

THE SCHOOL FOR **LIFELONG EDUCATION**

GUIDED STUDY PROGRAM
CATALOG 2014 - 2016



TOURO COLLEGE

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LIFELONG
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ACCREDITATION

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

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

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

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

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Touro College treats all employees, students, and applicants without unlawful consideration or discrimination as to race, creed, color, national origin, sex, age, disability, marital status, genetic predisposition, gender identity, sexual orientation, or citizen status in all decisions, including but not limited to recruitment, the administration of its educational programs and activities, hiring, compensation, training and apprenticeship, promotion, upgrading, demotion, downgrading, transfer, layoff, suspension, expulsion and termination, and all other terms and conditions of admission, matriculation, and employment.

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Revised and reissued March 2015.

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This Catalog contains only general guidelines and information. It is not intended to be comprehensive or to address all the possible applications of, or exceptions to, the policies and procedures of Touro. This Catalog will be considered to be in effect until the publication of the next Catalog. Some of the subjects described in this Catalog are covered in detail in official policy and procedure documents found online and elsewhere. You should refer to these documents for specific information, since this Catalog only briefly summarizes those policies. For that reason, if you have any questions concerning a particular policy or procedure, you should address your specific questions to the Office of Institutional Compliance. Please note that the terms of the full official policies are controlling in the case of any inconsistency.

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

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MESSAGE FROM THE PRESIDENT AND CHIEF EXECUTIVE OFFICER



In the four decades that have passed since Dr. Bernard Lander founded Touro College with 35 students, our institution has achieved a remarkable degree of success and growth. Since then, the scope of Touro's programs has broadened accordingly to encompass the needs of our many students. Touro's ambitious vision for blending the best of Jewish and secular scholarship in an atmosphere of personal attention and academic excellence expanded in 1989 with the establishment of The School for Lifelong Education (SLE).

Our original mandate required us to create innovative educational programs and strategies to address the needs of the growing Jewish communities of New York. Touro remains faithful to this mandate through the SLE's efforts to provide quality opportunities for academic and career advancement for mature students balancing important commitments to both family and occupation. By implementing a flexible schedule that includes an emphasis on mentorship and small, collaborative work groups, SLE offers a wide range of Interdisciplinary degrees in a variety of disciplines.

As Touro's president, I am deeply committed to our founding mission of providing a superlative education in an effort to serve humanity and to build a better future. The expectations of academic integrity and the guarantee of personal consideration for each student are integral to our identity. In carrying out our goals, the School of Lifelong Education not only nurtures the development of each individual student, it cultivates entire communities with the advanced schooling necessary for growth in a competitive world. I am very proud of our successful SLE model because of the innovative approach it has developed to deliver high quality of education to many deserving members of our community. I wish you the greatest success in achieving your academic and professional aspirations.

Alan Kadish, M.D.

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

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

From the Classroom to the Boardroom

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

Prior to joining Touro in 2009 as Senior Provost and Chief Operating Officer, Dr. Kadish taught at the University of Michigan and held a 19-year tenure at Northwestern University. He served Northwestern as the Chester and Deborah Cooley Professor of Medicine, Senior Associate Chief of the Cardiology Division, Director of the

Cardiovascular Clinical Trials Unit, and sat on the finance and investment committees of the Northwestern clinical practice plan.

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

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

Jewish Values, Global Vision

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

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

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

Dr. Kadish, who was born in Brooklyn, raised in Queens, and educated in yeshivas in New York, is married with four children.

DR. BERNARD LANDER, FOUNDING PRESIDENT OF THE TOURO COLLEGE AND UNIVERSITY SYSTEM

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

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

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

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



MESSAGE FROM THE VICE PRESIDENT OF UNDERGRADUATE EDUCATION AND DEAN OF FACULTIES

I am happy to invite you to explore the 2014-2016 Catalog of the School for Lifelong Education, a division of Touro



College. The School for Lifelong Education is a unique program that has been designed to incorporate a variety of learning modalities, including individualized Guided Study (mentorials), Learning Collaboratives and traditional classroom lectures. You will find in this catalog much information about this unique program, and much that will be useful to you. An education at Touro College provides unique opportunities for self-development. This catalog can provide you with the information necessary to make the most of these opportunities.

Marking its fifth decade of achievement in higher education, Touro College continues to enhance educational opportunities for its students. The Lander Colleges, combining excellence in Jewish studies, professional preparation, and the study of the arts and sciences, were the first of the divisions of the College to be established. The School for Lifelong Education, which was designed to service the Chassidic community, provides an alternative opportunity for a baccalaureate degree program in a supportive Jewish atmosphere. These schools remain vital and vibrant educational resources for the Jewish community.

Educational opportunities have grown and continue to grow because of the development of graduate and professional programs available at Touro College. The Office of the Dean of Faculties can provide you with the most current information concerning academic programs at the College. I will be happy to help you learn more about how Touro College and the Lander Colleges can help you. This catalog is your first step in the process.

Stanley Boylan, Ph.D.

MESSAGE FROM THE DIRECTOR OF THE SCHOOL FOR LIFELONG EDUCATION

On behalf of the faculty, staff and your fellow students, I welcome you to the School for Lifelong Education, a division of the Touro College community. When I came to Touro College in 1989, I found a model for a unique school created by the founding dean of SLE, based on the broad vision of Dr. Bernard Lander, the president of Touro College. I was instrumental in shaping this model into an effective learning community reflecting the ongoing changes in society and addressing the particular needs of the Orthodox Jewish community.

This agenda for advancing teaching and learning in the Chassidic and Yeshiva communities is reflected in the college's commitment to quality education for all. Members of our faculty have received recognition as teachers, researchers, and contributors to the quality of life for all populations. They are selected because of their ability to engage and further the SLE students' academic goals.

I hope you and your family will take advantage of the opportunity to explore the opportunities available at the School for Lifelong Education. There is a customized plan available for all those seeking opportunity to acquire higher education in a professional accommodating environment.

Shoshana Grun, M.S.

MESSAGE FROM THE ASSISTANT DEAN OF THE SCHOOL FOR LIFELONG EDUCATION

In 1989 the School for Lifelong Education was founded by Dean Jerome Miller to enable the Orthodox Jewish population to gain a higher education while adhering to their traditional commitments. Students with large and growing families were offered the opportunity to earn a college degree. Under the guidance of Dean Charlotte Holzer, hundreds of students have successfully graduated and contributed as educators, social workers, therapists, lawyers and professionals in various fields. As SLE enters its third decade, we continue to serve the community and have seen many of our graduates' children and grandchildren receive degrees from our institution as well. We are pleased to continue providing a setting for students where traditional values are not compromised and where strong academic excellence prevails.

Briandy Stern, Ph.D.

CALENDARS 2014 - 2016

These calendars are specific to the School for Lifelong Education. Other campuses will have their own calendars. Each student should consult with his/her individual school or campus regarding individual calendars. Up-to-date calendars are available online for each program on the Touro College website: <http://www.touro.edu/calendars/>.

FALL 2014

| Week: | Week No: | Date: | |
|--------------------|----------|--|--|
| A | Week 1 | Sept. 7 - 11 | Sessions begin |
| B | Week 2 | Sept. 14 - 18 | |
| B | -- | Sept. 21 | Make up session for Chanukah, December 21st |
| A | Week 3 | Oct. 19 - 23 | Students must attend at least one session for each course |
| B | Week 4 | Oct. 26 - 30 | |
| A | Week 5 | Nov. 2 - 6 | Last week to drop courses without a "W" notation on transcript |
| B | Week 6 | Nov. 9 - 13 | Last week to change incomplete grades from Spring 2014 |
| A | Week 7 | Nov. 16 - 20 | |
| B | Week 8 | Nov. 23 - 27 | |
| A | Week 9 | Nov. 30 – Dec 4 | Mid-semester evaluations |
| B | Week 10 | Dec. 7 - 11 | Last week to drop courses with "W" notation on transcript |
| A | Week 11 | Dec. 14 - 18 | |
| B | Week 12 | Dec. 22 - 25 | Sunday Dec. 21, Chanukah NO SESSIONS (make up session on Sunday Sept. 21) |
| A | Week 13 | Dec. 28 – Jan 1 | |
| B | Week 14 | Jan. 4 - 8 | Last week for Week-B 4-credit collaboratives and classes |
| A | Week 15 | Jan. 11 - 15 | Last week for Week-A / 4-credit collaboratives (1/6) and 1/7 – make-up sessions for 9/2 & 9/3) |
| FINAL EXAMS | | THURSDAY, JAN. 15TH – THURSDAY, JAN. 22ND | |

SPRING 2015

| Week: | Week No: | Date: | |
|--------------------|----------|---------------------|--|
| A | Week 1 | Jan. 25 - 29 | Sessions begin |
| B | Week 2 | Feb. 1 – 5 | |
| A | Week 3 | Feb. 8 - 12 | |
| B | Week 4 | Feb. 15 - 19 | Students must attend at least one mentorial for each course. Last week to drop courses without a “W” on a transcript. |
| A | Week 5 | Feb. 22 - 26 | |
| B | Week 6 | March 1 - 3 | Last week to change incomplete grades from Fall 2014. PURIM, March 4 th & 5 th – NO SESSIONS (make up dates June 3 & 4) |
| A | Week 7 | March 8 -12 | |
| B | Week 8 | March 15 – 19 | |
| A | -- | March 22- 23 | Make-up sessions for Shavuot, May 24 & 25 |
| B | -- | March 24 – April 12 | PESACH RECESS – NO SESSIONS |
| A | Week 9 | April 12 - 16 | |
| B | Week 10 | April 19 - 23 | Last week to drop courses with a “W” notation on a transcript. |
| A | Week 11 | April 26 – 30 | |
| B | Week 12 | May 3 -7 | |
| A | Week 13 | May 10 – 14 | |
| B | Week 14 | May 17 – 21 | |
| | | May 24 – 25 | SHAVOUT – NO SESSIONS Make-up sessions for Shavuot Sunday March 22 & Monday March 23 |
| A | Week 15 | May 26 - 28 | Last week for Week-A 4-credit collaborative and make up sessions. |
| B | Week 16 | May 31 – June 4 | Last week for Week-B 4-credit collaborative and classes. Tues. June 3 rd & Wed. June 4 th Make up for Purim March 4 & 5. |
| FINAL EXAMS | | JUNE 7 - 14 | |

SUMMER 2015

| Date: | Week: | |
|-----------------------|---------------------------|--|
| June 2– July 2 | 1 | Sessions begin |
| July 6 - 9 | 2 | |
| July 13- 16 | 3 | Last week to drop courses without a “W” on transcript. |
| July 20- 23 | 4 | |
| July 27- 30 | 5 | |
| Aug. 3 - 6 | 6 | |
| Aug. 10 - 13 | 7 | |
| AUG 17 -27 | FINAL EXAMINATIONS | |

FALL 2015

| Week: | Week No: | Date: | |
|--------------------|----------|---|--|
| A | Week 1 | Sept. 6 - 10 | Sessions begin |
| | -- | Sept. 13 – Oct. 8 | NO SESSIONS – ROSH HASHANAH, YOM KIPPUR, SUCCOTH |
| A* | -- | Sept. 20 | *Make up for Chanukah December 13 th |
| B | Week 2 | Oct. 11-15 | |
| A | Week 3 | Oct. 18 – 22 | Students must attend at least one session for each course |
| B | Week 4 | Oct. 25 - 29 | |
| A | Week 5 | Nov. 1 -5 | Last week to drop courses without a “W” on a transcript. |
| B | Week 6 | Nov. 8 -12 | Last week to change incomplete grades from Spring 2014 |
| A | Week 7 | Nov. 11 -19 | |
| B | Week 8 | Nov. 22 - 26 | |
| A | Week 9 | Nov. 29 – Dec. 3 | Mid-semester evaluations |
| B | Week 10 | Dec. 6 -10 | Last week to drop courses with “W” notation on a transcript |
| A | Week 11 | Dec. 14 - 17 | Sun., Dec. 13: NO SESSIONS—Chanukah (make up Sun., Jan. 17) |
| B | Week 12 | Dec. 20 – 24 | |
| A | Week 13 | Dec. 27 – 31 | |
| B | Week 14 | Jan. 3 – 7 | Last week for Week A 4-credit collaborative and classes. |
| A | Week 15 | Jan. 10 – 14 | Last week for Week B 4-credit collaborative and make-up sessions. |
| FINAL EXAMS | | SUNDAY, JAN. 17TH - MONDAY, JAN. 25 | |

SPRING 2016

| Week: | Week No: | Date: | |
|---|----------|-------------------------|---|
| A | Week 1 | Jan. 31 – Feb 4 | Sessions begin |
| B | Week 2 | Feb. 7 - 11 | |
| A | Week 3 | Feb.14 - 18 | |
| B | Week 4 | Feb. 21 - 25 | Students must attend at least one mentorial for each course. Last week to drop courses without a “W” on a transcript. |
| A | Week 5 | Feb. 28 – March 3 | |
| B | Week 6 | March 6 - 10 | Last week to change incomplete grades from Fall 2012 |
| A | Week 7 | March 13 - 17 | |
| B | Week 8 | March 20 - 22 | March 23rd & 24th PURIM – No Sessions (Make up dates June 8 & June 9th) |
| A | Week 9 | March 27 -31 | |
| B | Week 10 | April 3 – 7 | Last week to drop courses with “W” notation on a transcript. |
| April 10 – 30 PESACH RECESS: NO SESSIONS | | | |
| B* | -- | April 13 & 14 | Make-up sessions for Purim Wednesday June 8 & Thursday June 9 th . |
| A | Week 11 | May 1 - 5 | |
| B | Week 12 | May 8 - 12 | |
| A | Week 13 | May 15 - 19 | |
| B | Week 14 | May 22 -26 | Last week for Week B 4-credit collaboratives and make-up sessions. |
| A | Week 15 | May 29 – June 2 | Last week for Week A 4-credit collaboratives and classes. |
| FINAL EXAMS | | JUNE 5 -20 | |
| SHAVOUT – NO SESSIONS | | JUNE 12 & 13 | |

SUMMER 2016

| Week No: | Date: | |
|--------------------|----------------|--|
| Week 1 | July 11 - 14 | Sessions begin |
| Week 2 | July 18 - 21 | |
| Week 3 | July 25 - 28 | Last week to drop courses without a “W” on a transcript. |
| Week 4 | August 1 - 4 | |
| Week 5 | August 8 - 11 | |
| Week 6 | August 15 - 18 | |
| Week 7 | August 22 -25 | |
| FINAL EXAMS | | AUGUST 20 - 28 |

INTRODUCTION

MISSION STATEMENT

Touro College is an independent institution of higher education under Jewish auspices, established to transmit and perpetuate the Jewish heritage, as well as to serve the general community in keeping with the historic Jewish commitment to intellectual inquiry, the transmission of knowledge, social justice, and service to society. Touro offers undergraduate and graduate programs in Jewish studies, the liberal arts and sciences, and the professions including education, law, medicine, pharmacy, health sciences, social work, and business. These programs serve diverse components of the Jewish community and the larger society, especially those who have been underserved in the past. Touro is a college where personal growth, scholarship and research are fostered and where men and women are prepared for productive lives of dignity, value, and values.

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

GOALS OF THE COLLEGE

1. To transmit and enrich the Jewish heritage and its tradition of intellectual inquiry, as well as to incorporate Jewish studies into programs on the undergraduate, graduate and professional levels
2. To promote sensitivity to ethical concerns and social responsibility through both the curriculum and community outreach
3. To further the career interests and professional aspirations of our students through a broad range of academic programs and related activities
4. To advance proficiency in communication, information and technological literacy, analytical skills, and quantitative reasoning
5. To promote and support faculty and student research and scholarship
6. To develop and provide educational opportunities to underserved students in diverse communities
7. To maintain Touro as a learner-centered community in consonance with the college mission
8. To expand educational opportunities through distance learning and blended programs

SCHOOL FOR LIFELONG EDUCATION MISSION STATEMENT

The School for Lifelong Education (SLE) is deeply rooted in the mission and goals of Touro College. SLE strongly embodies Touro's overall mission to serve the diverse components of the Jewish community with professional and neighborhood-based educational programs as well as "to be in the vanguard in using innovative educational approaches for the underserved diverse segments of both the Jewish community and the general populace." The School enables students from the Chassidic and other Orthodox Jewish communities, which traditionally have had limited experience with secular higher education, to succeed through the innovative methodologies it has devised to provide this underserved population, as well as other non-traditional mature students, with a quality education. These non-traditional students include a range of students with different learning styles. SLE has built-in advisors who can maximize the students learning potential.

GOALS OF THE SCHOOL FOR LIFELONG EDUCATION

1. To create and maintain a student-centered learning environment that addresses the academic and cultural needs of the underserved Orthodox Jewish communities.
2. To facilitate learning through innovative teaching modalities and individualized courses of study.
3. To provide curricula that focus on learning skills, effective communication, problem solving and ethics.
4. To collaborate with department chairs from other Touro College divisions in offering students expanded learning opportunities.
5. To provide cutting-edge professional training that conforms to real world professional standards and requirements.
6. To provide SLE graduates with the academic knowledge and skills required for entry to the graduate schools of their choice.
7. To enable students who receive additional academic support to succeed.

OVERVIEW OF THE SCHOOL FOR LIFELONG EDUCATION

The School for Lifelong Education and its Guided Study Program were established in 1989 to serve the academic needs of the Chassidic communities, whose unique culture, commitment and lifestyle require bold and innovative approaches to higher learning. The program is open to mature and motivated students whose learning is facilitated in a variety of ways.

SLE's Guided Study Program, which offers adults an opportunity to start or to complete a degree, may lead to the Associate in Arts (A.A.) degree, as well as to the Bachelor of Science (B.S.), the Bachelor of Arts (B.A.) degree in Interdisciplinary Liberal Arts and Sciences, or the Bachelor of Arts (B.A.) degree in Judaic Studies. Students may also obtain the Bachelor of Arts (B.A.) degree in Psychology, the Bachelor of Science (B.S.) degree in Human Services, or the Bachelor of Science (B.S.) degree in General and Special Education, which are offered in conjunction with other schools or branches of Touro College.

These programs are designed to accommodate the needs and learning styles of working adults who seek to enhance their academic and professional development, as well as those for whom a college education is the fulfillment of a lifelong dream.

THE TOURO COLLEGE AND UNIVERSITY SYSTEM

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

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

Touro’s schools serve a variety of communities, providing diverse, innovative and engaging courses in a range of fields – from medicine and pharmacy to law; business to education; and speech pathology to Jewish studies. The distinctive educational experience offered through Touro’s diverse programs is in keeping with the Jewish intellectual tradition of commitment to the transmission of knowledge, social justice, compassionate concern for society and respect for applied knowledge and discovery.

It is this commitment to a Jewish intellectual tradition that is at the foundation of Touro’s many outstanding achievements by faculty and students throughout our system. At the same time, the Touro College experience consists of more than classroom instruction – Touro fosters an atmosphere of warmth, in which close faculty-student relationships, student camaraderie and individual attention are nurtured in many ways.

Enhancing the Jewish Heritage

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

Fulfilling Needs - and Building Strength - in Health Care

The **School of Health Sciences** was developed in 1972 as the Division of Health Sciences, consolidated into a school in 1986, and incorporated into a restructured Division of Graduate Studies in 2008. The School, which pioneered the training of physician assistants, has shown steady growth, innovation, and excellence over the years, and has established a number of campuses in the New York area that prepare health care professionals to serve a broad range of patient needs. The **Touro College of Osteopathic Medicine (TouroCOM)** opened in September 2007 in Harlem to prepare students to become outstanding osteopathic physicians who uphold the values, philosophy and practice of osteopathic medicine. The College is committed to recruiting students to practice in underserved communities such as Harlem, and to function as an integral part of the New York City/Harlem community. In 2008, the **Touro College of Pharmacy** enrolled its inaugural class of Doctor of Pharmacy students. Also located in Harlem, the school is committed to serving underrepresented communities and developing interest on the part of minority students in careers in pharmacy and other health professions. In 2011, Touro affiliated with **New York Medical College (NYMC)**, one of the nation’s oldest health sciences universities, thereby creating one of the largest affiliations of medical and health education and biological studies programs under one banner. Located in

Westchester County, NYMC is the leading academic biomedical research center between New York City and Albany, with nearly \$34.5 million in sponsored research and other programs under management.

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

Charting New Territory in Law, Business and Technology

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

Educating the Educators, Serving the Community

Touro's **Graduate School of Education** was established in 1993 to prepare America's future leaders in education. The School has one of the largest teacher education programs in New York State, and, through its **Lander Center for Educational Research**, assists public schools in addressing problems that impact student achievement and equality of educational opportunity. The **New York School of Career and Applied Studies (NYSCAS)** was established in 2002 through the merger of the **School of General Studies (SGS)**, founded in 1974, and the **School of Career and Applied Studies (SCAS)**, launched in 1985. NYSCAS' mission is to provide quality undergraduate educational experiences at multiple locations throughout New York City that reflect the city's economic, ethnic and social diversity. In 2006, the Touro College **Graduate School of Social Work** was created to inspire and prepare graduates for clinical social work practice in a variety of urban and multicultural environments. The School prepares students to advocate effectively for the most underserved in society. In 2008, the **Graduate School of Psychology** was organized as a separate school, building upon programs developed in 1993 at the **Graduate School of Education and Psychology**. The School trains sensitive and dedicated applied psychology professionals, offering degree programs in mental health counseling and school psychology.

Forging Ties with Israel and Revitalizing Jewish Life in Europe

Touro College in Israel (TCI) was established in 1986 to provide the English-speaking population in Israel with the opportunity to earn credits toward an academic degree while studying in Israel. In 2004, an affiliate of Touro with a separate Israeli charter, **Machon Lander**, was recognized by Israel's Ministry of Higher Education. Machon Lander offers more than 100 courses at several schools, including graduate courses and undergraduate programs.

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

FACILITIES OF THE LANDER COLLEGES

THE MIDTOWN MAIN CAMPUS

The **Midtown Main Campus** is located at 27-33 West 23rd Street and 43 West 23rd Street between Fifth and Sixth Avenues in Manhattan. This modern facility, encompassing more than 100,000 square feet on five floors, contains classrooms, a Beis Medrash, science laboratories, the central College library, administrative offices, faculty offices, student lounges and computer-science laboratories. The campus is easily accessible by mass transit. Laboratories to support programs in physical therapy and occupational therapy have been constructed at the main campus.

The Office of the President, central administrative offices, Health Science programs (including the Physician Assistant, Physical Therapy, and Occupational Therapy programs), the New York School of Career and Applied Studies, and the Graduate Schools of Technology are all housed in the Midtown Main Campus. Offices of the Graduate Schools of Education, Psychology, Jewish Studies, and Social Work are located at the **Touro Graduate Center** at 43 West 23rd Street, together with many other administrative offices. A nearby facility at 50 West 23rd Street serves as a classroom and office facility.

THE LANDER COLLEGE FOR WOMEN/ THE ANNA RUTH AND MARK HASTEN SCHOOL

The **Lander College for Women/The Anna Ruth and Mark Hasten School (LCW)** is a selective college with a challenging academic curriculum, offering an innovative, career-focused liberal arts education, with a Judaic Studies requirement geared to previous levels of student learning. LCW is located in the center of a cultural and educational corridor, and is part of the dynamic Jewish community on the Upper West Side of Manhattan. Our students study in an atmosphere of academic excellence coupled with Torah values. The faculty is student-focused, and class size is kept small to build community and encourage creative and intellectual exchange between faculty and students. Faculty members are scholars with national and international reputations who are selected because of their ability to engage and instruct the next generation of leaders.

The student body is comprised of young women from across the country and around the world who pursue careers in a wide range of liberal arts majors, including the sciences, business, humanities and the social sciences. Graduates of the Lander College for Women are accepted in the most competitive graduate and professional schools and, increasingly, can be found in leadership positions in Jewish community life. Students build expertise in their majors, master critical knowledge, and develop a foundation for lifelong learning through their Judaic Studies and general studies courses.

Undergraduates learn Judaic Studies with world-renowned scholars and Rabbanim. Through the broad range of courses in literature, history, economics, political science, math, and science that comprise the humanities core curriculum, students build critical thinking skills that are essential to success in their chosen field of study. Diverse majors are offered to prepare students for a challenging career in their chosen professional fields, including business, desktop publishing, health sciences, humanities, speech, business communication, and social sciences. Our resident career counselor provides a warm and welcoming atmosphere and offers students a full range of career services from career direction to résumé writing and from internships to full-time employment.

The Lander College for Women campus is located at 227 West 60th Street between West End and Amsterdam Avenues in New York City. This state-of-the-art building is wireless-enabled and holds a library, computer and science laboratories, classrooms, a gymnasium, and an exercise room.

Student residences consist of spacious apartments located at 10 West 65th Street off Central Park West and at 175 West 85th Street, a short distance from the campus, with shuttle service between the residences and our campus after 6 PM nightly. The Residence Director and Assistant Residence Director and their families live on campus and host many students at weekly Shabbat meals. Resident Assistants oversee a multitude of activities throughout the years geared to enhance student life.

The resident Mashgiach Ruchani, together with the Sgan Mashgiach Ruchani, is available to speak with students on issues of hashkafa and halacha. Regular shiurim and Israel-focused programs are scheduled. Secular and Judaic Studies faculty are world-renowned scholars in their fields. Experts offer lunch-time seminars on Jewish and secular topics.

The Lander College for Women has an active and inclusive student government, responsible for many clubs and activities. Students publish student newspapers, creative writing journals, and other publications, and relax by working out in the gym or exercise room. The College is proud of its gemilut chesed programs, which focus on the Upper West Side and the broader Jewish community.

THE LANDER COLLEGE OF ARTS AND SCIENCES IN FLATBUSH

The Lander College of Arts and Sciences in Flatbush, with separate Men's and Women's Divisions, is located at Avenue J and East 16th Street in the Midwood section of Brooklyn. More than 1,000 students are enrolled each semester at the Flatbush Campus. A new affiliated nearby facility at Avenue J and Ocean Avenue opened in the Spring 2013 semester.

Encompassing more than 90,000 square feet, the Flatbush Campus was inaugurated in the spring of 1995. Nestled in a vibrant, residential Jewish community, the Flatbush Campus is easily accessible by subway and bus transportation from all areas of Brooklyn and Queens, and is easily reached from Long Island as well as from Rockland County. Shops and restaurants dot the avenue in the vicinity of the campus.

This seven-story campus includes three large science laboratories (for biology, chemistry and physics), three computer science laboratories, twenty-eight classrooms, the college library and two library reading rooms, a student lounge, service and support offices, including the Office of the Registrar, the counseling and placement center, and academic departmental offices. In September 1997, the New York State Education Department officially designated this site as The Flatbush Branch Campus of Touro College.

THE LANDER COLLEGE FOR MEN, KEW GARDENS HILLS

The **Lander College for Men** is located in a newly-constructed campus on seven acres in one of the safest, most vibrant and attractive Jewish neighborhoods in New York City, Kew Gardens Hills, Queens. The central vision behind the design, planning, and construction of the campus was to create an environment most conducive to realizing the College's goal of academic and Jewish excellence in a personalized environment.

The main academic building on the campus is a four-story, 73,000 square foot, L-shaped building designed specifically to meet the needs of a high-quality academic center.

The academic center includes twelve state-of-the-art laboratories for biology, chemistry, physics, and computer science, to support strong College programs in the sciences, and sixteen classrooms and seminar rooms. There is a beautiful 4,500-square-foot Beis Medrash/Study Hall, a 7,000-square-foot library, student and faculty lounges, extensive faculty and administrative offices, and a cafeteria and dining area which seats 250. All rooms are above-ground, with ample windows, and the main walls of the library and Beis Medrash/Study Hall are glass, which contributes to an open, airy, and spacious feel for the entire facility.

In addition to the indoor student lounge, a beautifully-designed outdoor terrace of over 4,000 square feet is designated for student activities as well.

Consistent with the overall goals of the College, its dormitory facilities, consisting of garden apartments, are designed to help foster small communities of learners, and close personal relationships among students. The dormitories are also designed to promote a comfortable, spacious home-like feel to campus living, in contrast to the stark institutional environment so common to many university campuses.

Touro College also maintains extension sites in Queens for students seeking to pursue an advanced and intensified program in Jewish Law or Jewish studies.

FACILITIES OF THE SCHOOL FOR LIFELONG EDUCATION

The School for Lifelong Education (SLE) is a self-contained campus, located in Borough Park at 1273 53rd Street. The campus is easily accessible by mass-transit. SLE is located in the center of Borough Park, off 13th Avenue a major hub of the dynamic Jewish community. Our students study in an atmosphere of academic excellence coupled with Torah values. The faculty is student-focused, and class size is intentionally small to achieve our mission goals of meeting each student's academic needs.

SLE offers on-site admission, registration and advisement. Students have the use of three computer labs. A full-service library on premises enhances the students' study and research time. Students are scheduled for library sessions to foster full information and research literacy that addresses both technological and non-technological needs.

Unless transferring from the main campus or a branch campus, students must enroll in residency courses at the Flatbush branch campus or the Manhattan main campus as part of the degree requirements.

THE TOURO COLLEGE LIBRARIES

The Touro College Libraries aspire to be a primary partner in the intellectual pursuits the college. The mission of the Libraries is to promote a collegial and academic atmosphere, in support of the College's mission to further personal growth and intellectual inquiry. Key to the accomplishment of this mission is our expert and responsive staff who understand teaching and research. The Touro College Libraries acquire, organize, preserve, and provide access to information resources in a broad range of formats. All library facilities have study areas, computer workstations, audio-visual equipment, and photocopiers. All library personnel promote information literacy as an integral part of the college experience by offering a comprehensive program of library instruction, individualized research advice, and reference assistance to foster and encourage our students to become lifelong learners.

The Library resources and services can be identified and utilized via the Library website (www.touro.edu/library/). The Library website is the gateway to the services and resources of the Touro College Libraries. Material can be found using the search box *QuickSearch* where all library resources can be searched together. *Books and more* can be used to locate books, periodicals, and multi-media items in all the library collections. The Library page is divided into three sections: one on the libraries (About Us), one on Services, and one on Resources. The section of libraries includes a Welcome page with general information; a Policies page with the mission statement and strategic plan; an Events page which lists workshops, webinars, and library activities; and a listing of Staff. The section of Services includes Off-campus access forms: Request Material forms, and Services specific for faculty and students which includes tutorials, information on plagiarism, citation styles, research techniques, and the Library Information Literacy Initiative (TILI). The section on Resources includes eBook databases with links to subscription ebooks; Touro Digital Collections including *Dissertations and Theses @ Touro*; Touro archives; Ereserves; Faculty Publications, a permanent, searchable database of research accomplishments by Touro faculty and staff published since 1970; and an Alumni Portal. Proprietary or subscription resources are available via a username and password which can be obtained via a form located on the Library homepage.

The Touro Library website also includes an *Ask a Librarian* service, where faculty, staff, and students can obtain advice via email within 24 hours (except weekends and holidays) and a *CHAT* feature, where librarians and patrons interact online via instant messaging.

Members of the Touro community have access to and full borrowing privileges at all libraries that are located throughout the metropolitan New York area and in Suffolk County. Alumni have access to several Proprietary Databases accessed via the Alumni Portal. Material at Touro is shared by intra-library loan. Material not at Touro is obtained by inter-library loan via OCLC (Online Computer Library Center) and LVIS (Libraries Very Interested in Sharing), or by commercial document delivery. Referrals to METRO libraries are made by the Inter-library Loan Coordinator.

THE TOURO COMPUTER CENTER

The Touro College Computer Center provides computer laboratory facilities to support a variety of course offerings. Specific emphasis is placed upon software to support courses in computer science, mathematics and business, as well as support for the computing needs of other departments.

Computer laboratories have been established at 11 separate locations with a total of over 750 PCs and associated peripherals. The computers at each location are connected by a Local Area Network and supported by a networked lab server. All computer labs are equipped with a current version of the MS Office suite, and provide Internet access through the Touro College Wide Area Network. Headphones and high-end laser printers are available at each lab.

Other hardware available to faculty members through the Touro Computer Center includes large-screen multimedia monitors, projectors, VCRs, and DVD players. Ceiling-mounted projectors are also available at several locations.

Computer labs at locations where desktop and web publishing courses are taught have scanners, color printers, and special software, such as Adobe InDesign, Photoshop and Illustrator, to support the course offerings. These sites also have CD-R drives available for student use. Three sites (the Flatbush Campus, the Lander College for Women, and 1726 Kings Highway) also have a high-end Macintosh computer for student use.

The following is a list of computer laboratories available to students of the Lander Colleges. (*Labs marked with an asterisk support the Digital Multimedia Design curriculum with the above-mentioned special hardware and software.)

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| <ul style="list-style-type: none"> • Main Campus/Annexes 27-33 West 23rd Street, 3rd & 6th Floors 50 West 23rd Street, 6th Floor 218-232 West 40th Street, 4th Floor New York, NY 10010 • Lander College for Women* 227 West 60th Street New York, NY 10023 • Lander College for Men 75-31 150th Street Kew Gardens Hills, NY 11367 • Flatbush Campus* 1602 Avenue J Brooklyn, NY 11230 • Kings Highway Center* 1726 Kings Highway Brooklyn, NY 11229 | <ul style="list-style-type: none"> • Graduate School of Education 946 Kings Highway Brooklyn, NY 11229 • Master's Program in Speech-Language Pathology 1610 East 19th Street Brooklyn, NY 11229 <li style="padding-left: 40px;">Borough Park (I) 1273 53rd Street Brooklyn, NY 11219 • Borough Park (II)* 1301 45th Street Brooklyn, NY 11219 • Borough Park (III) 5323 18th Avenue Brooklyn, NY 11219 |
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ADMISSIONS

The Touro College School for Lifelong Education encourages applications from individuals who would benefit from its course of study and would not seek admission to a traditional college program. Educational, personal, and employment interests, as well as the potential to succeed, are considered in admission decisions.

High school completion is generally required for admission. However, Touro College takes other factors into account. Among them are alternative types of educational preparation, maturity, motivation, performance on placement examinations, and a personal interview.

Those who meet the aforementioned criteria will be accepted into the School for Lifelong Education as matriculated students eligible to pursue either a two-year or four-year degree. Students are required to apply for matriculation into the bachelor's program when they have completed thirty-six credits.

Students seeking to transfer must meet all of the aforementioned criteria and have at least a 2.00 grade average (GPA) on a scale of 4.

ADMISSION DECISIONS

The decisions of the Committee on Admissions are based on an assessment of the candidate's ability to benefit from Touro's academic program.

ADMISSION PROCEDURES

The School for Lifelong Education admits students for Fall, Spring, and Summer semesters.

Students seeking financial assistance are better served if the application procedure is completed in a timely manner. It is to the student's advantage to submit all documents to the Office of Admissions as early as possible.

An application is considered complete, and the candidate will be considered for admission, as soon as the Office of Admissions has received all of the following:

1. Completed Application for Admission.
2. Transcript of all high school and college work. Students with foreign transcripts are required to have them translated and evaluated by a Touro-approved agency. A list of agencies is available from the Office of Admissions.
3. On-campus interview.
4. English placement essay and math placement screening.
5. All students born after January 1957: Immunization form indicating a history of MMR vaccinations.

SPECIAL CATEGORIES: NON-MATRICULATED, TRANSFER, AND INTERNATIONAL STUDENTS

Non-Matriculated Students

Under special circumstances, students may be admitted on a non-matriculated basis. Although such students are not pursuing a certificate or degree, they submit the same application as all other candidates. Students admitted as non-matriculantes may register for up to 9 credits per semester. Students are permitted to register as non-matriculated students for a maximum of three semesters.

Transfer Students

Transfer students are welcome members of the Touro learning community. Transfer applicants are required to submit official transcripts from all colleges or universities attended prior to enrolling at Touro. Transcripts from previously-attended institutions must be received within six months of beginning study at Touro College if transfer credit is to be awarded, i.e., a student who commences his or her studies at Touro College in September 2014 should have his or her previous transcripts sent to Touro College by March 1, 2015. Official transcripts for the School for Lifelong Education should be sent directly from the issuing school to the Office of Admissions, School for Lifelong Education, Touro College, 1273 53rd Street, Brooklyn, NY 11219.

Candidates for admission as transfer students from other colleges and universities should meet the academic standards required of freshmen and be in good academic standing at the institution that they currently attend. Such students should also submit high school grades if they have earned less than 60 college credits.

Credits are usually awarded for liberal arts and sciences, business, computer science, education, human services, humanities, physical and mathematical sciences, and social science courses which were completed at accredited institutions with a minimum grade of "C." Courses may be transferred to satisfy credit requirements toward a degree, but may not necessarily be accepted to meet specific Touro College requirements or the requirements of a major or professional sequence. It is necessary to schedule a conference with the Academic Dean if transfer credits are being offered to fulfill major, concentration, or other requirements. Any decisions regarding transfer of credit for professional courses or coursework taken at non-accredited institutions are made directly by the appropriate program director or department chair. For further details, please see the Touro College website or the Transfer Credits section elsewhere in this catalog.

All students entering the School for Lifelong Education will complete an English placement essay and will be placed in an appropriate course in the College Writing Sequence. Students placed in English Composition I or below may not be able to transfer prior courses in English Composition completed at other institutions.

