

# THE SCHOOL FOR LIFELONG EDUCATION

## Guided Study Program

# CATALOG 2022-2024



**SCHOOL FOR LIFELONG EDUCATION**  
A DIVISION OF TOURO UNIVERSITY



**TOURO  
UNIVERSITY**

School for  
Lifelong Education

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*Catalog*

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2022-2024

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## **ACCREDITATION**

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

Touro University is accredited by the Middle States Commission on Higher Education (MSCHE), 1007 N. Orange Street, MB #166 Wilmington, DE 19801, (267) 284-5011. 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 University and its branch campuses, locations and instructional sites in the New York Area, as well as branch campuses in Illinois, Berlin, Jerusalem, and Moscow. For additional information, visit [Middle States Accreditation](#).

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

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

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

## **POLICY OF NON-DISCRIMINATION**

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

## **IMPORTANT NOTICE**

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

*This Catalog is neither written nor meant to confer any rights or privileges on students or impose any obligations on Touro. No individual or representative of Touro (except the President) has the authority to enter into any agreement or understanding contrary to the above.*

*This Catalog is written for informational purposes only and may contain errors. The policies, procedures and practices described herein may be modified, supplemented or discontinued in whole or in part, at any time with or without notice. All changes will be posted on the Touro website. Although we will attempt to inform you of any changes as they occur via the Touro email address assigned to you upon activating your TouroOne portal account, it is nevertheless your responsibility to keep current on all University policies, procedures and practices. Your assigned Touro email address is the official method of contact for all such notices and for all Touro communication. For the avoidance of doubt, all applicable new and revised policies, procedures, and practices posted on the Touro website will become effective to you, whether or not you become specifically aware of them.*

*Students are required to investigate for themselves as to whether the program they enroll in meets their personal, educational and career needs. Different jurisdictions have different licensing requirements and standards. While students may expend significant sums associated with higher education, successful completion of a course, program, or degree is dependent on many factors. The payment of tuition permits a student to register and take the courses and programs available and offered by the Touro school or program in which the student is enrolled. Acceptance in a school or program does not form the basis of a contract. Indeed, a student's acceptance may be revoked if it is later learned, among other things, that his or her qualifications have been misstated or overstated, or there is some other omission or misrepresentation. Except as noted in the paragraph below, no contract rights exist or are established in the student- educational institution setting by and between Touro and the student. To this end, you waive and Touro disclaims any contract or liability for promises, assurances, representations, warranties, or other statements made in its marketing or promotional materials, and makes absolutely no promises, assurances, representations, guarantees, warranties or other statements concerning our courses and programs and/or a student's academic success in them. Thus, you waive and Touro further disclaims any liability in tort in connection with any of the foregoing. In order for a degree to be earned, the required grades and grade point averages must be achieved and maintained, and all other requirements of the school and program must be fulfilled. These disclaimers are, in effect, covenants not to sue binding on students, and are tacitly agreed to by a student's matriculation or continued matriculation in our programs.*

*Registration and matriculation at Touro after the issuance of this Catalog is consideration for and constitutes a student's knowing acceptance of the binding Alternative Dispute Resolution ("ADR") mechanisms contained herein. Thus, any dispute, claim or controversy arising out of or related to your application, registration, matriculation, graduation or other separation from Touro and/or this Catalog, which is not resolved through Touro's internal mechanism, shall next be submitted to non-binding mediation (the "Mandatory Mediation"). The Mandatory Mediation shall be conducted by a neutral mediator selected at Touro's sole discretion. In accordance with the Federal Arbitration Act and to the extent not inconsistent with the primacy of federal law, all Disputes remaining after completion of the Mandatory Mediation shall proceed to binding arbitration (the "Mandatory Arbitration"). The Mandatory Arbitration shall be conducted by JAMS or any other reputable ADR organization before a single arbitrator who shall be an attorney or judge. Selection of the arbitrator and location for the Mandatory Arbitration shall be made at Touro's sole discretion. See "Alternative Dispute Resolution" provision for a more elaborate treatment of the Mandatory Mediation and Mandatory Arbitration provisions.*

## **GENERAL DISCLAIMER**

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

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## MESSAGE FROM THE PRESIDENT



In the five 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 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 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.

## **DR. BERNARD LANDER, FOUNDING PRESIDENT OF TOURO UNIVERSITY**

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. In February 2022, Touro was granted University status by the New York State Board of Regents. Today, Touro University educates approximately 19,000 students across the United States and around the world.

