



Master of Science in Physician Assistant Studies Student Handbook for the Joint MSPAS/MPH Program

Class of 2028

This *Student Handbook* will be your primary source of information for the Program. Read it. Refer to it. Keep it close to you. The Program will expect you to refer to it prior to calling or emailing with a question.

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SECTION I: JOINT MSPAS/MPH PROGRAM GENERAL INFORMATION, POLICIES & PROCEDURES

INTRODUCTION

The *Student Handbook* contains policies and requirements that govern academic performance and student conduct for the Joint MSPAS/MPH Program (the Program) at Touro University California (TUC). These policies are unique to the Program, 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 Program and TUC 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.

The Program and TUC reserves the right to make changes at any time in this handbook or in the requirements for admission, graduation, tuition, fees, and any rules or regulations. TUC maintains the right to refuse to matriculate a student deemed by the faculty to be academically incompetent or otherwise unfit or unsuited for enrollment. Any addendums will be stored on the Program's Canvas page. Please see the [University Catalog](#) for a complete resource on University procedures and policies.

NON-DISCRIMINATION POLICY

Touro University California does not discriminate on the basis of race, color, national origin, religion, sex, gender, gender identity or expression, marital status, pregnancy/childbirth/lactation status, disability, medical condition, genetic information, age, sexual orientation, ethnicity, veteran status, or any other status characteristic protected by applicable 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 that 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 ([Appendix F](#)). Please refer to the [University Catalog](#) for additional details, including who to contact regarding non-discrimination policies and information on the TUC Complaint Hotline.

Additionally, 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 at TUC, (707) 638-5459
- Steven Jacobson, EdD, Vice Provost and Dean of Student Affairs at TUC, (707) 638-5935
- Associate Dean of Student Affairs at TUC, (707) 638-5935
- Complaint Hotline (646) 565-6000 x 55330, compliance@touro.edu.

ACCREDITATION

Touro University California

Touro University California (TUC) is fully accredited by the [WASC Senior College and University Commission](#) (WSCUC). The WASC Commission reaffirmed Institutional Accreditation in July 2018 after a three-stage review, which demonstrated core commitments to Institutional Capacity and Educational Effectiveness. The next accreditation review is scheduled for Spring 2026.

Joint MSPAS/MPH Program

[The Accreditation Review Commission on Education for Physician Assistants \(ARC-PA\)](#) has granted **Accreditation-Continued** status to the Touro University California Physician Assistant Program sponsored by Touro University California and the Touro College and University System. 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.

Master of Public Health Program

The Touro University California (TUC) Public Health Program has been accredited by the Council on Education for Public Health (CEPH) since 2009. On December 9, 2022, the TUC Public Health Program received notice from the 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.

DEGREES AWARDED

The Joint Program awards the following degrees:

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

Upon successful completion of the 33-month program, graduates are eligible to sit for the Physician Assistant National Certifying Examination (PANCE) administered by the National Commission on the Certification of Physician Assistants (NCCPA, <https://www.nccpa.net>). After passing the PANCE, graduates become certified Physician Assistants (PA-C) and are eligible for licensure to practice as determined by a state's licensing board.

All students who choose the Public Health Comprehensive Exam culminating experience option, rather than a Capstone Project, will also sit for the [Certified Public Health \(CPH\) Exam](#).

JOINT MSPAS/MPH PROGRAM

MISSION STATEMENT

The mission of the Joint MSPAS/MPH Program is to:

1. Recruit applicants and educate PAs committed to public health and community service.
2. Increase access to high-quality care with an emphasis on primary care.

VISION

Educating caring Physician Assistants to Serve, to Lead, to Teach.

VALUES

The TUC Joint MSPAS/MPH Program values:

1. Primary care as the backbone of the U.S. healthcare system to achieve positive health outcomes.
2. Caring for patients with a public health lens.
3. Clinicians who are empathetic professionals who provide patient-centered, and evidence-based care to all patients as part of an interprofessional team.

GOALS

The goals of the Joint MSPAS/MPH Program are to:

1. Organize well-being activities thereby modeling to students the need to emphasize personal wellness to combat burnout.
2. Meet or exceed an average of three clinical rotations within medically under-resourced areas or with medically underserved populations such as sites designated as Federally Qualified Health Center (FQHC), Health Resource and Service Administration (HRSA) rural, Medically Underserved Areas (MUA) or Indian Health Service (IHS).
3. Meet or exceed the national average first-time pass rate on the PANCE.
4. Meet or exceed the number of graduates serving in medically underserved communities (MUC) or Health professional shortage areas (HPSA) with rates above national average as defined by the NCCPA certified PAs report.

PROGRAM COMPETENCIES

Graduates of the Joint MSPAS-MPH Program will be expected to demonstrate knowledge, proficiency, and competency in the following areas and tasks as newly graduated PAs:

- Medical Knowledge (MK)
- Interpersonal and Communication Skills (ICS)
- Clinical and Technical Skills (CTS)
- Clinical Reasoning and Problem Solving (CRPS)
- Professional Behaviors and Ethics (PB)
- 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 the healthcare 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, and 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	Foster compassionate, nonjudgemental and respectful interactions with patients and their families to build strong therapeutic relationships and ensure patient-centered care.
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 and 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. Further, patient care includes promoting 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. 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 hand-in-hand 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.

MPH PROGRAM

Progression Criteria and satisfactory academic and professional progress must be evident and maintained by the students in the program in order to progress through the curriculum. In the event a student fails to progress academically or professionally, the student will be referred to the Academic Progress Committee. Students must complete and pass the core courses before they can progress to the public health field study. Please see the *MPH Student Handbook*.

GENERAL POLICIES

JOINT DEGREE

All students must complete both the MSPAS and the MPH degree requirements to graduate. The MPH is not optional.

MAXIMUM HOURS/TIME-FRAME ALLOWED

All students must complete the Program's degree requirements within 5 years of matriculation into the PA program. If it is determined at any time within a student's course of study that they will be unable to meet this expectation, the student will be withdrawn from the program. Any leave of absence, program breaks, or deceleration will be counted towards the maximum time frame allowed for Program completion.

Additionally, please refer to the [University Catalog](#) section titled *"Financial Aid Satisfactory Academic Progress"* for details regarding the maximum hour/timeframe allowed for financial aid eligibility, which may differ from the time allowed by the Program to complete degree requirements as noted above. Students are strongly encouraged to consult with the Registrar, Bursar, and Financial Aid Offices regarding their individual circumstances.

ADVANCE PLACEMENT

Advance placement cannot be granted in the Joint MSPAS/MPH Program.

CREDIT BY EXAMINATION

There is no credit by examination for courses taken in other institutions. All students must take all courses in the program and complete the clinical year of rotations in their entirety.

PART-TIME STATUS

The program does not allow a part-time option for incoming students.

TRANSFER OF CREDIT & CREDIT FOR EXPERIENTIAL LEARNING

Transfer of credit is not allowed. No credit will be granted for work-related experiences.

TRANSFER STUDENTS FROM OTHER PA PROGRAMS

The Program does not accept transfer students.

ACADEMIC INTEGRITY STATEMENT

Students are obliged to adhere to the standards and expectations of academic integrity as delineated by the current [University Catalog](#) under "Appendix K: Touro University System Academic Integrity Policy" and "Student Code of Responsibilities and Rights." Additionally, Joint MSPAS/MPH students are required to follow the NCCPA code of conduct, which includes academic integrity requirements

such as refraining from distributing, sharing, or discussing test questions. Refer to the [NCCPA Code of Conduct](#) for details.

Any member of the Touro community (faculty member, proctor, student, staff) who encounters a suspected academic integrity violation should notify the Program Director. If a potential violation is identified, the Program Director (or faculty member if they reported the violation) will complete the appropriate paperwork and inform the student in writing of the suspected academic dishonesty. The Program Director will report all suspected violations to the Associate Dean of the College of Health Sciences, who fulfills the role of Chief Academic Integrity (CAI) Officer for the college. The CAI Officer will advise the Program Director whether to pursue an informal or formal resolution. An earned grade should not be submitted for the course in question before the issue is resolved.

Students, faculty, and other members of the Touro community who commit one of the academic integrity violation offenses, 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), including the possibility of reporting the violation in licensure and regulatory forms or dismissal from the program.

USE OF ARTIFICIAL INTELLIGENCE

Use of an AI Generator such as ChatGPT, MidJourney, DALL-E, Microsoft Copilot, etc. for assignments and in-class work is explicitly prohibited unless otherwise noted by the instructor. The information derived from these tools is based on previously published materials. Therefore, using these tools without proper citation constitutes plagiarism. Additionally, be aware that the information derived from these tools may be inaccurate or incomplete. It's imperative that all work submitted is your own. Any student found to have plagiarized or used unauthorized AI tools may receive a zero and/or may be reported for academic misconduct.

DISABILITY SERVICES

For information on the University's disability services and procedure for requesting accommodations, please see the [Touro website](#) and "Student Resources" and "Appendix D" in the [University Catalog](#). If applying for accommodation, please follow the instructions in Appendix D, "Procedures for Requesting and Obtaining Accommodations".

PARTICIPATION IN EXTRACURRICULAR HEALTH-RELATED ACTIVITIES

Community service is a mission-related activity of TUC and the Joint Program and is encouraged. However, Joint students who wish to participate in health-related extracurricular activities must be properly supervised. Moreover, students must comply with Touro policies regarding participation in official activities when they are scheduled on the Sabbath or on other Jewish holidays that are observed by Touro.

Therefore, this policy sets forth guidelines and an approval process for participation in any health-related extracurricular activity:

- Any student or student group that wishes to participate in an extracurricular health-related activity must contact the Program Director. No activity will be approved unless complete

information is provided, addressing the following: nature and scope of the activity; sponsorship and/or faculty advisor; group to be served; place of the activity; clinical oversight; and the date on which the activity is scheduled to occur. Additional information may be requested by the Program.

- The request and information must be given to the Program Director at least two weeks before the activity. The Program Director will review the request and determine whether the activity is appropriately supervised. No student may participate in a health-related activity without a Touro-credentialed and licensed healthcare provider present.
- All students interested in participating must be approved by the Program Director. Students must complete the following requirements to be approved:
 - i. HIPAA and OSHA training
 - ii. If the activity involves using needles (e.g., vaccine clinic), successful completion of PA Program injection training
 - iii. Approval for students on Programmatic Academic Warning, Programmatic Professionalism Warning, Academic Probation, or Professionalism Probation are required and will be decided on a case-by-case basis
- Participation in activities that are responding to an acute emergency may be excluded from the prohibition regarding the Jewish Sabbath and Jewish holidays but require approval. The Campus Rabbi should be consulted in a timely fashion.
- No person who is covered by the Touro malpractice policy may provide supervision for an extracurricular health-related function that is held on any such day of religious observance, unless it falls under an emergency as noted above.
- Students must meet the health requirements of the Program and the University to participate in these activities.
- Students must immediately report any blood/body fluid exposure(s) to their preceptor/faculty member, the Program Director, and Student Health. Students must adhere to the University's Exposure protocol for any blood/body fluid exposure, including needlestick injury. The instructions and protocol are available on the Student Health website:
<https://tu.edu/policies/exposure-policy--procedure/>.
- Students must wear their TUC identification indicating they are a PA Student.

EMPLOYMENT

The Joint MSPAS/MPH Program curriculum is rigorous and requires the presence of students in all classes and rotations. Many hours are committed to classroom work with additional hours dedicated to self-study. For this reason, the Program strongly discourages outside employment. If a student feels it is necessary to work while in the Program, they should inform their faculty advisor of this. Program expectations, assignments, schedules, deadlines, and responsibilities will not be altered to adjust or accommodate working students. It is expected that employment will not interfere with a student's learning experience.

Students may work within the institution while participating in the Federal Work Study Program if such work will not interfere with their academic pursuits. Students interested in applying for a peer tutor position should refer to the [University Catalog](#) section titled "Peer Tutoring" for eligibility criteria. For

Program approval, students interested in peer tutoring must be in good academic standing, keep a 3.0 GPA, and receive an endorsement from PA Program leadership, which will be considered individually.

Joint Program Students, however, may not be employed by or be required to perform clerical or administrative work for the Program. In addition, students may not substitute for clinical or administrative staff during supervised clinical practical experiences. Students with specific prior knowledge, experiences, and skills may assist faculty in didactic and laboratory sessions to share their knowledge and skills. However, students are not to be the primary instructor or instructor of record for any component of the curriculum.

STUDENT SERVICE WORK

To avoid practices that might conflict with the professional and educational objectives of the Joint MSPAS/MPH Program and to avoid practices in which students are substituted for regular staff, the following shall be in effect regarding service work:

1. Students will not be placed for clinical rotations in the same department where they are currently employed providing medical services. For example, if a student works at clinic 'X' on the weekends in OB/GYN, they would be unable to complete a clinical rotation at that OB/GYN department. This has the potential to negatively impact the student's rotation assignments and delay graduation.
2. Students may not replace qualified staff.
3. Other than grant-related stipends, students may not be given any payments, stipends or other remuneration for medical services performed as part of the Joint MSPAS/MPH Program.
4. Students may volunteer for charitable, humanitarian, or community service organizations. Such volunteer work must not interfere with a student's academic responsibilities or be conducted at the same time as a scheduled live classroom or clinical instruction unless prior Program approval has been granted. Students on Programmatic Academic/Professionalism warning and/or academic probation are strongly discouraged from participating in activities that take time away from their studies.

STUDENT ACTIVITIES RELATED TO THE PA PROFESSION

Leadership development is an essential component of the educational process. This may require that students attend relevant off-campus activities during class/clinical rotation time. Off-campus activities must be in accordance with students' professional development. It is the student or approved student organization's responsibility to coordinate the event and receive approval from the Program. Students requesting permission to attend an off-campus conference or program, such as CAPA, AAPA, PAEA, or APHA, must be in good academic standing and remain in good academic standing at the time of the conference. Refer to the 'Absences' section for Program protocol. Students may request to be excused up to one week to attend a professional activity, e.g., the AAPA Annual Conference; however, the duration of approved time is determined on an individual basis.

Students attending off-campus events are responsible for making up any missed classes/laboratories or other course assignments. Refer to the examination policy for information regarding missed examinations. Attendance at these events will be the fiduciary responsibility of the student.

Participation in Clinical Activities

Students are not allowed to participate in clinical activities, including observations (e.g., shadowing), as a representative of TUC, the MSPAS/MPH Program, or as a PA Student at a clinical site during enrollment unless the experience is authorized or sponsored by TUC (e.g., the Touro Student Run Free Clinic) and/or arranged by the Program. Participation in unauthorized clinical experiences while enrolled is grounds for disciplinary action, including dismissal from the Program.

TUC NAME TAGS

The Program fully supports any student who decides to use their chosen name for their TUC name tag instead of their legal name. Please note that rotation site paperwork typically requires the use of a student's legal name, including two forms of identification (ID) displaying that name. If a student's name tag does not match their driver's license or other state issued ID, they will be required to provide a birth certificate, passport, or some other form of government-issued ID to meet this requirement.

Students must always identify themselves as a **“Physician Assistant Student” or “PA Student”** to patients and clinical site staff, and never present themselves as physicians, residents, medical students, or graduate physician assistants. Students must wear a short clinical jacket while at all clinical sites unless instructed not to do so by the clinical site or the Program. Students must always wear their Program-supplied nametag while at clinical sites. While in the Program, students may not use previously earned titles (i.e., RN, MD, DC, Ph.D., etc.) for identification purposes.

DRESS CODE

Your personal appearance is the first statement you make about yourself and your profession to patients, other health professionals and to the public. Our program is located both on campus and in off-campus settings that will bring you in contact with patients, health professionals and other visitors. Dress is an outward reflection of your professional attitude. As health professional students, you are seen as representatives of the PA profession.

Because of the importance of appearance in conveying a professional attitude, the Joint MSPAS/MPH Program has established dress standards that will be adhered to by all students to help ensure you represent Touro and present yourself in the best way possible. Dress standards may vary across academic activities and variations will be clearly spelled out below or in course syllabi and communicated by Course Directors. Please be mindful of the professional space as an inclusive space that is considerate of the perspectives and needs of all.

Dress Code During Didactic Phase

Consistent with the [University Catalog](#), students must maintain a neat and clean appearance befitting students attending a professional school. While workplace-appropriate, professional casual attire is acceptable during didactic training, professional attire may be required for certain situations. Additionally:

- Students should practice good personal hygiene.
- Fragrances (perfume/cologne or aftershave) should not be worn.

- Nails should be short and clean.
- Attire should fully cover undergarments and genitalia, including in all positions required to conduct physical examinations.
- In the anatomy lab, scrubs, eye protection, and close-toed/topped shoes are required.

For those participating in clinical activities during the didactic phase of the curriculum, please see requirements listed below under “Dress Code for Clinical Activities.”

The following are considered inappropriate attire. Such attire demonstrates inappropriate professional judgment that is subject to review and action by the Program.

- 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 is unacceptable attire.
- Spaghetti strap, strapless and crop tops unless required for a physical exam (PE) lab.
- Low cut tops that do not fully cover the abdomen unless required for a PE lab.
- Shorts, skirts, or dresses that do not cover the top ½ of the thigh unless required for a PE lab.

Upon leaving the PE lab, students are expected to adhere to the didactic phase dress code.

Dress Code For Clinical Activities

For clinical activities including clinical rotations, students must dress professionally in a manner that reflects positively on the Program, the University, and the PA profession. This includes clean and conservative “business casual” attire, good hygiene, and short, clean fingernails. Clothing that is deemed inappropriate includes, but is not limited to: strapless tops, lowcut tops, halter tops, tee shirts, tank tops, tops that reveal a bare midriff, tops with spaghetti/thin straps, clothing with profane or offensive language or images, hoodies, trousers below the waist that reveal undergarments or bare skin, pants with holes or rips, shorts of any type, skirts above the knee, leggings/jeggings, and open-toed shoes. Attire should fully cover undergarments and genitalia, including in all positions required to conduct physical examinations and patient care related activities.

Hair should be well-kept and out of one’s face when giving patient care. Any hairstyle that requires repeated touching of hair during patient care is an infection control risk and should be avoided. Fragrances (e.g., perfume/cologne, lotions, smoke, strong deodorants, or heavy scents) should not be worn as they can be bothersome to others. Dangling earrings and long or excessive jewelry should be avoided because they can be a hazard (i.e., they can fall into a sterile field or be grasped by a child, etc.). Students may have beards and/or mustaches; however, they must be kept well-groomed and clean. Fingernails should be short enough so that they will not result in patient discomfort or injury during physical exams. Artificial nails of any type are not allowed in a laboratory or clinical setting.

The following are required: a short, clean, and pressed student white coat, TUC-issued nametag, and close-toed/topped shoes. Some activities or rotations may designate other prescribed clothing, such as scrubs or tennis shoes, and facility-specific ID badges. You may be sent home to change if you do not meet the dress code of a rotation site. The Program and Preceptors reserve the right to ask any student to remove or cover anything deemed inappropriate or unprofessional. Failure to comply with the dress code policy may result in a referral to the SPC for Professionalism violation.

Experiential Labs: Statement Of Partner Respect And Dress Code

During POCUS or PE labs, there will be palpation and visual inspection. Willingness to meaningfully participate is implicit in your enrollment; however, it is always appropriate to obtain permission from each other prior to palpation. We can never anticipate what past experiences, cultural background, or personal beliefs may exist that may make a particular contact provoke an unwelcome response or violation of personal space. Of great importance when palpating with your partner is to achieve and maintain the highest level of professional intention. This is critical in achieving the proper provider-patient relationship while endeavoring to address necessary yet sensitive contact areas with professional trust and educational rigor.

Just as we learn from the tissue responses that we perceive, verbal feedback from a fellow practitioner is an invaluable source of information and education. Please ask your partner(s) whether there are any concerns about the contact in each lab, and do not hesitate to express any reservations to your partner and/or lab instructor. It is welcome to give feedback about your experience; however please leave teaching to the faculty. The goal is to create a professional environment of mutual respect, trust, and open communication for optimal learning and benefit to your future patients.

Learning activities may be recorded (photos, video, etc.) with student owned devices for personal use only with consent of those involved, in the spirit of professionalism and learning, and in accord with college policy, sharing with anyone not enrolled at TUC is strictly prohibited.