Students who have completed an associate's degree at an accredited institution will receive up to 60 credits toward the baccalaureate; however, they must meet both the liberal arts and sciences requirement and the specific course and credit distribution requirements of their selected certificate or baccalaureate degree program. The satisfaction of these requirements will entail a course-by-course evaluation of the student's transcript.

Transfer students may request in writing that the Office of the Registrar not evaluate prior college work completed at another school(s). This decision is irrevocable. Students who elect this option should be advised that credits earned for courses that they repeat at Touro College after already having received a passing grade at another institution will not count toward the minimum credit load for full-time status.

Transfer students should be aware that if they take a course at Touro which is transferable to Touro from a prior institution, that course will not count toward full-time status for financial aid purposes. This may have adverse financial aid implications, and a Financial Aid officer should be consulted for further information. If a student subsequently passes a course at Touro for which he/she received transfer credit for work at a prior institution, the transfer credit will be deleted.

In order to graduate with a baccalaureate degree from Touro College, a student must take a minimum of 45 credits in residence at Touro and 50% of the credits in his or her major at Touro. For this reason, no more than 75 credits may generally be transferred to Touro College.

International Students

Students from foreign countries are eligible for admission to Touro College upon graduation from high school or its equivalent. Such students follow the same application procedure as other candidates for admission. Students whose native language is not English, or who did not receive their secondary education in an English-speaking country, must also demonstrate proficiency in English through satisfactory performance on an English proficiency examination.

All international applicants must have an original transcript of their secondary and/or college record sent to the Office of Admissions of Touro College. Students who graduated from a foreign high school must pass the ACCUPLACER examination. Please contact the Office of Admissions at the School for Lifelong Education for more information.

FOREIGN TRANSCRIPT EVALUATION

Students with foreign transcripts are generally required to have them translated and evaluated by a Touro-approved agency. A list of agencies is available by logging onto www.naces.org/members.htm.

All correspondence and inquiries concerning admission to the School for Lifelong Education should be directed to:

Touro College: School for Lifelong Education
Office of Admissions
1273 53rd Street, 3rd Floor
Brooklyn, New York 11219
(718) 871-6187, Ext. 30011, 30012

PRIOR LEARNING

(Also see "Transfer Students," page 28 and "Earning Outside Credit," page 98)

Touro College recognizes that students can acquire college-level knowledge outside the classroom. Credit for relevant prior learning may be granted through transfer credits from an accredited college or university. Students who indicate prior college attendance are reminded to submit official transcripts (and other appropriate supporting documentation) if they are expecting transfer credit. Documents must be originals and in a sealed envelope. Transfer students who have earned credits in a mentored or non-accredited program should contact the Academic Dean to review previous college level experience.

Prior learning credit can be obtained for work experience equivalent to credit bearing courses given at Touro College upon evaluation. Credit is not given for courses towards your major or concentration. A committee meeting of the SLE Academic Dean, Program Director and appropriate Departmental faculty is required to structure an experiential portfolio demonstrating acquired knowledge in specific content area. Once this portfolio is submitted, and the evaluation is completed the student will be formally notified by the registrar's office of the final decision.

A number of students choose to pursue their Jewish studies at yeshivas, seminaries, or other recognized institutions of post-secondary Jewish learning before or while pursuing other studies at Touro College. Transfer credit is given according to the guideline of the Judaic Studies department, following submission of a "Permit to Attend Another College" form while simultaneously studying at Touro.

Approved CLEP, ACT, and Dante examinations may also be accepted for credit. Permission of the Assistant Dean is required.

A maximum of six credits is generally granted for previous work completed in technical or professional programs not offered at Touro College.

PAYING FOR COLLEGE

Expenses associated with attending Touro College may include tuition, fees, supplies, books, transportation, 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 and certified check, money order or Visa/MasterCard. 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 toward their tuition, and will be refunded any excess once the College receives the award.

TUITION AND FEES FOR SCHOOL FOR LIFELONG EDUCATION, 2014 - 2016

2014-2015

| FALL AND SPRING—PER SEMESTER | |
|---|---------|
| Tuition (12 to 18 credits) | \$6,475 |
| Per-Credit Charge (less than 12 or more than 18) | 550 |
| Laboratory Fee (flat rate) | 100 |
| Administrative Fee | 100 |
| Technology Fee | 50 |
| Late Registration Fee | 100 |
| SUMMER SESSIONS | |
| Regular Summer Tuition (6 to 8 credits) | \$2,705 |
| Tuition (3 to 4 credits) | 1,430 |
| Per-Credit Charge (less than 6 or more than 8, per session) | 465 |
| Administrative Fee per session | 50 |
| Laboratory Fee (flat rate—non matriculated only) | 100 |

2015-2016

| FALL AND SPRING—PER SEMESTER | |
|---|---------|
| Tuition (12 to 18 credits) | \$6,600 |
| Per-Credit Charge (less than 12 or more than 18) | 560 |
| Laboratory Fee (flat rate) | 100 |
| Administrative Fee | 100 |
| Technology Fee | 100 |
| Late Registration Fee | 50 |
| SUMMER SESSIONS | |
| Regular Summer Tuition (6 to 8 credits) | \$2,760 |
| August Science Session Tuition (3 to 4 credits) | 1,460 |
| Per-Credit Charge (less than 6 or more than 8, per session) | 475 |
| Administrative Fee per session | 50 |
| Laboratory Fee (flat rate—non matriculated only) | 100 |

ALUMNI CHARGES FOR RETURNING BACCALAUREATE STUDENTS

Tuition 50% of regular charge
Administrative fee \$150 per semester

These are the current charges for the 2014- 2016 academic years. *Tuition and fees are subject to change. The Board of Trustees of Touro College reserves the right to change the tuition and fee schedule without prior written notice.*

TUITION LIABILITY FOR WITHDRAWAL

Students wishing to withdraw from the College must contact the Office of the Registrar. On approved applications and when withdrawing from ALL classes the following withdrawal credit schedule will apply:

Before the opening day of class..... 100% of tuition
During the 1st week of class 90% of tuition
During the 2nd week of class..... 75% of tuition
During the 3rd week of class 50% of tuition
During the 4th week of class 25% of tuition
After the 4th week of class No credit given

Tuition Liability for Withdrawal, Summer Semester

Before the opening day of class..... 100% of tuition
During the 1st week of class 60% of tuition
During the 2nd week of class..... 20% of tuition
After the 2nd week of class No credit given

Please note that, when a student in receipt of Title IV funds withdraws from school, a Federal recalculation takes place. You may obtain a copy of these regulations from the Financial Aid office.

If the student has not paid full tuition and fees for the term in which the withdrawal takes place, s/he must pay the proportionate amount noted above before leaving the College. The withdrawal date is the date that the Registrar receives notification of withdrawal.

THE BURSAR'S OFFICE

The function of the Bursar's Office is to collect tuition and fees from students on behalf of the College. To that end, the Bursar's Office is responsible for charging tuition to student accounts according to the college fee schedule and collecting payments from students. The Bursar will send each student statements until the bill is paid.

As a result of the great variety of funds available to students, some students may receive funds in excess of their tuition and fee charges. Such funds are returned to students to be used for other college-related expenses.

The Bursar's Office is responsible for disbursing funds to students resulting from tuition overpayments of any type. These disbursements are commonly referred to as "refunds." Refund checks are issued following Federal and state guidelines.

FINANCIAL AID: UNDERGRADUATE STUDENTS

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

It is the student's responsibility to request, complete, and submit all forms with necessary documentation for all financial aid programs, including scholarships, in a timely manner. These awards are not granted retroactively and are subject to the availability of funds.

Financial aid awards are not guaranteed and subject to all revisions in federal, state and institutional policies, availability of funds, changes in enrollment, minimum grade requirements, housing status, and timely submission of all required documentation.

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

FINANCIAL AID SELF-SERVICE & STUDENT ADMINISTRATIVE SERVICES HELPDESK

Financial aid is an enabling element in your educational pursuit. To that end, the Touro College and University System has implemented a dedicated self-service system (NetPartner) intended to help streamline your financial aid experience. With this system, you have the ability to review your financial aid awards, accept or reject loan-based financial aid, gain insight into what might be delaying your financial aid, and much more.

Visit finaid.touro.edu.

As part of our Financial Aid Self-Service (NetPartner) tool, our newly formed student services helpdesk aims to assist all students in the Touro College and University System with their student services questions.

Visit studentservices@touro.edu.

FEDERAL APPLICATION REQUIREMENTS AND PROCEDURES

Students who wish to apply for scholarships, grants and/or student loans are required to complete the FAFSA. The college code to be used on the FAFSA for Touro College is 010142. The FAFSA is available online at www.fafsa.gov. For maximum consideration for all types of financial aid, students must file their FAFSA applications as soon as possible after January 1st of each year at www.fafsa.gov.

Requirements for Federal Student Aid

In order to qualify for Federal Student Aid, a student:

- Must be accepted into one of Touro College's degree granting programs and must be fully matriculated in that program.
- Must have a high school diploma or its recognized equivalent, such as a general educational development or GED certificate or has completed home schooling at the secondary level as defined by state law.
- Must be making satisfactory academic progress toward their degree.
- Must be enrolled at least half time to receive aid from the Stafford and PLUS loan programs.
- Must not have been convicted of a federal or state drug offense.
- Incarcerated students are not eligible for federal student loans but are eligible for College Work Study and Supplemental Educational Opportunity Grants. They are also eligible for Pell Grants if not incarcerated in a federal or state penal institution.
- Must not be in default on a prior federal student loan.
- Must be a U.S. citizen or permanent resident or other eligible non-citizen.
- Must have a Social Security Number.

- Male students are required to be registered with Selective Service to be eligible for federal financial aid funds. (A male student does not have to register if the student is below the age of 18, or was born before January 1, 1960.)
- With the exception of unsubsidized Stafford Loans and PLUS Loans, all other federal student aid requires students to demonstrate financial need.

Federal Verification Requirements:

When the FAFSA is filed, the federal government reviews the data submitted and selects certain applications for a process called Verification. If a student's application is selected, the student, his or her spouse and/or parents must submit documents that support the information supplied on the FAFSA to the Touro College Office of Financial Aid. This usually includes copies of the appropriate year's IRS Tax Transcripts, a Verification Worksheet (supplied by Touro College) and other supporting documentation as required.

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

As part of the Federal Verification process for the 2014-15 award year, Touro College may also request proof of High School Completion (or its recognized equivalent), proof of the receipt of Supplemental Nutritional Assistance Program benefits (SNAP), and/or proof of child support payments. Students may also be requested to appear in person and provide government issued photo identification and sign a Statement of Educational Purpose. If you have questions or concerns, please contact the Touro College Office of Financial Aid.

Requirements for Determination of Independent Student Status for Purposes of Federal Student Aid

To be considered an independent student for any federal financial aid program, students must meet one of the following criteria:

- A. Age 24 or older as of Dec. 31 of the award year
- B. For students under 24, one of the following criteria must be met:
 - Orphan, foster child, or ward of the court at age 13 or older
 - Veteran or currently engaged in active duty in the U.S. armed forces for purposes other than basic training
 - Have legal dependents other than a spouse for whom he/she provides more than 50 percent financial support
 - Graduate or professional student
 - Married student (at the time the FAFSA is signed)
 - Classified by the Office of Financial Aid as independent because of other unusual circumstances that have been fully documented and are consistent with federal regulations
 - Have had a legal guardian as determined by a state court
 - An unaccompanied youth who is determined to be homeless, or at risk of being homeless, by a school district, shelter director, or the U.S. Department of Housing and Urban Development
 - Emancipated minor as determined by a court in his/her state of legal residence

Students who do not meet the federal definition of an "independent student" and who have extenuating circumstances may request consideration for a "Dependency Override". In such cases, Touro College will require additional certification and documentation to determine that a student is independent for purposes of Federal Financial Aid Programs. A determination of Independent student status for Federal Financial Aid purposes does not automatically translate to the same determination for State Aid Programs and vice versa. Nor does this determination guarantee that an applicant will receive additional Financial Aid that is sufficient to meet the cost of attendance. The Touro College Office of Financial Aid has the right to adjust or change the determination of Independent student status when conflicting information exists.

Touro College reserves the right to revise its' financial aid programs. All programs are subject to change due to modifications in government or institutional policies. Additional criteria and information may be obtained from the Office of Financial Aid. Students are responsible for reading the Financial Aid Terms & Conditions before deciding to accept or reject their financial aid. View the disclosures at <https://finaid.touro.edu>.

TOURO COLLEGE UNDERGRADUATE SCHOLARSHIPS, GRANTS & OTHER BENEFITS

Through the generosity Touro College, students may receive academic scholarships and grants on the basis of academic achievement, high scholastic potential, and demonstrated need. Students should contact the Office of Financial Aid for more information on the availability of scholarships and grants.

Following is a list of the various undergraduate scholarships offered by Touro College.

Touro Academic Scholarships

Touro Academic Scholarships are awarded competitively to entering undergraduate students on the basis of superior academic achievement (high school average and SAT scores). Scholarships may be renewed for up to four years. Awards are prorated if students register for fewer than 12 credits per semester. Academic Scholarships are not available for summer semester.

Touro Deans Scholarships

Dean's Scholarships may be awarded to students whose tuition costs are not covered through other financial assistance programs. The applicant's family income, family size, financial need, and special circumstances, as well as community service are considered. In order to be considered for a Dean's Scholarship, students must complete the FAFSA application each year.

Touro Grants

Touro Grants are awarded on the basis of financial need to matriculated undergraduate students who are enrolled on a full time or part time basis and are in good academic standing and whose tuition costs are not fully covered. Touro Grants will not be awarded to cover additional tuition charges for students enrolled for more than 18 credits per semester.

Presidential Scholarships

The Presidential Scholarships are awarded on the basis of achievement, leadership and community service potential, financial need or other special circumstances. Students are eligible to apply for this scholarship after filing a FAFSA application and review by the Office of Financial Aid.

Tuition Payment Plans

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

Employee Benefits/ Tuition Remission

Tuition remission is extended to full time faculty and staff, their spouses and dependent children. Anyone in default of a student loan is excluded from receiving this benefit. Students taking undergraduate classes will receive up to 100% tuition remission. Students taking classes at the graduate or professional level will receive up to 25% tuition remission. Full time employees of Touro College who wish to take advantage of the Employee Benefits Tuition Remission Policy should contact the Office of Financial Aid.

OTHER FINANCIAL AID SOURCES

Memorial Scholarships for Families of Deceased Police Officers and Firefighters

These awards are made available to the children and spouses of deceased police officers, firefighters, and volunteer firefighters of New York State who have died as a result of injuries sustained in the line of duty. Recipients must be New York State residents, enrolled on a full-time basis, and matriculated in approved undergraduate programs at colleges in New York State.

The scholarships are available for four years of undergraduate study. Students who meet the criteria for these awards may request special Memorial Scholarship Supplements from NYSHESC, 99 Washington Avenue, Albany, New York 12255, via the mail, by phone at (888) 697-4372, or via the internet at WWW.HESC.ORG. The deadline for filing is May 1st.

The special Scholarship Supplements merely establish eligibility for these scholarships. To receive payment, applicants must complete their FAFSAs and New York State Express TAP Applications (ETAs) each year. Awards are usually equal to the non-tuition allowances (such as room and board, books and supplies, and transportation) as determined annually by the Commissioner of Education, less any Federal Pell Grants and other federal and/or State-funded scholarships or grants.

World Trade Center Memorial Scholarships

This scholarship is for the children and spouses of deceased or severely and permanently disabled victims of the September 11, 2001 terrorist attacks. This includes victims at the World Trade Center site, the Pentagon, or on flights 11, 77, 93, and 175.

To apply, print a copy of the World Trade Center Memorial Scholarship Application from WWW.HESC.ORG and mail with the necessary documentation to HESC Scholarship Unit, 99 Washington Avenue, Albany, NY 12255. Students must complete their FAFSAs, as well.

Regents Awards for Child of Veteran

These awards are for the children of veterans who are deceased, disabled, or missing in action as a result of service in the Armed Forces of the U.S. during wartime and/or periods of armed conflict, or who were classified as prisoners of war during such service. Applicants must be current residents of New York State, enrolled on a full-time basis, and matriculated in approved programs at colleges in New York State. Students who meet the criteria may request the special Child of Veteran Award Supplements from NYSHESC, 99 Washington Avenue, Albany, New York, 12255, via the mail, by phone at (888) 697-4372, or via the internet at WWW.HESC.ORG. The deadline for filing is May 1st.

The special Award Supplements merely establish eligibility for these awards. To receive payment, applicants must complete their FAFSAs and New York State Express TAP Applications (ETAs) each year. The Child of Veteran Awards are renewable unless the disability condition of the parent changes, in which case NYSHESC must be notified of the change.

New York Lottery Leaders of Tomorrow Scholarship

Students must be U.S. citizens and graduates of a New York State high school. They must have maintained a B average for seven semesters of high school, demonstrate leadership skills, and document experience in extracurricular and community-service activities. Students must attend a New York State college full-time and maintain a B average. Each high school principal will recommend two seniors. Award amounts vary each year.

AmeriCorps

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

FEDERAL GRANTS: UNDERGRADUATE STUDENTS

Federal Pell Grant

The Federal Pell Grant is for undergraduate, matriculated students who are enrolled in at least one credit and meet the financial need guidelines of the program. Eligibility for the Federal Pell Grant is limited to students who have not received their first bachelor's degree or who are enrolled in certain post-baccalaureate programs that lead to certification or licensure, as well as to those who demonstrate financial need according the FAFSA results and meet all other eligibility requirements. Students are required to file the Free Application for Federal Student Aid (FAFSA) and will receive the results of their FAFSA directly from the Federal Processing Center. Shortly thereafter, the Touro College Office of Financial Aid receives the same information electronically. Awards are based on the Expected Family Contribution (EFC) as determined by a federal methodology, the Touro College cost of attendance, the number of credits attempted in a given semester, and the federal appropriation for the program, as determined by Congress. To maintain eligibility for the Federal Pell Grant, students must apply by submitting the FAFSA annually, continue to meet the financial need guidelines and eligibility rules, and maintain the minimum satisfactory academic progress standards as established by Touro College. Students must also not be in default on any student loan, or owe a repayment of Pell Grant funds for attendance in a prior period. Students may not receive a Federal Pell Grant from more than one institution at a time.

Pell Grant Lifetime Eligibility Used (LEU)

The U.S. Department of Education has established new regulations that reduce the duration of a student's eligibility to receive a Federal Pell Grant from 18 full-time semesters (nine years or its equivalent) to 12 full-time semesters (six years or its equivalent). This change was effective with the 2012-2013 Award Year and applies to all students eligible for Federal Pell Grants. If the institution receives notification from the U.S. Department of Education that a Federal Pell Grant applicant has reached, or is close to the Lifetime maximum award, the institution will notify the student and adjust all awards as necessary.

Federal Supplemental Education Opportunity Grant (FSEOG)

The Federal Supplemental Educational Opportunity Grant (FSEOG) program provides need-based grants to help low-income undergraduate students finance the costs of postsecondary education and may be available to students who are eligible for Federal Pell Grants. Federal funds are limited for this program; only applicants who demonstrate the greatest financial need are considered for FSEOG. These funds are awarded by the Office of Financial Aid. Students must file a FAFSA as part of the application process for an FSEOG. Eligibility is determined annually based on results from the FAFSA, and students must maintain satisfactory academic progress as determined by the applicable Touro College degree program rules.

Federal College Work-Study Program (CWSP):

Touro College participates in the federally sponsored Federal College Work-Study Program (FCWS). Students should complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov and indicate a desire to participate in the Federal College Work Study Program on the FAFSA application. The Office of Financial Aid will determine a student's eligibility based on demonstrated financial need and availability of federal funds. If the student is eligible and would like to participate in the Federal College Work-Study Program, they must accept the offer of assistance and contact the Office of Financial Aid. If a student fails to contact the Office of Financial Aid by the first week in October for the fall semester, or the first week in February for the spring semester, there is a risk that the college work study award may be cancelled. Funds are limited and there is usually a waiting list of students who would like to obtain positions. Please be aware that the amount of FCWS indicated on the financial aid package is not deducted from the student's tuition bill, but rather reflects the amount of money available for the student to earn under the program. It is the student's responsibility to obtain a job through the Office of Financial Aid. Renewal is dependent upon continued demonstration of financial need, availability of federal funds and maintenance of the minimum academic standards established by Touro College. Students are required to file the FAFSA and indicate a desire to participate each year for continued determination of eligibility.

STATE GRANTS

New York State Tuition Assistance Program (TAP)

New York State Academic Standard

A student who has received tuition assistance grant awards from the New York State Tuition Assistance Program (TAP) is required to complete at least 6 semester hours in each semester of the first year in which he or she received an award, 9 credits in each semester of the second year, and 12 credits in each semester of the third and fourth years, with any grade other than W, WU and WNA. Students who withdraw from all courses in any semester or who fail to maintain satisfactory progress as defined above are ineligible to receive TAP grants from that point, unless they receive a one-time TAP waiver (see the section below entitled "Committee on Academic Standing" for the procedure to request a TAP waiver).

For financial aid purposes, good academic standing consists of two elements: **Satisfactory Academic Progress and Pursuit of Program**. Satisfactory progress is a measure of the student's *achievement*, of earning credits toward a degree or certificate with a specified grade point average. Pursuit of program is a measure of the student's *effort* to complete a program.

In accordance with section 145-2.2 of the *Regulations of the Commissioner of Education*, each institution participating in State student financial aid programs must determine whether a student is in good academic standing based on a standard of satisfactory academic progress comprising a minimum number of credits to be accrued (earned) with a minimum cumulative grade point average in each term an award payment is received. The progress standard is most clearly presented in chart format (see below).

Initially, the regulation provided that each institution establish and submit for the Commissioner's approval its proposed standard of progress. However, for the 1995-96 academic year and thereafter, new legislation mandated a minimum cumulative C average after a student has received four full-time semester award payments or the equivalent (24 payment points).

Effective for the 2010-11 academic year and thereafter, New York State Education Law requires a non-remedial student, whose first award year is in 2010-11 and thereafter, must meet new standards of satisfactory academic progress (SAP). Non-remedial students whose first year is 2007-08 through 2009-10 must meet the SAP requirements enacted in 2006. Those meeting the [definition of "remedial student"](#) are not subject to the new SAP standards, but will use the requirements established in 2006. The law enacted in 2006 mandated minimum standards of satisfactory academic progress for students receiving their first State award in academic year 2006-07 year.

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

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

ACADEMIC STANDARD CHARTS

| Calendar: Semester | | | | | | |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Program: Associate's Degree & Certificate Programs (2010 Standards): applies to non-remedial students first receiving aid in 2010/11 and thereafter | | | | | | |
| Before being certified for this payment | 1 st | 2 nd | 3 rd | 4 th | 5 th | 6 th |
| a student must have accrued at least this many credits | 0 | 6 | 15 | 27 | 39 | 51 |
| with at least this grade point average | 0 | 1.3 | 1.5 | 1.8 | 2.0 | 2.0 |

| Calendar: Semester | | | | | | | | | | |
|---|-----------------|-----------------|-----------------|-----------------|-------------------|-----------------|-----------------|-----------------|--------------------|---------------------|
| Program: Baccalaureate Program(2010 Standards): applies to non-remedial students first receiving aid in 2010/11 and thereafter | | | | | | | | | | |
| Before being certified for this payment | 1 st | 2 nd | 3 rd | 4 th | 5 th * | 6 th | 7 th | 8 th | 9 th ** | 10 th ** |
| a student must have accrued at least this many credits | 0 | 6 | 15 | 27 | 39 | 51 | 66 | 81 | 96 | 111 |
| with at least this grade point average | 0 | 1.5 | 1.8 | 1.8 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 |

| Calendar: Semester | | | | | | |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Program: Associate's Degree & Certificate Programs (2006 Standards): applies to non-remedial students first receiving aid in 2007-08 through 2009-10 and remedial students first receiving aid in 2007-08 and thereafter | | | | | | |
| Before being certified for this payment | 1 st | 2 nd | 3 rd | 4 th | 5 th | 6 th |
| a student must have accrued at least this many credits | 0 | 3 | 9 | 18 | 30 | 45 |
| with at least this grade point average | 0 | .5 | .75 | 1.3 | 2.0 | 2.0 |

(See next page.)

| Calendar: Semester | | | | | | | | | | |
|--|-----------------|-----------------|-----------------|-----------------|------------------|-----------------|-----------------|-----------------|-------------------|--------------------|
| Program: Baccalaureate Program(2006 Standards): applies to non-remedial students first receiving aid in 2007-08 through 2009-10 and remedial students first receiving aid in 2007-08 and thereafter | | | | | | | | | | |
| Before being certified for this payment | 1 st | 2 nd | 3 rd | 4 th | 5 ^{th*} | 6 th | 7 th | 8 th | 9 ^{th**} | 10 ^{th**} |
| a student must have accrued at least this many credits | 0 | 3 | 9 | 21 | 33 | 45 | 60 | 75 | 90 | 105 |
| with at least this grade point average | 0 | 1.1 | 1.2 | 1.3 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 |

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

*New York State regulations require that students maintain a “C” average (2.0) starting with their fifth TAP payment. Students may petition for a waiver from the Committee on Academic Standing if there are extenuating circumstances.

**Only students in approved five-year undergraduate programs may receive more than 8 semesters of undergraduate awards of New York State financial aid.

Students failing to meet these standards may be subject to loss of student status and/or financial aid. According to New York State guidelines, one TAP waiver only of these standards may be requested during the student’s undergraduate career. A student may receive more than one “C” waiver under limited circumstances. Please consult with your advisor.

A transfer student, after an official evaluation of his/her transcript, is placed on an Academic Standard Chart in accordance with the number of transfer credits he or she receives, and is expected to progress along the chart from that point. Transfer students and part-time students should consult the Office of the Registrar to determine their position on the appropriate Academic Standard Chart.

New York State Aid for Part-Time Study (APTS):

This New York state grant program provides aid amounts up to \$2,000 per year (\$1,000 per semester) for eligible part-time students (3-11 credit hours per semester). Students must be enrolled for the entire 15 weeks of the semester for which they are seeking APTS. They must also be matriculated, maintain good academic standing, meet specified income limits, be a U.S. citizen or eligible noncitizen, be a resident of New York State, not have exhausted TAP eligibility for full-time study and have a tuition charge of at least \$100 per year. Funding is limited and students are strongly urged to apply early. Students must submit all requested documentation to the Touro College Office of Financial Aid as soon as requested.

New York State Part-Time TAP

To be eligible for part-time TAP students must have been first-time freshmen in the 2006-07 academic year or later, have earned 12 credits or more in each of two consecutive semesters and maintain a “C” average. Additionally, students must be registered for 6-11 credits to qualify for Part Time TAP. Part-Time TAP is not the same as Aid for Part-Time Study and both **may not be awarded in the same semester.**

OTHER STATE AID PROGRAMS

NY State Veterans Tuition Awards (VTA)

Veterans Tuition Awards (VTA) are awards for full-time and part-time study for eligible veterans matriculated in an approved program at an undergraduate or graduate degree-granting institution or in an approved vocational training program in New York State.

NOTE: Students previously approved for this award must apply for payment each year. Those students who are attending an approved undergraduate or graduate program may apply for payment for the current academic year by completing the Free Application for Federal Student Aid (FAFSA) and then linking to the TAP on the Web application. See “How to Apply for Payment” below for additional details.

Students attending a vocational school only do not have to file the FAFSA or “TAP on the Web” application.

Award Amounts

- For full-time study, a recipient shall receive an award of up to the full cost of undergraduate tuition for New York state residents at the State University of New York, or actual tuition charged, whichever is less. Full-time study is defined as twelve or more credits per semester (or the equivalent) in an approved program at a degree-granting institution, or twenty-four or more hours per week in a vocational training program.
- For part-time study, awards will be prorated by credit hour. Part-time study is defined as at least three but fewer than twelve credits per semester (or the equivalent) in an approved program at a degree-granting institution, or six to twenty-three hours per week in a vocational training program.

Duplicative Benefits

The combined tuition benefits available to a student cannot exceed the student’s total tuition costs. Tuition payments received by a student under the Post-9/11 GI Bill (Chapter 33 veteran benefits) and Yellow Ribbon program are considered duplicative of any VTA and/or TAP award. Students receiving tuition assistance through these programs may, and in most cases will have their State VTA and/or TAP payment reduced or denied due to these other benefits. However, payments received under the Montgomery GI bill do not duplicate the purpose of the VTA and/or TAP.

Note: Students attending high tuition schools may be eligible to receive both the Federal and State benefits. Additionally, students with a “Percentage of Maximum Benefit Payable” under the Post - 9/11 GI Bill (Chapter 33 veteran benefits) Program of less than 100% and those continuing to receive benefits under the Montgomery GI Bill may also receive both Federal and State benefits.

VTA Benefits - Duration

Full-time Study

- Approved Undergraduate Degree-Granting Programs - Awards are available for up to eight semesters (four years) of undergraduate study. Awards can be made available for up to ten semesters of undergraduate study for enrollment in an approved five-year program or for enrollment in an approved program of remedial study.
- Approved Graduate Degree-Granting Programs - Awards are available for up to six semesters (three years) of graduate study.
- Approved Vocational Training Programs - Awards are available for up to a maximum of four semesters (two years) of study in an approved vocational training program.

Part-time Study

- Approved Undergraduate Degree-Granting Programs - Awards are available for up to the equivalent of eight semesters (four years) of full-time undergraduate study in a four-year program. Awards can be made available for up to the equivalent of ten semesters (five years) of full-time study for enrollment in an approved five-year undergraduate program which normally requires five academic years of full-time study.
- Approved Graduate Degree-Granting Programs - Awards are available for up to the equivalent of six semesters (three years) of full-time graduate study.
- Approved Vocational Training Programs - Awards are available for up to a maximum of eight semesters (four years) of part-time study in an approved vocational training program.

Approved programs are defined as undergraduate degree, graduate degree, diploma, and certificate programs at degree-granting institutions, or noncredit vocational training programs of at least 320 clock hours specifically approved by the New York State Education Department Office of College and University Evaluation.

Eligible Veterans

Eligible students are those who are New York State residents discharged under honorable conditions from the U.S. Armed forces and who are:

- Vietnam Veterans who served in Indochina between December 22, 1961 and May 7, 1975.
- Persian Gulf Veterans who served in the Persian Gulf on or after August 2, 1990.
- Afghanistan Veterans who served in Afghanistan during hostilities on or after September 11, 2001.
- Veterans of the armed forces of the United States who served in hostilities that occurred after February 28, 1961 as evidenced by receipt of an Armed Forces Expeditionary Medal, Navy Expeditionary Medal or a Marine Corps Expeditionary Medal.

Students must also:

- Establish eligibility by applying to HESC.
- Be New York State residents.
- Be US Citizens or eligible noncitizens.
- Be matriculated full or part- time at an undergraduate or graduate degree-granting institution in New York State or in an approved vocational training program in New York State.
- Have applied for the Tuition Assistance Program for all undergraduate or graduate study.
- Have graduated from high school in the United States, earned a GED, or passed a federally approved "Ability to Benefit" test as defined by the Commissioner of the State Education Department
- Meet good academic standing requirements
- Be charged at least \$200 tuition per year
- Not be in default on a federal or State made student loan or on any repayment of state awards

How to Establish Eligibility

Complete the New York State Veterans Tuition Award Supplement or contact HESC. Questions regarding eligible service or how to document service should be directed to the HESC Scholarship Unit at 888.697.4372.

How to Apply for Payment

Once you have established your eligibility, you must apply for payment. While you need only establish your eligibility once, you must apply for payment each year.

Apply for payment as follows:

Undergraduate and Graduate Full-time & Part-time Study - Apply for payment by doing one of the following:

1. Apply online by completing the Free Application for Federal Student Aid (FAFSA) — the form used by most colleges, universities and vocational schools for awarding federal student aid and most state and college aid — and then linking to the TAP on the Web application, or
2. For veterans who do not anticipate filing a FAFSA, complete a Scholarship Grant Payment Application. To receive a copy of the application, please call 888-697-4372.
3. Vocational Training Program students - Complete only the Veterans Tuition Award Supplement.

All applications must be completed by June 30 of the academic year for which an award is sought.

New York State Aid to Native Americans:

Eligibility

Enrolled members of a New York State tribe and their children who are attending, or planning to attend, a college in New York State and are New York State residents may apply for this NY State award. Awards are made to all eligible applicants and there is no qualifying examination. Awards are available for 2, 4 or 5-year programs.

Available Awards

Eligible and/or certified American Indian students are eligible to receive grant awards of up to \$2,000 per year for up to four years of full-time study (five years for specific programs requiring five years to complete degree requirements).

If funding is available, eligible students may receive aid for summer course work. Any aid a student receives for summer school study is deducted from the student's maximum entitlement for four years of full-time college study.

Application Process

Applications must be postmarked by July 15 for the fall semester, by December 31 for the spring semester, and by May 20 for the summer session. There are no fees for submitting an application. Students must apply for each semester (not annually).

More Information

Specific eligibility criteria and information can be found by writing to:

Native American Education Unit

NYS Education Department

Room 461 EBA

Albany, New York 12234

(518) 474-0537

Adult Career and Continuing Education Services – Vocational Rehabilitation (ACCESS – VR) (Formerly VESID)

The mission of Adult Career Continuing Education Services – Vocational Rehabilitation (ACCESS-VR) Program is to promote educational equity and excellence for students with disabilities while ensuring that they receive the rights and protection to which they are entitled, assure appropriate continuity between the child and adult services systems, and provide the highest quality vocational, rehabilitation and independent living services to all eligible persons as quickly as those services are required to enable them to work and live independent, self-directed lives. For further information, contact 1.800.222.JOBS (5627) or visit vesid.nysed.gov.

LOANS: UNDERGRADUATE STUDENTS

Federal Perkins Loans

This is a fixed-rate, low-interest loan from the federal government that is provided by Touro College. Eligibility is based on financial need as determined by federal calculations from the Free Application for Federal Student Aid (FAFSA). Students who demonstrate financial need after all resources are taken into account may be considered for a Perkins Loan. Legislated loan limits are up to \$5,500 for each year of undergraduate study (undergraduate aggregate limit is \$27,500). Repayment begins nine months after the borrower leaves school or drops below half-time attendance. The interest rate is fixed at 5%. For first-time loans disbursed after Oct. 1, 1992, the borrower will make minimum monthly payments of \$40. Annual awarding of Perkins Loans is based on early application, continued demonstration of financial need, availability of federal funds, and maintenance of minimum academic standards.

Federal Direct Stafford Loans

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

As a result of regulatory changes affecting loans first disbursed on or after July 1, 2012, the federal government has eliminated the grace period interest subsidy on Federal Direct Subsidized Stafford loans (the period immediately following graduation, withdrawal or less than half-time attendance and prior to the repayment start date). The federal government will continue to pay interest that accrues on the Direct Subsidized Stafford Loan during "in-school" and other eligible deferment periods. The federal government does not pay interest on Direct Unsubsidized Stafford Loans at all. Students have the option to pay interest on the unsubsidized portion of a Direct Stafford loan while in school, or during other eligible periods of deferment or let interest accrue until repayment begins. Deferred interest payments on Direct Unsubsidized Stafford Loans will be added to the principal loan amount and capitalized by the lender (meaning accrued interest will be added to the principal amount borrowed at repayment). Applicants must be enrolled at least half-time to be eligible for a Federal Direct Stafford Loan and to maintain eligibility for "in-school" deferments (minimum six credits per semester, with all credits applicable to the degree program of study).

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

ANNUAL AND AGGREGATE FEDERAL DIRECT STAFFORD LOAN LIMITS

Dependent Undergraduate

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

Independent Undergraduate/Dependent Undergraduate with PLUS Denial

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

Graduate

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

*Ineligible for *Subsidized* Stafford Loans first disbursed on or after July 12, 2012

FEDERAL PERKINS LOAN PROGRAM

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

Through the possible combination of Subsidized and Unsubsidized Direct Stafford Loans, every student meeting all academic and eligibility requirements should be able to participate in the Federal Direct Stafford Loan Program. Information about the William D. Ford Direct Loan Program can be found at Touro College's Office of Financial Aid and at www.studentloans.gov.

Regulations also require the Office of Financial Aid to offer financial aid based on the results of the needs analysis from the FAFSA (calculated by the federal government) and to perform an eligibility file review for every student applying for the Federal Direct Stafford Loan. The Office of Financial Aid must review each application and will recommend an amount according to the number of credits attempted, the number of credits completed, the grade

level, the cost of attendance, the outside resources available to each student and the expected family contribution (as derived from the FAFSA). Loan repayment will not be required while the student maintains at least half-time attendance (minimum six credits per semester, with all credits applicable to the degree program of study). Repayment of principal and interest begins six months after the student leaves school or drops below half-time attendance.

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

Below is a table of current interest rates and origination fees, by loan type:

| | Origination Fee | Interest Rate |
|--|-----------------|---------------|
| Undergraduate Subsidized Stafford | 1.072% | 4.66% |
| Undergraduate Unsubsidized Stafford | 1.072% | 4.66% |
| Graduate Unsubsidized Stafford | 1.072% | 6.21% |
| Parent PLUS | 4.288% | 7.21% |
| Graduate PLUS | 4.288% | 7.21% |

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

Information about the William D. Ford Federal Direct Loan Program can be found at www.studentloans.gov or by contacting the Touro College Office of Financial Aid.