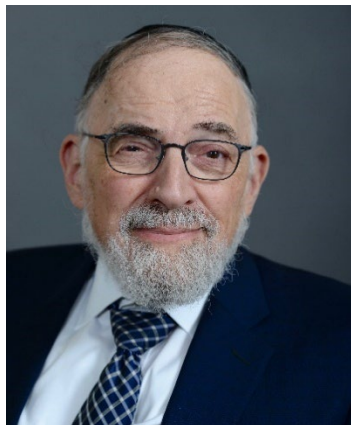
Dr. Lander's creative genius and original thinking continues to be reflected in Touro's innovative approach to the field of higher education. He believed that it was his mission in life to strengthen Jewish continuity through the myriad of Torah and educational institutions that he established, and to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

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

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



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



I am happy to invite you to explore the 2022-2024 Catalog of the School for Lifelong Education, a division of Touro University. 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 University provides unique opportunities for self-development. This catalog can provide you with the information necessary to make the most of these opportunities.

In completing its fifth decade of achievement in higher education, Touro University 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 University 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 throughout Touro University. 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 University and the School for Lifelong Education can help you. This catalog is your first step in the process.

Stanley Boylan, Ph.D.

## MESSAGE FROM THE DIRECTOR



On behalf of the faculty, staff and students, I welcome you to the School for Lifelong Education, a division of the Touro University community. When I came to Touro College in 1989, I found a model for a unique school created by the founding Dean of SLE, the late Jerome Miller, based on the broad vision of Dr. Bernard Lander, Founding President. 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. Under the leadership of Dr. Alan Kadish, SLE has continued taking non-traditional students and giving them an opportunity to become productive professionals serving their communities.

This agenda for advancing teaching and learning in the sheltered orthodox Chassidic and Yeshiva communities is reflected in the college's commitment to quality education for all. SLE provides an opportunity for all those who seek to upgrade their knowledge and skills with economic independence as the goal. Faculty and support staff 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 unique opportunities available at the School for Lifelong Education to fulfill your dreams and goals. There is a customized plan available for all those seeking opportunity to acquire higher education in a professional and accommodating environment.

Shoshana Grun, M.S.

## MESSAGE FROM THE ASSOCIATE DIRECTOR



Welcome to The School for Lifelong Education (SLE) a division of Touro University “where knowledge and value meet.” At SLE knowledge and value meet in a supportive traditional environment. Our programs are delivered in various modalities that allows for flexibility in meeting your personal, educational and career needs. We invite potential students who are recent high school graduates, who have been out of school for a long period of time or who are interested in a career change

Brenda Strassfeld, Ph.D.

## MESSAGE FROM THE ASSISTANT DEAN



The School for Lifelong Education, founded by the late Dean Jerome Miller in 1989, has enabled the Orthodox Jewish population to gain a higher education while adhering to their traditional commitments. Students with large and growing families are offered the opportunity to earn a college degree. Over the years, hundreds of students have successfully graduated and contributed as educators, social workers, therapists, lawyers and professionals in various fields. We continue to serve the community and have seen many of our graduates' children and grandchildren earn 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.

## ACADEMIC CALENDAR

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. Please refer to <https://sle.touro.edu/academics/academic-calendar/> for the current academic calendar.

## MISSION STATEMENT

Touro University is an independent institution of higher education under Jewish auspices, established to promote and perpetuate the Jewish heritage, as well as to serve the general community in keeping with the historic Jewish commitment to intellectual inquiry, the transmission of knowledge, social justice, and service to society. Touro offers undergraduate, graduate and professional programs that serve diverse components of the Jewish community and the larger society, especially those who have been historically underserved. These academic offerings span Jewish studies, the liberal arts and sciences, and medical and health sciences. Touro is a University where personal growth, scholarship and research are fostered and where men and women are prepared for productive lives of dignity, value, and values.

The core values of the University are based on two fundamental components, as reflected in Hillel's dictum in Ethics of the Fathers, "If I am not for myself, who will be for me? And if I am concerned only with myself, what am I?" These values mirror Touro's commitment to quality education as well as integrity, inclusivity, equity and respect for all members of the Touro Community.

The following goals support Touro's Mission:

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

## INTRODUCTION

This Catalog is intended to be a guide to students, informing them of their rights and responsibilities as well as institutional policies and procedures. It does not constitute a contract and therefore the University reserves the right to make changes at any time without prior notice. This edition replaces and supersedes all prior editions.

Students are responsible for knowing and observing all regulations which may affect their status at the University. For this reason, they are expected to acquaint themselves with the contents of this Catalog and to read regularly the notices posted on the Touro website.

In addition, individual programs within Touro University may have their own handbooks outlining the policies and procedures that apply specifically to students in those programs. In such cases, the student is responsible for knowing both the school-wide and program policies.