If you have an uncomfortable experience in which you feel professional and respectful boundaries have been crossed, we encourage you to inform the individual. If you feel safe and comfortable doing so, whether you think their actions were intentional or not. We also encourage you to report this incident to a faculty member of your choice. All faculty members at Touro are mandated reports meaning under Title IX they are required to report any possible violation of our non-discrimination based on gender policy to our Title IX coordinator. If you make a report, you will be protected by Touro's non-retaliation policy, and every effort will be made to maintain your confidentiality.

Touro takes these reports seriously in our commitment to creating a safe, respectful learning environment and training you to be a health care provider. We thank you for partnering with us in creating the best training experience for all students.

Dress Code for Lab-Based Instruction

To support professional training and ensure a respectful, inclusive, and educational environment, the following dress code and conduct policy applies to all students participating in lab-based instructional sessions, including but not limited to PE and point-of-care ultrasound (POCUS) labs.

Attire Expectations:

- Students are expected to wear attire that allows for easy exposure of anatomical regions relevant to the skills being practiced.
- Acceptable attire includes:

- T-shirts or tank tops
- Sports bras (for students who choose or require upper body exposure)
- Shorts or athletic wear
- Genital or private area exposure is strictly prohibited under any circumstances.
- Exposure to specific areas will occur only during active skill sessions and is limited to what is necessary for the clinical skill being practiced. Students are encouraged and permitted to cover up between sessions or while not directly participating.

Professional Conduct

- Students will work in pairs or small groups to practice clinical skills and may be assigned to work with partners of any gender, reflecting real-world clinical settings.
- Respectful, professional behavior is expected at all times. This includes:
 - Maintaining personal and peer dignity
 - Using appropriate language and professional touch
 - Seeking consent before each activity or exam maneuver
- Any concerns regarding comfort, modesty, or partner assignments should be addressed with faculty prior to the lab session so appropriate reasonable accommodation can be considered.

NON-COMPLIANCE

Failure to adhere to the dress code or demonstrate professional conduct during lab sessions may result in disciplinary action in accordance with program professionalism policies.

MEDICAL RECORDS

Information provided by students at matriculation and periodically during their education at Touro University (i.e., immunization and/or blood test documentation, medical history and physical examination forms, and tuberculosis clearance and screening forms) is collected and kept by [CastleBranch.com](https://www.castlebranch.com) in addition to a secure environment by Student Health Services. Immunization and tuberculosis clearance records are also kept by the Program for submission to clinical training sites as requested. However, **all students should keep a copy of all documents for their records**, since these records may be required by a variety of institutions as the student progresses through their professional career. See [Appendix D](#) for instructions on how to create a CastleBranch account.

STUDENT HEALTH REQUIREMENTS

Students must fulfill the matriculation health requirements prior to beginning the program and must remain compliant with the continuing student health requirements for the duration of the program. These requirements, listed in [Appendix D](#), are to assure protection against certain communicable diseases. For safety purposes, students who are non-compliant with requirements may be asked to leave campus or clinical sites until requirements are met. Students who are non-compliant may be delayed in completion of the Program or risk professionalism violations based on the Student Handbook for failure to adhere to TUC and Program policies.

HEALTH REQUIREMENTS DOCUMENTATION

Immunization records, titers, and TB screening results will be made available, as required, to clinical preceptors and clinical rotation sites. Students whose immunizations and titers are not up to date may

be removed from classes or from clinical rotation(s) until the deficiency is corrected. Some clinical training sites require students with positive latent TB test results to be treated. As a result, students who have not been treated may not be allowed to attend certain clinical rotations, which may result in a delay of completion of the Program.

Matriculation Health Requirements

See [Appendix D](#) for a comprehensive list of Joint Program health requirements for matriculation.

Continuing Student Health Requirements

See [Appendix D](#) for a comprehensive list of continuing student health requirements.

Students must report any change in their health to Student Health Services immediately. Failure to notify the University of any significant health changes that may affect patient care or the ability to meet [Program Technical Standards](#) may result in dismissal from the Program.

A reminder to all students: Principal PA Program faculty, the Medical Director, and/or the Program Director may not participate in the care of PA Students except in emergency situations. This is an ARC-PA accreditation standard (A3.09).

BACKGROUND CHECKS/TOXICOLOGY SCREENS

A background check and toxicology screen (possibly including alcohol and marijuana) will be completed on all students prior to placement on clinical rotations. The [University Catalog Appendix J](#) outlines the procedure for drug screen payment and notification.

Some sites require an additional background check and/or toxicology screen (possibly including alcohol and marijuana) immediately prior to the start of the rotation; therefore, students may be required to complete multiple screens throughout enrollment. A student may be required to complete a toxicology screen (possibly including alcohol and marijuana) if a faculty or staff member or preceptor observes signs of intoxication during academic or clinical activities. Per [University Catalog](#), students may be responsible for payment for this drug screen testing and/or subsequent drug screen tests for other reasons, including, but not limited to student noncompliance and retesting as the result of positive results.

Should a student plead guilty to and/or be convicted of a felony as a student, or have a prior felony conviction, this may impact their ability to continue in the program or be placed at certain clinical sites. A misdemeanor or felony conviction may also impact the ability to obtain licensure or employment. Therefore, all students with convictions are encouraged to contact the medical board in the state they anticipate working as a PA to determine if licensure will be possible. This includes records that have been expunged. On CASPA, you attested:

"You understand that if you have a criminal history or you are designated as a sex offender, you may be prohibited from enrolling in a PA program and/or may not be able to secure clinical placements, even if a program extends an offer of admission to you. You further understand that, after matriculating in a PA program, you may be required to provide criminal background history information and/or submit to a criminal history check (a) as a condition of your participation in clinical practice experiences required for graduation, and (b) as a condition of licensure as a PA under applicable state law. All decisions

regarding actions in relation to an applicant's criminal history are within the discretion of each PA program in accordance with applicable state law. In addition, if you have been found guilty of committing acts that are contrary to public health and safety, even if you enroll in and successfully graduate from a PA program, you may be unable to obtain a license to practice as a PA under applicable state law."

As stated in CASPA, failure to disclose and provide accurate information about convictions prior to PA school may have serious consequences, including program dismissal. If a student is charged with a misdemeanor or felony while enrolled at TUC, they must contact the Program Director within 48 hours or as soon as feasible with details. Failure to disclose this information may result in placement on Professionalism Probation or program dismissal.

Please refer to the [University Catalog](#) sections titled "Background Check Disclosure" and "Drug Free Workplace" for additional details.

CLINICAL CURRICULUM POLICIES

During the clinical curriculum, all students are expected to relocate for clinical rotations. Travel, housing, and living expenses during a clinical rotation are the responsibility of the student. Special accommodations may be made for unusual circumstances only and are at the discretion of the program. Students do not have to develop or arrange their own clinical sites, however, will receive the opportunity to request rotation assignments and recommend potential preceptors closer to the start of their clinical year. Students are expected to travel for their rotations. For additional clinical curriculum policies, please refer to the Clinical Handbook.

HOLIDAYS

Touro University California is a Jewish-sponsored institution. TUC observes select federal and Judaic holidays. Judaic holidays vary yearly; therefore, University closures, exam dates, and term breaks may vary for each calendar year. Please reference the [University's Master Calendar](#). There are no official holidays during the clinical year and students on clinical rotations do not follow the TUC holiday calendar but instead their preceptor's schedule.

SOCIAL MEDIA POLICY

Social media is a powerful and far-reaching means of communication that, as a PA/MPH student at TUC, can have a significant impact on your professional reputation and status. Students are liable for anything they post to social media sites and the same laws, professional expectations, and guidelines must be maintained as if they were interacting in person. The following guidelines have been developed to outline appropriate standards of conduct for each student's future and the reputation of the Program:

1. Take responsibility and use good judgment. Incomplete, inaccurate, threatening, harassing, punitive, or derogatory posts or use of profanity on postings is strictly prohibited. It is inappropriate to use social media sites as a venue for venting. *Example:* A student posts on Instagram about their frustration with a course instructor (or preceptor) after they are given

feedback. The instructor is not identified by name but by title (my course instructor, or my preceptor), with negative or derogatory comments.

2. Think before posting as internet and email archives can permanently affect your reputation.
3. Social networking during class, program activities, and clinical hours is prohibited.
4. HIPAA laws apply to all social networking, so it is of the utmost priority to protect patient privacy by not sharing information or photographs. *Example of a privacy breach:* A student posts heartfelt concern on her Facebook page for a patient she is caring for. The patient is not identified by name, medical record number, or date of birth. However, the type of treatment, prognosis and the time of treatment are provided, and personal characteristics of the patient are described making the patient identifiable.
5. Protect your own privacy by using privacy settings to prevent outsiders from seeing your personal information, as you may be held liable for postings from other individuals as well.
6. If you state a connection to the Joint MSPAS/MPH Program or Touro University California, you must identify yourself, your role in the program, and use a disclaimer stating that your views are that of your own and do not reflect the views of the TUC Joint MSPAS/MPH Program.
7. All laws governing copyright and fair use of copyrighted material must be followed.
8. Other than Linked In, faculty/staff and current students should not be “friends” on personal social media accounts.
9. Consult your faculty advisor or the Program Director if you have any questions regarding the appropriateness of social networking use.

Failure to follow the above stated guidelines may be considered a breach of appropriate professional behavior and be subject to discipline, up to and including dismissal from the Program.

Students may not communicate with a member of the media or an outside source attempting to gather information regarding the Joint MSPAS/MPH Program or TUC through social networks. Refer all questions regarding program information, policies, and procedures to the Program Director. Questions regarding TUC should be referred to the Vice President of University Advancement at Touro University California, Andrea Garcia (agarcia9@touro.edu).

Please see the current [University Catalog](#) for additional information regarding Internet Services and User-Generated Content Policy, including Social Media.

STUDENT ACTIVITIES AS A COMPANY AMBASSADOR

The Program does not encourage students to sign on as an ambassador for any for-profit company. If a student chooses to volunteer as an ambassador, they must not:

- Attach Touro University or the Joint MSPAS/MPH Program to their social media profile(s) or website(s);
- Attend in-person or virtual conferences, gatherings, or other events as a representative of Touro University;
- Market the product or send referral codes to classmates to their own benefit or the benefit of any third-party company.

In addition, students will not be allowed to miss class or other school responsibilities in order to attend an ambassador event or fulfill an ambassador obligation.

CAMPUS SECURITY AND CRIME AWARENESS

****FOR EMERGENCIES CALL 911, OR 9-911 FROM CAMPUS PHONES ****

EMERGENCY MANAGEMENT & CAMPUS EMERGENCY TELEPHONES

The university's [Annual Security Report](#) (ASR) lists policy and procedure information regarding the university's emergency management activities. For all non-urgent questions concerning safety and security issues, please contact the Facilities department administrator. Additional information is available on the Student Services webpage [Campus Safety and Security](#).

For emergencies - call 911, or 9-911 from all campus landline phones.

Ten [Blue Light Emergency Telephones](#) are located throughout campus. These special emergency telephones connect directly to campus security. To make a call, simply push the button, which will activate a flashing blue strobe light and connect you to a campus security officer.

IMPORTANT PHONE NUMBERS

Campus Security (on duty 24 hours/day)	(707) 638-5804
Campus Facilities (during business hours)	(707) 638-5800
(after-hours pager)	(707) 551-6034
Vallejo Fire Department (non-emergency)	(707) 552-3285
Vallejo Police Department (non-emergency)	(707) 552-3285
Island Energy	(707) 562-5000

Please see the [University Catalog](#) for additional information regarding:

- Crime Awareness & Campus Security Act (Clery Act Information)
- Emergency Alert System
- Fire Drills, Building Coordinators & Safety Week
- Emergency Management & Campus Emergency Telephones

WHO TO CONTACT

The following is a guide for who to contact if you have questions. Additionally, please take some time to familiarize yourself with the services available to you through the TouroOne Student portal.

A course	Course Director for that course
The didactic phase of your education (classroom)	Director of Didactic Education
The clinical phase of your education	Director of Clinical Education
The Program, in general, or the PA profession	Your advisor, Program Director (PD), or Associate Program Director (APD)

Personal questions/concerns	Options include your advisor, any of the faculty or staff, PD & APD, Student Health, a TUC counselor or learning specialist, TUC Associate Director of Campus Engagement and Community Affairs, Director of Office of Academic Success and Institutional Support (OASIS), Wellness/WARM Coordinator, and Associate Dean or Dean of Student Affairs
How to get a locker in Lander	See University Catalog section titled “Lockers” for details
University Services: Office of Academic Success and Institutional Support (OASIS) Student Health & Counseling Financial Aid Registrar Security (24/7) Student Affairs Tuition (Bursar)	https://tu.edu/campus-life/academic-support/ https://tu.edu/campus-life/health--wellness/ https://tu.edu/admissions--aid/financial-aid/ https://tu.edu/admissions--aid/registrar/ 707-638-5804 http://studentservices.tu.edu/other/index.html https://www.tu.edu/admissions--aid/tuition/

STUDENT SUPPORT

Touro University California offers peer tutoring services without charge through the Office of Academic Success and Institutional Support (OASIS). Tutoring is available during all academic years and is designed to help students modify their study habits, focus on critical material and content, and enhance their test-taking skills. Please see the section titled “Peer Tutoring” in the [University Catalog](#) for additional details. The OASIS also employs learning specialists to assist with the students’ academic support needs.

Student Counseling

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

Student Counseling: 707-638-5292 or 707-638-5220

24/7 Counseling or Crisis Support: 707-638-5292, Option 3

Resources if you are in a crisis:

1. Solano County Mental Health: (707) 428-1131
2. Solano County Health and Social Services: (707) 553-5331
3. TUC Employee Assistance Program (EAP) Program for faculty and staff: (866) 799-2728
4. Trevor Lifeline: Crisis prevention services for LGBTQIA individuals under 25 - 1-866-488-7386
5. Trans Lifeline: Crisis prevention services operated for and by trans individuals - 1-877-565-8860
6. National Suicide Crisis Hotline (24 hours, English & Spanish): 988

3. Disaster Distress Hotline: Crisis Counseling for those experiencing a natural or human caused disaster - 1-800-985-5990

Campus Assistance, Response and Evaluation (CARE) Team

The CARE Team is a task force of staff and faculty who meet regularly to promote student success and campus safety by identifying individuals who demonstrate early warning signs of possible concerning, distressing or disruptive behavior. The CARE Team's goal is to successfully engage, support, and minimize concerns by intervening at the earliest possible point. Accomplishing this goal requires a coordinated institutional response that includes all members of the TUC community. Anybody can submit an anonymous concern to the CARE Team using the [Reporting](#) Form.

Parental Support

TUC is committed to supporting students who are expecting or are new parents. We understand the unique challenges that come with balancing academic responsibilities and parenting. Students are encouraged to discuss their needs and concerns with their advisor and/or the Director of Didactic Education (DDE) or the Director of Clinical Education (DCE). Depending on the phase of education and students' academic standing various options can be discussed such as a modified curriculum, program break, leave of absence or deceleration to best suit the needs of the student. On campus support services are available such as lactation rooms and refrigerators to store milk.

Military/Veteran Support

TUC honors and values the contributions of our student veterans. For students serving in the reserves or national guard, students are encouraged to discuss their needs and concerns with their advisor and/or the DDE or the DCE. Depending on the phase of education and student's academic standing various options can be discussed to accommodate required leaves such as a modified curriculum, program break or LOA/ deceleration.

TUC, in agreement with the Department of Veterans Affairs, participates in the **Yellow Ribbon Program**. To learn more about TUC's Yellow Ribbon Program participation, please contact the Financial Aid & Bursar Office

REQUIRED MATERIALS

Medical Equipment

Starting in Semester I, students will need to have certain medical equipment for the program. The cost of the required medical equipment will range from about \$600 to \$1200, depending on the exact equipment models and/or styles chosen.

- Diagnostic Set – oto/ophthalmoscope (averages \$450 - \$600)
- Stethoscope (depending on type, ranges from \$40 - \$400)
- Blood Pressure Cuff (ranges from \$50 - \$160)
- Tuning fork C-128 (approx. \$10)
- Tuning fork C-512 (approx. \$10)
- Reflex Hammer (approx. \$10 - \$15)
- Pocket eye chart/ruler (approx. \$2)
- White student (short) lab coat

- Insufflator bulb (approx. \$3)

The program will recommend a reputable vendor during Semester I. You do not have to buy from this vendor; however, we have found this company to be reliable with competitive prices and group discounts. In addition, buying from this vendor will ensure that you are purchasing the correct equipment. There have been students in the past that bought equipment prior to starting school and found that it was incorrect or inadequate, and it was too late to return or exchange it. Therefore, we strongly encourage you to wait to purchase your equipment. The cost of this equipment has been factored into the total cost of the program and therefore is accounted for by Financial Aid.

Laptop/Tablet Requirements

Students are required to have a laptop computer and mobile device. By making these a program requirement, the cost is included in your financial aid. Any laptop computer made within the last 3 years with at least 8GB of memory and a webcam is acceptable and should work well. **However, please check that your laptop hardware and software meet each requirement:**

Software Requirements

- Adobe Acrobat Reader (latest, free version)
- VLC Media Player (latest, free version)
- Up-to-date anti-virus software (free or paid)
- Up-to-date anti-spyware software (free or paid)
- Compression (ZIP) utility software (free or paid)
- Internet Browsers: Microsoft Edge, Firefox, Google Chrome, or Safari (for Mac users)
- Free Zoom for classrooms and remote support
- Access to Google Workplace via TUC issued e-mail

Hardware Requirements

For all laptops:

- Operating Systems: Windows 10 or later or Mac OS 10.14 (Mojave) or later
- Memory: 8GB RAM or higher
- Storage: 60GB or higher
- Broadband/high-speed uninterrupted internet access; the minimum speed of 1.5 Mbps download, 750 Kbps upload
- Screen resolution: 1280x1024 or higher
- Webcam, microphone, and speakers (a wearable headphone/headset is recommended)
- Tablets, Chromebooks, and organizationally managed (Non-TUC) devices are not supported
- Administrator-level account permissions

Tablets, Chromebooks and organizationally-managed (non-TUC) devices are not supported.

Students should also purchase an external hard drive or cloud storage to back up their data.

Our IT department provides campus resources that are not fully tested in an Android/iOS environment, including campus resources such as: student portals, printing software, testing software, etc. Though the new iPads/tablets may be powerful enough to run the software and/or resources, the IT resources provided are optimized for a Windows/macOS environment. To add, Android and iOS support is very limited on our campus.

We STRONGLY recommend that students purchase extended warranties or service contracts should there be a hardware failure. Neither the Joint Program nor TUC IT offer support to help with hardware and software issues.

Books

Students can plan on spending approximately \$1,000 to \$3,000 on required textbooks. Course syllabi and the Program Book List also include recommended books which students are not required to purchase but may wish to have as important reference materials. In addition, Touro University library provides access to many online textbooks, some of which are required texts for courses. If a required text is available online, purchase of a hard copy text is optional. However, please note that online text versions may vary slightly in presentation. Students are expected to have purchased required texts that are not available online by the beginning of class for each term.

Students may purchase books through the [TUC online bookstore](#) or any other source, such as Amazon.com or publisher sites. When purchasing texts, please be sure to obtain the correct edition, which is listed next to the title of the book on the book list. Older edition texts are inadequate as they may provide old information. The ISBN number is provided on the list and is the unique identifier for a specific edition of a text.

ACADEMIC CREDIT

The total credits for the Class of 2028 curriculum are 142.5; students in good standing may take additional electives. Additional electives are listed on our website when available. These electives are typically interprofessional opportunities. Students should only enroll in electives if they are in good academic standing. Enrollment is subject to approval from the Director of Didactic Education or Director of Clinical Education.

