



**TOURO COLLEGE  
OF  
OSTEOPATHIC MEDICINE**

**COLLEGE CATALOG**

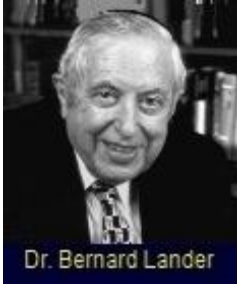
*Effective July 1, 2009*

**TOURO COLLEGE OF OSTEOPATHIC MEDICINE  
COLLEGE CATALOG 2009-2010**

**Table of Contents**

A Message from the President .....	4
A Message from the Dean.....	5
DESCRIPTION & PURPOSE OF THE CATALOG.....	6
HISTORICAL PERSPECTIVE.....	6
ACCREDITATION AND APPROVAL .....	7
MISSION, GOALS and OBJECTIVES.....	7
Mission .....	7
Goals.....	7
Objectives .....	8
THE PHILOSOPHY OF OSTEOPATHIC MEDICINE .....	9
SYNOPSIS OF THE CURRICULUM.....	10
DESCRIPTION OF COURSES .....	11
First Year Courses .....	13
Second Year Courses .....	16
CLINICAL EXPERIENCE .....	19
Clinical Clerkship Program .....	20
Third-Year Student Clinical Rotations Requirements .....	20
Fourth-Year Student Clinical Rotations Requirements .....	21
Discipline Category Descriptions.....	21
ACADEMIC CALENDAR.....	21
ADMISSIONS TO TOUROCOM .....	22
Undergraduate Requirements .....	22
Admission Process.....	23
Supplementary Materials.....	23
Technical Standards for Admission .....	24
Interviews .....	26
Transfer Students.....	27

POLICY OF NON-DISCRIMINATION .....	28
TUITION & FEES .....	29
Accepted Applicant Deposit Requirements .....	29
Equipment Requirements .....	29
Tuition and Fees for the 2009-2010 School Year .....	30
Tuition Refund Schedule .....	30
The Bursar's Office.....	30
STUDENT FINANCIAL AID.....	30
General Information.....	30
Financial Assistance Programs Administered by Federal and State Agencies .....	31



## **A Message from the President of Touro University and College**

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**Bernard Lander, PhD, LHD**

In 1971, Touro enrolled its first class of 35 students. The institution has changed a great deal since those early years. Total enrollment in Touro's many schools and divisions now approaches 22,000 students. The opportunity for intellectual and career growth has expanded with the addition of new undergraduate, graduate, and professional programs, culminating in the establishment of the Touro campus in the Harlem area of Manhattan.

The commitment to personal attention, research, and excellence, characteristic of the early years, still remains at the center of Touro's institutional self-awareness. We seek to make higher education possible for all talented students who seek to make the world a better place.

We hope that you, the students, will draw upon our commitment - even exploit it in your own quest to serve humankind. We believe there is no better context for that quest than Touro.

Cordially,

Bernard Lander, PhD, LHD



## **A Message from the Dean of Touro College of Osteopathic Medicine New York**

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**Robert Goldberg, DO**

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

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

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

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

Robert Goldberg, DO  
Interim Dean  
TouroCOM

## **DESCRIPTION & PURPOSE OF THE CATALOG**

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

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

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

## **HISTORICAL PERSPECTIVE**

Touro College is a Jewish-sponsored, independent institution of higher and professional education founded by Bernard Lander, PhD, LHD. The institution derives its name from Judah and Isaac Touro, leaders of colonial America who represented the ideal upon which we base our mission. Touro College was inspired by the democratic ethos enunciated by George Washington when, in 1790, he visited the Touro Synagogue in Newport, Rhode Island. The Touro brothers provided major endowments for universities, the first free library on this continent, community infirmaries in the new United States of America, and pioneering settlements in Israel.

Touro College was chartered by the State of New York in 1970. The first students enrolled in 1971; the class consisted of 35 liberal arts students. Since those early days, the institution has experienced substantial growth.

Touro College embraces the following schools: TouroCOM, The Lander College of Liberal Arts and Sciences (Men's and Women's Divisions); The Jacob D. Fuchsberg Law Center; The Graduate School of Jewish Studies; The School of Health Sciences; The School of General Studies; The School of Lifelong Education; The International School of Business and Management; The Graduate School of Education-and Psychology; The School of Career and Applied Studies; Touro University (California) and Touro University (Nevada). In both California and Nevada, Touro operates accredited Colleges of Osteopathic Medicine.

## **ACCREDITATION AND APPROVAL**

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

## **MISSION, GOALS and OBJECTIVES**

### **Mission**

TouroCOM is committed to preparing students to become outstanding osteopathic physicians who uphold the values, philosophy and practice of osteopathic medicine. TouroCOM places special emphasis on teaching and learning in the areas of primary care and the holistic approach to the patient. TouroCOM is committed to identify and recruit students who have specific interest in practicing in underserved communities, such as Harlem. The College advances the osteopathic profession and serves the students and society by providing a firm educational foundation, encouragement of research and scholarly activity, and participation in community service.