Federal Direct PLUS Loan Program

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

Creditworthy borrowers (Graduate students or the parents of Dependent students) may borrow up to the full cost of attendance minus any other aid received by the student. Repayment begins 60 days after the last disbursement is made and can be deferred by contacting your loan servicer to request a deferment. Direct PLUS Loans can be deferred while the parent borrower or child, or graduate student is enrolled at least half-time and for an additional six months after the child or graduate student ceases to be enrolled at least half-time. If the Direct PLUS Loan is deferred, interest will accrue on the loan during the deferment. You may choose to pay the accrued interest or allow the interest to capitalize when the deferment period ends. Your loan servicer will notify you when your first payment is due. Information about the William D. Ford Federal Direct Loan Program can be found at www.studentloans.gov. Previous PLUS loan borrowing will be governed by rate rules in effect at the time of borrowing. There is an origination fee that will be deducted from the principal amount borrowed. When denied, applicants may reapply with a creditworthy endorser. Alternatively, students whose parents have been denied the Direct PLUS loan (based on credit), may apply for an additional \$4,000 (first-year and second-year students) or \$5,000 (third-year students and beyond) Direct Unsubsidized Stafford Loan (described under the subheading for Federal Direct Stafford Loans). The benefit of additional Unsubsidized Stafford eligibility does not apply to Graduate students whose Direct Graduate PLUS application has been denied due to credit.

Private Loans

Touro College is not affiliated with any private educational lender and encourages students to use all federal and state funding prior to seeking funds from private educational lenders. The Office of Financial Aid will offer helpful advice to all students on resources that best suit financing their educational needs.

INSTITUTIONAL PROGRAMS: FINANCIAL AID AND UNDERGRADUATE STUDENTS

Financial Aid for Consortium Agreements

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

Veterans Benefits

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

- U.S. Department of Veterans Affairs (VA), www.va.gov
- GI Bill, www.gibill.va.gov
- Office of Financial Aid at Touro College

Yellow Ribbon GI Education Enhancement Program

Touro College is proud to be a part of the Yellow Ribbon GI Education Enhancement Program. The program is a provision of the Post-9/11 Veterans Educational Assistance Act of 2008 and allows degree-granting institutions of higher learning in the United States to voluntarily enter into an agreement with the VA to fund tuition expenses that exceed either the \$19,198.31 cap for private institutions or the resident tuition and fees for a public institution. The participating educational institution can contribute up to 50% of those expenses, and the VA will match the same amount as the institution.

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

Eligible students fit the criteria as follows:

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

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

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

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

1. Have at least 6 years of service in the Armed Forces (active duty and/or selected reserve) on the date of approval and agree to serve four additional years in the armed forces from the date of election.
2. Have at least 10 years of service in the Armed Forces (active duty and/or selected reserve) on the date of approval, are precluded by either standard policy (service or Department of Defense) or statute from committing to four additional years, and agree to serve for the maximum amount of time allowed by such policy or statute.

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

Eligible Dependents

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

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

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

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

Nature of Transfer

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

Spouse:

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

Child:

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

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

WITHDRAWAL POLICY (FEDERAL – RETURN TO TITLE IV)

Objective

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

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

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

Background

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

Policy

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

Withdrawal Date

A student's withdrawal date varies depending on the type of withdrawal. Reference: Determining a student's withdrawal date at a school that is not required to take attendance in the 2014- 2015 Student Financial Aid Handbook, Volume 5; Chapter 1 Withdrawals and Return of Title IV Funds.

Official Notification Provided

In a case when the student provides official notification of his/her intent to withdraw, Touro College will use the date of notification as follows:

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

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

Official Notification Not Provided

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

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

Last Date of Attendance

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

Date of Institution's Determination of Student Withdrawal

The date of Touro College's determination that a student withdrew varies depending upon the type of withdrawal. Reference: Determining a student's withdrawal date at a school that is not required to take attendance, 2014- 2015 Student Financial Aid Handbook, Volume 5; Chapter 1 Withdrawals and Return of Title IV Funds.

Date of Official Notification Provided

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

Date of Official Notification Not Provided

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

- (1) Payment period or period of enrollment (as appropriate)
- (2) Academic year.
- (3) Educational program.

Reference: 2014- 2015 Student Financial Aid Handbook, Volume 5; Chapter 1 Withdrawals and Return of Title IV Funds.

Calculation of Earned Title IV Assistance

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

Post-Withdrawal Disbursements

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

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

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

- Identification of the type and amount of the Title IV funds that make up the post-withdrawal disbursement (not to include any amounts that have been applied to the student's account);
- Explanation that the student (or parent for a PLUS loan) may accept or decline some or all of the post-withdrawal disbursement (that which has not been applied to the student's account); and
- Advisement that Touro College is not required to make a post-withdrawal disbursement if the student (or parent for a PLUS Loan) does not respond within 14 days of the date that Touro College sent the notification.

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

them. If Touro College decides not to make this post-withdrawal disbursement, it will inform the student (or parent) in writing. In the case of a post-withdrawal disbursement, grant funds will be disbursed prior to loan funds.

Refund of Unearned Funds to Title IV

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

Refunds by the College

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

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

Refunds by the Student

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

Payment Period or Enrollment Period

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

Documentation

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

ADDITIONAL FINANCIAL AID POLICIES FOR UNDERGRADUATE STUDENTS

High School Diploma

If you enroll in higher education for the first time on or after July 1, 2012, in order to be eligible for federal student aid, you must have either a high school diploma or a recognized equivalent (such as a General Educational Development certificate (GED) or a home school education). You no longer have the option of becoming eligible for federal student aid by passing an approved test or completing at least six credit hours or 225 clock hours of postsecondary education. This may or may not apply to State Grant and Other State Funded Programs.

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

Transfer Students

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

The financial aid package will be prepared based on the number of accepted transfer credits. If a financial aid package is prepared prior to the final transfer credit evaluation, federal loans will be awarded based on the grade level for which the transfer credits have been accepted. If additional transfer credits are accepted, the Office of

Admissions will notify the Office of Financial Aid. In addition, a student must contact the Office of Financial Aid to determine if he/she is eligible for an increase in federal student loans based on academic grade level.

Financial Aid for Repeated Coursework: Financial Aid Impact

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

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

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

Repeated Coursework: New York State Tuition Assistance Program Regulations (TAP)

Students cannot receive TAP funds for repeated courses and courses for which transfer credit was awarded except under the following circumstances:

- The repeated course was previously failed or withdrawn (credit was not earned for the course).
- The repeated course was passed, but the grade did not satisfy the program requirement.
- The repeated course was withdrawn (credit was not earned for the course), and no TAP was paid for the semester with the withdrawn course.

There are three programs that Touro College offers for which minimum grades are required and courses can be repeated, including:

- Nursing
- Life Sciences/Physical Therapy
- Physician Assistant Studies

Students in these programs may have one time to repeat a course in which they received a grade of C or below. Please refer to the course section in this catalog to determine individual courses with minimum grade requirements for these programs.

INTRODUCTION TO THE GUIDED STUDY APPROACH

The School for Lifelong Education differs from the other Lander Colleges programs not primarily in curriculum, but in instructional methodology, combining mentorials with traditional classroom learning and learning collaboratives, which combine individualized mentoring with group interaction. Core requirements for the associate degree include courses in writing, American studies, literature, science or mathematics, Academic Development and Planning I, and ethnic studies. A second course in American studies, literature, science/ mathematics, and Academic Development and Planning II is required for the baccalaureate degree. Since June 2008, a computer science course is required as well. Candidates for the baccalaureate degree who are pursuing the education major follow the liberal arts and sciences core for that program.

It is important to understand fully the amount of time necessary to complete coursework satisfactorily. For each 3-credit course, students are expected to spend at least 7 ½ hours per week on reading, writing and other learning activities: for a total of 12 credits, 30 hours per week are necessary; for a total of 16 credits, 40 hours per week are necessary.

Personalized guidance and advisement are the foundation of the program. Students and their advisors confer in shaping a meaningful, pragmatic degree plan. Creativity and individualization are encouraged.

Studies in each degree area stress critical thinking and literacy, effective communication, intercultural relations, applied ethics, problem-solving and leadership strategies.

Students enrolling in the School for Lifelong Education participate in three different methods of teaching and learning.

1. ***Mentorials***—one-to-one instruction between mentor and student—meet a minimum of 5 times during the semester.

Mentored courses are arranged to follow learning contracts, which are designed for each course by faculty mentors who are specialists in their respective disciplines and in adult learning. In lieu of traditional classes and lectures, each student meets regularly as required with a mentor in conferences or mentorials to pursue learning contract objectives, activities and projects, and then to evaluate outcomes.

It is the student's responsibility to schedule regular meetings with each mentor and to complete all assignments and examinations as scheduled. Students registering for Selected Studies or Advanced Study are encouraged to collaborate with their mentors in developing individualized learning contracts.

2. ***Learning Collaboratives***—small group tutorials guided by a mentor—meet bi-weekly for a minimum of 90 minutes each session.

Collaboratives serve as a forum for discussion of the course content and allow for interactive learning experiences. Collaboratives meet seven or eight times per semester.

When appropriate, cooperative “learning partnerships” and “learning clusters” composed of students sharing similar academic interests and goals are encouraged. These informal sessions are the setting for many creative, formative discussions.

3. ***Classes***—traditional classroom instruction—meet weekly for 2½ hours each.

For the Associate's degree, a minimum of 6 semester credits in traditional classes and 12 semester credits in learning collaboratives or additional classes is required. Transfer students who have completed at least 45 semester hours of instruction are required to complete only three semester hours of traditional classes (no collaboratives) for the associate degree. A minimum of 24 credits must be completed at Touro.

For the baccalaureate degree, a minimum of 48 semester credits in collaboratives and traditional classes is required. Transfer students who have completed at least 45 semester credits of instruction will be required to complete only six semester credits of traditional classwork (no collaboratives) at Touro. All students in a baccalaureate program are expected to complete a minimum of 30 credits at the 300 and 400 level (upper division), with at least 18 upper-level credits in the major. A minimum of 45 credits must be completed at Touro.

DEGREE REQUIREMENTS

GENERAL EDUCATION MISSION, GOALS AND OBJECTIVES

Mission

As a fundamental component of all academic programs, General Education is the foundation supporting student acquisition of skills in communication, analysis, mathematical reasoning, and synthesis. General Education provides students with transferrable skills that prepare them to gain knowledge, acquire new competencies, and broaden their perspectives so that they may better adapt to the needs of a changing society.

The learning experiences and assessments provided by our academic programs are built on the General Education goals, which are reflected in the College's core requirements.

Goals and Objectives

Goal 1: Students will communicate effectively in writing.

Objectives: Students will be able to:

- 1.1 demonstrate fluency in a writing process that involves planning, drafting, revising and editing;
- 1.2 research, organize and produce texts in a variety of written modes for specific audiences;
- 1.3 demonstrate understanding and recognition of plagiarism;
- 1.4 apply ethical reasoning in the use of language.

Goal 2: Students will develop effective oral communication skills.

Objectives: Students will be able to:

- 2.1 demonstrate the elements of effective oral communication;
- 2.2 research, organize, and deliver a message to specific audiences;
- 2.3 evaluate the effectiveness and relevance of messages and presentations;
- 2.4 demonstrate understanding and recognition of plagiarism;
- 2.5 apply ethical reasoning in the use of language.

Goal 3: Students will develop, apply and use mathematical reasoning skills in solving problems.

Objectives: Students will be able to:

- 3.1 read and comprehend information with mathematical content;
- 3.2 analyze quantitative information;
- 3.3 determine patterns, trends, and relationships from a variety of sources;
- 3.4 solve numeric and word problems using logic and mathematical skills.

Goal 4: Students will develop analytical and critical thinking skills.

Objectives: Students will be able to:

- 4.1 analyze, evaluate, and question information;
- 4.2 formulate and develop relevant responses to problems based on logic and available information.

Goal 5: Students will develop necessary literacy required to analyze and implement solutions involving use of the computer.

Objectives: Students will be able to:

- 5.1 demonstrate computer literacy in academic and professional contexts;
- 5.2 demonstrate understanding of computer technology and application software.

Goal 6: Students will develop information literacy necessary to identify, locate, evaluate, communicate, and apply information.

Objectives: Students will be able to:

- 6.1 determine the extent of information needed;
- 6.2 locate information from books, journals, the Internet, databases and media;
- 6.3 evaluate and apply appropriate search strategies;
- 6.4 evaluate the quality of sources in terms of reliability, bias, currency, and authority;
- 6.5 access and use information ethically and legally.

Goal 7: Students will demonstrate an understanding of the scientific method and its application to solve problems and analyze data in at least one discipline in the sciences.

Objectives: Students will be able to:

- 7.1 demonstrate an understanding of the methods scientists use to explore natural phenomena, such as observation, hypothesis development, experimentation, and evaluation of evidence;
- 7.2 demonstrate the ability to comprehend and analyze scientific literature.

Goal 8: Students will develop knowledge of culture and history.

Objectives: Students will be able to:

- 8.1 demonstrate understanding of elements of culture in relation to history, values, politics, communication, economy, or beliefs and practices.

ASSOCIATE IN ARTS DEGREE (A.A.) IN LIBERAL ARTS AND SCIENCES

Program Requirements

Successful completion of this 60-credit program leads to the Associate in Arts degree in liberal arts and sciences. The A.A. degree requires a minimum of 45 credits in liberal arts and sciences courses. While no concentration is required, students may elect to pursue up to 24 credits in one liberal arts and/or science area. A minimum of one course is to be taken at the Touro College main campus or at a branch campus. A minimum of 24 credits must be completed at Touro. An application for graduation form must be submitted before the semester deadline to be considered for graduation.

An individualized Degree Plan is designed by the student and principal advisor.

Core Requirements (20-29 credits)

| | | |
|-----------------------------------|--|-------------|
| LIS 100 | Academic Development and Planning I..... | 2 credits* |
| GLL 110 | Introduction to College Writing (based on placement exam) | 4 credits |
| GLL 121-122 | College Writing I and II | 8 credits** |
| American Studies—1 course* | | |
| Literature—1 course | | |
| Mathematics/Science—1 course | | |
| Ethnic or Judaic Studies—1 course | | |

Liberal Arts and Science Electives (16-40 credits)

Electives (0-15 credits)

Total Credits: 60

- * Students entering the program with 60 or more credits are exempt from Academic Development and Planning I. Students transferring from another division of Touro College may substitute the history required for the core of that division for American Studies.
- ** Or two one-semester courses in the area.

BACHELOR OF SCIENCE DEGREE (B.S.) IN INTERDISCIPLINARY LIBERAL ARTS AND SCIENCES

Admission Requirements

Students who have been admitted to an associate degree program will file a Baccalaureate Matriculation form before being admitted to a baccalaureate program. Student readiness to continue for the baccalaureate degree will be reviewed by an appropriate committee, and students will be informed of their matriculation status by the committee. The committee will take into consideration the student's record at the College, as well as results on such examinations as the College chooses to administer to determine admissibility.

Students admitted to an associate degree program will be expected to have earned a grade of C or better in the College Writing I (GLL 121) or College Writing II (GLL 122) courses if they are to continue for the baccalaureate degree. Students who fail to achieve such a grade but wish to continue for the baccalaureate degree must be retested before being allowed to matriculate.

Program Requirements

Successful completion of this 120-credit program leads to the Bachelor of Science degree in a combined interdisciplinary liberal arts and/or sciences concentration (18-21 credits in a primary area, 14-18 credits in a complementary area) totaling 32-36 credits, at least 18 of which must be at the 300 or 400 level. A total of at least 30 upper-level credits is required for the baccalaureate degree. The B.S. degree requires a minimum of 60 credits in liberal arts and sciences courses. Courses included in the concentrations should be on the 200 level or above. Students must complete courses at the Touro College main campus or a branch campus to be awarded a degree. A minimum of 45 credits must be completed at Touro. An application for graduation form must be submitted before the semester deadline to be considered for graduation.

An individualized Degree Plan is designed by the student and principal advisor.

Core Requirements (34-43 credits)

| | | |
|------------------------------|--|-------------|
| LIS 100 | Academic Development and Planning I | 2 credits* |
| LIS 101 | Academic Development and Planning II | 2 credits |
| GLL 110 | Introduction to College Writing (based on placement exam) | 4 credits |
| GLL 121-122 | College Writing I and II | 8 credits** |
| American Studies—2 courses* | | |
| Literature—2 courses | | |
| Mathematics—1 course*** | | |
| Science—1 course*** | | |
| Computer Science—1 course*** | | |
| Ethnic Studies—1 course | | |

Interdisciplinary Major (32-36 credits)

Primary Concentration (18-21)
Related Concentration (14-18)
Includes one Advanced Study or Integrative Studies (LIS 493) course

Electives (41-54 credits)

Total Credits: 120

- * Students entering the program with 60 or more credits are exempt from Academic Development and Planning I. Students transferring from another division of Touro College may substitute the history required for the core of that division for American Studies.
- ** Or two one-semester courses in the area.

- *** Students admitted to Touro College after June 2008 are required to complete at least one course in science, one course in mathematics, and one course in computer science. Prior to this date, there was no computer science requirement, and students had the option of completing two mathematics or two science courses instead of one course in each discipline.
- **** Prior to Fall 2004, students admitted to SLE were required to complete only 12 credits in the secondary concentration of their interdisciplinary major.

BACHELOR OF ARTS DEGREE (B.A.) IN INTERDISCIPLINARY LIBERAL ARTS AND SCIENCES

Admission Requirements

Students who have been admitted to an associate degree program will file a Baccalaureate Matriculation form before being admitted to a baccalaureate program. Student readiness to continue for the baccalaureate degree will be reviewed by an appropriate committee, and students will be informed of their matriculation status by the committee. The committee will take into consideration the student's record at the College, as well as results on such examinations as the College chooses to administer to determine admissibility.

Students admitted to an associate degree program will be expected to have earned a grade of C or better in the College Writing I (GLL 121) or College Writing II (GLL 122) course if they are to continue for the baccalaureate degree. Students who fail to achieve such a grade but wish to continue for the baccalaureate degree must be retested before being allowed to matriculate.

Program Requirements

Successful completion of this 120-credit program leads to the Bachelor of Arts degree in a combined interdisciplinary liberal arts and/or sciences concentration (18-21 credits in a primary area, 14-18 credits in a complementary area) totaling 32-36 credits, at least 18 of which must be at the 300 or 400 level. A total of at least 30 upper-level credits is required for the baccalaureate degree. The B.A. degree requires a minimum of 90 credits in liberal arts and sciences courses. Students must complete courses at the Touro College main campus or a branch campus to be awarded a degree. An application for graduation form must be submitted before the semester deadline to be considered for graduation.

An individualized Degree Plan is designed by the student and principal advisor.

Core Requirements (34-43 credits)

| | | |
|------------------------------|--|-------------|
| LIS 100 | Academic Development and Planning I | 2 credits* |
| LIS 101 | Academic Development and Planning II | 2 credits |
| GLL 110 | Introduction to College Writing (based on placement exam) | 4 credits |
| GLL 121-122 | College Writing I and II | 8 credits** |
| American Studies—2 courses* | | |
| Literature—2 courses | | |
| Mathematics—1 course*** | | |
| Science—1 course*** | | |
| Computer Science—1 course*** | | |
| Ethnic Studies—1 course | | |

Interdisciplinary Major (32-36 credits)

Primary Concentration (18-21)
 Related Concentration (14-18)****
 Includes one Advanced Study or Integrative Studies (LIS 493) course

Liberal Arts and Sciences Electives (14-44 credits)

Electives (0-30 credits)

Total Credits: 120

- * Students entering the program with 60 or more credits are exempt from Academic Development and Planning I. Students transferring from another division of Touro College may substitute the history required for the core of that division for American Studies.

- ** Or two one-semester courses in the area.
- *** Students admitted to Touro College after June 2008 are required to complete at least one course in science, one course in mathematics, and one course in computer science. Prior to this date, there was no computer science requirement, and students had the option of completing two mathematics or two science courses instead of one course in each discipline.
- **** Prior to Fall 2004, students admitted to SLE were required to complete only 12 credits in the secondary concentration of their interdisciplinary major.

BACHELOR OF ARTS DEGREE (B.A.) IN JUDAIC STUDIES

Admission Requirements

Students who have been admitted to an associate degree program will file a Baccalaureate Matriculation form before being admitted to a baccalaureate program. Student readiness to continue for the baccalaureate degree will be reviewed by an appropriate committee, and students will be informed of their matriculation status by the committee. The committee will take into consideration the student's record at the College, as well as results on such examinations as the College chooses to administer to determine admissibility.

Students admitted to an associate degree program will be expected to have earned a grade of C or better in the College Writing I (GLL 121) or College Writing II (GLL 122) course if they are to continue for the baccalaureate degree. Students who fail to achieve such a grade but wish to continue for the baccalaureate degree must be retested before being allowed to matriculate.

Program Requirements

Successful completion of this 120-credit program leads to the Bachelor of Arts degree in Judaic Studies, with 52 credits required in the major. Students must complete courses at the Touro College main campus or a branch campus to be awarded a degree. A minimum of 45 credits must be completed at Touro. An application for graduation form must be submitted before the semester deadline to be considered for graduation.

An individualized Degree Plan is designed by the student and principal advisor.

Core Requirements (34-43 credits)

LIS 100Academic Development and Planning I.....2 credits*
 LIS 101Academic Development and Planning II2 credits
 GLL 110Introduction to College Writing (based on placement exam)4 credits
 GLL 121-122College Writing I and II.....8 credits**
 American Studies—2 courses*
 Literature—2 courses
 Mathematics—1 course***
 Science—1 course***
 Computer Science—1 course***
 Ethnic Studies—1 course

Major in Judaic Studies (52 credits)

Jewish History and Culture—100 and 200 series (20 credits)
 Literature of the Bible (8 credits)
 Jewish Law *or* Hebrew/Yiddish *or* Selected Studies (12 credits)
 Concentration—2 courses 300-400 levels (8 credits)
 LJS 493 Advanced Study in Jewish Heritage (4 credits)

Liberal Arts and Sciences Electives (0-7 credits)

Electives (25-30 credits)

Total Credits: 120

- * Students entering the program with 60 or more credits are exempt from Academic Development and Planning I. Students transferring from another division of Touro College may substitute the history required for the core of that division for American Studies.
- ** Or two one-semester courses in the area.
- *** Students admitted to Touro College after June 2008 are required to complete at least one course in science, one course in mathematics, and one course in computer science. Prior to this date, there was no computer science requirement, and students had the option of completing two mathematics or two science courses instead of one course in each discipline

BACHELOR OF SCIENCE DEGREE (B.S.) IN HUMAN SERVICES

Admission Requirements

Students who have been admitted to an associate degree program will file a Baccalaureate Matriculation form before being admitted to a baccalaureate program. Student readiness to continue for the baccalaureate degree will be reviewed by an appropriate committee, and students will be informed of their matriculation status by the committee. The committee will take into consideration the student's record at the college, as well as results on such examinations as the college chooses to administer to determine admissibility.

Students admitted to an associate degree program will be expected to have earned a grade of C or better in the College Writing I (GLL121) or College Writing II (GLL122) course if they are to continue for the baccalaureate degree. Student who fail to achieve such a grade but wish of the continue for the baccalaureate degree must be retested before being allowed to matriculate

Program Requirements

Successful completion of this 120-credit program leads to the Bachelor of Science (B.S.) degree in Human Services. The B.S. degree requires a minimum of 60 credits in liberal arts and sciences courses. Students must complete courses at the Touro College main campus or a branch campus to be awarded a degree. A minimum of 45 credits must be completed at Touro College. An application for graduation form must be submitted before the semester deadline to be considered for graduation.

An individualized degree plan is designed by the student and principal advisor.

SLE Core Requirements (34-43 credits)

| | | |
|------------------------------|--|-------------|
| LIS 100 | Academic Development and Planning (ADP) I | 2 credits* |
| LIS 101 | Academic Development and Planning (ADP) II | 2 credits |
| GLL 110 | Introduction to College Writing (based on placement exam) | 4 credits |
| GLL 121 | College Writing I | 4 credits** |
| GLL 122 | College Writing II | 4 credits** |
| American Studies—2 courses* | | |
| Literature—2 courses | | |
| Mathematics—1 course*** | | |
| Science—1 course*** | | |
| Computer Science—1 course*** | | |
| Ethnic Studies—1 course | | |

- * Students entering the program with 60 or more credits are exempt from Academic Development and Planning I. Students transferring from another division of Touro College may substitute the history required for the core of that division for American Studies.
- ** Or two one-semester courses in the area.
- *** Students admitted to Touro College after June 2008 are required to complete at least one course in science, one course in mathematics, and one course in computer science. Prior to this date, there was no computer science requirement, and students had the option of completing two mathematics or two science courses instead of one course in each discipline.

The Human Services Major

Students planning to graduate with a B.S. in Human Services must take the following:

- The required 41-43 credits in the Human Services Base
- 21 credits in the student's concentration.
- Electives may be taken in any LHU or LPS course.

Human Services Base (41-43 credits)

| | | |
|---------------|---|---|
| LCO 215 | Interpersonal Communications | 3 |
| LHU 140 | Survey of Mental Health & Developmental Disabilities..... | 4 |
| LHU 141 | Introduction to Human Services | 4 |
| LHU 240 | Theories of Counseling | 3 |
| LHU 326 | Casework Management I | 3 |
| LPH 240..... | Values & Ethics in Human Services | 3 |
| LHU 441 | Human Services Field Project I | 4 |
| LHU 442 | Human Services Field Project II | 4 |
| LIS 103 | Computer-Assisted Research Strategies | 1 |
| LPS 101 | Introduction to Psychology | 3 |

OR

| | | |
|---------------|--|---|
| LPS 110 | General Survey of Psychology | 4 |
| LSO 121 | General Survey of Sociology/Anthropology | 4 |

OR

| | | |
|--------------|---------------------------------|---|
| LSO 103..... | Introduction to Sociology | 3 |
|--------------|---------------------------------|---|

Two of the following:

| | | |
|---------------|----------------------------------|---|
| LHU 244 | Problems of the Disabled | 3 |
| LPS 201 | Developmental Psychology | 3 |
| LPS 224 | Psychology of the Family | 3 |
| LSO 110..... | Introduction to Social Work..... | 3 |

Concentration Requirements (21 Credits)

ADDICTION SERVICES

Required (3 credits each):

| | |
|---------------|--|
| LHU 217 | HIV and Drug Addiction |
| LHU 331 | Case Management II in Addiction Services |
| LPS 325 | Drugs and Behavior |
| LSO 217..... | Sociological & Cultural Comparatives on Addictive Substances |

Any 3 of the following (3 credits each):*

| | |
|---------------|--|
| LHU 243 | Group Work Techniques |
| LHU 246 | Counseling Addictive Behaviors |
| LPS 420 | Eating Disorders |
| LSO 335..... | Selective Topics in Social Deviance |
| LSO 350..... | Compulsivity: Abusive Relationships and Addictions |

ADULT AND FAMILY SERVICES

Required (3 credits each):

| | |
|---------------|--|
| EDU 209 | Foundations of Parenting |
| LHU 245 | Theories and Techniques of Family Counseling |
| LHU 328 | Case Management II in Adult & Family Services |
| LSO 350..... | Compulsivity: Abusive Relationships and Addictions |

Any 3 of the following (3 credits each):*

| | |
|---------------|---------------------------------|
| LHU 243 | Group Work Techniques |
| LHU 246 | Counseling Addictive Behaviors |
| LHU 260 | The Family in the Urban Setting |
| LSO 318..... | Marriage and the Family |

CHILD AND YOUTH SERVICES

Required (3 credits each):

LHU 261Child Care & Advocacy
LHU 330Case Management II in Child & Youth Services
LPS 204Child Psychology
LPS 216Adolescent Development

Any 3 of the following (3 credits each):*

EDU 209Foundations of Parenting
LHU 243Group Work Techniques
LHU 246Counseling Addictive Behavior
LHU 322Counseling Children & Adolescents
LSO 230Youth in Urban Communities

GERONTOLOGICAL SERVICES

Required (3 credits each):

LHU 257Public Policy & Services for Older Adults
LHU 329Case Management II in Gerontology
LPS 225Psychology of Aging
LSO 233Sociology of Aging

Any 3 of the following (3 credits each):*

LHU 320Recreational & Educational Programs for Older Adults
LHU 321Counseling the Older Adult
LHU 333Health Issues Relating to the Elderly
LHU 340The Minority Elderly

HUMAN SERVICES ADMINISTRATION

Required (3 credits each):

LHU 251Principles of Human Services Administration
LHU 258Survey of Community Needs & Resources
LHU 327Case Management II in Human Service Administration
LPS 221Industrial Psychology

Any 3 of the following (3 credits each):*

LHU 253Social Agency Administration
LHU 342Networking & Professional Relationships
LHU 351Program Planning, Development & Evaluation in Human Services

***Any other courses approved by the Human Services Department**

General Electives (13-24 credits)**

**Students with senior status who are interested in the Master of Science degree in Mental Health Counseling may take up to 9 graduate credits (totaling 3 courses).

BACHELOR OF ARTS DEGREE (B.A.) IN PSYCHOLOGY

Admission Requirements

Students who have been admitted to an associate degree program will file a Baccalaureate Matriculation form before being admitted to a baccalaureate program. Student readiness to continue for the baccalaureate degree will be reviewed by the appropriate committee, and students will be informed of their matriculation status by the committee. The committee will take into consideration the student's record at the college, as well as results on such examinations as the college chooses to administer to determine admissibility.

Students admitted to an associate degree program will be expected to have earned a grade of C or higher in the College Writing I (GLL 121) or College Writing II (GLL 122) course if they are to continue for the baccalaureate degree. Students who fail to achieve such a grade but wish to continue for the baccalaureate degree must be retested before being allowed to matriculate.

Program Requirements

Successful completion of this 120-credit program leads to the Bachelor of Arts (B.A.) degree in Psychology. The B.A. degree requires a minimum of 90 credits in liberal arts and science courses. Students must complete courses at the Touro College main campus or a branch campus to be awarded a degree. A minimum of 45 credits must be completed at Touro College. A minimum of 34 credits must be completed in psychology. All psychology majors are required to take the ACAT exam prior to graduation. An application for graduation form must be submitted before the semester deadline to be considered for graduation.

An individualized degree plan is designed by the student and Deputy Chair.

SLE Core Requirements

| | | |
|-----------------------------|--|-----|
| LIS 100..... | Academic Development and Planning (ADP) I | 2* |
| LIS 101 | Academic Development and Planning (ADP) II..... | 2 |
| GLL 110 | Introduction to College Writing (based on placement exam) | 4 |
| GLL 121 | College Writing I | 4** |
| GLL 122 | College Writing II | 4** |
| American Studies—2 courses* | | |
| Literature—2 courses | | |
| Mathematics—1 course*** | | |
| Science—1 course*** | | |
| Ethnic Studies—1 course | | |
| Computers—1 course*** | | |

* Students entering the program with 60 or more credits are exempt from Academic Development and Planning I. Students transferring from another division of Touro College may substitute the history required for the core of that division for American Studies.

** Or two one-semester courses in the area.

*** Students admitted to Touro College after June 2008 are required to complete at least one course in science, one course in mathematics, and one course in computer science. Prior to this date, there was no computer science requirement, and students had the option of completing two mathematics or two science courses instead of one course in each discipline.

The Psychology Major

Students planning to graduate with a B.A. in Psychology must take a minimum of **34** credits in psychology to be distributed in the following manner:

- The 22 credits of the Psychology Core.
- Four psychology electives (12 credits), one of which may be taken outside the Department of Psychology with permission of the Deputy Chair. All PSY and LPS courses count as electives in the Department of Psychology unless specifically excluded.
- SLE has three learning formats of instruction: Classroom (C), Collaborative (G), and Mentorship (M). (*For a complete explanation of the differences in formats, see Introduction to the Guided Study Program Approach.*) At least 19 psychology credits must be taken in a classroom setting (C). The remaining 15 psychology credits may be taken in any modality, i.e., C, G, or M, but mentorships (M) may not exceed 12 credits.

Psychology Core (22 credits)

| | | |
|-----------------|------------------------------------|---|
| LPS 101 | Introduction to Psychology | 3 |
| LMA 261 | Statistics | 3 |
| LPS 201 | Developmental Psychology | 3 |
| LPS 301 | Experimental Psychology | 3 |
| LPS 301.6 | Experimental Psychology Lab | 1 |
| LPS 335 | Abnormal Psychology | 3 |
| LPS 351 | Biological Psychology | 3 |
| LPS 493 | Advanced Topics in Psychology..... | 3 |

Four electives (12 credits) from the following

| | | |
|---------------|--|---|
| LPS 102 | Social Psychology | 3 |
| LPS 210 | Learning | 3 |
| LPS 216 | Adolescent Development | 3 |
| LPS 221 | Industrial Psychology | 3 |
| LPS 224 | Psychology of the Family | 3 |
| LPS 225 | Psychology of Aging | 3 |
| LPS 231 | Psychological Testing | 3 |
| LPS 310 | Personality | 3 |
| LPS 311 | Psycholinguistics | 3 |
| LPS 312 | Cognitive Psychology* | 3 |
| LPS 325 | Drugs and Behavior | 3 |
| LPS 326 | Forensic Psychology | 3 |
| LPS 332 | History and Systems of Psychology* | 3 |
| LPS 340 | Introduction to Counseling and Therapy | 3 |
| LPS 345 | Psychology of Health and Illness | 3 |
| LPS 401 | Psychology of the Exceptional Child | 3 |
| LPS 402 | Clinical Psychology | 3 |
| LPS 420 | Eating Disorders | 3 |
| LPS 490 | Psychology and Judaism | 3 |
| LPS 494 | Senior Honors Project | 3 |

Any other psychology course approved by the Department Deputy Chair.

The Honors Psychology Major

Students who complete the honors major satisfactorily will be graduated with honors in psychology. Requirements for the honors major are all those of the standard major, with the following additions (a total of **43** credits):

- LPS/PSY 492 Honors Seminar (3 credits)
- LPS/PSY 494 Senior Honors Project (3 credits)
- One additional psychology elective, to total a minimum of five electives.*

**For the honors degree, the five electives must include LPS 312 Cognition and LPS 332 History of Psychology.*

To be admitted to the honors major, a student must have:

1. declared himself or herself to be a psychology major
2. taken at least 21 credit hours in psychology, including LPS 301
3. a GPA of 3.4 or higher in psychology classes taken at Touro
4. an overall GPA at Touro of 3.0 or higher
5. completed a brief application for the honors major

COURSE DESCRIPTIONS

Students are required to design appropriate degree plans that meet core and degree requirements and that may include courses, developed in collaboration with their mentors and advisors, at selected and advanced study levels. This unique process affords students the opportunity to develop an individualized degree, utilizing all the modalities of instruction to create a well-organized and tailor-made instructional plan that aligns with the mission and goals of the program and the standards of Touro College. The following courses encompass core requirements as well as a major sampling of concentration areas and general electives. Each semester, course offerings are determined by the needs of the student body.

BUSINESS AND ECONOMICS

Barry Bressler, Dean, Undergraduate Business Programs
Michael Szenberg, Chair

Course offerings in this department are based on the premise that the study of economics and business-related disciplines must be academically rigorous and intellectually challenging. Students receive a comprehensive introduction not only to the practical, as important as it is, but to the theoretical as well. Students with a concentration in this department are prepared for a variety of careers in the business world, or for further graduate and professional study at a more advanced level.

LBA 101/102 Principles of Accounting I, II

The accounting cycle, fundamental concepts and techniques of accounting for business transactions, preparation of financial statements, and the use of accounting data and analysis decisions. *3 credits each.*

LBA 201/202 Intermediate Accounting I, II

The development of accounting principles, theory and practice; opinions and statements of the FASB and AICPA; concepts affecting the presentation of assets, liabilities, and capital on the balance sheets; partnership accounting; and the principles of income determination, reporting results of operations, accounting for pensions, leases, and income tax allocation. Prerequisite: LBA 102. *3 credits each.*

LBA 213 Cost Accounting

Focuses on cost determination for manufacturers, products and services. This includes the establishment and maintenance of job order and process cost systems, and the classification of costs as product or period, direct or indirect. Included are managerial techniques and systems such as budgeting and variance analysis, which enable a business to manage its affairs more efficiently. Prerequisite: LBA 102. Corequisite: LBA 201. *3 credits.*

LBA 314 Federal Income Taxation of Individuals

This first course focuses on the federal taxation of individuals in the United States. The individual tax formula is explored in depth, concentrating on gross income, deductions, exemptions, tax calculations, and tax credits. Basic tax concepts are covered, such as capital gains and losses, depreciation, depletion, net operating losses, and accounting periods and methods. Prerequisite: LBA 102. Corequisite: LBA 201 or 202. *3 credits.*

LBE 101/102 Principles of Macroeconomics/Microeconomics

Important concepts in macroeconomics and microeconomics (consumption, monetary and fiscal policy, demand and supply functions, and competitive and monopolistic markets). First semester focuses on the impact on employment and the price level of such factors as consumer and investment demand, the money supply, interest rates, and governmental fiscal, monetary, and debt management policies. Second semester focuses on demand and supply functions, product market, and partial equilibrium under conditions of competitive and monopolistic markets. *3 credits each.*

LBE 204 Money and Banking

Analysis of organizations and operation of U.S. financial systems, both public and private; money and capital markets, commercial banking policy; relationship between financial and economic activity, including monetary and fiscal policy. Prerequisites: LBE 101 and 102. *3 credits.*

LBE 303 Political Economy of Israel

The unique aspects of the economy of Israel as affected by international, national, and regional political developments with reference to overall economic development, agriculture, industry, the Kibbutz, Moshav, and the private sector. Prerequisites: LBE 101 and 102. *3 credits*.