## **SCHOOL FOR LIFELONG EDUCATION MISSION STATEMENT**

The School for Lifelong Education (SLE) is deeply rooted in the mission and goals of Touro University. 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 University 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 University.

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.

# TOURO UNIVERSITY

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

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

Touro has grown from an initial class of 35 students in New York City to an international university system of approximately 19,000 students located in six states and four countries. Its commitment to academic excellence and growth through innovative programs continues to inform all of Touro’s endeavors. Today, Touro enjoys the strong leadership of Chancellor Rabbi Doniel Lander and President Dr. Alan Kadish in furthering Touro’s historic purpose.

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

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

## **Enhancing the Jewish Heritage**

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

## **Fulfilling Needs - and Building Strength - in Healthcare**

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

The Touro College of Osteopathic Medicine (TouroCOM) opened in 2007 in Harlem, committed to training underrepresented minorities and to practicing in underserved communities. Subsequently, in 2014, a second campus

of TouroCOM opened in Middletown, New York and most recently, in 2023, a third TouroCOM campus opened in Great Falls, Montana - set to further TouroCOM's mission of educating underrepresented minorities in medicine and serving communities in need. The Touro College of Pharmacy, originally established in Harlem with a shared vision to promote wellness, especially among underserved populations, relocated to our new Cross River Campus in Times Square. In 2022, Lovelace Research Institute in Albuquerque, New Mexico joined the Touro system. Founded in 1947, Lovelace is one of the oldest not-for-profit biomedical research institutes in the country, noted for excellence in respiratory disease and neuroscience research, toxicology, drug development and protecting the nation against chemical, biological and nuclear threats.

In 2011, New York Medical College (NYMC), one of the nation's oldest and most prestigious health science universities, joined the Touro system, thereby creating one of the largest affiliations of medical and health education and biological studies programs under one banner. Located in Westchester County, NYMC is the leading academic biomedical research center between New York City and Albany, with nearly \$38.5 million in sponsored research and other programs under management. In 2016, the Touro College of Dental Medicine opened on the NYMC campus, New York State's first new dental school to launch in nearly 50 years.

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

### **Charting New Territory in Law, Business and Technology**

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

### **Educating the Educators, Serving the Community**

Touro's Graduate School of Education prepares America's future leaders in education with one of the largest teacher education programs in New York State. Through its Lander Center for Educational Research, public schools are assisted in addressing problems that impact student achievement and equality of educational opportunity. The New York School of Career and Applied Studies was established to provide quality undergraduate education at multiple locations throughout New York City that serve the needs of the city's diverse populations. The Touro College Graduate School of Social Work inspires and prepares graduates for clinical social work practice in a variety of urban and multicultural environments and to advocate effectively for the most underserved in society.

### **Forging Ties with Israel and Revitalizing Jewish Life in Europe**

Touro College in Israel was established in 1986 to provide the English-speaking population in Israel with the opportunity to earn credits towards an academic degree while studying in Israel. In 1991, Touro College became the first American institution of higher education to establish a program of Jewish studies in Moscow. The Lander Institute Moscow, established to afford members of the Jewish community a greater awareness of their Jewish heritage, offers a well-rounded general education and preparation to serve organizations and schools. In 2003, Touro began offering an academic program through Touro College Berlin and later established on the Berlin campus the Lander Institute for Communication about the Holocaust and Tolerance.

## FACILITIES OF THE LANDER COLLEGES

### THE MIDTOWN MAIN CAMPUS

Touro University's central administrative offices are located at the Main Administrative Center in midtown Manhattan at 50 West 47<sup>th</sup> Street, New York, NY 10036. Offices of the President and Vice Presidents, University Affairs, the Provost, Finance, Human Resources, Communications, and Information Technology are located at the Main Administrative Center.

Beginning January 2023, the **Midtown Main Campus** – formerly located at 320 West 31<sup>st</sup> Street, New York, NY 10001 – was relocated to 3 Times Square, New York, NY 10036, encompassing many of Touro's schools, **the New York School of Career and Applied Studies**, the Manhattan branches of the School of Health Sciences' **Physician Assistant, Physical Therapy and Occupational Therapy** programs, the **Graduate Schools of Business, Education, Jewish Studies, Social Work, and Technology**, and the **Touro College of Pharmacy** are all housed at the Midtown Main Campus.

### 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 counselors provide a warm and welcoming atmosphere and offers students a full range of career services that helps them with career search, resume writing, and pursuing internships and full-time employment.

The Lander College for Women campus is located at 227 West 60<sup>th</sup> 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 625 W. 59<sup>th</sup> Street, around the corner from the campus building. The Student Residence Director and her husband live on campus and host many students at weekly Shabbos 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 from Touro and other respected academic and professional institutions 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 journals, newsletters 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 16<sup>th</sup> Street in the Midwood section of Brooklyn. A new adjoining campus facility at Avenue J and Ocean Avenue opened in the Fall of 2019. The Machon L'Parnasa Institute for Professional Studies is located in the Ocean Avenue campus.

