during didactic courses.

PRMC 804 – Acute Care Elective: Pediatrics (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a hospital acute-care setting with emphasis on pediatric medicine. They will also apply knowledge and skills learned during didactic courses.

PRMC 806 – Acute Care Elective: Surgery (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a hospital acute-care setting with emphasis on surgery. They will also apply knowledge and skills learned during didactic courses.

PRMC 807 – Acute Care Elective: Geriatrics/ Psychiatry (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a hospital acute-care setting with emphasis on geriatric medicine. They will also apply knowledge and skills learned during didactic courses.

PRMC 808 – Acute Care Elective: Management (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a hospital acute-care setting with emphasis on hospital management. They will also apply knowledge and skills learned during didactic courses.

PRMC 809 – Acute Care Elective: Medication Safety (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a hospital acute-care setting with emphasis on medication safety. They will apply knowledge and skills learned during didactic courses.

PRMC 810 – Acute Care Elective: Cardiology (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a hospital acute-care setting with emphasis on cardiology. They will also apply knowledge and skills learned during didactic courses.

PRMC 811 – Acute Care Elective: Advanced Hospital Pharmacy (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a hospital acute-care setting with emphasis on advanced pharmacy practice. They will also apply knowledge and skills learned during didactic courses.

PRMC 813 – Acute Care Elective: Oncology (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a hospital acute-care setting with emphasis on oncology. They will also apply knowledge and skills learned during didactic courses.

PRMC 815 – Acute Care Elective: Emergency Medicine (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a hospital acute-care setting with emphasis on emergency medicine. They will also apply knowledge and skills learned during didactic courses.

PRMC 816 – Acute Care Elective: Transitions of Care (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a hospital acute-care setting with emphasis on transition of care. They will also apply knowledge and skills learned during didactic courses.

PRMC 817 – Acute Care Elective: Trauma (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a hospital acute-care setting with emphasis on Trauma. They will also apply knowledge and skills learned during didactic courses.

PRMC 818 – Acute Care Elective: Diabetes (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a hospital acute-care setting with emphasis on diabetes care. They will also apply knowledge and skills learned during didactic courses.

PRMC 819 – Acute Care Elective: Transplant (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a hospital acute-care setting with emphasis on organ transplants. They will also apply knowledge and skills learned during didactic courses.

PRMC 821 – Ambulatory Care Elective: Adult Primary Care (6 units)

In this rotation, the student pharmacist will gain experience and confidence in an ambulatory care clinic setting with emphasis on adult primary care. They will also apply knowledge and skills learned during didactic courses.

PRMC 822 – Ambulatory Care Elective: Anticoagulation (6 units)

In this rotation, the student pharmacist will gain experience and confidence in an ambulatory care clinic setting with emphasis on anticoagulation therapy. They will also apply knowledge and skills learned during didactic courses.

PRMC 826 – Ambulatory Care Elective: Oncology (6 units)

In this rotation, the student pharmacist will gain experience and confidence in an ambulatory care clinic setting with emphasis on oncology. They will also apply knowledge and skills learned during didactic courses.

PRMC 827 – Ambulatory Care Elective: General Ambulatory Care (6 units)

In this rotation, the student pharmacist will gain experience and confidence in an ambulatory care clinic setting with emphasis on general ambulatory care. They will also apply knowledge and skills learned during didactic courses.

PRMC 828 – Ambulatory Care Elective: Transitions of Care (6 units)

In this rotation, the student pharmacist will gain experience and confidence in an ambulatory care clinic setting with emphasis on transitions of care. They will also apply knowledge and skills learned during didactic courses.

PRMC 829 – Ambulatory Care Elective Diabetes (6 units)

In this rotation, the student pharmacist will gain experience and confidence in an ambulatory care clinic setting with emphasis on Diabetes. They will also apply knowledge and skills learned during didactic courses.

PRMC 830 - Ambulatory Care Elective: Psychiatry (6 units)

In this rotation, the student pharmacist will gain experience and confidence in an ambulatory care clinic setting with emphasis on psychiatry. They will also apply knowledge and skills learned during didactic courses.

PRMC 841 - Community Practice Elective: Compounding (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a community pharmacy setting with emphasis on compounding. They will also apply knowledge and skills learned during didactic courses.

PRMC 843 - Community Practice Elective: HIV/AIDS (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a community pharmacy setting with emphasis on HIV treatment and care. They will also apply knowledge and skills learned during didactic courses.

PRMC 849 - Community Practice Elective: Pharmacy Management (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a community pharmacy setting with emphasis on community pharmacy management. They will also apply knowledge and skills learned during didactic courses.

PRMC 850 - Community Practice Elective: Medication Therapy Management (MTM) (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a community pharmacy setting with emphasis on medication therapy management services (MTM). They will also apply knowledge and skills learned during didactic courses.

PRMC 851 - Community Practice Elective: Compounding/Integrative Pharmacy (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a community pharmacy setting with emphasis on compounding/integrative pharmacy. They will also apply knowledge and skills learned during didactic courses.

PRMC 852 - Community Practice Elective: Immunization Specialty (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a community pharmacy setting with emphasis on immunization. They will also apply knowledge and skills learned during didactic courses.

PRMC 853 - Community Practice Elective: Pediatrics (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a community pharmacy setting with emphasis on Pediatrics. They will also apply knowledge and skills learned during didactic courses.

PRMC 854 - Community Practice Elective: Pain Management (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a community pharmacy setting with emphasis on pain management. They will also apply knowledge and skills learned during didactic courses.

PRMC 855 - Community Practice Elective: Specialty Pharmacy (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a community pharmacy setting with emphasis on specialty pharmacy. They will also apply knowledge and skills learned during didactic courses.

PRMC 861 - Elective: Long-Term Care (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a long-term care facility setting. They will also apply knowledge and skills learned during didactic courses.

PRMC 862 - Elective: Home Infusion (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a home infusion facility setting. They will also apply knowledge and skills learned during didactic courses.

PRMC 863 - Elective: Nuclear Pharmacy (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a nuclear pharmacy setting. They will also apply knowledge and skills learned during didactic courses.

PRMC 864 - Elective: Forensic Toxicology (6 units)

In this rotation, the student pharmacist will gain experience and confidence in an institutional setting with emphasis on the application of pharmacology, pharmacokinetics, and pharmacodynamics of drugs of abuse, toxic drugs and chemicals to the needs of the law. They will also apply knowledge and skills learned during didactic courses.

PRMC 865 - Elective: Academia (6 units)

In this rotation, the student pharmacist will gain experience and confidence in an academic setting with emphasis on the application and synthesis of didactic information, to the day-to-day activities of a pharmacist. They will also apply knowledge and skills learned during didactic courses.

PRMC 867 - Elective: Managed Care (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a managed care setting. They will also apply knowledge and skills learned during didactic courses.

PRMC 869 - Elective: Drug Information (6 units)

In this rotation, the student pharmacist will gain experience and confidence on drug information. They will also apply knowledge and skills learned during didactic courses.

PRMC 870 - Elective: Health System Administration (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a hospital/health system setting with an emphasis on health system administration. They will also apply knowledge and skills learned during didactic courses.

PRMC 871 - Elective: Professional Organizations (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a managed care setting with emphasis on professional organizations. They will also apply knowledge and skills learned during didactic courses.

PRMC 871A - Elective: Professional Organizations Advocacy (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a managed care setting with emphasis on professional organizations and advocacy. They will also apply knowledge and skills learned during didactic courses.

PRMC 872 - Elective: CPP/Centralized Services (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a managed care setting with emphasis on CPP/Centralized services. They will also apply knowledge and skills learned during didactic courses.

PRMC 873 - Elective: Pharmacoeconomics (6 units)

In this rotation, the student pharmacist will gain experience and confidence in an administrative pharmacy setting with emphasis on pharmacoeconomic. They will also apply knowledge and skills learned during didactic courses.

PRMC 874 - Elective: Drug Use Management (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a direct patient care setting with emphasis on safe and appropriate medication. They will also apply knowledge and skills learned during didactic courses.

PRMC 877 - Elective: Information Technology (6 units)

In this rotation, the student pharmacist will gain experience and confidence in an institutional setting with emphasis on operational data management. They will also apply knowledge and skills learned during didactic courses.

PRMC 878 - Elective: Community Public Health (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a community public health setting. They will also apply knowledge and skills learned during didactic courses.

PRMC 880 - Elective: Managed Care/Medication Therapy Management (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a patient care setting with emphasis on managed care and medication therapy management. They will also apply knowledge and skills learned during didactic courses.

PRMC 881 - Elective: Department of Corrections (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a correctional facility setting. They will also apply knowledge and skills learned during didactic courses.

PRMC 882 - Elective: Industry/Marketing (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a pharmaceutical company setting with emphasis on marketing. They will also apply knowledge and skills learned during didactic courses.

PRMC 883 - Elective: Investigational Drugs (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a clinic setting with emphasis on investigational drugs. They will also apply knowledge and skills learned during didactic courses.

PRMC 884 - Elective: Hospice Care (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a hospice care setting with emphasis on end-of-life care. They will also apply knowledge and skills learned during didactic courses.

PRMC 885 - Elective: Healthcare Informatics (6 units)

In this rotation, the student pharmacist will gain experience and confidence in an administrative pharmacy setting with emphasis on databases and data analytics. They will also apply knowledge and skills learned during didactic courses.

PRMC 886 - Elective: Pharmaceutical Industry (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a pharmaceutical company setting with emphasis on medical communications. They will also apply knowledge and skills learned during didactic courses.

PRMC 887 - Elective: Advanced Healthcare informatics (6 units)

In this rotation, the student pharmacist will gain experience and confidence in an administrative pharmacy setting with emphasis on databases and data analytics. They will also apply knowledge and skills learned during didactic courses.

PRMC 889 – Elective: Pharmacy and Therapeutics (6 units)

The purpose of the Pharmacy and Therapeutics (P&T) Rotation will be to improve students' managed care pharmacy knowledge, teamwork, critical thinking and presentation skills. The rotation will allow them to move forward as a cohort as they participate in the P&T competition, while also providing a strong foundation on the different aspects pertinent to the competition, such as critical appraisal, benefit design, statistics,

Pharmacoeconomics, Medicare/Medicaid, and comparative effectiveness research. Students will compete at the local level and can compete nationally, earn scholarships, and improve their pharmacy residency candidacy.

TUC COP Professional Meeting Requirement

TUC COP students are required to attend one recommended state- or national-level professional meeting before they graduate. See below for a list of recommended meetings. Approved assignments for the meeting, such as participation in skills or knowledge competitions, will be eligible for additional IPPE hours during the P1 and P2 years. Documentation of your attendance in the form of a copy of your registration receipt or your meeting badge must be uploaded to your e-portfolio under “Document” below.

Examples of appropriate annual or interim professional meetings to satisfy the requirement:

American (or California) Pharmacists Association
American (or California) Society of Health-System Pharmacists American Association of Colleges of Pharmacy
American College of Clinical Pharmacy Academy of Managed Care Pharmacy
International Society for Pharmacoeconomics and Outcomes Research Student National Pharmaceutical Association

If you plan to attend a meeting other than those listed here, please check beforehand with the Office of Experiential Education to confirm that it is eligible to satisfy the meeting requirement.

Program Learning Outcomes 4-year PharmD

PharmD Program Student Learning Outcomes

Professional pharmacist competencies that must be achieved by graduates through the professional degree program curriculum are the ability to:

Outcome 1.1: Learner

1. Develop and integrate knowledge from the foundational sciences to evaluate the scientific literature, explain drug action, solve therapeutic problems.
2. Apply foundational science knowledge to provide patient-centered care.
3. Apply foundational science knowledge to advance population health.

Outcome 2.1: Caregiver

1. Collect and interpret patient medical history and information.
2. Use patient information and preferences to prioritize and formulate assessments and recommendations.
3. Implement, monitor, and adjust patient care plans.
4. Document pharmaceutical care activities

Outcome 2.2: Manager

1. Identify and utilize human, financial, technological, and physical resources to optimize the medication use system.
2. Identify and use risk reduction strategies to minimize medication errors.

Outcome 2.3: Promoter

- 2.3.1 Design prevention, intervention, and educational strategies for individuals and communities to promote wellness and chronic disease management.

Outcome 2.4: Provider

- 2.4.1 Approach the development of evidence-based practice guidelines from a patient-centered perspective to understand the influence on population-based care.

Outcome 3.1: Problem Solver

1. Work with other stakeholders to identify problems related to practice and care.
2. Identify and prioritize multiple solutions to problems related to practice and care.

Outcome 3.2: Educator

1. Provide education by adapting instruction and delivery to the intended audience.
2. Assist patients in navigating the complex healthcare system.

Outcome 3.3: Advocate

1. Assure that patients' best interests are represented.
2. Assist patients in navigating the complex healthcare system.

Outcome 3.4: Collaborator

1. Define clear roles and responsibilities that value team-based decision making and show respect for contributions from all areas of expertise.
2. Work with other stakeholders to engender a team approach to identify and resolve problems related to practice and care.

Outcome 3.5: Includer

- 3.5.1 Recognize social determinants of health to make recommendations to diminish disparities and inequities in access to quality care.

Outcome 3.6: Communicator

- 3.6.1 Communicate verbally and nonverbally with all audiences with clarity, conciseness, and culturally appropriate language.

Outcome 4.1: Self-aware

1. Reflect critically on personal skills to incorporate into continuous professional development activities.
2. Accept and respond to constructive criticism.

Outcome 4.2: Leader

1. Leverage management and situational leadership opportunities to achieve shared goals.
2. Empower team members by actively listening, gathering input or feedback, and fostering collaboration to achieve shared goals.

Outcome 4.3: Innovator

- 4.3.1 Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.

Outcome 4.4: Professional

- 4.4.1 Act in accordance with legal, ethical, social economic, and act within accepted standards in all interactions

Graduation Requirements – TUC for COP for 4-Year PharmD Program

A student will be recommended for the degree of Doctor of Pharmacy provided the candidate:

1. Has completed at least four years at the College of Pharmacy at Touro University, and all the required courses and rotations that constitute the curriculum amounting to 159.5 units.
2. Is not on probation, has completed all prescribed academic requirements with a cumulative curriculum weighted average of 70% or greater, has no outstanding grade which is incomplete, and has a passing grade for all clinical rotations.
3. has performed and behaved in a manner which is ethical, professional, and consistent with the practice of Pharmacy.
4. Has complied with all the legal and financial requirements of Touro University – California.
5. Attends the graduation ceremony in person, unless special permission has been granted by the Dean of the College of Pharmacy.
6. Has completed the academic requirements within 6 years following matriculation (excluding approved leaves of absence).
7. Has met co-curricular requirements, as described in the “Co-Curricular Activities and Requirements” section above.
8. Has attended one professional meeting, as described below.

Curriculum Information for 4-year PharmD Program

COLLEGE OF PHARMACY COURSE DESCRIPTIONS

YEAR 1 - FALL SEMESTER

PRMC 601 - Biological Sciences I.

This 4-unit course introduces first year pharmacy students to basic principles in biochemistry, molecular biology, and cell biology needed to understand human physiology, pathophysiology and pharmacology (Block A). Following this introduction, the anatomy and physiology of two important organ systems will be discussed in detail: (1) autonomic nervous system and (2) immune system (Block B). Emphasis will also be placed on inflammation and principles underlying the pathophysiology of the immune system and related pharmacology are taught within a vertically integrated organ-system–based framework.

PRMC 602 - Pharmaceutical Sciences I.

This 7-unit course introduces the foundational principles of medicinal chemistry, pharmacology, pharmacogenetics, pharmaceuticals, physical pharmacy, pharmacokinetics and pharmacy calculations. Important topic areas include functional groups, acid/base chemistry, pH/ionic equilibria, solubility, enzymes, drug metabolism, drug receptors, and drug delivery and dosage forms. This knowledge is then applied to the adrenergic and cholinergic systems, and to the immune system (e.g., hypersensitivity, inflammation). The overall purpose of the course is to give students an overview of pharmaceutical sciences and then apply those principles to a few key areas. This background prepares students for the continued application of pharmaceutical sciences to specific organ systems and disease states beginning with PRMC 606.

PRMC 603 - Social, Behavioral & Administrative Sciences I.

This 4-unit course familiarizes students with the various forces that shape the delivery of health care, specifically pharmaceutical care, as well as patient behavior. These forces include biomedical, genetic, environmental, socio-behavioral, ethical, legal, and political. A brief history of major legislative initiatives and monumental historical and legal precedence shed light upon the rationale for the way things exist today and thus how pharmacists should conduct themselves in this environment currently. The course addresses the patchwork of systems and programs that feed into the larger health care system and delves particularly into underserved, or at-risk populations by discussing the resources available to them and how pharmacists can address issues related to health disparities and health illiteracy in providing culturally competent care. This course introduces pharmacy law, including the Health Insurance Portability and Accountability Act (HIPAA), the Patient Safety and Affordable Care Act (Obamacare), the California Business & Professions Code, and the California Code of regulations. This course provides ample opportunity for students to reflect, write, and participate in team-building activities.

PRMC 604 - Clinical Sciences I.

This 4-unit course introduces the pharmacy student to clinical lab medicine, immunizations, and drug information. The pharmacist's role in the management of patients with conditions affecting the musculoskeletal and dermatological systems will be addressed. Students will also work collaboratively in assigned groups to deliver a presentation on an over the counter (OTC) topic and learn about how to write a clinical progress/SOAP note.

PRMC 626A - Cross Track Application I.

In this 0.5 credit hour course, the use of patient cases and practice problem sets aligned with materials presented in PRMC 601, 602 and 604 will allow students to reinforce foundational knowledge of pathophysiology, pharmacology and therapeutics. Through introductory online modules, students will also be introduced to interprofessional education (IPE). By engaging in various IPE activities pharmacy students will interact, communicate and work as a team with students from public health, physician assistant, nursing, education and osteopathic medicine programs to ultimately enhance the quality of care of the patients they will serve.

YEAR 1 – SPRING SEMESTER

PRMC 605 - Biological Sciences II.

This 5-unit course addresses human physiology and common forms of pathophysiology. It provides the foundational knowledge and critical thinking skills needed for competency in other biological, pharmaceutical and clinical sciences courses. Topic areas covered in this course include the normal physiology and pathophysiology of the following organ systems: respiratory, gastrointestinal, and liver (Block A); renal, ear/nose/throat (ENT), and ocular (Block B); and cardiovascular (Blocks B and C). Acute and chronic diseases in these organ systems will be discussed regarding their pathophysiology, epidemiology, clinical signs and symptoms, testing and diagnoses as well as the scientific basis for treatment and prevention. A combination of didactic lectures and active problem-based learning will be used to reinforce the material. Comprehension will be assessed through exams and quizzes.

PRMC 606 - Pharmaceutical Sciences II.

This 5-unit course is the second didactic course in Pharmaceutical Sciences. It continues the discussion which began in PRMC 602 of the principles of medicinal chemistry, pharmacology, and pharmaceutics, with emphasis on how these principles apply to pharmacy practice. This course's purpose is to continue to develop the knowledge base and critical thinking skills that will guide the student's progression to experiential training. Students are expected to carry out out-of-class review and preparation, in-class active participation, small-group activities, and participation in a group poster project in this course. Topics to be discussed include pharmaceutical calculations, injectable medication, dosage and delivery forms, physical pharmacy principles, and pharmacology and medicinal chemistry of drugs acting on the respiratory, renal, gastrointestinal, cardiovascular systems, and the eyes, ears, nose and throat (EENT).

PRMC 607 - Social, Behavioral and Administrative Sciences II.

This 4-unit course is taught in three blocks that will familiarize the pharmacy student with the overall health care environment within which the practice of pharmacy takes place. This overview includes the social, governmental, cultural, legal, and health care structures that impact upon patients, their families, pharmacists and their colleagues. The course imparts the importance of understanding those various influences that determine current and future professional life. Students will be encouraged to expand critical thinking skills, leadership abilities, and communication skills that will support professional and personal success. The course will introduce complex areas of health care delivery from public policy perspectives. Lectures and classroom discussion will provide interdisciplinary approaches to difficult political, social and economic issues that confront health practitioners and the public. The focus of PRMC 607 will be on special issues that impact on some, but not all, identifiable health care population, federal and state-run health prescription health benefit plans and the administration and regulation of such. In addition to issues of medication safety, regulatory compliance, evidence-based practice,

quality control improvement and good financial stewardship to improve drug therapy outcomes. The law portion will focus on state and federal regulations governing Controlled Substances.

PRMC 608 - Clinical Sciences II.

In this 5-unit course, the pharmacist's role in the management of patients with conditions affecting the following areas will be addressed: (1) respiratory and gastrointestinal; (2) liver and renal; (3) ophthalmic/otic/oral; and (4) cardiovascular. These are the same topics covered in PRMC 605 and PRMC 606, such that there is coordination in the presentation of information in the pathophysiology, pharmacology, medicinal and pharmaceutical chemistry, and pharmacy practice tracks. This consistency of topics presented helps achieve reinforcement and enhance comprehension of the elements of practice and the larger overall concept of translational education from "bench to bedside." Cases will be "SOAPed" (written up in terms of their Subjective, Objective, Assessment, and Plan). The exercises are reinforced in small group discussion (SGD) activities, SGD Mega Case Days, and a Comprehensive Case Day.

PRMC 626B – Cross Track Application II.

In this 0.5 credit hour course, the use of patient cases and practice problem sets aligned with materials presented in PRMC 605, 606 and 608 will allow students to reinforce foundational knowledge of pathophysiology, pharmacology and therapeutics. By engaging in various campus interprofessional education activities pharmacy students will interact, communicate and work as a team with students from public health, physician assistant, nursing, education and osteopathic medicine programs to ultimately enhance the quality of care of the patients they will serve.

YEAR 2 – FALL SEMESTER

PRMC 609 - Biological Sciences III.

This 3-unit course will continue to address an important requirement for pharmacy students; that they are educated and knowledgeable in the pathophysiology of human diseases. In course PRMC 609, we will address significant diseases related to the following topics: (1) Endocrine system (Block A); (2) Neurologic system Diseases (Block B); and (3) Bacterial Infectious Diseases (Block C). Major diseases involving each of these systems will be presented about their epidemiology, pathogenesis, pathology, clinical signs and symptoms, testing and diagnosis as well as the scientific basis for treatment and prevention. Relevant basic anatomy and physiology of specific systems will be reviewed along with discussion of common disease states. A combination of didactic lecture, small group discussion and problem-based learning will be used for presentation of material. Attention will be paid to the Institute for Healthcare Improvement major chronic conditions that affect the relevant organ-systems.

PRMC 610 - Pharmaceutical Sciences III.

This 5.5-unit course continues the discussion of the principles of medicinal chemistry, pharmacology, pharmaceuticals and clinical pharmacokinetics. The purpose is to learn the basic principles that underlie these pharmaceutical sciences, and includes pharmacodynamics, pharmacokinetics (PK), structure- activity relationship, principles of functional group chemistry, drug metabolism, pharmaceutical calculations, drug dosage and delivery forms. These will be presented in the context of the three segments of this course: (1) Clinical Pharmacokinetics of antibiotics, Respiratory and Central Nervous System (CNS) drugs (Block A); (2) CNS drugs (Block B); and (3) Endocrine drugs (Block C). A combination of didactic lecture, small group discussion and student project will be used for teaching the material.

PRMC 611 - Social, Behavioral & Administrative Sciences III.

This 4-unit course focuses on the role of evidence-based medicine in helping pharmacists to make clinical decisions. Students expand their critical thinking skills through the application of evidence-based pharmacy-related literature evaluations. Lectures and in-class assignments elucidate the role of statistics, study design, economics and epidemiology as they relate to pharmacy, literature evaluation, and decision making. Specific topics in statistics and study design help students to differentiate between data types, examine study designs, and determine whether statistical analyses are appropriate. Specific topics related to Pharmacoeconomics will include Cost-of-illness studies, Cost-Benefit analysis, Cost-Effectiveness Analysis, Cost-Utility Analysis, Decision Analysis and Health-related Quality of Life. Pharmacoepidemiology delves into the efficacy and safety issues associated with pharmacy, in particular, morbidity (disease), mortality (death), and pharmacovigilance (examining drug-related ADEs). In addition, basic principles of sterile products, drug informatics, formulary design, and therapeutic equivalence will be covered, especially as they relate to pharmacoepidemiology. The class will also include a brief survey of potential professional and business liabilities for the pharmacist.

PRMC 612 - Clinical Sciences III.

In this 6.5-unit course, the pharmacist's role in the management of patients with conditions in the following areas will be addressed: (1) endocrine; (2) neurologic (CNS); (3) nutrition; and (4) infectious disease. These are the same topics covered in PRMC 609 and PRMC 610, such that there is coordination in the presentation of information in the pathophysiology, pharmacology, medicinal and pharmaceutical chemistry, and pharmacy practice tracks. This consistency of topics presented helps achieve reinforcement and enhance comprehension of the elements of practice and the larger overall concept of translational education from "bench to bedside." Cases will be "SOAPed" (written up in terms of their Subjective, Objective, Assessment, and Plan). The exercises are reinforced in small group discussion (SGD) activities, SGD Mega Case Days, and a Comprehensive Case Day.

PRMC 627A – Cross Track Application III.

In this 0.5 credit hour course, the use of clinical cases and practice problem sets aligned with materials presented in PRMC 609, 610 and 612 will allow students to reinforce foundational knowledge of pathophysiology, pharmacology and therapeutics. By engaging in various campus interprofessional education activities pharmacy students will interact, communicate and work as a team with students from public health, physician assistant, nursing, education and osteopathic medicine programs to ultimately enhance the quality of care of the patients they will serve.

YEAR 2 – SPRING SEMESTER

PRMC 613 – Biological Sciences IV.

This 3.5-unit course is the final didactic course in Biological Sciences and builds upon previous biological sciences courses (PRMC601, PRMC605, PRMC609). The course addresses the anatomy and physiology of the human body and develops an understanding of the cellular and molecular basis and pathophysiology of human diseases. In PRMC613, major topics to be discussed include disorders of the reproductive system, infectious diseases, hematological disorders, psychiatric disorders, cancer pathophysiology, special populations, and advanced topics (e.g., travel medicine). All major diseases will be presented with their epidemiology, pathogenesis, clinical signs and symptoms, diagnostic testing, and the scientific basis for treatment and prevention. The course is intended to build the knowledge base and critical thinking skills that will help student progression to experiential training.

PRMC 614 - Pharmaceutical Sciences IV.

This 5-unit course is the final didactic course in Pharmaceutical Sciences that continues the discussion of the principles of medicinal chemistry, pharmacology, and pharmaceutics, with emphasis on how these principles apply to pharmacy practice. The purpose of this course is to continue to build the knowledge base and critical thinking skills that will help in the student's progression to experiential training. In-class active participation, discussion, small-group activities and participation in a group poster project are the salient aspects of this course. Topics to be discussed include anti-fungals, anti-virals including HIV specific anti-virals, drugs used in hematological disorders, clinical toxicology, cancer chemotherapy, drugs used to treat psychiatric disorders, drugs used in infertility/contraception and use of drugs in special populations and discussion of targeted immune therapy for specific immunologic disorders such as rheumatoid arthritis, multiple sclerosis, Crohn's disease etc.

PRMC 615 - Social, Behavioral & Administrative Sciences IV.

This 4-unit course lays the foundation for management principles, measurement tools, strategies, and philosophies as they relate to pharmacy management, and application of these tools in the working environment. The focus will be on topics necessary for the pharmacy manager to function effectively in many environments. The class will also include a brief survey of medical ethics for the pharmacist.

PRMC 616 - Clinical Sciences IV.

In this 5-unit course, the pharmacist's role in the management of patients with conditions in the following areas will be addressed: (1) fungal/viral infectious disease; (2) hematology/toxicology; (3) oncology; (4) psychiatry; (5) travel medicine; (6) advanced immunology; and (7) reproductive system. Additionally, strategies for optimizing care in special populations (e.g., pregnancy, pediatrics, geriatrics) will be addressed. These are the same topics covered in PRMC 613 and PRMC 614, such that there is coordination in the presentation of information in the pathophysiology, pharmacology, medicinal and pharmaceutical chemistry, and pharmacy practice tracks. This consistency of topics presented helps achieve reinforcement and enhance comprehension of the elements of practice and the larger overall concept of translational education from "bench to bedside." Cases will be "SOAPed" (written up in terms of their Subjective, Objective, Assessment, and Plan). The exercises are reinforced in small group discussion (SGD) activities, SGD Mega Case Days, and a Comprehensive Case Day.

PRMC 627B – Cross Track Application IV.

In this 0.5 credit hour course, the use of complex patient cases and practice problem sets aligned with materials presented in PRMC 613, 614 and 616 will allow students to reinforce foundational knowledge of pathophysiology, pharmacology and therapeutics. By engaging in various campus interprofessional education activities pharmacy students will interact, communicate and work as a team with students from public health, physician assistant, nursing and osteopathic medicine programs to ultimately enhance the quality of care of the patients they will serve.

DIDACTIC ELECTIVE COURSES

PRMC 600 - Independent Study

This elective course is designed to offer students the opportunity to pursue academic interests in partnership with a College of Pharmacy faculty member. Students interested in Independent Study will work with a faculty member to develop a contract that outlines the work to be pursued, a timetable, the basis for grade determination and the outcomes expected; for example, a paper ready to be submitted for Publication. The contract must be signed by the faculty member and student and submitted to the appropriate department chair before the course starts.

1. PRMC 600-A Independent Study 1 (1 unit)
2. PRMC 600-B Independent Study 2 (2 units)
3. PRMC 600-C Independent Study 3 (3 units)
4. PRMC 600-D Independent Study 4 (4 units)
5. PRMC 600-E Independent Study 5 (1 units)

PRMC 630, Acute Care Elective (2 units) – Monica Donnelley and Jeremiah Duby

The Acute Care Elective provides students with advanced topics, training, and skills in preparation for acute care learning experiences. Each class will explore a subject that overlaps and intersects common populations and problems in the acute care setting. Additionally, the format of each class (below) is organized to emphasize fundamental activities (e.g., Journal Club, Case Conference) required for success on rotation.

PRMC 631, Pharmacy Careers (1 unit)

The purpose of the Pharmacy Careers Elective is to expose students to the various career paths available to pharmacists, including the skills and training necessary to be successful. Each class will explore a career path that overlaps and intersects common disciplines and populations and will provide the foundation when deciding which path the student may consider and incorporate both short term and potentially long term.

PRMC 632, Residency Preparation (1 unit) – Lauren Roller

The Residency Prep Elective provides students with the tools needed to navigate the residency search and interview process. Each class will focus on an aspect of the residency procurement process.

PRMC 633A, Pharmacy Calculations (0.5 unit) – Michael Ellerby

The overall purpose of PRMC 633A is to provide P1 students with a more intensive problem-solving experience (akin to a “lab”) designed to improve their skill level in support of their calculations work in PRMC 602. Participating faculty will offer a series of example problems, and problem-solving.

strategies, on calculations topics that have recently been covered in PRMC 602 (or that support these lectures). PRMC 633A sessions specifically support the following PRMC 602 calculations lectures: Calculations I, II and III.

PRMC 633B, Pharmacy Calculations (0.5 unit) – Michael Ellerby

The overall purpose of PRMC 633B is to provide P1 students with a more intensive problem-solving experience (akin to a “lab”) designed to improve their skill level in support of their calculations work in PRMC 606. Participating faculty will offer a series of example problems, and problem-solving

strategies, on calculations topics that have recently been covered in PRMC 606 (or that support these lectures). PRMC 633B sessions specifically support the following PRMC 606 calculations lectures: Calculations IV, V, and VI.

PRMC 638 Pharmacy and Therapeutics (1 unit) – David Malewski; Katrina Zywiec

The purpose of the Pharmacy and Therapeutics (P&T) Elective will be to improve students’ managed care pharmacy knowledge, teamwork, critical thinking and presentation skills. The rotation will allow them

to move forward as a cohort as they participate in the P&T competition, while also providing a strong foundation on the different aspects pertinent to the competition, such as critical appraisal, benefit design, statistics, Pharmacoeconomics, Medicare/Medicaid, and comparative effectiveness research. Students will compete at the local level and can compete nationally, earn scholarships, and improve their pharmacy residency candidacy.