CLASS OF 2028 CURRICULUM

*Dates Subject to Change; Contact/Credit Hours Subject to Adjustr

<u>Orientation Wednesday 7/30/2025 to Friday 8/1/2025</u>			<u>Credit Hrs</u>
<u>Semester I (Fall)</u>			
<u>August 4, 2025 - December 19, 2025 (20 wks)</u>			
1	PASC 601J	Clinical Microbiology & Antimicrobial Pharmacology	1.5
2	PASC 601K	Pre-Clinical Basic Sciences	3.0
3	PASC 700A	Topics in PA Practice I	3.0
4	PASC 701	Introduction to Clinical Anatomy	1.5
5	PASC 702	Introduction to Pediatrics	1.5
6	PASC 703A	Clinical Integration I	1.5
7	PBHC 604	Health Policy and Management	3.0
8	PBHC 607	Biostatistics	3.0
9	PBHC 608	Behavioral and Social Aspects of Public Health	3.0
10	PBHC 631	Social Drivers in Public Health Speaker Series	0.0
11	PBHC 648	Environmental Health	3.0
Total			24.0

INTERSEMESTER BREAK DECEMBER 22, 2025-JANUARY 2, 2026

<u>Semester II (Spring)</u>			<u>Credit Hrs</u>
<u>January 5, 2026 - May 8, 2026 (18 wks)</u>			
1	PASC 703B	Clinical Integration II	0.5
2	PASC 704R	Renal System	2.0
3	PASC 704E	Endocrine System	2.5
4	PASC 704H	Hematology and Oncology System	2.0
5	PASC 704C	Cardiovascular System	5
6	PASC 704T	EENT System	2.5
7	PASC 705A	Medical Spanish for Health Professionals I (Elective)	0.5
8	PBHC 606/634/602	Public Health Track Course (Health Promotion, Criminal Justice Law or Emerging Health Threats)	3.0
9	PBHC 618	Epidemiology	3.0
10	PBHC 620/633/614	Public Health Track Course (Social Inequities & Health, Criminal Justice & PH, or Essentials of Global Health)	3.0
Total			23.5

INTERSEMESTER BREAK MAY 11, 2026 - MAY 22, 2026

<u>Semester III (Summer)</u>			<u>Credit Hrs</u>
<u>May 26, 2026 - July 24, 2026 (9 wks)</u>			
1	PASC 703C	Clinical Integration III	0.5
2	PASC 704B	Psychiatry and Behavioral Health System	4
3	PASC 704P	Pulmonary System	3.5
4	PASC 705B	Medical Spanish for Health Professionals II (Elective)	0.5
5	PBHC 619	Research Methods	2.0
Total			10.0

INTERSEMESTER BREAK JULY 27, 2026-JULY 31, 2026

<u>Semester IV (Fall)</u>			<u>Credit</u>
<u>August 3, 2026– December 18, 2026 (20 wks)</u>			<u>Hrs</u>
1	PASC 703D	Clinical Integration IV	0.5
2	PASC 704G	Gastrointestinal System	4.5
3	PASC 704S	Sexual Health and Reproductive System	4.5
4	PASC 704U	Genitourinary System	1.5
5	PASC 704M	Musculoskeletal System	4
6	PASC 704N	Neurologic System	4
7	PASC 704D	Dermatologic System	2.5
8	PASC 705C	Medical Spanish for Health Professionals III (Elective)	0.5
9	PASC 706A	Behavioral Health Advanced Seminar I (Elective)	2.0
10	PBHC 647	Program Evaluation and Needs Assessment	3.0
Total			24.5

INTERSEMESTER BREAK DEC 21, 2026-JAN 1, 2027

<u>Semester V (Spring)</u>			<u>Credit</u>
<u>January 4, 2027 – May 14, 2027 (19 wks)</u>			<u>Hrs</u>
<u>Didactic Classes: January 4, 2027 - February 12, 2027 (6 wks)</u>			
1	PASC 703E	Clinical Integration V	1.5
2	PASC 706	Emergency and Surgical Principles	3.0
3	PASC 700B	Topics in PA Practice II	1.0
4	PBHC 646	*CPH Exam Preparation	*0.0
5	PASC 706B	Behavioral Health Advanced Seminar II (Elective)	2.0
<u>Clinical Year Rotations Begin: February 15, 2027</u>			
6	PASC 606A	Primary Care 1 (February 15 – March 26, 2027)	6.0
7	PASC 607A	Primary Care 2 (March 29- May 7, 2027))	6.0
<i>Callback Week May 10-14, 2027</i>			
Total			*17.5

<u>Semester VI (Summer)</u>			<u>Credit</u>
<u>May 17 – August 13, 2027 (13 weeks)</u>			<u>Hrs</u>
1	PASC 603A	Behavioral Medicine (May 17 – June 25, 2027)	6.0
2	PASC 604A	Obstetrics & Gynecology (June 28 – August 6, 2027)	6.0
<i>Callback Week August 9-13, 2027</i>			
Total			12.0

<u>Semester VII (Fall)</u>			<u>Credit</u>
<u>August 16 – December 24, 2027 (19 weeks)</u>			<u>Hrs</u>
1	PASC 610A	Surgery (August 16 – September 24, 2027)	6.0
2	PASC 611A	Emergency Medicine (September 27 – November 5, 2027)	6.0
<i>Callback Week November 8-12, 2027</i>			
3	PASC 605A	Pediatric Medicine (November 15 – December 24, 2027)	6.0
Total			18.0

<u>Semester VIII (Spring)</u>			<u>Credit</u>
<u>December 28, 2027 – May 5, 2028</u>			<u>Hrs</u>
1	PASC 612A	Medicine Elective (December 27, 2027 – February 4, 2028)	6.0
<i>Callback Week February 7 – 11, 2028</i>			
2	PBHC 600-4	Public Health Field Study (February 14 – March 24, 2028)	4.0
<i>Spring Break (March 27 – 31, 2028)</i>			
3	PASC 614	MSPAS Summative Course (April 10 – May 5, 2028)	3.0
4	PBHC 645	*MPH Capstone Project (TBD)	*0.0

	Total	*13.0
<i>*Students will take either PBHC 646 in Semester V or PBHC 645 in Semester VIII. Totals do not include Medical Spanish Elective or Behavioral Health Advanced Seminars.</i>		
	Program Total	142.5

JOINT MSPAS/MPH PROGRAM CONTACT INFORMATION

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END OF SECTION I

SECTION II: SPECIFIC JOINT MSPAS/MPH ACADEMIC PROGRAM POLICIES & PROCEDURES

INTRODUCTION

This section contains policies and requirements that govern academic performance and professional conduct for all Joint Master of Science in Physician Assistant Studies/Master of Public Health Program students who are enrolled in any phase of the 33-month program. These policies are unique to the Program and are designed to promote standards for academic competency, professional behavior and integrity, conduct and personal responsibility necessary for practice as a PA. It represents the parameters of achievement and behavior the Program faculty expects of its students as future health practitioners who will be serving the public and consumer. It is the responsibility of all students to be knowledgeable about Program policies. The policies will be applied to all aspects of the student's academic progress and conduct for as long as the student is enrolled in the Program.

The Program reserves the right to make changes at any time to the handbook or to the requirements for admission, graduation, tuition, fees, and any other rules or regulations. Students are required to attest to the Handbook and any addendums on Canvas/EXXAT.

The Joint MSPAS/MPH Program specific policies are in addition to and may be more stringent than the Touro University California policies. Please read this section carefully and thoroughly. Students are expected to refer to these policies as needed. In addition, students must adhere to policies outlined in the *MPH Student Handbook*.

ACADEMIC ADVISING

MSPAS ADVISING

With a challenging program such as ours, it is important that students have a faculty member they can meet regularly to receive mentorship and seek advice. For this reason, each student will be assigned a faculty advisor who they will meet with at least once in semesters I, II and IV to review academic progress, professionalism and any issues that may have come up during the term. Time for these meetings will be blocked out on the academic calendar to aid with availability. The encounter is documented and placed in the student's file.

Aiding in and monitoring the development of professionalism is an important component of PA education. Student professionalism is evaluated and monitored by both faculty and the student through utilization of a professionalism questionnaire and academic snapshot. These questionnaires are reviewed and discussed during advisor/advisee meetings. Students must bring a completed *Preclinical Student Professionalism: Self Evaluation For* and Academic Snapshot to their Advisor/Advisee meeting for comparison with the *Faculty Evaluation: Preclinical Student Professionalism Form*. It is expected that students appropriately assess their abilities and that the

form is completed in a thoughtful manner. Students who arrive at the meeting unprepared will be asked to reschedule and it will be noted in their academic file. Students must complete and submit a self-reflection of their academic progress at various points in the program. These forms are available on Exxat.

Students are encouraged to meet with their advisor more frequently if they feel they are having problems academically or personally. It is desirable to identify problems at an early stage and bring these to the attention of the faculty advisor so that remedies can be developed and implemented. Students experiencing academic and/or other difficulties have access to Student Services, which includes tutoring and counseling. Students who are having personal and/or academic difficulties will be referred to Student Services by their advisor and/or course directors.

MPH ADVISING

In addition to a PA faculty advisor, students will be assigned to an advisor in the MPH Program. Please see the *MPH Student Handbook*.

COMMUNICATION POLICIES

COMMUNICATION WITH THE PROGRAM AND THE UNIVERSITY

You have been assigned a University (@student.touro.edu) email address. **This is the only email address that will be answered by TUC personnel.** Forwarding your TUC email to another email account is discouraged. These accounts can lack the security, capability and sometimes, sufficient space necessary for downloading important attachments.

The following is additional information for email communication:

- Students are expected to check their Touro email accounts at least once daily Monday through Friday.
- Students are expected to respond to programmatic emails within **48 hours or the first business day following a holiday**
- Email responses and forwarded emails should include the original message when appropriate.
- When checking email, it is expected that students will read the whole message (e.g., on a device with a small screen, scroll down to view messages in their entirety).
- Students must download email attachments rather than viewing them in 'preview' mode in order to assure receipt and visualization of the entire document.
- Email messages and responses should be saved to a file (if necessary) for reference.
- It is helpful to use a signature line in your emails, including your full name, pronouns, class, and phone number.

Sam Smith, PA-S
Pronouns: She/Her/Hers
Joint MSPAS/MPH Class of 2028
707-123-4567

- You are responsible for maintaining access to your Touro email account as you move during your education.

PROFESSIONALISM IN COMMUNICATION

All correspondence between students, staff, faculty, preceptors, and hospital / clinic staff, whether it be written or verbal, must follow the professionalism standards of the Program. Please refer to the following sections of this handbook for additional information: Grievance Policy, Professional Progress, Professional Code of Conduct, Consequences for Non-adherence for professionalism requirements, [Appendix G: Giving feedback to your professors](#), and [Appendix H: TUC PA/MPH “Netiquette”](#).

Emails received by faculty or staff that do not meet the Program's professionalism standards will be sent back to the student with the following message and an opportunity to revise it.

Thank you for your email. I’m happy to address these issues with you. However, before doing so, I would like to discuss the tone of your email, as it contains portions that do not meet the professionalism standards of our program. I am hopeful that this was not your intention, and I recognize that my perception of your communication may be inaccurate as written communication is prone to misinterpretation. However, for us to have a productive and effective conversation to adequately address your concerns, I ask that you revise your email. Please consider the following as you do so.

Common pitfalls we see from students with email communication include but are not limited to using all capital letters, exclamation points, underlined or bolded text, casual conversation as you might have with a friend rather than a professor or other person in a graduate program, and/or insulting or demanding language. If your email doesn’t include any of these pitfalls and you are unclear what I am referring to, please feel free to reach out. I also recommend that you refer to the attached “Netiquette” document as well as our Program professionalism policy.

As a program, we understand the challenges of virtual communication and want to assist our students in learning this communication skill, as it will be required as a PA. I look forward to discussing your concerns once I have received your revised email. Please let me know if you have any questions.

CHANGE OF ADDRESS, E-MAIL ADDRESS OR PHONE NUMBER

Students are required to keep the Program and the Office of the Registrar informed of any changes to mailing address, email address and/or phone numbers within one business day of the change. Please visit the Registrar’s website and TouroOne Student Intranet to download Personal Information Forms such as Emergency Contact Information, Contact Information Update and Name Change Request Forms.

ATTENDANCE POLICIES

ATTENDANCE & PUNCTUALITY

The Joint MSPAS/MPH Program curriculum is designed to provide the medical and professionalism education required to become a competent PA. Because attendance and punctuality are expectations of professionals in the workplace, they are also a requirement of this program. Attending class and arriving on time demonstrates respect for instructors and peers. Tardiness in the didactic phase of training has been linked to tardiness and other unprofessional behaviors in the clinical phase of training and as a licensed clinician. Additionally, tardiness, early departures and absence from classes are not conducive to optimal learning for any student in the program. Therefore, tardiness is considered a professionalism infraction. As such, it is your responsibility - and an expectation of professional behavior – that you be sitting in your seat and ready to learn when class is scheduled to begin (whether that be in person or virtually). This requires you to complete the following activities prior to the start of class - arrival to the classroom (or connecting virtually to the correct classroom link), stowing of your gear, and completion of any other activities (restroom, coffee, etc.). In addition to being seated and ready to learn when class is scheduled to begin, the Program also expects that you will remain for the entire class period.

Additionally, the Joint Program is fast-paced and builds upon previous instructions. Because important information is presented only once and class discussions and other interactions aid in the development of the PA role, the Program requires students to attend all lectures, laboratory activities, clinics, and other scheduled functions. This includes arriving on time and remaining until the class, clinic, or other function has ended. Since attendance is required of all students, formal attendance will be taken. **The Program requires all students to be available for class and instructional activities from 8 AM – 9 PM Monday through Thursday and 8 AM – 3 PM on Friday, regardless of whether classes are scheduled.** On rare occasions, a class, laboratory, workshop, and/or remediation assessment may be held on a Sunday. Due to the nature of the Program, courses, lectures, and exams may need to be moved on short notice.

ABSENCES

While it is the Program policy that students attend all classes, labs, and other Program related functions, the Program understands a student may have an exceptional event that prevents attendance in classes or Program activities. Students are not permitted to take more than the allotted number of absences during the length of the program. Students are responsible for all material and examinations missed during their time away. Assignments that are due during an approved absence must be submitted before departure unless other arrangements have been agreed upon with the course director. Refer to 'Examination Protocol' section for information regarding missed examinations.

See [Appendix I: Time off flowsheet](#) for information on the types of leave from the program, including policies and procedures for initiating and returning from a leave.

Students in the clinical year must attend all rotations and adhere to the rotation's schedule. Absences during the clinical year are addressed separately in the *Clinical Year Handbook*.

Excused Absences

Students are permitted two (2) excused (planned and/or unplanned) days per term.

Planned Absence/Time Away Requests

Any student requesting time away for an exceptional event must complete and submit a Time Off Request form (available on Canvas and [Appendix C](#)) a minimum of **one month** in advance. Students are required to obtain signatures on this form from the course directors of every class they will miss. Time Off Request forms are to be submitted to the designated primary course director (which for the clinical year is the Director of Clinical Education). The approval of each request is made on an individual basis and there is no guarantee the approval will be granted. Requests must be submitted for all weekdays, even if no class is scheduled, as course schedules may change. For weekdays with no class scheduled, signatures of course directors are not required.

Conference Attendance

Time away from class for professional conferences must be approved in advance through the same mechanism (see section on 'Student Activities Related to the PA Profession'). Approved absences for professional conferences are not included as part of the two excused absences per term. The program does not fund students to attend conferences. Funds for student attendance may be available through the Student Government Association but is not provided by the program and is out-of-pocket.

Unplanned Absence

Illness and family emergencies (i.e., **not** routine activities that can be rescheduled to accommodate a PA student's education and career) are generally the only acceptable reasons for an unplanned absence. The Program offers up to five days for bereavement leave for a first-degree relative.

Students must notify the course director(s) and the Program Administrative Coordinator of any unplanned absence via email if the absence is anticipated 24 hours in advance. If 24-hour advance notice is not feasible (e.g., the student got sick during the night), notification by phone and email as soon as possible is acceptable. **Sending messages through classmates is not an acceptable form of notification. In an emergency, you should call the faculty and avoid texting due to privacy/FERPA. Sending a text message to a faculty member or staff member is not acceptable; please use the TUC email as primary communication purposes.** For the course director to determine if the absence is excused, the reason for the absence must be included in the notification. Failure to properly notify the course director may result in an unexcused absence.

Unexcused Absences

If an absence is not approved by the course director or Director of Didactic Education/Director of Clinical Education, it will be considered unexcused. Even if you anticipate that the absence will be deemed unexcused, you must notify the Program as

soon as possible. Please review the course syllabus and handbook for consequences of missing course work, assignments, and assessments. The student is responsible for ensuring they satisfactorily complete all course requirements and demonstrate competency.

While the program recognizes important life events happen during the Joint Program, excused absences are not automatically guaranteed for weddings, graduations, etc.

ATTENDANCE/ PUNCTUALITY POLICY INFRACTIONS

Tardiness, early departures, unexcused absences, and/or failure to provide proper notification for absences will prompt faculty intervention and may impact a student's standing in the Program. Infractions related to punctuality, attendance, and professionalism are recorded throughout each didactic semester and tracked cumulatively across all courses during that term. At the start of a new didactic semester, students begin with a clean slate.

Students arriving late are responsible for all material covered during the time they were absent. A consistent pattern of unexcused absences or tardiness may reflect unsatisfactory progress in professionalism and will be addressed accordingly. Please refer to the section titled *"Consequences for Non-Adherence to Professionalism Requirements."* Failure to demonstrate satisfactory professional behavior, development, or attitudes may result in referral to the SPC and placement on Professionalism Probation.

Note: Most state licensure boards request information on disciplinary issues on the official program completion verification paperwork. The Program must document when a student has been on Professionalism Probation, and in most cases, the reasons for probation. This information is often requested by credentialing agencies, so it may impact your ability to obtain employment clearance.

UNIVERSAL CLASSROOM POLICIES

STUDENT RESPONSIBILITIES

In addition to timely attendance, students are expected to report to all classes and critical thinking sessions appropriately prepared to participate actively and respectfully in the scheduled activity. This includes completion of reading and other pre-class assignments prior to class to facilitate comprehension of the material presented during lecture. Students are expected to contribute in a non-judgmental manner, and in a "give and take" dialogue about sensitive subjects. The student will demonstrate this skill by active discussion, contribution, appreciation for and an understanding of the subject.

Throughout each semester/term, students may be assigned individual work or group work. Individual assignments are to be completed independently by each student, with or without the use of text resources as directed by course directors. Group work may be assigned to small groups of students. While each group will be responsible for turning in one assignment, it is expected that each student will contribute equally to the preparation, development, overall process, and

final product of the assignment. Working separately on individual pieces will not be accepted. Peer evaluations and feedback may be used to assess student participation and teamwork within a group.

Students are expected to complete all assignments on time and in a thorough manner. Likewise, students are expected to review performance on written assignments to identify areas of weakness and accept personal feedback in a constructive fashion. Additionally, constructive course feedback and evaluation is an integral part of the ongoing success of the Program. It is appreciated and expected that all students will constructively complete online course evaluations as directed. Student feedback and communication with course directors is always welcome.

As the Canvas platform is an integral part of curriculum delivery and will be used to convey messages, to post course materials, and to post exam grades, your email address within Canvas must be kept up to date. Please verify that your Canvas settings are set to Pacific Time so that you are properly advised of deadlines.

To develop clinical and technical competencies, students will be paired as lab partners to practice physical examination techniques and point-of-care ultrasound. These activities may require limited skin exposure to ensure effective skills practice. Students seeking an exemption should request an accommodation through OASIS.

USE OF WIRELESS DEVICES IN THE CLASSROOM AND CLINIC

Laptops, tablets, and smartphones/cell phones may be used in the classroom and during virtual classes at the discretion of the course director. Instructors will notify students if electronic equipment will be required for an in-class activity. Otherwise, cell phones and pagers must be turned off or on silent mode and put away during class.

CLASSROOM AND CLINIC DISTRACTIONS

Please be considerate of others in the classroom and clinic and avoid these distractions:

- Texting/messaging
- Cell phone ringing
- Surfing the web
- Checking or writing emails
- Playing games
- Checking or posting to social media sites
- Talking to others during lectures
- Noisy foods (e.g., crunchy vegetables/fruits, snack chips, or those with noisy wrappers)

Distractions in class or clinic are considered a professionalism issue and will be addressed individually. Please reference the section, 'Consequences for Non-Adherence to Professionalism Requirements.' Failure to achieve satisfactory progress in professional development, behaviors and attitudes may result in Professionalism Probation.