Encompassing more than 90,000 square feet, the Lander College of Arts and Sciences in Flatbush 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 and towns in New Jersey. 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, academic service and student support offices, including the Office of the Registrar, the Advisement and Counseling Center, the Career 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 University.

## THE LANDER COLLEGE FOR MEN, KEW GARDENS HILLS

The **Lander College for Men** is located in a 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.

## 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 UNIVERSITY LIBRARIES

The Touro University Libraries aspire to be a primary partner in the intellectual pursuits of the college. The mission of the Libraries is to promote a collegial and academic atmosphere, in support of the University'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 University 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 University 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.tourolib.org](http://www.tourolib.org)).

The Library website is the gateway to the services and resources of the Touro University Libraries. Material can be found using the search box *QuickSearch* where all library resources can be searched together. The Library page includes: Catalog (Find books & ebooks), Databases (find articles), EJournals (journals by title), Lib Guides (research guides), and For Students (help with research). A section for Services includes Off-campus access forms, Request Material forms, library instruction, online workshops specific for faculty and students (which includes tutorials), information, and the alumni portal. 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 that is not at Touro can be 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 University 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 14 separate locations with a total of over 1,100 PCs and associated peripherals. The computers at each location are connected by a Local Area Network and supported by a centralized server. All computer labs are equipped with a current version of the MS Office suite, and provide Internet access through the Touro University 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, and DVD players. Ceiling-mounted projectors are also available at all 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. Four sites (the Flatbush Campus, the Lander College for Women, 1726 Kings Highway, and the Main campus at 3 Times Square) also have high-end Macintosh computers for student use.

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

- Main Campus/Annexes  
3 Times Square, 4th Floor  
New York, NY 10036
- 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
- Machon L’Parnasa, Flatbush Annex  
2002 Avenue J  
Brooklyn, NY 11210
- Kings Highway Center\*  
1726 Kings Highway  
Brooklyn, NY 11229
- Graduate School of Education – Brooklyn location  
946 Kings Highway  
Brooklyn, NY 11229
- Master’s Program in Speech-Language Pathology  
902 Quentin Road  
Brooklyn, NY 11223
- Borough Park  
1273 53rd Street  
Brooklyn, NY 11219

## **ADMISSIONS**

The Touro University 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 University 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 programs.

## **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. The application should be completed online
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-matriculいたes 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 after beginning study at Touro University if transfer credit is to be awarded, i.e., a student who commences his or her studies at Touro University in September 2023 should have had his or her previous transcripts sent to Touro University by March 1, 2023. 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 University, 1273 53<sup>rd</sup> 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 University 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 University 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 University 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 University, 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 University.

## International Students

Students from foreign countries are eligible for admission to Touro University 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 one of the following English proficiency examinations:

- Test of English as a Foreign Language (TOEFL) – minimum score of either 450 (paper-based), 133 (computer-based), or 45 (Internet-based)
- International English Language Testing System (IELTS) – minimum Band score of 5
- Pearson’s Test of English – Academic (PTE) – minimum score of 35

All international applicants must have an original transcript of their secondary and/or college record sent to the Office of Admissions of Touro University. 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 <https://www.naces.org/members.php>

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

Touro University: School for Lifelong Education  
**Office of Admissions**  
1273 53<sup>rd</sup> Street, 3<sup>rd</sup> Floor  
Brooklyn, New York 11219  
(718) 871-6187 ext. 30011, 30012

## PRIOR LEARNING

**(Also see "Transfer Students," p. 17 and p. 45 and "Off-Campus Credit While a Touro Student," p. 101)**

Touro University 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 University 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 University. 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 DANTES 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 University.

## PAYING FOR COLLEGE

Expenses associated with attending Touro University 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 University receives the award.