PRMC 639 (A/B) Pharmacy and Therapeutics (1 unit) – David Malewski; Katrina Zywiec

This course is aimed to leverage initial knowledge gained from PRMC 603 and potentially other Track 3 courses into a greater understanding of managerial processes that optimize not only the manager's performance, but also that which facilitate greater performance of staff pharmacists and technicians, better job attitudes, and employer commitment among those personnel reporting to the pharmacist. The course will make use of contemporary and extant literature in social, behavioral, and administrative sciences and help students link well-known and widely taught theories in the field, ranging from human resources management theories, and theories in the areas of self-efficacy, transtheoretical model of change, health beliefs, organizational behavior, law of diminishing marginal utility, theory of reasoned action, and other, with foundational concepts often found in tertiary literature. The course will provide a greater level of depth in management topics than is accorded to them in required courses, including the analysis and interpretation of findings in management even outside the pharmacy literature, including but not limited to: advanced statistical approaches, cross-sectional, longitudinal, and mixed methods study designs, and meta-analyses that seek to inform audiences of the research having been conducted, along with gaps remaining in the literature that call for future research. Students can opt for a 1 credit (PRMC 639A) or 2-credit (639B) option, the latter requiring an extensive term paper and all assignments required in the 1 credit option.

IPEC 690, Pathways to Success (1 unit) – Paisley Rosengren

In Pathways to Success, students will learn and be given the opportunity to practice evidence-based study strategies and time management skills. The course will also cover maintaining personal well-being, communicating assertively in a professional manner, and actively developing coping strategies to manage stressful life experiences. This interactive, engaging, and self-reflective course meets 2 hours a week for 8 weeks.

Experiential Education

INTRODUCTORY PHARMACY PRACTICE EXPERIENCES (IPPE)

PRMC 620 – Introductory Pharmacy Practice Experience – Part 1 (1.5 units)

Student pharmacists will gain initial and progressive pharmacy practice skills through Introductory Pharmacy Practice Experiences (IPPE), which include 1) simulations, active learning, discussions and lectures in the Pharmacy Practice Center and 2) Real Practice Experiences that involve direct contact with patients and healthcare providers within the Community Practice setting.

PRMC 621 – Introductory Pharmacy Practice Experience – Part 2 (1 unit)

Student pharmacists will gain initial and progressive pharmacy practice skills through Introductory Pharmacy Practice Experiences (IPPE), which include 1) simulations, active learning, discussions and lectures in the Pharmacy Practice Center and 2) Real Practice Experiences that involve direct contact with patients and healthcare providers within the Community Practice setting.

PRMC 622 – Introductory Pharmacy Practice Experience – Part 3 (1 unit)

Student pharmacists will gain initial and progressive pharmacy practice skills through Introductory Pharmacy Practice Experiences (IPPE), which include 1) simulations, active learning, discussions and lectures in the Pharmacy Practice Center and 2) Real Practice Experiences that involve direct contact with patients and healthcare providers within the Community Practice setting.

PRMC 623 – Introductory Pharmacy Practice Experience – Part 4 (1 unit)

Student pharmacists will gain initial and progressive pharmacy practice skills through Introductory Pharmacy Practice Experiences (IPPE), which include 1) simulations, active learning, discussions and lectures in the Pharmacy Practice Center and 2) Real Practice Experiences that involve direct contact with patients and healthcare providers within the Community Practice setting.

PRMC 624 – Community Practice IPPE (3 units)

This core Experiential Education will introduce pharmacy practice in the community.

PRMC 625 – Institutional Practice IPPE (3 units)

This core Experiential Education will introduce Institutional Practice in the acute care hospital environment.

CORE ADVANCED PHARMACY PRACTICE EXPERIENCES (APPEs)

PRMC 703 – Institutional Pharmacy Practice (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a hospital setting with emphasis on facility pharmacy operations. They will also apply knowledge and skills learned during didactic courses.

PRMC 704 – Community Pharmacy Practice 1 (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a community pharmacy setting with emphasis in operation and distribution. They will also apply knowledge and skills learned during didactic courses.

PRMC 705 – Community Pharmacy Practice 2 (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a community pharmacy setting with emphasis on patient care activities. They will also apply knowledge and skills learned during didactic courses.

PRMC 706 – Ambulatory Care 1 (6 units)

In this rotation, the student pharmacist will gain experience and confidence in an ambulatory care clinic setting with emphasis on fundamental family medicine and chronic diseases. They will also apply knowledge and skills learned during didactic courses

PRMC 707 – Ambulatory Care 2 (6 units)

In this rotation, the student pharmacist will gain experience and confidence in an ambulatory care clinic setting with emphasis on advanced fundamental family medicine and chronic diseases. They will also apply knowledge and skills learned during didactic courses. A prerequisite for this course is PRMC 706 – Ambulatory Care 1.

PRMC 708 – Acute Care 1 (6 units)

In this rotation, the student pharmacist will gain experience and confidence in an acute care hospital setting with emphasis on internal medicine and critical care. They will also apply knowledge and skills learned during didactic courses.

PRMC 709 – Acute Care 2 (6 units)

In this rotation, the student pharmacist will gain experience and confidence in an acute care hospital setting with emphasis on advanced internal medicine and critical care. They will also apply knowledge and skills learned during didactic courses. A prerequisite for this course is PRMC 708 – Acute Care 1.

REQUIRED PROFESSIONAL COURSES

FOR P3'S AND P4'S

PRMC 713A - Professional Development - Summer (0.5 units)

Symposium of topics to enhance and promote the transition of a student pharmacist to a professional pharmacist.

PRMC 714A – Professional Development – Summer (0.5 units)

Symposium of topics to enhance and promote the transition of a student pharmacist to a professional pharmacist.

PRMC 713B – Professional Development – Fall (0.5 units)

Symposium of topics to enhance and promote the transition of a student pharmacist to a professional pharmacist.

PRMC 714B – Professional Development – Fall (0.5 units)

Symposium of topics to enhance and promote the transition of a student pharmacist to a professional pharmacist.

PRMC 713C – Professional Development – Spring (0.5 units)

Symposium of topics to enhance and promote the transition of a student pharmacist to a professional pharmacist.

PRMC 714C – Professional Development – Spring (0.5 units)

Symposium of topics to enhance and promote the transition of a student pharmacist to a professional pharmacist.

EXPERIENTIAL EDUCATION

ELECTIVE APPEs

PRMC 801 – Acute Care Elective: Internal Medicine (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a hospital acute-care setting with emphasis on internal medicine. They will also apply knowledge and skills learned during didactic courses.

PRMC 802 – Acute Care Elective: Infectious Diseases (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a hospital acute-care setting with emphasis on infectious diseases. They will also apply knowledge and skills learned during didactic courses.

PRMC 803 – Acute Care Elective: Critical Care (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a hospital acute-care setting with emphasis on critical care. They will also apply knowledge and skills learned during didactic courses.

PRMC 804 – Acute Care Elective: Pediatrics (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a hospital acute-care setting with emphasis on pediatric medicine. They will also apply knowledge and skills learned during didactic courses.

PRMC 806 – Acute Care Elective: Surgery (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a hospital acute-care setting with emphasis on surgery. They will also apply knowledge and skills learned during didactic courses.

PRMC 807 – Acute Care Elective: Geriatrics/ Psychiatry (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a hospital acute-care setting with emphasis on geriatric medicine. They will also apply knowledge and skills learned during didactic courses.

PRMC 808 – Acute Care Elective: Management (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a hospital acute-care setting with emphasis on hospital management. They will also apply knowledge and skills learned during didactic courses.

PRMC 809 – Acute Care Elective: Medication Safety (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a hospital acute-care setting with emphasis on medication safety. They will apply knowledge and skills learned during didactic courses.

PRMC 810 – Acute Care Elective: Cardiology (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a hospital acute-care setting with emphasis on cardiology. They will also apply knowledge and skills learned during didactic courses.

PRMC 811 – Acute Care Elective: Advanced Hospital Pharmacy (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a hospital acute-care setting with emphasis on advanced pharmacy practice. They will also apply knowledge and skills learned during didactic courses.

PRMC 813 – Acute Care Elective: Oncology (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a hospital acute-care setting with emphasis on oncology. They will also apply knowledge and skills learned during didactic courses.

PRMC 815 – Acute Care Elective: Emergency Medicine (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a hospital acute-care setting with emphasis on emergency medicine. They will also apply knowledge and skills learned during didactic courses.

PRMC 816 – Acute Care Elective: Transitions of Care (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a hospital acute-care setting with emphasis on transition of care. They will also apply knowledge and skills learned during didactic courses.

PRMC 817 – Acute Care Elective: Trauma (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a hospital acute-care setting with emphasis on Trauma. They will also apply knowledge and skills learned during didactic courses.

PRMC 818 – Acute Care Elective: Diabetes (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a hospital acute-care setting with emphasis on diabetes care. They will also apply knowledge and skills learned during didactic courses.

PRMC 819 – Acute Care Elective: Transplant (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a hospital acute-care setting with emphasis on organ transplants. They will also apply knowledge and skills learned during didactic courses.

PRMC 821 – Ambulatory Care Elective: Adult Primary Care (6 units)

In this rotation, the student pharmacist will gain experience and confidence in an ambulatory care clinic setting with emphasis on adult primary care. They will also apply knowledge and skills learned during didactic courses.

PRMC 822 – Ambulatory Care Elective: Anticoagulation (6 units)

In this rotation, the student pharmacist will gain experience and confidence in an ambulatory care clinic setting with emphasis on anticoagulation therapy. They will also apply knowledge and skills learned during didactic courses.

PRMC 826 – Ambulatory Care Elective: Oncology (6 units)

In this rotation, the student pharmacist will gain experience and confidence in an ambulatory care clinic setting with emphasis on oncology. They will also apply knowledge and skills learned during didactic courses.

PRMC 827 – Ambulatory Care Elective: General Ambulatory Care (6 units)

In this rotation, the student pharmacist will gain experience and confidence in an ambulatory care clinic setting with emphasis on general ambulatory care. They will also apply knowledge and skills learned during didactic courses.

PRMC 828 – Ambulatory Care Elective: Transitions of Care (6 units)

In this rotation, the student pharmacist will gain experience and confidence in an ambulatory care clinic setting with emphasis on transitions of care. They will also apply knowledge and skills learned during didactic courses.

PRMC 829 – Ambulatory Care Elective Diabetes (6 units)

In this rotation, the student pharmacist will gain experience and confidence in an ambulatory care clinic setting with emphasis on Diabetes. They will also apply knowledge and skills learned during didactic courses.

PRMC 830 - Ambulatory Care Elective: Psychiatry (6 units)

In this rotation, the student pharmacist will gain experience and confidence in an ambulatory care clinic setting with emphasis on psychiatry. They will also apply knowledge and skills learned during didactic courses.

PRMC 841 - Community Practice Elective: Compounding (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a community pharmacy setting with emphasis on compounding. They will also apply knowledge and skills learned during didactic courses.

PRMC 843 - Community Practice Elective: HIV/AIDS (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a community pharmacy setting with emphasis on HIV treatment and care. They will also apply knowledge and skills learned during didactic courses.

PRMC 849 - Community Practice Elective: Pharmacy Management (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a community pharmacy setting with emphasis on community pharmacy management. They will also apply knowledge and skills learned during didactic courses.

PRMC 850 - Community Practice Elective: Medication Therapy Management (MTM) (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a community pharmacy setting with emphasis on medication therapy management services (MTM). They will also apply knowledge and skills learned during didactic courses.

PRMC 851 - Community Practice Elective: Compounding/Integrative Pharmacy (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a community pharmacy setting with emphasis on compounding/integrative pharmacy. They will also apply knowledge and skills learned during didactic courses.

PRMC 852 - Community Practice Elective: Immunization Specialty (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a community pharmacy setting with emphasis on immunization. They will also apply knowledge and skills learned during didactic courses.

PRMC 853 - Community Practice Elective: Pediatrics (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a community pharmacy setting with emphasis on Pediatrics. They will also apply knowledge and skills learned during didactic courses.

PRMC 854 - Community Practice Elective: Pain Management (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a community pharmacy setting with emphasis on pain management. They will also apply knowledge and skills learned during didactic courses.

PRMC 855 - Community Practice Elective: Specialty Pharmacy (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a community pharmacy setting with emphasis on specialty pharmacy. They will also apply knowledge and skills learned during didactic courses.

PRMC 861 - Elective: Long-Term Care (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a long-term care facility setting. They will also apply knowledge and skills learned during didactic courses.

PRMC 862 - Elective: Home Infusion (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a home infusion facility setting. They will also apply knowledge and skills learned during didactic courses.

PRMC 863 - Elective: Nuclear Pharmacy (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a nuclear pharmacy setting. They will also apply knowledge and skills learned during didactic courses.

PRMC 864 - Elective: Forensic Toxicology (6 units)

In this rotation, the student pharmacist will gain experience and confidence in an institutional setting with emphasis on the application of pharmacology, pharmacokinetics, and pharmacodynamics of drugs of abuse, toxic drugs and chemicals to the needs of the law. They will also apply knowledge and skills learned during didactic courses.

PRMC 865 - Elective: Academia (6 units)

In this rotation, the student pharmacist will gain experience and confidence in an academic setting with emphasis on the application and synthesis of didactic information, to the day-to-day activities of a pharmacist. They will also apply knowledge and skills learned during didactic courses.

PRMC 867 - Elective: Managed Care (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a managed care setting. They will also apply knowledge and skills learned during didactic courses.

PRMC 869 - Elective: Drug Information (6 units)

In this rotation, the student pharmacist will gain experience and confidence on drug information. They will also apply knowledge and skills learned during didactic courses.

PRMC 870 - Elective: Health System Administration (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a hospital/health system setting with an emphasis on health system administration. They will also apply knowledge and skills learned during didactic courses.

PRMC 871 - Elective: Professional Organizations (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a managed care setting with emphasis on professional organizations. They will also apply knowledge and skills learned during didactic courses.

PRMC 871A - Elective: Professional Organizations Advocacy (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a managed care setting with emphasis on professional organizations and advocacy. They will also apply knowledge and skills learned during didactic courses.

PRMC 872 - Elective: CPP/Centralized Services (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a managed care setting with emphasis on CPP/Centralized services. They will also apply knowledge and skills learned during didactic courses.

PRMC 873 - Elective: Pharmacoeconomics (6 units)

In this rotation, the student pharmacist will gain experience and confidence in an administrative pharmacy setting with emphasis on pharmacoeconomic. They will also apply knowledge and skills learned during didactic courses.

PRMC 874 - Elective: Drug Use Management (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a direct patient care setting with emphasis on safe and appropriate medication. They will also apply knowledge and skills learned during didactic courses.

PRMC 877 - Elective: Information Technology (6 units)

In this rotation, the student pharmacist will gain experience and confidence in an institutional setting with emphasis on operational data management. They will also apply knowledge and skills learned during didactic courses.

PRMC 878 - Elective: Community Public Health (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a community public health setting. They will also apply knowledge and skills learned during didactic courses.

PRMC 880 - Elective: Managed Care/Medication Therapy Management (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a patient care setting with emphasis on managed care and medication therapy management. They will also apply knowledge and skills learned during didactic courses.

PRMC 881 - Elective: Department of Corrections (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a correctional facility setting. They will also apply knowledge and skills learned during didactic courses.

PRMC 882 - Elective: Industry/Marketing (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a pharmaceutical company setting with emphasis on marketing. They will also apply knowledge and skills learned during didactic courses.

PRMC 883 - Elective: Investigational Drugs (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a clinic setting with emphasis on investigational drugs. They will also apply knowledge and skills learned during didactic courses.

PRMC 884 - Elective: Hospice Care (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a hospice care setting with emphasis on end-of-life care. They will also apply knowledge and skills learned during didactic courses.

PRMC 885 - Elective: Healthcare Informatics (6 units)

In this rotation, the student pharmacist will gain experience and confidence in an administrative pharmacy setting with emphasis on databases and data analytics. They will also apply knowledge and skills learned during didactic courses.

PRMC 886 - Elective: Pharmaceutical Industry (6 units)

In this rotation, the student pharmacist will gain experience and confidence in a pharmaceutical company setting with emphasis on medical communications. They will also apply knowledge and skills learned during didactic courses.

PRMC 887 - Elective: Advanced Healthcare informatics (6 units)

In this rotation, the student pharmacist will gain experience and confidence in an administrative pharmacy setting with emphasis on databases and data analytics. They will also apply knowledge and skills learned during didactic courses.

PRMC 889 – Elective: Pharmacy and Therapeutics (6 units)

The purpose of the Pharmacy and Therapeutics (P&T) Rotation will be to improve students' managed care pharmacy knowledge, teamwork, critical thinking and presentation skills. The rotation will allow them to move forward as a cohort as they participate in the P&T competition, while also providing a strong foundation on the different aspects pertinent to the competition, such as critical appraisal, benefit design, statistics, Pharmacoeconomics, Medicare/Medicaid, and comparative effectiveness research. Students will compete at the local level and can compete nationally, earn scholarships, and improve their pharmacy residency candidacy.

Appendix A: Access to and Disclosure of Educational Records Maintained by Touro University

In accordance with the Family Education Rights and Privacy Act of 1974 (FERPA, formerly known as the Buckley Amendment), the following represent guidelines for access to and disclosure of educational records maintained for students who are, or have been in attendance, at Touro University.

Touro University California annually informs all students of their educational records privacy choices. FERPA was enacted to protect privacy and educational rights with respect to student education records.

I. Definitions

As used herein:

- 1) "University" means Touro University
- 2) "Directory Information" at Touro University California is designated as the following information relating to a student: The student's name, address (permanent and present), telephone number, undergraduate institution attended and degree, class level, home state, dates of attendance, tu.edu email address the most recent previous educational institution attended majors, degree(s), honors and awards received photos, classification, club memberships, dates of enrollment, current student status, residency matches, degree(s) conferred, dates of conferral, and graduation distinctions and other similar information.
- 3) "Disclosure" means permitting access to or the release, transfer or other communication of education records of the student or the personally identifiable information contained therein, orally or in writing or by electronic means, or by any other means to any party.
- 4) "Education Records" means those records which are directly related to a student and are maintained by the university, or by a party acting for the university, as a part of its official records of a student's university work. The term does not include:
 - a) Records of instructional, supervisory and administrative personnel and educational personnel ancillary thereto, which are in the sole possession of the maker thereof and are not accessible or revealed to any other individual except a substitute (for the purpose of this definition, a "substitute" means an individual who performs on a temporary basis the duties of the individual who makes the record, and does not refer to an individual who permanently succeeds the maker of the record in his or her position);
 - b) Records of a law enforcement unit of the university which are maintained apart from educational records solely for law enforcement purposes and are not disclosed to individuals other than law enforcement officials of the same jurisdiction;
 - c) Records relating to an individual who is employed by the university which are made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee, and are not for use for any purpose (this sub-paragraph does not apply to records relating to any individual in attendance at the university who is employed as a result of his or her status as a student);
 - d) Personal health records of a student, which are created or maintained by a professional acting in his or her professional capacity, used only in connection with the provision of treatment to a student, and not disclosed to anyone other than individuals providing the treatment (provided that the records can be personally reviewed by a physician or other appropriate professional of the student's choice); and
 - e) Alumni records compiled after graduation.
- 5) "Personally identifiable" means that the data or information includes:
 - a) The name of a student, the student's parent or other family member;
 - b) The address of the student
 - c) A personal identifier, such as the student's social security number or student identification number;

- d) A list of personal characteristics which would make the student's identity easily traceable; or
 - e) Other information which would make the student's identity easily traceable.
- 6) "Record" means any information or data recorded in any medium, including, but not limited to handwriting, digital, print, tapes, film, microfilm and microfiche.
 - 7) "Student" means any person who has matriculated at the university and commenced classes, for whom the university maintains education records. The term does not include an individual who has applied for admission to but was not at the university, nor alumni status. "Student" status terminates at the time a student ceases to attend classes and leaves the institution.

II. Inspection and Review of Education Records

- 1) Education records maintained: The university maintains the following types of education records:
 - a) Personal data which identifies each student enrolled in the university, including full legal name, address, race, sex, date and place of birth, marriage status, names of spouse, and name of parent or guardian.
 - b) Description of student academic status including grade level completed, grades, standardized test scores and clinical evaluations of work competency and achievement.
 - c) Scores on standardized intelligence and aptitude tests.
 - d) Scores on standardized professional examination boards.
 - e) Records of extracurricular activities.
 - f) Health data relevant to educational assignments.
 - g) Systematically gathered academic and clinical evaluations.
 - h) Disciplinary and criminal proceedings reports contain only factual and not subjective information.
- 2) Retention and security of records
 - a) The university Registrar shall maintain all education and records maintained by the central university administration, except for the disciplinary and criminal records which shall be kept separately by the Dean of Students or designee.
 - b) The security of all records shall be the responsibility of the Registrar, except those above-mentioned files which are the responsibility of the Dean of Students or designee.
 - c) Except for records of disciplinary and criminal proceedings, the above- enumerated records of subsection 2.a. shall be kept in accordance with TUC's Records Retention Policy. Records of disciplinary and criminal proceedings shall be reviewed upon graduation to determine whether the record shall be maintained for professional certification or legally related reasons. If there is not sound legal or professional reason for such maintenance, the records shall be destroyed on order of the Dean of Students or designee.
 - d) The Registrar shall review all records for which he/she shall have responsibility. Such review shall be done to eliminate those records which no longer have meaning in determining the educational accomplishments of the student or which are inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student.
- 3) Right to inspect and review education records
 - a) The university shall permit a student who is or has attended the institution to inspect and review the education records of that student.
This right to inspect and review includes the right to a response from the university to reasonable requests for explanations and interpretations of the records.

- b) Students shall not be permitted to inspect and review the following records:
 - i) Financial records and statements of their parents or any information contained therein.
 - ii) Confidential letters and confidential statements of recommendation which were placed in the education records of a student prior to January 1, 1975, provided that: (1) the letters and statements were solicited with a written assurance of confidentiality or sent and retained with a documented understanding of confidentiality, and (2) the letters and statements are used only for the purposes for which they were specifically intended.
 - iii) Confidential letters and confidential statements of recommendation placed in the education records of a student after January 1, 1975, with respect to university admission, an application for employment, or the receipt of an honor or honorary recognition, provided that the student has waived in writing his or her right to inspect and review those letters and statements of recommendation. In the event of such a waiver: (1) the applicant or student shall be, upon request, notified of the names of all individuals providing the letters or statements; (2) the letter or statements shall be used only for the purpose for which they are originally intended; and (3) such waiver shall not be required by the university as a condition of admission to or receipt of any other service or benefit. Such a waiver may be revoked at any time with respect to any actions occurring after the revocation.
- c) The procedure for inspection and review of records shall be as follows:
 - i) Students should submit to the Registrar, Dean, head of the academic department, or other appropriate university official, a written request which identifies the record(s) they wish to inspect. The university official will arrange access and notify the student of the time and place the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed. A student desiring to inspect and review their records shall submit a written request directly to the person in charge of the desired records.
 - ii) Such a request must specify the records requested.
 - iii) A request to inspect the desired records will be granted within a reasonable period, not exceeding 45 days after the request has been made.
 - iv) The student will be notified by email or mail as to when and where he/she may inspect the requested records.
 - v) An inspection of records will be made in front of the administrator or designer responsible.
 - vi) A notation will be placed in the file each time it is inspected, stating the date of inspection, person inspecting, and reason for the inspection. In the case of transcript transmittal, a student must submit such request in writing and a notation shall be made on the file as to date and place sent.
- d) A student may request copies of their education records from the official in charge of keeping those records in accordance with the following:
 - i) A transcript of the student's academic record will be made at a charge of \$5.00 per paper copy and \$10.00 per hard (paper) copy ordered through Parchment. All other records shall be reproduced at a charge of 50 cents per page.
 - ii) Requests for reproduction of a transcript must be made in writing to the University Registrar on the appropriate form to be obtained from the office of the Registrar.

III. Amendment of Education Records

- 1) Request of education records

- a) A student who believes that information contained in their education records is inaccurate or misleading, or violates privacy or other rights, may request that the records be amended.
 - b) Such a request shall be made in writing and submitted to the custodian of the disputed record, who shall decide whether to amend the record in accordance with the request within a reasonable period (not exceeding 45 days) of receipt of the request.
 - c) If the custodian of the disputed record, after consultation with the Dean of the individual college, refuses to amend the record in accordance with the student's request, he/she shall immediately notify the student in writing of such refusal and advise the student of the right to a hearing under subsection III.2 below.
- 2) Right to, and conduct of, a hearing
- a) If the request by a student to amend education records is denied, he/she may, in writing submitted to the custodian of the record within 45 days after the denial, request a hearing in order to challenge the content of the records to ensure that information therein is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student.
 - b) The hearing shall be conducted before a review board composed of one member of the faculty who has no direct interest in the outcome of the hearing, one administrator of the university (appointed by the CAO/CEO of the University) who has no direct interest in the outcome of the hearing and, at the option of the student requesting the hearing, one student representative of the SGA.
 - c) The hearing shall be held within a reasonable time (not exceeding 45 days) after receipt of the request by the custodian of the record. The student shall be given notice of the date, place and time of the hearing at least 21 days prior thereto.
 - d) The student shall have a full and fair opportunity to present all evidence relevant to the issues and may be assisted or represented at the hearing by an individual of their choice at their own expense.
 - e) The review board's decision shall be based solely on evidence presented at the hearing and shall include a summary of the evidence and reasons for the decision. The review board shall render its decision in writing within a reasonable period (not exceeding 60 days) after the conclusion of the hearing.
- 3) Results of hearing
- a) If, as a result of the hearing, the university decides that the information is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall inform the student of the right to place in their education records a statement commenting upon the information in the education records and/or setting forth any reasons for disagreeing with the decision of the university. Any explanation placed in the education records of the student hereunder shall be maintained by the university as part of the education records of the student so long as the record or contested portion thereof is maintained and shall be disclosed to any party subsequently receiving the education records of the student or contested portion thereof.

IV. Disclosure of Personally Identifiable Information from Education Records

- 1) Prior consent for disclosure required
- a) Except as provided in subsection IV.2 below and except with respect to directory information, the university shall obtain the written consent of a student before disclosing personally identifiable information from the education records of the student.

- b) The written consent thus required shall be signed and dated by the student and shall include: a specification of the records to be disclosed; the purpose(s) of the disclosure; and the party or class of parties to whom the disclosure may be made.
 - c) Whenever a disclosure is made pursuant to the written request of a student, the university shall, upon request, provide a copy of the disclosed record.
- 2) Prior consent for disclosure not required. The university may, but need not, disclose personally identifiable information without the written consent of a student if the disclosure is:
- a) To the student himself/herself or anyone with the student's written permission.
 - b) To university officials, including the heads of administrative departments as well as faculty members having classroom or advisory responsibility to the student, provided that such officials have legitimate educational interests in the information. For purposes hereof, "legitimate educational interest" shall mean any interest of those officials directly related to the performance of their duties but shall not include any interest having as its principal source the personal prejudice of any such official.
 - c) To authorized representatives of: The Comptroller General of the United States; the Secretary of Health, Education and Welfare; the U.S. Commissioner of Education; the Director of the National Institute of Education, or the Assistant Secretary for Education; State educational authorities. It is provided that any such disclosures shall be only for use in connection with the audit and evaluation of federally supported education programs, or in legal requirements relating to such programs. When the collection of personally identifiable information is specifically authorized by federal law, any data collected by officials hereunder shall be protected in a manner which will not permit the personal identification of the student by other than those officials, and the personally identifiable data shall be destroyed when no longer needed for such audit, evaluation or enforcement of or compliance with federal legal requirements.
 - d) In connection with financial aid for which a student has applied or which student has received, provided that personally identifiable information from the education records of a student will be disclosed only as may be necessary to: determine eligibility for financial aid; determine the amount of financial aid; determine the conditions which will be imposed regarding the financial aid; or to enforce the terms or conditions of the financial aid.
 - e) To state and local officials or authorities to whom information is specifically required to be reported or disclosed pursuant to state statute adopted prior to November 19, 1974.
 - f) To organizations conducting studies for, or on behalf of, educational agencies or institutions to develop, validate, or administer predictive tests, administer student aid programs and improve instruction. It is provided that the studies are conducted in a manner which will not permit the personal identification of students by individuals other than representatives of the organization and the information will be destroyed when no longer need for the purposes for which the study was conducted.
 - g) To accrediting organizations in order to carry out their accrediting functions.
 - h) To parents of a dependent student, as defined in section 152 of the Internal Revenue Code of 1954.
 - i) To comply with a judicial order or a lawfully issued subpoena, in which event the student will be notified in advance of compliance, if feasible, of the order or subpoena, the compliance date and of the university's intention to comply.
 - j) To appropriate parties in a health or safety emergency, when the information is necessary to protect the health or safety of the student or other individuals, based upon the following factors: the seriousness of the threat to the health or safety of the student or other individuals; the need for the information to meet the emergency; whether the parties to whom the information is disclosed are in a position to deal with the emergency; and the extent to which time is of the essence in dealing with the emergency.
- 3) Record of disclosures
- a) The university shall try to maintain a record, kept with the education records of its students, of each request for and disclosure of personally identifiable information from its students' education records. Any

such record shall indicate the parties who have requested or obtained personally identifiable information, and the legitimate interests these parties had in requesting or obtaining the information.

- b) Subparagraph IV.3.a above shall not apply to: disclosures to a student; disclosures pursuant to a written consent of a student when the consent is specific with respect to the party or parties to whom the disclosure is to be made; disclosures to university officials under subsection IV.2.b above; or disclosures of directory information under subsection IV.5 below.
 - c) Any record of disclosures may be inspected by the student; the university official responsible for custody of the records; and the parties authorized in, and under conditions set forth in subsection IV.2 above, for the purpose of auditing the record-keeping procedures of the university.
- 4) Limitation on re-disclosure
- a) The university will disclose personally identifiable information from the education records of a student only on condition that the party to whom the information is disclosed will not disclose the information to any party without the prior written consent of the student, except that such information disclosed to an institution, agency or organization may be used by its officers, employees and agents for the purposes of which the disclosure was made.
 - b) Notwithstanding subparagraph IV.4.a above, the university may disclose personally identifiable information under subsection IV.2 above with the understanding that the information will or may be re-disclosed to other parties under that section, provided that the record keeping requirements of subsection IV.3 above are met with respect to each of those parties.
 - c) Except for the disclosure of directory information under subsection IV.5 below, the university will inform the party to whom a disclosure is made of the requirement of subparagraph IV.4.a above.
- 5) Disclosure of directory information
- a) The university may disclose personally identifiable information from the education records of a student who attends the institution if that information consists of "Directory information" as defined in subsection I.2 above. It is provided, however, that any student may refuse to permit the designation of any such information with respect to him/her as directory information by serving written notice to that effect on the university's Registrar within 30 days after the commencement of any academic year. Touro University will honor a student's request to withhold Directory Information until notified otherwise by the student in writing. Students should consider carefully the consequences of any decision to withhold such Directory Information. Should a student decide to direct Touro University California not to release any of this information, any request for such information will be refused. The signed request must be received in the office of the Registrar at the start of a new academic year. This authorization is valid until a written request to rescind is received by the Office of the Registrar. Please note - if registrar staff has not received a request to rescind this hold at the time of student graduation, the student's name will not appear in the commencement program. It is the student's responsibility to request that the hold be removed for inclusion in commencement publications and media notifications.
 - b) The university may disclose directory information from the education records of an individual who is no longer in attendance at the university without following any procedures under subparagraph IV.5.a above.