TouroCOM functions as an integral part of the New York City/Harlem community, and works with the community, local schools, and other colleges and universities, to promote the study of medicine, encourage continuing development, increase educational opportunities, and deliver osteopathic medical services in a variety of community settings.

Students learn the latest strategies for the management and treatment of patients in a broad range of social and economic settings. In addition to focusing on primary care, the school emphasizes the promotion of wellness from prenatal through geriatric care.

### **Goals**

The goals and objectives integral to accomplishing the TouroCOM mission are:

1. To develop a quality educational program that prepares students to be osteopathic physicians.
2. To develop opportunities to enhance the public knowledge of osteopathic medicine.

3. To develop and administer research programs for faculty and students.
4. To institute a faculty practice plan and a system of university clinics in the Harlem Community which will deliver competent and compassionate healthcare to a diverse community.
5. To work towards diversification of the student body to meet the healthcare needs of the society it serves.
6. To create and maintain a program of faculty development that encourages and enables faculty to improve and refine their skills in teaching, and the creation of new knowledge that helps to further the goals of the institution as well as advancing their careers.
7. To create and continuously improve methods of assessment, and evaluation of curricular goals and individual student programs that monitors the effective implementation of the mission statement.
8. To offer a post-baccalaureate program leading to a Masters in Biomedical Science. The purpose of the program is to identify potential underrepresented minority students with a B.A. or B.S. degree who do not have adequate academic credentials to be accepted to medical school by providing a program with Basic Science courses and individual counseling to prepare them for medical school.

## **Objectives**

### Academic Issues

1. To promote the philosophy, principles and practice of osteopathic medicine throughout the educational curriculum and program.
2. To demonstrate the management and care of patients whose conditions of health deviate from normal, with an emphasis on primary care.
3. To demonstrate the use of health education and disease prevention in total patient care.
4. To demonstrate appropriate use of computer and other technologies in the making of medical decisions.
5. To demonstrate appropriate knowledge of the psychosocial, economic and legal environment within which the practice of osteopathic medicine occurs.
6. To be familiar with research that pertains to osteopathic medicine and to health care delivery, especially in the area served by TouroCOM.

### Strategic Planning Issues

7. To promote the delivery of osteopathic healthcare and cultural competence in the community served.
8. To realize increased representation, both in numbers and percentage, of underrepresented minorities in the student body.
9. To demonstrate an understanding of the distinctive medical issues facing a culturally diverse community.

### Harlem Community Objectives

10. To establish a medical clinic in Harlem or join an existing medical clinic where distinctive osteopathic medical care can be provided and for partnerships with existing clinics and school based programs in the near future.
11. To establish a community outreach program to promote the awareness of distinctive osteopathic medical care in local schools, colleges and universities.
12. Identify potential students for the Harlem Community with a B.A. or B.S. degree who do not have adequate academic credentials to be accepted to medical school. Provide a Masters Degree program with Basic Science courses and individual counseling to prepare them for the medical school program.

## **THE PHILOSOPHY OF OSTEOPATHIC MEDICINE**

Osteopathic medicine stresses a comprehensive approach to the maintenance of health. The roots of osteopathic medical education lie in the emphasis which it places on the neuromusculoskeletal system and the use of palpatory and manipulative skills in diagnosis and treatment of disease states. The interrelationships between these and other bodily systems are the basic means by which health maintenance and the prevention of disease exist. Founded by Andrew Taylor Still, MD, DO (1828 - 1917), osteopathic medicine utilizes these fundamental principles to enable the osteopathic physician to look at health and disease in a unique holistic manner:

1. The human body tends to be self-healing and self-regulating.
2. Structure and function at all levels of biologic organization are interdependent.
3. Function of body systems depends upon the unrestricted flow of blood and nerve impulses.

4. The function of the musculoskeletal system goes beyond that of bodily framework and support by manifesting disease due to abnormalities.
5. The equilibrium state of the human body is the state of health and preserving this state requires continuing biological adjustment.

Dr. Still's philosophy emphasized revolutionary concepts for his time:

- Medicine should study prevention as well as cure, treating patients, not symptoms.
- The human body, in nature and function, is designed to operate as a perfect, harmonious whole and disease in one part affects all other parts.
- The most important drugs are the ones produced within the human body, and therefore are the most worthy of study.
- The human immune system may be stimulated naturally.
- Women and members of minority groups are equally welcome to participate in medical education.

## **SYNOPSIS OF THE CURRICULUM**

The curriculum of TouroCOM stresses the interdependence of the biological, clinical, behavioral, and social sciences. Emphasis is on the education of physicians for primary care medicine, and the specific roles of osteopathic principles in the maintenance of health and treatment of disease.

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

1. To accord primacy to the role of the musculoskeletal system in the total body economy.
2. To recognize and emphasize the inherent capacity within the total person to overcome disease and maintain health; to educate physicians to cooperate with this inherent therapeutic capacity in their methods of treatment.

3. To offer a curriculum that will interest students in primary care, as well as, medical and surgical specialty fields to prepare them to provide excellent comprehensive health care.