LBE 310 Monetary Theory

The influence of the quantity of money on prices, growth and employment and its relation to the central banking system's control of the money supply. Prerequisites: LBE 101 and 102. *3 credits*

LBE 312 History of Economic Thought

The development of economic thought as related to the changing economic and intellectual environment. Emphasis is on the modern period from Adam Smith to the present and in understanding the origins of contemporary economic concepts. Prerequisites: LBE 101 and 102. *3 credits*

LBE 325 Public Finance

Deals with decision-making for government activities and expenditures, as affected by certain relevant areas of economics, political science, and administrative theory. Special emphasis is given to cost-benefit analysis; budget systems, particularly program budgeting; effects of taxation of equity and efficiency; fiscal policy and intergovernmental fiscal relationships. Examines the role of government activities in such fields as education, air pollution, and urban renewal. Prerequisites: LBE 101 and 102. *3 credits*.

LBE 380-389 Selected Studies in Economics

Open to students who have successfully completed foundation courses and wish to pursue upper-level study in selected topics. *3-4 credits*.

LBE 400-410 Advanced Studies in Economics

Open to students who have successfully completed courses at the 300 level and wish to pursue more intensive study in selected topics. *3-4 credits*.

LBE 408 International Trade and Monetary Systems

An intensive examination of modern theories of international commercial policy and the balance of payments mechanism within the international monetary system. Developments in trade theory, the role of international reserves and the use of exchange controls are discussed. Prerequisites: LBE 101 and 102 and LBF 101. *3 credits*.

LBF 101 Principles of Finance

A survey course introducing the student to the financial markets and institutions of the economy of the United States. Areas covered include the sources and uses of short-term and long-term funds, corporate financial management principles and practices, financing the consumer, the government, real estate, and businesses, both large and small. Pre- or co-requisite: LBE 101 or 102. *3 credits*.

LBF 210 Investment Principles

A study of the legal and financial characteristics of the various kinds of investments, including types of corporate securities, and their value; public securities and governmental units; the uses of options, futures, and indexing. Also covered are the operations of the different securities exchanges, the sources of financial information, the technical approach to analysis, regulations of the Securities and Exchange Commission, and other protective measures for investors. Prerequisite: LBF 101. *3 credits*.

LBF 220 Corporate Finance

A fundamental course on basic managerial financial tools, specifically, financial management and controls, working capital management, capital budgeting, sources and forms of corporate financing, determining the cost of capital, and other aspects of corporate analysis. Prerequisite: LBF 101. *3 credits*.

LBK 101/102 Principles of Marketing I, II

Marketing principles and their relationship to the total managerial process; market research; product planning, development and packaging; industrial, wholesale, and retail marketing; distribution; pricing and promotion. *3 credits each*.

LBM 101 Principles of Management

Basic knowledge, theories, and practices used in contemporary business. Contributions of different disciplines (including economics, sociology, and psychology) to modern scientific management. *3 credits.*

LBM 213 Business Law I

Fundamental principles of the law of contracts, contracts of guarantee and suretyship, and the law of sales and secured transactions under the Uniform Commercial Code; the relationship of principal and agent and that of employer and employee; personal property, and bankruptcy. *3 credits.*

LBM 214 Business Law II

The legal aspects of the business unit including relations with consumers, partnership, and corporations as well as commercial paper and banking under the Uniform Commercial Code, legal principles involving trusts, mortgages, wills, insurance, and estates. Prerequisite: LBM 213. *3 credits.*

LBM 320 Entrepreneurship and Management of Small Businesses (Fall, Spring)

Emphasizes entrepreneurship and successful small-business management. Includes legal forms of ownership, franchises, commercial and governmental sponsors, starting or buying a small business, developing and writing a business plan, strategic planning, accounting, and financial considerations. Also covers purchasing and vendor analysis, production and inventory control, risk and insurance planning, human resource management, and marketing and sales. Includes using the computer, and advanced technologies to gain a competitive edge. Special focus on international opportunities for small business. Prerequisite: EBM 101. *3 credits.*

LBM 440 Small Business Management

A study and critical analysis of the principles and procedures for establishing and managing a small business. The relevant differences between large and small management are examined. Attention is given to the personal attributes needed for successful entrepreneurship. Prerequisites: LBE 101 or 102 and LBM 101. *3 credits.*

LBM 441 Case Study in Small Business Management

Corequisite: LBM 440. *1 credit.*

LBM 380-389 Selected Studies in Business and Management

Open to students who have successfully completed foundation courses and wish to pursue upper-level study in selected topics. *3-4 credits.*

LBM 400-410 Advanced Studies in Business Management

Open to students who have successfully completed courses at the 300 level and wish to pursue more intensive study in selected topics. *3-4 credits.*

LONG-TERM CARE

LBL 100 Gerontology Needs and Assessment (Upon Request)

Lengthening life-spans brought about by technological and environmental factors have led to an increase in the elderly population and a related increase in the population of long-term care facilities. This course introduces students to gerontology, the study of the elderly, and concepts and issues of concern to administrators of these facilities. The course deals with issues raised by elder abuse and post-traumatic stress disorder, with a heavy concentration on understanding Alzheimer's disease. *3 credits.*

LBM 229 Personnel Management in Health Care (Upon Request)

An introduction to the role of the human resource manager within a health-care setting, with emphasis placed on long-term care facilities. The course includes an overview of personnel management, an examination of the laws and regulations influencing the human resource field, and an analysis of the various personnel managers' functions. This course satisfies 3 credit hours of the NYS Department of Health education course requirement of 15 credit hours of coursework, for candidates with a B.A., for Health Care Administration licensure. Prerequisite: EBM 101 or appropriate business experience. *3 credits. Credit will not be given for both LBM 224 and LBM 229.*

LBM 318 Legal Aspects of Health Care (Upon Request)

An introduction to the concepts and issues of the health-care legal environment that concern the long-term-care administrator, with a central focus on the complexities of governmental regulation. The course deals with the general legal environment, torts, court procedures, and legal terminology. Health-related legal issues studied include DNR, elder abuse, and privacy law. Prerequisite: POL 101 or EBM 213 or appropriate experience. *3 credits.*

LBM 330 Financial Management in Long-Term Care (Upon Request)

Tools of management accounting as they apply to long-term care. Students will learn how to set up and work with operating budgets; as well as concepts of cost funding, and cost control that will prepare them to respond to various reimbursement methods. Prerequisite: EBA 101 and EBA 102. *3 credits.*

LBM 340 Long-Term-Care Administration: Services and Facilities (Upon Request)

Introduces the role of the administrator within a nursing home or long-term-care facility. Includes an overview of long-term care and an examination of the regulations and legislation influencing it, analysis of the various administrative functions, and a synopsis of the residents and the type of care that they receive. This course satisfies 3 credit hours of the NYS Department of Health education course requirement of 15 credit hours of coursework, for candidates with a B.A., for Health Care Administration licensure. The course can substitute for the 100-hour course (given through the state) on nursing homes. Prerequisite: EBM 101 or appropriate business experience. *3 credits.*

THE ARTS

Atara Grenadir, Chair, Art

Mission / Purpose

The Arts Department implements a course of study in the visual and performing arts that supports, integrates, and contributes to the mission of Touro College. The program, taken as a whole, promotes the appreciation and understanding of art as a discipline and of its contributions to the culture and history of humanity in general and the Jewish people in particular. Students will develop technical skills for evaluating art in its historical context and reach a greater understanding and appreciation of the diverse responses and contributions of others. Students in the program will be prepared for various graduate and professional programs, career pursuits, and service as active and informed citizens sensitive to aesthetic and ethical dilemmas in the modern world.

Goals

- Goal 1: To provide students with skills to exercise educated aesthetic judgment.**
- Goal 2: To develop students' proficiency with the major concepts, theoretical perspectives and historical trends in the arts.**
- Goal 3: To develop students' technical skill in creating artworks.**
- Goal 4: To enable students to communicate effectively about art-related issues both orally and in writing.**
- Goal 5: To enhance students' ability to gather and synthesize art-related information from both written and computerized sources ("information literacy").**
- Goal 6: To make students aware of the sociological issues in art and its impact on artists, consumers of art, and the society as a whole.**
- Goal 7: To develop student understanding, appreciation and sensitivity to ethical issues relating to art and the discipline's response to those issues.**
- Goal 8: To develop student understanding of how art can be applied to dealing with personal, social and organizational issues.**
- Goal 9: To help students use their knowledge and skills to realistically plan their professional future.**

LCA 101 Art of Western Civilization

A survey of painting, sculpture and performance art from cave painting and ancient Jewish art through present-day American and European art, highlighting the major art movements and influential artists, their lives, artistic styles and techniques; instruction in the components of a work of art and the aesthetics of art appreciation. Students will create their own works of art based upon the styles of the different art movements. *3 credits.*

LCA 167 Creative Arts and the Jewish Experience

Students research and design projects in a variety of media that reflect the Jewish heritage. Extensive readings and written assignments. Students are given the opportunity to express themselves aesthetically within a cultural context. *3 credits.*

LCA 224/225 Drawing and Painting I and II

Basic concepts of visual art—color, value, shape, line, form and composition; balance, tension and growth; skills in translating experience into the visual medium. *3 credits each.*

LCA 294/295 Introduction to the Creative Arts as Therapy I and II

An overview of the Creative Arts Therapies (art, music, dance/movement, and psychodrama) used as therapeutic interventions for people with disabilities (emotional/physical). The evolution of these therapeutic modalities and psychological theories that are significantly involved with the use of arts therapies. This course is didactic as well as experiential in nature. Prerequisite: LPS 101. *3 credits each.*

LCA 296/297 Introduction to Art as Therapy I and II

These courses are for students interested in art and psychology. The goal is to learn how to apply art therapy as a technique to help others achieve healing and personal growth through creative expression. Readings will present a foundation for understanding the psychodynamic and humanistic approaches to art therapy. Art exercises will be assigned and evaluated to teach the students how to become aware of their inner self as expressed in the symbolic images in their drawings. This self-exploration will enable the student to utilize art making as a therapeutic tool to help others address mental and physical health issues. Prerequisite: LPS 101. *3 credits each.*

LCA 298 Introduction to Art as Therapy III

This course is designed to teach the student how to identify symbolic language in children's drawings. Emphasis is given to the process of creative expression according to developmental levels of growth and family history. Prerequisites: LCA 296 and 297. *3 credits.*

LCA 299 Art Therapy with Adolescents

Theory and practice of art therapy with adolescents, approached from the developmental, psychodynamic and humanistic points of view. Methods of evaluation and treatment are discussed. Readings, discussion and case material will be included. Field work with an adolescent is required. Prerequisites: LCA296 and LCA 297. *3 credits.*

LCA 380-399 Selected Studies in the Arts

Open to students who have successfully completed foundation courses and wish to pursue upper-level study in selected topics. *3-4 credits.*

LCA 400-410 Advanced Studies in the Arts

Open to students who have successfully completed courses at the 300 level and wish to pursue more intensive study in selected topics. *3-4 credits.*

COMMUNICATIONS AND SPEECH

Judah. Weller; Chair
Hal Wicke, Deputy Chair

Mission/Purpose

The study of Communication is vital to our professional and personal lives. Knowledge and skill in Communication are essential in a culturally diverse and globalized society.

Goals

Goal 1: Students learn the fundamentals of Communication.

Goal 2: Students will learn how to research, organize and deliver presentations and speeches.

Goal 3: Students will gain an appreciation and understanding of concepts of presenting informational (unbiased), persuasive and motivational messages.

Goal 4: Students will learn the importance of listening, non-verbal behavior, language, belief systems, gender dynamics, emotion and power in all Communication transactions.

Note: A one-credit “topics” or workshop course may be offered with certain three-credit Speech & Communication courses.

LCO 101 Fundamentals of Speech

Principles and practices of speech communication in which students research, outline, compose and present three major types of address: informative or instructive, persuasive or argumentative, and interpretive. Emphasis is on clarity, coherence, organization, diction and usage, and effectiveness. *3 credits.*

LCO 203 The Art of Storytelling

Theory, principles and strategies in oral interpretation and folklore; culture and audience, selection, adaptation, creation, analysis, motivation and delivery. *3 credits.*

LCO 215 Interpersonal Communication

Much of the pain and confusion that result from misunderstandings can be avoided through a more complete awareness of the process of communication. The ability to communicate effectively is determined by self-concept and by sensitivity to and understanding of others’ verbal and non-verbal behavior. Includes elements of how people use communication to relate to each other: self-concept, needs, power, emotions, general, cultural values, conflicts and communication competence. Dialogues and role plays between client/case worker, teacher/pupil, parent/child are analyzed. Required for Human Services majors. *3 credits.*

LCO 380-399 Selected Studies in Communication

Open to students who have successfully completed foundation courses and wish to pursue upper-level study in selected topics. *3-4 credits.*

LCO 400-410 Advanced Studies in Communication

Open to students who have successfully completed courses at the 300 level and wish to pursue more intensive study in selected topics. *3-4 credits.*

EDUCATION

Arthur Brezak, Chairman of Undergraduate Studies in General Education and Special Education

Devorah Zelasko, Coordinator of Undergraduate Field Experience and Student Teaching

Shoshana Grun, Chair for the School for Lifelong Education

Mission / Purpose

In SLE, concentrations in the B.S. program in Interdisciplinary Liberal Arts and Sciences can incorporate courses drawn from Touro’s Undergraduate Education B.S. program, which seeks to prepare elementary school teachers who will have the knowledge and skills to create a productive learning environment in the classroom that reflects an understanding of New York State Learning Standards. Students will be trained to monitor and assess learning, and implement differentiated instructional strategies to meet the needs of learners from diverse backgrounds and those with special needs. Completers of the Undergraduate Education program will be competent, caring, and qualified teachers.

Goals

Goal 1: Students will demonstrate effective implementation of a variety of instructional strategies in a classroom.

Goal 2: Students will demonstrate the ability to develop critical thinking, problem-solving, and performance skills in learners.

Goal 3: Students will demonstrate the use of technology to improve classroom instruction for all learners.

Goal 4: Students will demonstrate the ability to create appropriate learning environments that encourage positive social interaction, active engagement in learning, self-motivation, and emotional intelligence.

Goal 5: Students will demonstrate professional attitudes in maximizing their own growth, development, and learning, as well as that of diverse learners.

Course Descriptions, General Pedagogical Core

EDU 201 Psychosocial Foundations of Growth, Development, and Learning, Birth – Grade 6

The nature of physical, cognitive, emotional, social, and moral development from birth through early adolescence, with implications for early intervention, early childhood education, and elementary school classroom teaching; integration of theory and research findings from the fields of developmental psychology and educational psychology. During the second half of the semester students in the early childhood program and students in the childhood program direct their projects and papers to the study of the respective developmental levels of their programs. *3 credits.*

EdSE 600 History and Philosophy of Education and Special Education

Historical and philosophical underpinnings of modern educational theory and practice. Study of: ancient Greek literature; early Jewish, Christian, and Muslim writings; philosophical developments in the Renaissance, Reformation, and revolutionary periods; social, cultural and ideological forces which have shaped educational policies in the United States; current debates on meeting the wide range of educational and socio-emotional needs of students from diverse communities. Prerequisite: Upper div. status, Dept. approval. *3 credits.*

SpEd 602 Introduction to Teaching Students with Disabilities

The historical background to current approaches to teaching children with disabilities; special education and the Individuals with Disabilities Education Act; current theories and methodologies in special education; inclusion and the concept of the least restrictive environment; early intervention; special education programs, curricula, classroom management and technologies; educational challenges and approaches with children whose disabilities are associated with mental retardation, physical and sensory impairments, language delays, emotional disturbance, and learning disabilities; introduction to approaches and debates on reading and language arts instruction for native English speakers and English language learners. Prerequisite: Upper div. status, Dept. approval. *3 credits.*

EdSE 640 Assessment of Individual Differences in General Education and Special Education: A Socio-Cultural Perspective

Assessment in general education and special education of individual differences in intelligence, learning potential, personality, motivation, and school achievement; management of data from assessment and monitoring of student progress; characteristics of standardized tests; the role of educational testing in informing instruction; assessment of young children; use of achievement tests; relationship between assessment and program design; introduction to dynamic (or interactive) assessment; differences between static and dynamic assessment; the use of teacher-made, informal tests; opportunity to observe and practice use of achievement tests, curriculum-based assessment, and curriculum-oriented dynamic assessment approaches in classrooms. Prerequisite: Upper div. status, Dept. approval. *3 credits.*

EDU 510 Substance Abuse Seminar

Seminar on the nature of substances of abuse, including legal as well as illegal drugs; factors associated with avoidance of and resistance to use and abuse of substances; risk factors; research on effective school-based substance abuse prevention programs. Current literature on substance abuse and school based prevention programs is distributed. *0 credits.*

EDU 511 Child Abuse Seminar

Seminar on the identification and reporting of child abuse and neglect; signs and symptoms to look for; ways to approach children; understanding the variety of ways children may convey that they are being abused or neglected; the teacher's fear of reporting abuse or neglect; rationalizations for not reporting; working with systems; the aftermath of reporting abuse or neglect. *0 credits.*

EDU 512 Seminar on Child Safety Education, Prevention of Child Abduction, and Fire and Arson Prevention
Basic principles of child safety education; understanding particular safety issues and risk factors for different ages; using developmentally appropriate methods and materials to convey safety principles; proper use of materials and environments with attention to safety hazards, including fire; refusal skill instruction including those related to fire and arson prevention as well as child abduction. *0 credits.*

EDU 513 Seminar on School Violence Prevention and Intervention

This two hour, non-credit seminar includes instruction on: statutes, regulations and policies relating to a safe, nonviolent school climate; effective classroom management techniques and academic supports that promote a nonviolent school climate and enhance learning; social and problem-solving skill development for students within the regular school curriculum; warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; intervention techniques to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior. A booklet on violence prevention and intervention will be distributed and discussed. *0 credits.*

Three-hour workshop on Autism and six-hour workshop on Harassment and Bullying required for New York State certification.

Preparation Seminars for NYSTCE Exams

Twelve hours of seminars to help students prepare for New York State Teacher Certification Exams are offered free each semester. *0 credits.*

**Course Descriptions, Specific Pedagogical Core in
SPECIAL EDUCATION: EARLY CHILDHOOD EDUCATION**

EDU 209 Foundations of Parenting

Parents and families as the context for growth, development and learning; similarities and differences in parenting styles in various cultural groups; the range of family structures; parents and family members as teachers of young children and collaborators with professional educators; ways in which early childhood education programs build and expand upon the foundation provided by parents; how educators form constructive educational partnerships with parents; awareness of community resources for parents and their young children. Pre- or corequisite: EDU 201. *3 credits.*

EDU 311 Principles of Early Childhood Education

Planning, development, and implementation of learning environments and integrated curricula for young children; study of the relational processes through which children acquire knowledge, skills, and a positive attitude toward learning; the importance of play as well as teacher planning that provides students with opportunities to think about and discuss their work; current research on early childhood integrated experience and instruction in literacy, the arts, science, math, and technology, social studies (including exposure to a range of cultures and languages as well as US and NYS history and geography), family, career and consumer education, and physical education and health. Pre- or corequisite: EDU 201. *3 credits.*

EDU 312 Methodology of Early Childhood Education

Development of practice skills in the use of appropriate, creative methods and materials for integrated education of young children; emphasis on the use of play and hands-on activities as well as planned experience and instruction that provide students with opportunities to explore and manipulate ideas and concepts as they explore and manipulate the world; practical implementation of integrated instruction in the curricula areas noted in course description for EDU 311. Pre- or corequisite: EDU 201. *3 credits.*

EDU 316 Language Acquisition and Emergent Literacy I, Birth – PreK

The uses of oral language (building vocabulary, expression and comprehension of the spoken word), general cognitive skills (attention, memory, use of symbols, self-regulation), the concepts underlying reading and writing, and specific literacy skills (such as symbol to symbol correspondence) as the context of and initial steps toward literacy for young children. Motivational issues that pertain to the development of reading skills are explored. Emphasis on meeting the needs of young children, including those with limited proficiency in English, who enter day care, nursery school, and other early childhood and early intervention programs with inadequate literacy-related knowledge and skills. Pre- or corequisite: EDU 201. *3 credits.*

EDU 317 Language Acquisition and Emergent Literacy II, K – Grade 2

Creation of language-rich environments and holistic approaches to reading instruction that meet the needs of children with varying language preparation and aptitudes as well as children from diverse backgrounds. Use of a range of teaching and learning modalities. Attention to connections between speech sounds and spellings; the alphabetic principle and recognition of words through letter-sound relations; achieving fluency and comprehension; spelling conventions. Emphasis on language-related experiences at home as well as school and the importance of frequent opportunities to write. Identification of services needed for children who are not making adequate progress in reading, and the importance of coordination of efforts among general educators, special educators, and reading specialists. Discussion of approaches used with language-minority children, including the conditions under which greater or lesser emphasis is placed on reading in the native language. Pre- or corequisite: EDU 201. *3 credits.*

SpEd 313 Developmentally Appropriate Learning Experiences for Young Exceptional Children

Introduction to educational programs for infants, toddlers, preschoolers, kindergarten students, and first and second graders with disabilities. Review of developmentally appropriate integrated curriculum content; materials and activities in language arts, books, music, art, blocks sand, water play, cooking, books and other play activities; parents as collaborators. Comparison of early intervention and early childhood special education programs reflected in Individualized Family Service Plan (IFSP) and Individualized Education Plan (IEP). Comparison of least restrictive environment and natural environment approaches. Prerequisite: EDU 311 or EDU 312 and EDU 316 or EDU 317. *3 credits.*

SpEd 314 Addressing Challenging Behaviors of Young Exceptional Children

Setting up and managing play and learning activities in safe and developmentally appropriate environments for infants, toddlers, preschoolers, kindergarten students, and first and second graders with disabilities. Understanding temperament and its impact on the parent-child and teacher-child relationship; supporting positive parent-child interactions. Role of the teacher in guiding young children in the development of self-discipline and communication and social skills necessary for constructive peer relations and group living; interventions for prevention and management of challenging behaviors. Prerequisite: EDU 311 or EDU 312 and EDU 316 or EDU 317. *3 credits.*

**Course Descriptions, Specific Pedagogical Core in
SPECIAL EDUCATION: CHILDHOOD EDUCATION**

EDU 301 Teaching Reading and Language Arts, Grades 1 – 6

The developmental context to current approaches to teaching reading; creation of language-rich environments; organization of a functional reading program; informational and critical reading; assessment of reading and language skills; oral and written communication; approaches to work with English language learners and students with special needs; and attention to motivational factors in literacy development at home as well as at school. Pre- or corequisite: EDU 201. *3 credits.*

EDU 302 Diagnosis and Correction of Reading Disabilities, Grades 1-6

The developmental context to understanding the symptoms and causes of reading disabilities; use and interpretation of achievement tests and diagnostic instruments; materials and methods used in remedial instruction; and preparation of teacher-made reading materials. Work with children and writing of case studies are required components of field experience. Prerequisite: EDU 301. *3 credits.*

EDU 303 Teaching the Social Studies Spectrum Subjects, Grades 1 – 6

The social and developmental contexts for teaching social studies spectrum subjects to a diverse elementary school student population; curriculum development and methods and materials; development of integrated instruction in history and geography (including history and geography of the United States and New York State), economics, citizenship and government, and the world of work; appreciation of the diversity of social life, including language, across cultures; approaches to linking instruction to the context of students' lives. Pre- or corequisite: EDU 201. *3 credits.*

EDU 304 Mathematics, Science, and Technology: Teaching and Remediation, Grades 1 – 6

The developmental context for a problem-solving approach to mathematics, science, and technology instruction and remediation; developmentally appropriate curriculum development and methods of teaching and remediation in mathematics, science, and technology; emphasis on manipulative materials and hands-on activities; application of mathematical concepts and skills in the study of science; application of mathematical concepts and skills and scientific concepts in real-life settings; and appreciation of the benefits, promise, and hazards of technology. Pre- or corequisite: EDU 201. *3 credits.*

EDU 306 Teaching the Arts and Physical Education, Grades 1 – 6

The cognitive, emotional, and social contexts for exploring various art forms, including performing arts, movement, sports activities and other areas of physical education; discovering and building on individual interests and creative abilities; creating developmentally appropriate opportunities for self-expression and self-exploration; cooperation in group art and sports activities; the relationship of the arts and physical education to other curricula areas.

Pre- or corequisite: EDU 201. *3 credits.*

SpEd 309 Principles of Curriculum Development for Students with Disabilities, Grades 1 – 6

Review of state and citywide curriculum for elementary school children. Concepts and skills in the teaching of reading, math, language arts, social studies, and science.

Modification of instructional methods and materials for children with disabilities. Demonstration lessons will be used to highlight principles of development and modification of curriculum for elementary school children with disabilities. Prerequisites: EDU 301 and EDU 303 or EDU 304. *3 credits.*

SpEd 310 Principles of Classroom Management for Students with Disabilities, Grades 1 – 6

Setting up the physical environment of the classroom to maximize learning productivity and prevent unnecessary behavior problems. Review of different models of intervention approaches for handling difficult behavior in the elementary school. The teacher's role in reducing conflicts, teaching social skills, and facilitating cooperative group living. The importance of the teacher's self-awareness in teacher-student interaction. Critical incidents will be used to develop specific guidelines for effective teacher interventions. Prerequisites: EDU 301 and EDU 303 or EDU 304. *3 credits.*

HISTORY

Theodore Lauer, Chair of Undergraduate Studies in History

Zvi Jonathan Kaplan, Deputy Chair

Mission / Purpose

The Department of History's mission is to prepare students to think critically about historical issues, relate these issues to the present, and offer a perspective for dealing with the future. The Department aims to provide future professionals in the field of history (or in applied fields) with the knowledge and tools to prepare them for graduate or professional work. In this pluralistic, democratic nation, all educated citizens need to understand the traditions and cultures of our American society, as well as our nation's and people's roots in past civilizations and traditions.

Goals

- Goal 1: Students should acquire knowledge of major developments in history and evaluate their unique contributions to an overall understanding of the past and their impact on the present.**
- Goal 2: Students will acquire the necessary analytical and reasoning skills in the study of history.**
- Goal 3: Students will acquire the necessary information literacy skills to conduct historical research and present it effectively in writing.**

Courses in the Department of History are designed to help students understand the nature of historical inquiry and to relate specific events to broader world concerns. Emphasis is placed on those forces that shaped the course of Western civilization, including the contributions of the Jewish people and other ethnic groups. A concentration in History is recommended for students planning a career in academia, as well as for those interested in law, journalism, education, and business.

LHS 105 History of the United States: 1763-1900

The interplay of political and social forces in America from the Revolutionary period to 1900, with emphasis on the rise of political parties, sectionalism, slavery, reform currents, the Civil War, Reconstruction, industrialization and the Spanish-American War. *4 credits.*

LHS 203 The Immigrant Experience in America

The unique immigrant experience of various ethnic groups; conditions in foreign countries which gave impetus to emigration; difficulties in adjustment and acculturation; specific areas of achievement; attempts to preserve ethnic identity within the American mainstream; contemporary issues and problems. *3 credits.*

LHS 208 Critical Issues in Twentieth-Century America

Major factors that shaped twentieth-century America, including industrialization and the rise of the cities; protest movements, imperialism, prohibition, the Depression, World Wars I and II, the Korean and Vietnam conflicts, the Cold War and détente; civil rights; poverty and the plight of cities; women's liberation; and pluralism in America. *3 credits.*

LHS 220 Survey of Modern History I

Surveys the history of Modern Europe from the Renaissance to Napoleon. Political, cultural, intellectual and economic trends; the changing self-perception of Europeans in a highly changing period. *3 credits.*

LHS 221 Survey of Modern History II

Begins with political and intellectual currents in the 19th century, focuses on the two World Wars, and concludes with the contemporary world scene. *3 credits.*

LHS 330 Black-Jewish Relations

Historical study of Black-Jewish relations in the United States, focusing on present issues and tensions. *3 credits.*

LHS 380-389 Selected Studies in History

Open to students who have successfully completed foundation courses and wish to pursue upper-level study in selected topics. *3-4 credits.*

LHS 400-410 Advanced Studies in History

Open to students who have successfully completed courses at the 300 level and wish to pursue more intensive study in selected topics. *3-4 credits.*

LHS 493 Advanced Topics in History

Research in history, serving as a culminating experience in the study of the primary area of the interdisciplinary concentration. The learning contract is designed collaboratively by the mentor and student. This course or LIS 493, Integrative Studies, is required for the baccalaureate degree. *3-4 credits.*

POLITICAL SCIENCE

David Luchins, Chair

Mission / Purpose

The Department of Political Science provides courses as part of the core requirements of different colleges and programs. Its purpose is to provide students with the background and tools necessary to be active and knowledgeable participants in the political process and to succeed in graduate studies in Political Science and / or in careers in government, law, politics, and related fields.

Goals

- Goal 1: Students will demonstrate familiarity with the knowledge base of the field of political science and of its sub-fields including American politics, political theory, comparative politics, and international relations.**
- Goal 2: Students will develop skills in reasoning and critical thinking about political science issues.**
- Goal 3: Students will demonstrate competence in information literacy and basic research skills.**
- Goal 4: Students will be able to communicate effectively.**
- Goal 5: Students will be able to plan a professional future.**

Political science students may wish to pursue legal careers. To aid them in this endeavor, the curriculum in political science offers many of the features that law school admissions officers recommend as appropriate preparation for law school. In addition, a concentration in this area prepares students for a range of careers and advanced training in political science research and teaching, public administration, public policy studies, government, non-governmental organizations, and various occupations within the private sector, such as the news media. By developing students' conceptual and verbal skills, political science helps to equip students for professional and executive positions in a complex society.

LPL 101 American Politics

The institutions of American government and the forces that shape governmental action, with emphasis on federal-state relations, the structure and functions of interest groups and political parties, the role of the Presidency, the operation of the Congress, the courts and the federal bureaucracy. *3 credits.*

LPL 201 Introduction to Political Theory

A survey of political theory from Aristotle to the present. The development of political ideas and the writings of major political theorists in their historical and institutional contexts. *3 credits.*

LPL 241 The Presidency

A study of the role of the Presidency and executive power in the American federal system. The personal qualities and political styles of recent presidents and the array of formal and informal institutions that have come to constitute the modern institutional Presidency. Prerequisite: LPL 101 or permission of instructor. *3 credits.*

LPL 244 American Political Parties and the Electoral Process

Structure and operation of American political parties, with emphasis on their organization, leadership, and political role. The course will also examine electoral strategies, the uses and impact of polls, the media and campaign financing laws. Prerequisite: LPL 101 or permission of instructor. *3 credits.*

LPL 310 The Supreme Court and the Constitution (Bi-annual)

The role of the Supreme Court in the American system of government. A study of major constitutional problems that have arisen in the light of representative Supreme Court decisions. Prerequisite: POL 101 or permission of the instructor. *3 credits.*

LPL 311 Introduction to Legal Principles

The nature, evolution, and purpose of law within human societies: the sources and techniques of the law, the distinction between public and private law, and an examination of some key conceptual problems arising under criminal law and the laws of contract, property, and tort. Prerequisite: permission of the instructor. *3 credits.*

LPL 315 American Foreign Policy (Bi-annual)

The formulation and conduct of American foreign policy since World War II. The history of the Cold War and United States relations with the Third World, Western allies, and the nations of the Middle East is traced, and the problems of arms control, national security, and international political economy are analyzed. Prerequisite: POL 101 or permission of the instructor. *3 credits.*

LPL 341 State and Local Government

A study of the relationships among various components of government on the national, state, and local level, including examination of the state legislature, the governor, state administrative organization, the state judiciary, rural local government, municipal government, state and local relations, metropolitan areas and state and local finances. Prerequisite: LPL 101 or permission of instructor. *3 credits.*

LPL 380-389 Selected Studies in Political Science

Open to students who have successfully completed foundation courses and wish to pursue upper-level study in selected topics. *3-4 credits.*

LPL 400-410 Advanced Studies in Political Science

Open to students who have successfully completed courses at the 300 level and wish to pursue more intensive study in selected topics. *3-4 credits.*

LPL 493 Advanced Topics in Political Science

Research in political science, serving as a culminating experience in the study of the primary interdisciplinary concentration. The learning contract is designed collaboratively by the mentor and student. This course or LIS 493, Integrative Studies, is required for the baccalaureate degree. *3-4 credits.*

HUMAN SERVICES

Gerald David, Chair of Undergraduate Studies

Cynthia Swangin-Bangura, Deputy Chair

Briandy Stern, Deputy Chair for the School for Lifelong Education

Mission/Purpose

The Department of Human Services prepares students who are grounded in theory, research and practice in the human service specialties and for leadership and service roles in the human service professions. Through its certification, licensure, associate and baccalaureate programs, the Department combines theory with practical experience in school and community settings to help improve the quality of the lives of others while maximizing the advancement of student's personal and professional development.