V. Annual Notification of Rights

- 1) Notice requirement. The university shall give students in attendance at the institution annual notice of the following:
 - a) Their rights under the Federal Education Rights and Privacy Act of 1974 (FERPA), regulations promulgated there under, and the policies of the university adopted herein;
 - b) The location where copies of these Guidelines may be obtained; and

- c) The right to file complaints concerning alleged failures by the university to comply with the requirements of FERPA and regulations promulgated there under, with The Family Educational Rights and Privacy Act Office (FERPA), Department of Health, Education and Welfare, 330 Independence Avenue SW, Washington, DC 20201.
- 2) Form of notice. The notice required under subparagraph V.1 above shall be given annually and shall be published in the university catalog, please see the Registrar website for this information:
<http://studentservices.tu.edu/registrar/privacynotice.html>

Appendix B: Drug Free Workplace Conduct Code

Drug-Free Workplace

The following Drug-Free Workplace Policy is to notify all students that pursuant to the Federal Drug-Free Workplace Act of 1988 (Public Law 101-690) and California Drug-Free Workplace Act of 1990, Touro University California prohibits the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in the workplace, on school property, or as part of any school activity.

To enforce this policy, the university reserves the right to conduct searches of university property, students, or employees and/or their personal property, and to implement other measures necessary to deter and detect abuse of this policy.

The illegal use or abuse of drugs, which impair a student's ability to perform academically or disrupts others in the performance of their work or academic endeavors, is strictly prohibited. The unlawful sale, manufacture, possession, distribution or use of controlled substances on the university's campuses is strictly prohibited. Students convicted of criminal drug violation must notify the university within five days of the conviction. The university may then report this conviction to the appropriate agencies.

Any student who is using prescription or over-the-counter drugs that may impair their ability to safely perform their academic duties, or affect the safety or well-being of others, must notify the Director of Student Health. The student need not disclose the condition(s) for which the drugs are being used.

Following the required disclosure, the university will determine if reasonable accommodation can be made allowing the student to perform their duties safely.

Any student who violates this policy will be subject to disciplinary action, up to and including, dismissal from their program of study.

The university will encourage and reasonably accommodate students with alcohol or drug dependencies to seek treatment and/or rehabilitation. Students may consult with Counseling Services for referral information. The university is not obligated, however, to retain any student whose academic or professional performance is impaired because of drug or alcohol use, nor is the university obligated to re-admit any person who has participated in treatment and/or rehabilitation if that student's performance remains impaired because of dependency. Students who are given the opportunity to seek treatment and/or rehabilitation, but fail to successfully overcome their dependency, will not automatically receive a second opportunity to seek treatment and/or rehabilitation.

Students must certify each year that they have received, read, and understand the Touro University Drug Free Workplace policy and the Academic Catalog. Students agree to comply with the policy and are notified that failure to comply could result in disciplinary action, up to and including, dismissal.

Drug Conviction Notification and Imposed Sanctions:

- 1) Any student must notify Touro University California of any criminal drug statute conviction or a violation occurring in the workplace no later than five days after such a conviction.
- 2) Within 30 days after receiving notice of a student conviction, Touro University California will impose corrective measures on the student convicted of drug abuse violations in the workplace by:
 - a) Taking appropriate action against the student up to and including expulsion or referral for prosecution and/or
 - b) Requiring such students to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state or local health, law enforcement, or other appropriate agency.

Health Risks

The abuse of narcotics, depressants, stimulants, hallucinogens, or alcohol can cause serious detriment to a person's health. The health risks associated with the misuse of the previously mentioned drugs vary but include, and are not limited to, convulsions, coma, paralysis, irreversible brain damage, tremors, fatigue, paranoia, insomnia, and possible death. Drug and alcohol abuse is extremely harmful to a person's health, interferes with productivity and alertness, and attending classes/rotations while under the influence of drugs or alcohol could be a danger to the student under the influence, fellow students, and to patients/clients under the student's care. See the website under Drug Free Workspace for information on specific damage and symptoms related to drug usage.

Laws Relating to Drug Violations

Any student violating the laws of the Health and Safety Code, or the Business and Professional Code could be subject to fines and imprisonment.

Rehabilitation

Touro University California will reasonably accommodate any student who volunteers to enter an alcohol or drug rehabilitation program, provided the reasonable accommodation does not impose undue hardship on Touro University California. Reasonable accommodation could include a Medical Leave of Absence. However, Touro University California is not obligated to offer accommodation for any student who has violated any University policy. It is at Touro University California's sole discretion who merits termination of the relationship.

Touro University California will take reasonable measures to safeguard the student's privacy about enrollment in an alcohol or drug rehabilitation program. If student enters a state approved rehabilitation program, he/she shall sign an agreement with Touro University California, which will include the following:

- 1) Enrollment in and completion of a university approved rehabilitation program at the student's expense.
- 2) Execution of the appropriate release of medical information forms to the University to monitor compliance with the rehabilitation program.
- 3) Ensure the treatment facility provides the University with the necessary documentation to establish compliance.
- 4) Abstinence from any illegal drug misconduct.
- 5) Acknowledgement that any future violation of Touro University California drug prohibition shall result in immediate dismissal.
- 6) Failure to comply with any provision of the agreement shall result in immediate dismissal.

Where can students go for help?

Call or visit the University Student Health Center.

Campus Resources:

University Health Center & University Counseling Services
89 Cossey Street

Touro University California mailing address:

1310 Club Drive
Vallejo, CA 94592
Phone: (707) 638-5822
Email: rgueter@touro.edu

Vice Provost and Dean of Student Affairs

1310 Club Drive, Vallejo CA 94592
Phone (707) 638-59353
Email: sjacobso10@touro.edu

Additional resources:

- National Council on Alcoholism and Drug Dependency: 415-296-9900; <https://www.ncadd-sfv.org/about-us>
- SMART Recovery: 415-673-2848; <https://www.ncadd-sfv.org/about-us>
- Drug Abuse 24-Hour Hotline 415-362-3400
- California Department of Alcohol and Drug Programs: (800) 879-2772; <https://wearecacc.org/>
- American Council for Drug Education (800) 488-DRUG(3784) or <http://www.datia.org/education/978-american-council-for-drug-education-acde.html>
- Alcohol Treatment Referral Hotline: (800) 622 HELP (4357)
- Center for Substance Abuse Referral Hotline: (800) 622-HELP (4357)

Alcoholics Anonymous:

Solano South: (707) 745-8822

Solano North: (707) 446-2244; nsigmain@att.net

Marin: (415) 499-0400

Oakland: 510-839-8900; www.eastbayaa.org

San Francisco: 415-674--1821; www.aasf.org

San Mateo: 650-577-1310; www.aa-san-mateo.org

<https://www.aa.org/>

Narcotics Anonymous

NapaSolano: 1 (866) 642-3848; <http://www.napasolanona.org>

Alameda County: (510)444-4673; www.naalamedacounty.org

Marin: (877)612-7837; www.mcfna.org

San Francisco: (415) 621-8600; www.sfna.org www.na.org or email FSTeam@na.org

Drug Abuse & Addiction Information & Treatment Centers: <https://www.helpguide.org/>

Appendix B.1: Responsible Alcohol Use

POLICY STATEMENT:

All members of the campus community have a stake in ensuring that alcohol is used only responsibly. This policy focuses on alcohol use in moderation by persons twenty-one (21) years of age and over and addresses legal liabilities. Alcohol abuse, including binge drinking or drunk driving by anyone, will not be tolerated. The goal of this policy is to ensure that alcohol use at Touro University California approved events meets the following guidelines:

- a) Alcohol use is not the primary focus of the activity, and the success of the event is not dependent upon the serving of alcohol.
- b) Members of the campus community and guests are expected to make informed decisions and to act responsibly regarding the use of alcoholic beverages.
- c) Individuals using alcohol in campus facilities are subject to campus policy, federal, state, and city laws.
- d) Choosing not to drink alcohol is as socially acceptable as choosing to drink alcohol.
- e) Excessive drinking or drunkenness is not acceptable.
- f) Intoxication is no excuse for misconduct or infringing upon the rights and safety of others.
- g) Approved events will only be permitted to provide alcoholic beverages to guests through a limited number of pre-approved and pre-sold tickets.
- h) This policy applies to all student events both on and off campus.

In every instance where alcohol use is permitted, the individual user and organization sponsoring the event assume responsibility for compliance with applicable local, state and federal laws, this policy, and other Touro University California regulations. The organization sponsoring an event where alcohol is served may be held liable when a person consuming alcohol at that event is involved in an accident resulting in any loss, including property damage or personal injury.

Approval Policy:

To receive University approval to serve alcohol at a Touro University sanctioned event the sponsoring organization must provide for the following:

- 1) The sponsoring organization will work with Touro University Director of Student Activities to either:
 - a) Hire a licensed, third-party alcohol beverage caterer to the event. The caterer must provide a copy of their Liquor Liability Insurance Certificate that includes TUC as an additional insured party and proof of compliance with local alcoholic beverage licensing requirements or;
 - b) Complete an Alcohol Beverage Control Application for a Day License to serve alcohol and obtain Liquor Liability Insurance that includes Touro University California as an additionally insured party.
- 2) Create an invitation and facility floor plan of the event site.
- 3) If the event is on campus, the sponsoring organization will work with the TUC Facilities Department to complete Service Requests for the event and work with TUC Security to ensure the event has appropriate security coverage. If the event is off campus, the sponsoring organization will work with the local municipality to ensure that the event has appropriate security coverage.
- 4) Create a written ID Check Policy.
- 5) Complete a Responsible Alcohol Use Agreement signed by at least two (2) members of the sponsoring organization confirming that they (the two members) will not drink any alcoholic beverages and will not be impaired during the event.
- 6) The sponsoring organization will agree to the following:
 - a) Access to the event will be limited to invited participants and their guests.
 - b) Alcoholic beverages will only be served to people at least twenty-one (21) years old. Wine and beer, but no hard liquor, may be served at student run events.
 - c) Food must be available throughout the time alcohol is served.
 - d) Non-alcoholic beverages must be as readily available as alcoholic beverages.
 - e) An event at which alcohol is to be served must be sponsored by a unit, department, university recognized faculty/or staff organization, or university recognized student group in good standing unless the facility is leased to an outside entity.
 - f) Participants or their guests will not be allowed to bring alcoholic beverages to any event.
 - g) University recognized student groups or organizations in good standing may have alcohol available at events only when the Dean of Students or their designee has also granted permission.

- h) Neither Touro University students nor their family members (including significant others) may act as the servers of alcohol.
- i) Only servers who are at least twenty-one (21) years of age and are licensed professionals may serve alcohol at university approved events. These individuals must be informed of vicarious liability and their responsibilities for serving visibly intoxicated persons.
- 7) Submit a signed Responsible Alcohol Use agreement and a copy of the Certificate of Liquor Liability Insurance to the Director of Student Activities for the Associate Dean of Student Affairs approval. The Associate Dean of Student Affairs will issue a letter of approval on Touro University letterhead for the event as needed.
- 8) If the student organization is obtaining its own Alcoholic Beverage Control Board License, the organization must also complete the following:
 - a) Bring the completed Responsible Alcohol Usage Agreement and Certificate of Liquor Liability Insurance to the Director of Student Activities for the Associate Dean of Student Affairs for their signature on the Alcohol Beverage Control Board Day License application.
 - b) Continue working with the Director of Student Activities to ensure compliance with the Alcohol Beverage Control Day License.
- 9) All alcohol: including but not limited to, beer, wine, liquor hard seltzer etc require kosher approval. Please consult the Rabbi for approval or any related questions. Students can contact the Rabbi by emailing rabbi@tu.edu.

Students are encouraged to start this process at least six weeks prior to the event. No alcohol may be served at any event sponsored by a Touro University California Student Organization unless all the above have been completed and copies of all required documentation have been received in the office of the Director of Student Activities no later than two (2) weeks prior to the planned event.

Appendix C: Student Conduct Code

The following bylaws and regulations have been promulgated to augment and support the Code of Responsibilities and Rights of the Students of TUC.

Student Concerns and Grievances

It is recognized that from time-to-time students will encounter situations or develop concerns while pursuing professional degree programs. These may affect relationships with fellow students, faculty, staff and/or administration. Any issue concerning student conduct will be resolved by one of two methods:

- 1) an informal method utilizing the Office of Student Affairs or
- 2) a formal method of resolution. The informal method of resolution will be initially used for all cases unless the Dean of Student Affairs (or their designee) believes that the incident is severe enough initially to warrant a formal hearing.

Conduct Violations

The following acts are a violation of acceptable student conduct:

- Cheating: Unauthorized use of a text, notes or other aids during an exam, copying the work of another student, or obtaining and using a copy of an examination advance of its administration
- Plagiarism: Presenting as one's own the work of another without proper acknowledgment; deceitful practice – utilizing a substitute or acting as a substitute in any academic evaluation, or knowingly permitting one's work to be submitted by another person without the instructor's authorization

- Unauthorized collaboration: Working together on an exam, project, or report when expressly prohibited from doing so by an instructor
- Knowingly furnishing false information to the university
- Forgery, alteration or misuse of university documents, records, identification, etc.
- Malicious obstruction or disruption of teaching, research or administrative operational procedures
- Physical abuse of any person on university property or conduct which threatens or endangers the health or safety of any person
- Theft of, or damage to, property of a member of the university on campus, or theft of, or damage to, property of Touro University.
- Neglect of clinical and/or hospital duties
- Neglect of patient's rights
- Misuse of pharmaceutical privileges
- Drug abuse – being under the influence of substances of abuse, including alcohol, during class, laboratory, externship, clerkship or any other situation under the jurisdiction of the university in which professional conduct is expected or required
- Possession or use of firearms, ammunition or explosive devices or materials, or any other weapon on campus
- Violations of any campus rules or regulations
- Violation of the confidentiality of any medical, personal, financial or business information obtained through the student's educational activities in any academic or professional practice setting
- Behavior inconsistent with the qualities and ethics described for professionals within their chosen fields
- Engaging in the synthesis, manufacture, theft, sale or use of a controlled substance for unlawful purposes, or assisting any individual or group in accomplishing this end

Informal Method of Resolution

The informal method for the resolution of student conduct issues is the responsibility of the Dean of Student Affairs. The Dean of Student Affairs (or their designee) will hear all violations of the Code of Responsibilities and Rights of the Students as it relates to the informal method of resolution. The Dean of Student Affairs reserves the discretion to refer any violation of the Code to the Formal Method of Resolution.

- 1) Upon written notification that a violation of the Student Code of Rights and Responsibilities has taken place the Dean of Student Affairs (or their designee) will contact the student involved to request an appointment to discuss the alleged violation.
- 2) After investigating the incident and meeting with the student, the Dean of Student Affairs will render a decision within five (5) school days, in writing, of the disposition of the violation and, if applicable, inform the students of the disciplinary action.
- 3) Should a student accept the Dean of Student Affairs' decision, the disciplinary action will be effective immediately.
- 4) The student does not accept the Dean of Student Affairs' decision; a formal hearing procedure will be implemented.

Formal Method of Resolution

Touro University, in an effort to differentiate between student discipline and evaluation of student academic and professional competency, has developed the following Formal Method of Resolution to deal with disciplinary infractions of the Code of Responsibilities and Rights of the Students. This formal method of resolution is designed so that a student may have the opportunity to be fairly and justly treated when their personal conduct is in question. This section does not apply to matters of academic performance, which are dealt with by the appropriate Student Promotion committee.

Procedures for Formal Resolution – Conduct Infractions

To institute proceedings to examine any student act allegedly violating acceptable student conduct, the following procedures shall be followed:

- 1) Nature of the act and related circumstances are to be reported in written detail and submitted to:
 - a) the involved student, and
 - b) the Dean of Student Affairs
- 2) The written statement must include the name of the student involved, the name and status of the reporting person, and the nature of the alleged act. The written statement must be sent to the student involved by registered or certified mail or delivered in person. Should a student so involved refuse or fail to accept delivery of the statement after a bona fide attempt is made to deliver, the requirement of notification will be considered to have been met.
- 3) Should a student action be of such a nature that it is felt that he or she must be relieved of his/ her right to attend Touro University, the student may be suspended from the college on recommendation of the Dean of Student Affairs. Any temporary suspension may continue until such a time as:
 - a) the issue in dispute is resolved, or
 - b) the formal hearing process is completed
- 4) The student, after being notified of an allegation, will meet with the Dean of Student Affairs (or their designee).
- 5) The Dean of Student Affairs (or their designee) shall arrange a hearing which is to take place no earlier than three calendar days and no later than ten calendar days after the decision to proceed with the formal method has been reached.
- 6) The hearing shall take place before a hearing committee composed of:
 - a) two regular faculty or administrative members and one alternate regular faculty or administrative member appointed by the applicable college Dean and
 - b) Two student committee members and one alternate student committee member appointed by the SGA President. The hearing body shall be chaired by an independent, non-voting student moderator appointed by the applicable SGA President. Committee members are to serve for one academic year. Prior involvement in some aspects of the issue under study by a hearing committee member shall not bar a committee member from serving on the committee. However, a committee member will be disqualified if he/she has participated in filing the charge under review.
- 7) All people involved in a hearing shall be given adequate written notice of all hearing dates, times and places. Such notice will be given at least 36 hours prior to any hearing unless waived by the parties involved.
- 8) Postponements of committee meetings may be made by the interested parties. The student may be granted a postponement if information or pertinent interested parties cannot for good cause be present at the time set. Any postponement may not extend beyond a three-month period except in the case of a student who has been suspended, where a postponement will be limited to a 48-hour period. Should an extension beyond the 48-hour period be needed, the suspension itself shall be reevaluated.
- 9) The student charged and the person making the charges will be accorded the following rights:
 - a) to review all information to be presented to the hearing committee. The length of time for review shall be reasonable as determined by the hearing committee moderator.
 - b) to challenge the seating of one hearing committee member. Any challenge must be made at least 36 hours in advance. The challenged member may rebut the challenge and ask for a decision on his service from the other committee members.
 - c) to present fully all aspects of the issue before the hearing committee.

- d) to be accompanied by an advocate. Legal counsel will not be allowed.
- 10) Committee hearing will proceed under the following guidelines:
- a) All committee hearings and meetings are to be closed sessions unless all parties mutually agree in writing to open sessions.
 - b) A recording secretary is to be appointed by the committee moderator. Verbatim transcripts of the proceedings may be made at the request and expense of any party.
 - c) All issues in dispute shall be orally presented by the committee moderator.
 - d) The complainant will first present all the information supporting the charges made against the student.
 - e) Following this presentation, the student under investigation will present their side of this issue, submitting for committee review all information they choose to submit.
 - f) At the end of all discussion, the complainant and students may each make a summary statement.
 - g) At any time during the hearing, the complainant, the student, the committee and/or college representatives may raise questions about the information under review so that all aspects of the case are clarified.
 - h) Silence by the charged student shall not be interpreted as an admission of guilt.
- 11) The committee shall reach a decision using the following guidelines:
- a) The hearing committee will meet in closed session to reach a decision. Such a meeting must be held within one school day following the formal hearing.
 - b) If the hearing committee seeks additional information following commencement of its deliberations, it will notify the parties within two school days and reconvene the hearing within five school days of the conclusion of the original hearing. The hearing committee's final decision must be made within seven school days of the conclusion of the original hearing.
 - c) A decision to find the student guilty of the accusations will need at least three affirmative votes. The moderator may not vote in case of a tie.
 - d) The committee decision will be presented in writing to the Dean of Student Affairs who then will inform the applicable academic Dean. The committee decision must be based solely on the evidence presented at the hearing and must include all recommendations for final disposition of the issues involved. Any penalties must conform to Section on Sanctions of the Code of Responsibilities and Rights of the Students of Touro University.
 - e) The applicable Dean, after reviewing the decision of the hearing committee, has the authority to affirm, negate, and/or modify the decision.
 - f) The applicable Dean shall then notify the student who allegedly violated acceptable student conduct of the committee decision and the Dean's decision and shall inform the student of their right to appeal the decision and the Dean's decision and shall inform the student of their right to appeal the decision.
 - g) The university will institute the recommended disciplinary action of the applicable Dean unless some pertinent factor such as legal ramification precludes such action, or the student involved appeals the decision.
- 12) An appeal may be instituted by the following methods:
- a) The student may request an appeal to the CAO within five school days of notification of the committee's decision.
 - b) At the time of request for appeal, the student must submit in writing to the CAO the basis for appeal. All facts necessary to substantiate the appeal must be included within the request for appeal.
- 13) The CAO will act upon the appeal by:
- a) confirming the Dean's decision

- b) modifying the decision, or
- c) ordering a new hearing.

14) The decision of the CAO is final.

15) Records of the above proceedings shall be kept in accordance with the following guidelines:

- a) If the committee finds no merit in the allegation under discussion, all records of the proceedings shall be sealed and secured in the office of the Dean of Student Affairs until any legal statute of limitations has expired. Upon such an event, all records of the proceedings shall be destroyed. Should a need arise to open the sealed records, the university CAO shall be notified. At the applicable college Dean's, DEO's, or CAO's discretion, an order to open the record shall be issued by him/her. These records will not go into a student's personal disciplinary file.
- b) If the committee finds merit in the allegations against a student, a full record of the proceedings and all relevant materials shall be entered exclusively in the student's personal disciplinary file located in the office of the Dean of Student Affairs.
- c) A student's personal disciplinary file shall be reviewed annually to determine whether it may be destroyed. No documents are destroyed prior to graduation. The records may be maintained for professional certification or legally related reasons.

A student may see their disciplinary file in accordance with the college regulations concerning inspection of records, as spelled out in *Guidelines for Access to and Disclosure of Education Records Maintained by Touro University*.

Appendix D: Policy and Procedure for Accommodating Students with Disabilities

Touro University California is committed to granting all reasonable accommodations to students with known and documented disabilities in accordance with applicable laws. This policy and procedure are intended to ensure that disabled students receive full and equal access to the university's academic and co-curricular programs and activities and are not subjected to discrimination based on any disability.

Rights and Responsibilities

In the implementation of this policy and procedure, the respective rights and responsibilities of the university, its students, and faculty must be carefully considered and applied based on the individual circumstances presented. These rights and responsibilities are summarized below.

Rights and Responsibilities of the University

University Rights

- To set and maintain standards for admitting and evaluating the progress of students.
- To establish, maintain, and monitor standards of academic performance and to develop and assess content domains.
- To establish technical standards for admission of students into university programs.
- To require verification of reasonable accommodations based on supporting documentation from professionals with appropriate credentials.
- To consult with the students and discuss their need for reasonable accommodation.

- To deny a request for accommodation under any of the following conditions:
 - 1 The student fails to submit documentation which supports a need for the requested accommodation(s)
 - 2 The requested accommodation is inappropriate or unreasonable if, for example, it:
 1. Poses a direct threat to the health and safety of others
 2. Constitutes a substantial change or alteration to an essential element of a course or program or poses an undue burden on the university

University Responsibilities

- To ensure that the university offers courses, programs, services, jobs, activities and facilities, viewed in their entirety, in the most integrated and appropriate settings possible.
- To provide information regarding policies and procedures to disabled students using accessible formats and methods as appropriate.
- To evaluate students based on their talents, skills, abilities and academic performance, not on any disability.
- To provide students with reasonable accommodation upon request made in accordance with university policy and procedures.
- To maintain appropriate confidentiality of student records and communication concerning a student's disabilities except where disclosure is required by law or authorized by the student.

Rights and Responsibilities of the Student

Student Rights

- To be included in university programs, activities and services based on neutral criteria that do not unlawfully discriminate against otherwise qualified persons with disabilities.
- To have equal access to university courses, rotations, programs, services, jobs, activities and facilities.
- To receive reasonable and appropriate accommodations, such as academic adjustments or auxiliary aids, as determined on a case-by-case basis.
- To maintain confidentiality of all personal information related to their disability in accordance with applicable laws.
- To receive information distributed by the university to students in accessible formats which are reasonably available.

Student Responsibilities

- To meet the university's minimum qualifications for admission, its technical standards, academic standards, and institutional standards which apply to all students and prospective students.
- To disclose a need for disability accommodation at the university in a complete and timely manner.
- To provide adequate documentation from one or more professionals with appropriate credentials which verify the nature of the disability (if an admitted or matriculated student), the functional limitations, and any specific accommodation recommended.
- To follow the procedures outlined for requesting reasonable accommodations, such as academic adjustments or auxiliary aids.
- To advocate for their own individual needs and to seek information, counsel, and assistance as reasonable and necessary to achieve their personal goals.

Rights and Responsibilities of the Faculty

Faculty Rights

- To identify and establish the abilities, skills, and knowledge required of students which are fundamental to their academic programs/courses.
- To evaluate and hold each student accountable for academic performance consistent with these standards. Fundamental program and course standards are not subject to modifications, although a student with a disability is entitled to reasonable accommodations to assist him/her to meet the program/course standards.

Faculty Responsibilities

- To make reasonable accommodations to a student with a disability, such as providing academic adjustments and/or authorizing the use of auxiliary aids and services in the classroom
- To select and administer tests used to evaluate students that accurately measure aptitudes, skills and competencies and do not unlawfully discriminate against a student with a disability.
- To evaluate students in a non-discriminatory manner.

Types of Accommodations

The following is a non-exclusive list of some types of reasonable accommodations which may be provided to otherwise qualified students with disabilities:

- Extra time (as defined by a professional with appropriate credentials) on timed examinations and/or quizzes, (extra time on in-class assignments
- Provisions to take examinations and/or quizzes in a reduced distraction environment
- Tape/video recording of lectures
- Note taker services
- Front row access in classes with assigned seating

Other types of accommodation which may be appropriate for individual students will be considered by the university, as presented, on a case-by-case basis.

Procedures for Requesting and Obtaining Accommodations

An application for accommodation for a disability must be made by the student. Verbal disclosure prior to or following admission is not sufficient. Students may apply for special accommodations any time during their academic curriculum. In case of changed circumstances, with respect to any disability, subsequent applications must follow (including request during clinical rotations, clerkships, internships or any other off-campus programs that are part of the students' required college/program curriculum).

Students seeking accommodation for a disability should follow the procedures set forth below.

1. **Written request for Accommodation.** Students must complete and submit to the Office of Student Affairs a Request for Accommodations of Disability Application (RADA) form. The form is available in the Office of Student Success or by emailing [?](#)
2. **Documentation Supporting Need for Accommodation.** Documentation from a certified health care provider which verifies the nature of the disability (for admitted or matriculated students only), functional limitations, and any specific accommodation(s) recommended, must be received by the Office of Student Success before any accommodation may be granted. Health care providers should also complete the Supplemental Application for Accommodations, which can be found in the Office of Student Success or by emailing TUC Accommodations. The student is encouraged to submit this documentation together with the RADA form. The student should provide their health care provider with a copy of the university's

Technical Standards for Admission, which may be obtained from the Office of Student Affairs. The documentation from the health care provider should include, at a minimum:

- A cover letter from the health care provider verifying their knowledge of and relationship with the student.
 - A report from the health care provider which includes, at a minimum, the following information: (1) nature and extent of the provider's treatment, consultation and/or testing of the student which forms the basis for the assessment; (2) identification of the nature and severity of the diagnosed disability(ies) [NOTE: this information is required for admitted or matriculated students only]; (3) the functional limitations caused by the disability(ies) for the student's program of study; and (4) a description of any recommended accommodations which may be appropriate or necessary to enable the student to satisfy the university's technical and academic standards and requirements for their program of study.
 - Test results must be within the last three years prior to the request.
3. **Types of Documentation Students Should Provide.** As a guide to both students and faculty, appropriate documentation needed to fulfill criteria to be considered learning disabled may include, but are not limited to, the following:
- the WAIS-R individualized measure of intelligence or comparable test, given in the last 5 years,
 - the Woodcock-Johnson Psychoeducational Battery-Revised or other comprehensive psychoeducation test that demonstrates that specific areas of academics may be significantly below expectations,
 - CBCL, ACDS or similar instruments to measure and document ADHD
 - BAI9, GAD7 or similar instruments to measure and document anxiety disorders
 - a standardized test or tests that indicate specific areas of the student's strengths and weaknesses and gives recommendations for remediation,
 - documentation summarizing the students' accommodations throughout elementary, secondary, or post-secondary education and placement in any special programs while in school,
 - all other documentation that gives assistance or identifies behavioral or attention problems that may warrant special accommodations.

If the documentation is deemed incomplete or inadequate, the student may be asked to provide supplemental documentation as needed.

4. **Meeting with ADA Learning Specialist.** A student requesting accommodation for a disability must schedule a meeting with the ADA Learning Specialist. The purpose of this meeting is to allow for an open, interactive dialogue between the student and the Learning Specialist concerning the request for accommodation. To allow for a more informed and productive discussion, the student is encouraged to submit his or her RADA form and supporting documentation to the Office of Student Success prior to meeting with the Learning Specialist.
5. **Notification of Decision on Request for Accommodation.** The Learning Specialist is responsible for reviewing the student's RADA form and supporting documentation and determining if the request for accommodation is reasonable. This decision is reviewed by the Associate Dean of Student Affairs and shall be rendered within ten (10) business days after all required documentation is received by the Office of Student Affairs.
6. **Appeal From Decision to Deny Request for Accommodation.** If a decision is made by the Associate Dean to deny a request for accommodation in whole or in part, the student may request an appeal from the Committee on Disabilities. This is an ad-hoc committee established by the Office of Student Affairs. The request for appeal must be made in writing within 30 days of the date of the notice of denial issued by the Associate Dean of Student Affairs. Within ten (10) business days from its receipt of the request for appeal, the Committee shall issue its decision on the appeal in writing. The Committee decision will be considered final.

- 7. Implementation of Approved Accommodations.** It is the responsibility of the Learning Specialist and Associate Dean of Student Affairs to discuss with the student how he/she can communicate to faculty and facilitate the implementation of accommodations approved by the Associate Dean of Student Affairs.

If the requested accommodation meets approved criteria, the Associate Dean will request the accommodation, in writing, from the Department Chair or Program Director in charge of the course or courses for which accommodation is requested. The Associate Dean of Student Affairs will also notify the appropriate Associate Dean. The Department Chair or Program Director is responsible for informing all appropriate instructors of the request for accommodation. The Associate Dean of Student Affairs will only send a letter of request for accommodation to the appropriate Department Chair or Program Director once and will list the expiration date of the granted accommodation. Any accommodation, if requested by the student, is to be provided until the date listed. Students may need to reapply for accommodation based on the documentation they provide.

Once a letter requesting accommodation has been sent from the Associate Dean of Student Affairs to the Department Chair or Program Director, it is the student's responsibility to arrange the approved accommodations with course instructors. The student should meet with the instructor of the class in which he or she seeks to be accommodated and discuss what works best for that instructor within the parameters of the requested accommodation(s). Students, while having a specific disability and requesting accommodation for one course, may or may not want accommodation for other courses within their program of study.

Students are encouraged to immediately bring problems regarding accommodation delivery to the Associate Dean of Student Affairs' attention. The Associate Dean of Student Affairs is responsible for monitoring all arrangements regarding disability accommodation. If a student feels they are being discriminated against because of a disability, they have the right to request an investigation into such a matter through the student grievance policy and procedure.

Students who need testing or current documentation should meet with the Associate Dean of Students. Information on testing for learning disabilities and testing locations can be obtained through this office. The costs of testing and assessments are the student's responsibility.

Confidentiality of Records

Access to student records related to requests for accommodation for disabilities is restricted for privacy reasons. If the accommodating departments(s) or instructors(s) wish to view a copy of the student assessment, they may do so only based upon a showing of legitimate need, and only with the express written consent of the student involved. Copies of the detailed assessment are maintained in a confidential file in the Office of Student Affairs and may only be viewed by that office and individuals for whom the student has granted consent to disclose.

Accommodation for Board Examinations

Students who wish to request accommodation for board examinations or other third-party certifying examinations are urged to contact the governing body or institution responsible for the administration of such examinations. Requirements for requesting accommodation for these examinations will be determined by the respective governing body or institution and may be different from requirements established by Touro University California.

Accommodations for Lactating Mothers

Procedure Summary

In promoting a family-friendly work environment, Touro University California recognizes the importance and benefits of breastfeeding for both mothers and their infants. The nursing mother is responsible for furnishing their own breast pump. It is the responsibility of Touro University California to provide space for lactating mothers.