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

The curriculum is divided into two phases:

I. Basic Sciences (1<sup>st</sup> and 2<sup>nd</sup> years):

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

II. Clinical Experience (3<sup>rd</sup> and 4<sup>th</sup> years):

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

## **DESCRIPTION OF COURSES**

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

## OVERVIEW

Year 1				
Courses	Subtopics	Semester 1	Semester 2	Notes
<b>Anatomy</b>		10	0	
<b>Biochemistry</b>		3	2	Second semester is less owing to few weeks to instruction
<b>Histology</b>	(Includes basic histology and introduction to pathology)	5	5	
<b>Immunology</b>		0	2	This will begin after biochemistry and take the biochemistry lecture times
<b>Introduction to clinical medicine</b>		0	1	This will be a 5 week course on Friday's
<b>Neuroanatomy</b>		0	5	
<b>OMM</b>		3	3	
<b>Primary care</b>	(Includes physical diagnosis, clinical systems, primary skills and associated labs)	2	4	
<b>Physiology</b>	(Includes basic physiology and introduction to pharmacology)	3	3	
<b>Preventive medicine and public health</b>		1	0	
<b>Problem based learning</b>		0	1	
<b>Shadowing</b>		0	1	
<b>Total hours by semester for the first year</b>		27	27	
Year 2				
Courses	Subtopics	Semester 1	Semester 2	Notes
<b>Behavior medicine</b>		1	1	
<b>Clinical systems</b>	(Includes module systems)	7	7	This will include each module as well as surgery
<b>Immunology and microbiology</b>	(Includes module systems)	2	2	
<b>Introduction to rotations</b>		0	1	Short course offered weeks 12-14
<b>OMM</b>		3	3	
<b>OSCE</b>		2	2	
<b>Pathology</b>	(Includes module systems and introduction to pathology)	5	5	
<b>Pharmacology</b>	(Includes module systems and introduction to pharmacology)	4	4	
<b>Primary skills</b>	(Includes module system and radiology and lab values)	1	1	
<b>Total hours by semester for the second year</b>		24	25	

## **First Year Courses**

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

### **Anatomy**

(first semester - 10 credit hours)

This course presents the observable structure, function, and clinical manifestations of the human body through lectures and cadaver dissection laboratories. Human Anatomy integrates the systems of the body with anatomical regions, embryological development, and diagnostic imaging. The course emphasizes anatomical knowledge that relates to the practice of osteopathic medicine. The lectures emphasize developmental, functional and clinical anatomy. The laboratories offer a challenging series of dissection exercises that promote discovery-based learning.

### **Biochemistry**

(first semester - 3 credit hours; second semester - 2 credit hours)

The course presents biochemistry via molecular and cellular pathways that are relevant to human health and disease. It forms part of the foundation of modern medical practice. This course covers basic enzymes and the structure and function of proteins. The metabolism of carbohydrates, lipids, amino acids, purines and pyrimidines is also presented in the context of modern medicine. The molecular and cellular mechanisms responsible for cell division as well as DNA, RNA, and protein biosynthesis are emphasized.

### **Histology**

(first semester - 5 credit hours; second semester - 5 credit hours)

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

### **Immunology**

(second semester - 2 credit hours)

This course is intended to provide the student with insight into the foundations of pathogenesis and treatment of microbial-induced diseases of the human body. The

course begins by examining in detail the basic mechanisms by which the immune system functions in protecting against human disease. The basic principles of microbial pathogenesis will then be described along with the characteristic features of the major types of microbial pathogens.

Once this is completed the student will begin an introduction to pathology and the principles of cellular disease required in the second year clinical systems course.

### **Introduction to Clinical Medicine**

(second semester - 1 credit hour)

This course is designed to introduce students to the common experience of osteopathic physicians in clinical practice. It will lay foundations for the care of patients in a medical setting by examining the interaction of the biological, behavioral, and social factors involved in health. The focus is on the many roles of the physician, development of clinical reasoning, approaches to medical care, medical ethics and cultivating professionalism. The importance of partnership with others will be a common theme.

### **Neuroanatomy**

(second semester - 5 credit hours)

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

### **Osteopathic Manipulative Medicine (OMM)**

(first semester - 3 credit hours; second semester - 3 credit hours)

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

### **Primary Care**

(first semester - 2 credit hours; second semester - 4 credit hours)

The goal of these courses is to prepare students to be able to perform appropriate,

high-quality medical history and physical examinations. Students will obtain proficiency in acknowledging the patient, interviewing to obtain a thorough and pertinent history, understanding the use of screening versus focused exams, using basic diagnostic equipment, skillfully performing a physical examination, integrating the structural exam into the classical "visceral" exam, and documenting the examination findings.

This course will also introduce the student to the clinical system modules which include head, ears, eyes, nose and throat system.

### **Physiology**

(first semester - 3 credit hours; second semester - 3 credit hours)

Physiology consists of lectures and clinical correlates covering the classical concepts of vertebrate physiology, with emphasis on the function of normal tissues in humans. Specific topics related to neurophysiology, cardiovascular, respiratory, renal, gastrointestinal, endocrine, exercise, and sexual physiology are presented.

This course will also develop the student to understand basic pharmacology and the kinetics of drugs and disease.