Students may use electronic devices during class breaks, between classes and/or during any other non-instructional time.

Note: Please see the section on [Academic Professionalism](#) for additional information.

RECORDING OF LECTURES

Some lectures are recorded by the Program and may be made available to students at the Course Director's discretion. If a lecture is not scheduled to be recorded, permission to record lectures (audio, video, or AI transcript recording) is solely at the discretion of the course director and lecturer unless recording is a University-approved accommodation. Otherwise, prior approval must be obtained. The course director's approval is voluntary and a privilege, which may be withdrawn at any time. Recording of group discussions and exam reviews is not permitted. Please see the section titled "Recording of Lectures" in the [University Catalog](#) for additional details.

COMMUNICATION REGARDING COURSE MATERIAL

If information presented in class or other required resources conflicts with information provided by a different yet reputable medical source, the student may choose to post their question on the Course Question Discussion Board. Discussion boards will provide the option for students to post anonymously or with their name and photo. On this post, the student should provide the following information which will assist the course director in providing a timely response:

- General question stated briefly
- Information from class, including source
- Information from outside of class, including source
- Specific details outlining the conflict

Additionally, students should review the discussion board thoroughly before posting to ensure their question hasn't already been answered.

ACADEMIC HUMILITY

Academic humility is an important trait for both healthcare professionals and students. Academic humility requires students to possess self-awareness, an understanding of their limits, and a willingness to say "I don't know" when appropriate. It also requires an understanding that each of us is continuously learning and must do so to become excellent practitioners, that a positive and supportive learning environment is key to success, and that education is a team effort made up of students and teachers alike.

CURRICULUM ASSESSMENTS

EXAMINATION PROTOCOL

The following are the procedures for the administration of an examination. These are based on the PANCE protocols, so that you become accustomed to the PANCE format during PA school. Both the student and proctor are responsible for adhering to the examination protocol. Exams may be given outside of the regularly scheduled class time. Check the official schedule for dates and times. Exams are generally administered via a computer-based program. Students will use their own laptop computers to download and take exams.

Students are responsible for the course instructional objectives whether or not they are covered in lectures. Exam questions may be from the text, lectures, assigned modules and/or handouts. All questions will be based on the general course learning outcomes and instructional objectives.

Your professional conduct during exams affects future policies. We expect that you will hold yourself and your colleagues to the highest standards.

1. Students are required to be present for all scheduled examinations, arrive on time for the examination, and bring a working and fully charged laptop computer and power cord.
2. Exam Download
 - a. Students will be notified when the exam is available for download.
 - b. Each student must download the exam **before** arriving to take the exam. If a student has not downloaded the exam prior to arrival:
 - i. The first time, the student will be reminded to download the exam ahead of time and will take the exam on paper
 - ii. The second time, the student will take the exam on paper and meet with the course director and/or their faculty advisor to discuss the reason the student has not been compliant
 - iii. The third time, the student cannot take the exam and will receive a zero (0). This will result in failure of the course and a delay in graduation.
 - c. For technical difficulties, call 1-866-429-8889 or email support@examsoft.com.
3. If there is a computer problem prior to the start of the exam, it is the student's responsibility to address that issue before coming to the exam, including getting a loaner/replacement computer.
4. Upon entry into the examination site, the student must place all belongings (e.g., books, notes, study aids, smart watches, electronic devices other than a laptop and mouse used for the exam, coats, and personal possessions) at a site away from the seats.

Cell phones are not allowed at a student's seat and must be turned off before being stowed. If a student is found to have an electronic device other than a laptop (e.g., cell phone, smart watch, smart eyewear, etc.) on them during an exam, the student may be referred to the Student Promotion Committee or Student Services for disciplinary action.

5. Students must sit several seats apart within a row and have at least one empty row between rows of seated students. The Program reserves the right to assign seating.
6. If you plan to use earplugs, you must use the squishy, foam-like, compressible type.
7. No talking is allowed once an examination starts.
8. In the rare event of a malfunction on an exam-taker's computer that cannot be resolved quickly, a paper copy of the exam will be made available to the student.

9. Hats/caps may not be worn during any examination except for the wearing of a headpiece for religious reasons. Any student wearing a hat will be asked to remove it. Failure to comply with this or any other reasonable request of a proctor will result in the immediate dismissal of the student from the examination and may result in a zero (0) for the exam.
10. Food and drinks, including water, are not allowed during exams and must be stowed with other belongings. An exception may be made at the discretion of the course director in extreme circumstances. This request must be made before the exam day.
11. Late Arrival: A student who arrives late to an examination will not be given additional time to complete the exam. Any student arriving late will have their exam time monitored separately by the Program proctor (and will equal the total exam time minus the number of minutes late). This new amount of time will supersede the original time within Exemplify. If a student arrives ≥ 15 minutes late from the exam start time, it will be at the discretion of the course director or designated proctor to determine if the student will be permitted to take the exam at that time or whether the exam will be rescheduled for that student. If the exam is rescheduled, the exam will cover the same subject material covered by the original examination; however, the exam may be in a different format than the original examination. Furthermore, any student arriving after other students have completed the exam and left the testing area will not be allowed to start the examination.
12. Before a student can leave the testing area, the proctor will verify that the student's answer file has been uploaded.
13. Previously approved Time Off requests: If a student has been previously approved to miss class and an examination is subsequently scheduled, it is the student's responsibility to contact the course director within 36 hours to arrange to take the exam. The missed exam will be administered as soon as possible, so students should be prepared to take the exam with short notice. The date and time of the rescheduled exam will be determined by the course director and may include evening hours and/or Sunday. Although the make-up exam will cover the same subject material covered by the original examination, at the course director's discretion, it may be given in a different format than the original exam. Failure to make up the examination within the specified time period will result in a grade of zero (0) for that examination. See Examination Integrity section below.
14. Absence: A student unable to attend a scheduled examination for any reason must immediately notify the course director and program administrative assistant (in person or by phone in addition to email) as soon as possible **prior** to the start of the exam. Failure to appear for an examination and/or failure to communicate with the course director prior to the exam start time is considered unprofessional behavior and may result in an unexcused absence and/or disciplinary action. The course director will determine whether the absence is excused or unexcused.
 - a. Excused absences: If an absence is deemed excused, a make-up exam will be scheduled for the student at a date and time determined by the course director, which may include evening hours and/or Sunday. Although the make-up exam will cover the same

subject material covered by the original examination, at the course director's discretion, it may be in a different format than the original exam. Failure to make up the examination within the specified time period will result in a grade of zero (0) for that examination.

- b. Unexcused absences: If an absence is considered unexcused, a grade of zero (0) will be given for the test. However, the student is required to show competency in the material covered on the exam. Competency of the material may not be assessed in the same format as the original exam. Formal documentation will be placed in the student's files

15. Virtual Exams:

- a. Students are required to be present for all scheduled examinations, must log in and begin the examination at the scheduled time, and must have a working laptop computer and power cord.
- b. The student should set up in a location to take the exam that is free from books, notes, papers, electronics, or other objects (i.e., a clear table or desk with no items nearby). Cell phones are not allowed at a students' seat and must be turned off before being stowed.
- c. Virtual exams are proctored with Exam Monitor. Exam Monitor tracks student keystrokes, sounds in the room, and video (including eye gaze and movement). The same rules regarding exam integrity for on campus exams apply to virtual exam reviews. Students are not permitted to have any writing or recording devices, paper, books, cell phones etc. during the exam review. In addition, students should avoid stepping away from their computers for any length of time during exams and should avoid turning their attention towards anything other than the exam until it is over. Students who step away from their computer or turn their attention towards anything other than the exam will be flagged for concerning behavior. If a student is flagged by Exam Monitor to have concerning behavior during the exam, the video will be reviewed by faculty and, if deemed appropriate, the student may be referred to the Student Promotion Committee.
- d. If you plan to use earplugs, you must use the squishy, foam-like, compressible type and follow this procedure:
 - i. At the start of the exam, while being recorded, hold up the earplugs so that they are visible.
 - ii. While holding them up, squish the earplugs so that it is obvious that they are the correct kind.
 - iii. Insert them into your ears.
- e. In the rare event of a malfunction on an exam-taker's computer that cannot be resolved quickly, the student should contact the course director immediately.
- f. Late Starts: A student who starts the exam ≥ 15 minutes after exam start time will not be permitted to take the exam and will receive a zero on the exam.

EXAMINATION INTEGRITY

Exam integrity is vital to the assessment of the academic knowledge of students. It is therefore essential that academic and professional standards be maintained to ensure fairness and validity of exams. Students are expected to abide by the policies as outlined in Appendix C: Student Conduct

Code, Appendix E: Student Code of Responsibility and Rights, and Appendix K: Touro University System Academic Integrity Policy in the current [University Catalog](#).

The Program is in alignment with the NCCPA Physician Assistant National Certifying Examination (“PANCE”) policy regarding examination integrity. All examinations, including examination grading sheets such as for practical/OSCE exams, will remain confidential and in possession of the Program. No student may retain a copy of an examination or part of an examination. Violation of exam integrity via any method noted below, in the NCCPA Policy, or by any other form of cheating, such as but not limited to, obtaining a copy of the exam, a previous year’s exam or questions and/or getting help from another student during the exam, is grounds for disciplinary action up to and including dismissal from the Program.

NCCPA Policy: The content of the NCCPA Physician Assistant National Certifying Examination (“PANCE”), and each of its items, is proprietary and strictly confidential, and the unauthorized retention, possession, copying, distribution, disclosure, discussion, or receipt of any examination question, in whole or in part, by written, electronic, oral, or other form of communication, including but not limited to emailing, copying, or printing of electronic files, and reconstruction through memorization and/or dictation, before, during, or after an examination, **is strictly prohibited**. In addition to constituting irregular behavior subject to disciplinary action such as revocation of certification, revocation of eligibility for future certification, and disciplinary fines, such activities violate the NCCPA proprietary rights, including copyrights, and may subject violators to legal action resulting in monetary damages.

NCCPA Principles of Conduct: Certified or certifying physician assistants shall protect the integrity of the certification or recertification process. They shall not engage in cheating or other dishonest behavior that violates exam security (including unauthorized reproducing, distributing, displaying, discussing, sharing, or otherwise misusing test questions or any part of test questions) before, during, or after an NCCPA examination.

As noted in the NCCPA Principles of Conduct above, discussion of PANCE/PANRE exam questions is considered a breach of the Principles. The Program also adheres to this principle.

Although it is common for students to want to discuss exam questions they felt were hard or that they might have missed, do not do so. This is a violation of the NCCPA and PA Program Principles. After an exam (including OSCEs), students are not to discuss the content of the exam. To do so may be grounds for disciplinary action up to and including dismissal from the Program.

TIME PROVIDED FOR EXAMS

The amount of time allotted for written exams decreases over the academic year for multiple-choice questions. During the 1st semester, since students are new to the process, there is more time (1.5 minutes/multiple choice question). This decreases to 1.25 minutes in semester 2 and 1 minute/question from Semester/Term 3 on. This is to familiarize students with the timing used by the NCCPA on the PANCE. The timing for OSCEs and other practicums is not addressed here. Timing for each type of question is as follows:

1. Multiple choice questions:
 - a. 1.5 min/question for Semester 1
 - b. 1.25 min/question for Semester 2
 - c. 1 minute/question for Semester/Term 3+
2. Fill in the blank
 - a. In general, 1.5 min/question
 - b. If the answer requires a sentence or more - 2 minutes/question
3. Essay questions – timing is at the discretion of the course director as based on answer expectations.

COURSE GRADING

At the end of each course, a grade for each student will be submitted to the Registrar. The Joint MSPAS/MPH Program uses the following grading system for the didactic curriculum. Please refer to the *Clinical Year Handbook* for details about the clinical curriculum.

DEFINITION OF GRADES

Please refer to the current [University Catalog](#) section titled Grades to see the grading system and definitions of the following grades. **Note that the passing grade for MSPAS exams and courses is 75% unless specified otherwise in the syllabus.**

CORE ASSESSMENTS

Core assessments will be noted in the syllabus with asterisk(s).

The following applies to core assessments:

1. A score of 75% or greater is required to pass each core assessment unless specified otherwise in the syllabus. (Please note: core assessments and final course grades are rounded to the nearest whole number (e.g., 74.49% rounds down to 74% and will result in a failure, whereas 74.50% or higher will be rounded up to 75% and be considered passing).
2. If a student fails a core assessment:
 - a. A “Course Warning” will be issued.
 - b. The student must review the exam Strengths and Opportunities report and complete a TUC Exam Wrapper prior to meeting with course director(s).
 - c. The student must meet with the course director(s) as soon as possible to discuss exam performance and ways to ensure success with future remediation assessments.
 - d. Course director(s) will complete a “Course Warning Form (CWF).” These will be placed in the student’s file.
 - e. The student should consider contacting OASIS, their academic advisor and/or reach out to the remediation director for further guidance and support.
 - f. The student will be given an opportunity to remediate the core assessment in a time frame determined by the program.

Requirements to pass the course include:

- a. A score of 75% or higher on all core assessments (including remediation) unless otherwise specified in the syllabus.

- b. Overall course grade of 75% or higher. Final grades are rounded to the nearest whole number (e.g., 74.49% rounds down to 74% and will result in a failure, whereas 74.50% or higher will be rounded up to 75% and be considered passing).
- c. See individual course syllabus for additional course requirements.

CORE ASSESSMENT REMEDIATION

1. Students will be given the opportunity to remediate a core assessment within a timeframe set by the program. The highest possible grade recorded for a remediation assessment will be the minimum passing score. For instance, if the passing grade for an exam is 75%, even if a student earns 90% on the remediation exam, the recorded grade will be 75%.
2. The minimum score on a remediation assessment may impact the overall course grade and could affect the student's ability to achieve the required minimum course grade of 75%. It is the student's responsibility to perform well throughout the course, including assignments and quizzes, to be eligible for remediation. If the course director or the program determine that a student cannot achieve a 75% overall course grade with remediation, the student will not be offered a remediation opportunity and will fail the course.
3. Failure to meet any of the above requirements will result in failure of the course.

COURSE FAILURE PROCEDURE

1. If a student fails a course within the PA curriculum (first course failure, i.e., the student has failed a core assessment and failed the remediation assessment), they will be placed on **"Programmatic Academic Warning (PAW)."** This designation is an internal process and will not be reflected on the transcript or reported to outside entities. Additionally, students will not be referred to the Student Promotion Committee after a first course failure.
 - a. Students placed on Programmatic Academic Warning (PAW) may not serve as an officer of any official TUC club or organization (including holding a Class Officer Position), as a representative of the College, or enroll in any didactic elective courses, as these may detract from time needed to be academically successful.
 - b. Students will meet with the Director of Didactic Education, Associate Program Director, or Remediation Director and have a Program Warning Form completed. This will be placed in the student's file.
2. If a student fails a subsequent course during the didactic phase of education (i.e., a second course failure), the student will be placed on **Academic Probation (AP)**. This will be reflected on the transcript and will be reported to outside entities.
 - a. Students placed on Academic Probation (AP) may not serve as an officer of any official TUC club or organization (including holding a Class Officer Position), as a representative of the College, or enroll in any didactic elective courses as these may detract from time needed to be academically successful.
 - b. Students will meet with the DDE, APD, or Remediation Director and have a Program Warning Form completed. This will be placed in the student file.
 - c. In addition to being placed on **Academic Probation for a second course failure**, the student will be referred to the Student Promotion Committee (SPC). Please review the section titled, 'MSPAS Terms of Probation' and 'MSPAS Dismissal' in the Student Handbook for additional information.
3. Students who fail a course will receive a 'U' grade on their official transcript. Once the course is repeated successfully, the student's transcript will also show the repeated course grade.

4. Students who fail a course will not be considered for class rankings such as valedictorian.
5. Repeated core assessment failure indicates failure to progress academically and potential gaps in foundational knowledge and necessitates additional support and intervention to ensure mastery of the subject matter.
 - a. If a student receives more than 2 CWF within a semester or 4 CWF within the didactic phase of education, the student must meet with the Director of Remediation or Director of Didactic Education. At this time, interventions will be discussed, and a program warning form will be completed.
 - b. Students who receive a 5th CWF within the didactic phase of the Program must meet with the Associate Program Director or Program Director. An additional Program Warning Form (PWF) will be completed.
 - c. Students who receive a 6th CWF within the didactic phase of the Program will be required to meet with the Chair or Vice-Chair of the SPC, and another PWF will be completed.
 - d. Students who receive a 7th CWF will be referred to the SPC for review of their academic progress.
6. Students under academic review for program progression are required to continue attending all scheduled classes, clinical rotations, and other academic activities, including completing all required assignments and assessments, unless they hear otherwise from Program administration and/or until a final decision regarding their status has been communicated to them. This policy ensures that students remain engaged with their curriculum and minimizes potential disruptions to their academic progress. Please note that each student's unique circumstance will be considered in developing an individualized plan.

PROCEDURE FOR REPEATING A COURSE

1. Failed didactic courses must be repeated and successfully completed during a time specifically designated by the Program prior to the start of the clinical phase of the program. Thus, repeating a course will postpone the start of the clinical year and allow the student time for remediation of didactic coursework. A student may not repeat more than two (2) courses during this time period.
2. Repeating a course may involve more detailed repeat coursework, oral examinations, and/or more intensive assessments to ensure proper knowledge to proceed within the Program. The method of course delivery and the method of assessment may not be identical to how it was originally presented. This will be determined by the course director(s).
3. The student will need to remediate the course satisfactorily and achieve a minimum score of 75% (or as stated on the syllabus) on core assessments and an overall course grade of 75%. Please see the individual course syllabus for additional course requirements.
4. Failure to satisfactorily complete the course's remediation will lead to SPC referral for consideration of dismissal.
5. Upon successful completion of a repeated course, the designation of "Programmatic Academic Warning" (if applicable) will be removed. The start and end dates of the warning period will be documented in the student's file. In the case of Academic Probation (resulting from two course failures), a similar process will be followed, with the probation's start and end dates recorded on the student's transcript. Once these designations are cleared, the student will begin the clinical phase of the program with a clean academic record.

Please note: Didactic elective courses are not a requirement for Program completion. As a result, if a student fails a didactic elective course, they are not required to repeat it.

CLINICAL YEAR COURSE FAILURES

1. Failure of a rotation will lead to Academic Probation (AP), which will be reflected on the transcript and can be reported to outside entities. Academic Probation start and end dates will be reflected on the transcript. Further details will be provided in the Clinical Year Handbook.
2. A repeat course (rotation failure) may not be in the same format as originally offered. The course failure may be satisfied by an intensive knowledge overview based off the course's learning outcomes in lieu of being in a clinical setting. This will be determined by the program based off the preceptor evaluation(s), site visit(s), end of rotation exam(s) among other factors.

COURSES WITH OSCE EXAMS

Please see the course syllabus for details of OSCE grading and minimum passing requirements.

END OF DIDACTIC EXAM

Before entering the program's clinical phase, all students must complete an End of Didactic Exam. This is a mandatory program requirement, and students must achieve a minimum passing score of 75%. The exam will be comprehensive, covering material from throughout the didactic phase, and is aligned with the PANCE Blueprint content and task areas.

Students who do not achieve a score of 75% or higher will be required to complete an extensive remediation assignment. The program will determine the remediation, which will cover a broad range of content and task areas. To successfully remediate, students must pass any reassessment with a minimum score of 75% and complete all required assignments/modules.

Failure to pass the remediation will result in the student being unable to progress to the clinical phase of the program. It will lead to referral to the Student Progress Committee (SPC) for consideration of dismissal.

CLINICAL CURRICULUM ASSESSMENTS

Please refer to the *Clinical Year Handbook* for further information.

SUMMATIVE EXAMS

Students must pass Summative written and OSCE exams within 4 months of program completion, per ARC-PA Standards. These summative evaluations cover material presented across the curriculum and verify that students meet program competencies required to enter clinical practice, including clinical and technical skills, clinical reasoning and problem-solving abilities, interpersonal skills, medical knowledge, and professional behaviors. Further details will be available within the Summative Course syllabus.

EXAM REVIEW PROCESS & PROCEDURE

Students may review graded exams during designated exam review blocks after exams have been completed, as delineated in the procedure set forth in [Appendix B: Exam Review and Procedure](#). Exam reviews are not permitted in the clinical phase of the program.