Lactation Facilities

The university will make every effort to provide space for lactation purposes, close to the nursing mother's classroom area. Such facilities will be a private space in nature and will contain an outlet and chairs. However, due to space limitations, there is no guarantee that the most appropriate space will be as close to the nursing mother's classroom as desired.

Lactation Break Period

The university will provide a reasonable amount of break time to accommodate nursing mothers' needs. No negative action will be taken when requests for accommodation are made pursuant to this policy.

Compliance/Responsibilities

The Dean of Student Affairs is the Officer responsible for this policy and has the authority to implement the policy. The Responsible Officer may apply appropriate interpretations to clarify the policy if they do not result in substantive changes to the underlying policy.

Revisions to the Policy

The Dean of Student Affairs is the Policy Approver and can approve policy revisions upon recommendation of the Associate Dean of Student Affairs and the Director of Academic Support.

Compliance with the Policy

The following roles are designated at each location to implement compliance monitoring responsibility for this policy:

- The Dean of Student Affairs will designate the local management office to be responsible for the ongoing reporting of policy and compliance.
- The Associate Dean of Student Affairs and the Director of Student Success are accountable for monitoring and enforcing mechanisms and ensuring that monitoring procedures and reporting capabilities are established.

• Procedures Lactation Facilities

The university will provide a lockable, private space that is sanitary—including appropriate temperature and ventilation—and equipped with a comfortable chair, and electrical outlet. When possible, the space will be close to the mother's classroom environment. Appropriate lactation facilities include, but are not limited to, faculty or staff offices when appropriate, a conference room that can be secured, a multi-purpose room, or any available space with a locking door that is shielded from view and free from intrusion from other students and/or university personnel.

Restrooms, spaces lacking privacy, electricity or adequate ventilation, or spaces lacking a locking door are not considered appropriate spaces for lactation purposes. However, an anteroom or lounge area connected to a restroom may be sufficient if the space is private, free from intrusion, and can be locked and shielded from view.

Mothers can book a lactation room by reserving a time slot in TUConnect. Once a room is reserved an automatic email will be generated with the code for the door. Here are the available campus spaces:

1. Wilderman Hall Great Room
2. Lander Hall Room 123

Accommodation Requests

A nursing mother is encouraged to discuss her needs, in terms of accommodation and the frequency and timing of breaks, with the ADA Learning Specialist and/or the Associate Dean of Student Affairs. Student Affairs will work with the appropriate Program's faculty to ensure that space is provided for nursing mothers to express their milk. Requests are honored on a first come, first served basis. A nursing mother might not get the same room all the time. Should a nursing mother's need for a lactation facility change, this must be communicated in writing to the ADA Learning Specialist and/or the Associate Dean of Student Affairs. This accommodation can begin temporarily without a doctor's signature on the paperwork. However, students must complete the accommodation paperwork with the appropriate signatures within a reasonable period, no later than two months from the beginning of the accommodation.

Recourse

A nursing mother who has comments, concerns, or questions regarding the university's policy on Accommodations for Nursing Mothers should contact the Associate Dean of Student Affairs and/or the Director of Student Success.

Appendix E: Code of Responsibilities and Rights of the Students of Touro University California

Student Concerns and Grievances

It is recognized that from time-to-time students will encounter situations or develop concerns while pursuing professional degree programs. These may affect relationships with fellow students, faculty, staff and/or administration. Any issue concerning student conduct will be resolved by one of two methods: (1) an informal method utilizing the Office of Student Affairs or (2) a formal method of resolution. The informal resolution method will be first used for all cases unless the Dean of Students believes the incident is severe enough to warrant a formal hearing.

The primary purpose of Touro University is the education of osteopathic physicians, allied health professionals, and teachers. The university is a community of faculty, administration and students. Each group exercises its own rights and responsibilities in furthering the educational process of the university.

The following code enumerates the rights and responsibilities of the student segment of Touro University California. It is written in the belief that student knowledge of the student role in this educational process will promote more effective student achievement. This code and the accompanying bylaws are thus set forth to describe the general policies relating to student life and organizations at Touro University California. These general policies are subject to the bylaws and faculty policies of Touro University California.

Title

This code is entitled The Code of Responsibilities and Rights of the Students of Touro University. It is approved and authorized by the Board of Trustees of Touro University.

Definition and Basic Concepts

The Code of Responsibilities and Rights of the Students of Touro University is a part of each student's educational commitment. The following definitions of terms are made for clarification.

1. The "university" refers to Touro University. The term includes the physical plant, the total educational program, students, faculty, employees, officers and trustees.
2. A "student" is anyone who has matriculated at the university and has commenced classes. The term does not include an individual who has applied for admission to but has not attended the university, nor does it include alumni.
3. The "faculty" constitutes those individuals appointed to the faculty by the president of the university.
4. A "student organization" is any group of students given recognition by the Student Government Association (SGA).
5. The "SGA" is the university student governance structure. The leadership of the SGA is elected by the entire student body. The SGA is composed of all the class officers and student organization officers. All students are invited to participate in SGA meetings.
6. "Student affairs" includes areas of student interest and involvement through which their academic, social and professional goals can be achieved.
7. "University affairs" are the academic, business, administrative, professional and public relations activities of the university.
8. "University programs" are those academic programs established by Touro University for osteopathic medicine, pharmacy, allied health, and teacher education.
9. "Academic freedom" is the right of faculty and students to study, discuss, investigate and function within the educational process.
10. "Requirements of the University" are those prerequisites for receipt of the degrees, granted by the university, which are delineated in the college catalog and in official pronouncements of the Board of Trustees, faculty and administration. Such requirements may change as the need arises to ensure acceptability and respectability of the various degrees offered by the university.

Student Responsibilities

- To achieve and maintain a high standard of academic, professional and social conduct considering individual aptitude and abilities.
- To recognize the value and necessity for active and life-long learning as a vital adjunct to the university's formal educational program and to work diligently to learn from their own strengths and weaknesses to become competent professionals who can live up to the standards set by their chosen professional fields.
- To be familiar with this code and the bylaws regulated.
- To meet the requirements of the Code of Responsibilities and Rights of the Students of Touro University's degree programs.
- To work toward better relations with the public on behalf of all programs of Touro University California and their respective profession.
- To help promote excellence in education, patient-oriented health care, and community services as provided by the university.
- To exhibit personally the highest ethical and professional performance and to work with others to promote similar performance among fellow students and alumni.

- To serve on any university committees to which appointed with the understanding that such appointment requires accurate representation of the opinions of the entire student body of the committee.
- To maintain good academic standing (i.e., not on academic probation) to be eligible to hold elected positions in their classes, colleges or organizations, to maintain university committee appointments, or travel on behalf of student organizations representing the university.

Students Rights

Every student shall have the following rights:

- To pursue completing the students' chosen degree program, contingent on satisfactory completion of college requirements. Commensurate with the students' pursuit of their degree program shall be the following rights:
- To be informed of academic progress. To be notified of individual departmental course requirements and requirements for the chosen degree program. Each student is entitled to a statement of goals and objectives, evaluation techniques and schedules for each course, clinic and clerkship.
- To be informed by the university of all its regulations and policies affecting student status. Any change in existing policy or institution of new policy shall be implemented when practical only after publication. Such publication shall be so calculated to give students time to react and comply.
- To examine, seek corrections of, or prevent disclosure of personally identifiable information from more fully set forth in the Guidelines for Access to and Disclosure of Educational Records Maintained by Touro University, adopted by the university pursuant to the Family Education Right to Privacy Act of 1974.
- To exercise academic freedom as defined above.
- To receive a copy of this code and to be notified in writing by the "SGA" and the university about regulations promulgated or amended under this code.
- To seek membership in any recognized student organization for which applicant meets membership criteria.
- To petition the SGA for recognition of any student group which; (1) furthers the goal of the institution, and (2) meets the requirements for recognition as a student organization established by the SGA and administration. Recognized organizations shall have the right to meet in university facilities subject to university space coordination and scheduling. Requests for university space use must be reasonable and cannot interfere with the university's primary educational goals.
- To be represented in the determination of university or college policy as it directly affects a student's educational endeavor. There shall be student representation to the extent of at least one voting member on the following college standing committees: Admissions Committee, Curriculum Committee, Financial Aid Committee, Library Committee, Food Services Committee and Student Life Committee and the various class Liaison Committees. Students may serve on ad hoc and other college or program committees, such as the Self-Study Committee, or such committees as may be deemed appropriate. Student appointments to the standing committees shall be made by the SGA.
 - Appointment of students as student representatives to any committee or group other than the above-named standing committees shall be made by the SGA. Students on standing committees shall be appointed for the same term as faculty members. Substitutes for student committee members may not be sent without prior approval of the committee chairman involved. When a committee deems appropriate, it may seek more students to serve as resources.
- To initiate a grievance procedure as per the Conduct and Discipline Resolution Process (Appendix D).
- To have due process when charged with any academic, social, personal or professional misconduct.
- To elect representatives to the "SGA" and to elect officers of their respective class and student organizations.

Sanctions for violation of the Student Code of Responsibilities & Rights of Touro University California

Any student found responsible for violating the Code of Responsibilities and Rights of Students (please refer to the section on “Conduct Violations” for details) may expect to be sanctioned. Any sanction will be commensurate with the nature of the misconduct and is intended to be in keeping with our educational mission to contribute to the student’s educational growth and personal development within the TUC community. A student who is found to have engaged in improper conduct shall be subject to disciplinary action by the university. University actions may include warning, reprimand, monetary fines, probation, suspension or expulsion.

Warning

A formal reprimand will be issued based on the severity of the violation and or history of previous minor violations of the student code of responsibilities and rights. Such a warning will be communicated in writing and will indicate that the students’ good standing with Touro University is in jeopardy.

Disciplinary Probation

This is a written reprimand for violation of the Student Code of Responsibilities & Rights. This sanction is the highest sanction imposed on a student before suspension from campus and is imposed for serious misconduct and/or history of multiple violations. Although the student maintains their student status, probation includes the probability of more severe disciplinary sanctions if the student is found to violate any institutional regulation(s) during the probationary period. The designated period for this disciplinary action will be under the purview of the Dean of Students and/or hearing committee as defined in the Formal Resolution Process.

In order to help the student understand the inappropriateness of their conduct and become more aware of the university policies, probation may include the requirement to complete one or more of the following activities, as circumstances warrant: educational seminars, assessment by personal counselor, essays, letters of apology, behavioral agreements, work service hours, completion of other university, college, or community projects. Probation may also include restrictions from the following activities, as circumstances warrant: on campus computer use, participation in athletics, participation in student government, extracurricular activities, on campus student employment, recreational and/or social activities.

Suspension

During this temporary loss of student status, the student is separated from TUC premises and all TUC-sponsored/affiliated events and activities for a designated time. The suspension's duration is under the purview of the Dean of Students and/or hearing committee as defined in the Formal Resolution Process. Upon suspension period termination, the student can petition to resume their course of study.

Expulsion

This sanction represents the most severe response by the university to violations of the student code of responsibilities and rights and permanently separates the student from TUC prior to receipt of their College diploma. A student expelled will never be eligible for an academic degree from Touro University. The university may withhold the awarding of a degree pending the outcome of the student discipline process for a violation of the Student Code of Responsibilities & Rights that does, or would have the potential to, result in the sanction of Expulsion.

A student expelled is prohibited from the TUC premises and from attending TUC-sponsored/affiliated events and activities. The sanction of Expulsion is noted on the student’s academic transcript. Expulsion is a determination by Touro University that the student has demonstrated by their conduct that he/she is unqualified to continue as a member of the university community.

Appendix F: Resolution Process for Disputes and Grievances and Misconduct

Conduct and Discipline Resolution Process

Charges of misconduct, ethics violations or violation of professional codes of behavior may be initiated by any of the Colleges of Touro University or any of its administration, faculty, staff or students. All such charges will be filed, along with all supporting documentation, with the Dean of Students (or his/her designee). Whenever a concern is raised, and charges are filed, concerns will be resolved by one of two methods. These methods are: (1) an informal resolution process or, (2) a formal hearing. When appropriate an informal resolution process is used to support one of the underlying principles of the educational mission of the university, that is; to promote the personal and professional development of students.

Upon receipt of charges and accompanying documentation the Dean of Students (or their designee) will schedule an appointment to meet with the charged student within five (5) business days, whenever possible. The Dean of Students will review all documentation and, in consultation with the Dean of the College involved (or their designee/s), will decide whether the charges warrant a formal hearing process. If the Deans find that a formal hearing is not warranted the Dean of Students (or their designee) may proceed with the scheduled meeting with the accused student with the goal of an informal resolution process.

Informal Resolution Process

At the meeting with the student the Dean of Students (or their designee) will present the student with the charges against him/her, and the evidence supporting those charges and offer the student the opportunity for an informal resolution. If the student wishes to take responsibility and accept the consequences of the informal process the following procedure will be followed: the Dean of Students (or their designee) will consult, within five (5) business days, with the committee or other body charged with evaluation of academic progress in the College where the student is enrolled. In consultation with this body appropriate consequences for the infraction(s) will be agreed upon. If the Dean of Students (or their designee) and the appropriate College body are unable to reach agreement on the consequences, the CAO of the university will hear, within three (3) business days, the arguments of the Dean of Students and the College and will make the final decision on appropriate consequences. The CAO will render their decision within three (3) business days. The student will be notified of the resulting consequences within fourteen (14) days of their first meeting with the Dean of Students.

If the student accepts the decision of the informal resolution process the proceedings are completed and no further action for this violation will be pursued. If the student does not wish to accept this informal process's decision, they may request a formal hearing through the Formal Resolution Process. In addition, at any time prior to or during the course of the informal resolution process the student has the right to request a formal hearing.

Formal Resolution Process

If, following review of the charges and all supporting documentation, the Dean of Students in consultation with the College finds sufficient cause, a Formal Resolution Process may be initiated. The CAO of the university during their deliberations may also decide that a Formal Resolution Process is warranted.

The Formal Resolution Process is designed so that the student will be fairly and justly treated at all stages of the resolution process. This process will not apply to academic performance matters dealt with by the appropriate committee for evaluation of student academic advancement in each College.

Once a Formal Resolution Process is necessary, the following procedure will be followed.

- Formal charges with all supporting documentation will be provided in writing and submitted to the Dean of Students (or their designee) and the student involved.
 - Documentation must include the accused student's name and position of the reporting person (people), and the allegation(s). The written statement will be sent to the accused student by registered or certified mail or delivered in person. Should the student involved refuse or fail to accept delivery of the statement after bona fide attempts to deliver, the notification requirement will be considered satisfied.
- Should a student's actions be of such a nature that it is felt that their must be relieved of their right to attend Touro University, the student may be temporarily suspended from the college. This action, if necessary, will be taken by the Dean of Students only after consultation with the CAO of the university and the Dean of the college in which the student is enrolled. A suspension may continue until the issue(s) in dispute is/are resolved or the Formal Resolution Process is complete.
- The Dean of Students (or their designee) will arrange for a hearing which will take place not earlier than three (3) whenever possible, nor later than ten (10) business days following the decision to proceed with Formal Resolution.
- The hearing will take place before a hearing committee composed of the following individuals whom the Dean of Students (or their designee) will request be appointed from:
 - Three (3) members appointed from faculty, administration or staff. Not more than one of these appointees shall be from the College in which the accused student is enrolled. Any member employed by the College in which the student is enrolled must have no involvement in the case.
 - Two (2) student members appointed by the SGA President. Student members will not be enrolled in the same College as the accused student. A student with involvement in any aspect of the case will be disqualified.
- The members of the hearing committee will elect one of their members to serve as the Committee Chair
- The accused student will have the right to disqualify one (1) member of the hearing committee without cause.
 - The replacement for a disqualified member will be selected by the Dean of Students (or their designee).
- All persons involved in a hearing shall be given 36 hours written notice of all hearing dates, times, and places. Lesser notice times may be given if agreed to by the parties involved.
- Postponement of a hearing may be granted if evidence or pertinent individuals of interest cannot reasonably be available at the time set for the hearing.
- The student charged and the person making the charges will be accorded the following rights:
 - To review all information to be presented to the hearing committee. The length of time for review shall be reasonable as determined by the hearing committee chair.
 - To challenge the seating of one hearing committee member without cause. Any challenge must be made at least 36 hours in advance of the hearing.
 - To present fully all aspects of the issue before the hearing committee.
 - To be accompanied by an advocate. Legal counsel will not be allowed.
- Committee hearings will proceed under the following guidelines:
 - All committee hearings and meetings are to be closed.
 - A recording secretary is to be appointed by the committee chair. Verbatim transcripts of the proceedings may be made at the request and expense of any party.
 - All issues in dispute shall be orally presented by the committee chair.
 - The complainant will first present all the information supporting the charges made against the student.
 - Following this presentation, the student who is under investigation will present their side of this issue, submitting for committee consideration all information which they choose to submit

- At the end of all discussion, the complainant and student may each make a summary statement.
 - At any time during the hearing, the complainant, the student, the committee and/or college representatives may raise questions about the evidence under review so that all aspects of the case are clarified.
 - Silence by the charged student shall not be interpreted as an admission of guilt.
- The committee shall reach a decision using the following guidelines:
 - The hearing committee will meet in closed session to reach a decision. Such meeting must be held within one (1) business day following the formal hearing.
 - If the hearing committee seeks additional information following commencement of its deliberations, it will notify the parties within two (2) business days and reconvene the hearing within five (5) business days of the conclusion of the original hearing. The hearing committee's final decision must be made within seven (7) business days of the conclusion of the original hearing.
 - A decision to find the student guilty of the accusations will need at least three (3) affirmative votes.
 - The committee decision will be presented in writing to the Dean of Students who will then inform the Dean of the applicable College. The committee decision must be based solely on the evidence presented at the hearing and must include all recommendations for final disposition of the issues involved. Any penalties must conform to the Section on Sanctions of the Code of Responsibilities and Rights of the Students of Touro University (Appendix C).
 - The applicable College Dean, after reviewing the decision of the hearing committee, has the authority to affirm, negate, and/or modify the decision. The applicable Dean shall then notify the student of their decision and shall inform the student of their right to appeal against the decision.
 - The university will implement the recommended disciplinary action after the appeal process has been completed.
- An appeal may be instituted by the following methods:
 - The student may request an appeal to the CAO within five (5) business days of notification of the Dean's decision.
 - At the time of request for appeal, the student must submit in writing to the CAO the basis for the appeal. All facts necessary to substantiate the appeal must be included within the request for appeal.
- The CAO will act upon the appeal within five (5) business days by
 - Confirming the appropriate College Dean's decision,
 - Modifying the decision, or
 - Ordering a new hearing.
- The CAO may grant an appeal only on showing one of the following:
 - Bias of one or more of the members of the Hearing Committee.
 - New material; documented information not available to the committee at the time of its initial decision.
 - Procedural error.
- The decision of the CAO is final.
- Records of the above proceedings shall be kept in accordance with the following guidelines:
 - If the committee finds no merit in the allegation under discussion, all proceedings records shall be sealed and secured in the office of the Associate Dean of Student Affairs until any legal statute of limitations has expired. Upon such an event, all records of the proceedings shall be destroyed. Should a need arise to open the sealed record, the university CAO shall be notified. At the applicable College Dean's, or CAO's discretion, an order to open the record shall be issued by him/her. These records will not go into a student's personal disciplinary file.

- If the committee finds merit in the allegations against a student, a full record of the proceedings and all relevant materials shall be entered exclusively in the student's personal disciplinary file located in the office of the Associate Dean of Student Affairs.
- A student's personal disciplinary file shall be reviewed annually to determine whether it may be destroyed. No documents are destroyed prior to graduation. Following graduation, the Dean of Students (or their designee) will meet with representatives of the College in which the student was enrolled to determine the proper disposition of the disciplinary file.
- A student may see their disciplinary file in accordance with the college regulations concerning inspection of records as spelled out in Guidelines for Access to and Disclosure of Educational Records Maintained by Touro University (Appendix A).

Arbitration

This student 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 University California. Some of the subjects described in this catalog are covered in detail in official policy and procedure documents. Students should refer and defer those documents for specific information, since this catalog only briefly summarizes those policies. For that reason, if students have any questions concerning a particular policy or procedure, you should address specific questions to the Office of Student Affairs. Please note that the terms of the full official policies are controlling in the case of any inconsistency.

This catalog is neither written nor meant to confer any rights or privileges on students or impose any obligations on Touro University California. The catalog is not a contract. No individual or representative of Touro (except the President) has the authority to enter into any agreement or understanding contrary to the above.

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

Students are required to investigate for themselves whether the program they enroll in meets their personal and career needs. Thus, Touro University California disclaims any liability for promises, assurances, representations, warranties or other statements made in its marketing or promotional materials, and makes absolutely no promises, assurances, representations, warranties or other statements concerning a student's academic success. While students spend significant sums associated with higher education, successful completion of a course, program, or degree is dependent on many factors. The payment of tuition entitles a student to register and matriculate in the courses and programs available and offered by the Touro University California school or program in which the student is enrolled. For a degree to be earned, the required grades and grade point averages must be achieved and maintained, and all other requirements of the school and program must be fulfilled.

Registration and matriculation at Touro University California after the issuance of this catalog is consideration for and constitutes a student's knowing acceptance of the binding Alternative Dispute Resolution ("ADR") mechanisms (including binding arbitration) contained herein. Thus, any dispute, claim or controversy arising out of or related to your application, registration, matriculation, graduation or other separation from Touro University California and/or this catalog, which is not resolved through TOURO UNIVERSITY SYSTEM's ADR mechanisms shall be resolved exclusively through final and binding expedited arbitration conducted solely before the American Arbitration Association ("AAA"), or any successor in interest, in accordance with the AAA

Rules then in effect. The location of the arbitration shall be at a convenient office on a TOURO UNIVERSITY SYSTEM campus where the student is (or was last) affiliated.

Appendix G: Financial Aid Website Resources

The following is a list of websites that you will find information about financial aid while attending Touro University California:

FAFSA Application

<https://studentaid.gov/h/apply-for-aid/fafsa>

Direct Loan Application: Subsidized, Unsubsidized and GRAD PLUS (041426) <https://studentaid.gov/mpn/>

General Financial Aid Information

<https://studentaid.gov/>

TUC [Community – Student Page for Financial Aid](#)

Association of American Medical Colleges

<https://students-residents.aamc.org/>

Veterans Administration

<https://www.va.gov/education/>

Internal Revenue Service

<https://www.irs.gov/>

U.S. Citizenship and Immigration Services

<https://www.uscis.gov/>

Student Loan Calculator

<https://studentaid.gov/loan-simulator/>

Scholarship website

<https://www.fastweb.com/college-scholarships>

Appendix H: TUC Sexual Misconduct Policy

1.0 Policy

The Touro University California (“TUC”) pledges its efforts to ensure an environment in which the dignity and worth of all members of the community are respected. It is the policy of TUC that sexual intimidation of students and employees is unacceptable behavior and will not be tolerated. TUC will not tolerate unwelcome sexual advances, requests for sexual favors, and any other verbal or physical conduct of a sexual nature constituting sexual harassment or sexual assault (i.e. rape, fondling, incest or statutory rape).

In addition, information about this policy will be available on TUC’s website. All supervisors and managers who receive a complaint or information about suspected sexual misconduct, observe behavior that could be considered sexual misconduct or for any reason suspect that sexual misconduct is occurring, are required to report such suspected sexual harassment to the Office of Institutional Compliance. In addition to being subject to discipline if they engage in sexual misconduct themselves, supervisors and managers will be subject to discipline for failing to report suspected sexual misconduct. TUC will also not tolerate any supervisory and/or managerial personnel who knowingly allow such behavior to continue.

In general, it is a sex crime to engage in any sexual contact with a person who does not affirmatively consent, or to engage in sexual intercourse, deviant sexual intercourse, or sexual abuse if it is accomplished by forcible compulsion. California State 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 California Penal Law.

TUC subscribes to all federal, state, and institutional laws and regulations to ensure the goal of maintaining a safe environment for all community members. This policy is meant to work in harmony with other applicable TUC policies and procedures that address sexual and discriminatory misconduct when relevant. If conduct falls within the scope of the Title IX Grievance Policy, under the Education Amendments of 1972, then TUC's Title IX Grievance policy will serve as the operating process for addressing the violation.

2.0 Purpose

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

Compliance with TUC'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 Title IX and Title VII of the Civil Rights Act of 1964, the Violence Against Woman Act (VAWA), California State Law, and a high-quality campus life. Those believing that they have been harassed or discriminated against based on their sex, including sexual harassment, should immediately contact the Office of Institutional Compliance. When TUC has notice of the occurrence, TUC is compelled to take immediate and effective corrective action reasonably calculated to stop the harassment, prevent its recurrence, and as appropriate, remedy its effects.

3.0 Scope

This policy applies to all members of TUC located in California including students, faculty, and administrators as well as third parties (including, but not limited to, vendors, invitees, etc.). This policy applies to events that occur on-campus, off-campus, and on study abroad. Information and/or training regarding this policy are available to students, faculty, and staff. In addition, information about this policy will be available on TUC's website.

4.0 Definitions

Discrimination and Harassment

Title IX, and its implementing regulations, prohibit discrimination based on sex, including sexual harassment. The prohibition against discrimination extends to employment and third parties. Sexual harassment is unwelcome conduct of a sexual nature and can include sexual advances, request for sexual favors, and other verbal, non-verbal, or physical conduct. Environmental harassment (sometimes referred to as hostile environment) is sexually harassing conduct that is sufficiently severe, persistent or pervasive to limit an individual's ability to participate in or receive benefits, services, or opportunities at TUC. 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; assault, including physical violence or the threat of physical violence.

Retaliation

Retaliation is any kind of reprisal, adverse action, or negative action taken against an individual because he or she has: (1) complained about alleged discrimination or harassment as defined above, (2) participated as a party or witness in an investigation relating to such allegations, or (3) participated as a party or witness in a

proceeding regarding such allegations. Retaliation can occur contemporaneously during the complaint process or subsequent to it, once the retaliator is aware of the recipient's participation in the process. Retaliation does not exist without an adverse action. An individual is protected from retaliation even when the complaint is ultimately found to lack merit, if it was made in good faith.

TUC does not allow or tolerate any conduct by any TUC member regarded as retaliatory. Retaliation against any individual, whether said person submitted a complaint through the method described, or for any other reason will not be tolerated.

Accused

Accused means a person accused of a violation who has not yet entered an institution's judicial or conduct process.

Advisor

Any individual who provides the reporting party or accused support, guidance, or advice.

Awareness Programs

Awareness program means community-wide or audience-specific programming, initiatives, and strategies that increase audience knowledge and share information and resources to prevent violence, promote safety, and reduce perpetration.

Code of Conduct

Code of conduct means the written policies adopted by an institution governing student behavior, rights, and responsibilities while such student is matriculated in the institution.

Confidentiality

Confidentiality may be offered by an individual who is not required by law to report known incidents of sexual assault or other crimes to institution officials, in a manner consistent with state and federal law, including but not limited to 20 U.S.C. 1092(f) and 20 U.S.C. 1681(a). Licensed mental health counselors, medical providers and pastoral counselors are examples of institution employees who may offer confidentiality.

- o TUC has independent obligations to report or investigate potential misconduct, even if a reporting party does not wish to initiate an official process. Therefore, absolute confidentiality cannot be promised with respect to a complaint of discrimination, harassment, sexual harassment, or retaliation received either through TUC's compliance hotline or otherwise. The phone number for the TUC hotline is 646-565-6000 x55330.
- o TUC wishes, however, to create an environment in which legitimate complaints are encouraged, while also protecting the privacy of all involved in an investigation. Complaints about violations of these policies will therefore be handled in strict confidence, with facts made available only to those who need to know for TUC to promptly and thoroughly investigate and resolve the matter.

Institution

- o Institution means any college or university chartered by the regents or incorporated by special act of the legislature that maintains a campus in California.

Ongoing Prevention and Awareness Campaigns

- o Ongoing prevention and awareness campaigns means programming, initiatives, and strategies that are sustained over time and focus on increasing understanding of topics relevant to and skills for addressing dating violence, domestic violence, sexual assault, and stalking, using a range of strategies with audience throughout the institution and including information on definitions of different crimes, options for bystander intervention, and risk reduction.

Primary Prevention Programs

- o Primary prevention programs means programming, initiatives, and strategies informed by research or assessed for value, effectiveness, or outcome that are intended to stop dating violence, domestic violence, sexual assault, and stalking before they occur through the promotion of positive and healthy behaviors that foster healthy, mutually respectful relationships and sexuality, encourage safe bystander intervention, and seek to change behavior and social norms in healthy and safe directions.

Privacy

- o Privacy may be offered by an individual when such individual is unable to offer confidentiality under the law but shall still not disclose information learned from a reporting individual or bystander to a crime or incident more than necessary to comply with this and other applicable laws, including informing appropriate institution officials. Institutions may substitute another relevant term with the same meaning, as appropriate to the institution's policies.

Reporting Individual

- o Reporting individual encompasses the terms victim, survivor, complainant, claimant, witness with victim status, and any other term used by an institution to reference an individual who brings forth a report of a violation.

Respondent

- o Respondent means a person accused of a violation who has entered an institution's judicial or conduct process.

Risk Reduction

- o Risk reduction means options designed to decrease perpetration and bystander inaction and increase empowerment for victims to promote safety and help individuals and communities address conditions that facilitate violence.

Bystander

- o A bystander means a person who observes a crime, impending crime, conflict, potentially violent or violent behavior, or conduct that is in violation of rules of an institution.

Campus

- o Any building or property owned or controlled by an institution within the same reasonably contiguous geographic area and used by the institution in direct support of, or in a manner related to, the institution's educational purposes, including residence halls; and
- o Any building or property that is within or reasonably contiguous to the area identified in paragraph (1) of this definition, that is owned by the institution but controlled by another person, is frequently used by students, and supports institutional purposes (such as a food or other retail vendor).

Campus Security

- o A campus police department or a campus security department of an institution.
- o Any individual or individuals who have responsibility for campus security but who do not constitute a campus police department or a campus security department under paragraph (1) of this definition, such as an individual who is responsible for monitoring entrance into institutional property.
- o Any individual or organization specified in an institution's statement of campus security policy as an individual or organization to which students and employees should report criminal offenses.
- o An institution official with significant responsibility for student and campus activities, including student housing, student discipline, and campus judicial proceedings. If such an official is a pastoral or professional counselor as defined below, the official is not considered a campus security authority when acting as a pastoral or professional counselor.

Consent (with regard to sexual activity)

- o Affirmative consent is a knowing, voluntary, and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, if those words or actions create clear permission regarding willingness to engage in sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent.
- o The definition of consent does not vary based upon a participant's sex, sexual orientation, gender identity, or gender expression.
 - Consent to any sexual act or prior consensual sexual activity between or with any party does not necessarily constitute consent to any other sexual act.
 - Consent is required regardless of whether the person initiating the act is under the influence of drugs and/or alcohol.
 - Consent may be initially given but withdrawn at any time.

- Consent cannot be given when a person is incapacitated, which occurs when an individual lacks the ability to knowingly choose to participate in sexual activity. Incapacitation may be caused by the lack of consciousness or being asleep, being involuntarily restrained, or if an individual otherwise cannot consent. Depending on the degree of intoxication, someone who is under the influence of alcohol, drugs, or other intoxicants may be incapacitated and therefore unable to consent.
- Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm.
- When consent is withdrawn or can no longer be given, sexual activity must stop.

Dating Violence

- o Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim; and
- o The existence of a social relationship is based on the “reporting party’s statement” with consideration of
 - the length of the relationship,
 - the type of relationship, and
 - the frequency of the interaction between the people involved.
- o Dating violence includes, but is not limited to, sexual or physical abuse or the threat of abuse, and does not include acts covered by the definition of domestic violence.

Discrimination and Harassment

- o TUC’s policies, prohibit discrimination based on sex, including sexual harassment.
- o Title VII, and its implementing regulations, prohibit Discrimination “because of sex” or “on the basis of sex.” The terms “because of sex” or “on the basis of sex” include, but are not limited to, because of or on the basis of pregnancy, childbirth, or related medical conditions; and women affected by pregnancy, childbirth, or related medical conditions shall be treated the same for all employment-related purposes, including receipt of benefits under fringe benefit programs.