## TUITION AND FEES

2022-2023

<b>Fall and Spring - Per Semester</b>	
Tuition (12 to 18 credits)	\$7,215.00
Per-Credit Charge	\$605.00
Laboratory Fee (per course)	\$100.00
Administrative Fee (non-refundable) per semester	\$100.00
Late Registration Fee	\$50.00

<b>Summer Session</b>	
Tuition (6 to 8 credits)	\$2,935.00
Per-Credit Charge	\$505.00
Administrative Fee (non-refundable)	\$50.00
Laboratory Fee (per course)	\$100.00

<b>General Fees</b>	
Graduation Fee	\$200.00
Life Experience Fee	\$250.00
Challenge Exam Fee	\$100.00
Returned Check Fee	\$40.00
Transcript Fee	\$10.00 (Add \$30 for RUSH orders)
<b>Alumni Rate for Returning Baccalaureate Students</b>	
Tuition	50% of applicable rate above

**These are current charges for the 2022- 2023 academic year.**

*Tuition and fees are subject to change. The Board of Trustees of Touro University reserves the right to change the tuition and fee schedule without prior written notice.*

## TUITION REFUND SCHEDULE

### **POLICY FOR WITHDRAWING FROM ALL CLASSES**

Students who wish to officially withdraw from a program are required to complete a “Withdrawal from the Program” (WFP) form, obtain approval from their program advisor (department chair or dean), Financial Aid and Bursar and submit it to the Office of the Registrar for processing. The official date of withdrawal from the program is the date on which the completed withdrawal form is submitted and time-stamped at the Office of the Registrar.

Non-attendance, non-participation or notification to the instructor/program director does not constitute an official withdrawal

The Office of the Registrar is the only Designated Campus Official for all official withdrawals.

Official notification to the school occurs when a student notifies the Registrar of his or her intention to withdraw. Intent to withdraw means that the student indicates he or she has either ceased to attend the school and does not plan to resume academic attendance or believes at the time he or she provides notification that he or she will cease to attend the school. Notification is not considered provided until the Registrar receives the notification.

Students who wish to withdraw from all courses in a given semester without officially withdrawing from a program must complete an Add/Drop form (see “Adding a Course” and “Dropping a Course,” p. 95)

When withdrawing from ALL classes, the following tuition refund schedule will apply:

#### **SUMMER SEMESTER (UP TO 8 WEEKS IN LENGTH)**

- Before the first day of the semester .....100% of tuition credit
- During the add/drop period .....100% of tuition credit
- During the week following the add/drop period.....50% of tuition credit
- After the week following the add/drop period.....No refund

**For summer sessions running longer than 8 weeks, the tuition refund schedule will follow a regular Fall/Spring policy.**

#### **FALL & SPRING SEMESTERS**

When withdrawing from ALL courses:

- ....Before the first day of the semester.....100% of tuition
- ....During the add/drop period.....100% of tuition
- ....During the week following the add/drop period.....50% of tuition
- ....During the second week following the add/drop period....20% of tuition
- ....After the second week following the add/drop period.....No refund

The Administrative Fee is non-refundable for all semesters.

All other fees are refundable during the Add/Drop period only.

### **POLICY FOR WITHDRAWING FROM A PARTIAL LOAD**

Students are required to submit an add/drop form or other written notification (email from the official Touro email address will be acceptable) listing all of the courses that they wish to withdraw from to initiate the process.

The form must be approved by the appropriate program advisor (department chair, or dean). The add/drop form must be submitted to the Office of the Registrar by the deadline set by the student's school in order to be processed in the student information system. Students must refer to their school's academic calendar and/or college catalog for withdrawal dates and submission deadlines. The official date of withdrawal from the course(s) is the date on which a completed add/drop form is submitted and time-stamped at the Office of the Registrar.

Non-attendance, non-participation or notification to the instructor/program director does not constitute an official withdrawal.

For students who add and drop classes of an equivalent credit load, there are no financial implications, and no tuition adjustments are needed.

Students who drop courses placing them in a status below their original load will have their tuition adjusted per course dropped as follows:

**Summer Semester (up to 8 weeks in length) – when withdrawing from a Partial Load:**

- Before the first day of the semester.....100% of tuition credit for course(s) dropped
- During the add/drop period.....100% of tuition credit for course(s) dropped
- During the week following the add/drop period.....50% of tuition credit for course(s) dropped
- After that week.....No refund

**For summer sessions running longer than 8 weeks, the tuition refund schedule will follow a regular Fall/Spring policy.**

**Fall & Spring Semesters – when withdrawing from a Partial Load:**

- Before the first week of the semester.....100% of tuition credit per course(s) dropped
- During the add/drop period.....100% of tuition credit per course(s) dropped
- During the week following the add/drop period.....50% of tuition credit per course(s) dropped
- During the 2nd week following the add/drop period.....20% of tuition credit per course dropped
- After the second week following the add/drop period.....No refund

The Administrative Fee is non-refundable for all semesters.

All other fees are non-refundable during the Add/Drop period only.

Please note that students in receipt of Title IV funds are subject to Federal Return of Title IV policies when withdrawing from ALL classes. Please contact the Financial Aid Office for further information.