Goals

- Goal 1: The student will be expected to explain relevant human services theories and concepts.**
- Goal 2: The student will be expected to study, to review and to reflect on the role of quantitative and qualitative evidence in social science research.**
- Goal 3: The Human Services major at Touro College will be expected to study, analyze and apply elements of the case study.**
- Goal 4: The student will be expected to have the basic computer skills necessary to find, communicate, create, and apply human services information.**
- Goal 5: The student will be expected to have information literacy skills necessary to find, evaluate, communicate, create and apply human service knowledge and information.**
- Goal 6: The student will be expected to think critically.**
- Goal 7: The student will be expected to cultivate the writing skills necessary to communicate effectively with persons whom they encounter in their work, civic obligations, and personal life.**

LHU 140 General Survey of Mental Health and Developmental Disabilities

This course is an overview of two major areas in Mental Health: 1) Psychological Dysfunctions and 2) Developmental Disabilities. The course examines various etiologies and functioning levels of the psychologically impaired and the developmentally disabled. It further examines intervention and treatment methods from a historical perspective, as well as more recent modalities of community-based treatment services. *4 credits*

LHU 141 Introduction to Human Services

Survey of public and private human service programs, with special emphasis on current human services available in the city and state. Skills, knowledge, attitudes and values for human service work; methods of intervention and counseling theories available to the human service worker. *4 credits.*

LHU 217 HIV and Drug Addiction

This course explores the social and medical issues of HIV populations from a cross-cultural perspective. It covers the issues encountered in the correctional, social service and health care systems and teaches students how to assess needs and develop a service network. Prerequisite: LPS 201. Co-requisite: LSO 121. *3 credits.*

LHU 240 Theories of Counseling

Survey of the major current theories practiced in the counseling profession; roles, responsibilities and career opportunities for counselors; the development of the counseling profession. Prerequisite: LPS 110 or 101. *3 credits.*

LHU 242 Techniques of Counseling

Application of counseling theories through case studies and role-playing. Prerequisite: LHU 240. *3 credits.*

LHU 243 Group Work Techniques

Techniques of organizing and working with special client groups are reinforced by role-playing and other activities. Prerequisite: LHU 240. *3 credits*

LHU 244 Problems of the Disabled

The causes, effects and treatment of disabling mental and physical disorders. Agencies and approaches that help disabled people lead better lives are surveyed. Prerequisite: LHU 240. *3 credits*

LHU 245 Theories and Techniques of Family Counseling

Comprehensive overview of current theory, process and practice in family therapy, covering the field's major underpinnings; an examination of family systems theory and different approaches to working with families. Prerequisite: LHU 240. *3 credits.*

LHU 246 Counseling Addictive Behaviors

Investigation of the psychological, socio-cultural and physio-pharmacological foundations of addiction. Theories of addiction and treatment will be surveyed from psychosocial perspectives. Prerequisite: LHU 240. *3 credits.*

LHU 251 Principles of Human Services Administration

Theories of administration and supervision, basic organizational models, philosophy and goals, responsibilities and styles of leadership. Prerequisite: LHU 141. *3 credits.*

LHU 253 Social Agency Administration

A comprehensive experience-based study of administrative techniques and procedures used in planning, staffing, managing and evaluating social services. Emphasis is on the administrator's responsibilities to policy-making bodies, agency personnel and the community. Prerequisite: LHU 251. *3 credits.*

LHU 257 Public Policy and Services for Older Adults

This course will introduce students to the policies, politics and programs of an aging society. We will examine the historical, social, economic and demographic issues affecting the elderly. We will also provide an overview of federal and local legislation and their impact on the elderly. This course will explore the implications of age-based programs such as, Medicare, Social Security and OAA on the "soon-to-be elderly." Prerequisite: LHU 141. Co-requisite: LSO 233. *3 credits.*

LHU 258 Survey of Community Needs and Resources

This course provides the student with an overview of the importance of assessing community resources and needs, and how the appropriate use of local resources can play a major role in the delivery of meaningful human services. This course will explore how community needs are determined, and how to make the best use of local services. The key role of community based organizations and local community groups will be discussed. The role played by community workers will be explored as well as the one-stop shopping approach to the delivery of human services. *4 credits.*

LHU 260 The Family in the Urban Setting

This course will examine the impact of the urban environment on the family, exploring a number of contemporary issues such as crime, poverty, drug addiction, homelessness, urban blight, racism, teenage parenting, etc. It will also examine a series of program models, services or treatment modalities developed to assist families in meeting and resolving these issues and will review the role of the Human Services practitioner as an advocate and resource for families coping with urban life. Prerequisite: LPS 224. *3 credits.*

LHU 261 Child Care and Advocacy

This course will provide both a theoretical and a practical approach to the issues of physical and emotional child abuse and molesting by family members and strangers. It will provide an understanding of the effects of such abuse on the victim as well as the dynamics causing such behavior in the victimizer. Finally it will provide an overview of treatment interventions for the child, parents, and other victimizers. There will be an emphasis on how to develop a

network and referral system with social service agencies, hospitals, courts, and child protection services. Prerequisite: LPS 204. *3 credits.*

LHU 320 Recreation and Education Programs for Older Adults

Examination of leisure from sociological and psychological points of view with focus on education, recreation, and creative arts as meaningful activities for older adults. Techniques of designing and implementing these programs in various settings for older adults. Prerequisite: LHU 141. *3 credits.*

LHU 321 Counseling the Older Adult

Counseling as an important human service to older adults during times of dependency and crisis; a survey of appropriate counseling approaches, such as individual, group, family, and recreational therapy, as well as working with institutionalized elderly suffering from organic brain syndromes; role of self-help groups. Prerequisite: LHU 240. *3 credits.*

LHU 322 Counseling of Children and Adolescents

This course will focus on the intervening role of the counselor and the techniques and skills necessary for working with children, adolescents and family members who are experiencing the stress of normal and abnormal growth change. Prerequisite: LHU 240. *3 credits.*

LHU 326 Case Management I in Human Services

This course explores the recent development of the innovative functions of case management in human services. It further examines the case manager's role and its importance to effective client services. Issues of assessing clients' needs, brokering for client services and monitoring the quality of services will be discussed. Prerequisite: LHU 141. *3 credits.*

LHU 327 Case Management II in Human Services Administration

This course examines human services administration from a case management perspective. It examines the unique social welfare aspects of case management administration supervision, staff recruitment, training and program evaluation. Issues of governmental regulation and financial reimbursement are carefully examined. The student will learn how to be self-critical through the examination of his/her own practice in the area of case management administration. Prerequisite: LHU 326. *3 credits.*

LHU 328 Case Management II in Adult and Family Services

This course identifies the unique treatment and service delivery issues inherent in working as a case manager with adults and families. The broad range of human services interventions with and for adults and families is examined. The effects of social and psychological stressors such as homelessness, child abuse, domestic violence and disability are explored. The Supportive and entitlement services available to the adult and family population are discussed. The advocacy, brokering and coordination challenge of working with adults and families is given much attention through the students' critical examination of his/her practice. Prerequisite: LHU 326. *3 credits.*

LHU 329 Case Management II in Gerontology

This course provides students with the knowledge, skills and values essential to working with the elderly. The broad range of human service techniques, including those of individual, group and community interventions with and for the elderly is examined. Special emphasis is placed on supportive, supplemental and entitlement services available to the elderly. The brokering, advocacy and coordination challenge of working with the elderly as a human service worker is closely examined in each student's current practice. Prerequisite: LHU 326. *3 credits.*

LHU 330 Case Management II in Child and Youth Services

This course provides an in-depth approach to assessing the needs of children, including discussion of the rights and responsibilities that society has towards its children. It will explore the role of case management, advocacy and the process of networking services in the following areas: policy, intervention, family, juvenile justice system, public welfare, guardianship, education, foster care, child labor laws, protective services and adoption. Prerequisite: LHU 326. *3 credits.*

LHU 331 Case Management II in Addiction Services

This course provides an in-depth multicultural approach to assessing the needs of chemically abusing individuals. It offers comprehensive approach to the case management of addictive behaviors. The student will learn how to network with the judicial system, rehabilitation services and social services supports. The approach will be multicultural in its approach. Prerequisites: LHU 326. *3 credits.*

LHU 333 Health Issues Relating to the Elderly

This course introduces students to the physical, mental and spiritual issues relating to the health of the elderly. It examines the trajectory of “able-bodied” and disabled aging. Using the issue of “who pays whom for what,” it touches on current health care issues such as “setting limits,” ethics, and managed care. This course explores the “advocacy challenge” which affects human service workers in the area of health care for the elderly. Prerequisite: LHU 321. *3 credits.*

LHU 340 The Minority Elderly

An exploration of the sociological factors that affect elderly people who are members of minority groups, with special emphasis on the African-American and Hispanic communities. The course focuses on the unique problems of minority aging and centers on service needs, barriers to obtaining services; and appropriate services, delivery systems and support networks in the community. Prerequisite: LSO 233. *3 credits.*

LHU 342 Networking and Professional Relationships

This course examines networking and the development of a professional relationship. The course provides the student with an elementary understanding of professional relationships and social support. Additionally, students develop the elementary knowledge and skills in the effective use of networking for building on patients. Students learn how to be self-critical through the examination of their own strengths and practice in the area of relationship development. Prerequisite: LHU 326. *3 credits.*

LHU 351 Program Planning, Development and Evaluation

A survey of the tools, techniques, and information necessary to aid in the planning and development of human services programs. Students will learn how to evaluate the effectiveness of the programs they will administer in the future. Prerequisite: LHU 253. *3 credits.*

LHU 380-399 Selected Studies in Human Services

Open to students who have successfully completed foundation courses and wish to pursue upper-level study in selected topics. *3-4 credits.*

LHU 400-410 Advanced Studies in Human Services

Open to students who have successfully completed courses at the 300 level and wish to pursue more intensive study in selected topics. *3-4 credits.*

LHU 441 Human Services Field Project I

Under supervision, the student designs and conducts a field work project which provides opportunities to apply classroom learning and gain experiences in the selected human services specialization. The field project requires 112 hours of fieldwork in an agency serving a population that is relevant to the specialization selected by the student. Prerequisites: LHU 141, LPS 101 and 224, LSO 121 + 2 courses in Human Services. *4 credits.*

LHU 442 Human Services Field Project II

This course allows students to expand their skills and knowledge through on-site training in an agency specializing in the area of the student’s concentration. Under an agency supervisor, the student learns specific methods of service delivery and networking with related professional and service providers: logging, feedback and dealing with such issues as multicultural staffing and consumerism. To be eligible for the B.S. in Human Services, students are required to complete 112 hours of Field Project II in addition to the 112 hours already completed for Field Project I. Prerequisite: LHU 441. *4 credits.*

LHU 493 Advanced Topics in Human Services

Research in human services, serving as a culminating experience in the study of the primary interdisciplinary concentration. The learning contract is designed collaboratively by the mentor and student. This course or LIS 493, Integrative Studies, is required for the interdisciplinary baccalaureate degree. *3-4 credits.*

INTEGRATIVE STUDIES

A specialized degree plan is formulated for an Interdisciplinary Degree. This allows students to personalize their own degree by choosing two disciplines and bridging them with an Integrative Studies course. Students meet with the Assistant Dean to prepare degree plans, and are guided through the inclusion of the required core and the possible options in academic studies. The SLE core includes Academic Planning I when beginning the degree and

Academic Planning II in the senior year to support the guided study plans. All courses require independent work for at least the number of hours normally spent in class PLUS the time spent doing homework for a course.

The aim for Integrative Studies is to ensure that each student is able to achieve his or her goals and complete his or her degree successfully.

LIS 100 Academic Development and Planning I

An overview of the college experience in which students will examine their own intellectual development and individual learning style, identify and improve academic skills and learning approaches, apply techniques for managing time and stress, and develop an A.A. degree plan with the senior advisor. Required of all students who enter the program with fewer than sixty credits. *2 credits.*

LIS 101 Academic Development and Planning II

A continuation of LIS 100 in which the student develops and articulates a personal perception of the nature and meaning of a nontraditional college education, writes acceptable area essays for prior learning, if applicable, researches career and graduate school options, and prepares a Degree Plan and Rationale for completing a baccalaureate program in the School for Lifelong Education. Required of all candidates for the B.A. or B.S. degree. *2 credits.*

LIS 103 Computer Assisted Research Strategies

Individualized guided experience in using the library and the computer as research tools. Prerequisites: GLL 121, one course in the major or major concentration, a computer course or demonstrated computer competence. *1 credit.*

LIS 200 Communication Workshop

An overview of the grammar and syntax of the English language with emphasis on sentence and paragraph construction. *3 credits.*

LIS 201/202 Critical Thinking

Development of analytical and synthetic reasoning abilities. *1 or 2 credits, respectively.*

LIS 490 Reflective Teaching in Jewish Education

Approaches to educational theory and practice as reflected in classical Jewish sources as compared to, and contrasted with, theories suggested by modern educational specialists. Judaic sources to be surveyed include Pirké Avot, Tractate Baba Batra, Maimonides, and others. This course may be substituted for LIS 493, Integrative Studies, as a requirement for the baccalaureate degree. *4 credits.*

LIS 495 Integrative Studies

A research study of the relationship or connection between the two disciplines in a student's interdisciplinary major. May be taken in lieu of Advanced Study. *3-4 credits.*

JUDAIC STUDIES

Rabbi Samuel N. Hoenig, Chair

The major and concentration in Judaic Studies are designed to provide students with an in-depth understanding of a number of classics of Jewish thought and law while also fostering skills in the reading and interpretation of text which would provide a basis for further study. Students completing the baccalaureate program may wish to pursue graduate study in Jewish history or literature or to enter the field of Jewish education. Because of the emphasis on values inherent in the Jewish Heritage, students may seek to major in Judaic Studies for self-development or to comprehend their roots at a deeper level.

Mission / Purpose

The Department of Judaic Studies offers courses in support of the College's mission "to perpetuate and enrich the Jewish heritage." Toward this end the Department offers courses that satisfy the Judaic studies requirement in the Lander Colleges, as well as courses toward the baccalaureate in Jewish studies. The Department seeks to strengthen Jewish identity and the appreciation of Jewish ethics and values through the enhancement of the

student's knowledge base and learning skills. The Department is committed to providing a wide range of courses designed to meet individualized student needs and diverse student backgrounds.

Goals

Goal 1: Students will demonstrate a fundamental knowledge of the Jewish heritage, ethics and values.

Goal 2: Students will study the Bible and basic texts of Jewish law and Jewish thought.

Goal 3: Students in the major will be prepared to pursue life-long learning, graduate studies and relevant career opportunities in areas of Jewish Studies and communal service.

LJB 300-320 Literature of the Bible

Examination of characters and themes of selected Biblical works with special attention to textual exegesis, Biblical personalities, philosophical and historical issues. *4 credits.*

LJB 308 Book of Psalms

Examination of characters and themes of the selected biblical psalms with special attention to textual exegesis, Biblical personalities, philosophical and historical issues. *4 credits.*

LJB 310 Book of Proverbs

Examination of characters and themes of the selected biblical proverbs with special attention to textual exegesis, Biblical personalities, philosophical and historical issues. *4 credits.*

LJB 313 The Early Prophets (Book of Kings)

Students will read Biblical texts together with standard classical commentaries. Study project will be devoted to an examination of thematic issues, historical questions and problems of textual exegesis. *4 credits.*

LJB 318 Megillot

In depth analysis of selections from the portion of Hagiography known as the "Megillot." Students will be expected to demonstrate critical reading skills and utilize the contributions of the classical exegetes to gain insight into the meaning of these Biblical texts. *4 credits.*

LJH 101 World of the Prophets

Study of the principles that underline the prophetic experience and its role in the development of the Jewish nation. Special emphasis will be on the examination of the chronological development of the Prophetic Tradition from the time of the patriarchs until the close of the Prophetic Era. *4 credits.*

LJH 110 History of the Biblical Period

Survey of the history of the Jewish people during the period of the Bible. Students will use relevant Biblical texts to gain an understanding of some of the cultural and political issues with an emphasis on developing insight into some of the major personalities of this time period. *4 credits.*

LJH 153 Jewish History: The Second Jewish Commonwealth

Survey of the history of the Jewish people in Israel during the period from the return to Zion until the destruction of the Second Temple, with special emphasis on gaining insight into the political, social and cultural life of the Jewish community in Israel during this historical period. *4 credits.*

LJH 154 Jewish History: Era of the Talmud

Survey of the history of the Jewish people in Israel and in the Persian Empire during the period from the destruction of the Second Temple through the Gaonic Period. Special emphasis will be given to the political and cultural issues of this time together with the academic achievements and the development of Rabbinic literature. *4 credits.*

LJH 255 Jewish Thought: Expositors of the Mussar Movement

An examination of the contributions of Rabbi Israel Salanter and his followers in the 19th and 20th centuries with an emphasis on their views regarding the effect of human motivation and self-knowledge upon the spiritual and ethical nature of man. *4 credits.*

LJH 256 History of the Medieval Rabbinic World: The Rishonim/Part A

Examination of the academic life of the Rabbinic world from the close of the Gaonic period to the death of Rashi. Special emphasis will be given to the development of Rabbinic literature and the growth of academic centers during this period. *4 credits.*

LJH 257 History of the Medieval Rabbinic World: The Rishonim/ Part B

Examination of the academic life of the Rabbinic world after the death of Rashi through the compilation of the Shulchan Aruch of Rav Yosef Karo. Special emphasis will be given to the Tosafist School and the further development of the Spanish School. *4 credits.*

LJH 258 Chassidic Masters

Examination of the Chassidic teachers of the 18th and 19th centuries. *4 credits*

LJL 361 Topics in Jewish Law: Biomedical Ethics

Intensive analysis of bio-ethical issues as treated in Jewish Law through the use of relevant Talmudic material; readings of the codes and contemporary Rabbinic responsa literature. *4 credits.*

LJS 380-389 Selected Studies in Jewish Studies

Open to students who have successfully completed foundation courses and wish to pursue upper-level study in selected topics. *3-4 credits.*

LJS 400-410 Advanced Studies in Jewish Studies

Open to students who have successfully completed courses at the 300 level and wish to pursue more intensive study in selected topics. *3-4 credits.*

LJS 412 Topics in Jewish Law: Business Ethics

Study of the laws that govern business practices and contractual responsibilities. Special emphasis to be given to issues relating to pricing, the requirements of communal supervision of economic practices and procedures for the disposition of civil disputes. *4 credits.*

LJS 493 Advanced Topics in Jewish Heritage

Study of the framework and basic concerns of medieval Jewish thought, as expressed in the works of Saadiah Gaon, Bachya ibn Pakudah, Judah Halevi, Maimonides and Joseph Albo. Themes include faith and reason, prophecy, miracles, free will and dogma. *4 credits.*

LANGUAGES AND LITERATURES

Miriam Grossman, Chair

Matthew Zarnowiecki, Deputy Chair

Mission / Purpose

The mission of the Department of Languages and Literature is to enable our students to become proficient in the use of the English language, both written and spoken. Our program aims, through exposure to expository and literary readings, to encourage students to think critically and express themselves effectively. Our hope is that our students gain the knowledge and skills necessary to address the challenges in the workplace and in our multicultural society-at-large.

Goals

Goal 1: To develop students' ability to write in clear, precise English.

Goal 2: To develop students' ability to write persuasive and expository essays.

Goal 3: To enhance students' critical reading and writing skills.

Goal 4: To promote information literacy, research skills, and other competencies students need in order to succeed in a technological society.

Goal 5: To prepare students for the many fields for which well-developed language skills are a key, such as law, advertising and public relations, technical and scientific writing, and journalism.

Goal 6: To prepare students with a concentration in Literature for graduate study and academic careers.

GLL 105 Information Literacy (Fall, Spring)

This hands-on course is designed to help students of any major become efficient researchers and critical thinkers, providing them with a foundation for college success and life-long learning. *2 credits.*

GLL 110 Introduction to College Writing

Intensive post-developmental reading and writing, leading to confidence and proficiency in the composition of three-paragraph essays. Placement by examination. *4 credits.*

GLL 121 College Writing I

Extensive practice in expository writing with emphasis on the composition of clear, concise, and coherent multi-paragraph essays. Prerequisite: GLL 110 or placement by examination. *4 credits.*

GLL 122 College Writing II

Continued practice in expository writing, leading to proficiency in the composition of larger multi-paragraph essays and culminating in the writing of a research paper demonstrating an understanding of the fundamentals of information literacy; introduction to literary forms. Prerequisite: GLL 121 or placement examination. *4 credits.*

LLE 123/124 Critical Reading

The student is exposed to a range of effective strategies, helping him/her to read with versatility and insight. *1 or 2 credits, respectively.*

LLE 201 Advanced Expository Writing

Intensive practice in expository writing, with special emphasis on the preparation and composition of research papers. Prerequisite: GLL 122 or exemption. *3 credits.*

LLE 202 Creative Writing

The writing of short fiction: study of writing techniques in contemporary literature; discussion and analysis of student manuscripts. Prerequisite: GLL 122. *3 credits.*

GLL 202 Introduction to American Literature

A survey of nineteenth- and twentieth-century American authors. Prerequisite: GLL 122. *3 credits.*

LLE 210 Introduction to Fiction

An introductory course designed to acquaint students with literary analysis and the vocabulary of literary criticism through readings in the short story and the novel. Prerequisite: GLL 122. *3 credits.*

LLE 215 Introduction to Poetry

Individual works are analyzed in detail, exploring form, style and theme. Prerequisite: GLL 122. *3 credits.*

LLE 220/221 Survey of Modern Literature I and II

A two-semester survey of modern literature from the classical through the modern eras. Prerequisite: GLL 122 or exemption. *3 credits each.*

LLE 222 Shakespeare

A critical introduction to representative dramatic works by Shakespeare. Prerequisite: GLL 122 and permission of the instructor. *3 credits.*

LLE 372 The Modern American Novel (Bi-annual) (E)

Major twentieth-century novelists, with emphasis on James, Dreiser, Hemingway, Fitzgerald, and Faulkner. Prerequisite: HML 201 or permission of instructor. *3 credits.*

LLL 301 Survey of Children's Literature

Psychological foundations of the literary process, age group requirements/age appropriateness of reading matter, reading readiness, attention span, self-recognition, fantasy/reality, elements of the genre: plot, theme, characterization, style, and author's "vision." Prerequisite: GLL 122. *3 credits.*

LLL 380-389 Selected Studies in Languages and Literatures

Open to students who have successfully completed foundation courses and wish to pursue upper-level study in selected topics. *3-4 credits.*

LLL 400-410 Advanced Studies in Languages and Literatures

Open to students who have successfully completed courses at the 300 level and wish to pursue more intensive study in selected topics. *3-4 credits.*

LLL 402 Advanced Studies in Holocaust Literature

The variety of literary responses to the Holocaust (memoir/testimony, poetry, autobiographical novel, drama), the role of language, the problem of authenticity, Holocaust symbolism, and critical approaches to Holocaust literature. Particular attention is given to issues of literary technique. The works of Wiesel, Kosinski, Appelfeld, Levi, Celan, Sachs, Bettelheim and Spiegelman will be examined. *3 credits.*

LLL 492 Women in Literature

Explores themes prevalent in literature by and about women. *3 credits.*

LLE 493 Advanced Topics in English

Research in English language and literature, serving as a culminating experience in the study of the primary interdisciplinary concentration. The learning contract is designed collaboratively by the mentor and student. This course or LIS 493, Integrative Studies, is required for the baccalaureate degree. *3-4 credits.*

LLH 101-102 Elementary Hebrew

This course enables the student to acquire the four basic language skills: listening, speaking, reading, and writing. *3 credits each.*

LLH 201-202 Intermediate Hebrew

For students who wish to acquire facility in translation of biblical and modern Hebrew. A review of the fundamentals of grammar, both biblical and modern, with emphasis on syntax, idioms, and scholarly terminology. Prerequisite: LLH 101-102 or equivalent. *3 credits each.*

LLY 201-202 Yiddish Language and Letters—Intermediate

A review of grammar, concurrent with the writing of compositions and the reading of excerpts from classic Yiddish literature and periodicals. *3-4 credits.*

MATHEMATICS AND COMPUTER SCIENCE

The Division of Mathematics and Computer Science is comprised of two departments, each of which provides course offerings which lead to a variety of majors or career areas, as well as courses which service other departments and majors. Both departments seek to foster in students an analytical approach to problem solving and an appreciation for logical reasoning. Because mathematical reasoning and the use of computers are essential in modern society, students are strongly encouraged to improve their skills in these important areas.

MATHEMATICS

Samuel Fuhrer, Chair

Mission / Purpose

The mission of the Mathematics Department for all students is to offer high-quality instruction in an environment in which students can acquire the logic and analytical and quantitative skills necessary for achieving success and the skills necessary to meet the technical demands of the workplace and of daily life.

Goals

- Goal 1:** Students will be able to apply the tools and structure of mathematical systems.
- Goal 2:** Students will be able to communicate mathematical knowledge in oral and written form.
- Goal 3:** Students will be able to creatively solve mathematical problems.

LMA 111 College Mathematics

Basic concepts of algebra, including signed numbers, linear equations of one variable, exponents, factoring, word problems, equations for two variables, quadratic equations, operations of radicals and elementary graphing. *3 credits.*

LMA 120 Pre-Calculus

Functions, solution of equations and systems of equations, the trigonometric functions and their graphs, addition theorems and identities, logarithmic and exponential functions and elementary analytic geometry. Prerequisite: LMA 111 or examination. *3 credits*

LMA 121-122 Calculus I, II

Continuity, limits, differentiation, and integration of polynomial, exponential, and trigonometric functions. Applications to geometry, physics, and other areas. Prerequisite: LMA 120 or exemption. *4 credits each.*

LMA 240 Finite Mathematics

Review of set algebra functions and relations, Boolean algebra and applications, counting techniques and elementary combinations, basic concepts of probability, theory of logic, vectors and matrices, linear systems of equations, linear programming. Prerequisite: LMA 120 or examination. *3 credits.*

LMA 261 Statistics for Social Science Majors

Basic concepts in descriptive and inferential statistics including measurement scales, frequency distributions, measures of central tendency and distribution, correlation coefficients, linear regression, probability theory, binomial distribution, and parametric and non-parametric tests of significant differences. Prerequisite: LMA 111 or examination. *3 credits.*

LMA 380-389 Selected Studies in Mathematics

Open to students who have successfully completed foundation courses and wish to pursue upper-level study in selected topics. *3-4 credits.*

LMA 400-410 Advanced Studies in Mathematics

Open to students who have successfully completed courses at the 300 level and wish to pursue more intensive study in selected topics. *3-4 credits.*

LPH 211 Logic

Approaches of classical (Aristotelian) logic and modern symbolic logic (propositional and predicate logic) concepts, referents, and types of definition. Valid inference and fallacies are classified. Skills in translating texts into logical form and in diagramming arguments. *3 credits.*

COMPUTER SCIENCE

Issac Herskowitz, Chief Computer Instruction Officer and Undergraduate Chair
Shmuel Fink, Deputy Chair

Mission / Purpose

The Department of Computer Science provides a high-quality education that conforms to the standards of the Association of Computing Machinery and prepares students for productive careers and further study.

Goals

- Goal 1:** To provide a knowledge base in modern computing systems and the theoretical aspects of computer science.
- Goal 2:** To develop problem-solving skills required to analyze, design and implement solutions involving use of the computer.
- Goal 3:** To research effectively on technical subjects.
- Goal 4:** To develop skills for continued learning in a rapidly-changing discipline.
- Goal 5:** To challenge students to understand and appreciate the ethical and social impacts of computing.

LMA 122 Computer Literacy and Information Retrieval

Students examine basic computer topics and terminology, with a special emphasis on electronic information retrieval, as they explore ways to utilize information retrieval technology to keep abreast of developments in their various academic disciplines. To this end, computer hardware and software are discussed, along with personal computer applications such as Microsoft Office. Internet topics, such as advanced search techniques, constructing deep searches, finding specialty information, newsgroups and mailing lists, are examined in detail. A capstone project is the preparation of a research project, which should use both traditional as well as electronic methods of research. *3 credits.*

LMA 140 Computer Concepts and Applications

Computer Concepts introduces students to basic computer topics and terminology. Computer hardware and software are discussed along with personal computer (PC) applications. Microsoft Office Professional 2000 Applications under Windows 2000 are taught, as well. Students will complete this course with a solid understanding of computers, how to use computers, and how to access information on the World Wide Web. *3 credits.*

LCO 141 Introduction to Programming

A concentrated orientation course dealing with algorithms, programs and basic processing of quantitative character information. Emphasis is placed on flow charting techniques and general programming concepts to include: instruction types, loops, arrays, input/output blocks, functions, m pointers, arithmetic operations, debugging and verification of programs. Applications are selected from the areas of business, accounting, mathematics/statistics and the social sciences. Prerequisite or corequisite: LMA 140. *3 credits.*

PSYCHOLOGY

Melech Press, Chair of Undergraduate Studies

Faye Walkenfeld, Deputy Chair for the School for Lifelong Education

Mission / Purpose

The Department of Psychology sees as its mission both the preparation of future psychological professionals and the teaching of psychology as a branch of the liberal arts and sciences. In its first role, the Department provides students with the knowledge and skills to prepare them for graduate work. In its second role, the Department aims to prepare educated individuals who can think critically about psychological issues and who grasp the relevance of psychology to the understanding of individual and social experience.

Goals

- Goal 1:** Students will demonstrate familiarity with the knowledge base of contemporary psychology, both basic and applied.
- Goal 2:** Students will develop conceptual frameworks to organize and understand the knowledge base in relation to both the natural and social sciences, and will be aware of the historical and philosophical development of these frameworks.

- Goal 3:** Students will develop skills in reasoning and critical thinking about psychological issues.
- Goal 4:** Students will be able to communicate effectively about psychological issues both orally and in writing.
- Goal 5:** Students will be able to gather and synthesize psychological information from both written and computerized sources ("information literacy").
- Goal 6:** Students will understand and apply basic research methods in psychology, including research design, data analysis, and critical interpretation.
- Goal 7:** Students will be aware of ethical issues in psychology and the discipline's response to those issues.
- Goal 8:** Students will understand and apply psychological principles to personal, social, and organizational issues.
- Goal 9:** Students will be able to use their knowledge and skills to plan their professional futures realistically.

Courses in the department promote an understanding of the psychological processes underlying normal and abnormal human behavior.

Students with a major or concentration in Psychology may pursue graduate work in psychology, including experimental, industrial, health, clinical, and school psychology. They may also continue in related fields such as social work, education and medicine. Many students with a major or concentration in psychology have gone into law, the rabbinate or Jewish Studies.

LPS 101 Introduction to Psychology

Psychology as a behavioral science and profession. Topics include intelligence and learning, human relations and group dynamics, mental health and abnormal behavior. *3 credits.*

LPS 102 Social Psychology

Social influences on values, attitudes, and behavior. Determinants of social perceptions and cognitions. Bases for friendship, love, prejudice, and anti-social behavior. Group dynamics involved in conformity, conflict and cooperation. Prerequisite or co-requisite: LPS 101. *3 credits.*

LPS 201 Developmental Psychology

Stages of life: infancy, childhood, adolescence, adulthood, old age. Mental, emotional and personality changes during development, and the psychological hurdles to overcome. Prerequisite: LPS 101. *3 credits.*

LPS 204 Child Psychology

An overview of physical, emotional, social, language and cognitive development during childhood. The interplay of heredity and environment on normal and abnormal development is stressed. Students who have completed LPS 203 or LED 203 may not register for this course. Prerequisite: LPS 101. *3 credits.*

LPS 210 Learning

Models of animal and human learning including classical and operant conditioning, as well as contemporary theories drawn from information processing and cognitive science. Applications to education, social and clinical psychology. Prerequisite: LPS 101. *3 credits.*

LPS 216 Adolescent Development

Physical, cognitive, emotional and social development of the adolescent. Topics include genetic, cultural and social factors that enhance or inhibit development. Prerequisite: LPS 101. *3 credits.*

LPS 221 Industrial Psychology

Psychological techniques for selecting and training employees, enhancing morale of workers and improving their relationship with management. Psychology of marketing and advertising. Prerequisite: LPS 101. *3 credits.*

LPS 224 Psychology of the Family

Role behavior, motives and perceptions in the social institutions of marriage and the family. Current problems experienced by urban and religious families and the counseling available to them. Prerequisite: LPS 101. *3 credits*.

LPS 225 Psychology of Aging

The interplay of personality and normal psychological changes due to aging. Psychological problems that may occur in old age, as well as appropriate therapeutic interventions. Prerequisite: LPS 101. *3 credits*.

LPS 231 Psychological Testing

Psychological testing is concerned with the measurement of intelligence, aptitudes, interests, personality and sensory acuity. Topics include current issues in assessment, such as subgroup norming in employment selection, theories of intelligence, and the bell curve. Emphasis is on a variety of actual tests. Prerequisite: LPS 101. *3 credits*.

LPS 301 Experimental Psychology

Overview of experimental research design and methodology in understanding human behavior. Topics include scientific inquiry, problem and subject selection, variables, correlational studies, use of statistics, data analysis and reporting, and ethics. Prerequisites: LPS 101; LSC 140 or LMA 261; LIS 103; Co-requisite: LPS 301.6. *3 credits*.

LPS 301.6 Experimental Psychology Lab

Prerequisites: LPS 101; LSC 140 or LMA 261; LIS 103. Corequisite: LPS 301. *1 credit*.

LPS 302 Advanced Experimental Psychology

More advanced research design and experimental approaches to human behavior, including learning, perception, and problem solving. Scientific reports, including possible honors thesis proposal prepared by students. Prerequisite: LPS 301. *3 credits*.

LPS 302.6 Advanced Experimental Psychology Lab

Prerequisite: LPS 301.6. Corequisite: LPS 302. *1 credit*.

LPS 310 Personality

Description and assessment of personality. Classical approaches of psychoanalysis tract theory, humanism, behaviorism and cognitive theorists as well as contemporary research and practical applications. Prerequisite: LPS 101. *3 credits*.

LPS 311 Psycholinguistics

The psychology of language and the higher mental processes. Modern conceptions of the syntactic, semantic and lexical structure of language. Prerequisite: LPS 101. *3 credits*.

LPS 312 Cognitive Psychology

Components of the human thinking process and its unique characteristics. Role of trial and error, experience, insight and language. Computer and information processing theories. Prerequisite: LPS 101. *3 credits*.

LPS 325 Drugs and Behavior

Behavioral effects of biochemical mechanisms of psychoactive drugs, including prescription, recreational, and illegal drugs. Topics include psychopharmacological treatment of abnormal behaviors and moods, addiction and tolerance, and the treatment of addictions. Prerequisite: LPS 101. *3 credits*.

LPS 326 Forensic Psychology

This course provides an overview of the interface between psychology and the legal system. It covers the role and functions of the forensic psychologist, the nature and methods of forensic assessment, mental health evaluations in the criminal justice system and in civil law. It will also address such special topics as jury selection and eyewitness testimony. Prerequisite: LPS 101. *3 credits*.

LPS 332 History and Systems of Psychology

The origin of modern psychology within philosophy during the 19th century. Founding and growth of experimental psychology in Germany and its spread to the United States. Developments in psychoanalysis, Gestalt psychology, humanistic psychology, behaviorism, cognitive psychology, and new trends. Prerequisite: LPS 101. *3 credits*.

LPS 335 Abnormal Psychology

An in-depth examination of psychopathology. Topics include current paradigms in psychopathology, classification and diagnosis, anxiety disorders, mood disorders, somatoform disorders, personality disorders, and schizophrenia. Causes and treatments are examined. Prerequisite: LPS 101. *3 credits.*

LPS 340 Introduction to Counseling and Therapy

Theories and techniques of counseling. Course includes practice in interviewing and development of basic skills necessary for successful treatment. Prerequisites: LPS 101 and LPS 335. Strongly recommended: LPS 310. *3 credits.*

LPS 345 Psychology of Health and Illness

Psychological aspects of physical health and such illnesses as heart disease, cancer, and obesity. Role of health providers and institutions in improving the prognoses of patients. Treatments such as biofeedback, relaxation training, and hypnosis. Prerequisite: LPS 101. *3 credits.*

LPS 351 Biological Psychology

The biological bases of behavior and methods of study. Topics include: anatomy and physiology of the nervous system and sense organs, drugs and behavior, sleep and dreaming, eating and drinking, memory and language, brain disorders and abnormal behavior. Prerequisite: LPS 101. *3 credits.*

LPS 380-389 Selected Studies in Psychology

Open to students who have successfully completed foundation courses and wish to pursue upper-level study in selected topics. *3-4 credits.*

LPS 400-410 Advanced Studies in Psychology

Open to students who have successfully completed courses at the 300-level and wish to pursue more intensive study in selected topics. *1-4 credits.*

LPS 401 Psychology of the Exceptional Child

Special problems of children who differ markedly from the average: the mentally retarded, brain damaged, psychologically disturbed, physically handicapped, culturally deprived, and gifted. Prerequisites: LPS 101; LPS 335 or permission of the instructor. This course may be substituted for LIS 493, Integrative Studies, as a requirement for the interdisciplinary baccalaureate degree. *3 credits.*

LPS 402 Clinical Psychology.

Overview of clinical psychology as both an art and a science. Roles of the clinical psychologist and the scientific foundations of assessment and treatment. Prerequisite: LPS 340 or permission of the Deputy Chair. *3 credits.*

LPS 420 Eating Disorders

The etiology, description, and treatment of anorexia nervosa, bulimia nervosa, and binge eating disorder associated with obesity. Relation between eating disorders and other psychopathology. Prerequisite: LPS 335. *3 credits.*

LPS 490 Psychology and Judaism

Halachic perspectives on psychological and psychotherapeutic concepts. Topics include halacha and psychological ethics, parameters of confidentiality, and issues of countertransference. This course may be substituted for LIS 493, Integrative Studies, as a requirement for the interdisciplinary baccalaureate degree. *3 credits.*

LPS 492 Senior Honors Seminar in Psychology

This course will be oriented to teaching students how to prepare a thesis, helping them to decide on a research topic by discussing issues with the seminar coordinator and visiting faculty, finding a mentor, preparing the outline of the project, presenting their ideas orally and in writing to peers and the seminar coordinator, and writing the literature review for their proposal. Prerequisite: 21 credits of psychology, including LPS 301. *3 credits.*

LPS 493 Advanced Topics in Psychology

Research in psychology, serving as a culminating experience in the study of the primary interdisciplinary concentration and the psychology major. This course is required for the psychology major. This course or LIS 493, Integrative Studies, is required for the interdisciplinary baccalaureate degree. *3 credits.*

LPS 494 Senior Honors Project in Psychology

Prerequisite: LPS 493 and permission of the Deputy Chair. *3 credits.*

SCIENCE

The School for Lifelong Education offers courses for students seeking to include the natural sciences in their interdisciplinary major, individually designed to meet a student's interest. Students may also enroll in natural science courses to meet specific general education science requirements or to enrich their understanding of the physical universe, the nature of life processes, and scientific reasoning and methodology that underlies much of the modern world. Students often include biology or other sciences as a concentration for their Interdisciplinary degree to prepare for a Health Science, medical or dental career or in preparation for graduate study in a related field. Science courses which SLE does not offer are available to our students at other Touro sites.

LSC 108 Ethics in Life Sciences

Genetic manipulation, behavior modification, the practice of behavior control upon groups and other ethical issues are considered from scientific and moral points of view. *3 credits.*

LSC 110 Science in Today's World

Introduces students to concepts and methods in biology, anatomy, physiology and chemistry. *3 credits.*

LSC 210 The Human Body

The main outlines of human biology: cells, tissues, organs and systems of the human body with emphasis on their structure and function. *3 credits.*

LSC 246 Nutrition and Human Development

A thorough review of the principles of sound nutrition and the effects of diet on personal wellbeing. Environmental, social, physical and psychological reasons underlying poor diet. *3 credits.*

LSB 111/112 Human Biology I and II

A course designed to provide an understanding of the principles of human biology for the non-science major. First semester: cell structure and function, cellular reproduction, genetics, nutrition and metabolism. Second semester topics include embryological development, hormonal control, blood and immunity, diseases and the nervous system. Virtual lab. *4 credits each.*

LSB 495 Advanced Topics in Biology

Course is strongly recommended for students with a concentration in Biology. Students and professor agree on a research topic in Biology. Students are provided with the opportunity to learn research skills including organizing information, judging reliability of sources, defending a research paper with documented evidence, and publishing the paper in a prescribed format. Prerequisite: Senior status *3 credits.*

LSC 380-389 Selected Studies in Science

Open to students who have successfully completed foundation courses and wish to pursue upper-level study in selected topics. *3-4 credits.*

LSC 400-410 Advanced Studies in Science

Open to students who have successfully completed courses at the 300 level and wish to pursue more intensive study in selected topics. *3-4 credits.*

SOCIOLOGY

Mervin Verbit, Chair

Mission / Purpose

The Department seeks to give students the ability to apply sociology's concepts and analytic approaches to their experience in various institutional contexts. We also try to enhance students' ability to understand and assess reports of research that use the methods of social science. Our emphasis is on enabling students to use sociological perspectives to become more insightful and effective participants in society and culture, as well as in the wide range of careers relevant to group life.