Domestic Violence

- o Domestic violence is a felony or misdemeanor crime of violence committed by any of the following individuals:
 - A current or former spouse or intimate partner of the victim; or
 - A person with whom the victim shares a child in common; or
 - A person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner; or
 - A person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred; or
 - Anyone against an adult or youth victim is protected under the domestic or family violence laws of the jurisdiction where the crime occurred.

Pastoral counselor

- o A person who is associated with a religious order or denomination, is recognized by that religious order or denomination as someone who provides confidential counseling and is functioning within the scope of that recognition as a pastoral counselor.

Professional counselor

- o A person whose official responsibilities include providing mental health counseling to members of the institution’s community and who is functioning within the scope of the counselor’s license or certification.

Proceeding

- o All activities related to a non-criminal resolution of an institutional disciplinary complaint, including fact-finding investigations, formal or informal meetings, and hearings.
- o Does not include communications and meetings between officials and victims concerning accommodations or protective measures to be provided to a victim.

Result

- o Any initial, interim, and final decision by any official or entity authorized to resolve disciplinary matters within the institution.

- o The result must include any sanctions imposed by the institution and the rationale for the result and the sanctions.

Sexual Activity

- o Sexual activity has the same meaning as “sexual act” and “sexual contact” as provided in 18 U.S.C. § 2246(2) and 18 U.S.C. § 2246(3).

Sexual Harassment

- o Sexual Harassment is, unwelcome, gender-based verbal, written, online, and/or physical conduct. Anyone experiencing sexual harassment in any university program is encouraged to report it immediately to the university’s Title IX Coordinator, Human Resources, the Dean of Student Affairs or any responsible university employee.
- o Sexual harassment creates a hostile environment, and may be disciplined when it is sufficiently severe, persistent/pervasive and objectively offensive that it, has the effect of unreasonably interfering with, denying or limiting employment opportunities or the ability to participate in or benefit from the university’s educational, social and/or residential programs (currently the university has no residential facilities), and is based on power differentials (quid pro quo), produces the effect of a hostile environment or retaliation.

Non-Consensual Sexual Contact

- o Non-Consensual Sexual Contact is any intentional sexual touching, however slight, with any object, by a person upon another person, that is without consent and/or by force.
- o Sexual touching includes any bodily contact with the breasts, groin, genitals, mouth or other bodily orifice of another individual, or any other bodily contact in a sexual manner.

Non-Consensual Sexual Intercourse

- o Non-consensual sexual intercourse is any sexual intercourse (anal, oral or vaginal), however slight, with any object, by one person upon another person, that is without consent and/or by force.
- o Sexual penetration includes vaginal or anal penetration by a penis, tongue, finger or object, or oral copulation by mouth to genital contact or genital to mouth contact.

Dating Violence

- o Dating violence is violence committed by a person: who is or has been in a social relationship or a romantic or intimate nature with the victim; and where the existence of such a relationship shall be determined based on a consideration of the following factors; the length of the relationship; the type of relationship; and the frequency of interaction between the persons involved in the relationship.

Sexual Exploitation

- o Sexual exploitation refers to a situation in which a person takes non-consensual or abusive sexual advantage of another, and situations in which the conduct does not fall within the definitions of Sexual Harassment, Non-Consensual Sexual Intercourse or Non-Consensual Sexual Contact.

Examples of sexual exploitation include, but are not limited to:

- Sexual voyeurism (such as watching a person undressing, using the bathroom or engaged in sexual acts without the consent of the person observed)
- Taking pictures or video or audio recording another in a sexual act, or in any other private activity without the consent of all involved in the activity, or exceeding the boundaries of consent (such as allowing another person to hide in a closet and observe sexual activity, or disseminating sexual pictures without the photographed person’s consent)
- Prostitution
- Sexual exploitation also includes engaging in sexual activity with another person while knowingly infected with human immunodeficiency virus (HIV) or other sexually transmitted disease (STD) and without informing the other person of the infection, and further includes administering alcohol or drugs (such as “date rape” drugs) to another person without his or her knowledge or consent.
- o Consent Defined

- Consent is knowing, voluntary and clear permission by word or action, to engage in mutually agreed upon sexual activity. Since individuals may experience the same interaction in different ways, it is the responsibility of each party to make certain that the other has consented before engaging in the activity.
 - For consent to be valid there must be a clear expression in words or actions that the other individual consented to that specific sexual conduct. A person cannot consent if he or she is unable to understand what is happening or is disoriented, helpless, asleep or unconscious for any reason, including due to alcohol or other drugs. An individual who engages in sexual activity when the individual knows, or should know, that the other person is physically or mentally incapacitated has violated this policy. It is not an excuse that the individual responding party of sexual misconduct was intoxicated due to alcohol and/or drugs and therefore, did not realize the incapacity of the other. Incapacitation is defined as a state where someone cannot make rational, reasonable decisions because they lack the capacity to give knowing consent (e.g., to understand the “who, what, when, where, why or how” of their sexual interaction).
 - This policy also covers a person whose incapacity results from mental disability, involuntary physical restraint and/or from the taking of incapacitating drugs. Consent to some sexual contact (such as kissing or fondling) cannot be presumed to be consent for other sexual activity (such as intercourse). A current or previous dating relationship is not sufficient to constitute consent.
 - The existence of consent is based on the totality of the circumstances, including the context in which the alleged incident occurred and any similar previous patterns that may be evidenced. Silence or the absence of resistance alone is not consent. A person can withdraw consent at any time during sexual activity by expressing in words or actions that he or she no longer wants the act to continue, and, if that happens, the other person must stop immediately.
 - In the State of California, a minor (meaning a person 17 years of age or younger) cannot consent to sexual activity. This means that sexual contact by an adult with a person 17-year-old or younger may be a crime, as well as a violation of this policy, even if the minor wanted to engage in the act.
- o Force Defined
- Force is the use of physical violence and/or imposing on someone physically to gain sexual access.
 - Force also includes threats, intimidation (implied threats) and coercion that overcome resistance or produce consent (“Have sex with me or I’ll hit you. Okay, don’t hit me, I’ll do what you want.”).
 - Coercion is an unreasonable pressure for sexual activity. Coercive behavior differs from seductive behavior based on the type of pressure someone uses to get consent from another. When someone makes clear to you that they do not want sex, that they want to stop, or that they do not want to go past a certain point of sexual interaction, continued pressure beyond that point can be coercive.
 - NOTE: There is no requirement that a party resist the sexual advance or request, but resistance is a clear demonstration of non-consent. The presence of force is not demonstrated by the absence of resistance. Sexual activity that is forced is non-consensual, but non-consensual sexual activity is not by definition forced.
 - In order to give effective consent, one must be of legal age.
 - Sexual activity with someone who one should know to be -- or based on the circumstances should reasonably have known to be -- mentally or physically incapacitated (by alcohol or other drug use, unconsciousness or blackout), constitutes a violation of this policy.
 - Incapacitation is a state where someone cannot make rational, reasonable decisions because they lack the capacity to give knowing consent (e.g., to understand the “who, what, when, where why or how” of their sexual interaction).

- This policy also covers a person whose incapacity results from mental disability, sleep, involuntary physical restraint, or from the taking of rape drugs. Possession, use and/or distribution of any of these substances, including Rohypnol, Ketamine, GHB, Burundanga, etc. is prohibited, and administering one of these drugs to another student is a violation of this policy. More information on these drugs can be found at <http://www.911rape.org/>
- Use of alcohol or other drugs will never function as a defense to a violation of this policy.
- The sexual orientation and/or gender identity of individuals engaging in sexual activity is not relevant to allegations under this policy.
- For reference to the pertinent state statutes on sex offenses, please see http://leginfo.legislature.ca.gov/faces/codes_displayexpandedbranch.

Sexual Misconduct

Sexual misconduct is unwelcome sexual advances, requests for sexual favors, and, other visual, verbal or physical conduct of a sexual nature, when:

- An individual's submission to or rejection of the conduct is made, either explicitly or implicitly, a term or condition of employment or of status in a course, program, or activity, or is used as a basis for employment or academic decision; or
- The conduct has the purpose or effect of unreasonably interfering with an individual's work performance, academic performance, or educational experience, or of creating an intimidating, hostile, humiliating, or offensive working, educational, or living environment.

Sexual Offense

A sexual offense is unwelcome sexual advances, requests for sexual favors, and any other verbal or physical conduct of a sexual nature constituting sexual harassment.

Sexual Assault

- o Sexual assault is any nonconsensual sexual act proscribed by Federal, tribal, or State law, including when the victim lacks capacity to consent, and including rape, fondling, incest or statutory rape as acted in the FBI's Uniform Crime Reporting program.

Rape

- o Rape is the perpetuation of an act of sexual intercourse with a person against his or her will and consent, or when such person is incapable of giving consent because of his or her youth or his or her temporary or permanent mental or physical incapacity.
- o Is the penetration of the vagina or anus with anybody part or object, or oral penetration by a sex organ of another person without the consent of a person, or when such person is incapable of giving consent.
- o Acquaintance rape is rape that involves people who know or are familiar with each other.

Stalking

- o Stalking is engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others or suffer substantial emotional distress.
- o A course of conduct is two or more acts, including, but limited to:
 - Acts in which the 'stalker' directly, indirectly, or through third parties by any action, method, device, or means,
 - Follows, monitors, observes, surveils, threatens, or communicates to or about, a person, or interferes with a person's property.
- o Substantial emotional distress is a significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.
- o A reasonable person is one under similar circumstances and with similar identities to the victim.

Jurisdictional Definitions of Domestic Violence, Dating Violence, Sexual Assault and Stalking

- o **Domestic Violence:** Domestic violence is abuse or threats of abuse when the person being abused and the abuser are or have been in an intimate relationship (married or domestic partners, are dating or used to date, live or lived together, or have a child together). It is also when the abused person and the abusive person are closely related by blood or by marriage.
 - o The domestic violence laws say "abuse" is:
 - Physically hurting or trying to hurt someone, intentionally or recklessly;
 - Sexual assault

- Making someone reasonably afraid that they or someone else are about to be seriously hurt (like threats or promises to harm someone); OR
 - Behavior like harassing, stalking, threatening, or hitting someone; disturbing someone's peace; or destroying someone's personal property.
 - For more information and guidance on domestic violence laws, please refer to California Family Code § 6203, California Penal Code § 273.5, and California Penal Code § 243(e)(1).
- o **Assault:** California Penal Code § 240
- California's Assault Law (also known as "simple assault") applies whenever anyone willfully does anything that would result in applying force to another person while having facts that would make a reasonable person realize the act would result in
 - applying force to someone else.
 - to be convicted you have to have the present ability to apply force and you can't have acted in self-defense or defense of another
 - Simple assault is a misdemeanor crime. Conviction can result in six months in a county jail, a fine up to \$1,000, or both jail time and a crime.
 - Therefore, to be guilty of Assault under California Penal Code § 240, you must:
 - Do something that would result in applying force to a person; AND,
 - Do the act willfully; AND,
 - Be aware of facts that should make you realize your act would result in applying force; AND,
 - Have the present ability to apply force; AND,
 - Possess no legal excuse.
- o **Menacing:** California Penal Code § 422 states that it is a crime to make criminal threats to harm or kill another person. Specifically, this means threats of death or great bodily injury that are intended to, and that actually do, place victims in reasonable and sustained fear for their safety or that of their families.
- A criminal threat is when you threaten to kill or physically harm someone and that person is thereby placed in a state of reasonably sustained fear for their safety or for the safety of their immediate family, the threat is specific and unequivocal and you communicate the threat verbally, in writing, or via an electronically transmitted device.
 - Criminal threats can be charged whether you can carry out the threat...and even if you don't intend to execute the threat.
 - California Penal Code § 422 is a wobbler, which means that prosecutors may file it as either a misdemeanor or a felony. If you are convicted of the misdemeanor, you face up to one year in county jail. If you are convicted of the felony, you face up to four years in the California state prison. Using a dangerous or deadly weapon increases your sentence by one year.
 - And because a criminal threats conviction is a "strike" under California's three-strikes law, you must serve at least 85% of your sentence before you are eligible for release.
- o **Strangulation & Related Offense:**
- A person is guilty of criminal obstruction of breathing or blood circulation when, with intent to impede the normal breathing or circulation of the blood of another person, he or she applies pressure on the throat or neck of such person; or blocks the nose or mouth of such person.
 - California Penal Code § 273.5: Willful Infliction of Corporal Injury; Violation; Punishment
- o (a) Any person who willfully inflicts corporal injury resulting in a traumatic condition upon a victim described in subdivision (b) is guilty of a felony, and upon conviction there of shall be punished by imprisonment in the state prison for two, three, or four years, or in a county jail for not more than one year, or by a fine of up to six thousand dollars (\$6,000) or by both that fine and imprisonment.

- o *Drug or Alcohol Facilitated Sexual Assault*
 - A person is guilty of facilitating a sex offense with a controlled substance when he or she:
 - knowingly and unlawfully possesses a controlled substance or any preparation, compound, mixture or substance that requires a prescription to obtain and administers such substance or preparation, compound, mixture or substance that requires a prescription to obtain to another person without such person's consent and with intent to commit against such person conduct constituting a felony defined in this article; and
 - commits or attempts to commit such conduct constituting a felony defined in this article.
- o Sexual assault is never the survivor's fault, even if they were drinking or using drugs. Whether or not the survivor was engaged in illegal activity, the law enforcement officer will only investigate the reported crime. (California Penal Code § 13823.11)
- o **Dating Violence:** The State of California does not have a definition of dating violence. See above for definitions pertaining to dating violence.
- o **Sexual Assault:** Sexual assault is defined as any type of sexual contact or behavior that occurs without the explicit consent of a recipient. Included under the term sexual assault are the following: forced sexual intercourse, forcible sodomy, child molestation, incest, fondling, and attempted rape.

The State of California defines sexual assault as follows: The following definitions are applicable to this article:

1. "Sexual intercourse" has its ordinary meaning and occurs upon any penetration, however slight.
- 2.
- a. "Oral sexual conduct" means conduct between persons consisting of contact between the mouth and the penis, the mouth and the anus, or the mouth and the vulva or vagina.
- b. "Anal sexual conduct" means conduct between persons consisting of contact between the penis and anus.
3. Sexual contact" means any touching of the sexual or other intimate parts of a person for the purpose of gratifying sexual desire of either party. It includes the touching of the actor by the victim, as well as the touching of the victim by the actor, whether directly or through clothing, as well as the emission of ejaculate by the act or upon any part of the victim, clothed or unclothed.
4. For the purposes of this article, "married" means the existence of the relationship between the actor and the victim as spouses which is recognized by law at the time the actor commits an offense proscribed by this article against the victim.
5. "Mentally disabled" means that a person suffers from a mental disease or defect which renders him or her incapable of appraising the nature of his or her conduct.
6. "Mentally incapacitated" means that a person is rendered temporarily incapable of appraising or controlling his conduct owing to the influence of a narcotic or intoxicating substance administered to him without his consent, or to any other act committed upon him without his consent.
7. "Physically helpless" means that a person is unconscious or for any other reason is physically unable to communicate unwillingness to an act.
8. "Forcible compulsion" means to compel by either: use of physical force; or a threat, express or implied, which places a person in fear of immediate death or physical injury to himself, herself another person, or in fear that he, she or another person will immediately be kidnapped.
9. "Foreign object" means any instrument or article which, when inserted in the vagina, urethra, penis, rectum or anus, can cause physical injury.
10. "Sexual conduct" means sexual intercourse, oral sexual conduct, anal sexual conduct, aggravated sexual contact, or sexual contact.

11. "Aggravated sexual contact" means inserting, other than for a valid medical purpose, a foreign object in the vagina, urethra, penis, rectum or anus of a child, thereby causing physical injury to such child.
 12. "Health care provider" means any person who is, or is required to be, licensed or registered or holds himself or herself out to be licensed or registered, or provides services as if he or she were licensed or registered in the profession of medicine, chiropractic, dentistry or podiatry under any of the following: article one hundred thirty-one, one hundred thirty-two, one hundred thirty-three, or one hundred forty-one of the education law.
 13. "Mental health care provider" shall mean a licensed physician, licensed psychologist, registered professional nurse, licensed clinical social worker or a licensed master social worker under the supervision of a physician, psychologist or licensed clinical social worker.
- o **Stalking:** The State of California defines stalking as follows: any person who willfully, maliciously, and repeatedly follows or willfully and maliciously harasses another person and who makes a credible threat with the intent to place that person in reasonable fear for his or her safety, or the safety of his or her immediate family.
 - o California's Stalking law makes it illegal to follow, or harass, and threaten another person. To violate the statute, the threat must put the alleged victim in reasonable fear for his or her safety.
 - o If you're convicted of the Felony form of Stalking, you face up to three years in state prison, a fine of up to \$10,000, or both a fine and imprisonment. Note that Stalking is punishable under California's "Three Strikes" penalty system. Amassing three "strikes" will result in at least twenty-five years in state prison. Under California Penal Code §646.9(a), the prosecution must prove beyond a reasonable doubt:
 - **Harassed/Followed:** You willfully and maliciously harassed or willfully, maliciously, and repeatedly followed another person; and,
 - **Credible Threat/Intent/Fear:** You made a credible threat with the intent of placing the person in reasonable fear for his or her safety or for the safety of his or her immediate family.
 - o Note: "A person is not guilty of stalking if his or her conduct is constitutionally protected activity."
- Preponderance of the Evidence**
- o Just enough evidence to make it more likely than not that the fact the claimant seeks to prove is true.

Retaliation

- o Retaliation is any kind of reprisal, adverse action, or negative action taken against an individual because he or she has:
 - complained about alleged discrimination or harassment as defined above,
 - opposed alleged discrimination or harassment as defined above,
 - participated as a party or witness in an investigation relating to such allegations or participated as a party or witness in a proceeding regarding such allegations. Retaliation can occur contemporaneously during the complaint process or after it, once the retaliator is aware of the recipient's participation in the process.
- o Retaliation does not exist in the absence of an adverse action. An individual is protected from retaliation even when the complaint is ultimately found to lack merit, if it was made in good faith.
- o TUC does not allow or tolerate any conduct by any TUC community member regarded as retaliatory. Retaliation against any individual, whether said person submitted a complaint through the method described below, or for any other reason will not be tolerated.
- o California State legislation requires that every institution ensures that at the first instance of disclosure by a reporting individual to an institution representative, the following information be presented, you have the right to make a report to university police or campus security, local law enforcement, and/or state police or choose not to report; to report the incident to your institution; to be protected by the institution from retaliation for reporting that incident; and to receive assistance and resources from your institution.

Touro University California:
Compliance Officer
1310 Club Dr.
Vallejo, CA, 94592
Phone: (707) 638-5459
Email: compliance@touro.edu

Unlawful employment practices under Title VII:

It shall be an unlawful employment practice for an employer--

- to fail or refuse to hire or to discharge any individual, or otherwise to discriminate against any individual with respect to his or her ~~employment~~ terms, conditions, or privileges of employment, because of such individual's sex; or
- to limit, segregate, or classify his employees or applicants for employment in any way which would deprive or tend to deprive any individual of employment opportunities or otherwise adversely affect his or her status as an employee, because of such individual's sex.
- to print or publish or cause to be printed or published any notice or advertisement relating to employment by such an employer, indicating any preference, limitation, specification, or discrimination, based on sex, except that such a notice or advertisement may indicate a preference, limitation, specification, or discrimination based on sex when sex is a bona fide occupational qualification for employment.
- to willfully not post and keep posted in conspicuous places upon its premises where notices to employees, applicants for employment, and members are customarily posted a notice to be prepared or approved by the EEOC setting forth excerpts from or, summaries of, the pertinent provisions of Title VII and information pertinent to the filing of a complaint.

5.0 Procedures

Duty to Report Violations

Any member of the TUC community including students, faculty, employees, and third parties have a duty to report violations of this policy where individuals know, or should know, of accusations or actions which violate TUC Policy and will notify a TUC Compliance Officer of such violations promptly.

If you believe that you have been subjected to sexual harassment you may complete the attached complaint form found at the end of this policy, which is also available on TouroOne. Your complaint will then be investigated pursuant to the procedures outlined in this policy.

Formal Investigation and Resolution of Discrimination, Harassment, Sexual Assault or Retaliation Complaints

Duty to Cooperate and Facilitate

All TUC members must cooperate fully with any harassment investigations. A faculty member, staff member, or student who has relevant information and refuses to cooperate with an ongoing investigation will be subject to disciplinary action for, among other things, violations of the TUC Code of Conduct and/or insubordination. Likewise, all TUC employees must ensure that harassment complaints are directed to the appropriate administrative office for evaluation and investigation.

Right to Prompt, Fair, and Impartial Proceeding and Complaint Process

TUC is committed to conducting an inquiry that is thorough, prompt and impartial. Accused and accuser will be able to object to TUC participants as bias.

Victims have the option to notify proper law enforcement authorities, including on-campus security and local police, or to decline to notify such authorities. Complaints concerning sexual harassment and/or sexual discrimination should be sent to the Office of Institutional Compliance. Complaints should be filed as soon as possible after the date of the alleged misconduct, and a written complaint is preferable.

A written or verbal complaint, which should be submitted within the later of the following two dates: (a) thirty (30) days after the alleged misconduct; or (b) the end of the semester in which the alleged incident occurred. A complaint should include the following information:

- Complainant's full name, home address, email, telephone number, and Touro Student/Employee ID number.
- Name of the person against whom the complaint was made, including job title or student status, if known.
- The protected status that is the basis for the alleged discrimination, harassment, or retaliation based on the complainant's gender.
- A clear statement of the facts that constitute the alleged discrimination, harassment or retaliation, including dates on which the acts were committed and any information to identify witnesses.
- Complainant should include the term and year of their most recent active employment, academic, or student status within the university.
- A student who is seeking admission to TUC should include the term and year in which he/she sought admission to the university.
- The full name, address, and telephone number of complainant's advisor or supervisor, if any.
- The specific harm that resulted from the alleged act and the remedy sought.
- The complainant's signature and the date on which the complaint was submitted.

The accused will receive notice of the complaint, although the accused will be considered innocent until proven guilty of a violation. While prompt reporting is expected, complaints older than 30 days will be processed. However, if more than 365 days have elapsed since the day of the complaint, the complaint may not be processed.

Every effort is made to conduct a thorough and speedy investigation. Several factors may impact TUC's ability to conduct a prompt investigation, including, but not limited to the Complainant's accessibility or unresponsiveness, witness availability or unresponsiveness, the number of witnesses, the timing of the investigation (i.e. if an investigation is being conducted at a time when students are taking final exams or on recess), etc. The process allows for extension with good cause shown. The burden to develop facts surrounding the investigation and/or prove that an incident lacked consent is on the institution, not the reporting individual. A reporting individual may withdraw a complaint or report from the institution at any time. Such an individual will not be penalized for withdrawing such a complaint. Please note that the institution may, consistent with other provisions of this law as well as federal law, still have obligations to investigate and/or take action even if the complaint has been withdrawn.

Availability of Counseling

TUC will offer its internal counseling services to any complainant who has begun the complaint process. It is ultimately the complainant's decision of whether to accept the counseling service offered by TUC.

Accommodations and Protective Measures Available for Victims

Upon receipt of a report of domestic violence, dating violence, sexual assault or stalking, TUC will provide written notification to the students and employees involved about accommodations available to them, including academic, living, transportation and working situations. The written notification will include information regarding the accommodation options, available assistance in requesting accommodations, and how to request accommodations and protective measures (i.e., the notification will include the name and contact information for the individual or office that should be contacted to request the accommodations).

At the victim's request, and to the extent of the victim's cooperation and consent, University offices will work cooperatively to assist the victim in obtaining accommodations. If reasonably available, a victim may be offered changes to academic, living, working or transportation situations regardless of whether the victim

chooses to report the crime to campus police or local law enforcement. Examples of options for a potential change to the academic situation may be to transfer to a different section of a class, withdraw and take a class at another time if there is no option for moving to a different section, etc. Potential changes to living situations may include moving to a different room or residence hall. Possible changes to work situations may include changing working hours. Possible changes in transportation may include having the student or employee park in a different location, assisting the student or employee with a safety escort, etc.

Certain remedial measures may be taken to protect both parties during the pendency of the investigation, including changes to academic, living, transportation, and working situations or other protective measures. TUC may make such accommodations or provide such protective measures if the victim requests them and if they are reasonably available, regardless of whether the victim chooses to report the crime to campus police or local law enforcement.

To request changes to academic, living, transportation and/or working situations or protective measures, a victim should contact the Campus Security Authorities at (707) 638-5804 x85804 or Office of Institutional Compliance at (707) 638-5459. If the victim wishes to receive assistance in requesting these accommodations, she or he should contact the Campus Security Authorities at (707) 638-5804 x85804 or Office of Institutional Compliance at (707) 638-5459.

Notice and Timely Access and Preservation of Evidence

The proceeding will be consistent with TUC's policies and transparent to both the accuser and the accused. Both accuser and accused will receive timely notice of meetings at which their presence is requested. Either party may request that others be present. If allowed, other individuals will not be allowed to participate or interfere in such a meeting. Both accuser and accused will receive timely and equal access to information that will be used during formal and informal disciplinary meetings or hearings (if any). Investigation interviews are not deemed disciplinary in nature. TUC will endeavor to protect the privacy of the participating parties and/or witnesses.

It is very important that the victim preserves any proof or evidence of any criminal offense. Such incidents will be reviewed and investigated in an expedient and professional manner.

Intake Interview

After receipt of a complaint, the Compliance Officer or their designee will meet with the complainant as soon as possible, usually within one week, but not later than thirty (30) days after receipt. The complainant must make themselves available to meet.

The meeting will be an intake interview where the Compliance Officer or their designee will inform the complainant about the investigation procedure and timeline. The complainant will have an opportunity to provide or present evidence and witnesses on their behalf. The complainant may sign a formal complaint form at that time (under the above guidelines) if he/she has not already done so. A complaint will proceed even without a signed written complaint.

Complaints about Students, Faculty, Other Employees or Third Parties

TUC's disciplinary process includes a prompt, fair, and impartial investigation and resolution process from initial to final. Upon receipt of a complaint, the Compliance Officer or their designee shall investigate the circumstances of the complaint. This investigation will include documented interviews with the complainant, the person against whom the complaint is written, and witnesses with relevant knowledge, if any. Further, the investigation will include a review of relevant documents and any other evidence. TUC will use the preponderance of the evidence standard in the investigation and disciplinary action, as VAWA requires.

Investigation of Complaints

The Compliance Officer or their designee shall have thirty (30) days from the intake interview to complete the investigation of the event in question. Usually, the resolution of domestic violence, dating violence, sexual assault and stalking complaints are completed within 60 days of the report. However, each proceeding allows for extensions of timeframes for good cause with written notice to the accuser and the accused of the delay and the reason for the delay. TUC officials involved in the investigation or adjudication of domestic violence, dating violence, sexual assault and stalking complaints are trained annually on the issues related to domestic violence,

dating violence, sexual assault, and stalking as well as how to investigate and hearing process that protects the safety of the victim and promotes accountability. Such thirty (30) days may be extended in the event that one of the following occurs:

- Availability or unavailability of a witness or relevant/material documents;
- Reluctance of a witness and/or any necessary party;
- Delay or other uncooperative actions of any necessary party;
- Numerosity of witnesses;
- Holidays and vacation periods;
- Any other unforeseeable events/circumstances.

Both the complainant and respondent will have the same opportunities to have others present during any disciplinary proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice. TUC will not limit the choice of advisor or presence for either the accuser or the accused in any meeting or institutional disciplinary proceeding, but TUC may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties.

During any such investigation, the complainant and the accused will each reserve the right to exclude their own prior sexual history with any persons other than the party involved in the hearing during the judicial or conduct investigation process. Both will also reserve the right to exclude any mental health diagnosis and treatment during the institutional disciplinary stage which determines responsibility. Past findings of domestic violence, dating violence, stalking, or sexual assault may be admissible in the stage that determines sanction.

Generally, an investigation will take about 60 calendar days after receipt of the complaint. This may not be practicable in every investigation and may vary depending on the complexity of the investigation and the severity and extent of the harassment. The institutional disciplinary procedures will not be conducted by officials who have a conflict of interest or bias for or against the accuser or the accused.

Notice of Determination and Further Action

The Compliance Officer or their designee shall report the findings of the investigation to a designated, impartial Fact Finder. The Fact Finder shall endeavor to issue a determination within fifteen days after receipt of the investigation file to determine and detail: (a) whether there is probable cause to believe discrimination occurred with respect to each allegation in the complaint, (b) a description of actions taken, if any, to prevent similar problems from occurring in the future, and (c) the proposed resolution of the complaint. Both parties will be informed of the outcome reached and sanctions imposed as a result of such investigation and determination.

Both the complainant, the party who filed the complaint or the alleged target of the sexual harassment or sexual assault, and the respondent, the accused, shall be informed of the fact finder's decision, including the outcome reached and sanctions imposed, in writing simultaneously within ten days of the conclusion of the fact finder's deliberation. They will be notified simultaneously and in writing of the proceeding and appeal procedures. Questions concerning these actions should be addressed to the Office of Institutional Compliance. Notification to the appropriate law enforcement officials and other assistance to the student or staff member in notifying law enforcement officials will be provided, if requested.

TUC will provide the victim with a written explanation of her/his rights and options with respect to the report when the victim reports to TUC about the misconduct.

Notification to Victims of Crimes of Violence

TUC will, upon written request, disclose to the alleged victim of a crime of violence, or a non-forcible sex offense, the report on the results of any disciplinary proceeding conducted by such institution against a student who is the alleged perpetrator of such crime or offense. If the alleged victim is deceased as the result

of such crime or offense, the next of kin of such victim shall be treated as the alleged victim for purposes of this paragraph.

Appeals

The complainant and respondent alike will be provided with at least one level of appeals.

Both the complainant and the respondent are eligible to file an appeal to the determination based on (1) a procedural error occurred, (2) new information exists that would substantially change the outcome of the finding, or (3) the sanction is disproportionate with the violation.

The request for an appeal, including the grounds upon which the request is based, should be submitted in writing to the Office of Institutional Compliance within seven (7) business days following the date on the outcome letter. The Appeal should state the remedy sought by the appealing party. Each party may respond in writing to any appeal submitted by the other party. Written responses to the other party's appeal must be submitted within three (3) business days following delivery of the notice of the written appeal. Written requests for appeal submitted by one party will be shared with the other party.

Appeals will be conducted impartially by trained University officials without conflict of interest or bias for or against either party. A party with a concern about a conflict of interest or bias should contact the Office of Institutional Compliance. The Appeals Panel can determine whether a change in the decision is warranted. If applicable, both the accuser and accused will have an opportunity to be present or have others present during any disciplinary proceedings. If a change in this decision is necessary, the Appeals Panel will review the appeal and rationale and make a final decision. Both parties will be informed of the outcome reached and sanctions imposed because of such proceedings.

Appeals will not be reviewed or considered beyond the Appeals Panel. Appeals decisions will be rendered within twenty (20) business days after the receipt of the formal request for appeal. The appeal decision will be provided in writing to both parties and is final. However, information obtained during the conduct or judicial process will be protected from public release until the appeals process is final, unless otherwise required by law.

TUC has a grade appeal process, which is not circumvented by this policy. This procedure is not a substitute for a grade appeal. A grade appeal may be suspended until a determination has been made by the fact finder.

TUC will provide the victim with a written explanation of her/his rights and options with respect to the report when the victim reports to TUC about the misconduct.