**THE BURSAR'S OFFICE**

The mission of the Bursar's Office is to obtain and process the data necessary to provide accurate bills and information to students. The Bursar's Office, as part of Student Services, is responsible for maintaining all students' tuition accounts and the University's receivables. This includes posting all tuition charges and fees, collecting, processing and inputting all payments, generating bills, issuing student refunds, and all collection activity. These functions are accomplished while servicing the needs of students within the framework of Touro's policies and legal guidelines.

The Office of the Bursar also guides students and keeps them on track regarding their educational financial obligations. Students may choose or be eligible to finance their education through a combination of Federal and state grants,

Federal loans, Touro scholarships, outside scholarships, private loans, or personal out-of-pocket payments. You may speak to your Financial Aid counselor about your eligibility.

Once your financial aid application is processed and you have met all Federal and state guidelines, funds awarded are later credited to your tuition account and will be reflected on your monthly statement. Any remaining balances due are dealt with by the Office of the Bursar.

The Office of the Bursar takes very seriously the privacy rights of students, including the protection of personal credit card and bank account information. We ask that all tuition payments be made directly by students online through the use of TouchNet accessed via TouroOne, the University's website for online student services. TouchNet is Touro's student account portal offering 24/7 service to view and manage account activity, make payments and enroll in payment plans. All major credit cards are accepted, as are E-Checks using your checking or savings account. Students financing a portion of their education through grants, loans, or scholarships must provide proof of such award at registration. Students without such documentation will be expected to pay the full tuition bill and will be refunded any excess once the award is received by the University.

The Office of the Bursar also issues refunds due to overpayment or as proceeds of student loans. Refunds are issued within 14 days of the credit balance. If payment was made by credit card, the account will be credited. If payment was made by check, a refund check will be mailed. (It is important, therefore, that students' addresses in the University's computer system be current.)

### **SECTION 103 PROVISIONS FOR VETERAN STUDENTS: PENDING PAYMENT COMPLIANCE FOR ELIGIBLE STUDENTS**

In accordance with Title 38 US Code 3679 subsection (e), Touro University adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 Bill<sup>®1</sup> (Ch. 33) or Veteran Readiness and Employment (Ch. 31) benefits, while payment to the University is pending from the VA, Touro University will not:

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

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

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

## **FINANCIAL AID: UNDERGRADUATE STUDENTS**

Touro University is committed to helping students afford the opportunity for a valuable education. In order for the University 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 <https://studentaid.gov/h/apply-for-aid/fafsa>. 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 University.

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<sup>1</sup> "GI Bill<sup>®</sup>" is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at [www.benefits.va.gov/gibill](http://www.benefits.va.gov/gibill).

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, Touro University has implemented the Touro Portal. 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 <https://touroone.touro.edu/>

As part of our Financial Aid Self-Service tool, our newly formed student services helpdesk aims to assist all students in Touro University with their student services questions. Visit <https://tcus.service-now.com/sp>.

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

<https://studentaid.gov/h/apply-for-aid/fafsa>

<https://studentaid.gov/>

<https://www.hesc.ny.gov/>

<https://www.csac.ca.gov/cal-grants>

<http://www.isac.org/students/>

## **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](https://studentaid.gov/) for Touro University is 010142. The FAFSA is available online at <https://studentaid.gov/>. For maximum consideration for all types of financial aid, students must file their FAFSA applications as soon as possible after October 1<sup>st</sup> of each year at <https://studentaid.gov/>.

### **Requirements for Federal Student Aid**

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

- Must be accepted into one of Touro University'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 possession or sale of illegal drugs for an offense that occurred while receiving federal financial aid (see Question 23 on the FAFSA for additional information).
- Must not be in default on a prior federal student, parent loan or grant overpayment.
- Must be a U.S. citizen or permanent resident or other eligible non-citizen.
- Must have a valid Social Security Number.
- With the exception of unsubsidized 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 University Office of Financial Aid. This usually includes copies of the appropriate year's IRS Tax Transcripts, a Verification Worksheet (supplied by Touro University) and other supporting documentation as required.

The Touro University 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, Touro University 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 University 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 University 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 University Office of Financial Aid has the right to adjust or change the determination of Independent student status when conflicting information exists.

Touro University 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 within your account in the Touro One Portal.



## **TOURO UNIVERSITY UNDERGRADUATE SCHOLARSHIPS, GRANTS & OTHER BENEFITS**

Through the generosity Touro University, 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 University.

### 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 may be awarded on the basis of financial need to some 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

Students are eligible to apply for this scholarship after completing a FAFSA application. Complete the application for a Deans Scholarship. Please see the Financial Aid Office.

### 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 University who wish to take advantage of the Employee Benefits Tuition Remission Policy should complete the tuition remission form on TouroOne.