### **Preventive Medicine and Public Health (PMPH)**

(first semester - 1 credit hour)

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

### **Problem-Based Learning (PBL)**

(second semester - 1 credit hour)

This course provides a student-centered, faculty-facilitated series of small group work sessions, in which clinical cases will be presented. Each case will provide an opportunity to develop clinical reasoning skills. Students will analyze and synthesize the available data, develop and test hypotheses, consult journals, conduct online searches, and collaborate with other members of the group in the process of developing diagnoses and prevention/treatment options.

### **Shadowing**

(second semester - 1 credit hour)

This course will introduce the student to clinical medicine by allowing them to

shadow doctors in the field. The student will be able to choose from several physicians in the Harlem and surrounding area to observe and develop an understanding of the mission Touro is trying to expand.

## **Second Year Courses**

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

### **Behavioral Medicine and Psychiatry**

(first semester - 1 credit hour; second semester - 1 credit hour)

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

### **Clinical Systems**

(first semester - 7 credit hours; second semester - 7 credit hours)

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

The systems are:

- Pediatrics
- Cardiovascular and Pulmonary
- GI
- Renal and Genitourinary
- Endocrinology
- Dermatology
- Rheumatology & Immunology
- Neuromuscularskeletal
- Head, ears, eyes, nose and throat
- OB / GYN

Hematology / Oncology  
Geriatrics  
Surgery

### **Immunology and Microbiology**

(first semester - 2 credit hours; second semester - 2 credit hours)

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

### **Orientation to Clinical Rotations**

(second semester - 1 credit hour)

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

### **Osteopathic Manipulative Medicine**

(first semester - 3 credit hours; second semester - 3 credit hours)

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

### **Objective Structured Clinical Examinations (OSCE)**

(first semester - 2 credit hours; second semester - 2 credit hours)

This program requires a student to spend time every other week with a practicing physician. The student will assist the physician and observe how a physician interacts with patients, staff, and colleagues. The student will practice history and physical examination skills, write SOAP notes, give case presentations and perform a complete history and physical examination. In the fall and spring semesters of their second year, the student will do a Standardized Patient-History and Physical Examination that will be used as part of their evaluation for the course. Also during their second year, students participate in a series of Objective Structured Clinical Examinations (OSCEs) as part of their summative evaluation. Students are graded across three domains: history and

physical skills, interpersonal and communication skills, and written documentation skills. The OSCEs are structured to mirror the COMLEX Level 2 Physical Examination that each student must take and pass as a requirement for graduation.

### **Pathology**

(first semester - 5 credit hours; second semester - 5 credit hours)

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

### **Pharmacology**

(first semester - 4 credit hours; second semester - 4 credit hours)

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

### **Primary Skills Lab**

(first semester - 1 credit hour; second semester - 1 credit hour)

Primary Care Skills provides laboratories and small group experiences designed to teach practical clinical skills. Students gain practice in the development of patient history and physical skills, differential diagnosis, clinical reasoning, appropriate professional presentation and documentation, as well as specific procedures essential in primary care practice. Osteopathic principles and core competencies are reinforced to each system. The sessions are closely aligned with topics being presented in the lecture-based clinical systems course. This course will also introduce the student to lab values and radiology.

## **CLINICAL EXPERIENCE**

The philosophic framework of clinical education and training at TouroCOM is that of preparing students to pursue careers in a primary and specialty care. The program will educate students to become competent physicians who clearly recognize their roles as providers of comprehensive healthcare to the individual, to the family as a unit, and to communities. The TouroCOM clinical curriculum is a challenging blend of the traditional and innovative, designed to:

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

As a result of two years of clinical training, students will see the physician as being able to:

- Demonstrate clinical excellence, using current biomedical knowledge in identifying and managing the medical problems presented by his/her patients.
- Provide continuing and comprehensive care to individuals and families.
- Demonstrate the ability to integrate the behavioral/emotional/social and environmental factors of families in promoting health and managing disease.
- Recognize the importance of maintaining and developing the knowledge, skills, and attitudes required for the best in modern medical practice and other communities in our rapidly changing world.
- Undertake a regular and systematic program of lifelong learning. Recognize the need for and demonstrate the ability to use consultation with other medical specialties while maintaining continuity of care.
- Share tasks and responsibilities with other health professionals.

- Be aware of the findings of relevant research; understand and critically evaluate this body of research; and apply the results of the research to medical practice.
- Manage his/her practice in a business-like, cost-effective manner.

### **Clinical Clerkship Program**

There are a total of 22 clerkship periods in the clinical years, many of which are assigned in a manner prescribed by the Curriculum Committee and the Dean to assure that every student obtains the core experience needed to become a well-trained osteopathic physician.

Flexibility is provided by electives during the 3rd and 4th years, and one month of vacation each year gives the student ample opportunity to pursue his/her special interests.

Whenever possible, we use hospitals approved by the AOA for post-doctoral training because the inspections by the AOA, in addition to our own, provide assurance of adequate teaching material and faculty. Also, the interaction with the house staff increases the student's opportunity for learning. In addition, we have ambulatory training sites that range from private practices to urban health centers.