6.0 Sanctions For Violations

Student violators may be subject to the following sanctions and remedial measures on a case-by-case basis:

- **Warning:** A written reprimand putting the student on notice that he/she has violated the Code of Conduct. A copy of this warning is placed in the student's folder.
- **No-Contact Order:** A student may be ordered to temporarily not intentionally contact a victim through any medium.
- **Probation:** A student may be placed on disciplinary probation for a definite time. While on probation, students may not hold office in Student Government Organizations, Clubs or Societies or represent TUC in any capacity. Further violations while on probationary status will result in suspension or expulsion from TUC.
- **Restitution:** A student may be required to pay restitution to TUC or to fellow students for damages and losses resulting from their actions.
- **Suspension:** At any time during a student's enrollment at TUC he/she may be suspended and barred from attending classes for a definite period, not to exceed two years. A student who is suspended is entitled to a written clarification with specific reasons for and description of the sanction. A student may not be automatically re-enrolled at the end of their suspension. He/she must apply to the Student Affairs Committee for re-enrollment.
- **Expulsion:** TUC may terminate a student's status at TUC at any time.

Faculty and staff (part-time and full-time) who violate the policy will be subject to disciplinary sanctions on a case-by-case basis as follows:

- **Censure:** A written reprimand, outlining the violation(s) of TUC policies, may be placed in the personnel file of individual violators.
- **Probation:** Faculty and/or staff may be placed on probation for up to one year. In such instances, individuals may be required to enroll in a therapeutic counseling or treatment program.
- **Suspension:** Faculty and/or staff may be suspended from employment without pay for a period ranging from seven days to one year.
- **Termination of Employment:** Faculty and/or staff may be dismissed from employment upon written notice by Human Resources or the CAO/CEO.
- **Legal Action:** Faculty and/or staff may be turned over to law enforcement authorities for criminal prosecution and legal action.

In both cases for students, faculty and staff, the existence of a progressive system of disciplinary sanctions measures does not preclude TUC from levying a heavy sanction, without first resorting to a lesser sanction. By way of illustration and not exclusion, TUC may expel a student or terminate a staff member for a violation of policy without first issuing a warning or putting that student or employee on probation.

University-Initiated Protective Measures

In addition to those protective measures previously described the Title IX Coordinator or their designee will determine whether interim interventions and protective measure should be implemented, and, if so, take steps to implement those protective measures as soon as possible.

When the accused or respondent is a student, to have the institution issue a “no contact order” consistent with institution policies and procedures, whereby continued intentional contact with the reporting individual would be a violation of institution policy subject to additional conduct charges; if the accused or respondent and a reporting individual observe each other in a public place, it shall be the responsibility of the accused or respondent to leave the area immediately and without directly contacting the reporting individual. Both the accused or respondent and the reporting individual shall, upon request and consistent with institution policies and procedures, be afforded a prompt review, reasonable under the circumstances, of the need for and terms of a no contact order, including potential modification, and shall be allowed to submit evidence in support of his or her request. Institutions may establish an appropriate schedule for the accused and respondents to access applicable institution buildings and property at a time when such buildings and property are not being accessed by the reporting individual.

Other examples of interim protective measures include but are not limited to an order of no contact, residence hall relocation, adjustment of course schedules, a leave of absence, or reassignment to a different supervisor or position. These remedies may be applied to one, both, or multiple parties involved. Protective measures imposed may be temporary pending the results of an investigation or may become permanent as determined by TUC. Violations of the Compliance Officer’s directives and/ or protective measures will constitute related violations that may lead to additional disciplinary action including interim suspension pending the outcome of a judicial or conduct process consistent with TUC policy. Both the accused or respondent and the reporting individual shall, upon request and consistent with the institution’s policies and procedures, be afforded a prompt review, reasonable under the circumstances, of the need for and terms of an interim suspension, including potential modification, and shall be allowed to submit evidence in support of the request.

Every institution shall ensure that individuals are provided the following protections and accommodations:

- To receive a copy of the order of protection or equivalent when received by an institution and have an opportunity to meet or speak with an institution representative, or other appropriate individual, who can explain the order and answer questions about it, including information from the order about the accused’s responsibility to stay away from the protected person or persons;
- When the accused is not a student but is a member of the institution’s community and presents a continuing threat to the health and safety of the community, to subject the accused to interim

measures in accordance with applicable collective bargaining agreements, employee handbooks, and rules and policies of the institution.

Policy for Transcript Notations

For crimes of violence, including, but not limited to sexual violence, defined as crimes that meet the reporting requirements pursuant to the federal Clery Act established in 20 U.S.C. § 1092(f)(1)(F)(i)(I)-(VIII), TUC shall make a notation on the transcript of students found responsible after a conduct process that they were “suspended after a finding of responsibility for a code of conduct violation” or “expelled after a finding of responsibility for a code of conduct violation.” For the respondent who withdraws from the institution while such conduct charges are pending, and declines to complete the disciplinary process, institutions shall make a notation on the transcript of such students that they “withdrew with conduct charges pending.” TUC will allow for appeals seeking removal of a transcript notation for a suspension, provided that such notation shall not be removed prior to one year after the suspension's conclusion, while notations for expulsion shall not be removed.

7.0 Confidentiality

TUC has independent obligations to report or investigate potential misconduct, even if a complainant does not wish to initiate an official process. Therefore, absolute confidentiality cannot be promised with respect to a complaint of discrimination, harassment, sexual harassment, sexual assault (i.e. rape, fondling, incest or statutory rape) or retaliation received either through Touro's compliance hotline or otherwise. The phone number for the TUC hotline is 646-565-6000 x55330.

TUC wishes, however, to create an environment in which legitimate complaints are encouraged, while also protecting the privacy of all involved in an investigation. Complaints about violations of these policies will therefore be handled in strict confidence, with facts made available only to those who need to know in order for TUC to promptly and thoroughly investigate and resolve the matter. TUC employees will explain to the reporting individual whether they are authorized to offer them privacy. Even TUC offices and employees who cannot guarantee confidentiality will maintain your privacy to the greatest extent possible. The information you provide to a non-confidential resource will be relayed only as necessary for the Compliance Officer to investigate and/or seek a resolution.

Reporting individuals may request confidentiality and choose not to consent to an investigation by Touro, and the Compliance Officer must weigh the request against the institution's obligation to provide a safe, non-discriminatory environment for all members of its community. If TUC determines that an investigation is required, it must notify the reporting individuals and take immediate action as necessary to protect and assist them. TUC should seek consent from reporting individuals prior to investigating, and declining consent will be honored unless TUC determines in good faith that failure to investigate does not adequately mitigate a potential risk of harm to members of the community. If an individual discloses information through a public awareness event, TUC is not obligated to begin an investigation based on such information.

Declining to consent to an investigation shall be honored unless the institution determines in good faith that failure to investigate does not adequately mitigate a potential risk of harm to the reporting individual or other members of the community. Honoring such a request may limit the institution's ability to investigate and pursue conduct against an accused individual. Factors used to determine whether to honor such a request include, but are not limited to:

- Whether the accused has a history of violent behavior or is a repeat offender;
- Whether the incident represents escalation in unlawful conduct on behalf of the accused from previously noted behavior;
- The increased risk that the accused will commit additional acts of violence;
- Whether the accused used a weapon or force;
- Whether the reporting individual is a minor; and
- Whether the institution possesses other means to obtain evidence such as security footage, and whether available information reveals a pattern of perpetration at a given location or by a particular group

TUC will complete publicly available record-keeping for Clery Act reporting and disclosure. These reports will not include identifying information about the victim or accused and shall maintain confidentiality of any accommodations or protective measures provided to the victim, to the extent that maintaining such confidentiality would not impair the ability of TUC to provide the accommodations or protective measures.

By only sharing personally identifiable information with individuals on a need-to-know basis, without the inclusion of identifying information about the victim (to the extent possible), the institution will maintain as confidential any accommodations or protective measures provided to the victim, to the extent that maintaining such confidentiality would not impair the ability of TUC to provide the accommodations or protective measures.

8.0 Retaliation

Retaliation is any kind of reprisal, adverse action, or negative action taken against an individual because he or she has:

- Complained about alleged discrimination, harassment or sexual assault as defined above,
- Participated as a party or witness in an investigation relating to such allegations, or
- Participated as a party or witness in a proceeding regarding such allegations.

Retaliation can occur contemporaneously during the complaint process or subsequent to it, once the retaliator is aware of the recipient's participation in the process. Retaliation does not exist in the absence of an adverse action. An individual is protected from retaliation even when the complaint is ultimately found to lack merit, if it was made in good faith.

TUC does not allow or tolerate any conduct by any TUC member regarded as retaliatory. Retaliation against any individual, whether said person submitted a complaint, will not be tolerated.

Upon the first instance of disclosure by a reporting individual to a TUC representative, the individual will be informed:

"You have the right to make a report to university police or campus security, local law enforcement, and/or state police or choose not to report; to report the incident to your institution; to be protected by the institution from retaliation for reporting that incident; and to receive assistance and resources from your institution."

Reporting individuals or bystanders who report an incident of sexual assault in good faith will receive amnesty for drug and alcohol use. The following is Touro's Alcohol and/or Drug Amnesty Policy:

"The health and safety of every student at TUC is of utmost importance. TUC recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) at the time that violence, including but not limited to domestic violence, dating violence, stalking, or sexual assault occurs may be hesitant to report such incidents due to fear of potential consequences for their own conduct. TUC strongly encourages students to report domestic violence, dating violence, stalking, or sexual assault to institution officials. A bystander acting in good faith or a reporting individual acting in good faith that discloses any incident of domestic violence, dating violence, stalking, or sexual assault to TUC officials or law enforcement will not be subject to Touro's code of conduct action for violations of alcohol and/or drug use policies occurring at or near the time of the commission of the domestic violence, dating violence, stalking, or sexual assault."

Employees, faculty and students who violate Touro's policies may be subject to disciplinary action. Individuals who retaliate against someone who files a complaint, or against a witness, representative, or advocate for a complainant, will be subject to further disciplinary action.

9.0 Assistance For Victims: Rights & Options

Regardless of whether a victim elects to pursue a criminal complaint or whether the offense is alleged to have occurred on or off campus, TUC will assist victims of sexual assault, domestic violence, dating violence,

and stalking and will provide each victim with a written explanation of their rights and options. Such written information will include:

- the survivor's right to report or not report the alleged incident to the higher education institution, law enforcement, or both, including information about the survivor's right to privacy and which reporting methods are confidential;
- the contact information for the higher education institution's Office of Institutional Compliance coordinator or coordinators, confidential advisors, a community-based sexual assault crisis center, campus law enforcement, and local law enforcement;
- the survivor's right to request and receive assistance from campus authorities in notifying law enforcement;
- the survivor's ability to request interim protective measures and accommodations for survivors, including without limitation changes to academic, living, dining, working, and transportation situations, obtaining and enforcing a campus-issued order of protection or no contact order, if such protective measures and accommodations are reasonably available, and an order of protection or no contact order in State court;
- the higher education institution's ability to help, upon the survivor's request, in accessing and navigating campus and local health and mental health services, counseling, and advocacy services; and a summary of the higher education institution's complaint resolution procedures.
- the procedures victims should follow if a crime of dating violence, domestic violence, sexual assault or stalking has occurred;
- information about how the institution will protect the confidentiality of victims and other necessary parties;
- an explanation of the procedures for institutional disciplinary action

Rights of Victims and the Institution's Responsibilities for Orders of Protection, "No Contact" Orders, Restraining Orders, or Similar Lawful Orders Issued by a Criminal, Civil, or Tribal Court or by the Institution

TUC complies with California State Law in recognizing orders of protection. Any person who obtains an order of protection from California or any reciprocal state should provide a copy to Campus Security and the Office of Institutional Compliance. A complainant may then meet with Campus Security to discuss the order, its consequences, and/or develop a Safety Action Plan, which is a plan for campus police and the victim to reduce risk of harm while on campus or coming and going from campus. This plan may include, but is not limited to escorts, special parking arrangements, providing a temporary cellphone, changing classroom location or allowing a student to complete assignments from home, etc.) TUC cannot apply for a legal order of protection, no contact order or restraining order for a victim from the applicable jurisdiction(s). However, the individual may receive assistance from police or campus security or have them call the appropriate agency in order to effect an arrest when an individual violates an order of protection.

TUC may issue an institutional no contact order if deemed appropriate or at the request of the victim or accused. If TUC receives a report that such an institutional no contact order has been violated, TUC will initiate disciplinary proceedings appropriate to the status of the accused (student, employee, etc.) and will impose sanctions if the accused is found responsible for violating the no contact order.

It is very important that the victim preserves any proof or evidence of the criminal offense. Such incidents will be reviewed and investigated in an expedient and professional manner. The employee or student can also file a grievance as per Touro's grievance policy described in the Administrative Handbook.

The federal laws require that both accuser and accused object to TUC Participants as impartial.

Every institution shall ensure that every student be afforded the following rights:

- Throughout proceedings involving such an accusation of sexual assault, domestic violence, dating violence, stalking, or sexual activity that may otherwise violate the institution's code of conduct, the right:
 - To a prompt response to any complaint and to have the complaint investigated and adjudicated in an impartial, timely, and thorough manner by individuals who receive annual training in conducting investigations of sexual violence, the effects of trauma, impartiality, the

rights of the respondent, including the right to a presumption that the respondent is “not responsible” until a finding of responsibility is made pursuant to the provisions of this article and the institution’s policies and procedures, and other issues including, but not limited to domestic violence, dating violence, stalking or sexual assault.

- o To make an impact statement during the point of the proceeding where the decision maker is deliberating on appropriate sanctions.
- o To simultaneous (among the parties) written or electronic notification of the outcome of a judicial or conduct process, including the sanction or sanctions.

Procedures TUC Will Follow When a Crime of Domestic Violence, Dating Violence, Sexual Assault and Stalking is Reported

TUC has procedures in place that serve to be sensitive to victims who report sexual assault, domestic violence, dating violence, and stalking, including informing individuals about their right to file criminal charges as well as the availability of counseling, health, mental health, victim advocacy, legal assistance, visa and immigration assistance, student financial aid, and other services on and/or off campus as well as additional remedies to prevent contact between a complainant and an accused party, such as housing, academic, transportation and working accommodations, if reasonably available. TUC will make such accommodations, if the victim requests them and if they are reasonable available, regardless of whether the victim chooses to report the crime to the Campus Security department or local law enforcement.

Students and employees should contact the university’s Security Department at (707) 638-5804 or the Office of Institutional Compliance at (707) 638-5459.

The following Student Bill of Rights is a summary of many of the procedures listed above in Section 5.

Under this Bill of Rights all students have the right to:

1. Make a report to local law enforcement and/or state police;
2. Have disclosures of domestic violence, dating violence, stalking, and sexual assault treated seriously;
3. Decide about whether to disclose a crime or violation and participate in the judicial or conduct process and/or criminal justice process free from pressure by the institution;
4. Participate in a process that is fair, impartial, and provides adequate notice and a meaningful opportunity to be heard;
5. Be treated with dignity and to receive from the institution courteous, fair, and respectful health care and counseling services, where available;
6. Be free from any suggestion that the reporting individual is at fault when these crimes and violations are committed, or should have acted in a different manner to avoid such crimes or violations;
7. Describe the incident to as few institution representatives as practicable and not be required to unnecessarily repeat a description of the incident;
8. Be protected from retaliation by the institution, any student, the accused and/or the respondent, and/or their friends, family and acquaintances within the jurisdiction of the institution;
9. Access to at least one level of appeal of a determination;
10. Be accompanied by an advisor of choice who may assist and advise a reporting individual, accused, or respondent throughout the judicial or conduct process including during all meetings and hearings related to such process; and
11. Exercise civil rights and practice of religion without interference by the investigative, criminal justice, or judicial or conduct process of the institution.

If a report of domestic violence, dating violence, sexual assault or stalking is reported to the TUC, TUC will follow the procedures above in Section 5.

10.0 Victim Assistance

In cases of rape and/or sexual violence, there are many sources of support available to victims.

On Campus

- Emergency Assistance
- Employees on staff is available to work with the TUC community to meet immediate needs.
- Accompaniment
- Security is available to provide support and escort around campus, and in certain instances to assist the individual in getting home.
- Other available community resources may be provided based on the client's individual needs.

Off Campus

CALIFORNIA

<https://www.cdcr.ca.gov/victim-services/><https://www.calcasa.org/>

(916) 446-2520

<https://lgbtqia.ucdavis.edu/support/hotlines>

(886) 488-7386

NATIONAL

www.womenslaw.org

(707) 784-6844

www.rainn.org

(800) 656-HOPE (4673)

ISRAEL

www.1202.org.il/English/

+972-2- 623 2451

24 HOUR HOTLINES

Alliance Against Family Violence and Sexual Assault, (661) 327-1091

LGBTQ Focused Hotline: (661) 332-1506

DAYONE – Not 24 hours but free legal assistance for teens under 23

RAINN – Rape, Abuse, and Incest National Network: 1-800 656-HOPE

Please see the TUC Sexual Violence Policy in the Appendix for more information.

11.0 External Reporting

TUC will conduct a campus climate assessment every other year to ascertain general awareness and knowledge of the provisions of this policy, including student experience with and knowledge of reporting and TUC adjudicatory processes, which shall be developed using standard and commonly recognized research methods. The aggregate results of these campus climate assessments shall be posted on Touro's website with no identifying information about respondents. TUC will also annually submit to the California Department of Education aggregate data and information about reports of domestic violence, dating violence, stalking, and sexual assault. The assessment shall include questions covering, but not be limited to, the following:

- The Title IX Coordinator's role;
- Campus policies and procedures addressing sexual assault;
- How and where to report domestic violence, dating violence, stalking or sexual assault as a victim, survivor or witness;
- The availability of resources on and off campus, such as counseling, health and academic assistance;

- The prevalence of victimization and perpetration of domestic violence, dating violence, stalking, or sexual assault on and off campus during a set period; Bystander attitudes and behavior;
- Whether reporting individuals disclosed to the institution and/or law enforcement, experiences with reporting and institution processes, and reasons why they did or did not report;
- The general awareness of the difference, if any, between the institution's policies and the penal law; and
- General awareness of the definition of affirmative consent

Every institution shall take steps to ensure that answers to such assessments remain anonymous and that an individual is identified. Institutions shall publish survey results on their website if no personally identifiable information or information which can lead a reader to identify an individual shall be shared.

Information discovered or produced as a result of complying with this section shall not be subject to discovery or admitted into evidence in any federal or state court proceeding or considered for other purposes in any action for damages brought by a private party against an institution, unless, in the discretion of the court, any such information is deemed to be material to the underlying claim or defense.

Members of TUC are always subject to local, state, and federal laws, and nothing in these procedures is intended to limit or postpone the right of an individual to file a complaint or charge with appropriate federal, state, or local departments or agencies.

It is the rights of victims and the responsibility of all members of the community to comply with protective orders issued by a criminal, civil or tribal court or by Touro.

Attorney General's Office, California Department of Justice: (800) 952-5225

Attn: Public Inquiry Unit

P.O. Box 944255

Sacramento, CA 94244-2550

United States Equal Employment Opportunity Commission (EEOC)

The EEOC enforces federal anti-discrimination laws, including Title VII of the 1964 federal Civil Rights Act (codified as 42 U.S.C. § 2000(e) et seq.). An individual can file a complaint with the EEOC anytime within 180 days after the alleged harassment occurred and notice of such charge (including the date, place and circumstances of the alleged harassment) shall be served upon the person against whom such charge is made within ten days thereafter, except in a case where the complainant has initially instituted proceedings with a State or local agency with authority to grant or seek relief or institute criminal proceedings, such charge shall be filed by or on behalf of the complainant within 300 days from the harassment. There is no cost to file a complaint with the EEOC. The EEOC will investigate the complaint, and determine whether there is reasonable cause to believe that discrimination has occurred, at which point the EEOC will issue a Right to Sue letter permitting the individual to file a complaint in federal court.

The EEOC does not hold hearings or award relief but may take other action including pursuing cases in federal court on behalf of complaining parties. Federal courts may award remedies if discrimination is found to have occurred.

If an employee believes that he/she has been discriminated against at work, he/she can file a "Charge of Discrimination." The EEOC has district, area, and field offices where complaints can be filed.

EEOC

Phone 1-800-669-4000 (1-800-669-6820 (TTY))

Website www.eeoc.gov

Email info@eeoc.gov

If an individual filed an administrative complaint with the Department of Human Resources (DHR), DHR will file the complaint with the EEOC to preserve the right to proceed in federal court.

Contact the Local Police Department

If the harassment involves physical touching, coerced physical confinement or coerced sex acts, the conduct may constitute a crime. Contact the local police department.

12.0 Policy On Monitoring Criminal Activity

TUC monitors and records criminal activity by students at non-campus locations of student organizations officially recognized by TUC, including student organizations with non-campus housing facilities through local police agencies.

13.0 Programs

All new students, including transfers, student leaders, student athletes, and officers of student organizations, will attend a program about the provision of this policy and how to prevent, and best protect themselves and others against sexual assault, domestic violence, dating violence, and stalking prior to receiving recognition or registration, and TUC shall require that each student-athlete complete training on domestic violence, dating violence, stalking, or sexual assault prevention prior to participating in intercollegiate athletic competition. On at least an annual basis, the Office of Student Affairs or Human Resources at each of TUC's campuses/sites will provide a formal educational program to increase awareness of sexual offenses, including rape, acquaintance rape, dating violence, domestic violence, sexual assault, stalking and other forcible and nonforcible sexual offenses. Students should receive training on the following topics:

- TUC prohibits sexual and interpersonal violence and will offer resources to any victims and survivors of such violence while taking administrative and conduct action regarding any accused individual within the jurisdiction;
- Policies apply equally to all students regardless of sexual orientation, gender identity, or gender expression;
- The role of the Title IX Coordinator, university police or campus security, and other relevant offices that address domestic violence, dating violence, stalking, and sexual assault prevention and response;
- Awareness of violence, its impact on victims and survivors and their friends and family, and its long-term impact

TUC engages in comprehensive, intentional, and integrated programming, initiatives, strategies, and campaigns intended to end dating violence, domestic violence, sexual assault and stalking that:

- Are culturally relevant, inclusive of diverse communities and identities, sustainable, responsive to community needs, and informed by research, or assessed for value, effectiveness, or outcome; and
- Consider environmental risk and protective factors as they occur on the individual, relationship, institutional, community and societal levels.

The programs will include discussion of what constitutes these offenses, penalties for these offenses, definition of consent, prevention and awareness programs and ongoing prevention and awareness campaigns, risk reduction for students and faculty, safe and positive options for bystander intervention and security measures to protect against the occurrence of these offenses. TUC will advertise the date, time and content of these educational programs on posters displayed in those areas regularly used by students and employees of Touro.

TUC shall use multiple methods to educate students about violence prevention and, upon request shall share information on domestic violence, dating violence, stalking and sexual assault prevention with parents of enrolling students.

Presentations will be made by guest speakers and appropriate members of TUC's faculty and staff. The training programs' topics are as follows:

- **Protect Your Possessions and Identity**
 - Most property is lost due to people being inattentive. We will instruct them that opportunists will take advantage of an easy grab. Not to leave items lying around, locking up your room, proper techniques to protect your property while walking around. To be aware of your surroundings and those around you, i.e. ATM usage. We will also discuss Online/telephone scams to protect one's identity. Never giving out one's information to strangers or bogus requests from online scams and telephone solicitation. Offered as follows:
 - Campus Security Lecture

- DVR for Site Training
 - VPD/SFPD Lecture
 - Online Video (Portal)
 - Operation ID
- **Everyday Safety**
 - We will elaborate that you should be aware of your surroundings and that you could be safer while out enjoying the scenes. We provide tips on safety while in elevators, subway, buses, and in dorms etc. Offered as follows:
 - Campus Security Lecture
 - DVR for Site Training
 - VPD/SFPD Lecture
 - Online Video (Portal)
- **Common-Sense Defense**
 - We may not all be fighters or large individuals, but there are tactics that could be used to allow you to survive a dangerous interaction. These methods will be shown and instructed. We focus on the art of verbal communication. Offered as follows:
 - Campus Security Lecture
 - DVR for Site Training
 - VPD/SFPD Lecture
 - Online Video (Portal)
- **Forming Healthy Relationships**
 - We discuss methods on how to read another's actions and determine if this is a good or bad relationship. We offer tips on healthy relationships and how to deal with an unhealthy relationship. Offered as follows:
 - Campus Security Lecture
 - DVR for Site Training
 - Online Video (Portal)
 - We have the capability of inviting agencies such as RAINN, VPD/SFPD Domestic Violence Officer
- **Dating Violence/Domestic Violence**
 - We discuss warning signs, tips, available agencies to assist our community and reporting of such incidents. Offered as follows:
 - Campus Security Lecture
 - DVR for site training
 - Online Video (Portal)
 - We have the capability of inviting agencies such as RAINN, VPD/SFPD Domestic Violence Officer
 - Controlling Behavior
- **Controlling Behavior**
 - We discuss the signs that a person maybe displaying in a controlling situation.
 - We discuss the psychological issues that arise in these relationships and how you can defend yourself or others from this behavior. Offered as follows:
 - Campus Security Lecture
 - DVR for Site Training
 - Online Video (Portal)
 - We have the capability of inviting agencies such as RAINN, VPD/SFPD Domestic Violence Officer
- **Racism, Classism, Religious, and Sexual orientation and Gender Identity (Discrimination)**
 - We discuss discrimination and how it affects us. We will identify the trends being observed and how to combat them. We will instruct those on how to report incidents involving discrimination occurring here at Touro. Offered as follows:
 - Campus Security Lecture
 - DVR for Site Training
 - VPD/SFPD Lecture

- Online Video (Portal)
 - Sexual Misconduct/Assault
- **Sexual Misconduct/Assault**
 - We discussed our Policy, Protocol, Procedure and Prevention. We will identify what is Sexual Misconduct/Assault and how to report if an incident should occur. How to attend to those who have been victimized and how these incidents will be investigated. Present what resources there are for those who have been victimized. We also offer tips on how to prevent these incidents and what to do if you become a victim or know someone who is a victim. We discuss buddy system, and we encourage our students to contact us if they are in a situation that they can't handle. Offered as follows:
 - Campus Security Lecture
 - DVR for Site Training
 - VPD/SFPD Lecture
 - Online Video (Portal)
 - We have the capability of inviting agencies such as RAINN, VPD/SFPD Domestic Violence Officer
- **Stalking**
 - Familiarize those with what stalking is and how it could affect their daily lives. With the Internet and social media, those who seek knowledge about others are easily obtained. We will discuss ways of protecting oneself from this intrusion. We also discuss on what to do if you are a victim of Stalking. Offered as follows:
 - Campus Security Lecture
 - DVR for Site Training
 - VPD/SFPD Lecture
 - Online Video (Portal)
- **Bystander Intervention**
 - The goal of Bystander Intervention is to block bad behavior before it goes too far. We will educate our TUC community about their role and how they can prevent this behavior. We offer tips on what they can do to prevent any of the behaviors identified.
 - Tips for a Bystander
 - Be honest and direct talk about the consequences of their actions.
 - Don't let resentment prevent you from stepping in.
 - Don't turn a blind eye.
 - Don't wait for someone else to act.
 - Give the person an out "Call their cell phone, distract the other person.
 - If it doesn't feel safe to say something you can call the police or any other person of authority.
 - If the person is your friend, communicate by either asking the person "Are you okay", "Is he bothering you".
 - If you are attending a social gathering with a friend, remember the same principles applied in every scenario, be mindful of your friend, make sure you come and go together and if you don't leave together that
 - Your friend can make decisions on her/himself.
 - If you see someone at risk, get involved.
 - Solicit help from other bystanders.
 - Offered as follows:
 - Campus Security Lecture
 - DVR for Site Training
 - VPD/SFPD Lecture
 - Online Video (Portal)
- **Active Shooter Awareness**
 - We train the TUC community on what to do in the event of an active shooter, how to report these types of incidents and what behaviors we need to report. Offered as follows:
 - Campus Security Lecture
 - Consultant Lectures

- DVR for Site Training
- VPD/SFPD Lecture
- Online Video (Portal)
- **Suspicious Package/Mail Awareness**
 - We train our people in how to identify/detect suspicious packages, particularly to Mail Room Staff. Offered as follows:
 - Campus Security Literature
 - VPD/SFPD Lecture
 - Postal Inspector also available for Lecture and review of our mailrooms.
- **Faculty Orientation**
 - We utilize the time allotted to inform new employees of Security measures and policies in place. i.e., the need and use of ID badges, Panic alarms, aware of their surroundings workplace violence policies, Emergency Contact numbers. Offered as follows:
 - Campus Security Literature
 - Portal online training
- **Student Orientation**
 - During these Orientations we process the students into using/wearing their ID badges. We also go through Clery Compliance requirements including VAWA, alcohol/drug usages, self-safety awareness, property and identification protection. Offered as follows:
 - Campus Security Literature
 - DVDs available
 - VPD/SFPD lectures
- **Resident Assistants Orientation**
 - We emphasize their role as Resident Assistants. We instruct them as to their responsibilities as guardians of the students and facilitate emergencies as they arise. They are processed as “Campus Security Authority” (CSAs). Offered as follows:
 - Campus Security Lectures/Literature
 - CSA Online required training
 - DVDs available
 - Portal General Training
- **Workplace Violence**
 - We are looking into material and training aids. Possible resources:
 - Consultant training
 - DVDs
 - Literature
 - VPD/SFPD Lecture
- **Risk reduction**
 - TUC has Officers at our campuses/sites, in addition to other control measures. When any incidents/crimes have been reported to Touro, Security staff would work with the person(s) involved to assure that all their needs (i.e. escort to mode of transportation, weekly calls to follow-up, referrals to agencies, etc.).

14.0 Resources for Sexual Harassment Victims

TUC will provide resources for sexual harassment victims, regardless of whether the victims choose to report the crime to campus police or local law enforcement. TUC will provide written notification to victims about options for, and available assistance in, changing academic, living, transportation, and working situations. These resources include but are not limited to:

- **Crisis Intervention Counseling**
 - In-person or telephone services which support clients and their families in their effort to cope with the trauma of victimization and help in the recovery process.
- **Emergency Assistance**

- Counselors will work with clients to determine and meet immediate needs for mental health counseling, medical care, etc.
- **Accompaniment**
 - Security is available to provide support and escort around campus, and in certain instances to assist the individual in getting home.
- **Others**
 - Victims will have access to a sexual assault forensic examination with a nurse.
 - Available community resources will be provided based on the client's individual needs.

15.0 Registered Sexual Offenders

TUC makes available to the public over the Internet information about certain sex offenders required to register under Megan's Law.

The federal Campus Sex Crimes Prevention Act, enacted on October 28, 2000, requires institutions of higher education to issue a statement advising the campus community where law enforcement agency information provided by a State concerning registered sex offenders may be obtained. It also requires sex offenders already required to register in a State to provide notice, as required under State law, of each institution of higher education in that State at which the person is employed, carries on a vocation, volunteers services or is a student. The sex offender registry for California can be found at the following address:

<https://www.meganslaw.ca.gov/mobile/Disclaimer.aspx>

16.0 Implementation

This policy shall be implemented by the Department of Human Resources and the Office of Facilities and Campus Security.

17.0 Source Documents

- 34 CFR § 106.8 and § 106.9
- 34 CFR § 668.46
- Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, dated January 19, 2001
- "Dear Colleague Letter" from the Assistant Secretary, U.S. Department of Education, Office of Civil Rights, dated April 4, 2011.
- "Dear Colleague Letter" from the Assistant Secretary, U.S. Department of Education, Office of Civil Rights, dated July 14, 2014.
- TUC Title IX Policy

18.0 Approval

This policy has been approved by the Human Resources Department, the Officer of Campus Security and the Office of Institutional Compliance.

The Office of Civil Rights (Region II) reviewed portions of this policy on October 28, 2013.

19.0 Complaint Form

If you wish to file a complaint, please use the Title IX and Sexual Misconduct Policy Complaint Form located on the TouroOne Portal and using this link.

Appendix I: Title IX Grievance Policy

1.0 Policy

The TOURO UNIVERSITY SYSTEM, specifically: Touro College, Touro University California, Touro University Nevada, New York Medical College and Hebrew Theological College (herein after collectively referred to as “Touro”), seek to maintain a safe learning, living, and working environments for all members of its community. In addition, as an individual educational institution, Touro subscribes to all federal, state, and institutional laws and regulations necessary to ensure that goal.

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.