Goals

- Goal 1: To present major sociological concepts and analytic paradigms.**
- Goal 2: To describe to students and evaluate quantitative and qualitative research methods in sociology.**
- Goal 3: To examine the basic processes and institutions of society.**
- Goal 4: To show how sociological knowledge can be found.**
- Goal 5: To provide opportunities to communicate sociological knowledge effectively.**

Courses in the Department help students gain an understanding of social relationships and institutions and of the impact of society and culture on behavior. Students with a concentration in Sociology have a variety of options available to them. They may pursue graduate work in sociology or other related fields. They may seek employment in governmental or social service agencies or may enter such fields as law, business, marketing, advertising, and communications.

LSO 103 Introduction to Sociology

The unique perspectives and methods of social science for understanding the social realities of everyday life. The notions of culture, norms, socialization, institutions, and other major concepts used in studying society. *3 credits. This course will replace LSO 121 in Fall 2010.*

LSO 110 Introduction to Social Work

Introduction to the theory and practice of social work, focusing on the social welfare system; Federal, state, and municipal programs; principles of social psychology as applied to the counseling process; family systems theory. *3 credits.*

LSO 121 General Survey of Sociology and Anthropology

The study of modern society with emphasis on the concepts of culture, socialization and social perception; the sociology of knowledge and norms; groups and stratification; culture, continuity and change; human ecology. Research methods and reporting techniques are also analyzed. *4 credits.*

LSO 122/123 Self in Society

Perspectives on the role and responsibilities of the individual in terms of self, family, community and the world. *1 or 2 credits, respectively.*

LSO 217 Sociological and Cultural Comparatives on Addictive Substances

An examination of the use of addictive substances from a cross-cultural perspective. Factors such as age, socioeconomic status, gender, and patterns of use will be addressed for each of the following sub-cultures: African-Americans, Asian-Americans, Native Americans, and Hispanic Americans. An additional focus is on adapting treatment interventions to each ethnic group. Prerequisite: LSO 121 or 103. Co-requisite: LPS 325. *3 credits.*

LSO 230 Youth in Urban Communities

Impact of the home, school, and community on the growth and development of youth in urban areas and their problems, including academic underachievement, unemployment, delinquency and youth crime, teenage pregnancy, and mental health problems. Prerequisite: LSO 121 or 103. *3 credits.*

LSO 233 Sociology of Aging

Treatment of the elderly in contemporary societies, with special emphasis given to the status of the elderly in America. The extent and effects of ageism are also studied. Prerequisite: LSO 121 or 103. *3 credits.*

LSO 234 The American Jewish Community

Survey of the American Jewish community, including demographic characteristics; social, religious, political and economic institutions; contributions and problems. Prerequisite: LSO 121 or 103. *3 credits.*

LSO 248 Intergroup Relations in America

An interdisciplinary analysis of the social, psychological and cultural aspects of race and ethnicity. Theories of prejudice and their effect on intergroup relations are studied, as are male/female relations, in light of contemporary social science theories of structure, social learning and individual development. Prerequisite: LSO 121 or 103. *3 credits.*

LSO 301 The Family

The family in various cultures but particularly in American society. Components of family structure, organization, and its relation to other social institutions. Family cycle and mate selection. Factors contributing to family instability and disorganization in contemporary American society. Prerequisite: LSO 121 or 103. *3 credits.*

LSO 312 Political Sociology

The concept of power as embodied in political institutions and ideologies. The structure of political parties, mass movements, and secret and underground organizations. Political ideologies, utopias and social myths in relation to democracy, socialism, communism, anarchism, fascism, nationalism, pan-Slavism, and pan-Germanism. Prerequisite: LSO 121 or 103. *3 credits.*

LSO 335 Selected Topics in Social Deviance

The concepts of social deviance, pathology, social disorganization, value conflict, and labeling. Sociological theories of deviant behavior in relation to alcoholism, drug abuse, criminality and delinquency, suicide, sexual deviance and mental illness. A critical assessment of social causation, labeling stigmatization, and the scientific methods of determining deviance. The structure and organization of treatment for deviants, and institutions dealing with social deviance. Prerequisite: LSO 121 or 103. *3 credits.*

LSO 380-389 Selected Studies in Sociology

Open to students who have successfully completed foundation courses and wish to pursue upper-level study in selected topics. *3-4 credits.*

LSO 400-410 Advanced Studies in Sociology

Open to students who have successfully completed courses at the 300 level and wish to pursue more intensive study in selected topics. *3-4 credits.*

LSO 493 Advanced Topics in Sociology

Research in sociology, serving as a culminating experience in the study of the primary interdisciplinary concentration. The learning contract is designed collaboratively by the mentor and student. This course or LIS 493, Integrative Studies, is required for the interdisciplinary baccalaureate degree. *3-4 credits.*

RULES AND REGULATIONS

TO THE READER:

Catalogs can be intimidating documents. However, these pages hold much of the information and rules you will need to plan your stay at the School for Lifelong Education. Please consult with an academic advisor if you need clarification or amplification of any of the rules and regulations you find on these pages. However, students must assume final responsibility for conforming to all college regulations and curriculum requirements.

THE REGISTRATION PROCESS

NEW YORK STATE PROOF OF IMMUNIZATION REQUIREMENT

In accordance with New York State law, students born on or after January 1, 1957 must demonstrate proof of immunization against measles, mumps, and rubella (MMR). They must also complete and submit the Meningococcal Meningitis Vaccination Response Form.

Students must submit acceptable medical proof of immunization. Immunization forms can be obtained in the Office of the Registrar at various campus locations, or downloaded at www.touro.edu/registrar/immunization.asp.

Students who fail to provide the required proof of immunization will not be permitted to register and attend classes until a properly completed form has been submitted to the Office of the Registrar.

SELECTING COURSES

The Lander Colleges offer Fall and Spring semesters, as well as a limited summer session. Registration dates and times are assigned for each semester. Students choose courses each semester to satisfy both core requirements and requirements in a specific major. Students who are placed in basic English writing courses are expected to take those courses in prescribed sequence each term unless a waiver is obtained. Academic advisors are available to assist in this process and sign each student's registration form. There may be variations in this process for online courses.

Each of the Lander Colleges offers a mix of courses in various disciplines. Generally, it may not be possible to offer every course at every location. Students cannot complete an entire degree at an extension center. Note that courses may be cancelled if there is insufficient enrollment.

Prerequisites and Corequisites

Many courses require a prerequisite and/or a corequisite. A prerequisite to a course is a requirement that must be completed by the student before he/she enrolls in a course. A corequisite to a course is a requirement that must be taken by the student at the same time he/she enrolls in that course. Prerequisites and corequisites are listed together with the course descriptions for each course. Students must check that they have the necessary prerequisites and corequisites, or have obtained a waiver, for any course for which they register.

Size of Program - Credit Load

During the Fall and Spring semesters, the normal load for a full-time student is 12 to 18 credits or semester hours. The minimum load for a full-time student is 12 semester hours. Six to eight hours is the maximum load for Summer sessions. Students may take no more than eighteen credits each semester (excluding summers) without receiving special permission from an appropriate Dean.

Course Variants

Students may not take (and will not receive credits for) two variants of the same course. For example, students cannot receive credit for both BIO 101 (Principles of Biology) and BIO 111 or 112 (Human Biology for Non-Majors

I or II) or BIO 113 (Human Biology). Students may not take a lower-level course than one that they have successfully completed, or from which they have been exempted. For example, students who passed MAT 120, Pre-Calculus, or placed out of MAT 111, College Math may not take College Math. Likewise, students who have passed BIO 222, Anatomy and Physiology I cannot take or retake Principles of Biology.

“Double-Counting” Courses

The same course can be counted toward a major and toward core requirements. For example, Statistics can count toward the core Mathematics requirement and toward the Psychology major. However, the same course generally cannot be counted toward the Judaic Studies requirement and toward a major.

The same course cannot count toward two majors or toward a major and minor unless it is *required* for both. For example, Statistics would count toward the Psychology major, but may not then be used toward the Political Science minor. Likewise, students using MCO 141, Introduction to Programming toward the Computer Science major must take Principles of Finance if also majoring in Mathematics. Even when “double-counting” is allowed, each course only counts once toward the 120-credit minimum for graduation.

Other Touro Divisions

Students who wish to take a course in another division of Touro College must receive written permission from the relevant Lander College department chair and Dean before registration for that course. Academic calendars, rules, and procedures vary among different Touro divisions and locations. Note that the same courses are not necessarily offered in each division. Students will not receive credit for both. Students who have transferred into a Lander College from another division may not return to take any courses in the previous division.

Students from Other Divisions

Students from other Touro College divisions may register with special permission from the Office of Advisement for Lander Colleges courses only after all Lander Colleges students have registered. Their registration is subject to available classroom space and other restrictions.

Students may be denied credit if they change courses or sections without filing the appropriate “Add/Drop” form. Loss of credit may also result if a student attends a course or section he or she is not registered for or takes a course out of sequence without appropriate written approval. Additionally, this may result in the loss of financial aid.

Repeating Failed Credit-Bearing Courses

A student may repeat a failed credit-bearing course without obtaining special permission. Failing grades are calculated in the grade-point average and appear on the student’s permanent record. A student taking a course for the third time will not have those credits counted in his/her credit load for financial-aid purposes. A student may not repeat a failed developmental course more than once. Failure of a developmental course a second time may lead to expulsion from the College.

Repeating Passed Credit-Bearing Courses

A student who has taken and passed a credit-bearing course and wishes to repeat the course may do so only one time. After this, the same course or any other passed course may not be repeated. A student may only repeat a course in which a grade of B- through D- has been received, and only if the overall grade point average in that semester is at least 3.0, excluding the course being repeated. Both courses will appear on the student’s permanent record. The first course will have its credit value (e.g. 3.0) changed to 0.0 (no credits). The grade will remain on the record. The grade for the repeated course will appear with the credits earned. Only the second grade earned will be counted in the grade point average.

The student must file a “Request to Repeat a Passed Course” form with the Office of the Registrar at the time of registration. Failure to submit this form may result in the loss of credit for the second grade earned. In cases where the student has received permission to take a course(s) at another college and/or submits a transcript to the Office of the Registrar that indicates passing transferable grades (C or better), the course(s) may not be repeated for credit at Touro College. If repeated at Touro, credit will be denied for the repeated course, although the grade for that course will be allowed to remain on the student’s record. A repeated passed course will not count toward the student’s

minimum credit load for financial aid purposes. Please note that graduate programs may recalculate a student's GPA, including the student's original grade.

Pass/Fail

Students may register for one course on a Pass/Fail basis each semester of their sophomore, junior, and senior years, up to a maximum of six such Pass/Fail courses. Students who are on probation may not take the Pass/Fail option. **Note:** Students who have completed 24 credits of coursework are considered to be entering the sophomore year.

Required courses and courses within a student's major may not be taken on a Pass/Fail basis. Students who elect to take a Pass/Fail course must file a "Pass/Fail Request" form with the Office of the Registrar before the end of the second week of classes. The Pass/Fail election may not be changed after the first two weeks of the Fall and Spring semesters or after the first week of the Summer session.

CHANGE OF PROGRAM

Adding a Course

A student may change his/her program by adding (a) course(s) within the first two weeks of the Fall or Spring semester and within the first few days of the Summer semester. To do this a student must file an "Add/Drop" form signed by his/her advisor with the Office of the Registrar. The effective date of the program change is the day that this form is signed and dated by the advisor. Any form submitted to the Registrar by a student more than two weeks after the date of the advisor's signature will have to be re-signed. Forms submitted directly to the Registrar by an advisor or other College official will be processed effective the date of the official's signature. Forms lacking a written date will be processed effective the day they are received by the Registrar.

Dropping a Course

A student may drop (a) course(s) within the first eight weeks of the Fall or Spring semester and up to the midpoint of the Summer semester. Courses dropped within the first two official calendar weeks of the Fall or Spring semester, or during the designated period at the start of the Summer semester, will not appear on the student's academic transcript. Courses dropped after this time will appear on the transcript with the grade of "W." "W" grades are not included in the calculation of a student's GPA. Courses with W grades will be counted in calculating credits attempted when calculating a student's rate of progress and maximum time-frame for Satisfactory Academic Progress purposes. For all drops, the student must file an "Add/Drop" form, following the procedure described above for adding a course.

For some government programs, financial aid eligibility is dependent on full-time enrollment status. The student is strongly urged to consult with the Office of Financial Aid before withdrawing to find out his/her status and to understand what the financial effect of the change might be. Please note that any student adding or dropping a course should also consult with the Bursar prior to submitting the form to the Registrar's office. Charges may apply to dropped courses in accordance with the tuition refund schedule.

COURSE OPTIONS

Besides taking traditional college courses in a classroom setting, students with excellent academic records may be afforded the following opportunities to acquire college credits.

ONLINE COURSES OFFERED THROUGH THE OFFICE OF DISTANCE LEARNING

Touro College's Office of Distance Learning, established in Fall 2000, provides online courses that make it possible for students to take courses that either are not offered at their own division or are scheduled at an inconvenient time or location. Students are required to take an in-person midterm and final exam. The Office offers approximately 20 courses per semester. The online division often follows a different academic calendar than various other academic divisions.

Distance learners are expected to assume greater responsibility for their own learning than students in traditional classroom-based courses. They must understand and address their own learning needs; take initiative in asking questions and obtaining help; interact with faculty and other students as appropriate; and be prepared to deal with technical difficulties in the two- way flow of information.

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

Student Identity Verification Procedures

In compliance with the provisions of the United States Federal Higher Education Opportunity Act (HEOA) of 2008, Public Law 110-315, concerning the verification of student identity in distance learning, Touro College has established and will periodically evaluate its process to confirm that a person who is enrolling in the College is the person who is completing the enrollment form, that a student taking an examination is the student who registered to take the examination, and that the student who is registered for an online course is the same student who participates in, completes, and receives credit for the course. To authenticate identities, Touro College will use one or more of the following methods for verification:

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

Students testing at a distance are informed in advance both on our website (<http://legacy.touro.edu/onlinecourses/>) and through email that there are additional costs associated with taking an online proctored exam.

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

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

- Student ID number
- Last 4 digits of the student's Social Security Number
- At least 2 other pieces of information, such as the student's email address on file, date of birth, address, or user name
- Identity verification for new students
 1. All students who enroll at the College are required to create a user account in Touro's portal (with secure student user name and password) and are authenticated through an identity management system. Students must go through this system in order to register for online courses.
 2. Students access Blackboard after they are authenticated by portal and set up an avatar. The avatar is a picture of the student that appears next to their names in each of their courses.
- Identity Verification for Exam Takers
 - Onsite exams
 1. Students taking examinations will be authenticated by proctors at the time of the exam at the testing center. One valid form of identification, with photo, is required for admission into the examination center. If the first ID is questioned by the test administrator, a second valid photo ID will be required. Examinations which are proctored online similarly require authentication of student identity.
 2. The professor prints out the list of the students taking the exam and their avatars so that the proctor can check against the avatars at the exam as another means of photo identification for onsite exams. Students sign in as they come to take their exams, on-site and the professor or proctor checks the student name and ID against the printed roster.

3. Exams may be administered in a computer lab through Blackboard. Once the student is signed into their Blackboard account, the professor or proctor inputs the password that allows them to begin the exam. Students are required to show their student picture ID as they enter the building where exams are administered. Once in their exam room, the professor or proctor checks the student name and ID against their own printed roster of student names, avatars and IDs.
 4. Lockdown Browser and/or Exam Password: When the professor comes to the student's computer and inputs the password, he is checking the student's identity once again by visually noting the student. The Lockdown browser application prohibits a student's computer from accessing anything on the computer other than the exam page while the exam is in session. The professor or proctor watches the student log into blackboard before typing in the passwords. The Lockdown browser application prohibits a student's computer from accessing anything on the computer other than the exam page while the exam is in session.
- Online exams
 1. Getting onto Blackboard: Students must be authenticated through the portal, which requires that they know the secure portal password.
 2. Lockdown Browser: The exam cannot start until Lockdown browser is initiated.
 3. Exam password: The professor must supply the students with the exam password.
 4. Student privacy during a proctored exam at a distance is maintained through direct communication and the use of a secure testing service.
 5. Touro College uses an external online proctoring service which also maintains its own security and verification policies.

General Information Concerning Touro College's Online Courses

Online course offerings for each semester will be available to Touro students at registration. Touro students who are interested in taking online courses should read the Student Handbook for Online Courses, which is available from the Office of the Registrar and on the Touro web site.

- Students who have never used email or the Internet before should become familiar with them BEFORE attempting to register for an online course.
- Almost all of interaction with classmates and the instructor will be in writing, mainly via the Internet and e-mail. Students who value face-to-face communication will be better off in a traditional classroom.
- Online courses cover the same amount of material as their in-class counterparts. They require independent work for at least the number of hours normally spent in class PLUS the time spent doing homework for a course.
- Homework and assignments are required to be completed on a regular basis and not left for the end of the semester. Full credit may not be given for any assignment handed in after the due date.

Student Eligibility for Taking Courses Online

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

- You are NOT on probation.
- You have at least a 3.0 ("B") average.
- It is not your first semester at Touro.
- You are not in an Associate's degree program.
- No more than two courses can be taken online per semester.

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

Registering For an Online Course

Students registering for online courses go through two discrete registration processes, one with the Registrar's Office and one with the Office of Distance Learning. The first results in your presence on the official roster for the class; the second results in a Blackboard ID, which will allow you to access course materials on the web, and will be handled by the Office of Distance Learning.

To register for an online course, do BOTH of the following:

1. Register for these courses using regular registration procedures; use the course code listed in the schedule in this booklet and online.

2. Then, to complete your registration and receive a User ID to use on Blackboard to access your course, go to: <http://www.touro.edu/OnlineCourses/enroll.htm> within 48 hours of registration to fill out a form with your name, email address, and a contact phone number. This information will be sent to your instructor and will be used to create your Blackboard ID. *Even if you already have a Blackboard ID, you must complete the form anyway and put in your current Blackboard ID where requested.*

Getting in Touch with Your Instructor

When emailing an instructor, an online student can expect a response within 24 hours (note: this excludes weekends and vacation days). If you fail to get a response from your instructor within 24 hours, you should email onlinesupport@touro.edu with name, course code, and the instructor name, so that Touro can track down the problem. *You should always save or print a copy of all email communication with the instructor and CC to yourself a copy of all emails sent to the instructor, in case there is some problem and the email needs to be resent.*

PREPARING FOR THE SEMESTER—READING COURSE OUTLINES, ACQUIRING TEXTBOOKS, ETC.

Course Outlines

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

Announcements and Assignments

Each instructor will set a regular weekly day and time at which students can expect posting of new announcements and assignments.

Textbooks

A textbook will be assigned for most courses. Students are required to obtain a copy of this textbook, if possible before the beginning of class. Do not delay purchasing a textbook because the nature of an online course requires the student to use the textbook during the first week of class.

Bookstores

Students are encouraged to purchase the required textbooks online. Some textbooks for online courses may be available through the temporary bookstores at the various Touro campuses or at Barnes & Noble in Manhattan. If not, please refer to instructions from your instructor or the "Bookstore Information" link on the Online Courses web site for information on purchasing your books online.

HOMEWORK AND EXAMS

Homework Assignments

Each course will include homework assignments and/or programming assignments, which will be a component of the student's final grade. This homework will be assigned on a regular basis, graded and returned. There will be penalties for late homework. You should discuss homework problems with your instructor via e-mail.

Tests and Quizzes

While each course is different, in most courses, students should expect a minimum of two exams during the course of the semester: a midterm and a final. Quizzes and other methods of evaluation are also likely. The midterm will be given during the seventh or eighth week of the semester. ***The final exam for all online courses is scheduled on a specific day (see attached semester calendar), and requires attendance at a Touro campus, either in New York or Jerusalem.***

Midterm Exams

Some midterms may be administered as in-person tests, scheduled for Touro campuses in New York and Jerusalem, at the discretion of the instructor with guidance from the department supervising the course. Photo Identification will be checked at all exams given in person.

Midterms or other exams that are not in-person will be essay tests or projects, the equivalent of difficult, take-home, open-book exams that require a considerable amount of problem solving.

Final Exams

All final exams take place on a specific day (see the attached semester calendar) at a Touro site in New York or Jerusalem where they can be properly administered and proctored. Individual students for whom this is impossible can contact the instructor during the first two weeks of the semester to make alternative arrangements. Photo Identification will be checked at all exams given in person.

ALTERNATIVE INSTRUCTION—TUTORIALS, DIRECTED STUDY, INDEPENDENT STUDY, SENIOR HONORS PROJECT, LIFE-EXPERIENCE CREDITS

Tutorials

Courses listed in this Bulletin may be offered in an alternative mode, typically to a small group of students. The material covered follows the standard course curriculum. Generally, students are permitted to enroll in a tutorial under special circumstances, for a required course not otherwise available. A tutorial study course requires the same work as a classroom course, including a final examination.

Directed Study

Courses listed in this Bulletin may be offered to a single student, as a directed study. The material covered follows the standard course curriculum. Generally, students are permitted to enroll in a directed study course only under special circumstances, for a required course not otherwise available. A directed study course requires the same work as a classroom course, including a final examination. Students who wish to register for a directed study course must complete an “Application for Directed Study” form and obtain written approval from the instructor, the department chairperson, and the Dean of Faculties or his designee. Arrangements for directed studies should be made in advance of registration. Students are not considered to be registered in a Directed Study course unless they have received all requisite approvals, filed the approved Directed Study form and filed an approved a Drop-Add form with the Registrar’s office .

Independent Study

A student may take an independent study course in a specialized subject not offered in this Bulletin. Students who wish to participate in independent study must present a specific plan and complete an “Application for Independent Study” form and obtain written approval from the instructor, the department chairperson, and the Dean of Faculties or his designee. An independent study course typically requires an appropriate number of meetings with the instructor, readings, a report or term paper, and a final examination. Arrangements for Independent Study courses must be made in advance of registration. Students are not considered to be registered in an Independent Study course unless they have received all requisite approvals, filed the approved Independent Study form and filed an approved Drop-Add form with the Registrar’s office.

Senior Honors Project

Students who successfully complete a Senior Honors Thesis or Project will earn three credits in their major field and may be graduated with departmental honors. The Senior Honors Thesis or Project consists of a substantial research paper or project prepared by the student under faculty guidance.

The student is required to submit three copies of the thesis one month prior to the announced date of graduation. Seniors enrolled in Senior Thesis are to follow the guidelines of the Senior Thesis Handbook available in the Office of the Dean of Faculties.

Life Experience Credits

Touro College recognizes that students can acquire college-level knowledge outside the classroom. Baccalaureate degree students may request that the Life Experience Committee award up to 40 college credits for documented learning through experience. Associate degree students may earn up to 20 credits toward their degree after evaluation by the Life Experience Committee.

Life Experience credits are awarded only for specific College courses. They may not be used to satisfy a required liberal arts core requirement or courses in the student’s major or concentration. Life Experience credits will not be awarded for courses already completed at Touro College or other accredited institutions of higher learning.

Guidelines and assistance for preparing the Life Experience Portfolio are available in the Office of the Dean of Faculties.

ACADEMIC ADVISEMENT

Touro College attempts to maximize each student's professional, intellectual and personal growth. To this end, all students are provided with academic advisors to assist them with academic problems, course registration, career planning, and graduate and professional school options. All students have the responsibility to:

- make regular appointments to see their advisor
- become knowledgeable about college rules and procedures
- file the appropriate forms at the scheduled times
- take full responsibility for planning and carrying out a program of study

CREDITS AND SEMESTER HOURS

Contact Hours

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

For graduate courses, one semester hour similarly represents one hour of class and two hours of out-of-class student work per week over a 15-week semester, or a total of three hours of time-on-task per week. Since, in graduate courses, the expectation for out-of-class work and research is enhanced, the ratio of in-class to out-of-class time may vary by program, with the total of approximately three hours of time-on-task-maintained.

In accord with academic practice, the Touro College and University System will also award college credit for an equivalent amount of work as described above for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

For students taking developmental courses that carry no credit, contact hours with the associated homework and preparations are used to determine full-time status for financial aid purposes in a fashion identical to that used in credit courses.

Class Standing

The minimum number of completed credits needed for membership in each class is:

| | |
|-----------------------|-------|
| Lower Freshman | entry |
| Upper Freshman | 12 |
| Lower Sophomore | 24 |
| Upper Sophomore..... | 40 |
| Lower Junior..... | 56 |
| Upper Junior | 72 |
| Lower Senior | 88 |
| Upper Senior..... | 104 |

EARNING OUTSIDE CREDIT

TRANSFER CREDIT

Transfer students seeking credits for previous academic work should arrange to have an official transcript sent to the Lander Colleges Office of Admissions at 1602 Avenue J, Brooklyn, NY 11230.

It may be necessary to schedule a meeting with department chairpersons if transfer credits are being offered to fulfill major, concentration, or other requirements. Credits are generally awarded after evaluation for business, education, computer science, social science, and other liberal arts and sciences courses that (a) are relevant to a student's program of study, (b) are equivalent to courses offered at Touro, and (c) were completed with a minimum grade of C at an accredited institution. Courses from non-accredited institutions or organizations, even if recommended for credit by the American Council on Education, must be reviewed by the respective Departmental Chair before credit may be transferred. Touro College grants transfer credits for satisfactory course work completed in a traditional classroom setting, through distance education, and, upon evaluation of a portfolio, for experiential learning.

A maximum of six credits is generally granted for previous work completed in technical or professional programs not offered at Touro College.

Credits may not be awarded for courses taken more than 10 years prior to a student's first semester at Touro College in natural sciences, business, and accounting. Such transfer credit in all other areas *except for computer science* is subject to individual departmental approval; in computer science, credit may not be awarded for courses taken more than six years prior to a student's first semester at Touro College.

Students who have completed an associate's degree at an accredited institution generally may transfer a minimum of 60 credits, but they must meet the individual course and liberal arts requirements of their selected certificate and/or degree program. This may entail a course-by-course evaluation (or its equivalent) to ensure that Touro course requirements are satisfied. Courses which may be equivalent to **required course work** are reviewed by an evaluator; if the evaluator is unable to determine required course work equivalency from the course description and course syllabus, it will be sent to the appropriate department chair for review and equivalency evaluation.

Transfer courses which are **not equivalent to required course work may be considered for elective or "blanket credit,"** and are evaluated in one of two ways:

1. If the student has an Associate or higher degree, courses may be accepted in bulk as electives; a course-by-course review may not be required.
2. If the student does not have an Associate or higher degree, courses will be reviewed on a course-by-course basis and may be given a "blanket credit" or elective course acceptance.

In both cases, credit is applied to the student's program in the elective credit area(s).

Transfer students may request in writing that all prior college work completed at (a) particular school(s) not be evaluated. This decision is irrevocable.

Transfer students should be aware that if they take a course at Touro which is transferable to Touro from a prior institution, that course will not count toward full-time status for financial aid purposes. This may have adverse financial aid implications, and a Financial Aid officer should be consulted for further information. If a student subsequently passes a course at Touro for which he/she received transfer credit for work at a prior institution, the transfer credit will be deleted.

To be eligible for a certificate or an associate's degree, a transfer student must successfully complete at least 24 credits at Touro College. The baccalaureate degree requires at least 45 credits in residence at Touro. **In addition, a minimum of 50% of the credits in a student's major must be taken at Touro. For this reason, Touro College would generally not transfer more than 75 credits total for a baccalaureate degree.**

Transfer of Judaic Study Credit

The Lander Colleges may award up to a maximum of 48 credits for post-high-school yeshiva and seminary studies. The chair of the Department of Judaic Studies or his/her designee reviews the yeshiva or seminary involved and makes a determination as to the transfer of credits from the individual institution. A listing of yeshivot and seminaries for which the College awards credit is available from the Office of the Registrar. Following long-standing practice at Touro College, transfer credit for Judaic studies courses may be reduced by up to 50% of credits awarded by the yeshiva or seminary and listed on the institution's transcript.

Students who have completed one year of intensive Judaic studies in Israel may earn the equivalent of one year of college credit. Students must document their yeshiva and seminary work by arranging for official transcripts to be submitted to the Lander Colleges for evaluation. Credits are granted only in accordance with the Colleges' academic policies as above.

Transfer Credit Post-Matriculation at Touro College

Students wishing to take courses at another institution while matriculated at Touro College must obtain official permission in advance. They must submit a completed "Permit to Attend Another College" form, which is available in the Office of the Registrar. Failure to obtain official permission to take courses at another institution may cause either a delay in obtaining credit or complete disapproval of the transfer credit.

CREDIT BY TESTING

Departmental Challenge Examinations

Students who can demonstrate proficiency in a particular subject may earn credits by taking a departmental challenge examination. Interested students must make arrangements for taking the examination with the appropriate department chairperson, file a "Request to Take a Challenge Examination" form with the Registrar's Office, and pay the necessary fee to the Bursar. Touro College does not transfer Challenge Exam credit awarded at another institution.

Credit for Standardized Examinations

With a permit, students may receive college credit for selected subject area examinations given by the College Entrance Examination Board - College Level Examination Program (CLEP) and Advanced Placement Examinations (AP); Defense Activity for Non-Traditional Education Support (DANTES); selected proficiency examinations sponsored by certain colleges, and for Excelsior College (formerly Regents College) examinations. Credit is generally not given for required courses or for science, business and economics courses taken through the CLEP program. **The maximum number of credits accepted in any category is twelve, except for AP, for which the maximum is 30. However, the overall maximum number of credits by examination that Touro accepts is thirty credits.**

Credit and/or advanced standing is typically awarded for scores of 4 or 5 on the Advanced Placement (AP) examinations taken before graduation. No credit will be awarded for tests taken after the completion of high school. In order to receive credit, students must have official score results sent directly from the College Board to the Office of Admissions—Touro College's code is 2902.

Credit and/or advanced standing is typically awarded for grades of 6 or 7 on the International Baccalaureate (IB) higher-level examinations taken before graduation. No credit will be awarded for tests taken after the completion of high school. In order to receive credit, the student must have official score results sent directly from the International Baccalaureate Organization to the Office of Admissions.

LIFE EXPERIENCE CREDITS

Touro College recognizes that students can acquire college-level knowledge outside the classroom. Baccalaureate degree students may request that the Life Experience Committee award up to 40 college credits for documented learning through experience. Associate degree students may earn up to 20 credits toward their degree after evaluation by the Life Experience Committee.

Life Experience credits are awarded only for specific College courses. They may not be used to satisfy a required liberal arts core requirement or courses in the student's major or concentration. Life Experience credits will not be awarded for courses already completed at Touro College or other accredited institutions of higher learning.

Guidelines and assistance for preparing the Life Experience Portfolio are available in the Office of the Dean of Faculties.

FRESHMAN CENTER COURSES

Credit may be awarded to students who have completed college courses while in high school, provided that they received a grade of "C" or better in the courses and that corresponding courses are offered at Touro College. Generally, these courses should be taught by a college/university faculty member and not counted toward high school graduation requirements. Touro will not recognize College Freshman Center courses undertaken before the students' senior year in high school. Touro College reserves the right to re-test students on material earned in Freshman Center courses and to refuse transfer when standards are not met.

APPEALING TRANSFER CREDIT DECISIONS

All transfer credits are reviewed by one of several trained evaluators who work closely with faculty chairs in determining ongoing transfer credit and course equivalencies. If a course is not acceptable for transfer credit or will not fulfill a Touro College requirement due to a determination that it is not equivalent to a required course, students may appeal that decision directly with the appropriate department chair by supplying additional information such as syllabi, textbook, etc. The department chair will then inform the evaluator, in writing, of any change(s) to be made to the evaluation.

ARTICULATION AGREEMENTS

An articulation agreement is a written contract between two institutions both of which offer an associate degree. Such an agreement is an assurance that if students complete courses or academic program with satisfactory grades (as specified by the receiving institution), these students will be admitted and their completed courses or programs will be applied toward the baccalaureate degree.

Touro College maintains and regularly updates articulation agreements with the following colleges:

- Westchester County Community College (School of Health Sciences)
- Suffolk County Community College (School of Health Sciences)
- Nassau County Community College (School of Health Sciences)
- Technical Careers Institute/TCI (NYSCAS)

Touro faculty confer regularly with colleagues at these and other colleges in an effort to revise current agreements, and to expand articulation agreements with new partners. Specifics of each articulation agreement are available from the respective Office of the Dean.

INTERNATIONAL STUDENTS

Students from foreign countries are eligible for admission to Touro College upon graduation from high school or the equivalent. Such students follow the same application procedure as other candidates for admission. Students whose native language is not English, or who did not graduate from high school or college in the USA or other English-speaking country, may also need to demonstrate proficiency in English, depending on the academic program to which they apply, through satisfactory performance on a standardized examination and an English Placement Essay administered by the College.

FOREIGN TRANSCRIPT EVALUATION

All international applicants must have an original transcript of their secondary and/or college record, with a certified English translation, if necessary, sent to the Office of Admissions.

Students who attend colleges outside of the United States are required to provide a transcript from a professional foreign credential evaluation service. For consistency in foreign evaluations, Touro recommends World Education Services (WES) or Josef Silny and Associates, Inc. If, however, it is not possible to obtain an evaluation from either of these evaluation services or if the student has had their credits evaluated by another foreign evaluation service, we will give transfer credit on condition that said service is a member of The National Association of Credential Evaluator Services (NACES).

GRADES

Attendance and Class Participation

Students are expected to attend lecture and laboratory sessions on a regular and punctual basis and to complete assignments in a timely fashion in order to obtain the educational benefits that each meeting affords. Excessive absences or failure to complete assignments may lead to a reduction of grade or failure of the course and loss of financial aid. Repeated absences may lead to dismissal from the College.

In the event of a student's absence from an examination, the instructor shall be the judge of the validity of the student's excuse and he/she may grant or deny an opportunity to make up the work that was missed. All missed work from a given semester must be completed by the end of the sixth week of the following semester. Students may petition the Office of the Dean of Faculties for an extension of time for the completion of the missing course work.

GRADE TYPES

Non-Credit Courses

Pass/Fail grades of four types are assigned to developmental English classes:

- P:** student is ready to move to the next course level
F: student's work was unsatisfactory; demonstrated insufficient effort; student must repeat course
Each developmental English course may be repeated only once.

Credit Courses

Passing grades for credit bearing course are A, B, C and D with plus and minus, and P. For the numeric equivalents of these grades, see Grade Values below. Failing grades are F and WU.

Grade Definitions

- F:** Student attended class up to end of eighth week, but did not achieve passing grades on examinations and assignments, or stopped attending after eighth week.
W: (No penalty.) This grade is assigned when a student withdraws from a course and files an Add/Drop form (see **Dropping a Course**, p. 92) with the Office of the Registrar, signed by an academic advisor. A student who does not file this form will receive a failing grade of F or WU depending on the number of class sessions attended and the amount of work completed.
WU: Student stopped attending before the end of the eighth week of class; calculated as a failing grade.
WNA: Student never attended class. This grade is not included in calculating the student's grade point average (GPA), but it appears on the student's transcript.
N: No grade assigned.

Grade Values

The following grade values are assigned for each credit-bearing hour:

| | | | |
|-------------------------|-----------|------------|--|
| Excellent | | | |
| A+ = 4.000 | A = 4.000 | A- = 3.667 | |
| Good | | | |
| B+ = 3.333 | B = 3.000 | B- = 2.667 | |
| Average | | | |
| C+ = 2.333 | C = 2.000 | C- = 1.667 | |
| Poor but Passing | | | |
| D+ = 1.333 | D = 1.000 | D- = 0.667 | |
| Failing | | | |
| F and WU = 0 | | | |

(Note: the grade of "P" is not included in the GPA.)

Grade Point Average (GPA)

The GPA is obtained by dividing the total number of grade points earned at Touro College by the total number of course credits completed, except for those with the grade of “P”. Example: A student receives the following credits and grades:

| Grade | Credit Hours | Grade Value | Grade Points |
|--|--------------|-------------|--------------|
| A | 4 x | 4.000 = | 16.000 |
| A- | 3 x | 3.667 = | 11.001 |
| B+ | 4 x | 3.333 = | 13.332 |
| B- | 3 x | 2.667 = | 8.001 |
| C | 4 x | 2.000 = | 8.000 |
| Totals | 18 | | 56.334 |
| Calculated GPA: $56.334 \div 18 = 3.130$ | | | |

TENTATIVE GRADES

Tentative grades of “TC-” (TC-minus) to “TF” are given at the discretion of the instructor when a student has not completed a required assignment or examination. Students cannot receive academic credit for work that has not been completed. Therefore, when determining a tentative grade, the incomplete work is graded as “F.”

Example: A student who has done work all semester, but does not submit a required paper, might receive a tentative grade of “TD.” If the work is not completed, the tentative grade of “TD” becomes a final grade of “D.”

Tentative Fall grades become final on the last day of the sixth week of the following Spring semester. Tentative Spring and Summer grades become final on the last day of the sixth week of the following Fall semester. Students unable to complete work by the specified deadline may appeal for more time by filing a “Request for an Extension” form with the Office of the Dean of Faculties. Grade changes based on work submitted later than one year after the end of the semester in which the course was taken must be appealed to the Committee on Academic Standing. A student who has been given an extension and has not completed the work within six months after the deadline cannot receive a grade higher than “B.”

DEAN’S LIST

Students are eligible for the semester Dean’s List if they complete 12 credits or more with a GPA of 3.4 or higher. Courses completed abroad will not count toward the Dean’s List.