MISTREATMENT, GRIEVANCE, AND APPEAL POLICY

Mistreatment, including discrimination, sexual harassment, unprofessional relationships, abuse of authority, and abusive and/or intimidating behavior, should be reported immediately. Violations of the Code of Responsibilities and Rights of the Students should be addressed using the policies outlined in the current [University Catalog](#) under “Student Conduct Code”. The following policies in the [University Catalog](#) pertain to Student Concerns and Grievances:

- APPENDIX C: STUDENT CODE OF CONDUCT
- APPENDIX E: CODE OF RESPONSIBILITIES AND RIGHTS OF THE STUDENTS OF Touro University California
- APPENDIX F: RESOLUTION PROCESS FOR DISPUTES AND GRIEVANCES AND MISCONDUCT
- APPENDIX H: TUC SEXUAL MISCONDUCT POLICY
- APPENDIX I: TITLE IX GRIEVANCE POLICY

Students may present general concerns or suggestions for improvement to the program in the following manner:

- If there is a concern from the class as a whole, then the student leaders are encouraged to meet first with the Student Curriculum Committee which includes the Director of Didactic Education and Principal Faculty.
- Individual students or student leaders may discuss directly with the Course Director and/or the Director of Didactic Education.
- Alternatively, students may also discuss directly with the APD or PD.

The Student Curriculum Committee meetings encourage open communication between the students and Program faculty/administration and address student concerns. It is the Program’s goal to encourage feedback for the purpose of quality improvement. Students should voice their concerns in a thoughtful and constructive manner.

All concerns or suggestions (i.e., feedback) to the Program must be presented in a professional manner and tone. Feedback that does not meet these standards will not be addressed. In this situation, the Program will give the student an opportunity to rework their presentation of the grievance to meet Program standards. Bullying of students, staff, or faculty will not be tolerated and may result in a professionalism warning or professionalism probation. The Program will not take any action based on an anonymous concern (e.g., note, email), with the rare exception of complaints regarding egregious or dangerous behavior as identified by The Program.

LEAVE OF ABSENCE, DECELERATION, PROGRAM BREAK AND WITHDRAWAL

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.

Students can request a Leave of Absence (LOA) from the Program. An LOA is defined in the [University Catalog](#) as a short, defined period of one or more academic terms that has the potential to impact attendance and, therefore, successful progression in the program. The amount of leave time granted depends largely on the personal needs of the student and the timing of the LOA within the academic program as that will look different in the didactic and clinical phase. Students must make this request in writing to the Program Director and follow all procedures as outlined in the current [University Catalog](#). Students are encouraged to contact the Offices of the Registrar, Bursar, and Financial Aid to understand the implications of taking a leave of absence.

From an accreditation reporting standpoint, the Program defines a Leave of Absence as a temporary student separation from the program due to personal or medical (non-academic) reasons.

It should be noted that the PA program didactic phase is a modular curriculum with courses that only occur once a year. A Programmatic LOA that is greater than 2 weeks during the didactic phase of education may lead the student having to restart with the next cohort and graduate with the subsequent cohort. (e.g., a student from Class of 2028 on a LOA will be required to join the Class of 2029). This is defined as the student leaving the current cohort to join the following cohort with the goal to satisfactorily complete the program with the next cohort. Due to the many variables involved, this will be determined on a case-by-case basis.

Students are responsible for fully understanding the consequences of taking an LOA as it will have financial and academic implications. It is the student's responsibility to discuss these options with the Registrar, Bursar and Financial aid offices. Students on a LOA may not participate in any academic activity at TUC nor are they expected to submit any work or participate in any way with any academic program. In addition, any LOA may be counted toward the total amount of time given for a student to complete the PA program which is limited to 5 years from the time of matriculation.

It is important to keep in mind that a student in the Joint MSPAS/MPH Program is a joint student. Therefore, a student cannot request a LOA from the PA program and continue courses within the Public Health program. An LOA is a separation from ALL academic work. An LOA is not guaranteed. It is initiated by the student, outlining a defined period of time, and requires approval by the program directors of both programs (PA and PH).

An LOA during the PA clinical phase of education will lead to delayed graduation as the student will be forced to forfeit a clinical rotation(s) which is typically 6 weeks in length. Depending on the length of time and number of rotations impacted, the student may be advised to take a Program Break versus an LOA. Please see details below and the Clinical Year handbook for further details.

If a student is granted a deceleration with the PA portion of the program but continues with Public Health coursework prior to joining the new cohort, this is considered an Academic Pause as opposed to a LOA. See the [University Catalog](#) for additional details.

The procedure for a leave of absence is as follows:

- To initiate the LOA, a Leave of Absence form must be submitted by either the student or the program. The form can be found in TouroOne Portal in the Registrar section under "Student Status Forms".
- Student will meet with the Associate Program Director to discuss possible effects on their academic program progress and discuss any required actions that must take place before returning.
- Students are required to contact the Registrar, Bursar and Financial Aid offices to review their circumstances.
- The official start date of the LOA will be the effective date listed on the LOA petition. Please review [University Catalog](#) for further details.
- If a student needs to extend their leave, a new LOA form must be completed by the student and the academic program which then needs to be processed/approved by the Registrar's office.
- It is the student's responsibility to initiate any Petition to Return with the program and Registrar's office prior to expiration of the LOA.
- Involuntary leave of absence: In certain circumstances, the Provost, 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 have not completed a term, did not re-enroll as defined by the LOA petition are considered as being on an Unapproved LOA. Students who have an Unapproved LOA are administratively withdrawn and/or dismissed by the program for non-enrollment. The time away will count towards the total time to graduate of 4.5 years since matriculation.
- Please review '[Appendix I: Time off flowsheet](#)'

Deceleration, from an accreditation reporting standpoint, is defined as a student who is required to leave the class in which they entered for academic reasons. More specifically, the student remains matriculated in the PA program but will now complete their course of study with the following cohort and graduate with their new cohort. **Deceleration cannot be requested by the student.** Decelerating into the following cohort is not guaranteed and requires approval by the SPC and Program Director. Deceleration into the following academic cycle/cohort may only be granted once during the duration of the program.

In general, students who decelerate in the program are required to repeat all coursework, regardless of previous performance. Students decelerating due to academic difficulties must repeat all courses to ensure mastery of foundational content. Students decelerating due to a Leave of Absence (LOA) for medical, personal, or other approved reasons will follow an individualized reentry plan developed by program leadership. The plan may include repeating coursework and/or passing

reentry examinations, depending on the length of time the student has been away and the scope of content requiring review or reassessment. It is generally in the best interest of the students to repeat the material missed during their absence to ensure readiness for clinical practice and future coursework. Regardless of the reason for deceleration, all students must complete the program within a maximum of five years from the date of matriculation.

The procedure for deceleration due to academic deficiency is as follows:

- Student will have been referred to SPC for academic deficiencies. If the SPC makes a recommendation for deceleration and the Program Director accepts the recommendation, the student will be decelerated to the following cohort.
- Deceleration may happen only once during the academic program.
- To initiate the deceleration, the Associate Program Director will initiate communication with the student detailing the effects on their academic program progress and discuss any required actions that must take place before returning.
- Students are required to contact the Registrar, Bursar and Financial Aid offices to review their circumstances.
- The official restart date of the deceleration will be listed in the communication by the Program Director to the student. Please note for University purposes, this is a LOA due to academic reasons.
- It is the student's responsibility to initiate any Petition to Return with the program and Registrar's office prior to restarting the PA program with the following cohort. Additionally, the student will need to complete and submit the PA Program Return form to the Program Director and DDE/DCE.

A maximum of 18 months on an LOA or deceleration may be allowed (consecutive or combined). The time spent on an LOA and/or deceleration is counted towards the maximum limit of 5 years that a student must complete the PA program. An LOA beyond 18 months will be cause for academic withdrawal if it is not possible to complete the program within 5 years of matriculating into the program.

Any LOA or deceleration will impact the total cost of the program. Additional fees, tuition differences, and other financial aid considerations are the student's responsibility. Students are encouraged to talk to the Bursar and Financial Aid offices for detailed information, as these are subject to change. Please review the [University Catalog](#) for more information.

Program Break

There are times when a student might need to take a short break from academics within a defined term due to personal or medical reasons. The time impacted might be limited to 2 weeks versus an entire term or semester(s) which will require an LOA. In this scenario, where the student might still be able to satisfactorily complete the required course work in a sufficient amount of time, a student may request a program break.

Program break is not guaranteed and needs to be approved by the program's Director of Didactic Education or Director of Clinical Education. Each student's circumstances will be considered in determining if they are eligible for a program break rather than a LOA.

During the didactic phase of education, a program break of more than 2 weeks can seriously hinder the student's ability to progress with the curricular components. Therefore, the student could be required to decelerate into the following cohort, and the above LOA policy would be applied.

During the clinical phase of the program, a break of more than 2 weeks during a clinical rotation impacts the minimum total hours of clinical hours on a rotation. Therefore, the student may be required to sit out a rotation. This action will delay the student's Program completion date and will impact the total amount of time the student has to complete the PA program which is a maximum of 5 years from matriculation into the program.

All requests will be considered on a case-by-case basis due to the unique nature of the curriculum and student circumstances. Program break is not a separation of the student from the University or program but a short, well-defined break during which time the student may be expected to submit course work and keep up with the curriculum to ensure successful reentry at the end of the program break.

The procedure for requesting a Program Break is as follows:

- Student will contact the Director of Didactic Education or Director of Clinical Education as soon as they are aware of the need for a program break via email or phone call.
- Student will then complete the Time off request form.
- Depending on the length of leave requested and how it would impact academics, the Director of Didactic Education or Director of Clinical Education may involve PA program leadership to decide of approval, denial, or recommendation for leave of absence or deceleration.
- Students are always encouraged to discuss the impacts of such actions with the Bursar, Financial Aid and Registrar's offices.
- Student will be responsible for successfully completing all course work and study as defined by the course director under a modified curriculum during the Program break.

Please note: a Program break, leave of absence, or deceleration cannot be retroactively enforced or applied. It behooves the student to take the time to discuss all their options with the advisor, Director of Didactic Education or Director of Clinical Education to ensure they are on a path to success and completion of the program.

RETURNING FROM A LOA OR DECELERATION

The procedure for returning from a Leave of absence (non-academic deceleration) or academic deceleration is as follows:

- Student will complete the following forms twelve (12) weeks prior to the start of the upcoming semester. If the LOA occurs during the twelve (12) week timeframe, the student will petition as soon as possible.
 - "Petition to return to classes" form, to be submitted and approved by the academic program and the Registrar's office.
 - "PA Program Return Plan" form, to be submitted and approved by the academic program.
- Once completed and approved, the student will then be able to register for classes. Please see [University Catalog](#) for further details.

- The student is expected to meet with:
 - Director of Didactic Education or Director of Clinical Education
 - Financial Aid & Bursar Office
 - Registrar
 - Student Success/OASIS and/or Student Health as needed
- As noted above, depending on the individual circumstances, a student may be required to complete re-entry competency examinations. It is the student's responsibility to engage in clear communication with the program and to establish a return plan in advance. All assessment dates and requirements must be confirmed and fulfilled prior to resuming classes or entering clinical rotations. Please see "Competency examination for students decelerating or returning from a leave of absence" below.
- The student is responsible for fulfilling the matriculation health requirements before beginning and must remain compliant with them for the program's duration.
- The student must submit the required clearance documentation to Student Health prior to returning from a medical Leave of Absence (LOA). Upon return, the student must be able to meet the Program's Technical Standards, particularly following a medically related LOA (forms available through the [Office of Student Services](#)).

Please review [Appendix I: Time off flowsheet](#) and the [University Catalog](#) for additional information.

COMPETENCY EXAMINATION FOR STUDENTS DECELERATING OR RETURNING FROM LEAVE

In general, students who decelerate during the didactic phase will fully integrate into the next cohort and are expected to complete all coursework alongside their new peers. In select circumstances, the Student Promotion Committee (SPC) may offer reentry competency examinations to students returning from a Leave of Absence (LOA) or deceleration during the didactic period. These exams serve to ensure the student has retained mastery of previously covered material. Reentry requirements may include written competency examinations for PA coursework, practical exams, and/or documentation assignments such as, but not limited to, SOAP notes.

Students returning from a break of 12 consecutive weeks or more during the clinical year may also be required to complete a reentry OSCE prior to resuming clinical rotations. All examinations must be completed at least four (4) weeks before rejoining the Program unless an individualized curriculum and timeline have been approved by program leadership.

Reentry competency exams require a minimum passing score of 75%. Students who do not achieve a passing score will be referred to the Student Promotion Committee for review, which may result in dismissal from the Program.

Any student rejoining the Program, whether due to academic or non-academic reasons, is subject to these reentry assessment requirements. It is the student's responsibility to coordinate with the Program to finalize assessment dates and fulfill all reentry requirements prior to resuming coursework or clinical training.

WITHDRAWAL FROM THE PROGRAM

Withdrawal from the Program and/or the University is addressed in the current [University Catalog](#).

MODIFIED CURRICULUM

Touro University California recognizes that some students may need to modify the standard prescribed curriculum. A modified curriculum may be recommended by the Program, or a student may petition the Program Directors in writing for a modified curriculum. This petition is not granted automatically and is approved only in extenuating circumstances. The Program Directors are responsible for evaluating and approving the petition. Students who are granted a program break, leave of absence or deceleration, depending on its length, may be offered a modified curriculum.

Students placed in a modified curriculum will not be considered for class rankings like valedictorian. A student on a modified curriculum may not serve as an officer of any official TUC club or organization (including holding a Class Officer position), or as a representative of the College as it may detract from time needed to be academically successful.

Students should discuss with the Registrar, Bursar, and Financial Aid offices the additional costs associated with any modifications to the curriculum.

ACADEMIC STANDING

Academic Standing is an indication of current progress toward completion of the program and is established at the end of each course. All students begin with good academic standing, but continued poor progress can result in a classification of poor academic standing with its own implications. Of note, many scholarships require that students remain in good academic standing.

GOOD ACADEMIC STANDING

To remain in good academic standing, a student must meet the following criteria:

1. Demonstrate professional behaviors consistent with the Joint Program professionalism requirements (i.e., students must not be on professionalism probation).
2. Have no designation of Academic Probation.
3. Maintain a minimum Joint MSPAS/MPH GPA of 2.5 or higher.

To be eligible for clinical site placements and rotations, clinical-year students must be in conditional good standing. Which is defined as:

1. Student must maintain a minimum Joint MSPAS/MPH GPA of 2.5 or higher.
2. Academic/Professionalism Probation Exception: If a student is on academic/professionalism probation due to a rotation failure, they may still qualify as being in good standing if a clear remediation plan has been established by the program and/or the Student Promotion Committee (SPC). This plan must outline the student's path to successfully continue within the clinical curriculum.

This standard ensures students meet essential professionalism and academic criteria for clinical placements.

ACADEMIC AND PROFESSIONAL PROGRESS

ACADEMIC PROGRESS

Satisfactory academic progress must be evident and demonstrated by students in the Program in order to continue in the Program. Any failure to progress academically up to and including the failure of a course may be cause for referral to the MSPAS Student Promotions Committee (SPC). The MSPAS SPC monitors academic progress for the entire program (refer also to the *Clinical Year Handbook* for academic progress policies associated with the clinical phase of the program) as outlined in this Student Handbook and the [University Catalog](#).

PROGRESSING FROM DIDACTIC TO CLINICAL CURRICULUM

Students must complete and pass all PA and PH didactic courses in Terms 1 - 5 before they can progress to the clinical phase of the Program. If any Program and/or didactic course requirements have not been met by the end of Term 5, the student will be required to sit out for the first scheduled clinical rotation (a duration of 6 weeks) to complete the outstanding requirements. Students may not repeat more than 2 courses prior to starting the clinical year (excluding students who have decelerated). Upon successful completion of the requirement(s), the student will progress into the clinical curriculum no sooner than the second rotation block start date.

PROGRESSION REQUIREMENT FOR STUDENTS TAKING PBHC 646: CPH EXAM PREP

As with all other required didactic courses in the Joint curriculum, students must complete and pass the PBHC 646 course prior to beginning clinical year rotations. This includes taking and passing the CPH exam. Receipt of an Incomplete or Fail grade will delay the start of a student's clinical year until a Passing grade is achieved.

In Semester 4, a session will be scheduled to review the CPH exam and CPH Exam Preparation course requirements. Students will be expected to take and pass the CPH exam by the last day of finals during the six-week didactic phase of Semester 5. Please note this deadline will be published on the Class Google calendar and will not include re-take days.

Students who have not taken and passed the CPH exam by this deadline will receive an Incomplete grade for the course and will be required to sit out for at least the first scheduled clinical year rotation (a duration of at least six weeks) to successfully pass the exam. Please note: if a student is already delayed in starting their clinical rotations (for example, in order to re-take a failed PA course), failure to complete the CPH exam requirements by the deadline will result in an additional 6-week delay (e.g., 6 weeks to re-take the PA course and another 6 weeks to pass the CPH exam).

Upon successful completion of the CPH exam and any other outstanding PA requirements, the student will progress into the clinical year no sooner than the next scheduled rotation block (e.g., Student A

sits out Block 1 to complete the CPH exam; the exam is passed during week 2 of the 6-week block; Student A would begin rotations at the start of Block 2 – please refer to curriculum dates as listed in this handbook).

During the 6-week period of taking (or re-taking) the CPH exam, students will meet with the course director(s) to discuss their exam results and ways to ensure success with future exams. This will be imperative as students will have to continue to register and take the exam until it is passed, which could result in a continuation of delayed clinical rotations in 6-week increments.

PROGRESSION FROM CLINICAL YEAR TO GRADUATION/PROGRAM COMPLETION

To successfully progress through the clinical year and be eligible for graduation from the Joint MSPAS/MPH Program, students must complete all required components of the curriculum, including:

- All supervised clinical practice experiences (SCPEs)
- The Public Health Field Study
- The Summative course

In accordance with ARC-PA standards, the summative evaluation and assessment of program-defined competencies must occur within four (4) months of the student's anticipated program completion date. All components of the Joint MSPAS/MPH Program must be completed within five (5) years of the student's original matriculation date.

PROFESSIONAL PROGRESS

The Joint MSPAS/MPH Program expects students to maintain the highest standards of professional conduct. In addition to content knowledge, professional behaviors and attitudes are an important part of being a PA and considered part of academic performance. Attendance, tardiness, participation in class discussions, courtesy to and consideration for speakers, faculty, preceptors, staff and fellow students are markers of professional behavior and attitudes. Problems in any of these areas will be discussed with students individually and must be satisfactorily addressed. Unresolved professionalism issues will be referred to the Student Promotion Committee as part of unsatisfactory academic performance.

Professionalism is as important as, and holds equal importance to, academic progress. Students are expected to demonstrate the legal, moral and ethical standards required of a health care professional and display behavior consistent with these qualities. Professionalism and professional ethics are terms that signify certain scholastic, interpersonal, and behavioral expectations. Among the characteristics included in this context are the knowledge, competence, demeanor, attitude, appearance, mannerisms, integrity, and morals displayed by the students to faculty, staff, preceptors, peers, patients, colleagues in health care and other educational settings and the public. The Program always expects respect and professional demeanor.

PROFESSIONAL CODE OF CONDUCT

Success in the PA profession requires certain professional behavioral attributes in addition to content knowledge. Therefore, these professional behavioral attributes, to include empathy, respect,

discipline, honesty, integrity, the ability to work effectively with others in a team environment, the ability to take and give constructive feedback, the ability to follow directions, and the ability to address a crisis or emergency situation in a composed manner, are considered to be a part of academic performance.

The TUC community members share a commitment to respecting all people. This commitment includes the need to create safe learning environments. We recognize that societal biases impact underserved and underrepresented populations in varying ways. As such, we are committed to holding ourselves accountable when it comes to issues of racism, sexism, homophobia, transphobia, ageism, ableism, weightism, and learning ability as it arises in learning, work, and social spaces. Therefore, expectations for coursework and in class discussions are concomitant with these values. We (faculty, students and staff) should treat each other with respect and collegiality. It is important that we acknowledge that everyone should be addressed and referred to in accordance with their personal identity and we will be open to conversations and diverse perspectives necessary for full understanding and to create a safe learning environment.