The clerkships provided at each site, and the number of students assigned to each site from TouroCOM, are determined by mutual agreement of the Hospital Administrator, Director of Medical Education, Clinical Faculty and the TouroCOM Office of Clinical Education. Osteopathic manipulative medicine is integrated throughout the curriculum.

### **Third-Year Student Clinical Rotations Requirements**

Internal Medicine I	1 month
Internal Medicine II	1 month
Family Medicine I	1 month
Family Medicine II	1 month
General Surgery I	1 month
General Surgery II	1 month
Pediatrics	1 month
Obstetrics/Gynecology	1 month
Emergency Medicine	1 month
Psychiatry	1 month
Elective	1 month
Vacation	1 month
<b>Total</b>	<b>12 months</b>

## **Fourth-Year Student Clinical Rotations Requirements**

### Core Rotations (4 Rotations at TouroCOM Affiliated Sites)

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

### Non-Core Rotations (4 Rotations)

Surgical Subspecialties	1 month
Medical Subspecialties	1 month
Elective-All Discipline Categories	4 months

## **Discipline Category Descriptions**

### Primary Care include:

Family Medicine, Internal Medicine, Ambulatory Medicine, OB/GYN, Pediatrics, Emergency Medicine

### Medical Subspecialties include but are not limited to:

Cardiology, Endocrinology, Gastroenterology, Hematology/Oncology, Infectious Diseases, Nephrology, Neurology, Pulmonology

### Specialty Options include but are not limited to:

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

### Surgical Specialties include but are not limited to:

Otolaryngology, Emergency Medicine, OB/GYN, Ophthalmology, Orthopedics, Reconstructive and Plastic Surgery, Urology, Interventional Cardiology, Cardiac Surgery

### Elective:

Includes All Discipline Categories

### Notes:

- All core rotations must be taken at a TouroCOM affiliated hospital.
- Four (4) weeks of 4<sup>th</sup> year Surgical Specialty may be substituted for General Surgery.
- Vacation (1 month) may be taken as the student deems appropriate for interview time, board study time, or another rotation.

## **ACADEMIC CALENDAR**

-- Please refer to Student Handbook

## **ADMISSIONS TO TOUROCOM**

### **Undergraduate Requirements**

Applicants shall meet the following minimum requirements:

1. Motivation to become an osteopathic physician.
2. Applicants will have earned a baccalaureate degree or higher, from a college or university accredited by an agency recognized by the United States Department of Education. In rare cases, students may enter without a degree; TouroCOM offers a seven year BS/DO program for exceptional high school students through Touro College, as well as through several undergraduate affiliated institutions with which TouroCOM has articulation agreements. In each case, a student is admitted into the medical school program with all the prerequisites completed, with a minimum of 75% of credits of undergraduate work completed toward a baccalaureate degree. After the first year of medical school is successfully completed, the student will then be awarded the BS degree from the undergraduate institution that the student had attended.
3. The TouroCOM Admissions Committee will evaluate applicants' suitability for acceptance to the College by considering academic competence, previous achievement, strong personal qualities, demonstrated leadership skills, creative abilities, honors, awards, extracurricular activities, experience in health care, likelihood to practice in underserved primary care areas, and other non-cognitive factors.
4. Biology: A minimum of eight semester hours, of which a minimum of two hours of laboratory work must be completed. These eight hours may consist of four hours of zoology and four hours of botany, or eight hours of general biology or zoology, but not botany alone.
5. Inorganic Chemistry: A minimum of eight semester hours including two semester hours of laboratory work.
6. Organic Chemistry: A minimum of eight semester hours including two semester hours of laboratory work. Four semester hours of biochemistry can be substituted for four semester hours of organic chemistry.
7. Physics: A minimum of eight semester hours, including two semester hours of laboratory work.
8. English: A minimum of six semester hours of composition and literature.
9. Mathematics and/or Computer Science: A minimum of four semester hours of courses in mathematics and/or computer science.

10. Behavioral Sciences: A minimum of six semester hours of courses in behavioral sciences, i.e., psychology, sociology.
11. Each candidate must submit his/her most recent Medical College Aptitude Test (MCAT) scores (no older than 3 years).
12. Science and overall GPA as well as MCAT Scores are requirements for admission. Please keep in mind that academic grades and the MCAT score are just two factors used in the evaluation process. The Dean reserves the authority to approve all applications for admission.

### **Admission Process**

1. Application to TouroCOM must be made through the American Association of Osteopathic Medicine Application Service (AACOMAS). The AACOMAS deadline is April 1<sup>st</sup> for TouroCOM.
2. Visit [www.aacom.org](http://www.aacom.org). TouroCOM College Designation Form (CDF) number is 010142-00.

The American Association of Colleges of Osteopathic Medicine  
Application Service  
5550 Friendship Blvd., Suite 310  
Chevy Chase, MD 20815-7231  
(301) 968-4190

3. Course work taken at foreign institutions must be evaluated for U.S. equivalence by an evaluation service recognized by AACOMAS (For a list of evaluations services recognized by AACOMAS, go to [www.aacom.org](http://www.aacom.org)). An official copy must be sent from the service directly to AACOMAS. Transfer credit appearing on U.S. institutional transcripts, student copies of an evaluation, or other foreign evaluations will not be accepted. All institutions attended (including foreign institutions) must be listed on the AACOMAS Application Form.
4. The college operates on a "rolling" admissions cycle.