On May 19, 2020, the U.S. Department of Education issued a Final Rule under Title IX of the Education Amendments of 1972 that:

- Defines the meaning of “sexual harassment” (including forms of sex-based violence)
- Addresses how this institution **must** respond to reports of misconduct falling within that definition of sexual harassment, and
- Mandates a grievance process that this institution **must** follow to comply with the law in these specific covered cases before issuing a disciplinary sanction against a person accused of sexual harassment.

Based on the Final Rule, Touro has implemented the following Title IX Grievance Policy as of the effective date of August 14, 2020.

As such, this policy is meant to work in harmony with other applicable Touro policies and procedures that address sexual and discriminatory misconduct. If the alleged violation falls within the scope of Title IX, this policy serves as the operating process for addressing the violation while also subscribing to any regulations or reporting requirements of other federal and state laws addressed in the Touro Sexual Misconduct Policy.

2.0 Purpose

All divisions of Touro seek to foster a collegial atmosphere where students are nurtured and educated through close faculty-student relationships, student camaraderie, and individualized attention. Sexual Harassment of any kind is detrimental to Touro’s mission, history, and identity. Touro will resolve any Covered Sexual Harassment in a timely and effective manner. Compliance with Touro’s policies and procedures is a necessary step in achieving a safe environment in our educational community.

The policy set forth was developed to promote a safe educational environment in compliance with Final Rule under Title IX of the Educational Amendments of 1972. Those believing that they have been subject to Sexual Harassment, as defined in the Final Rules under Title IX, should immediately contact the Title IX Coordinator. When the Title IX Coordinator has received a Formal 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.

3.0 Scope

This policy applies to all members of Touro (including Touro College, Touro University California, Touro University Nevada, New York Medical College and Hebrew Theological College), including students, faculty, and administrators as well as third parties (including, but not limited to, vendors, invitees, etc.).

This policy applies to events that occur in the United States in any on-campus premises, any off campus premises that Touro has substantial control over or in any activity occurring within computer and internet

networks, digital platforms, and computer hardware or software owned or operated by, or used in the operations of Touro's programs and activities over which Touro has substantial control.

4.0 Procedures

4.1 HOW DOES THE TITLE IX GRIEVANCE POLICY IMPACT OTHER CAMPUS DISCIPLINARY POLICIES?

In recent years, "Title IX" cases have become a short hand for any campus disciplinary process involving sex discrimination, including those arising from sexual harassment and sexual assault. But under the Final Rule, Touro must narrow both the geographic scope¹ of its authority to act under Title IX and the types of "sexual harassment" that it must subject to its Title IX investigation and adjudication process.

Only incidents falling within the Final Rule's definition of sexual harassment will be investigated and, if appropriate, brought to a live hearing through the Title IX Grievance Policy defined below.

Touro remains committed to addressing any violations of its policies, even those not meeting the narrow standards defined under the Title IX Final Rule. Specifically, our campus has:

- A Code of Conduct that defines certain behavior as a violation of campus policy, and a separate Sexual Misconduct Policy that addresses the types of sex-based offenses constituting a violation of campus policy, and the procedures for investigating and adjudicating those sex-based offenses.

To the extent that alleged misconduct falls outside the Title IX Grievance Policy, or misconduct falling outside the Title IX Grievance Policy is discovered in the course of investigating covered Title IX misconduct, the institution retains authority to investigate and adjudicate the allegations under the policies and procedures defined within the Code of Conduct or Sexual Misconduct Policy through a separate grievance proceeding.

- 1 The Title IX grievance process applies to the conduct of members of the Touro community, including students, employees, and third parties, who are in the United States, and occurred in:
 - Any on-campus premises
 - Any off-campus premises that Touro has substantial control over. This includes buildings or property owned or controlled by a recognized student organization.
 - Activity occurs within computer and internet networks, digital platforms, and computer hardware or software owned or operated by, or used in the operations of Touro's programs and activities over which Touro has substantial control.The elements established in the Title IX Grievance Policy under the Final Rule have no effect and are not transferable to any other policy of the College for any violation of the Code of Conduct, employment policies, or any civil rights violation except as narrowly defined in this Policy. This Policy does not set a precedent for other policies or processes of the College and may not be cited for or against any right or aspect of any other policy or process.

4.2 GENERAL RULES OF APPLICATION

Effective Date

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 effect². This specific provision may be subject to additional guidance from OCR (if issued).

Revocation by Operation of Law

Should any portion of the Title IX Final Rule, 85 Fed. Reg. 30026 (May 19, 2020), be stayed or held invalid by a court of law, or should the Title IX Final Rule be withdrawn or modified to not require the elements of this policy, this policy, or the invalidated elements of this policy, will be deemed revoked as of the publication date of the opinion or order and for all reports after that date, as well as any elements of the process that occur after that date if a case is not complete by that date of opinion or order publication.

Should the Title IX Grievance Policy be revoked in this manner, any conduct covered under the Title IX Grievance Policy shall be investigated and adjudicated under the existing Code of Conduct, Sexual Misconduct Policy or any other relevant policy.

How does the Title IX Grievance Policy impact the handling of complaints?

Our existing Title IX office and reporting structure remains in place. What has changed is the way our Title IX office will handle different types of reports arising from sexual misconduct, as detailed in full below.

4.3 MAKING A REPORT REGARDING COVERED SEXUAL HARASSMENT

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 at each Touro School:

Touro College

Matthew Lieberman
500 Seventh Avenue, 4th Floor
New York, NY 10018
Phone: 646-565-6000 x55667
Email: Matthew.Lieberman@touro.edu

New York Medical College

Katherine Dillon Smith, M.S.W.
40 Sunshine Cottage Road
Valhalla, NY 10595
Phone: 914-594-4527
Email: Katherine.Dillon@NYMC.edu

Touro University Nevada

Zachary Shapiro
874 American Pacific Drive
Henderson, Nevada 89014
Phone: 707-638-5459
Email: Zachary.Shapiro@tu.edu

Touro University California

Zachary Shapiro
874 American Pacific Drive
Henderson, Nevada 89014
Phone: 707-638-5459
Email: Zachary.Shapiro@tu.edu

Hebrew Theological College

Dr. Malkie Eisenberg
2606 W. Touhy Avenue
Chicago, Illinois 60645
Phone: (773) 973-0241
Email: meisenberg@htc.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.

4.4 INITIAL ASSESSMENT

Note: Until it is determined whether the alleged misconduct falls under the Title IX policy, Touro's Sexual Misconduct policy, or other relevant policy or procedure the "Responsible Administrator" can be the

Title IX Coordinator, Compliance Officer or any other individual designated to investigate claims. When a determination is made such that, the alleged misconduct meets the relevant requirements under the Title IX policy, only the term Title IX Coordinator will be used. In addition, an individual who makes a report of alleged misconduct is referred to as the “Potential Complainant” until he or she makes a written, formal complaint, as required by the Title IX regulations, at which point only the term “Complainant” will be used under this Title IX Grievance policy.

Whenever the Responsible Administrator receives notice of alleged misconduct, they will promptly contact the Potential Complainant regarding the alleged misconduct for an initial assessment. At that point, the Responsible Administrator will (in no particular order):

- assess the nature and circumstances of the report;
- assess immediate concerns including physical safety and emotional well-being of the Potential Complainant;
- discuss the Potential Complainant’s right to contact law enforcement and right to seek medical treatment;
- provide the Potential Complainant information about resources (on-campus and off-campus) and the availability of appropriate and supportive measures;
- advise on Touro’s policy regarding confidentiality and retaliation; and
- explain the process and requirements for filing a formal complaint under Title IX.

By law, a formal written complaint must be made before the Title IX process can begin. Before a Potential Complainant can file a formal complaint under Title IX, the Responsible Administrator will determine whether:

- the alleged misconduct can be classified under Title IX;
- the Title IX Coordinator could file a formal complaint on behalf of the Potential Complainant;
- the alleged misconduct should be handled under a separate college policy or procedure.

4.5 NON-INVESTIGATORY MEASURES AVAILABLE UNDER THE TITLE IX GRIEVANCE POLICY

Supportive Measures

Complainants (as defined above), who report allegations that could constitute covered sexual harassment under this policy, have the right to receive supportive measures from Touro regardless of whether they desire to file a complaint. Supportive measures are non-disciplinary and nonpunitive and may include, but are not limited to, the following as appropriate:

- Counseling
- extensions of deadlines or other course-related adjustments
- modifications of work or class schedules
- campus escort services
- restrictions on contact between the parties (no contact orders)
- changes in work or housing locations
- leaves of absence
- increased security and monitoring of certain areas of the campus

Emergency Removal

Touro retains the authority to remove a respondent from Touro program or activity on an emergency basis, where Touro (1) undertakes an individualized safety and risk analysis and (2) determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of covered sexual harassment justifies a removal.

If Touro determines such removal is necessary, the respondent will be provided notice and an opportunity to challenge the decision immediately following the removal. Administrative Leave Touro retains the authority to place a non-student employee respondent on administrative leave during the Title IX Grievance Process.

4.6 DETERMINATION OF TITLE IX RESPONSE

Definition of Sexual Harassment

If a complaint is to be addressed under Title IX, the alleged misconduct must first meet the definition of Covered Sexual Harassment, as defined under Title IX, which includes any conduct on the basis of sex that satisfies one or more of the following:

- An employee conditioning educational benefits on participation in unwelcome sexual conduct (i.e., quid pro quo);
- 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;
- Sexual assault (as defined in the Clery Act), which includes any sexual act directed against another person, without the consent of the victim including instances where the victim is incapable of giving consent;
- Dating violence (as defined in the Violence Against Women Act (VAWA) amendments to the Clery Act), which includes any violence committed by a person: (A) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (B) where the existence of such a relationship shall be determined based on a consideration of the following factors: (i) The length of the relationship; (ii) The type of relationship; (iii) The frequency of interaction between the persons involved in the relationship.
- Domestic violence (as defined in the VAWA amendments to the Clery Act), which includes any felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under applicable state and local domestic or family violence laws or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the State or local jurisdiction.
- Stalking (as defined in the VAWA amendments to the Clery Act), meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to-- (A) fear for their safety or the safety of others; or (B) suffer substantial emotional distress.

Note that conduct that does not meet one or more of these criteria may still be prohibited under the Touro Code of Conduct or other relevant policy.

If the alleged misconduct meets the Title IX definition of Sexual Harassment provided above, the Title IX grievance process below then applies to the conduct of members of the Touro community, including students, employees, and third parties, who are located in the United States, and occurred in:

- Any on-campus premises
- Any off-campus premises that Touro has substantial control over. This includes buildings or property owned or controlled by a recognized student organization.
- Activity occurs within computer and internet networks, digital platforms, and computer hardware or software owned or operated by, or used in the operations of Touro's programs and activities over which Touro has substantial control.

For Avoidance of doubt, the Title IX process will apply when all of the following elements are met, in the reasonable determination of the Responsible Administrator:

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 in this policy.

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.

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. In the event of a dismissal, the Responsible Administrator will provide written reasoning for the dismissal determination to the Potential Complainant with information on how to appeal, if desired.

4.7 DISMISSAL OF COMPLAINTS

Under Title IX, there are instances when complaints are dismissed. These dismissals fall into two categories: (1) mandatory dismissals and (2) discretionary dismissals.

Mandatory Dismissal

A mandatory dismissal occurs if the conduct:

- (1) is alleged to have occurred before August 14, 2020;
- (2) does not meet the Title IX definition of Sexual Harassment;
- (3) did not occur in Touro's education program or activity; or
- (4) did not occur against a person in the United States.

If any of these three situations are present, then Touro must dismiss the complaint under Title IX. Touro will provide notice of dismissal to the Parties, including information on how to appeal the dismissal. At the same time, if applicable, the alleged conduct may be addressed under another Touro policy.

Discretionary Dismissal

A discretionary dismissal may occur in a few situations:

- (1) the Complainant wishes to withdraw or does not submit the formal complaint,
- (2) the Respondent is no longer enrolled at or employed by Touro, or
- (3) the specific circumstances prevent Touro from gathering sufficient evidence to investigate or decide toward the allegations; or
- (4) Does not follow the process or protocols established in this Title IX Grievance policy.

In these events, Touro may choose to dismiss the complaint. Touro will give notice of the dismissal to the parties involved and information on how to appeal it.

4.8 FORMAL COMPLAINT

Filing a Formal Complaint

If the alleged misconduct meets the Title IX requirements, the Responsible Administrator cedes responsibility of the Title IX complaint process to the Title IX Coordinator³ the Title IX Coordinator will then advise the Potential Complainant on the process to proceed with 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 the allegation of sexual harassment.

The timeframe for the Title IX Grievance Process begins with the filing of a Formal Complaint. The Grievance Process will be concluded within a reasonably prompt manner, provided that the Process may be extended in situations that, include but are not limited to, the absence of a party, a party's Process Support Person, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

To file a Formal Complaint, a Complainant must provide the Title IX Coordinator a written, signed complaint describing the facts alleged. Complainants are only able to file a Formal Complaint under this Policy if they are currently participating in, or attempting to participate in, the education programs or activities of Touro, including as an employee. For complainants who do not meet these criteria, the College will utilize existing policy in the Code of Conduct, Sexual Misconduct Policy or any other relevant policy.

If a Potential Complainant chooses not to file a Formal Complaint and the matter is determined to fall under Title IX, the Title IX Coordinator may, in their sole discretion, choose to file a Formal Complaint on the

individual's behalf. The Title IX Coordinator must determine that failure to file the Formal Complaint would be clearly unreasonable and not in the best interests of the Touro community. Touro will inform the complainant of this decision in writing, and the complainant need not participate in the process further but will receive all notices issued under this Policy and Process.

Nothing in this Title IX Grievance Policy or the Code of Conduct, Sexual Misconduct Policy or any other Touro policy prevents a complainant from seeking the assistance of state or local law enforcement alongside the appropriate on-campus process.

Notice of Formal Complaint

If a Potential Complainant chooses to file a Formal Complaint in a Title IX matter, their status will be adjusted to Complainant. Touro will provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings with a party, with sufficient time for the party to prepare to participate. The notice of the Formal Complaint will be sent promptly to all relevant parties, as soon as practicable, after the institution receives a Formal Complaint of the allegations if there are no extenuating circumstances, which includes:

- the identities of the parties involved in the alleged incident, if known;
- the alleged conduct constituting Sexual Harassment;
- the date and location of the alleged incident, if known;
- the prospective grievance process and next steps;
- a statement that the Respondent is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at conclusion of the grievance process;
- a statement informing both parties that they may choose a Process Support Person, who will be their advisor, who may be, but is not required to be an attorney;
- any measures taken by Touro that affects both parties;
- a notice informing parties of any provisions of other Touro policies that prohibit knowingly making false statements, or knowingly submitting false information; and
- a notice of Touro's retaliation policy.

The parties will be notified by their institutional email accounts if they are a student or employee, and by other reasonable means if they are neither.

After notice of the Formal Complaint has been received by both parties, and Touro has provided sufficient time for the parties to review the Notice of Allegations and prepare a response before any initial interview, the Title IX Coordinator, or their designee, will initiate the Title IX informal review process or investigation process.

4.9 INFORMAL RESOLUTION PROCESS

At any time after a Formal Complaint is filed, the Title IX Coordinator or their designee may, in their discretion, choose to offer and facilitate an Informal Resolution process, so long as both Parties give voluntary, informed, written consent to attempt Informal Resolution. Touro may not require the Parties to participate in an Informal Resolution process or require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to a formal Investigation and adjudication of Formal Complaints of Title IX Prohibited Conduct. Any person who facilitates an Informal Resolution will be experienced and trained in dispute resolution and trained on this Title IX Procedure.

Withdrawing from an Informal Resolution Process

At any time prior to agreeing to an Informal Resolution, any Party has the right to withdraw from the Informal Resolution process and resume the process with respect to the Formal Complaint.

Matters Not Eligible for Informal Resolution

- No Informal Resolution process will be offered before a Formal Complaint is filed.
- No Informal Resolution process will be offered to resolve Formal Complaints involving a student as Complainant and a staff or faculty member as Respondent.

4.10 INVESTIGATION General

Rules of Investigations

The Title IX Coordinator and/or an investigator designated by the Title IX Coordinator will perform an investigation under a reasonably prompt timeframe of the conduct alleged to constitute Covered Sexual Harassment under Title IX after issuing the Notice of Allegations.

Touro cannot access, consider, or disclose medical records without a waiver from the party (or parent, if applicable) to whom the records belong or of whom the records include information. Touro will provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence, (i.e. evidence that tends to prove and disprove the allegations) as described below.

Process

As a first step in the investigation process, a Title IX Investigator will be designated to conduct a prompt, thorough, and impartial investigation into the alleged conduct identified in the Formal Complaint.

The Title IX Investigator will, at a minimum, interview both the Complainant and the Respondent who will each have an equal opportunity to:

- speak about the complaint;
- to submit any inculpatory or exculpatory evidence or information; and
- to identify witnesses who may have information directly related to the alleged conduct.

The Title IX Investigator may also interview any relevant witnesses and interested parties, and reinterview the Complainant or Respondent, if appropriate.

Both parties may also have a Process Support Person of their choice present with them during any phase of the investigation⁴. Touro may, at its discretion, establish restrictions on a Process Support Person's participation. The restrictions must apply equally to both parties including barring a Process Support Person's participation during the interview process.

Relevant Evidence and Questions

"Relevant" evidence and questions refer to any questions and evidence that tends to make an allegation of sexual harassment more or less likely to be true.

"Relevant" evidence and questions do not include the following types of evidence and questions, which are deemed "irrelevant" at all stages of the Title IX Grievance Process:

- Evidence and questions about the complainant's sexual predisposition or prior sexual behavior unless:
 - o They are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or
 - o They concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.
- Evidence and questions that constitute, or seek disclosure of, information protected under a legally recognized privilege (e.g., attorney-client privilege).
- Any party's medical, psychological, and similar records unless the party has given voluntary, written consent.

Investigation – Review of Information

Upon completion of the investigation, but prior to completing the investigative report, the Title IX Investigator will provide both the Complainant and Respondent evidence and information gathered directly related to the alleged misconduct in the Formal Complaint. The evidence will be provided equally accessible to both parties.

Both parties will then be given a ten (10) business day review period to examine the evidence and information. At the conclusion of the ten (10) business day review period, each party has the right to submit a written response to the Title IX Investigator commenting on the evidence and information that can be considered before completing the draft investigative report.

Inspection and Review of Evidence

Prior to the investigation's completion, the parties will have an equal opportunity to inspect and review the relevant evidence obtained through it. The inspection and review process allows each party the equal opportunity to meaningfully respond to the evidence before the investigation ends.

Evidence available for inspection and review by the parties will be any evidence directly related to the allegations raised in the Formal Complaint. It will include any:

1. Evidence that is relevant, even if that evidence does not end up being relied upon by the institution in deciding regarding responsibility;
2. inculpatory or exculpatory evidence (i.e. evidence that tends to prove or disprove the allegations) that is directly related to the allegations, whether obtained from a party or other source.

All parties must submit any evidence they would like the investigator to consider prior to when the parties' time to inspect and review evidence begins.

Investigation – Investigative Report

After both parties have had an opportunity to review directly related evidence and information, the Title IX Investigator will then draft an investigative report that compiles and fairly summarizes all of the relevant evidence.

The Investigative Report is not intended to catalog all evidence obtained by the investigator, but only to provide a fair summary of that evidence.

Only relevant evidence (including both inculpatory and exculpatory – i.e. tending to prove and disprove the allegations - relevant evidence) will be referenced in the Investigative Report.

The investigator may redact irrelevant information from the Investigative Report when that information is contained in documents or evidence that is/are otherwise relevant.

The Complainant and Respondent will then be given a ten (10) business day review period to examine the investigative report's draft. At the conclusion of the ten (10) business day review period, each party has the right to submit a written response to the Title IX Investigator to comment on the investigative report.

The Title IX Investigator will prepare the final investigative report for the adjudication phase of the grievance process.

Confidentiality/Destruction of Evidence, Information and Documents

Each Party is responsible to keep private (by not disseminating beyond Support Persons) documents, materials, and information received from Touro during this process. Failure to comply will be considered a violation of Touro policy and may incur separate sanctions. Additionally, the responsibility to destroy, when so directed by Touro, evidentiary materials and/or writings submitted by the other Party as party of the process⁵.

4.11 DECORUM AND PERMISSIVE CONDUCT OF PROCESS SUPPORT PERSON

Both the Complainant and Respondent have the right to choose a Process Support Person. The Process Support Person will be the advisor of choice for such Party.

Touro has a long-standing practice of requiring students to participate in the process directly and not through an advocate or representative. Students participating as Complainant or Respondent in this process may be accompanied by a Process Support Person of choice to any meeting or hearing to which they are required or are eligible to attend.

While all parties involved in the Title IX grievance process may have a Process Support Person present (including at investigative interviews and scheduled live hearings) and, aside from questioning parties or witnesses during the live hearing, a Process Support Person may not actively participate at any other point in the process. Any Process Support Person who violates these expectations may not be permitted to participate further in the process. All questioning by the parties must be conducted through a Process Support Person.

Touro will not intentionally schedule meetings or hearings on dates where the Process Support Person of choice for all parties are not available, provided that the Process Support Person act reasonably in providing available dates and work collegially to find dates and times that meet all schedules.

Only one Process Support Person will be allowed to accompany a Party to meetings with Investigators or at the Hearing (including meetings that occur using technology, such as Zoom).

Each Party may elect to identify an attorney to serve as a Process Support Person. An attorney acting in this role has no different role in the process and serves in the same capacity as a non-attorney.

If a Party arrives at the Hearing without a Process Support Person, Touro will designate a Process Support Person to conduct the oral cross-examination on behalf of the Party. The oral cross-examination questions will be provided to the Process Support Person by the Party they are designated to assist.

Touro is not obligated to provide a Process Support Person to either party at the investigation stage of the Title IX process. Also, any Process Support Person provided by Touro is solely provided for asking questions requested by the party during the cross-examination stage of the Hearing. A Process Support Person provided by Touro does not represent either party in any legal, strategic or other advisory capacity and, as such, are not responsible for any outcomes or consequences related to their involvement. Under no circumstances is any attorney-client, fiduciary or other duty-bound relationship formed by Touro's provision of a Process Support Person during the Hearing.

4.12 ADJUDICATION/HEARINGS

General Rules of Hearings

Touro will not issue a disciplinary sanction arising from an allegation of covered sexual harassment without holding a live hearing unless otherwise resolved through an informal resolution process.

The live hearing may be conducted with all parties physically present in the same geographic location, or, at Touro's sole discretion, any or all parties, witnesses, and other participants may appear at the live hearing virtually through Zoom or other appropriate video conferencing tools available at the time. This technology will enable participants simultaneously to see and hear each other. At its discretion, Touro may delay or adjourn a hearing based on technological errors not within a party's control.

All proceedings will be recorded through either recording and/or transcript. The choice of medium is at Touro's sole discretion.

Prior to obtaining access to any evidence, the parties and their Process Support Person must sign an agreement not to disseminate any of the testimony heard or evidence obtained in the hearing or use such testimony or evidence for any purpose unrelated to the Title IX Grievance Process. Once signed, this Agreement may not be withdrawn. Failure to sign or adhere to this agreement may result in a negative inference against the party and the immediate withdrawal of that Process Support Person from the Title IX grievance process.

Notice of Hearing

Upon completion of the investigation, and after the investigative report is complete, the Complainant and Respondent will be notified in writing of:

- the date, time, and location of the live hearing;
- the applicable grievance process;
- that both Parties can have a Process Support Person of their choice;
- that they may inspect, and review evidence obtained in the investigation;
- the allegations and conduct that potentially constitute Sexual Harassment;
- the identities of the Parties involved (if known); and
- the date and location of the alleged offense (if known).

Depending on the circumstances and, at the sole discretion of Touro, the hearing may be conducted in- person or virtually but will always be conducted in real-time. Permission to postpone a hearing may be granted provided that the request to postpone is reasonable.

Before the scheduled hearing, a trained Decision-maker will be appointed the factfinder of responsibility for the alleged conduct. The Title IX Investigator will provide the Decision-maker with the finalized investigative report for review prior to the hearing.

While the Complainant, Respondent and witnesses are expected to be present and fully participate in the hearing (including being subject to questioning by a Process Support Person), it is the right of all parties to choose not to participate in the hearing of the alleged conduct. If any party chooses not to participate fully in the hearing process, their statements (including those made in the investigation stage) may not be considered in the Decision-maker's determination of responsibility.

If the hearing is held in-person (not virtually), by request of either the Complainant or Respondent, questioning by a Process Support Person can be conducted in separate rooms with technology available that enables the other party to see and hear the questioning in real-time. The entire hearing will be recorded, either by electronic means or transcription. The recording will be made available, upon request, for inspection and review to both Parties. This recording will be kept on file by Touro in accordance with applicable rules and regulations.

Continuances or Granting Extensions

Touro may determine that multiple sessions or a continuance (i.e. a pause on the continuation of the hearing until a later date or time) is needed to complete a hearing. If so, Touro will notify all participants and endeavor to accommodate all participants' schedules and complete the hearing as promptly as practicable.

Before the Hearing

Prior to the Hearing, each party will be required to submit any questions, that have not already been addressed in the investigation, that they wish to ask at the oral-cross examination to the Title IX Coordinator no later than twenty-four (24) hours before the Hearing is scheduled to begin.

The Title IX Coordinator will provide the questions to the Decision-Maker, who will determine the relevancy of each of the questions. If deemed relevant, the question is permissible to be asked during the hearing. If the Decision-Maker determines that a question is not relevant, they will provide a brief reasoning for that decision and the question will not be permitted to be asked during the Hearing. Parties may appeal the relevance determinations at the beginning of the Hearing. The Decision-Maker will try to provide their relevancy determinations at least one hour prior to the Hearing, but no later than the hearing's commencement.

Understanding Relevance:

For these adjudications, the basic test for relevance is whether the question posed is probative to the question of responsibility. This includes a Process Support Person asking questions that address the credibility of the party. However, there are some topics that are presumptively never relevant unless an exception applies, or a party has waived a privilege. These topics include questions and evidence:

- about the Complainant's sexual predisposition or prior sexual behavior, unless offered to prove that someone other than the Respondent committed the alleged conduct;
- that concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent, unless offered to prove consent;
- that would traditionally be protected by a legally recognized privilege (e.g., attorney-client privilege), unless the party has waived the privilege;
- in reference to a party's psychological or medical records unless the party has given voluntary, written consent.

Participants in the Live Hearing

Live hearings are not public, and the only individuals permitted to participate in the hearing are as follows:

Complainant and Respondent (The Parties)

- The parties cannot waive the right to a live hearing.
- The institution may still proceed with the live hearing in the absence of a party and may reach a determination of responsibility in their absence, including through any evidence gathered that does not constitute a "statement" by that party.
- Touro will not threaten, coerce, intimidate or discriminate against the party to secure its participation.
- If a party does not submit to cross-examination, the Decision-Maker cannot rely on any prior statements made by that party in reaching a determination regarding responsibility but may reach

a determination regarding responsibility based on evidence that does not constitute a “statement” by that party.

- The Decision-Maker cannot draw an inference about the determination regarding responsibility based solely on a party’s absence from the live hearing or refusal to answer cross examination or other questions.

The Decision-Maker

- The hearing body will consist of a single Decision-Maker.
- The Decision-Maker will also not have served as the Title IX Coordinator, Title IX investigator, or Process Support Person to any party in the case, nor may the Decision-Maker serve on the appeals body in the case.
- The Decision-Maker will not have a conflict of interest or bias in favor of or against complainants or respondents generally, or in favor or against the parties to the particular case.
- The Decision-Maker will be trained on topics including how to serve impartially, issues of relevance, including how to apply the rape shield protections provided for complainants, and any technology to be used at the hearing.
- The parties will have an opportunity to raise any objections regarding a Decision-Maker’s actual or perceived conflicts of interest or bias at the commencement of the live hearing.

Process Support Person

- Both the Complainant and Respondent have the right to choose a Process Support Person. The Process Support Person will be the advisor of choice for such Party at the Hearing and may be, but does not have to be, an attorney. An attorney acting in this role has no different role in the process and serves in the same capacity as a non-attorney.
- The Process Support Person of choice may accompany the parties to any meeting or hearing they are permitted to attend but may not speak for the party, except for cross-examination.
- The parties themselves are not permitted to conduct cross-examination; it must be conducted by the Process Support Person. As a result, if a party does not select a Process Support Person, the institution will select a Process Support Person to serve in this role for the limited purpose of conducting the cross-examination at no fee or charge to the party.
- The Process Support Person is not prohibited from having a conflict of interest or bias in favor of or against complainants or respondents generally, or in favor or against the parties to the particular case.
- The Process Support Person is not prohibited from being a witness in the matter.
- If a party does not attend the live hearing, the party’s Process Support Person may appear and conduct cross-examination on their behalf.
- If neither a party nor their Process Support Person appear at the hearing, Touro will provide a Process Support Person to appear on behalf of the non-appearing party.
- Process Support Personnel shall be subject to Touro’s Rules of Decorum and may be removed upon violation of those Rules.

Witnesses

- Witnesses cannot be compelled to participate in the live hearing and have the right not to participate in the hearing free from retaliation.
- If a witness does not submit to cross-examination, as described below, the Decision-Maker cannot rely on any statements made by that witness in reaching a determination regarding responsibility, including any statement relayed by the absent witness to a witness or party who testifies at the live hearing.

Hearing Process

1. The hearing will begin with any appeals by the Parties to the Pre-Hearing relevancy determinations by the Decision-maker.
2. The Decision-Maker will then open the hearing by establishing the rules and expectations. The Decision-maker will then read the charges.
3. The Title IX Investigator will then provide a statement summarizing the investigation findings as recorded in the investigative report.
4. Either party (Complainant or Respondent) that has provided a statement that is included in the investigative report may subsequently request to provide a brief statement of additional clarification of no more than five (5) minutes in duration.

5. Upon conclusion of any clarification statement, the Decision-Maker will ask questions of the Parties and Witnesses.
6. Parties will be given the opportunity for live cross-examination after the Decision-Maker conducts its initial round of questioning; During the Parties' cross-examination, Decision-Maker will have the authority to pause cross-examination at any time for the purposes of asking their own follow up questions; and at any time necessary in order to enforce the established rules of decorum. The Complainant, then followed by the Respondent, may have their Process Support Person ask any approved, relevant questions that have not already been addressed in the investigation or hearing. Should a Party or the Party's Process Support Person choose not to cross-examine a Party or Witness, the Party shall affirmatively waive cross-examination through a written or oral statement to the Decision-Maker. A Party's waiver of cross-examination does not eliminate the ability of the Decision-Maker to use statements made by the Party.
7. Each Party will have an opportunity to submit additional questions for review by the Decision-Maker after the initial Oral Cross-Examination has concluded. Should such questions be approved, the Complainant, followed by the Respondent, may have their Process Support Person ask any additional approved, relevant questions. There will only be one round of additional questions allowed.
8. There shall be no Oral Direct Examination at any point in the hearing process. The only time it may be allowed is if a Party identifies, and provides sufficient justification for, an "Expert Witness" prior to the Hearing. If an "Expert Witness" is identified by one party, the other party will have an opportunity to Cross-Examine that "Expert Witness", if they so choose.
9. Upon completion of questioning, any Party must raise any procedural, substantive, bias, conflict or other perceived irregularity to the Decision-Maker's attention for review and consideration. Failure to do so will forever waive such complaint.
10. Thereafter the Decision-Maker will conclude the hearing.

Live Cross-Examination Procedure

Each party's Process Support Person will conduct live cross-examination of the other party or parties and witnesses. During this live-cross examination the Process Support Person will ask the other party or parties and witnesses relevant questions and follow-up questions, including those challenging credibility directly, orally, and in real time.

Cross-examination questions that are duplicative of those already asked, including by the Decision-Maker, may be deemed irrelevant if they have been asked and answered.

Newly-discovered Evidence

Generally, no new evidence or witnesses may be submitted during the live hearing.