PA students must conduct themselves in a demeanor that is professional and adhere to the Professional Code of Conduct. Students will be evaluated on their academic and clinical skills, their interpersonal skills, reliability, and professional and behavioral conduct.

1. **Respect:** Students are expected to treat all patients, faculty, university staff, clinical preceptors, health care workers, and fellow students with dignity and respect. Students are expected to arrive on time to individual and group meetings scheduled with faculty and staff. If a student needs to reschedule a meeting, they must notify the faculty/staff prior to the scheduled meeting time. Students are expected to be able to follow direction and to appropriately express concerns in a professional and respectful manner. Conflicts are to be resolved in a diplomatic and reasoned manner. Students should be sensitive to, and tolerant of, diversity in the student, TUC employee, and patient populations. PA education requires a close working environment with other students and includes physical examination of fellow students and discussion groups that may reveal personal information. During the didactic phase of the Program, there will be several physical examination practice sessions. A willingness to meaningfully participate is implicit in your enrollment; however, students should always obtain permission from each other prior to beginning the session. The Program can never anticipate what past experiences, cultural background, or personal beliefs may exist that may make a particular experience provoke an unwelcome response, or violation of personal space. Of great importance is to achieve and maintain the highest level of professional intention. This is critical in achieving the proper physical/patient relationship while striving to address necessary yet sensitive contact areas with professional trust and educational rigor. These situations must be approached with utmost respect for the privacy, confidentiality, and feelings of fellow students.

Receiving verbal feedback from a fellow practitioner is an invaluable source of information and education. Please ask your partner(s) whether there are concerns about the contact in each lab and do not hesitate to express any reservations to your partner and/or lab instructor. Feedback about your experience is welcome; however, please leave

teaching to instructional faculty. The goal is to create a professional environment of mutual respect, trust, and open communication for optimal learning to ultimately benefit your future patients.

Students should offer constructive feedback in a thoughtful and reasoned manner that fosters respect and trust. Displays of anger, which include demeaning, offensive, argumentative, threatening language/behavior, or language that is insensitive to race, gender identity, ethnicity, religion, sexual orientation, disability, or other protected group will not be tolerated. Students must be appropriately responsive to lawful requests from their instructors, preceptors, and clinical sites. Students should not display disruptive or obstructive behavior at the university or at clinical sites. Additionally, taking or posting photos of any students, faculty, staff, or patients requires explicit permission and consent, in accordance with TUC policy. Sharing with anyone not enrolled within the Joint MSPAS/MPH Program is strictly prohibited.

If any student has an uncomfortable experience in which they feel professional and/or respectful boundaries have been crossed, the student may inform the individual themselves, if they feel safe and comfortable in doing so (whether the actions were intentional or not). Students may also report this incident to a faculty member. Please note: all faculty members are mandated reporters, meaning that under Title IX they are required to report any possible violation to the University's Title IX Coordinator. For additional information, please see the [University Catalog](#): Appendix I.

2. **Nondiscrimination**: The PA Program values diversity and inclusivity and it is expected that student behavior will reflect those values. Each student is expected to play a role in maintaining a safe and supportive learning environment for all people. Students shall deliver health care service to patients without regard to their race, religion, sex, gender identity, creed, national origin, sexual orientation, socioeconomic status, disability, disease status, legal involvement, or political beliefs.
3. **Integrity**: Students are expected to follow this Professional Code of Conduct in addition to all policies in the current [University Catalog](#) (including the Student Conduct Code), the [MPH Student Handbook](#) and the *Clinical Year Handbook* including those pertaining to academic honesty. Infractions such as forgery, plagiarism, stealing/copying tests, and cheating during examinations will not be tolerated. PA students are also expected to display the highest ethical standards commensurate with work as a health care professional. Some of these are outlined in the [Guidelines for Ethical Conduct for the Physician Assistant Profession](#) published by the American Academy of Physician Assistants. Students are mandated to report any illegal or unethical activity to the Program Director, Associate Program Director or Medical Director. Students may not accept gifts or gratuities from patients or families. Breaches in confidentiality, falsification of records, misuse of medications, and sexual relationships with patients, preceptors, or staff will not be tolerated.
4. **Confidentiality**: In accordance with the [Guidelines for Ethical Conduct for the PA Profession](#) and in compliance with HIPAA Standards, students must respect and maintain the confidentiality of patients. Students are not permitted to discuss any patients by name or any other identifiable means outside the clinical encounter. For academic presentations and H&P and/or

SOAP note assignments, all identifiable information must be removed as per HIPAA requirements. The confidentiality of fellow students should be respected and maintained as well. In the Joint Program, students act as “patients” during labs so that curriculum can be presented and practiced. This is a privilege that should be approached with the utmost respect and privacy.

5. **Flexibility**: PA education involves instruction from practicing clinicians with unpredictable schedules. At times, lectures, sessions or clinical rotations may need to be adjusted with short notice. The Program believes the advantage of utilizing practicing clinicians outweighs this inconvenience, and requires students to be flexible and tolerant of changes. Student schedules in the academic and clinical year may involve night and weekend hours.
6. **Health and Safety**: Any student whose actions directly or indirectly jeopardize the health and safety of patients, faculty, clinical site staff or fellow students may be immediately removed from campus, the clinical site and/or face disciplinary action. Removal from a clinical rotation may delay the student’s completion of the program.
7. **Impairment**: Students shall not appear at the university or clinical sites under the influence of alcohol or drugs (including marijuana). Should this occur, the student will immediately be asked to leave campus or rotation (driven by someone not under the influence, whether that be a friend, family, or paid driver service) and referred to the SPC for disciplinary action. The student may be required to complete a urine toxicology screen within a designated time frame.
8. **Weapons**: Students are not permitted to carry any firearms, knives, or other weapons on campus or to clinical sites.
9. **Identification**: Students must always identify themselves as a “**physician assistant student**” or “**PA student**” to patients and clinical site staff, and never present themselves as physicians, residents, medical students, or graduate physician assistants. Students must wear a short clinical jacket while at all clinical sites unless instructed not to do so by the clinical site or the Program. Students must always wear their Program-supplied nametag while at clinical sites. While in the Program, students may not use previously earned titles (i.e., RN, MD, DC, Ph.D., etc.) for identification purposes.
10. **Student Role**: Students must be aware of their limitations as students and of the limitations and regulations pertaining to PA practice. Students at clinical sites must always work under the supervision of a preceptor. They may not function in the place of an employee or assume primary responsibility for a patient’s care. **Students must not treat and discharge a patient from care without consultation with the clinical preceptor. All patients must be seen by a licensed provider PRIOR to leaving the facility.** Students should seek advice when appropriate and should not evaluate or treat patients without supervision from, and direct access to a supervising clinical preceptor at all times. Unusual or abnormal physical findings should be confirmed by a licensed provider. Students shall perform only those procedures authorized by the preceptor. Students must adhere to all regulations of the Program and the clinical sites. The student is to contact the Program immediately with any questions or concerns about the student’s role at a site.

11. **Meeting Deadlines:** Students must submit all required assignments and forms by their designated due date. Timeliness is an important aspect of professional behavior. Repetitive delay in paperwork/assignment submission in any portion of the Program may result in disciplinary action.
12. **Attire:** Attire is a component of professionalism. Refer to the [Dress Code](#) section for further information.

CONSEQUENCES FOR NON-ADHERENCE TO PROFESSIONALISM REQUIREMENTS

The following consequences will be applied for students who fail to adhere to the Professional Code of Conduct, the TUC Student Conduct Code, and students with attendance and/or punctuality infractions. Failure to adhere to the Professional Code of Conduct or the TUC Student Conduct Code will result in the following consequences for unprofessional behavior. Egregious behavior will automatically result in consequences listed under point IV. below. All incidents will be documented in the student's file, the third incident and beyond may be reportable to licensing and credentialing inquires as deemed appropriate by the program director. All incidents may impact a student's professionalism evaluation. Violations of Academic Integrity will follow the [University Catalog](#) protocol.

- I. First infraction
 - The student will receive a written warning via email.
- II. Second infraction
 - The student will receive a written warning and be required to meet with their faculty advisor. A remediation plan will be devised, and the student will be responsible for completing it within the designated timeframe.
- III. Third infraction
 - The student will be required to meet with the Director of Didactic or Clinical Education and/or Associate Program Director.
 - The student will receive a written Program Warning Form and be placed on Programmatic Professionalism Warning (PPW).
- IV. Fourth infraction or egregious behavior
 - The student will be referred to the Student Promotions Committee (SPC). The SPC will determine a course of action, which may include corrective or disciplinary action, probation, or dismissal.

Infraction levels accrue per didactic semester. Each semester students will reset their infraction levels; however, the program reserves the right to enforce additional consequences if there are repeated patterns.

A student who receives two (2) Programmatic Professionalism warning (PPW) for professionalism infractions will be referred to the Student Promotion Committee with the recommendation for placement on professionalism probation.

Guidelines for conduct specific to the clinical year are outlined in the *Clinical Year Handbook*, which will be distributed to students prior to the clinical phase of their education.

Note: Most state licensure boards request information on disciplinary issues on the official program completion verification paperwork. The Program must document when a student has been on Professionalism Probation, and in most cases, the reasons for probation. This may impact the licensure process. Additionally, this information is often requested by credentialing agencies, and therefore, it may impact your ability to obtain employment clearance.

MSPAS STUDENT PROMOTION COMMITTEE (SPC)

The MSPAS SPC is charged with monitoring all Joint MSPAS/MPH students both academically and professionally, promoting students who have successfully completed a term, as well as reviewing the cases of students who meet the criteria for probation or dismissal. It is made up of faculty members from the Joint MSPAS/MPH Program and from other TUC programs and Colleges that provide instruction to PA students. Student performance in the PH curriculum is monitored by the MPH Academic Progress Committee (APC). The APC includes a representative from the PA program. If necessary, the APC and SPC will jointly review a student's record. The MSPAS SPC may review student records and discuss student records with appropriate faculty members and/or preceptors in determining an appropriate course of action for students experiencing academic and/or professional conduct difficulties in the Program. The MSPAS SPC may choose to request the appearance of the student during an MSPAS SPC meeting. The committee can recommend actions such as, but not limited to, probation, remediation, suspension, or dismissal. Recommendations are made on an individual basis after considering all pertinent circumstances. The committee's recommendations are forwarded to the MSPAS Program Director for review. The Program Director may agree, amend or disagree with SPC recommendation. Final decision regarding student status is determined by the Program Director. A letter of decision to the student regarding their status in the Program will be issued by the Program Director or a designee.

See [APPENDIX A: MSPAS SPC ALGORITHMS FOR DIDACTIC CORE ASSESSMENT AND COURSE FAILURES](#) for more information regarding exam failures and the SPC.

PROGRAMMATIC ACADEMIC/PROFESSIONALISM WARNING VS. ACADEMIC/PROFESSIONALISM PROBATION

Programmatic Academic Warning (PAW) is designated when there is unsatisfactory scholarship and/or failure of one course during the didactic phase of education. It is not documented on the official transcript or reported to outside entities. Details of unsatisfactory work will be documented on a Program Warning Form. Students who are required to remediate one course failure will remain on Programmatic Academic Warning until the course is successfully repeated. Start and end dates of Programmatic Academic Warning will be noted in the student's file. Programmatic Professionalism Warning (PPW) is designated when there is unsatisfactory professionalism portrayed while in the program. It is not documented on the official transcript or reported to outside entities. Details of unsatisfactory professionalism such as a fourth incident or other academic integrity issues will be documented on a Program Warning Form. Students will be required to remediate the professionalism concerns as defined by the program within the designated time. Start and end dates of Programmatic

Professionalism Warning (PPW) will be noted in the student's file. Academic Probation is assigned when there is unsatisfactory scholarship or professionalism. Either may lead to dismissal from the Program. Academic Probation is documented on the official transcript, and it is reportable to outside entities. Students who are required to repeat two didactic courses or any clinical rotations, will remain on academic probation until they successfully repeat the required coursework. Please note: decisions regarding Academic Probation cannot be appealed.

Professionalism Probation is a subcategory of Academic Probation. It is the result of unsatisfactory professionalism, which may lead to dismissal from the Program. It is documented on the official transcript as Academic Probation and is reportable to outside entities. Programmatic Academic / Professionalism Warning and Academic/ Professionalism Probation are meant to serve as warnings that there are deficiencies. Steps and strategies to remediate these deficiencies will be provided to the student. During the time of warning or probation, the student's academic and/or clinical progress and/or professional conduct will be closely monitored by the MSPAS Student Promotion Committee (SPC) and/or the MPH Academic Progress Committee (APC). Failure to demonstrate improvement in areas of deficiency may result in referral to the SPC. Note: Most state licensure boards request information on disciplinary issues (Academic Probation and Professionalism concerns) on the official program completion verification paperwork. The Program must document when a student has been on Professionalism Probation, and in most cases, the reasons for probation. Additionally, this information is often requested by credentialing agencies, and therefore, it may impact your ability to obtain employment clearance.

CRITERIA FOR PLACEMENT ON ACADEMIC/PROFESSIONALISM PROBATION

Placement on academic probation or professionalism/disciplinary probation will be reflected on the transcript and impact good standing and may delay Program completion date and alter graduation requirements (i.e., repeating a failed course). This may include disclosures to scholarship committees, state licensure boards or credentialing agencies which could impact a student's ability to obtain scholarship eligibility and/or future employment clearance. The following are criteria for which a student may be placed on probation:

1. Failure of two (2) didactic courses or failure of any one (1) clinical rotation.
2. Professional misconduct, behavior and/or attitude inconsistent with the PA profession or in violation of the Professional Code of Conduct Policies found in this handbook.
3. Failure to adhere to the Program policies and procedures found in the Student Handbook and/or the Clinical Year Handbook.
4. Verbal and/or written reports and/or evaluations from academic faculty, clinical preceptors or designees indicating that a student is not progressing academically and/or not demonstrating proficiency to a level where it may jeopardize patient safety.
5. Verbal and/or written reports and/or evaluations from academic faculty, clinical preceptors or designees indicating that a student is not adhering to site regulations, site schedule, ethical standards of conduct, limitations of student role.
6. Failure to follow and/or comply with requirements set forth by the MSPAS SPC and/or Program Director.

It is important to remember that some aspects of knowledge integration and clinical judgment cannot be adequately evaluated by examinations alone. Observations from academic and/or clinical faculty are crucial for evaluating these critical skills. Failure to achieve minimum competency in coursework, including clinical assignments and satisfactory progress in professional development, behaviors and attitudes may result in Program probation or dismissal. A pattern of documented concerns about performance may indicate unsatisfactory progress when the record is viewed as a whole, even though passing grades have been assigned. In such instances, successful completion of a remediation plan is required to continue in the program.

TERMS OF PROBATION

1. When a student is placed on probation *of any kind* they will be notified in writing by the Program and the reasons will be stated. A copy of this letter will be provided to the appropriate university officials and placed in the student's academic file. Probation is also noted on the official transcript, while Programmatic Academic/Professionalism Warning is not reflected on the transcript.
2. A student will remain on Academic Probation until the terms of probation have been satisfied, as stated in the remediation plan and/or Program Director letter. Probation may continue throughout the remainder of the didactic year, or until Program completion, if deemed appropriate. A student placed on Professionalism Probation will remain until Program completion.
3. In the case of probation due to professional misconduct, the Program will determine if the student has achieved an acceptable level of professional behavior. This information may be gained from professionalism assignments, faculty evaluations, preceptor evaluations or any other evaluations from individuals the Program deem appropriate. Failure to remediate professionalism issues will result in referral to the SPC.
4. When the terms of probation have been satisfied, notification of removal from probation will be forwarded to the appropriate university officials, including the Registrar so the necessary documentation on the student's transcript can be made. Additionally, documentation will be placed in the student's academic file.
5. The primary responsibility of a TUC Joint MSPAS/MPH student is to gain the knowledge, skills and attitudes to become a competent and professional PA. Therefore, a student on Programmatic Academic Warning (PAW), Programmatic Professionalism Warning (PPW), Academic/Professionalism Probation may not serve as an officer of any official TUC club or organization (including holding a Class Officer position), or as a representative of the College as it may detract from time needed to be academically successful. If a student who is presently serving as an officer/representative is placed on Programmatic Academic/Professionalism Warning or Academic Probation or Professionalism Probation, a substitute officer / representative will be chosen by the Class to fill the position.

REMEDIATION AND REPEATING A COURSE

Remediation and repeating a course are opportunities given to students to correct unsatisfactory performance, progress and/or professional conduct in the Program. The offer to do so is not automatic or guaranteed. Any student placed on PAW, PPW, probation for academic or professionalism reasons, and offered remediation or the opportunity to repeat a course must fulfill all the terms of the contract within the designated time frame or face actions, including but not limited to dismissal. **Remediation and the opportunity to repeat a course are to be regarded as privileges that students must earn**

through demonstrated dedication to learning and active participation in the educational program, including, but not limited to, overall academic/clinical performance, regular attendance, individual initiative, and utilization of available resources. Remediation plans/decisions by the Program Director cannot be appealed. The MSPAS SPC may recommend an individualized student remediation plan that includes, but is not limited to, the following:

1. Development of a contract/plan that outlines and defines a remediation program, successful remediation criteria, and the responsibilities of the student.
2. Repeating the course(s)/rotation(s) failed the next time the course(s) is offered.
3. Repeating the entire academic term. The student may be required to repeat and/or audit all course offerings.
4. Auditing previously taken courses or laboratory classes. If a student is advised to audit a class, they are expected to follow the attendance policy for registered students. Students may be required to sit for all course exams, which will be at the discretion of Program Director and associated remediation plan. If a student takes any course assessments, they must meet the same criteria as registered students to pass the remediation (e.g., score of $\geq 75\%$ on assessments).
5. Demonstrating continued competency in previously learned material by passing re-entry competency requirements for students with a remediation plan that includes extended time away from studies.
6. Requiring corrective action for unprofessional behavior and/or misconduct. This may include but is not limited to direct apologies, letters of apology, professionalism assignments and/or remediation plans, ongoing monitoring and reports of professional behavior corrections by faculty, preceptors etc.

Failure to meet the requirements of a remediation plan or competency exam results in:

- Failure of the remediation or competency exam
- Referral to the MSPAS SPC committee

DISMISSAL

The TUC Joint MSPAS/MPH Program, after consideration and process, reserves the right to require the dismissal of any student at any time before graduation if circumstances of a legal, moral, behavioral, ethical, patient safety concerns, health, or academic nature justify such an action.

If a student is dismissed from one of the Joint Programs for violating the university code of conduct, they are ineligible to continue in the other Program. If a student is dismissed from the MSPAS portion of the Joint Program for other academic or non-academic reasons (professionalism), they may apply for consideration to the stand-alone MPH Program. However, acceptance is at the discretion of the MPH Program Director. If a student is dismissed for academic reasons from the MPH Program, they may not remain in the MSPAS component of the Joint Program and will, therefore, be dismissed as a Joint student.

The SPC may recommend that a student be given the opportunity to withdraw from the PA portion of the program (rather than be dismissed). If the student does not withdraw within the given time frame, the student will be dismissed from the Joint Program (PA and PH). If a student accepts the offer to withdraw, the decision cannot be appealed. For additional information about Dismissal and the appeal policy, see the University Catalog.

REFERRAL TO THE STUDENT PROMOTION COMMITTEE (SPC)

The SPC is charged with evaluating, recommending, and implementing academic standards and assessing the progress of each student to Program completion. Students who attain satisfactory academic and professional progress are promoted to the following academic year, provided all tuition and fees have been paid. The SPC will review each student referred to the SPC based on the criteria listed below. After a thorough review of student performance, the SPC recommends action to the Program Director. The SPC may recommend actions, including, but not limited to, promotion, dismissal, academic probation, repeat or remediation of a course, rotation, or some other improvement plan. These recommendations are communicated to the Program Director by the Chair of the SPC Committee.