### **Supplementary Materials**

1. The Supplemental Application will be sent to all applicants who appear to qualify and meet academic standards. A Supplemental Application form should be completed and returned with a \$200 non-refundable supplemental application fee.
2. An evaluation form or recommendation letter must be sent to TouroCOM from

the Pre-professional Advisory Committee. If such a committee does not exist, then evaluation letters from biology and/or chemistry professors who are familiar with the applicant's work may be substituted for the committee recommendation letter.

3. An evaluation form or letter from a physician familiar with the applicant is required. A letter from a DO is preferred, but an MD's letter may be submitted to fulfill this requirement.
4. TouroCOM also requires that the applicant sign and return the Technical Standards Certification form. Refer to the Technical Standards for Admission section below.

### **Technical Standards for Admission**

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

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

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

1. *Observation.* Candidates and students must have sufficient vision to be able to observe demonstrations, experiments, and laboratory exercises in the basic sciences. They must be able to observe a patient accurately, both at a distance and close at-hand.
2. *Communication.* Candidates and students must be able to speak, hear, and observe in order to elicit information, examine patients, describe changes in mood, activity, and posture, and to perceive non-verbal communication. Communication includes not only speech, but also reading and writing. They must also be able to communicate effectively and efficiently in orally and written form, with all members of the health care team.
3. *Motor Function.* Candidates and students must have sufficient motor function to execute movements reasonably required to provide general care and

- emergency treatment to patients. Examples of emergency treatment reasonably required of physicians are cardiopulmonary resuscitation, administration of intravenous medication, and the application of pressure to stop bleeding, the opening of obstructed airways, and the suturing of simple wounds. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch and vision.
4. *Sensory*. Since osteopathic medical candidates and students need enhanced ability in their sensory skills, it will be necessary to evaluate for candidacy those individuals who are otherwise qualified, but who have significant tactile sensory or proprioceptive disabilities. This includes individuals with previous burns, sensory motor deficits, cicatrix formation, and malformations of upper extremities.
  5. *Strength and Mobility*. Osteopathic manipulative medical treatment often requires considerable upper extremity and body strength. Therefore, individuals with significant limitations in these areas would be unlikely to succeed. Mobility to attend to emergencies, and to perform such maneuvers as CPR, is also required.
  6. *Visual Integration*. Consistent with ability to assess asymmetry, range of motion, and tissue color and texture changes. It is essential for the candidate to have adequate visual capabilities for the integration of evaluation and treatment of the patient.
  7. *Intellectual, Conceptual, Integrative, and Quantitative Abilities*. The candidate must be able to demonstrate ability in measurement, calculation, reasoning, comparison and contrast, analysis and synthesis, and problem-solving. Candidates and students must demonstrate ability to comprehend three-dimensional relationships, and to understand the spatial relationships of structures.
  8. *Behavioral and Social Abilities*. Candidates and students must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive relationships with patients and co-workers. Candidates and students must be able to tolerate physically and mentally taxing workloads, adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in treating the problems of patients. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are personal qualities that will be assessed during the admissions and education process.
  9. *Participation in Osteopathic Manipulative Medicine Laboratories*. Active participation in Osteopathic Manipulative Medicine Laboratories is an admission, matriculation, and graduation requirement. The development of

manipulative medicine palpatory skills is taught in the first and second year osteopathic medicine courses. This learning requires active participation in all laboratory sessions. During the first two years, each student will palpate, in the laboratory setting, a variety of people representing both genders and individuals with different body types to simulate the diversity of patients expected in a practice setting. Being palpated by other students and faculty helps the student appreciate how palpation feels from the patients' perspective, and enables students to provide feedback to their laboratory partners, thus enhancing their palpatory skills. Reading and observation, although helpful, do not develop the skills required to perform palpatory diagnosis and manipulative treatment. Each student is required to actively participate in all skills development laboratory sessions. Occasionally, a student may have a physical problem, which may restrict or prevent use of a specific type of manipulation in a specific anatomical location. A student who feels his/her manipulation might be so limited, is required to contact the head of the OMM Department before the beginning of the course, and present documentation of the problem. A member of the OMM faculty, or a consultant at the student's expense, will examine the student during the first week of school. If the problem is confirmed through the examination and review of documentation, special arrangements may be authorized. The student is expected to actively participate in all laboratory sessions not directly affected by the problem.

## **Interviews**

After the supplemental application is received, those who qualify for an interview will be selected and the admissions office will schedule these candidates for an interview. During the campus visit, the student will have a presentation from the Admissions Director about the historical background of TouroCOM and the parent institution, Touro College. The presentation will also include a tour of the medical school facilities as well as information regarding the surrounding Harlem Community and available housing. Subsequent to this phase of the process each candidate will be interviewed by two faculty members; one from Basic Science and one from the Clinical Departments. The interviewing faculty will complete a scored form to evaluate the interview just conducted, and will submit this information to the Admissions Director. This information along with the candidate's academic credentials will be included in the selection process. Interviews will be conducted starting September. It should be noted that an interview does not guarantee acceptance. Acceptance to TouroCOM will be recommended by the Admissions Committee. This recommendation goes to the Dean, who reserves the authority to approve all applications for admission. Within six weeks of the formal interview, the candidates will receive notification indicating acceptance, rejection or wait-listing. The candidates on the wait list will be notified of a decision as soon as possible.