## **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 <https://www.hesc.ny.gov/>. The deadline for filing is May 1.

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 <https://www.hesc.ny.gov/> 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 <https://www.hesc.ny.gov/>. The deadline for filing is May 1<sup>st</sup>.

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.

### **Military Enhanced Recognition Incentive and Tribute - MERIT Scholarship, also known as Military Service Recognition Scholarship (MSRS)**

Provides financial aid to children, spouses and financial dependents of members of the armed forces of the United States or of a state organized militia who, at any time on or after Aug. 2, 1990, while a New York State resident, died or became severely and permanently disabled while engaged in hostilities or training for hostilities for study in New York State.

### **Flight 3407 Memorial Scholarship**

Provides financial aid to children, spouses and financial dependents of individuals killed as a direct result of the crash of Continental Airlines Flight 3407 on February 12, 2009.

### **American Airlines Flight 587 Memorial Scholarship**

For the families and financial dependents of victims of the crash of American Airlines Flight 587 on November 12, 2001.

### **NYS Scholarships for Academic Excellence**

NYS Scholarships for Academic Excellence provide up to \$1,500 per year for up to five years of undergraduate study in New York State.

#### **Eligibility**

Students must:

- Have graduated from a New York State high school
- Study full time and be matriculated in an approved undergraduate program of study in a New York State post-secondary institution
- Be in good academic standing
- Not be in default on any State or federal student loan or on any repayment of state awards

- Be U.S. citizens or qualifying noncitizens
- Be New York State residents

#### Award Amount

This program provides scholarship assistance to outstanding New York State high school graduates. Each year, 8,000 scholarships are awarded - up to 2,000 scholarships of \$1,500 and 6,000 scholarships of \$500 to top scholars from registered New York State high schools. Awards are based on student grades in certain Regents exams. Recipients can also receive other non-loan student aid, but the total cannot exceed the cost of attendance.

#### Duration

The scholarship must be used within seven years commencing with the first academic year for which the scholarship was awarded. During this period, students are entitled to payment for up to four years of full-time study, or five years if enrolled in a Bachelor's degree program approved as a program normally requiring five years of study.

#### How to Apply

To apply, see your high school guidance counsellor.

#### Award Calculation

Each year, up to 2,000 scholarships of \$1,500 are awarded to the top graduating scholar for each registered high school in New York State. Any remaining \$1,500 scholarships and additional 6,000 scholarships of \$500 per year are awarded to other outstanding high school graduates. These are based on the ratio of total students graduating from each high school in New York State as compared to the total number of students who graduated during the prior school year. Awards cannot exceed cost of attendance.

#### Notification Procedure

The State Education Department will notify the students who have been nominated by their high schools to receive the scholarship. HESC also receives notification from the State Education Department. To receive payment of the scholarship, the student must submit an application for payment to HESC by June 30 of each year for which assistance is sought. Application for payment is made by filing the Free Application for Federal Student Aid (FAFSA) and the TAP on the Web application.

#### Revocation

The scholarship will be revoked if the student begins study at an out-of-state institution. A student who is ineligible to receive payment of the scholarship during the first academic year of eligibility due to enrolment at an out-of-state institution loses all future eligibility for the award. The scholarship cannot be reinstated even if the student subsequently enrolls in a program of study at a New York State institution.

### **NYS Achievement and Investment in Merit Scholarship (NY-AIMS)**

The NYS Achievement and Investment in Merit Scholarship (NY-AIMS) provides merit-based scholarships to NYS high school graduates who achieved academic excellence as a high school student, and enroll or plan to enroll in a public or private NYS college immediately after high school.

#### Eligibility

An applicant must:

- be a legal resident of NYS and have resided in NYS for 12 continuous months;
- be a U.S. citizen or eligible non-citizen;
- graduate from a NYS high school in the class of 2016;
- enroll full time as a first-time student in an eligible NYS college for the fall 2016 term; and
- have achieved at least two of the following during high school:
  - have graduated with a grade point average (GPA) of 3.3 or above;
  - have graduated "with honors" on a New York State Regents diploma or received a score of 3 or higher on two or more Advanced Placement (or AP) examinations;
  - have graduated within the top 15% of his or her high school class.

### Award Amounts

HESC determines the annual award amount for recipients.

The number of awards to be made under this Program is subject to available funding.

Note: Any award payment received may have tax implications. Any questions regarding this should be directed to a tax professional, the Internal Revenue Service, or the NYS Department of Taxation and Finance.

### Duration

An award recipient is entitled to an annual award for not more than four years of undergraduate study, or five years if the program of study normally requires five years.

### How to Apply

The application deadline for the New York State Achievement and Investment in Merit Scholarship (NY-AIMS) is published on the HESC website (<https://www.hesc.ny.gov/>).