GRADE APPEALS

A student who receives a grade that s/he believes does not reflect the quality of work that was done should contact the course instructor and attempt to resolve the matter informally. If the student is not satisfied with the outcome and still wishes to challenge the grade, s/he may institute a grade appeal by submitting a formal written request for a change of grade to the faculty member who issued the grade. If the faculty member rejects the student’s request for a change of grade, an appeal may be made to the department chairperson. The chairperson will change the faculty member’s decision only if it was determined to be clearly erroneous, arbitrary, or capricious. The student’s appeal to the chairperson must be typed or clearly handwritten and include the following:

- A statement identifying the course, the course number, the semester the course was taken, and the name of the instructor.
- The date, time and place of the student’s appeal of the grade to the instructor, a copy of the appeal, and information about the dialogue between the two concerning the grade challenge.
- The grade being challenged, the reason for the challenge, and the documentation presented by the student may all influence the outcome of the appeal.
- A copy of the student’s appeal should also be submitted to the Office of the Dean of Faculties.

The burden of proof is on the student to demonstrate that the instructor's decision was erroneous, arbitrary, or capricious. The chairperson will respond to the student in writing within 30 days of receipt of the appeal. The chairperson's decision is final. The student may also appeal to the Dean, who may also refer the matter to the Committee on Academic Standing, or give his own recommendation on the matter.

ACADEMIC PROGRESS AND STANDING

A student is in good academic standing when s/he is admitted to or enrolled in a degree or certificate program. Students who are admitted provisionally are fully matriculated and in good academic standing.

SATISFACTORY ACADEMIC PROGRESS

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

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

Please view the full policy at:

http://www.touro.edu/media/touro-college/content-assets/documents/Tourowide_Satisfactory_Academic_Progress_Policy_Effective_010114.pdf

ACADEMIC PROGRAMS AND FINANCIAL AID

NEW YORK STATE ACADEMIC STANDARD

A student who has received tuition assistance grant awards from the New York State Tuition Assistance Program (TAP) is required to complete at least 6 semester hours in each semester of the first year in which he or she received an award, 9 credits in each semester of the second year, and 12 credits in each semester of the third and fourth years, with any grade other than W, WU and WNA. Students who withdraw from all courses in any semester or who fail to maintain satisfactory progress as defined above are ineligible to receive TAP grants from that point, unless they receive a one-time TAP waiver (see the section below entitled "Committee on Academic Standing" for the procedure to request a TAP waiver).

For financial aid purposes, good academic standing consists of two elements: **Satisfactory Academic Progress and Pursuit of Program**. Satisfactory progress is a measure of the student's *achievement*, of earning credits toward a degree or certificate with a specified grade point average. Pursuit of program is a measure of the student's *effort* to complete a program.

In accordance with section 145-2.2 of the *Regulations of the Commissioner of Education*, each institution participating in State student financial aid programs must determine whether a student is in good academic standing based on a standard of satisfactory academic progress comprising a minimum number of credits to be accrued (earned) with a minimum cumulative grade point average in each term an award payment is received. The progress standard is most clearly presented in chart format (see below).

Initially, the regulation provided that each institution establish and submit for the Commissioner's approval its proposed standard of progress. However, for the 1995-96 academic year and thereafter, new legislation mandated a minimum cumulative C average after a student has received four full-time semester award payments or the equivalent (24 payment points).

Effective for the 2010-11 academic year and thereafter, New York State Education Law requires that a non-remedial student, whose first award year is in 2010-11 and thereafter, must meet new standards of satisfactory academic progress (SAP). Non-remedial students whose first year is 2007-08 through 2009-10 must meet the SAP requirements enacted in 2006. Those meeting the [definition of "remedial student"](#) are not subject to the new SAP standards, but will use the requirements established in 2006. The law enacted in 2006 mandated minimum standards of satisfactory academic progress for students receiving their first State award in academic year 2006-07 year.

STANDARD OF SATISFACTORY ACADEMIC PROGRESS FOR THE PURPOSE OF DETERMINING ELIGIBILITY FOR STATE STUDENT AID

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

ACADEMIC STANDARD CHARTS

| Calendar: Semester | | | | | | |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Program: Associate's Degree & Certificate Programs (2010 Standards): applies to non-remedial students first receiving aid in 2010/11 and thereafter | | | | | | |
| Before being certified for this payment | 1 st | 2 nd | 3 rd | 4 th | 5 th | 6 th |
| a student must have accrued at least this many credits | 0 | 6 | 15 | 27 | 39 | 51 |
| with at least this grade point average | 0 | 1.3 | 1.5 | 1.8 | 2.0 | 2.0 |

| Calendar: Semester | | | | | | | | | | |
|---|-----------------|-----------------|-----------------|-----------------|-------------------|-----------------|-----------------|-----------------|--------------------|---------------------|
| Program: Baccalaureate Program(2010 Standards): applies to non-remedial students first receiving aid in 2010/11 and thereafter | | | | | | | | | | |
| Before being certified for this payment | 1 st | 2 nd | 3 rd | 4 th | 5 th * | 6 th | 7 th | 8 th | 9 th ** | 10 th ** |
| a student must have accrued at least this many credits | 0 | 6 | 15 | 27 | 39 | 51 | 66 | 81 | 96 | 111 |
| with at least this grade point average | 0 | 1.5 | 1.8 | 1.8 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 |

| Calendar: Semester | | | | | | |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Program: Associate's Degree & Certificate Programs (2006 Standards): applies to non-remedial students first receiving aid in 2007-08 through 2009-10 and remedial students first receiving aid in 2007-08 and thereafter | | | | | | |
| Before being certified for this payment | 1 st | 2 nd | 3 rd | 4 th | 5 th | 6 th |
| a student must have accrued at least this many credits | 0 | 3 | 9 | 18 | 30 | 45 |
| with at least this grade point average | 0 | .5 | .75 | 1.3 | 2.0 | 2.0 |

(See next page.)

| Calendar: Semester | | | | | | | | | | |
|--|-----------------|-----------------|-----------------|-----------------|------------------|-----------------|-----------------|-----------------|-------------------|--------------------|
| Program: Baccalaureate Program(2006 Standards): applies to non-remedial students first receiving aid in 2007-08 through 2009-10 and remedial students first receiving aid in 2007-08 and thereafter | | | | | | | | | | |
| Before being certified for this payment | 1 st | 2 nd | 3 rd | 4 th | 5 ^{th*} | 6 th | 7 th | 8 th | 9 ^{th**} | 10 ^{th**} |
| a student must have accrued at least this many credits | 0 | 3 | 9 | 21 | 33 | 45 | 60 | 75 | 90 | 105 |
| with at least this grade point average | 0 | 1.1 | 1.2 | 1.3 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 |

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

*New York State regulations require that students maintain a “C” average (2.0) starting with their fifth TAP payment. Students may petition for a waiver from the Committee on Academic Standing if there are extenuating circumstances.

**Only students in approved five-year undergraduate programs may receive more than 8 semesters of undergraduate awards of New York State financial aid.

Students failing to meet these standards may be subject to loss of student status and/or financial aid. According to New York State guidelines, one TAP waiver only of these standards may be requested during the student's undergraduate career. A student may receive more than one “C” waiver under limited circumstances. Please consult with your advisor.

A transfer student, after an official evaluation of his/her transcript, is placed on an Academic Standard Chart in accordance with the number of transfer credits he or she receives, and is expected to progress along the chart from that point. Transfer students and part-time students should consult the Office of the Registrar to determine their position on the appropriate Academic Standard Chart.

PROBATIONARY STATUS

A student who is admitted on academic probation may be removed from that probation upon completing 12 credits with a GPA of 2.5 or 24 credits with a GPA of 2.0. A probationary student who fails to achieve a 2.0 GPA after attempting 24 credits may be dismissed from the College.

A student may be placed on academic probation when s/he fails to maintain a cumulative 2.0 GPA. Students on probation may carry a maximum course load of only 12 credits and/or semester hours in the Fall or Spring semesters, and six credits in a Summer semester. Students who fail to demonstrate satisfactory academic progress as described above may also be placed on academic probation or warning.

Probationary students are given one semester to raise their cumulative GPA to 2.0. If they do not, they advance to their second probationary semester, at the end of which their cumulative GPA must be 2.0. A probationary student

who does not achieve a cumulative 2.0 GPA within these two semesters may be dismissed from the College. Students who receive academic dismissal may appeal to the Committee on Academic Standing for readmission.

Students are expected to demonstrate continued progress in their developmental English courses. Students will be allowed to repeat each developmental course only once. Students who fail the same course twice are not making satisfactory academic progress and may be dismissed from the College. A student who withdraws after five weeks of the semester will be considered to be repeating the course upon his/her next attempt at the course. Students who withdraw twice from any such course are not considered to be making satisfactory progress and may be dismissed from the College. The Committee on Academic Standing may grant a waiver to allow a student to repeat a development course for one additional semester.

COMMITTEE ON ACADEMIC STANDING

The Committee on Academic Standing deals with a wide range of academic problems of students at Touro College. It is a standing committee composed of senior staff and faculty from the various schools of the College. The Committee hears student requests for readmission, waivers of academic requirements, acceptances of course equivalents, and retroactive withdrawals from courses or leaves of absence from school. The Committee also hears appeals concerning probation and academic dismissal, failure to demonstrate Satisfactory Academic Progress (SAP) and waivers regarding the Tuition Assistance Program (TAP). In some cases students may appeal grades, provided all other means of resolving grade disputes have been explored. A student who wishes to make an appeal must follow these steps:

1. See his or her academic advisor for assistance in completing a student appeal form. The appeal should:
 - a. State the student's name and Touro ID number.
 - b. Specify course(s) and/or semester(s) in question.
 - c. Explain clearly the reasons for making the appeal.
 - d. Include documentation to support the appeal.
 - e. Include the signature of the advisor.
2. If the reference in the petition is to a medical or personal hardship, submit documentation such as medical notes, notices of hospitalization, birth or death certificates, or other relevant documentation. Please see your advisor for additional examples.
3. Sign the appeal form and give it to the academic advisor, who will forward it to the Committee. Following submission, the student will receive a written response from the Committee accepting or rejecting the appeal. The Committee may also respond by detailing sanctions, listing conditions under which the appeal is to be granted, or tabling the appeal and requesting additional documentation. The decisions of the Committee are final.

GRADUATION REQUIREMENTS

Application for Graduation

It is the student's responsibility to schedule a graduation conference with an academic advisor during the semester before completing his/her certificate or degree requirements, to determine whether the requirements are being met. For January candidates for graduation these conferences are held April through June. For June and September candidates, they are held October through December.

After the graduation conference, the student must notify the Office of the Registrar that s/he is a candidate for graduation by completing the "Application for Graduation" and the "Major or Concentration" form during November for January graduates, and March for June or September graduates. Students who complete their certificate or degree requirements in January, June, or September of a given year participate in the annual June commencement exercises.

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

Graduation Requirements and Standards

Students who have been admitted without a high school diploma or its equivalent must demonstrate that they have obtained this credential before being awarded a degree by the college.

Candidates for the associate's degree must complete a minimum of 60 credits, three-fourths of which must be in liberal arts for Associate in Arts candidates, and one-half of which must be in liberal arts for Associate in Science candidates. Candidates for the baccalaureate degree must complete 120 credits, three-fourths of which must be in liberal arts for the Bachelor of Arts, and one half of which must be in liberal arts for the Bachelor of Science. Courses in business, computer science, education, studio art, and human services are generally considered professional courses and do not fulfill the liberal arts requirement.

In order to graduate, students must achieve an overall GPA of at least 2.00 ("C" average) for classes taken at Touro. Within the major or concentration, students must achieve an average of 2.30 ("C+" average). Some departments may require a higher average in their major or concentration. Students should consult each department for its requirements.

No student may take all courses for a degree at an extension center or site. Advisors will inform students of which locations are extension centers or sites. Likewise, certain majors include a residency at a specific campus.

To be eligible for a certificate or an associate's degree, a student must successfully complete at least 24 credits residence at Touro College. The baccalaureate degree requires at least 45 credits in residence at Touro.

Students must complete at least fifty percent of the coursework for their major at Touro College. Students may not graduate if they have any outstanding work, including tentative grades.

HONORS AND AWARDS AT GRADUATION

Associate and baccalaureate degree candidates are eligible for honors upon graduation. Associate candidates are recognized as follows:

Academic Excellence 3.70 to 4.00

Academic Distinction 3.50 to 3.69

Baccalaureate candidates who have completed at least 60 credits at Touro receive the following Latin honors at graduation:

Summa Cum Laude 3.80 to 4.00

Magna Cum Laude 3.60 to 3.79

Cum Laude 3.40 to 3.59

LEAVES OF ABSENCE/WITHDRAWAL/DISMISSAL

Leaves of Absence

A matriculated student enrolled at Touro who chooses to interrupt his/her attendance but intends to return and continue his/her study at Touro must submit to the Office of the Registrar a completed "Leave of Absence" request form signed by all parties noted on the form. Normally, a leave of absence should be requested *before* the start of the first semester in which the student plans not to attend. However, if extenuating circumstances arise, a student may request a leave of absence mid-semester. These circumstances include, but are not limited to, a death in the family, medical reasons, and personal well-being.

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

If the student is a recipient of Title IV financial aid funds, the leave of absence, together with any additional leaves or absences, **must not exceed a total of 180 calendar days in any 12-month period. This 12-month period begins with the first day of the first leave of absence. PLEASE NOTE: *This regulation may impact students who wish to take leaves of absence extending beyond one semester.*** Therefore, students receiving Title IV financial aid funds should meet with a Financial Aid officer to discuss their situation before filing a “Leave of Absence” request form.

A student on an approved leave of absence will retain “in-school” (but not enrolled) status for reporting purposes.

A student returning from a leave of absence should contact the Registrar’s Office at least one month prior to the first day of the semester in which he/she intends to resume attendance.

Withdrawal from the College

Students who wish to withdraw from their studies at Touro College in good standing should give official notification to the Office of the Registrar by completing a “Permanent Withdrawal” form. The date of the withdrawal is the date on which notification is received by the Office of the Registrar. (See Financial Aid section on tuition liability and refunds.)

Academic Dismissal

A student who fails to meet the standards outlined in the Academic Standard Chart (p. 37) may be dismissed from the College. Students who receive an academic dismissal may appeal to the Committee on Academic Standing for readmission.

TRANSCRIPTS

Students who wish to order official copies of their transcripts have two options: online or “paper” requests.

Online Transcript Ordering

Transcript Ordering is a secure transaction provided through the National Student Clearinghouse, a non-profit organization serving the higher education community in cooperation with Touro College. This convenient method allows students to order official transcripts via the Web at any time, 24/7. Registering for this service is free, and as many as five official copies per transaction can be ordered, using any major credit card. The fee is \$7.75 per official copy ordered, plus a \$2.25 service charge per transaction. After clearance is received from the Bursar’s office, the official copy/copies is/are automatically sent to the specified institution(s). Each order generates one unofficial “student” copy free of charge, which acts as a confirmation that the official copies have been issued. Students who use this service receive real-time order updates by email, and can also track their orders online at the NSC site.

For more details and to access this service, visit www.touro.edu/registrar/transcripts.asp and click on “Request an Official Transcript – Online Ordering” in the middle of the page.

“Paper” Transcript Requests

Students can also order official copies of their transcripts by completing a form which can be obtained by visiting the Registrar’s office or by downloading it from the Touro website as follows:

1. Click on “Student Services” at the top of the Touro home page.
2. Choose “Transcript Requests” from the drop-down menu.
3. Scroll down and click on the link that includes the words “Transcript Request Form”
4. Print the form

The completed form should then be submitted either in person, by mail, or by FAX, according to the instructions. The fee for transcripts is \$10.00 per copy for the first five official copies in an order and \$5.00 per copy for any additional, payable by money order or credit card (Visa or MasterCard). Students are also entitled to one unofficial copy per official copy ordered. Those who submit their requests in person must first pay the fee to the Bursar and receive a clearance. The standard processing time is 7 to 10 business days from receipt in the Registrar’s office, longer during peak periods. Students who would like Federal Express overnight delivery once their order is processed may pay the applicable fee.

The “paper” option is recommended if the student is requesting:

- more than 5 copies of an official transcript;
- an official transcript that needs to be sent with an attached form;
- an official transcript to be sent to another Touro division;
- an unofficial copy only.

(**Note:** With either transcript ordering method, if a request is denied by the Bursar because of an outstanding balance, the Registrar will inform the student.)

Unofficial Transcripts (grade reports)

Students who want only unofficial or “student” copies of their transcripts should use the quicker and easier alternative to submitting a transcript request: downloading an unofficial grade report from the Touro website, www.touro.edu. On the home page select “student services” on the menu bar. Click on “tc web” on the drop-down menu. Log on with your 6 digit Touro ID number and your password. The default password (if you have forgotten yours) is a series of ten characters as follows: month and day of your birth (mmdd), last two digits of your Touro ID number (##), first two letters of your first name (ff), first two letters of your last name (ll). Click on “all divisions, all terms” for the unofficial grade report.

COLLEGE CODES AND POLICIES

TOURO COLLEGE CODE OF CONDUCT

Students are expected to behave in a manner that is harmonious with and supportive of the activities and functions of an educational institution. The following types of actions are considered violations of the Touro College Code of Conduct and will result in disciplinary sanction:

1. Theft of, or damage to, College records and property, caused by intentional, negligent or irresponsible conduct;
2. Unauthorized use of any College property, including, but not limited to, its name, property, offices, premises, equipment (computer equipment, telephones, fax machines, copying equipment, laboratories and misuse of student ID cards);
3. Conduct which interferes with or obstructs any College functions or which physically obstructs or threatens to obstruct or restrain members of the college community;
4. The physical or sexual abuse or harassment of any member of the college community (such incidents must also be reported to the Title IX coordinator);
5. Threatening or actual infliction of bodily injury, assault, emotional trauma against students, faculty or staff of the College (such incidents must also be reported to the Chief Security Officer);
6. Disorderly, disruptive or abusive conduct in the classroom or on College premises;
7. Refusal to follow the directives of College officials acting in performance of their duties;
8. Impersonating college faculty, College officials, or college staff;
9. Forging signatures or other information on registration forms, financial aid forms or any other College documents;
10. Computer abuse, including possession of unauthorized passwords, plagiarism of programs, unauthorized destruction of files, misuse of computer accounts and disruptive or annoying behavior on the College's computer system;
11. Unauthorized sale, distribution or consumption of alcoholic beverages on College premises;
12. Distribution, purchase or possession of barbiturates, amphetamines, marijuana, hallucinogens, opiates, or any other addictive or illegal drugs or paraphernalia on College premises;
13. Gambling in any form on College premises;
14. Possession, distribution or sale of weapons, incendiary devices, or explosives on College premises;
15. Tampering with or misusing fire-fighting equipment and/or safety equipment (such as alarm-boxes and extinguishers);
16. Participation in or furtherance of any illegal activity on Touro's premises;
17. Offensive or derogatory written or verbal statements intended to inflict harm on members of the College community, including, without limitation, racist, ethnic, or sexist remarks or references regarding any member or group of the College community;
18. Any abusive conduct or harassment directed at an individual or group of individuals in the College community on the basis of the actual or perceived race, gender, color, national origin, ethnicity, religion, age, disability, sexual orientation, marital or parental status, or citizenship status of such person(s);
19. Refusal to identify oneself to an official or security officer of the College or to present proper identification upon entering the college premises;
20. Actions that are not harmonious with and supportive of the activities and functions of an educational institution; actions that harm the reputation of the College;
21. Aiding or abetting any conduct prohibited by this College Code;
22. Conviction of a felony crime while enrolled at the College;
23. Intentionally filing a false complaint under this College Code of Conduct;
24. Academic dishonesty and lack of academic integrity.

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

ADJUDICATION OF COLLEGE CODE OF CONDUCT VIOLATIONS

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

The Dean of Students, or one of his/her designated representatives, shall inform the individual charged with the infraction, in writing, of the nature of the charges against him/her and designate a time and place for a meeting in the Office of the Dean of Students.

After meeting with the individual charged with the infraction, the Dean of Students or his/her designated representatives (individuals or committee) will conduct a preliminary investigation of the charges and determine what course of disciplinary action is appropriate. The Dean of Students and/or his/her designated representatives (individuals or committee) can:

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

Disciplinary Hearings

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

Sanctions

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

1. **Dismiss the Charges:** After reviewing all relevant information, evidence and record materials, the Student Affairs Committee may decide to dismiss the charges against the student.
2. **Impose disciplinary sanctions,** which include but are not limited to the following:
 - (a) **Warning** – A written reprimand putting the student on notice that he/she has violated the Code of Conduct and indicating that further misconduct may result in a more severe disciplinary action. A copy of this warning will be placed in the student's file.
 - (b) **Disciplinary Probation** - A student may be placed on disciplinary probation for a definite period of time. While on probation, students may not hold office in Student Government Organizations, Clubs or Societies or represent the college in any capacity. Further violations while on probationary status will result in suspension or expulsion from the college. A copy of the probation notice becomes a part of the student's file.

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

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

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

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

3. **Impose Additional Sanctions** – The Student Affairs Committee may impose the following sanctions in addition to those listed above:
 - (a) A **fine** of to be paid to the college, in addition to restitution.
 - (b) **Service to the College Community** for a designated number of hours. The required service cannot interfere with the individual's course schedule.
4. **Legal Action** – In addition to imposing the disciplinary sanctions outlined above, the Student Affairs Committee may recommend that students be turned over to law enforcement authorities for legal action. The final decision on referring student cases to the authorities is made by the Office of the President.
5. **Other Sanctions** – The Student Affairs Committee may impose other sanctions that it deems appropriate and fair.

Appeals of Disciplinary Sanctions Imposed for Code of Conduct Violations

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

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

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

Protocols for Disciplinary Hearings

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

- (a) All hearings are closed to the public.
- (b) A quorum of the committee membership, defined as 51% of the total membership, must be present.
- (c) Attorneys are not allowed to be present at any hearings.
- (d) Students have the right to bring witnesses on their behalf, to present any evidence they deem relevant, to make opening and closing statements and to ask questions during the proceedings.**
- (e) The preponderance-of-evidence rule will govern the decision-making process.
- (f) Decision will be made by a majority of participating members.
- (g) The committee deliberations will be *in camera*.

TOURO COLLEGE AND UNIVERSITY SYSTEM ACADEMIC INTEGRITY POLICY

STATEMENT ON ACADEMIC INTEGRITY

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

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

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

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

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

- Properly acknowledge and cite all ideas, results, or words originally produced by others;
- Properly acknowledge all contributors to any piece of work;
- Obtain all data or results using ethical means;
- Report researched data without concealing any results inconsistent with student's conclusions;

- Treat fellow students in an ethical manner, respecting the integrity of others and the right to pursue educational goals without interference. Students may neither facilitate another student's academic dishonesty, nor obstruct another student's academic progress;
- Uphold ethical principles and the code of the profession for which the student is preparing.

Adherence to these principles is necessary to ensure that:

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

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

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

VIOLATIONS OF ACADEMIC INTEGRITY

The following are considered to be violations of academic integrity and are prohibited by the Touro College and University System. Students, faculty, and other members of the Touro College and University System community who are in violation of one of the offenses listed below or similar such offenses or who assist in the commission of such offenses may be subject to sanctions as described below in the section "Procedures in Response to Violations of Academic Integrity."

PLAGIARISM

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

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

Intentional Plagiarism

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

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

Students are cautioned against assuming that a fact or idea is common knowledge and are encouraged to provide citation, to deflect a charge of plagiarism.

Unintentional Plagiarism

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

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

In its policies and disciplinary procedures, the Touro College and University System will seek to recognize and differentiate its penalties between intentional plagiarism (as defined above) and failure to cite sources properly. However, both forms are violations.

CHEATING ON EXAMINATIONS AND OTHER CLASS/FIELDWORK ASSIGNMENTS

The Student Code of Academic Integrity at the New York Medical College defines cheating as improperly obtaining and/or using unauthorized information or materials to gain an advantage on work submitted for evaluation. Providing or receiving assistance unauthorized by the instructors is also cheating.

Examples of cheating include, but are not limited to:

- Giving or receiving unauthorized assistance to or from another person on quizzes, examinations, or assignments;
- Using materials or devices not specifically authorized during any form of a test or examination;
- Exceeding the restrictions put in place for “take home” examinations, such as unauthorized use of library sources, intranet or Internet sources, or unauthorized collaboration on answers;
- Sitting in for someone else or permitting someone to sit in for you on any form of test or examination;
- Working on any form of test or examination beyond the allotted time; hiding, stealing or destroying materials needed by other students;
- Altering and resubmitting for re-grading any assignment, test or examination;
- Copying from another individual’s examination or providing information to another student during an examination;
- Soliciting, obtaining, possessing or providing to another person an examination prior to the administration of the examination.

Examples of unauthorized assistance include:

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

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

RESEARCH MISCONDUCT AND OTHER UNETHICAL CONDUCT

The integrity of the scientific enterprise requires adherence to the highest ethical standards in the conduct of research and research training. Therefore, students and other trainees conducting research are bound by the same ethical guidelines that apply to faculty investigators. These standards are described briefly in the New York Medical College Guidelines for Ethical Practices in Research and Policies for Dealing with Instances of Alleged Violations of Ethical Standards and more fully in the US Public Health Service Policies on Research Misconduct.

Research misconduct is defined in the USPHS Policy as “fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results.” When appropriate, adjudication will be conducted according to Touro College and University System’s Guidelines for Ethical Practices in Research cited above.

In the Student Code of Academic Integrity, the New York Medical College uses the following as examples of research misconduct:

Fabrication

Fabrication means making up information, data, or research results, or pretending to have performed experiments that were not, in fact, conducted.

Falsification

Falsification means inappropriately altering or manipulating data, images, or information on clinical or laboratory records, practicum experiences, research results, equipment, and/or processes so that one possible conclusion or interpretation is favored over others.

Plagiarism (As Research Misconduct)

Plagiarism, on its own a violation of academic integrity, may *additionally constitute research misconduct* if it is committed in the context of a research effort.

Misleading or Fraudulent Behavior

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

Examples include, but are not limited to:

- Reporting false information to gain an advantage;
- Omitting information or data resulting in misrepresenting or distorting findings or conclusions;
- Providing false information to explain lateness or to be excused from an assignment, class or clerkship function;
- Falsely accusing another of misbehavior, or otherwise misrepresenting information about another;
- Providing false information about oneself, such as on an application or as part of some competition;
- Taking credit for accomplishments achieved by another;
- Omitting relevant information about oneself.

Tampering

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

Examples include, but are not limited to:

- Tearing out the pages of an article from a library journal to prevent other students from having access to the required reading material;
- Intentionally sabotaging another student’s work;
- Altering a student’s academic transcript, letter of recommendation, or some other official college document;
- Electronically changing another student’s or colleague’s files, data, assignments, or reports.

Copyright Violations

Academic integrity prohibits the making of unauthorized copies of copyrighted material, including software and any other non-print media. Individuals, under the legal doctrine of “fair use”, can make a copy of an article or copy small sections of a book for personal use, or may use an image to help teach a concept. As a general rule, if you think that you might be violating the copyright law, you probably are. Examples of copyright violations include:

- Making or distributing copies of a copyrighted article for a group (on paper or electronically);
- Disseminating an image or video of an artist’s work (such as a Netter® or Adam® anatomical drawing) without permission;
- Copying large sections of a book.

The “fair use doctrine” regarding use of copyrighted materials can be found at the following link: <http://www.copyright.gov/fls/fl102.html>

PROCEDURES IN RESPONSE TO VIOLATIONS OF ACADEMIC INTEGRITY

This Touro College and University System Academic Integrity Policy applies to all students in each of Touro's schools. Any act in violation of this Policy or any allegation of misconduct related to this Policy involving a student must be reported and addressed in accordance with the adjudication procedures outlined below or those of the student’s school, which at no time will be less stringent than the requirements and standards set forth in this Policy Statement.

REPORTING A CASE OF SUSPECTED PLAGIARISM OR CHEATING

Faculty members or other members of the Touro community who encounter cases of plagiarism or cheating should *contact the Chair of the relevant department*, and inform the offending student of such. The Chair will report the incident, in writing, to the Dean. The Chair will provide faculty with advice specific to the individual incident. No grade may be entered onto the student’s record for the course in question before the issue is resolved, either informally or formally.

RESOLUTION OF ACADEMIC INTEGRITY VIOLATIONS

Students who are found to have violated the Touro College and University System’s Standards of Academic Integrity are subject to sanctions. Each school shall designate the Dean responsible for adjudicating violations of Academic Integrity (herein referred to as the “Dean” except where otherwise noted). Depending on the school’s Student Handbook or Bulletin, this may be the Dean of Students, the Dean of Faculties, or another appropriate responsible individual.

As stated above, incidents are reported to the department Chairperson, and a report by the Chair is submitted to the Dean. The method of resolution of the violation may be either informal or formal.

At the discretion of the Dean or Chair, the student may be removed from the class pending a resolution of the matter. Should a student action be of such a nature that it is felt that he or she must be relieved of his/her right to attend the Touro College and University System, the student may be temporarily suspended from the Touro College and University System upon recommendation of the Dean. In the case of suspension, an expedited formal hearing will be scheduled. Suspended students may not avail themselves of the informal resolution process.

Informal Resolution

The student and faculty member may resolve the issue informally—with notice to the Chair of the Department and the Chair’s consultation with the Dean (which must be accompanied by a written synopsis of the matter)—and the faculty member, in consultation with the Chair, may impose any range of sanctions (Class C, D, or E) short of suspension and expulsion. If the student agrees to the decision, then any disposition will be final. Once accepted by the student, the decision of the faculty member and Chair is not subject to appeal, and is binding on both the student and faculty member.

The Chair must indicate whether the violation was a minor or inadvertent violation that is not subject to reporting, or whether the violation is significant enough to warrant reporting. The outcome of the informal resolution should be reported in writing to the Dean, who will maintain the record of significant violations for the duration of the student's academic career.

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

Formal Resolution

In the event that (1) the student denies the charge, (2) the student and faculty member do not agree to informal resolution, (3) the student is a repeat offender, or (4) for any other reason for which informal resolution is not appropriate as determined by the Chair or the Dean, then the matter shall be submitted for formal resolution.

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

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

- The Dean receives a written statement from the instructor or any other complainant, as the case may be.
- The written statement must include the name of the involved student, the name and status of the reporting person, and the nature of the alleged act.
- The Dean shall arrange a hearing which, generally speaking, should take place no earlier than three (3) calendar days and no later than twenty (20) calendar days after receipt of the complaint.
- The hearing shall take place before the Standing Committee on Academic Integrity of the School.
- All persons involved in a hearing shall be given adequate notice of all hearing dates, times and places. Such notice, which may be by e-mail and followed by a hard copy, will be given at least twenty-four hours prior to any hearing, unless waived by the parties involved.
- Postponements of Committee hearings may be made by the interested parties or the administration. The student may be granted a postponement if pertinent information or interested parties cannot for good cause be present at the appointed time. Any postponement may not extend beyond a three-month period.
- The student charged and the person making the charges will be afforded the following opportunities:
 - To review, but not copy, all pertinent information to be presented to the Committee. The length of time for review shall be reasonable, as determined by the Committee Chair.
 - To present fully all aspects of the issue before the Committee.

Committee Hearings will proceed under the following guidelines:

- All Committee hearings and meetings are to be closed sessions. The Committee may hear other people of its choosing who may be knowledgeable about the issue(s) under consideration, and may investigate relevant written reports, discussions with involved parties, examinations, papers, or other related documents.
- A quorum of this Committee must be present in order to conduct official business and render a decision.
- All decisions shall be made by majority vote, the mechanism to be determined by Committee membership.
- The student has the right to appear in person before the Committee in order to present his/her case, but, after proper notice of a hearing, the Committee may proceed, notwithstanding the student's absence.
- The hearing is academic in nature and non-adversarial. Representation by an attorney is not permitted.
- A recording secretary may be appointed by the Committee Chair. Transcripts of the proceedings are not mandatory or required.
- All issues in dispute shall be presented orally by the Committee Chair.
- All information supporting the charges made against a student shall be presented first. Following this presentation, the student who is under investigation will present his/her side of this issue, submitting to the Committee information that he/she chooses to submit to support the student's stance or position. The Dean, his or her designee, or other members of the Administration may also meaningfully

- participate in this information exchange. Pursuant to the Touro College and University System Code of Conduct, the student is expected not to obstruct the investigation or proceedings.
- At the completion of all discussions, the student and his/her accuser may each make a closing statement. The administration may also be afforded an opportunity to make a statement.
 - At any time during the hearing the student, his/her accuser, the Committee, and/or the Touro College and University System's representatives may raise questions about the information under review so that all aspects of the case are clarified.

The Committee shall reach a decision using the following guidelines:

- The Committee will meet in closed session to reach a decision, including recommended sanctions, if applicable. Such meeting will generally be held within one school day following the hearing.
- If the Committee seeks additional information following commencement of its deliberations, it will notify the parties within two school days, and reconvene the hearing within five school days of the conclusion of the original hearing. The Committee's final decision must then be made.
- The Committee's decision must be based solely on the evidence presented at the hearing and will be the final disposition of the issues involved, including sanctions. The Committee's decision will be presented in writing to the Dean and the student.
- In the absence of an appeal, the Dean will transmit the Committee's decision to the Touro College and University System (TCUS) Academic Integrity Council. Solely in the event of a disparity or other irregularity in the sanction imposed, the TCUS Academic Integrity Council may remand the matter to the Dean, noting the new range of permissible sanction.

ACADEMIC APPEAL PROCESS

- Following notification of the Committee decision, a student may wish to appeal the decision. He or she has three (3) working days within which to submit a formal written appeal of the decision to the Dean of the Division or School. The appeal should be accompanied by a narrative explaining the basis for the appeal. The narrative should fully explain the student's situation and substantiate the reason(s) for advocating a reversal or modification of the decision by the Committee.
- After consideration of the Appeal, the Dean may accept, reject or modify the Committee's decision, and will notify the student in writing of the decision.
- The Dean, when notifying the student of the decision, shall inform the student of his/her right to appeal an adverse decision in the event the sanction imposed was a suspension, expulsion or revocation of the degree. In all other instances, the Dean's decision will be FINAL.
- A copy of the Dean's Final decision will be transmitted to the Touro College and University System (TCUS) Academic Integrity Council. Solely in the event of a disparity or other irregularity in the sanction imposed, the TCUS Academic Integrity Council may remand the matter to the Dean, noting the new range of permissible sanctions, for action consistent with overall TCUS standards.

In the event the Dean and the Committee have decided to suspend, expel or revoke a student's degree, following notification of the Dean's decision, a student may wish to appeal the decision. He or she has five (5) working days within which to submit a formal written appeal of the decision to the respective Chief Academic Officer (e.g., the Provost or Senior Provost) or Presidential designee. The appeal should be accompanied by a narrative explaining the basis for the appeal. The narrative should fully explain the student's situation and substantiate the reason(s) for advocating a reversal of the prior recommendation or decision by the Committee or the Dean.

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

- Evidence of bias of one or more of the members of the Committee or of the Dean.
- New material documenting information that was not available to the Committee or a relevant Dean at the time of the initial decision.
- Procedural error.

The Provost may interview the student, but will not conduct a hearing. The Provost will consider the merits of the appeal and may even consult the Chair of the Committee. The Provost will notify the student in writing of the appeal decision. The decision of the Provost shall be final.

Status of Student Pending Action

Pending resolution on charges, the status of the student will not be altered except in cases where the student has been suspended, in which case an expedited resolution procedure will be in effect. If a student is suspended for any reason, all as-yet undisbursed financial aid may be withheld unless or until the action is fully resolved and the student is reinstated. If reinstated, the financial aid funds can be released to the student. If the student is dismissed, the funds will be returned to the proper agency or lender.

SANCTIONS

Sanctions may be imposed by the faculty, the Dean or the Committee. Sanctions may include the following or combinations thereof:

Class A Sanctions:

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

Class B Sanctions:

- Suspension (up to twenty-four months)

Class C Sanctions:

- Indication of the disciplinary action in a letter of reprimand, in reference letters, licensure and regulatory forms, etc.;
- Notification of the violation to the other schools within the Touro College and University System;

Class D Sanctions:

- Placement on Probation;
- Failure in the course and requiring the student to repeat the entire course/clerkship;

Class E Sanctions:

- Ordering student to take additional ethics tutorials intended to assist student to avoid future misconduct;
- Reduction of the grade for a particular submitted piece of work, segment of work required for a course/clerkship or the entire course/clerkship with or without the option of redoing the work;
- Requiring the student to redo the assignment;

Other Sanctions:

- Other sanctions, as deemed just and proper. For example, repeat offenders may be subject to more stringent sanctions.

RECORDKEEPING

Records of the resolution of proceedings shall be kept in accordance with the following:

- If the Committee finds no merit in the allegation under discussion, the Touro College and University System records of the proceedings shall be sealed and secured in the office of the Dean until such time as any legal statute of limitations has expired. Upon the running of the limitations period, all records shall be destroyed. Should a need arise to open the sealed records, the Provost, Dean, or Chief Compliance Officer shall issue an order to open the record. These records will not go into a student's file.
- If the Committee determines that there is merit in the allegation, all matters relative to the resolution shall be entered in the student's academic file, with a copy held by the Dean.