The SPC may recommend one or more interventions at any time, including, but not limited to:

- Placement on Academic Probation.
- Repeating a course or taking additional examinations.
- Taking Boards preparation courses.
- Postponing rotations.
- Performing additional OSCEs.
- Meeting with learning specialists and health counselors.
- Meeting with the Director of Remediation or other faculty as deemed appropriate.
- Seeking outside professional help.
- Obtaining approval for extracurricular activities.
- Agreeing to a Memorandum of Understanding that stipulates requirements for continued enrollment.
- Deceleration or dismissal.

Students must comply with the recommendations issued by the SPC and approved by the Program Director; students who do not provide evidence of adherence to the requirements as outlined or who do not meet academic improvement criteria will be subject to one or more of the following sanctions, including, but not limited to:

- Taking a Leave of Absence or Academic Pause
- Receiving a negative professionalism report
- Referral back to the SPC
- Delay in program completion date
- Dismissal from the academic program

The Program Director has the authority to accept or modify SPC recommendations and will issue a letter of decision to the student regarding their status in the Program. If the Program Director agrees with a SPC recommendation for dismissal, the dismissal is immediately effective upon receipt of the letter of notification from the Program Director. Students may appeal a Dismissal decision (refer to the sections on 'Appeal Process' and 'Procedure for Program Dismissal'). Please refer to the [University Catalog](#) for details regarding issues concerning registration, tuition, and financial aid. If a student is dismissed or is required to voluntarily withdraw from the program for reasons related to behavior that is erratic or perceived to be threatening, the student may be prohibited from the TUC premises, and from attending TUC-sponsored/affiliated events and activities.

MSPAS CRITERIA FOR REFERRAL TO THE STUDENT PROMOTION COMMITTEE (SPC)

Any of the following may result in a referral to the SPC:

1. Failure of 2 or more didactic courses within the MSPAS curriculum
2. Failure of 2 or more clinical rotations
3. Failure of 3 or more initial end-of-rotation examinations
4. Failure of a repeated course or repeated clinical rotation
5. Failure of 1 or more re-entry competency examinations
6. Failure to complete or remediate program requirements (e.g., EDYE, Clinical year OSCE, etc.)
7. Failure by a student on probation to comply with or complete a remediation program within the defined time frame
8. Meeting 2 or more criteria for Academic and/or Professionalism Probation
9. One egregious or ≥ 2 other occurrences of professional misconduct, behavior and/or attitude inconsistent with the PA profession or in violation of the [Professional Code of Conduct Policies](#)
10. Verbal, written reports from academic faculty, clinical preceptors or designees indicating that a student who is already on probation is not adhering to site regulations, site schedules, ethical standards of conduct, or limitations
11. Verbal, written reports and/or evaluations from academic faculty, clinical preceptor or designees indicating that a student, who is already on probation, is not progressing academically.
12. Verbal, written reports and/or evaluations from academic faculty, clinical preceptor or designees indicating that a student, who is already on probation, is jeopardizing patient safety due to a lack of knowledge and/or skill proficiency.
13. Consistently failing to progress academically as demonstrated by repetitive failures. As shown through poor competency across multiple evaluation modalities, including but not limited to written examinations, Objective Structured Clinical Examinations (OSCEs), preceptor evaluations, written assignments, faculty observation of clinical skills/decision making, and site visits.
14. Unprofessional conduct due to failure to comply with requirements set forth by the SPC and Program Director.

MPH Program Criteria for Placement on Academic/Professional Probation or Dismissal

Please see the *MPH Student Handbook* for details.

TUC SUSPENSION

Suspension from the Program and/or the University is addressed in the current [University Catalog](#) under “Suspension”.

TUC EXPULSION

Expulsion from the Program and/or the University is addressed in the current [University Catalog](#) under “Expulsion”.

APPEAL PROCESS & PROCEDURE FOR PROGRAM DISMISSAL

The Joint MSPAS/MPH Program follows the procedures and protocols outlined in the Academic Appeal Process section of the [University Catalog](#). In addition, the following guidelines apply. Appeals may only be filed for decisions of dismissal. While the appeal is pending, the student's status will not be altered if in the didactic phase of the program, but may be changed if the student is in the clinical phase or during the Public Health Field Study. Any student making an appeal during the didactic phase of their education must continue to meet all requirements of the program, including attending all classes, submitting all assignments, and taking all exams, until the appeal decision has been rendered. The Program reserves the right to remove the student from clinical rotations or their Public Health field study until the appeal decision is rendered. Removal from a clinical rotation or Public Health field study may delay the student's completion of the program should the appeal be granted. If a student is allowed to continue in the clinical rotation or Public Health field study, they must continue to meet all requirements of the program, including attending all scheduled rotation days and Callback sessions, submitting all assignments, and taking all exams, until the appeal decision has been rendered.

OFFICIAL PROGRAM CELEBRATIONS

WHITE COAT CEREMONY

Before entering the clinical phase of the Joint Program, a White Coat Ceremony is held to celebrate the completion of the didactic curriculum. The ceremony is organized by Joint Program faculty and staff. During the ceremony, the TUPAC Class President provides remarks to those in attendance. Please note that this student representative must be in good academic and professionalism standing, which the Joint Program defines as not being on either Academic or Professionalism Probation. Please see both the MSPAS and MPH Student Handbooks regarding the specific criteria.

If the TUPAC Class President does not meet the criteria as above, the opportunity will be offered to the TUPAC Vice President. If both the President and Vice President do not meet the criteria, the Program reserves the right to identify and select an individual to represent their cohort at the ceremony.

COMMENCEMENT CEREMONY

The Commencement Ceremony marks the celebration of successful completion of the Joint MSPAS/MPH Program. The ceremony is typically held with other College of Health Sciences Programs. As a result, a campus-wide planning committee is organized and oversees the coordination of the event. The Joint Program has two individuals that serve on that committee: a PA faculty or staff member and a student within the graduating class. The student representative is peer-nominated and

selected via a poll administered by Joint Program faculty and/or staff. The two representatives work together to advocate for the Joint Program and provide regular updates to faculty, staff, and students as needed.

Note: all polls regarding White Coat and Commencement will be conducted by program faculty/staff. Polls conducted by students on these topics will not be upheld.

GRADUATION REQUIREMENTS

MSPAS REQUIREMENTS

A student will be recommended for the Master of Science in Physician Assistant Studies (MSPAS) degree provided they have fulfilled the following:

1. Successful completion of all prescribed academic requirements with a cumulative grade point average (GPA) of 2.5 or higher in the MSPAS/MPH Program
2. Are in Good Academic Standing
3. Successful completion of all Joint MSPAS/MPH Program Requirements.
4. Demonstration of ethical, professional, and personal conduct which would make it appropriate to award the degree.
6. Compliance with all legal and financial requirements of Touro University California
7. Completion of the academic requirements within the required 5-year timeframe following matriculation.
8. Completion and submission of the Application for Graduation to the Office of the Registrar.

MPH REQUIREMENTS

Please see the *MPH Student Handbook* regarding MPH requirements and information on the MPH Capstone and Comprehensive Exam.

END OF SECTION II

APPENDICES

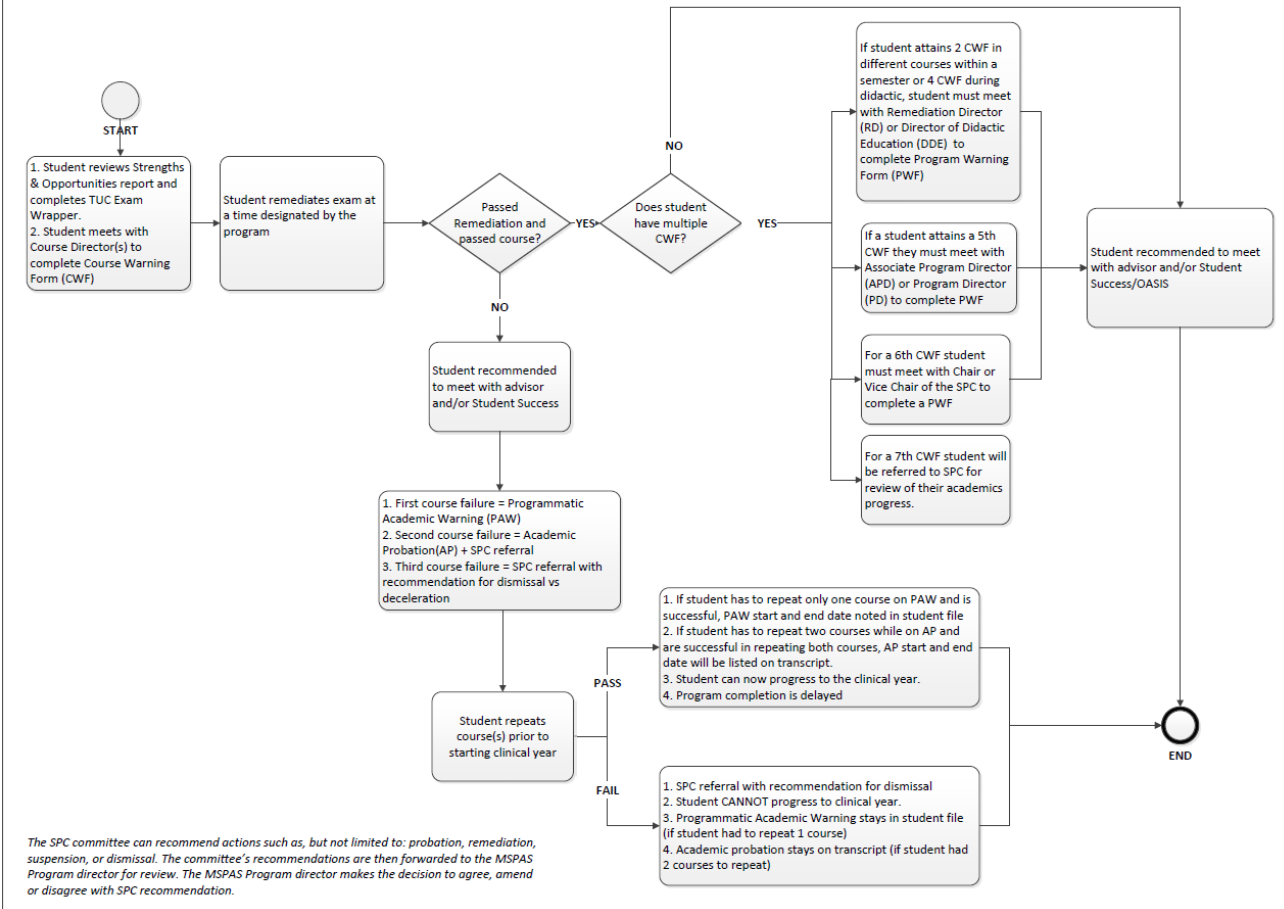
Please see the current [University Catalog](#) for the following Appendices:

- A: Access to and Disclosure of Educational Records
- B: Drug-free Workplace Conduct Code
- B.1: Responsible Alcohol Use
- C: Student Conduct Code
- D: Policy and Procedure for Accommodating Students with Disabilities
- E: Code of Responsibilities and Rights of the Students of Touro University California
- F: Resolution Process for Disputes and Grievances and Misconduct
- G: Financial Aid Website Resources
- H: TUC Sexual Misconduct Policy
- I: Title IX Grievance Policy
- J: Drug Screening Procedures
- K: Touro University System Academic Integrity Policy
- L: (Excerpted from) Internet Services and User-Generated Content Policy
- M: Policies and Procedures Concerning Requests to Accommodate Disabilities and Complaints Regarding Allegations of Failure to Accommodate and Disability-Based Discrimination

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APPENDIX A: MSPAS SPC ALGORITHM FOR DIDACTIC CORE ASSESSMENT AND COURSE FAILURES

Didactic Remediation Plan for Class of 2028



APPENDIX B: EXAM REVIEW POLICY AND PROCEDURE

After each final exam, students will be given an opportunity to review their individual Strengths and Opportunities Report via ExamSoft. These reports are available immediately following submission of each of their exams and remain available through their time as a Joint MSPAS/MPH Student. If a student took an exam on paper, they will be able to review their report after grades for the individual exam are posted (at the latest). While review of this report is optional, the Program highly encourages each student to download their individual report. It should be noted that review of the report is an individual activity only and serves two main purposes: it allows a student to 1) review where they might have had misunderstanding of the material and 2) analyze strengths and weaknesses as a test-taker.

Additionally, for students who do not meet the minimum passing percentage on any exam, they are required to self-reflect on their performance and complete the Exam Wrapper Form. This will aid in the remediation discussion that will occur with the corresponding Course Director and/or faculty advisor.

Additional information regarding how to access the Strengths & Opportunities Report and ExamWrapper Form can be found in the Class of 2028 Joint Program General Information Organization.

Following the exam, if a student has a question or needs clarification, they can either fill out a Question Challenge Form stating the concern or set up an appointment to discuss it with the course director. The challenge form is available from and should be turned in to the Didactic Administrative Assistant who will then direct to the appropriate Course Director. Once received, the Course Director student will respond to the student within 3 business days. Question Challenge Forms must be submitted to the Didactic Administrative Assistant within one week of the original examination.

Clinical year End of Rotation exams (EORs) and Summative Exams may not be reviewed at any time.

Exam Review Integrity

Examination integrity policies also apply to exam reviews via the Strengths and Opportunities Report. As outlined under 'Examination Integrity', the Program follows the NCCPA PANCE Exam Policy:

The unauthorized retention, possession, copying, distribution, disclosure, discussion, or receipt of any examination question, in whole or in part, by written, electronic, oral, or other form of communication, including but not limited to emailing, copying, or printing of electronic files and reconstruction through memorization and/or dictation, before, during, or after an examination, is strictly prohibited.

APPENDIX C: TIME OFF REQUEST FORM

Complete this form to request time off during the didactic component of the curriculum. See the Clinical Year Handbook for procedures while on rotations. Prior to submitting this form, please review the Joint MSPAS/MPH Program policies regarding time off, which state the following:

While it is the Program policy that students attend all classes, labs and other Program related functions, the Program understands a student may have exceptional events that might keep them from classes or Program activities.

Students are permitted **two** (2) excused (planned and/or unplanned) absences **per term**.

- Any student requesting time away for an exceptional event must complete and submit a time off request form a minimum of one month in advance. You are required to obtain signatures on this form from the course directors of every class you will miss. Time Away Request forms are to be submitted to the designated Program personnel (Director of Didactic Education). The approval of each request is made on an individual basis and there is no guarantee the approval will be granted.
- Illness and family emergencies (i.e., not routine activities that can be rescheduled to accommodate a PA student's education and career) are generally the only acceptable reasons for an unplanned absence. The Program will allow up to 5 days for bereavement leave.
- Any time away from the Program for up to two weeks during the didactic phase may be considered a Program Break.

For clinical year time off request and definitions, please see the Clinical Year Handbook.

STUDENT: Complete Part A

Student Name: _____

Student Advisor: _____

Date(s) of planned absence: _____

Reason for requested absence: _____

During which term are you requesting time off? (*circle*)

Fall/Sem I Spring/Sem II Summer/Sem III Fall/Sem IV Spring/Sem V

Please indicate the number of excused & unexcused absences you have already requested or already taken during this term:

approved absences for this term: _____ dates: _____

unexcused absences for this term: _____ dates: _____

Approval of PA and PH Directors/Instructors for courses to be missed:

Course Name	Date(s) to be missed	Instructor/Director Name	Instructor/Director Signature	Date of Signature

- Are you requesting that the course director record the missed lecture(s)? Yes No
- Are you requesting consideration for a DIDACTIC Program Break? Yes No

I verify that the information provided in this form is complete and accurate.

Student Signature: _____ Date: _____

PROGRAM: Complete Part B

Completed request form was submitted one month in advance: (*circle*) YES / NO

If no, reason for waiver: _____

All approvals were obtained: (*circle*) YES / NO

If no, reason for waiver: _____

Time off Request: Approved Denied

Authorized Signature: _____ Date: _____

APPENDIX D: HEALTH REQUIREMENTS

MATRICULATING STUDENTS

As an incoming student, you are required to complete and provide documentation of the following health requirements **prior** to matriculation. Instructions on submitting this information can be found here: <https://portal.castlebranch.com/TL79>. The code for the Joint Program is TL80 (pre-pay). 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. 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: one time requirement, no renewal
 - A. Measles (Rubeola)
 - B. Mumps
 - C. Rubella
 - D. Varicella (Chicken Pox)
 - E. Hepatitis B - you must also upload documentation of the 2 or 3 dose series for Hep B

Please submit documentation of a **quantitative** antibody titer completed within 5 years of matriculation 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- If your titer comes back negative or equivocal for any of these, please upload documentation of the 2 dose vaccine series you received. You do not need to repeat the vaccine series, unless you cannot provide documentation of the previous 2-dose series administered at least 4 weeks apart. You do not need a repeat titer.
- Hepatitis B- Repeat the 2 or 3 dose vaccine series and repeat the Hepatitis B titer 4-8 weeks after the last dose.
 - If you are a non-responder (negative titer after 2 series of vaccines), please see your medical provider to rule out hep B infection and get documentation of your non-responder status.

1. **Tuberculosis (TB)** - one time requirement, no annual renewal

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

- Form C – TB Risk Assessment and Symptom Survey AND
 - Documentation of an Interferon Gamma Release Assay (IGRA) blood test (**preferred** for everyone but required if you have had a BCG vaccine in the past) or 1 step PPD within 6 weeks of matriculation. If you opt for a PPD, it must be read 48-72 hours after placement and be documented in mm of induration on Form D.
- B. If the above TB test was positive:
- **If you are at Low Risk for TB** (as determined on Form C): A second TB test is indicated. If the initial positive test was an IGRA, a PPD is now indicated. If the initial positive test was a PPD, an IGRA is now indicated. If the repeat test is also positive, then you have a positive test. On the other hand, if this repeat test is negative, you should consider your test result to be negative.
 - **For all other scenarios**, you are considered positive, no additional TB testing should be done, and you should complete requirements listed in '2C' below.
- C. If you have a documented history of a positive TB test (or if the above TB testing is positive), submit ALL 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 completed after the positive test AND
 - Form C signed by a medical provider AND
 - Documentation from a medical provider that treatment was received or declined/contraindicated. Please note, treatment for Latent TB is encouraged unless medically contraindicated.
2. **Tetanus, Diphtheria, & Pertussis (Tdap)** - submit documentation of a Tdap booster administered within the last 10 years.
3. **Forms** - complete the following forms and submit to Castlebranch:
- Form A: Student Information
 - Form C: TB Risk Assessment and Symptom Survey
 - Form D: PPD (only if you are completing a PPD for your TB requirement, 1 step PPD is required (not 2 step); 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 Rotation

CONTINUING STUDENTS

1. **Influenza vaccine - due by October 15 of each year** - Please submit documentation of a flu vaccine administered during the Fall each year that you are a TUC student. Documentation must indicate that the vaccine you received is from the current flu season. You will not be able to get this vaccine until after you have matriculated, as it is first available in September.
2. **Health history and physical exam** - Required for second year students prior to starting rotations between the following dates: November 15 – December 15
3. **Tuberculosis (TB)**- Required for second year students prior to starting rotations between the following dates: November 15 – December 15
 - A. If you have never had a positive TB test, submit documentation of the following:
 - ☐ Form C – TB Risk Assessment and Symptom Survey AND
 - ☐ Documentation of an Interferon Gamma Release Assay (IGRA) blood test (**preferred** for everyone but required if you have had a BCG vaccine in the past) or 2 step PPD. If you opt for a 2 step PPD, 2 PPDs must be placed 7-21 days apart. Each of the 2 PPDs must be read 48-72 hours after placement and be documented in mm of induration on Form D.
 - B. If the above TB test was positive:
 - ☐ **If you are at Low Risk for TB** (as determined on Form C): A second TB test is indicated. If the initial positive test was an IGRA, a PPD is now indicated. If the initial positive test was a PPD, an IGRA is now indicated. If the repeat test is also positive, then you have a positive test. On the other hand, if this repeat test is negative, you should consider your test result to be negative.
 - ☐ For all other scenarios, you are considered positive, no additional TB testing should be done, and you should complete requirements listed in '2C' below.
 - C. 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 completed after the positive test AND
 - ☐ Form C signed by a medical provider AND
 - ☐ Documentation from a medical provider that treatment was received or declined/contraindicated. Please note, treatment for Latent TB is encouraged unless medically contraindicated.
4. **Tetanus, Diphtheria, & Pertussis (Tdap)** - You must remain current with either Tdap or Td within the last 10 years during your enrollment at TUC.