If a party identifies new evidence or witnesses that were not reasonably available prior to the live hearing whose testimony could affect the outcome of the matter, the party may request that such evidence or witnesses be considered at the live hearing.

The Decision-Maker will consider this request and decide regarding (1) whether such evidence or witness testimony was unavailable by reasonable effort prior to the hearing, and (2) whether such evidence or witness testimony could affect the outcome of the matter. The party offering the newly discovered evidence or witness has the burden of establishing these questions by the preponderance of the evidence.

If the Decision-Maker answers in the affirmative to both questions, then the parties will be granted a reasonable pause in the hearing, or at the Decision-Maker's sole discretion an adjournment, to review the evidence or prepare for questioning of the witness.

4.13 DETERMINATION OF RESPONSIBILITY

Standard of Proof

Touro uses the preponderance of the evidence standard for investigations and determinations regarding responsibility of formal complaints covered under this Policy. This means that the investigation and hearing determine whether it is more likely than not that a violation of the Policy occurred.

General Considerations for Evaluating Testimony and Evidence

While the opportunity for cross-examination is required in all Title IX hearings, determinations regarding responsibility may be based in part, or entirely, on documentary, audiovisual, and digital evidence, as warranted in the reasoned judgment of the Decision-Maker.

Decision-Makers shall not draw inferences regarding a party or witness' credibility based on the party or witness' status as a complainant, respondent, or witness, nor shall it base its judgments in stereotypes about how a party or witness would or should act under the circumstances.

Generally, credibility judgments rest on the demeanor of the party or witness, the plausibility of their testimony, the consistency of their testimony, and its reliability considering corroborating or conflicting testimony or evidence.

Still, credibility judgments should not rest on whether a party or witness' testimony is non-linear or incomplete, or if the party or witness is displaying stress or anxiety.

It is well within the Decision-Maker's purview to make credibility determinations and the Decision-Maker will afford the highest weight relative to other testimony to first-hand testimony by parties and witnesses regarding their own memory of specific facts that occurred. Both inculpatory and exculpatory (i.e. tending to prove and disprove the allegations) evidence will be weighed in equal fashion.

Except where specifically barred by the Title IX Final Rule, a witness's testimony regarding third-party knowledge of the facts at issue will be allowed but will generally be accorded lower weight regarding direct knowledge of specific facts that occurred.

The Final Rule requires that Touro allow parties to call "expert witnesses" for direct and cross examination. Touro does not provide for expert witnesses in other proceedings. While the expert witness will be allowed to testify and be crossed as required by the Final Rule, the Decision-Maker will be instructed to afford lower weight to non-factual testimony of the expert relative to fact witnesses, and any expert testimony that is not directed to the specific facts that occurred in the case will be afforded lower weight relative to fact witnesses, regardless of whether the expert witness testimony is the subject of cross examination and regardless of whether all parties present experts as witnesses.

The Final Rule requires that Touro allows parties to call character witnesses to testify. Touro does not provide for character witnesses in other proceedings. While the character witnesses will be allowed to testify and be crossed as required by the Final Rule, the Decision-Maker will be instructed to afford very low weight to any non-factual character testimony of any witness.

The Final Rule requires that Touro admit and allow testimony regarding polygraph tests ("lie detector tests") and other procedures that are outside of standard use in academic and nonacademic conduct processes. While the processes and testimony about them will be allowed to testify and be crossed as required by the Final Rule, the Decision-Maker will be instructed to afford lower weight to such processes relative to the testimony of fact witnesses.

Where a party or witness' conduct or statements demonstrate that the party or witness is engaging in retaliatory conduct, including but not limited to witness tampering and intimidation, the Decision-Maker may draw an adverse inference as to that party or witness' credibility.

Components of the Determination of Responsibility

Upon reviewing the investigative report and considering the statements and questions made by the Parties at the Hearing, within a reasonable time thereafter, the Decision-Maker will decide of responsibility under the Preponderance of the Evidence standard. The Decision-Maker will provide a written determination of whether the respondent is found responsible. This written determination will be provided to the Complainant and Respondent simultaneously. The Decision-Maker's written determination will also include the following information:

- identification of the allegations potentially constituting Sexual Harassment;
- a description of the procedural steps taken from receipt of the formal complaint through the making of the determination;
- the findings of fact used to make the determination;

- conclusions regarding the application of Touro's Code of Conduct to the facts;
- a statement, and rationale for, the result of each allegation, including a determination regarding responsibility, any disciplinary sanctions, recommendation of or referral for disciplinary sanctions to be imposed on the Respondent, and whether remedies designed to restore or preserve equal access to Touro's education program or activity will be provided to the Complainant; and
- information on the procedures and permissible bases for parties to appeal the determination.

While both the Complainant and Respondent will be made aware of the determination of responsibility and the specifics of sanctions imposed on the Respondent (if any), any remedies provided to the Complainant will only be specified if the remedy implicates and affects both parties.

Further, the Title IX Coordinator has the responsibility to ensure the effective implementation of any remedies set forth in the written determination.

The decision is considered served and delivered on the date it is transmitted electronically to the Complainant and Respondent at their Touro provided email address. The time to appeal shall run from and include the date of such transmission.

4.14 APPEALS

The Complainant and Respondent will both be provided with at least one level of appeal. The Complainant and Respondent are eligible to file an appeal to the final determination based on:

- a procedural irregularity that affected the outcome of the matter;
- new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made that could affect the outcome of the matter;
- the Title IX Coordinator, Investigator, or Decision-Maker had a conflict of interest or bias for or against Complainants or Respondents generally, or the individual Complainant or Respondent that affected the outcome of the matter; or
- the sanction imposed is disproportionate to the violation.

The Complainant and Respondent may also appeal the mandatory or discretionary dismissal of a complaint based on the first three points listed above.

The request for an appeal must include the grounds for which the request is based and be submitted in writing to the Title IX Coordinator within seven (7) business days following the date of the written determination. The appeal should also state the remedy sought by the appealing party. Upon receipt of the appeal, the other party will receive notification of the appeal and be provided with the opportunity to respond in writing. Written responses to the other party's appeal must be submitted within three (3) business days following the delivery of notice of the appeal.

In order to ensure a neutral and unbiased review, a party's request for appeal will be sent to an Appeals Panel comprised of individuals with no connection to the initial determination, which serves as a separate Decision-Maker. An appeal decision will be rendered within twenty (20) business days after the receipt of the formal appeal request. The appeal decision will be provided in writing to both parties.

Finality

The determination regarding responsibility becomes final either on the date that the institution provides the parties with the written determination of the result of the appeal, if an appeal is filed consistent with the procedures and timeline outlined in "Appeals" above, or if an appeal is not filed, the date on which the opportunity to appeal expires.

5.0 Retaliation

Touro will keep the identity of any individual who has made a report or complaint of sex discrimination confidential, including the identity of any individual who has made a report or filed a Formal Complaint of sexual harassment under this Title IX Grievance Policy, any Complainant, any individual who has been reported to be the perpetrator of sex discrimination, any Respondent, and any witness, except as permitted by the FERPA

statute, 20 U.S.C. 1232g, or FERPA regulations, 34 CFR part 99, or as required by law, or to carry out the purposes of 34 CFR part 106, including the conduct of any investigation, hearing, or judicial proceeding under this Title IX Grievance Policy.

No person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX of the Education Amendments of 1972 or its implementing regulations.

No person may intimidate, threaten, coerce, or discriminate against any individual because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding or hearing under this Title IX Grievance Policy.

Any intimidation, threats, coercion, or discrimination, for the purpose of interfering with any right or privilege secured by Title IX or its implementing regulations constitutes retaliation. This includes any charges filed against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but that arise from the same facts or circumstances as a report or complaint of sex discrimination or a report or Formal Complaint of sexual harassment.

Complaints alleging retaliation may be filed with the Office of Institutional Compliance at Compliance@touro.edu.

6.0 Privacy And Confidentiality

References made to confidentiality refer to the ability of identified confidential resources (e.g. priests/clergy) to not report crimes and violations to law enforcement or college officials without permission, except for extreme circumstances, such as a health and/or safety emergency or child abuse. References made to confidentiality or privacy mean Touro offices and employees who cannot guarantee confidentiality but will maintain privacy to the greatest extent possible, and information disclosed will be relayed only as necessary to investigate and/or seek a resolution and to notify the Title IX Coordinator or designee, who is responsible for tracking patterns and spotting systemic issues. Touro will endeavor to limit the disclosure as much as practicable, even if the Title IX Coordinator determines that the request for confidentiality or privacy cannot be honored.

7.0 Disability Accommodations

This Policy does not alter any institutional obligations under federal disability laws including the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Parties may request reasonable accommodations for disclosed disabilities to the Title IX Coordinator at any point before or during the Title IX Grievance Process that do not fundamentally alter the Process. The Title IX Coordinator will not affirmatively provide disability accommodations that have not been specifically requested by the Parties, even where the Parties may be receiving accommodations in other institutional programs and activities.

8.0 Non-Discrimination In Application

The requirements and protections of this policy apply equally regardless of sex, sexual orientation, gender identity, gender expression, or other protected classes covered by federal or state law. All requirements and protections are equitably provided to individuals regardless of such status or status as a Complainant, Respondent, or Witness. Individuals who wish to file a complaint about Touro's policy or process may contact the Department of Education's Office for Civil Rights using contact information available at <https://ocrcas.ed.gov/contact-ocr>.

9.0 Specific Incorporations

Touro's Title IX Policy sits within the larger Touro Sexual Misconduct Policy. As such, this embedded policy specifically incorporates certain sections that impact the Title IX process. Those specific sections are:

- Section 4 - Definitions
- Section 6 – Sanctions for Violations
- Section 9 - Assistance for Victims: Rights & Options
- Section 10 – Victim Assistance
- Section 11 – External Reporting
- Section 14 – Resources for Sexual Harassment Victims

In the case of any inconsistency between this Title IX policy and the Sexual Misconduct policy, the language found in the policy related to the identified (Title IX or Sexual Misconduct) conduct shall control.

10.0 Training

Section 106.45(b) of the 2020 Final Title IX Rules require the sharing of “All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. A recipient must make these training materials publicly available on its website, or if the recipient does not maintain a website the recipient must make these materials available upon request for inspection by members of the public.” Accordingly, the following links to training are provided below.

Thompson Coburn – Title IX Training Series

Module 1 – Fundamentals of the Law: <http://content.thompsoncoburn.com/video/Module-1-Fundamentals-of-the-Law.mp4>

Module 2 – Formal Complaints: <http://content.thompsoncoburn.com/video/Module-2-Formal-Complaints.mp4>

Module 3 – Investigations & Informal Resolutions: <http://content.thompsoncoburn.com/video/Module-3-Investigations-and-InformalResolutions.mp4>

Module 4 – Hearings: <http://content.thompsoncoburn.com/video/Module-4-Hearings.mp4>

Module 5 - Determinations: <http://content.thompsoncoburn.com/video/Module-5-Determinations.mp4>

FOR TOURO COLLEGE NEW YORK ONLY:

Student Conduct Institute – Campus Title IX Training

This website includes all training materials created by the Student Conduct Institute for member institutions to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process in Title IX compliance and practices.

11.0 Implementation

This policy shall be implemented by the Office of the Title IX Coordinator.

Appendix J: Drug Screening Procedures

Drug Screening Procedures

TUC Students enrolled in the Osteopathic Medicine, Pharmacy, Physician Assistant/Master of Public Health and Nursing programs must meet various institutional and third-party standards to participate in their clinical rotations. TUC establishes the academic standards and experiential educational standards for all

educational experiences, such as for clinical rotations. Clinical rotation standards and policies are stated in full detail in each program's student handbook. However, since the clinical rotation experience is common to several academic programs, the university drug screening procedures apply to all academic programs requiring clinical rotations.

Clearance Monitoring and Release of Records

Student Health Center (SHC) facilitates the gathering, collating and validation of the required health clearance data for student rotations through the CastleBranch System for all programs except the Nursing program. In addition to health screening, immunization, and titer requirements, students must pass a drug screen analysis to participate in any clinical activity. While the specific thresholds and drug clearance requirements vary among clinical sites, almost all of them require that students pass a drug screen before the first day of rotations. SHC obtains a signed release of information that includes the student's approval for the SHC to share the student's drug screen results with the student's program. The program may be required to share Student's Drug Screen to a clinical rotation site. Students should contact their individual program for more information.

Payment

The first required drug screen test is paid for through the university collected student health fee. TUC will arrange for the third-party vendor to offer the initial screening on campus at the university's expense. All students required to have a drug screen are encouraged to use the services provided. Students failing to attend an on campus drug screening event sponsored by SHC may be required to obtain screening on their own and pay the costs. Students obtaining a drug screen on their own must request the vendor to provide a copy of those results to SHC staff. The university pays for the initial drug screen test (when obtained during SHC arranged on campus events) and may pay for some required to be conducted within 30 days of the start of a rotation. All elective rotations and student requested rotations requiring additional screening shall be completed at the student's expense. Students may be responsible for payment for initial and/or subsequent drug screen tests for other reasons, including, but not limited to student noncompliance and retesting as the result of positive results.

Screening

TUC contracts with an independent third party to conduct the laboratory analysis and TUC has no control over the results of the screening. The results are submitted by the third-party vendor to the SHC staff who will record, maintain and report the results to the student's program and when needed, to clinical sites.

Notice

Students will be given notice a minimum of seven calendar days prior to the initial drug screening test. Special circumstances that prevent the student from participating in the scheduled drug screen test must be discussed with the appropriate academic program administrator prior to the test in order to receive an "excused absence." The SHC will send each academic program a roster of the students who participated in the screening. Students who do not participate are reported as "no show" for the initial testing to their academic program administrators and will be required to pay for their initial drug screen test and may be subject to professionalism charges and/or university student conduct code violations. Students with an excused absence from the announced drug screen test day will still be given an opportunity to have the test paid for by the university at an agreed upon date. The "make-up" test must be completed within seven calendar days of the missed event. Again, the student who is "making-up" the drug screen test, must request that the vendor provide a copy of the test results to the SHC or to the Nursing Program administrator.

Reporting of Medication Usage

Students using prescription(s) or OTC medications that may impact the drug screen are not required to provide that information prior to urine drug screening. Any student whose test results return as a positive is contacted by the vendor's Medical Resource Officer (MRO). The student is then asked to provide the documentation of prescribed drug.

Results

The results of Drug Screens are sent to the students' academic program.

Drug Screens interpreted as positive

Definitions:

1.0 Possession

Illegal holding or controlling of alcohol, drugs, or associated paraphernalia.

2.0 Use

Illegal personal use of alcohol or drugs.

3.0 Abuse

Repeated illegal use of alcohol or drugs, or use accompanied by other behavior, including but not limited to

3.0-1 Disorderly, disruptive, or aggressive behavior that interferes with the well-being, safety, security, health, or welfare of the community and/or the regular operations of TUC

3.0-2 Engaging in or threatening to engage in any behavior that endangers the health, safety, or well-being of one-self, another person, or property

3.0-3 Physical violence (actual or threatened) against any individual or group of persons.

4.0 Distribution

- Health and wellness of the responsible student
- Impact on the TUC community
- Type, quantity, and packaging of the substance
- Number of persons to which the substance was distributed
- Amount of revenue associated with the distribution
- Existence of any other aggravating or extenuating circumstances

5.0 Warning

A written reprimand putting the student on notice that s/he has violated the Code of Conduct and indicating that further misconduct may result in a more severe disciplinary action. A copy of this warning is placed in the student's disciplinary file kept by the Associate Dean of Student Affairs.

7.0 Counseling and Treatment

A student's continued enrollment at TUC may be conditioned on their 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 their enrollment is conditional upon it, may result in more severe disciplinary sanctions.

8.0 Legal Action

The academic program Dean, Dean of Student Affairs, or the Associate Dean of Student Affairs may recommend to the CEO/CAO that the student(s) be turned over to law enforcement authorities for legal action. The final decision on referring student cases to the authorities is made by the TUC CEO/CAO in consultation with TUC Compliance.

APPENDIX K: Touro University System Academic Integrity Policy

In November 2010, President Alan Kadish appointed a broadly representative Academic Task Force to create a uniform policy for Academic Integrity across the then named Touro College and University System (TCUS). In addressing the issues raised by the President, the Touro College and University System, under the leadership of the Task Force, joined the International Center for Academic Integrity (based in Clemson University), conducted surveys of faculty, administration, and students, and examined best practices in all areas concerning academic integrity both within the Touro College and University System and throughout academic institutions nationally and Internationally.

In June 2012, with the ratification of the TCUS Academic Integrity Policy, the Academic Integrity Council was appointed by the President and charged with interpretation and implementation of the policies, and to ensure that the policy was uniformly applied throughout the system. In August of that year, the Academic Integrity Statement, created for inclusion in all course syllabi, was disseminated, followed by posting of this statement on the Touro website, the college LMS and school catalogs. In 2015, a revised Academic Integrity Policy was created based on recommendations from the Council. In November of 2022, the Council was reconstituted with the change of TCUS to University status and the expansion of Touro University. The Council was charged with the following:

1. To examine the current academic culture with regards to cheating and plagiarism, and the practices, policies, and procedures of the various Schools and Divisions of Touro University regarding the same.
2. To consider issues concerning student plagiarism at Touro and recommend appropriate ways and best practices to eliminate the phenomenon, to the extent that it exists.
3. To establish Touro's policy regarding the unauthorized use of artificial intelligence (AI).
4. To define optimal procedures for test administration and exam security—including the repeating of test questions, use of proctors, etc.—and to recommend additional policies and actions, as appropriate.
5. To recommend a comprehensive structure and framework at Touro to ensure Academic Integrity throughout its schools, campuses, and programs.

The original Task Force sought to define policies and procedures that are clear, uniform, and appropriate to address current issues of Academic Integrity at Touro. Touro University owes a debt of gratitude to the Task Force.

In developing the TUS Policy on Academic Integrity, the Task Force drew freely from exemplary policy documents that were already in place within units of Touro University.

This document contains a Statement on Academic Integrity followed by a comprehensive presentation of violations of academic integrity. It delineates procedures in response to violations and contains recommendations for implementation of the Academic Integrity Policy. Additionally, this document provides best practices in the promotion of academic integrity to be adopted by faculty, staff, and students regarding training, test administration, the use of Artificial Intelligence (AI) tools, and plagiarism detection.

As President Kadish initially instructed the TCUS Task Force, “Academic integrity affects every unit and individual involved in academic life.” It is our hope that the policies and procedures contained herein will foster academic integrity throughout Touro University.

Statement On Academic Integrity

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.¹ 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 in order 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 degree awarded by the institution. All members of the Touro community bear a shared responsibility for ensuring that the highest standards of academic integrity is upheld.

The 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 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 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 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;⁶
- 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 another person with an examination prior to administering it.
- 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 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 research and research training. Therefore, students and other trainees conducting research is 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."²⁷

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.⁸

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>.

Please contact your campus librarian to get copyright clearance for required reading materials.⁹

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 students 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 if the violation is identified after graduation

Class B Sanctions:

- Suspension (up to twenty-four months)
- Indication of the violation in a letter of reprimand, in reference letters, licensure and regulatory forms, etc.
- Notification of the violation to the other schools within the Touro 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 reduction¹⁰

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 Chief Academic Officer (CAO) 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 CAO 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 CAO or Vice Provost shall designate a Dean responsible for hearing formal resolution appeals (herein referred to as the "Appeals Dean"). The CAI Officer and the Appeals Dean cannot be the same individual.

REPORTING A CASE OF SUSPECTED PLAGIARISM OR CHEATING

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 members 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

If (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.¹²

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.
- The written statement must include the name of the student involved(s), the name and position of the reporting person, and the nature of the alleged act.
- The CAI Officer shall arrange a hearing which 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 people 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 on the Committee individually.
- 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 videoconference 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, to present his/her case, but, after proper notice of a hearing, the Committee may proceed, notwithstanding the student's absence.¹³
- 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.

The Committee's decision must be based solely on the evidence presented at the hearing and will be the final disposition of the issues involved, including sanctions. The decision of the Committee will be presented in writing to the CAI Officer, the student, and the Chair. The Committee's letter will contain the following elements: Charge; Hearing Date; Findings; List of Sanctions; and the Right to Appeal and to whom. In the event the case involved a student in a dual-degree or joint-degree program, the CAI Officer of each relevant school should be informed of the decision.

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 based on 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 based on 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.

STATUS OF STUDENT PENDING ACTION

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

RECORDKEEPING

The CAI Officer of each school will maintain records of all violations and resolutions, both informal and formal. On an annual basis, the CAI Officer will submit data on academic integrity violations to the TUS Academic Integrity Council. Such records shall be kept in accordance with the Record Retention Policy as it relates to student records.

A student may see his/her file in accordance with Touro University regulations concerning inspection of records (see “Confidentiality of Student Education Records”).¹⁵

BEST PRACTICES IN THE PROMOTION OF ACADEMIC INTEGRITY BY FACULTY

Academic integrity is the responsibility of all members of the Touro University System. As educators, faculty are obligated to demonstrate by word and action the importance of this core value. As members of the Touro University System, faculty members are committed to the ethical pursuit of truth and advancement of knowledge, tasks that can be realized only in an environment fully supportive of academic integrity. Faculty members are therefore expected to participate fully in establishing an academic environment in which the principles of integrity are understood and practiced by themselves and their students.

Faculty members are expected to promote academic integrity in the following ways in their classes:

- Describe academic integrity policies on the first day of class, and refer, in class, to the policy of the Touro University System, including appeal processes.
- Include a clear statement in the class syllabus with a reference to the Touro University System’s academic integrity policy (including the website where the policy may be found).
- Require that all writing assignments be submitted electronically, preferably through Canvas, and notify students that the submitted material will be checked for plagiarism.
- Professors may choose to add an honor pledge at the start of each written assignment and exam for students to sign.
- Faculty can engage in meaningful collective conversations with students about the importance of academic integrity not only in their educational endeavors, but as a key

development for their future work as professionals in their respective fields. Some guiding questions for these conversations can include: does plagiarism help learning at all? What is the point of pursuing an academic degree if students don’t develop their own thinking and writing skills?

TRAINING FACULTY AND STAFF

Since promoting academic integrity is a shared responsibility, it is important that appropriate training and support be offered to faculty and staff throughout the school year.

- Faculty development shall include training about and the dissemination of resources to promote academic integrity among faculty and their students, including articles/case studies, websites and tutorials.
- Faculty development shall also include training in examination security and plagiarism prevention, including how to detect different types of plagiarism and awareness of proper citation.
- Orientation, Faculty Development Days, and Faculty Assemblies shall include opportunities to disseminate the policies and disciplinary procedures of Academic Integrity at Touro University, as well as the sharing of best practices in promoting academic integrity.¹⁶
- Some best practices include creating process-based or plagiarism-proof assignments (examples are abundant and available, if needed), requiring up-to-date references, and assigning oral reports.

TRAINING STUDENTS

Factors that may influence cheating and plagiarism among students include grade pressure, time pressure, task pressure, negative personal attitude, lack of awareness, test anxiety, and lack of competence. It is, therefore, important to provide adequate training of students regarding all relevant parts of this Academic Integrity Policy as well as instruction in best practices to enable students to produce academic work with integrity. Students should be provided with as much education and as many opportunities as possible to learn about citation styles, proper writing skills, and plagiarism avoidance.

Faculty should keep in mind the importance of establishing a positive relationship with students and getting to know them and their writing style. A foundational component of higher education is for students to develop their own voice, reflected in their writing. Establishing a relationship of trust between faculty and students can be very helpful in developing a common understanding of expectations on student writing as a component of their intellectual and professional development.

Students may find the Touro Library-created resources helpful:

- Academic Integrity test is used for students who may have violated AI rules. <https://libguides.tourolib.org/research-101> that will go to the instructor's email.
- Academic Integrity tutorial, <https://libguides.tourolib.org/AI>
- Library-created guides on using and citing ChatGPT, <https://libguides.tourolib.org/citations/ai>

Student Orientation programs shall include sessions on Touro's Academic Integrity Policy, and Each student shall be provided with a copy of the policy then. Furthermore, each student must sign an honor statement, which can be distributed to students on Canvas. Since many Touro schools or units are mission-based or profession-oriented, the ethical values of the school mission should be referenced in the statement. Students will also be required to complete a library-developed session or sessions that demonstrate research method, information literacy, and ethical and legal use and acknowledgment of sources, including AI. Students can also avail themselves of the following e-book that can help with writing legally and ethically:

<https://ebookcentral.proquest.com/lib/tourony-ebooks/detail.action?docID=817163>

TESTING PROCEDURES

To reduce the opportunity for cheating on examinations, faculty members should employ the following best practices whenever possible:

TEST PREPARATION

- Modify or replace a significant portion of the exam questions each time an exam is re-administered in a course or administered in a separate section.¹⁷

- For courses with many students and close seating, prepare multiple versions of an exam for that section.
- Prepare different versions of multiple-choice exams for each course section and two separate exams for large sections.
- Develop, to the extent possible, “cheat proof” essay or problem-solving questions.
- Prepare a different version of the exam for make-up exams.

A copy of each examination is to be filed with the Department Chairperson or Dean so that he or she can maintain a historical file on exams used in the course.

TEST DUPLICATION AND STORAGE

- Type exams on a secure computer. Do not use Touro computer labs, where students, work/study students and/or lab technicians can access the files.
- Print and copy exams on secure printers and copiers.
- When duplicating examinations, do the copying yourself, or have a trustworthy administrative assistant do the copying for you. Ensure that all original copies are removed from the copiers and copy room.
- Store exams in a secure place, such as the department office or the faculty member’s paper or computer files. All exams must be stored in locked file cabinets and secured computers.

TEST ADMINISTRATION: PAPER EXAMINATIONS

- Be present during examinations and actively proctor your own examinations. Touro University may supplement the proctoring by assigning extra proctors.
- Do not permit students to have any electronic devices (including cell phones, smartphones, iPads or other tablet computers, and flash drives) or personal belongings (purses, backpacks) at their desks during the examination.
- Separate students by at least one seat, if space permits.
- Maintain control of the paper (including scrap) used during the exams.

TEST ADMINISTRATION: ONLINE TESTS

- Use appropriate web-browser lock-down software, and a webcam, as appropriate.
- Limit the amount of time students must complete the exam.
- In Canvas Quizzes, randomize questions and shuffle answers. Also, in Canvas Quizzes, show only one question at a time without the option to go back after answering.

POST-TEST PROCEDURES

- If students are permitted to review their exams, conduct the post-exam review in a secure manner, just as you administered the test.
- All exams must be collected at the end of the review period.¹⁸

DETECTING PLAGIARISM

Touro University offers Turnitin, a plagiarism detection system accessed through Canvas. Turnitin helps faculty prevent plagiarism by detecting unoriginal content in students’ written assignments, including the detection of text potentially generated by AI. It is important to understand that Turnitin must be activated before students submit work in a Canvas assignment. Note: Turnitin can only be used for assignments where online submission of file uploads or text entry is required. Though not 100% foolproof, particularly in instances of paraphrase or translation, Turnitin does act as a plagiarism deterrent, and has features designed to help educate students about plagiarism and the importance of proper attribution of any “borrowed” content.

There are many excellent sources of information on plagiarism detection. Examples include:

1. Teaching Plagiarism Prevention to College Students: An Ethics-Based Approach, Connie Strittmatter and Virginia K. Bratton

<https://ebookcentral.proquest.com/lib/tourony-ebooks/reader.action?docID=4648482&ppg=8>

2. Plagiarism in Higher Education: Tackling Tough Topics in Academic Integrity, Sarah Elaine Eaton
<https://ebookcentral.proquest.com/lib/tourony-ebooks/detail.action?docID=6561702&query=plagiarism19>

BEST PRACTICES IN THE PROMOTION OF ACADEMIC INTEGRITY IN ONLINE EDUCATION

Touro University is particularly sensitive to the challenges of academic integrity in online education because of the physical separation between faculty members and students. The online teaching environment poses specific difficulties regarding the administration of examinations and the assessment of student work. These challenges require Touro University to be conversant with developments and best practices in the field of online education, and to be receptive to both new opportunities and challenges associated with emerging technologies as they are developed and implemented.

Following are several best practices for promoting academic integrity in online education:

GUIDELINES FOR FACULTY

- A secure student login, personalized password, and two-factor authentication (meeting identity management system standards) is required to access online courses and related resources, discussions, assignments and assessments. Information gathered as part of the identity management system for these purposes must be safeguarded carefully to protect student privacy.
- Online faculty should be made aware of general Touro University policies and procedures on academic integrity and the reporting procedure. In the instance that suspected violations of academic integrity are discovered, the dean of the student's school must be notified. For undergraduate asynchronous online courses, the Vice President of Online Education must also be notified. These violations will be addressed according to the individual school's process for addressing academic integrity issues.
- The link to the Touro University Academic Integrity Policy --provided here (TUS Academic Integrity Policy | Touro University) --must be incorporated by faculty in their course homepage, course syllabi and course outlines. Faculty should give students the opportunity to discuss the Academic Integrity Policy using the course discussion board or chat room.
- For each course taken in an online environment, students are required to read and check a box in Canvas indicating that they will abide by the Touro Academic Integrity Policy.

MULTIPLE ASSESSMENT STRATEGIES AND PREVENTION OF PLAGIARISM

- Ensuring academic integrity in the assessment of student learning is an essential faculty responsibility. Therefore, faculty must be actively involved in structuring appropriate course assessments. Faculty may choose to use multiple assessment techniques in place of or to lessen reliance on midterm and final examinations. Assessments should be designed to be frequent, varied, and directly relevant to course learning objectives. One suggestion is to make assignments cumulative (students turn in parts of a project or paper throughout the semester) to minimize opportunities for fraudulent submissions. Examples of learning and assessment activities include interactive threaded discussions, writing assignments, quizzes, capstone projects, group work, and online exams.²⁰
- Assessment activities should be modified from semester to semester.
- Plagiarism detection software should be used for written assignments.
- Student submission of work not written by the student (e.g., material created by ChatGPT, Bard, or other AI tools) and without appropriate attribution, violates academic integrity.
- Faculty may, at their discretion, permit or assign work using AI tools to promote student learning. If a faculty member explicitly permits students to use AI tools, then use of this material would not be considered a violation of academic integrity. As AI technology continues to develop, each individual program at Touro, as well as the Touro Department of Online Education, may suggest creative ways

of using AI for student learning and make additional recommendations regarding avoiding academic integrity violations.

EXAMINATIONS

- Exams in asynchronous courses are delivered online using a remote proctoring solution. These may include services such as Honorlock, Respondus, etc.
- Exams in synchronous online courses may be delivered remotely or on campus, depending upon the course needs and the policies of each school.
- Students should be informed in the course syllabus regarding how and where exams will be administered.
- The instructor has primary responsibility for proctoring, whenever that is possible. For both undergraduate and graduate courses, the assignment of any proctor other than the instructor must be at the direction of the dean of the respective college, graduate school, or professional school.
- When taking an online exam, students will be asked to provide a Touro ID or government- issued photo ID, a requirement of most remote proctoring solutions. Students should be informed of this requirement in the syllabus and reminded when the examination is scheduled.
- In the instance that an examination is given online, faculty must be aware of academic integrity issues in the administration of these exams and take appropriate steps to minimize these issues, such as those described below:
 - Use test banks with many questions and pull fewer from the test bank.
 - Randomize the order of answers for multiple-choice questions, so that, for example, the correct answer for a particular question might be “a” for one student and “b” for another.
 - A Web browser lock-down service must be used during testing and students cannot leave the exam once they have started.

A variety of technological solutions to minimize the potential for cheating on online examinations are emerging, including online proctoring services and biometric measuring devices. Touro will continue to monitor new proctoring technology. Any such technology that might be adopted by individual units, must be done in coordination with the Vice President of Online Education.²¹

REFERENCES

1. Center for Academic Integrity. The fundamental values of academic integrity. 1999.
<http://www.academicintegrity.org/ica/assess/FVProject.pdf>
2. U.S. Department of Health and Human Services. Public Health Services Policies on Research Misconduct; Final Rule. 2005.
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