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

ARBITRATION OF DISPUTES

Touro College students, faculty and staff are expected to abide by all Touro College policies and regulations, including those set forth on the Touro College website, and including the policies and procedures set forth in this Catalog.

Touro College's arbitration policy was created with the intention of providing a program for the quick, fair, accessible, and inexpensive resolution of Disputes (see definition below) between Touro College and Touro College's current and former students (as well as applicants) related to or arising out of a current, former, or potential academic relationship with Touro College. The policy is intended to provide an exclusive mechanism for the final and binding resolution of all Disputes that cannot otherwise be resolved internally through the academic and disciplinary methods described elsewhere in this Catalog. It is not intended either to curtail or extend substantive rights available under applicable law, except to limit Touro College's damages awardable to students in any and all events, and to limit the amount of time an aggrieved student has to file for arbitration. The policy should be interpreted in accordance with these purposes.

A student's acceptance, registration, enrollment, matriculation and/or continued enrollment and matriculation at Touro College acts as his or her consideration and consent to these terms. Each student agrees that he or she will pay for their own fees and expenses related to or arising out of the arbitration. Each student acknowledges and understands that by registering and matriculating at Touro College they are clearly, freely and unambiguously agreeing to exclusively arbitrate any disputed claims that may arise, that are not otherwise resolved via Touro College's internal complaint or dispute mechanisms. You agree to waive any right to a trial by jury or to bring an action in court.

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

Requests to arbitrate must be filed with the other party and with AAA within one hundred and twenty (120) calendar days after the claim or dispute arises or the act or acts as to which arbitration is brought occur. If a student fails to file a request for arbitration with Touro College and AAA within one hundred and twenty (120) calendar days after the claim or Dispute arises, that claim or dispute will be conclusively resolved against the student even if there is an applicable statute of limitations that may have given the student more time. Any judgment upon the award rendered by the arbitrator may be entered in any court of competent jurisdiction.

The Arbitrator, rather than any court, is the sole venue for any claims regarding the arbitration mechanism. If any provision of the policy is determined to be invalid or unenforceable in any jurisdiction, the remaining provisions shall remain in full force and effect and shall be liberally construed so as to effectuate the purpose and intent of the policy. This policy precludes litigation in any court of any claim that could be arbitrated.

FAILURE TO EDUCATE AND LIABILITY DISCLAIMER

The payment of tuition entitles a student to register and matriculate in the courses and programs available and offered by Touro College. In order for a degree to be earned, passing grades must be achieved and any other prerequisites required by the school and program must be fulfilled. While students expend significant sums associated with higher education, successful completion of a course, program, or degree is dependent on many factors, Touro College makes absolutely no assurances or representations of guaranteed success, merely that it will provide students with the tools needed to accomplish their academic goals.

Touro College's liability (as well as its faculty, staff, and third parties action by, through or on its behalf) is limited in all respects, no matter the cause of action or theory of liability, to the amount of tuition actually paid by the student in the one year prior to which the claim is made. No award of incidental, consequential, punitive or lost profits damages may be awarded.

POLICY ON BIAS, HARASSMENT AND DISCRIMINATION

All divisions of Touro seek to foster a collegial atmosphere where students are nurtured and educated through close faculty-student relationships, student camaraderie, and individualized attention. Discrimination or harassment of any kind is anathema to Touro's mission, history, and identity. Touro will resolve any identified discrimination in an effective and timely manner, and will ensure that it does not recur.

Those believing that they have been harassed or discriminated against on the basis of their race, religion, color, national or ethnic origin, alienage, age, military veteran's status, disability, and/or marital status should immediately contact the Dean of Students, Human Resources, and/or Security. When Touro has notice of the occurrence, Touro is compelled to take immediate and effective corrective action reasonably calculated to stop the harassment, prevent its recurrence, and as appropriate, remedy its effects.

Any member of the Touro community including students, faculty, employees, or vendors has a duty to report violations of this policy where individuals know, or should know, of accusations or actions which violate Touro Policy and will notify the Touro Compliance Officer of such violations promptly.

The Compliance Officer shall coordinate the enforcement, compliance, communication and implementation of Touro's anti-harassment and anti-discrimination policy.

Complaints may be filed by contacting:

Elan Baram
Compliance Officer
Touro College
43 W. 23rd Street, Seventh floor
New York, NY 10010
212-463-0400
elan.baram@touro.edu

or alternatively the Chief Compliance officer at compliance@touro.edu.

A complaint, which must be submitted within the earlier of the following two dates: (a) thirty (30) days after the alleged misconduct; or, (b) the end of the semester in which the alleged incident occurred.

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

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

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

TITLE IX POLICY

Our Title IX policy applies to all members of the Touro community, including students, faculty, and administrators as well as third-parties (including, but not limited to, vendors, invitees, etc.).

Discrimination or harassment of any kind in regards to a person's sex is not tolerated at our institution. Information and/or training regarding this policy is available to students, faculty, and staff

All divisions of Touro seek to foster a collegial atmosphere where students are nurtured and educated through close faculty-student relationships, student camaraderie, and individualized attention. Discrimination or harassment of any kind is anathema to Touro's mission, history, and identity. Touro will resolve any identified discrimination in a timely and effective manner, and will ensure that it does not recur.

Those believing that they have been harassed or discriminated against on the basis of their sex, including sexual harassment, should immediately contact the Title IX coordinator. When Touro has notice of the occurrence, Touro is compelled to take immediate and effective corrective action reasonably calculated to stop the harassment, prevent its recurrence, and as appropriate, remedy its effects.

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

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

Title IX Coordinator

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

The Title IX Coordinator's contact information is as follows:

Elan Baram
Title IX Coordinator
Touro College
43 West 23rd Street, 7th Floor

New York, NY 10010
Phone: 212-463-0400, ext. 5636
Email: Elan.Baram@Touro.edu

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

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

POLICY ON SEXUAL OFFENSES

This policy applies to all members of the Touro College ("Touro") community, including students, faculty, and administrators as well as third-parties (including, but not limited to, vendors, invitees, etc.). Discrimination or harassment of any kind in regards to a person's sex is not tolerated at our institution. Information and/or training regarding this policy is available to students, faculty, and staff.

Touro promotes an environment in which the dignity and worth of all members of the community are respected. It is the policy of Touro that sexual intimidation of students and employees is unacceptable behavior and will not be tolerated. Touro will not tolerate unwelcome sexual advances, requests for sexual favors, and any other verbal or physical conduct of a sexual nature constituting sexual harassment.

In general, it is a sex crime to engage in any sexual contact with a person who does not consent, or to engage in sexual intercourse, deviant sexual intercourse, or sexual abuse if it is accomplished by forcible compulsion. New York Law also defines these acts as crimes if any of them are engaged in with a person who is incapable of consent either because of the person's age or because the person is mentally defective, mentally incapacitated, or physically helpless. Therefore, sexual abuse, sodomy, and rape are sex crimes and violators will be prosecuted in accordance with New York Penal Law.

All divisions of Touro seek to foster a collegial atmosphere where students are nurtured and educated through close faculty-student relationships, student camaraderie, and individualized attention.

Discrimination or harassment of any kind is anathema to Touro's mission, history, and identity. Touro will resolve any identified discrimination in a timely and effective manner, and will ensure that it does not recur. Compliance with Touro's policies and procedures is a necessary step in achieving a safe environment in our educational community. The policies set forth were developed to promote a safe educational environment, in compliance with the Violence Against Women Act (VAWA), and a high-quality campus life.

Those believing that they have been harassed or discriminated against on the basis of their sex, including sexual harassment, should immediately contact the Title IX coordinator. When Touro has notice of the occurrence, Touro is compelled to take immediate and effective corrective action reasonably calculated to stop the harassment, prevent its recurrence, and as appropriate, remedy its effects.

Please refer to the Touro Portal to view the complete policy.

Title IX Coordinator

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

The Title IX Coordinator’s contact information is as follows:

Elan Baram
Title IX Coordinator
Touro College
43 West 23rd Street, 7th Floor
New York, NY 10010
Phone: 212-463-0400 x5636
E-mail: elan.baram@touro.edu

TOURO COLLEGE SEXUAL ASSAULT PREVENTION POLICY

The administration of Touro College is concerned with the physical safety and security of the students of the college.

Sexual offenses of all types directed against students by their peers, professors and/or employees of the college on the premises of Touro College constitute criminal acts and violate [Touro College’s Code of Conduct](#). Under New York law, sexual offenses include: sexual abuse; rape; sodomy; sexual misconduct; public lewdness; stalking. All of these acts are punishable by imprisonment in New York State.

The College also will hold perpetrators accountable for their behavior. A student found to have committed a sexual offense will be subject to disciplinary sanctions, up to and including expulsion.

Reporting Sexual Offenses to the College and Police

To report sexual offense crimes, immediately call the **Touro College Command Security Post** at the Manhattan Main Campus, which is staffed 24 hours a day, at **212-463-0400 ext. 5782**. To report the crime to the police, dial 911. For rape, assault and sexual violence, you may call the **Sex Crime Hotline at 212-267-7273**.

Victims of sexual assault seeking counseling may wish to contact:

The Crime Victim Center, 50 Court Street, 8th Floor, Brooklyn, N.Y. 11201; telephone: (347)328-8110.

Filing Charges for Incidents of Sexual Assault

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

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

For Further Information

Please consult our brochure, entitled *Sexual Harassment: Information for College Students*. This brochure is available from the Office of the Dean of Students.

STUDENT COMPLAINT POLICY

Touro College is committed to safeguarding the interests of all students. Students are entitled to be treated with fairness and respect in accordance with the College's policies and procedures. The College does not condone unfair treatment of students by administration, faculty and staff.

Students who believe they have been aggrieved by the College or a member of its staff, and such occurrence is not governed by another complaint mechanism, may seek redress through the complaint procedure outlined below. No adverse action will be taken against any person who files a complaint because of the filing of such complaint.

Purpose

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

Complaint Policy

If any student believes that his or her rights have been violated or infringed upon, or that Touro's policies and procedures have not been followed, that student may file a formal complaint with the Dean of the school or division in which he/she is enrolled. When a complaint concerns an administrative function of the College, including but not limited to, tuition refund and student financial assistance, a student may file a formal complaint with the College-wide director or supervisor of the administrative unit in question, or their designee.

Prior to filing the formal complaint, the student should attempt to remedy the situation via an informal mediation (described in Phase One below). If the informal mediation is unsuccessful, or if the student is uncomfortable attempting an informal resolution, then a formal complaint may be filed.

The complaint should state, with particularity: the person(s) involved, the nature of the claim, the date, witnesses (if any), documents (if any), and the circumstances under which the alleged claim may have been committed.

Limitation Period

Formal complaints under this policy may only be brought within ninety (90) calendar days of the alleged misconduct.

Exception to Policy

This Policy is not applicable to situations that are governed by other policies. For example, complaints of sexual harassment are governed by Title IX; the College currently has a robust policy and procedure for dealing with such allegations. Therefore, all such incidents are considered under that anti-harassment policy/process. Other examples of exceptions to the Student Complaint Policy include, but are not limited to, Financial Aid estimations, awards or denials, race discrimination, Code of Conduct violations, and ADA Reasonable Accommodations requests and complaints.

Additionally, this Student Complaint Policy is separate and distinct from the Touro College or program-specific grade appeals policies. Therefore, this Policy may not be used for appealing grades, dismissals, or academic decisions by any Touro College programs. Such appeals are governed by the Student Handbook or Bulletin for the program in which the student is enrolled.

STUDENT COMPLAINT PROCEDURE PHASES

Phase One: Attempt to Resolve the Matter Through Informal Resolution

Direct Discussion: Students wishing to grieve an alleged violation of the College's policies may first attempt to resolve the matter through informal resolution. In order to do so, the student should first contact the person responsible for the matter being grieved (the respondent) and attempt to resolve the grievance informally, within seventy (70) calendar days of the alleged misconduct.

Informal Mediation: At the request of the student or respondent, the Office of Ombudsman shall arrange for a meeting of parties, attend such meeting(s), and attempt to aid in the resolution of the complaint. Discussions with the Ombudsman are confidential in nature, and therefore Informal mediation does not constitute notification to the College of the complaint.

Advisement: Students uncertain about how to proceed may consult the Office of Institutional Compliance who shall identify the Ombudsman. Information about the Ombudsman may be found at <http://www.touro.edu/about/administration/institutional-compliance/ombudsman/>.

Phase Two: Formal Review

(If the matter is not resolved in Phase One)

1. **Filing of a Written Complaint:** In the event the student opts to avoid informal resolution or if the grievance is not resolved informally within twenty (20) days after the student directly contacted the appropriate person to attempt an informal resolution, the student may obtain review by submitting a written complaint to the Dean or the appropriate director or supervisor of the administrative unit in question, or their designee (herein referred to as the “Dean”). The letter must be sent within twenty (20) days of the first direct contact that the student had with the respondent (person he/she felt to be responsible for the situation). The student’s letter of complaint must include the following:
 - The specific written school or program policy that allegedly has been violated
 - A description of the facts and evidence supporting the alleged violation
 - A description of the redress that the grievant seeks
2. **Appointment of an Investigator:** The Dean shall direct the complaint to the Office of Institutional Compliance who shall:
 - Review the allegedly violated policy
 - Meet with the complainant
 - Meet with other persons as he or she shall deem appropriate for this purpose of determining the facts and attempting to resolve the complaint
 - Draft reports regarding their investigation
 - Provide their reports to a third-party fact-finder, who shall be a senior staff member or administrator designated by the Office of Institutional Compliance, upon completion of the investigation. The fact-finder shall render a written decision based upon the merits of the matter to the interested parties.

If the Complaint is against the Dean, the student may directly submit the complaint to the Office of Institutional Compliance by emailing Compliance@Touro.edu.

Phase Three: Final Review by a “Fact-Finder”— Senior Staff Member or Administrator

1. If no additional information is requested by the fact-finder, the fact-finder shall determine within twenty (20) business days, what, if any, violation occurred and what, if any, remedies are required.
2. A request for information will reset the timetable for determination. Furthermore, the issuance of a determination may be postponed by unavailability, school closure or any other unforeseeable circumstances.
3. The fact-finder’s decision as to the appropriate remedy shall be in writing and final, and copies shall be sent to the student and the respondent.

Conflicts of Interest

Touro College ensures that final determination of each formal complaint will be made by a person or persons not directly involved in the alleged problem. If at any point in the formal complaint process a student, or any other individual, learns that an investigator is directly involved with the grievance at issue, he or she should inform the Dean of Students of the potential conflict immediately. If a conflict of interests exists, the College will immediately remove that individual from the investigation.

TOURO COLLEGE CAMPUS SECURITY POLICIES

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

Access to the Campus

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

Security Services

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

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

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

Our Security Director meets regularly with Police Commanders to help ensure the safest environment for our campus community.

Reporting Criminal Incidents & Other Emergencies

All students, employees, and guests should promptly report criminal incidents, accidents, and other emergencies to the Department of Campus Security by dialing 1-88-Touro911 (1-888-687-6911). This service allows you to speak to a live operator, twenty four hours a day, seven days a week, to report any incidents or occurrences. The service refers all calls to the appropriate agencies (i.e. fire, police, etc.) for assistance, as well as to the appropriate College authorities. Additionally you may report any incidents to any Security Officer at your site, the Campus Security Director, and/or Operations. If you are located in a Student Residence Hall you can also report any incident to your Resident Director, Assistant Resident Director, or R/A at your facility. The Campus Security Administrative office is located at 43 W. 23rd Street, 4th Floor and can be reached at (212) 463-0400 ext. 5134 or via email at security@touro.edu.

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

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

POLICY ON DRUGS & CONTROLLED SUBSTANCES

Touro College seeks to safeguard the health and well-being of all members of the college community: students, faculty and staff. All members of the college community are accountable to the law and to the regulations of the college.

Students, faculty and staff who distribute or use illegal drugs or illicitly use legal drugs, including alcohol while on the campus locations and facilities of Touro College or as part of any of Touro's activities are violating Federal Laws, New York State Laws and the regulations of Touro College. Violations of federal and state laws can lead to prosecution and criminal sanctions, including but not limited to, fines and/or imprisonment.

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

The College will provide confidential counseling and referral services to students, faculty and staff with drug and/or alcohol problems. These services are available through the Office of the Dean of Students, the Vice-President of the Division of Graduate Studies, and/or Human Resources. All inquiries and requests for assistance will be handled with strict confidentiality.

Disciplinary Standards for Students Possessing, Using, Distributing and/or Selling Drugs & Controlled Substances

It is the policy of Touro College that the unlawful use, possession, distribution or manufacture of drugs or controlled substances on college property is strictly prohibited.

Individuals, who possess, use, distribute or manufacture drugs or controlled substances are subject to college disciplinary action as well as possible criminal prosecution.

Any students arrested for any liquor law or drug law violations or who are found in violation of these policies may be subject to disciplinary proceedings in accordance with the procedures outlined in the "Adjudication of College Code of Conduct Violations" section of respective school catalogs and student handbooks.

Student violators may be subject to the following sanctions and remedial measures:

- Warning - A written reprimand putting the student on notice that he/she has violated the Code of Conduct. A copy of this warning is placed in the student's folder.
- Probation - A student may be placed on disciplinary probation for a definite period of time. While on probation, students may not hold office in Student Government Organizations, Clubs or Societies, or represent the college in any capacity. Further violations while on probationary status will result in suspension or expulsion from the college.
- Counseling and Treatment - A student's enrollment at Touro College may be conditioned on his/her participation in counseling or treatment at outside counseling and treatment agencies.
- A student's failure to participate in such a program after being advised that his/her enrollment is conditional upon it may result in other disciplinary sanctions.
- Restitution - A student may be required to pay restitution to the college or to fellow students for damages and losses resulting from his/her actions.
- Suspension - At any time during a student's enrollment at the college, he/she may be suspended and barred from attending classes for a definite period, not to exceed two years. A student may not be automatically re-enrolled at the end of his/her suspension. He/she must apply to the Student Affairs Committee for re-enrollment.
- **Expulsion - Touro College may terminate a student's status at the college at any time.**

Disciplinary Standards for Faculty & Staff Possessing, Using, Distributing and/or Selling Drugs & Controlled Substances

Each faculty and staff member of the college is expected to abide by the college's policies for maintaining a drug-free workplace. The policy statement on drug abuse pertaining to students also applies to faculty and staff.

Furthermore, all faculty and staff are required to notify the Dean of Faculties or the Director of Human Resources of any criminal conviction relating to his or her own drug activity within five (5) days of such conviction.

Faculty and staff (part-time and full-time) who are arrested for any liquor law or drug law violations or who violate college policies on drugs and controlled substances will be subject to disciplinary sanctions as follows:

- Censure - A written reprimand, outlining the violation(s) of college policies, may be placed in the personnel file of individual violators.
- Probation - Faculty and/or staff may be placed on probation for a definite period of time up to a maximum of one year. In such instances, individuals may be required to enroll in a therapeutic counseling or treatment program.
- Suspension - Faculty and/or staff may be suspended from employment without pay for a period of time ranging from seven days to a maximum of one year.
- Termination of Employment - Faculty and/or staff may be dismissed from employment upon written notice by the Dean of Faculties (for faculty members) or the Vice President for Administration (all other employees).
- Legal Action - Faculty and/or staff may be turned over to law enforcement authorities for criminal prosecution and legal action.

In both cases for students and faculty and staff, the existence of a progressive system of disciplinary sanctions measures does not preclude Touro College from levying a heavy sanction, without first resorting to a lesser sanction. By way of illustration and not exclusion, Touro College may expel a student or terminate a staff or faculty member for a violation of policy without first issuing a warning or putting that student or employee on probation.

Regulations on Alcohol Use/Abuse

The following regulations apply to students, faculty and staff of the college:

- The consumption of alcoholic beverages by individuals under the age of 21 is illegal.
- All persons are prohibited from consuming alcoholic beverages on the premises of Touro College (unless at an event specifically sanctioned by Touro College Administration in writing), or entering or remaining on Touro College premises in an impaired state.
- Any student who falsely represents himself/herself at a sanctioned Touro event as being of age to consume alcohol is subject to disciplinary action as outlined in the Code of Conduct.
- Any faculty and/or staff member of the college who transmits alcohol to a minor on college premises shall be subject to full penalty under the laws of their respective state.
- Alcoholism, while it may be a disability, does not excuse any faculty and/or staff member of the college from violating a legitimate Touro College policy or neglecting their responsibilities to the college. Individuals whose work performance is impaired as a result of the use/abuse of alcohol may be required to participate in an appropriate evaluation/treatment program.
- If you are an alcoholic, you may self-identify to the Dean of Students or Human Resources, as the case may be, and request reasonable accommodations.

Know the signs:

- Passed out or difficult to awaken
- Cold, clammy, pale or bluish skin
- Slowed breathing
- Vomiting (asleep or awake)

Know how to help:

- Turn a vomiting person on his/her side to prevent choking
- Clear vomit from the mouth
- Keep the person awake
- Never leave the person unattended
- Seek Medical Attention

For Further Information

Students should consult the [Touro College Campus Security and Drug Alcohol Abuse Policies Information Brochure](#) for a detailed description of the health risks and dangers resulting from consuming controlled substances.

This brochure has a listing of treatment centers in the New York area. The brochure also outlines legal sanctions imposed under Federal Law and New York State Law.

STUDENT RESPONSIBILITIES AND RIGHTS

CAMPUS CITIZENSHIP

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

STANDARDS OF CLASSROOM BEHAVIOR

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

Other Prohibited Actions in Classrooms

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

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

COMPUTER USE POLICY

Touro College provides students with a computer user account that allows access to the university's computer system. It is expected that students will use this opportunity responsibly and for legitimate purposes, such as: obtaining one's class schedule or grade report, logging onto a personal e-mail account, reviewing course syllabi, and accessing the on-line computerized catalog of the Irwin Library.

Students are not permitted to use another person's User ID or password, circumvent or subvert security measures, use university systems for partisan political purposes, make illegal copies of copyrighted material, or use the e-mail to harass, intimidate and threaten any member of the College Community.

The administration reserves the right to limit, restrict or remove computing privileges from any student who violates the College's Computer Policy, local state, or federal laws, as well as the applicable articles of the College's Code of Conduct contained in this Student Handbook.

INTERNET AND E-MAIL POLICY

The College's Internet and e-mail connections are intended solely for use in conducting the College's business and promoting its educational goals. User's conduct on the Internet and e-mail must conform to the College's code of conduct and must be in furtherance of legitimate college business.

Users must not send, retrieve or download messages or information that may be considered offensive, including messages, images or information that are sexually oriented or that disparage others based on their race, gender, sexual orientation, national origin, age, disability or religious beliefs. Users must not originate or distribute chain letters via e-mail. Users must not use the College's Internet and e-mail connections for personal gain or profit. Users' accessing of sites and "chat rooms" that feature pornography, off color jokes, hate speech and the like is strictly prohibited. Violation of this policy may result in termination of Internet and e-mail access, and disciplinary action under the college's disciplinary policy.

ANTI-HAZING REGULATIONS

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

NO-SMOKING POLICY

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

CONFIDENTIALITY OF STUDENT EDUCATION RECORDS

The Family Educational Rights and Privacy Act of 1974 (FERPA)

The Family Educational Rights and Privacy Act of 1974, as amended, grants all eligible students the right of access to their own educational records as defined in the law. The law prohibits access to or release of personally identifiable information without the prior written consent of the student except under certain limited circumstances. Touro College policy does not permit access to or release of student records to any party except as authorized by this law. It should be noted, however, that this legislation concerning privacy is affected by Section 510 of the Veterans Education and Employment Act of 1976, which provides that, P.L. 93-568 notwithstanding, records and accounts pertaining to veterans, as well as those of other students, shall be available for examination by government representatives. It is also affected by Sections 507 and 508 of the Patriot Act of 2001, which provides that officials designated by the U.S. Attorney General may petition the court to examine records deemed relevant to certain authorized investigations or prosecutions. If a student wishes to inspect or review his or her records, he or she may contact the office concerned. Complete information concerning this policy is available in the Office of the Registrar.

The Family Educational Rights and Privacy Act of 1974 as amended (FERPA), was designed to protect the privacy of education records. Education records include records, files, documents, or other materials in hard copy or in electronic format, maintained by Touro College or a party acting on behalf of Touro College, which contain information directly related to a student. FERPA specifies some limited exceptions including certain personal memory aids and certain employment records.

FERPA affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within a reasonable period of time, but not more than 45 days after the College receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the students of the correct official to whom the request should be addressed.
2. The right to request an amendment to the student's education records that the student believes contains information that is inaccurate, misleading, or in violation of the student's rights of privacy. Students may ask the College to amend a record that they believe is inaccurate. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to provide signed and dated written consent before the College discloses personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
 - a. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
 - b. A second exception that permits disclosure without consent is disclosure of Directory Information. Directory information is information that is generally not considered harmful or an invasion of privacy if released.

The following is considered "Directory Information" at Touro College and may be made available to the general public unless the student notifies the Office of the Registrar in writing before the last day to add classes in a semester:

The following is considered "Directory Information" at Touro College and may be made available to the general public unless the student notifies the Office of the Registrar in writing within ten days of the start of each semester:

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

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Touro College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605.

Authorization for Non-Disclosure of Directory Information

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

REGISTERED PROGRAMS

The following table provides a complete list of all Touro College programs registered with the New York State Education Department at this time. Note: Enrollment in programs other than those listed below may jeopardize a student's eligibility for certain student aid awards. Not all programs are available at all locations.

| Program Title | HEGIS Code | Degree Awarded | Campus |
|---|------------|----------------|------------|
| Accounting | 0502 | BS | F, K, M |
| Accounting | 0502 | MS | M |
| Accounting | 0502/0502 | BS/MS | K/M |
| Accounting | 0502/0502 | BS/MS | M, F |
| Accounting | 5002 | Cert. | F, M |
| Accounting | 5002 | AAS | M |
| Accounting | 5002 | AOS | F |
| American Law for Foreign Lawyers | 1499 | LLM | H |
| Applied Human Cognition: Feuerstein Model | 2099 | Adv. Cert. | M |
| Bariatric Science | 1299 | Adv. Cert. | B, M |
| Behavioral Science (Criminal Justice)/Law (with NY Institute of Technology – Central Islip Campus) | 2105/1401 | BS/JD | H |
| Bilingual General Education | 0899 | Adv. Cert. | M |
| Bilingual General Education: ITI | 0899.60 | Adv. Cert. | M |
| Bilingual PPS: ITI | 0899.60 | Adv. Cert. | M |
| Bilingual Spec Ed & Speech & Lang Dsblts | 0899 | Adv. Cert. | M |
| Bilingual Special Ed: ITI | 0899.60 | Adv. Cert. | M |
| Bilingual Speech and Language Dis: ITI | 0899.60 | Adv. Cert. | M |
| Biology | 0401 | BS | B, F, K, M |
| Biology Education – Grades 7-12 | 0401.01 | MS | M |
| Biomedical Equipment Technician | 5299 | Cert. | M |
| Business Administration | 0506 | MBA | M |
| Business Administration/Law | 0506/1401 | MBA/JD | M/H |
| Business Administration/Law (with C.W. Post Campus of Long Island University) | 0506/1401 | MBA/JD | H |
| Business Management | 5004 | Cert. | F, M |
| Business Management and Administration | 0506 | BS | F, M |
| Business Management and Administration | 5004 | AS | F, M |
| Business Management and Administration/Accounting | 5002 | Cert. | F, M |
| Business Management and Administration/Data Processing | 5101 | Cert. | F, M |
| Business Management and Administration/Office Management | 5004 | Cert. | F, M |
| Chemistry | 1905 | BS | F, M |
| Childhood Education | 0802 | BA | M |
| Childhood Education/Teaching Students with Disabilities | 0808 | MS | F, M |

| Program Title | HEGIS Code | Degree Awarded | Campus |
|---|-------------------|-----------------------|---------------|
| Computer Science | 0701 | BS | F, K, M |
| Court Management | 5099 | Cert. | H |
| Desktop Publishing | 5004 | AS | F |
| Desktop Publishing | 5008 | AOS | F |
| Desktop Publishing | 5012 | Cert. | F |
| Digital Media Arts | 5310 | Cert. | M |
| Digital Multimedia Design | 0605 | BS | F, M |
| Early Childhood Education | 0823 | BA | M |
| Ecommerce Technology | 0799 | MS | M |
| Economics | 2204 | BA | F, K, M |
| Education | 0801 | MS | M |
| Education | 0801 | MA | M |
| Electronic Document Processing | 5005 | Cert. | F, M |
| English | 1502 | BA | F |
| English to Speakers of Other Languages | 1508 | Adv. Cert. | M |
| English to Speakers of Other Languages | 1508 | MS | F, M |
| Environmental Science | 1999.10 | MS | M |
| Finance | 0504 | BS | F, K, M |
| Finance | 5003 | AOS | F |
| Finance | 5003 | AS | F, M |
| Finance | 5003 | AAS | M |
| Forensic Accounting | 0502 | Adv. Cert. | M |
| Forensic Psychology | 2099 | Adv. Cert. | M |
| General Psychology | 2001 | MA | B, M |
| Gifted and Talented Education | 0811 | Adv. Cert. | M |
| Health Care Administration | 1202 | BS | B |
| Health Care Administration/Law (with C.W. Post Campus of Long Island University) | 1202/1401 | MPA/JD | H |
| Health Information Administration | 1215 | BS | M |
| Health Information Management | 5213 | Cert. | M |
| Health Science/Occupational Therapy Dual | 1201/1208 | BS/MS | B, M |
| Health Science/Physical Therapy Dual | 1201/1212 | BS/DPT | B, M |
| Health Science/Physical Therapy Dual | 1201/1212 | BS/MS | B, M |
| Health Science/Physician Assistant Studies Dual | 1201/1299.10 | BS/MS | B, M |
| Health Sciences | 1201 | BS | B |
| Health Sciences/Acupuncture | 1299/1299 | BPS/MS | M |
| Health Sciences/Oriental Medicine | 1299/1299 | BPS/MS | M |
| Hebrew Language and Literature | 1111 | BA | M |
| History | 2205 | BA | M |
| Human Resource Management | 0506 | MS | M |

| Program Title | HEGIS Code | Degree Awarded | Campus |
|---|-------------------|-----------------------|---------------|
| Human Resource Management | 0515 | Adv. Cert. | M |
| Human Services | 2101 | BS | F, M |
| Human Services | 5506 | AS | F, M |
| Human Services | 5508 | AAS | M |
| Human Services | 5508 | AOS | F |
| Humanities | 4903 | BA | F, M |
| Industrial/Organizational Psychology | 2008 | MS | M |
| Information Systems | 0701 | MS | F, M |
| Information Systems-Data Communication | 5104 | AAS | M |
| Information Technology-Data Communication | 5104 | AOS | F |
| Information Technology: Network Administration and Security | 5199 | AS | F, M |
| Information Technology: Network Administration and Security | 0799 | BS | F, K, M |
| Instructional Technology | 0899.02 | MS | F, M |
| Interdisciplinary Liberal Arts and Sciences | 4901 | BS | F, K, M |
| Interdisciplinary Liberal Arts and Sciences | 4901 | BA | F, K, M |
| Interdisciplinary Studies in Biological and Physical Sciences | 4902 | MS | O |
| International Business Finance | 0504 | MS | M |
| Jewish Childhood Education/Special Edu | 0808 | MS | M |
| Jewish Law | 5603 | Cert. | M |
| Jewish Studies | 0399 | MA | M |
| Judaic Studies | 0399 | BA | F, K, M |
| Law | 1401 | JD | H |
| Legal Studies for Non-Law Professionals | 1499 | MPS | H |
| Liberal Arts and Sciences | 4901 | BA | M |
| Liberal Arts and Sciences | 5649 | AA | F, M |
| Literature "English" | 1502 | BA | M |
| Management | 0506 | BS | F, K, M |
| Management | 5004 | AS | F, M |
| Management | 5004 | AOS | F |
| Management | 5004 | AAS | M |
| Management Info Sys: Data Communication | 0702 | BS | K |
| Management Info Systems: Programming | 0702 | BS | K |
| Management of Individuals with Neurobehavioral Disorders | 2099 | Adv. Cert. | B, M |
| Management: Marketing | 0509 | BS | K |
| Marketing | 5004 | AAS | M |
| Marketing | 5004 | AOS | F |
| Master of Laws-General Studies | 1499 | LLM | H |
| Mathematics | 1701 | BS | F |
| Mathematics Education | 0833 | MS | M |

| Program Title | HEGIS Code | Degree Awarded | Campus |
|---|-------------------|-----------------------|---------------|
| Medical Office Coding and Billing | 5005 | Cert. | F |
| Mental Health Counseling | 2104.10 | MS | M |
| Micro Software: Support Technician | 5101 | Cert. | F |
| Networking | 5101 | Cert. | F |
| Nursing | 5208.10 | AAS | M |
| Nursing | 1203 | BS | M |
| Nursing RN | 1203.10 | BS | M |
| Nursing/Nursing RN | 1203/1203.10 | AAS/BS | M |
| Occupational Therapy Assistant | 5210 | AAS | B, M |
| Office Technology | 5004 | AAS | M |
| Office Technology | 5004 | AOS | F |
| Orthopedic Physical Therapy | 1212 | MS | B |
| Orthopedic Physical Therapy Residency | 1212 | Adv. Cert. | B |
| Osteopathic Medicine | 1210 | DO | O, U |
| Paralegal Studies | 5099 | AS | F, M |
| Paralegal Studies | 5099 | Cert. | M |
| Pharmacy | 1211 | Pharm.D | O |
| Philosophy | 1509 | BA | M |
| Physical Therapist Assistant | 5219 | AAS | M |
| Physical Therapy | 1212 | DPT | B |
| Physician Assistant | 1299 | BS | B |
| Physician Assistant | 1299.10 | BS | M |
| Political Science | 2207 | BA | F, K, M |
| Programming | 5103 | Cert. | F |
| Psychology | 2001 | BA | B, F, K, M |
| Public Health | 1214 | MS | B |
| Public Health | 1214 | MPH | O |
| Residential Real Estate Entrepreneurship | 0511 | Adv. Cert. | M |
| School Building Leader | 0828 | MS | M |
| School Building Leadership | 0828 | Adv. Cert. | M |
| School Counseling | 0826 | MS | M |
| School District Leader | 0827 | MS | M |
| School District Leadership | 0827 | Adv. Cert. | M |
| School District Leadership | 0828 | MS | M |
| School Psychology | 0826.02 | MA | F |
| School Psychology | 0826.02 | MS | B, M |
| Social Science | 2201 | BA | F, M |
| Social Work | 2104.10 | MSW | M |
| Social Work/Law (with SUNY at Stony Brook) | 2104/1401 | MSW/JD | H |

| Program Title | HEGIS Code | Degree Awarded | Campus |
|---|-------------------|-----------------------|---------------|
| Sociology | 2208 | BA | M |
| Software Development | 0799 | MS | M |
| Software Systems | 0799 | MS | M |
| Special Education | 0808/0808 | BS/MS | M |
| Special Education: Childhood Education | 0808 | BS | F, M |
| Special Education: Early Childhood Education | 0808 | BS | F, M |
| Speech and Communication | 1220 | BS | F, M |
| Speech-Language-Pathology | 1220 | MS | F, M |
| Teacher of Speech and Hearing Hand | 0815 | MS | F |
| Teaching Childhood Education/ Teaching Students with Disabilities GR 1 – 6 | 0808 | MS | B |
| Teaching Early Childhood Education/ Teaching Students with Disabilities B – GR 2 | 0808 | MS | B, F, M |
| Teaching Literacy | 0830 | MS | F, M |
| Teaching Middle Childhood/ Teaching Students with Disabilities Middle Childhood | 0804 | MS | B, F, M |
| Teaching Students with Autism & Severe or Multi Disabilities | 0820 | Adv. Cert. | B, F, M |
| Teaching SWD Generalist, Grades 7 – 12 | 0804 | MS | B, F, M |
| TESOL: ITI | 0899.60 | Adv. Cert. | M |
| Trans-Disciplinary Early Intervention | 1208 | MS | B |
| Web and Multimedia Design | 1099 | MA | F, M |

B = Registered at Bay Shore Branch Campus, Long Island
 F = Registered at Flatbush Branch Campus, Brooklyn
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 M = Registered at Manhattan Main Campus
 O = Registered at Harlem Branch Campus
 U = Registered at Middletown Branch Campus

UNDERGRADUATE COMPLETION RATE

2007 Entering Class

Touro College is pleased to provide the following information regarding our institution's graduation/completion rates. The information is provided in compliance with the Higher Education Act of 1965, as amended. The rates reflect the graduation/completion status of ALL first-time, full-time undergraduate students who enrolled during the 2006-2007 school year and for whom 150% of the normal time-to-completion has elapsed.

During the Fall semester of 2007, 1,204 first-time, full-time, certificate- or degree-seeking undergraduate students entered Touro College. After six (6) years (as of June 30, 2013), 417 (35%) of these students had graduated from our institution or completed their programs.

Four hundred and fifty-five (455) of the 1,204 first-time, full-time students enrolled for the bachelor's degree. After six (6) years (as of June 30, 2012), 217 (48%) of these students had graduated.

During the Fall semester of 2010, 595 first-time, full-time, certificate or associate-degree-seeking students entered Touro College. After three (3) years (as of June 30, 2012), 205 (34%) of these students had graduated.

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