## Transfer Students

TouroCOM may accept transfer students from other medical colleges approved by the COCA, providing these students are in "good academic standing" and have acceptable reasons for seeking a transfer. Approval is granted only to those desiring to transfer in as second or third year students. The last two years of instruction must be completed within TouroCOM if the student is to obtain a DO degree from TouroCOM. Candidates for transfer must be eligible for re-admission to the previously attended college of medicine.

Transfer applicants must provide the following information in time to allow appropriate committee review proceeding the semester of intended enrollment

1. A letter to the Director of Admissions indicating why the student wishes to transfer, explaining any difficulties at his or her previous institution.
2. A Supplemental Application (with the non-refundable \$200 application fee) clearly marked and highlighted FOR TRANSFER ONLY.
3. Most recent Medical College Aptitude Test (MCAT) score.
4. Official copies of transcripts from all post-secondary schools and colleges.
5. Official copy of the most current medical school transcript.
6. A letter from the Dean of Students of the medical college in which the student is currently enrolled, stating that the student is in good academic standing.
7. A letter of recommendation from a faculty member at the medical college in which the student is currently enrolled.

All required material listed above must be directed to the attention of the Director of Admissions of TouroCOM and be submitted in a timely manner.

Acceptance of transfer students will be dependent upon the student's qualifications, curricular compatibility and available space. Additional coursework may be required to satisfy the TouroCOM curriculum. If the student receives an invitation, he/she interviews with an appropriate interview team. The interview team then makes an admission recommendation to the Dean who then determines both the student's admission status and class standing. The transfer application deadline is June 15th.

### Procedure

1. *Admissions Committee Review.* Once the candidate's file is complete, the Admissions Committee will meet and determine eligibility based upon the student's academic record and compatibility with the mission of the institution.

The Admissions Committee may reject the applicant. If the applicant is found eligible, the Admissions Committee may send the file on for consideration by the appropriate Student Promotion Committee.

2. *Student Promotion Committee Review.* The Student Promotion Committee will review the file to determine compatibility with the curriculum, and if appropriate, specify the deficiencies to be addressed. If the candidate's records are found to be incompatible with the curriculum, the file will be returned to the Director of Admissions with the recommendation to deny transfer. If the candidate's records are found acceptable at this stage, the transfer application file will be returned to the Director of Admissions in preparation for the personal interview.
3. *Personal Interview.* The Director of Admissions, on the recommendation of both the Admissions Committee and the Student Promotion Committee will invite the transfer candidate to TouroCOM, to be interviewed by the Admissions Committee.
4. *Final Decision.* Following the personal interview, the Admissions Committee will either charge the Director of Admissions with advising the candidate that the request for transfer has not been approved, or may recommend to the Dean of the College that the request for transfer be granted. The Dean shall determine admission status and class standing.
5. *Advanced Standing.* Students that feel they have achieved mastery of course content at another institution may take a comprehensive examination for consideration of course exemption. The fee for that examination will be \$400. Students passing the exam will be given alternate academic assignments.

## **POLICY OF NON-DISCRIMINATION**

TouroCOM, in compliance with Title VI and VII of the Civil Rights Act of 1973, and sections 102 and 103 of the Americans with Disabilities Act of 1990, does not discriminate on the basis of race, color, national origin, religion, handicap, sex, age, or sexual orientation in any of its policies, procedures, or practices. In accordance with sex discrimination laws, TouroCOM forbids acts of sexual harassment. In compliance with the Age Discrimination in Employment Act of 1967, and section 402 of the Vietnam Era Veterans Readjustment Act of 1974, the College does not discriminate against any students or applicants for student positions on the basis of age, ethnic origin, marital status, sexual orientation, or because he/she may be a disabled veteran or a veteran of the Vietnam era, or because of a medical condition, nor does TouroCOM discriminate on the basis of citizenship, within the limits imposed by law.

TouroCOM does not admit non-immigrant alien students wishing to attend on a F-1 Student Visa. This nondiscrimination policy covers admission, access and service in the College programs and activities and application for and treatment in College admissions.

Pursuant to Executive Orders 11246 and 11375 as amended, Section 503 of the Rehabilitation Act of 1973 as amended, Section 402 of the Vietnam Era Veterans readjustment Act of 1974 as amended. Touro College and the branch campus TouroCOM is an affirmative action and equal opportunity employer.

## **TUITION & FEES**

The Board of Trustees reserves the right to change the fee schedule without prior written notice.

Expenses associated with attending TouroCOM may include tuition, fees, supplies, books, transportation and housing and other living expenses.