5. Other- Students should be aware that some clinical sites and external training facilities may have their own health requirements. Compliance with these site-specific policies is necessary for participation in clinical rotations and other experiences at those sites, and students are responsible for meeting any requirements set by these external partners. We encourage students to review and understand the policies of clinical sites to ensure they can fulfill all training obligations.

6. Forms for continuing requirements:

- **Form B: Health history and physical exam**
- **Form C: TB Risk Assessment and 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)

*Please note:

- A 'medical provider' is considered a PA, NP, DO, or MD.
- Our university does not require COVID-19 vaccinations for enrollment or participation in academic programs. However, students should be aware that some clinical sites and external training facilities may have their own vaccination requirements. Compliance with these site-specific policies is necessary for participation in clinical rotations and other experiences at those sites, and students are responsible for meeting any requirements set by these external partners. We encourage students to review and understand the policies of clinical sites to ensure they can fulfill all training obligations.

APPENDIX E: VIRTUAL (ZOOM/ONLINE) ETIQUETTE

The Zoom meeting room platform will be used to conduct all “virtual” sessions. The TUC Joint MSPAS/MPH Program has adopted these “virtual etiquette and behavior expectations” as the minimum requirements for students during Zoom/online classroom sessions.

Students must:

1. Display professionalism at all times, including being prepared to engage in scholarly discussions.
2. Avoid sharing Zoom/classroom information, links or passwords to anyone outside of their cohort or TUC PA Program.
3. Have a computer with video and audio capabilities and know how to operate the features on their device before class begins.
4. Upon entering the Zoom/online classroom, mute their microphones (if not already muted by the Host). In addition, students should rename their display name as “First Name” “Last Name.” This will assist us in maintaining the safety and security of our Zoom/online sessions.
5. When possible, use a headphone device when engaged in the virtual session to reduce ambient noise and distractions.
6. Enter the Zoom/online classroom with their videos on (faces displayed) and keep them on for the entire class session. Icons or pictures replacing the live Zoom video are only acceptable when taking short breaks during the virtual class setting (limited to no more than five minutes and preferably taken during the regularly scheduled breaks as given by the Host) or as needed when household responsibilities arise.
7. Choose an appropriate physical environment prior to entering the Zoom/online classroom and avoid those that are distracting to other participants.
8. As much as possible, attempt to have “stable” access to the Internet at all times to reduce learning interruptions and unfortunate disconnections during the class session.
9. Use the chat box to communicate to the class when appropriate or when taking a short break from the class discussion. While private chat communication is enabled for most Zoom/online classes, it is expected that students will use this feature in a professional manner.
10. Use appropriate language and “Emoticons” during class engagement so as not to offend other members of their learning community. Students are encouraged to use the “raise hand” feature in the Participants tab in order to ask questions of the group or Host.
11. Understand that these virtual rules of engagement also serve as an initial warning to all students and any violation of this “Virtual Etiquette Policy” can result in the student receiving a professionalism warning/infracton as outlined in the Student Handbook.

APPENDIX F: TECHNICAL STANDARDS

The Joint MSPAS/MPH Program has developed a set of technical standards that identify the requirements for admission, retention, and graduation of all applicants and students. Every applicant who seeks admission to the Joint MSPAS/MPH Program is expected to possess those intellectual, ethical, physical, and emotional capabilities required to undertake the full curriculum and achieve the levels of competence required by the Program and entry into the PA profession. Each candidate for the MSPAS/MPH degree must be able to integrate all information received, perform as a member of a healthcare team, and demonstrate the ability to learn, integrate, analyze, and synthesize information and data within a reasonable time frame.

These technical standards identify the requirements for admission, retention, and graduation of applicants and students. The Joint MSPAS/MPH Program will make every effort to provide reasonable accommodations for students who have physical impairment(s), however in doing so, the Program must maintain the integrity of its curriculum and preserve those elements deemed essential to the acquisition of knowledge in all areas of medicine, including the demonstration of basic skills requisite for the practice of medicine. Completion of this Program requires that each student independently demonstrate these capabilities. Surrogates cannot be used to accomplish the essential requirements. Individuals may not have undue dependence on technology or trained intermediaries in order to perform basic clinical skills required for the PA profession. Graduates are expected to be qualified to enter into all fields of medicine.

Each MSPAS/MPH candidate shall be required to attest to their ability to meet these technical standards at matriculation and throughout the program. Failure to notify the Joint MSPAS/MPH Program of any significant health changes that may affect patient care or the ability to meet Program Technical Standards may result in dismissal from the Program.

Accordingly, the Program requires each individual to meet the following technical requirements:

1. **Communication:** The individual must be able to speak, hear, and observe in order to elicit information, examine patients, perceive non-verbal communication, and describe observed abnormalities. Communication includes not only speech, but also reading and writing. Individuals must also be able to communicate effectively, succinctly, and efficiently in the oral and written form with University personnel, peers, patients, family members and all members of the health care team. Finally, the individual must be capable of responsive, empathetic listening to establish rapport in a way that promotes openness on issues of concern and sensitivity to potential cultural differences.
2. **Motor Function and Mobility:** The individual must have sufficient strength and coordination to perform the activities required of a physician assistant. These include performing a physical examination involving techniques in palpation and percussion and utilizing diagnostic instruments. The individual must have sufficient stamina to sit, stand, and move within the classroom, laboratory, examination rooms, treatment rooms and operating rooms for extended periods of time. They must have sufficient coordination to move about patient care environments and sufficient dexterity to use common medical instruments. The individual must have sufficient motor function and execute movements required to provide general care and emergency treatment to

patients. Examples of emergency treatment required for physician assistants are cardiopulmonary resuscitation, administration of intravenous medication, application of pressure to stop bleeding, the opening of obstructed airways, and suturing of simple wounds. Such actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision.

3. **Sensory:** The individual must possess sufficient visual, auditory and tactile sensation to receive appropriate information in the classroom, laboratory, clinical and other education settings. Sensation must be sufficient to receive verbal and non-verbal information while interviewing patients and to perceive signs of disease identified through patient evaluation involving inspection, percussion, palpation and auditory information at various frequencies (i.e., patient voice, heart tones, bowel and lung sounds). All of these are essential for the evaluation and treatment of the patient.
4. **Intellectual, Conceptual, Integrative, and Quantitative Abilities:** The individual must have the cognitive abilities necessary to master curriculum content in a timely manner. The individual must also have the cognitive abilities to be able to immediately process and assess all clinical information provided, even in distracting settings, to allow for appropriate patient evaluation and care.

These skills may be described as the ability to comprehend, memorize, analyze, and synthesize material. The individual must be able to discern and comprehend dimensional and spatial relationships of structures and to develop reasoning and decision-making skills. Within a reasonable time frame, the individual must be able to:

- Independently access and interpret medical data
- Identify significant findings from history, physical examination and laboratory data
- Provide a reasoned explanation for likely diagnoses and recommend treatment regimens
- Recall and retain information in an efficient and timely manner
- Seek consultation from supervising providers appropriately

5. **Behavioral and Social Abilities:** The individual must possess attributes that include compassion, empathy, altruism, integrity, responsibility, and tolerance. The individual must possess the emotional health required for the:

- Full utilization of their intellectual abilities
- Exercise of good judgment
- Prompt completion of all responsibilities attendant to the diagnosis and care of patients
- Development of mature, sensitive relationships with patients and co-workers.

The individual must also be able to:

- Tolerate physically and mentally taxing workloads
- Adapt to changing environments and display flexibility
- Prioritize competing demands

- Understand the basis and content of medical ethics
- Work effectively as a team member
- Accept constructive feedback and adopt appropriate modifications
- Recognize limitations in knowledge, skills and abilities and seek appropriate assistance with identified limitations.
- Learn to function in the face of uncertainties inherent in medicine.

APPENDIX G: GIVING USEFUL FEEDBACK TO PROFESSORS

YOUR FEEDBACK COUNTS – Just as professors give you feedback on your work to help you learn more effectively, there are opportunities throughout the curriculum to give your professors useful feedback to help them teach more effectively.

There will be surveys given throughout your time as a student at Touro. These survey results help your professors to know what was and was not working for you. Think back over the whole semester before you rate your professor and carefully consider how much you have learned. Think about the kind of feedback that will be helpful. “Venting” is not appropriate when giving feedback. If you need an outlet for venting, consider talking with friends or family or writing it out in a document that then gets trashed.

Written comments are especially important as feedback for your professors. These should be useful so your professor can create the best learning environment for you and your fellow students.

Three things to remember:

- **Give feedback that avoids “emotionally charged” words.**
- **Give feedback that describes specific behavior rather than your inferences.**
- **Give feedback that reflects on positive behaviors and gives solutions.**

Instead of this...	Try this...
This professor was awesome.	This professor gave us lots of activities to do in the classroom which helped me really understand the material.
This professor sucks.	I had trouble following the lecture in class because of going through the material so quickly. It would be helpful if you could slow down or check-in with the class intermittently to ensure we are with you.
The professor was caring.	I really appreciated the way the professor was always there after class to answer questions and always responded to my emails in a timely manner.
The professor wasted our time by teaching us things we didn't need to know. What are we - dentists??	I did not understand the relevance of the Smiles for Life curriculum to the program. I hope you will consider adding an introduction to that curriculum to help me better understand how I might utilize that knowledge as a PA student.
It's not possible to do the homework because the professor never gives us directions.	It would be helpful if the professor incorporated a few of the homework problems into the lecture so we can see how to go about solving them and can ask questions if we still don't understand.

Modified from the University of Texas at Austin Faculty Innovation Center document:

https://facultyinnovate.utexas.edu/sites/default/files/giving_useful_feedback_to_your_professors_12716.pdf

APPENDIX H: TUC PA/MPH “NETIQUETTE”

Students are expected to use appropriate etiquette when communicating with faculty and staff. This applies to in-person, telephone, or electronic communications (emails, discussion board posts, etc.).

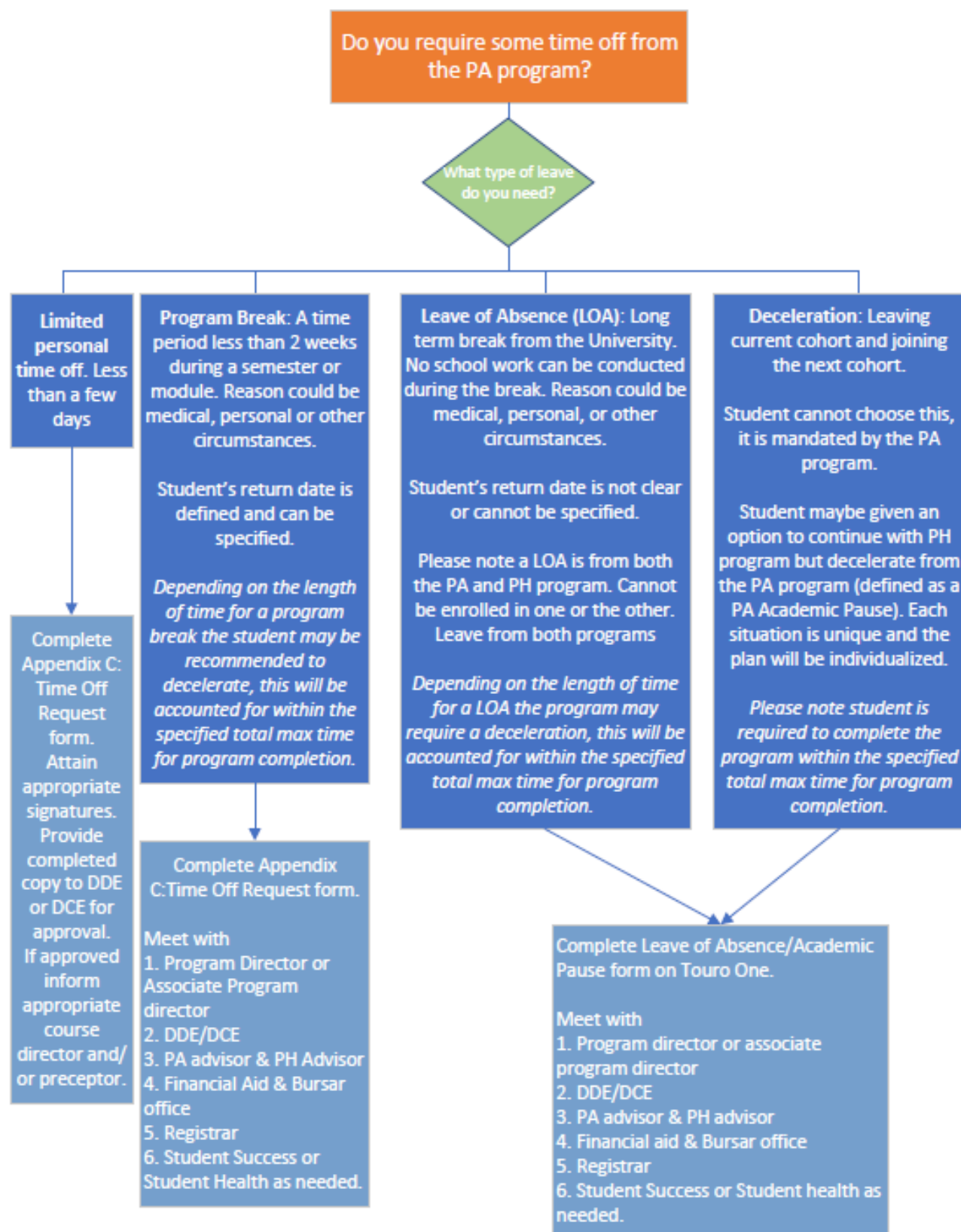
Appropriate etiquette should adhere to the guidelines below:

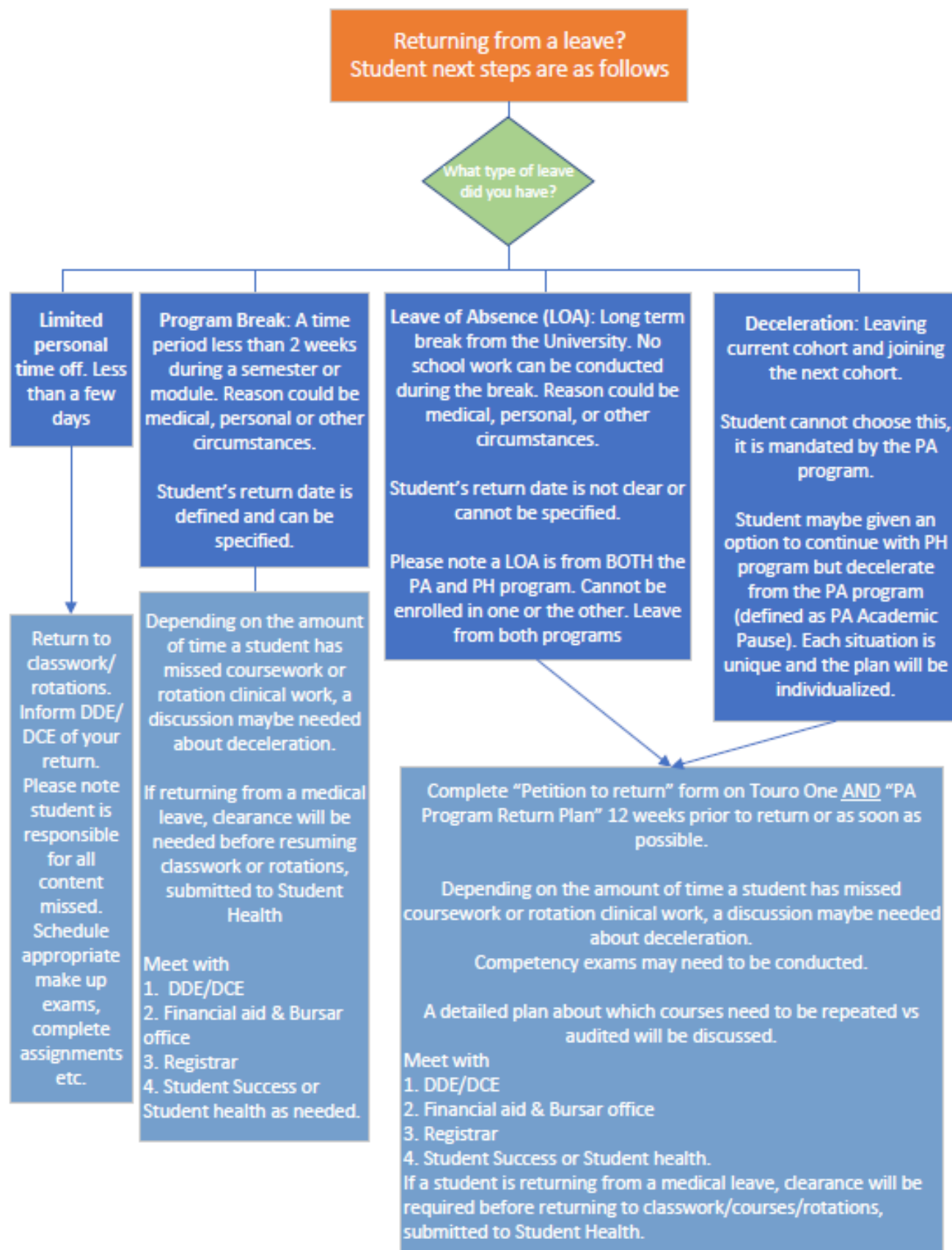
- Open with a salutation (e.g., Hi, Hello, Dear X) and finish with a closing (e.g., Best, Regards, Thank you, your name). Introductory emails should address faculty and staff more formally (Dear Dr. Smith or Hello Ms. Jones) unless the faculty or staff member has given permission to use their first name. It is appropriate to include a simple, “What would you like me to call you?” or “Is it ok to call you X?” question.
- Use complete sentences and avoid jargon, especially text-type words (e.g., C U). This is especially important when sending messages from mobile devices.
- Be careful with humor and sarcasm; in written form, humor does not always translate well. Sarcasm should be avoided.
- Avoid typing a message in CAPSLOCK - this conveys anger or frustration just as raising one’s voice conveys such emotions over the telephone or in person.
- Do not use swear words or pejorative terms (e.g., calling someone stupid).
- Maintain a professional tone; remain neutral when discussing an issue or problem. This helps to engage the reader in finding a solution by avoiding negative emotions. Using “please” and “thank you” are appropriate and another way to engage the reader.
- Include complete information about the question or concern at hand. Emails should be brief; if it takes more than 3 paragraphs to communicate about the issue or topic, consider an appointment to discuss on the phone or in person.
- Avoid sending email in anger or frustration. Walk away from the computer and wait at least 24 hours. Email communications cannot be “taken back” and the damage caused by an ill-advised email can be permanent. In high-stress or emotional situations, ask a trusted friend or colleague to provide feedback before hitting “send.” Messages sent in anger may be interpreted as disruptive, abusive, or threatening, making the sender subject to a Student Code of Conduct violation.
- Everyone makes mistakes. If an email was sent in frustration or anger, email an apology as soon as possible. A simple “I am sorry and should not have sent that email. I apologize for my wording ...” will go a long way to repair the damage to the relationship.
- Proofread! Re-read each email message to ensure it is clear and without grammar or spelling errors. Remember that email is simply another professional behavior, and a poorly crafted message is a negative reflection on one’s ability to communicate effectively.
- Remember that any email you send can be forwarded to others.

Consider adopting the following policy when sending and reading email:

- As the sender, assume the reader will read the email in the most negative light.
- As the receiver, assume the sender had the best possible intent.

APPENDIX I: TIME OFF FLOW CHART





2028 STUDENT HANDBOOK SIGNATURE SHEET

I have read, understand and agree to follow the policies and procedures set forth by Touro University California and the Joint MSPAS/MPH program as outlined in this handbook. As a student, I am responsible for referring to this handbook for specific policies and procedures governing my status as a student to include Program requirements, goals and objectives, satisfactory academic and professional progress, graduation requirements, and grievance policies.

Student Name (Print): _____

Student Name (Signature): _____ Date: _____

Attestation of Handbook Policies to be signed on Exxat by 5:00pm on Monday, August 4, 2025.