Tuition and fees are payable to the Bursar upon registration at the beginning of each semester. Students may pay by personal check, bank check, certified check, or money order. Students financing a portion of their education through grants, loans, or scholarships must provide proof of such awards at registration. Students without such documentation will be expected to pay a deposit towards their tuition, and will be refunded any excess once the College receives the award.

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

## **Accepted Applicant Deposit Requirements**

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

1. Acceptance Deposit for applicants accepted to TouroCOM, a non-refundable acceptance deposit of \$2,000, payable two weeks after notification of acceptance.
2. Tuition Deposit: An additional payment of \$1,000 is due by May 15th for those accepted for admission before May 1<sup>st</sup>, and by June 15<sup>th</sup>, for those accepted after May 1<sup>st</sup>. This tuition deposit is refundable if notice of cancellation is made prior to or on the first day of mandatory orientation. Upon matriculation, the entire \$3,000 is applied toward the total tuition.

## **Equipment Requirements**

Each student is responsible for purchasing his/her own computer and medical diagnostic equipment.

Please refer to the website for additional costs for the academic year 2009-2010 should they be required post publication.

### **Tuition and Fees for the 2009-2010 School Year**

#### **Class of 2011 (Third Year)**

Tuition/ Fees	\$34,660.00
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#### **Class of 2012 (Second Year)**

Tuition/ Fees	\$35,990.00
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#### **Class of 2013 (First Year)**

Tuition/ Fees	\$35,140.00
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Cost of living for student loan purposes will be provided by the Financial Aid Administrator.

#### **Tuition Refund Schedule**

-- refer to the Student Handbook

#### **The Bursar's Office**

-- refer to the Student Handbook

### **STUDENT FINANCIAL AID**

#### **General Information**

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

- Federal Subsidized Stafford Loans
- Federal Unsubsidized Stafford Loans
- Alternative loan through selected lenders
- Armed Forces Health Professions Scholarship Program (Army, Navy, Air Force and Public Health Scholarships)

Eligibility for financial assistance is determined by means of a federally recognized Need Analysis System. This system reviews and evaluates student income and assets and determines what amount of personal resources should be available to meet the costs of education as determined by the College. If resources are less than

expenses, then students are considered to have an established financial need and are eligible to receive financial aid funds. The above is based on the premise that students will submit all required documentation on time to the Financial Aid Office and that there are financial aid funds available at the time the application is reviewed.

The TouroCOM financial aid philosophy assumes that all students should be prepared and willing to provide at least some of the financial resources needed during their enrollment. Students may do this by providing funds to cover their living expenses (rent, food, utilities, and transportation). If necessary, the College may assist students with their living expenses through alternative loans or work-study programs.

The financial aid funds that a student will receive while in attendance at TouroCOM are primarily student loans. In order to maintain as limited indebtedness as possible, TouroCOM encourages students to investigate other avenues for possible grants, scholarships, and low-interest loans. Other financial resources include religious organizations and private organizations with which students or family members are currently affiliated.

Students wishing to speak with the Director of Financial Aid must make an appointment.

## **Financial Assistance Programs Administered by Federal and State Agencies**

### 1. Federal Loans

#### A. Federal Stafford Loans

Federal **Subsidized** Stafford Loans - The US Department of Education pays the interest while the student is in a deferment status and during the grace period.

#### B. Federal Unsubsidized Stafford Loans

Federal **Unsubsidized** Stafford Loans - The student pays the interest while he/she is in a deferment status and during the grace period.

These loans are made through lending institutions, such as banks. The federal government guarantees repayment of the loan and may pay the interest while the borrower is a student. Students must demonstrate financial need through the college's regular financial aid application process to receive a Subsidized Stafford Loan. Funds are issued in two (2) installments during the academic year - one each semester. Loan payments are mailed to the College and released to students in one payment each semester after enrollment and/or satisfactory academic progress

have been verified. Prior to receipt of a Federal Stafford Loan, an origination fee and an insurance premium will be subtracted from the proceeds of the loan. These fees are subject to change. The interest rate is variable and capped at 9%. Students are granted a six-month grace period after graduation or withdrawal from College before interest is charged or repayment begins. The minimum repayment is \$50 per month. A separate loan application must be completed to apply for funds from this program.

## 2. Federal Work-Study Program

The purpose of the Federal Work-Study program is to stimulate and promote part-time employment, particularly for those with great financial need.

Part-time positions available through the Federal Work-Study Program may involve work at the College or in a public or private non-profit organization. Students may work no more than an average of 20 hours per week when classes are in session and up to 30 hours per week when classes are not in session. However, in accordance with federal regulations, the student's net earnings, that is gross earnings minus taxes and incidental expenses, must be applied against the student's cost of education for his/her next period of regular enrollment at the College.

The minimum pay rate for Federal Work-Study positions at TouroCOM is \$10.00 per hour and students are paid according to established College payroll procedures.

Eligibility for the Federal Work-Study Program is determined by TouroCOM's Office of Financial Aid.

## 3. Other Federal and State Financial Aid Programs

TouroCOM's Office of Financial Aid will provide information regarding other federal and state financial aid programs.

### **Satisfactory Academic Progress**

-- refer to Student Handbook