### Recipient Selections

Recipients will be selected and prioritized based on the unmet need as reflected on the financial aid award letter of the colleges they attend. Unmet need is defined as the cost of attendance less federal and state aid awarded, institutional aid, and the federal expected family contribution. Awards will be granted to those with the greatest unmet need, in descending order. In the event of a tie, recipients will be selected using a lottery method.

Except in the event of a school closing, a recipient is ineligible to receive award payments if he or she (a) fails to attend the college used to establish his or her eligibility or (b) transfers from the college used to establish his or her eligibility before earning a degree. However, a recipient who has earned an Associate's degree and who enrolls immediately in a four or five-year undergraduate program will continue to receive his/her award.

### Payment

A recipient is not required to submit another NYS Achievement and Investment in Merit Scholarship (NY-AIMS) Web Application once awarded this scholarship, but must complete the [Free Application for Federal Student Aid \(FAFSA\)](#) and the [Payment of State Grants, Scholarships and Awards Application](#) each year to receive payment.

Awards will be disbursed directly to the college and may be used to support the recipient's expenses while in college.

Please contact the Scholarship Unit at [scholarships@hesc.ny.gov](mailto:scholarships@hesc.ny.gov) or 1-888-697-4372 with any questions regarding this program.

### **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 <https://www.nationalservice.gov/>.

## **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 its equivalent. Students are required to file the Free Application for Federal Student Aid (FAFSA) at <https://studentaid.gov/> and will receive the results of their FAFSA directly from the Federal Processing Center. Shortly thereafter, the Touro University 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 University 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 University. Students must also not be in default on any student loan or owe a repayment of federal 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 regulations that reduce the duration of a student's lifetime eligibility to receive a Federal Pell Grant 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 at <https://studentaid.gov/> 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 University degree program rules.

### **Federal Work-Study (FWS) Program**

Touro University participates in the federally sponsored Federal Work-Study (FWS) Program. Students should complete the Free Application for Federal Student Aid (FAFSA) at <https://studentaid.gov/> and indicate a desire to participate in the Federal Work Study Program on the FAFSA application. The Office of Financial Aid will determine the 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 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 FWS 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 FWS 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 University. 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 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>
<b>a student must have accrued at least this many credits</b>	0	6	15	27	39	51
with at least this grade point average	0	1.3	1.5	1.8	2.0	2.0

<b>Calendar: Semester</b>										
<b>Program: Baccalaureate Program (2010 Standards): applies to non-remedial students first receiving aid in 2010/11 and thereafter</b>										
Before being certified for this payment	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th*</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th**</sup>	10 <sup>th**</sup>
<b>a student must have accrued at least this many credits</b>	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

<b>Calendar Semester:</b>						
<b>Program: Associate's Degree &amp; 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</b>						
Before being certified for this payment	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>
<b>a student must have accrued at least this many credits</b>	0	3	9	18	30	45
with at least this grade point average	0	0.5	0.75	1.3	2.0	2.0

<b>Calendar: Semester</b>										
<b>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</b>										
Before being certified for this payment	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th*</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th**</sup>	10 <sup>th**</sup>
<b>a student must have accrued at least this many credits</b>	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

<b>Calendar: Semester</b>									
<b>Program: Graduate Divisions other than the Law Center (eligible only for NYS Scholarship)</b>									
Before being certified for this payment	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th*</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	
<b>a student must have accrued at least this many credits</b>	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 University office of financial aid as soon as requested.**

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## **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.

## **ADA PART-TIME TAP**

Education law section 661(4)(g) provides that, for students who are disabled as defined by the Americans with Disabilities Act of 1990, "the full-time attendance requirement is eliminated. such disabled students may be in part-time attendance, as defined by the commissioner in order to be eligible to receive payments..."

According to section 145-2.1(a)(4) of the regulations of the commissioner of education, for a student with a disability, "part-time study or attendance shall mean enrollment... for at least three but less than 12 semester hours per semester or the equivalent, or at least two but less than eight semester hours per quarter."

ADA Part-Time TAP recipients must meet all tap eligibility requirements. prior to the 2015-16 academic year, good academic standing was determined using the same satisfactory academic progress standard used for Aid for Part-Time Study—that was, for each ADA Part-Time TAP award, a recipient had two semesters to meet the progress standard.

Beginning with the 2015-16 academic year, a new paragraph e was added to subdivision 6 of section 665 of the education law to establish standards of academic progress for students with disabilities who are TAP eligible and attending college part-time in accordance with commissioner's regulations. it also provides that, upon each certification, payment eligibility shall be determined and measured proportionally in equivalence with full-time study for students who are disabled as defined by the Americans with Disabilities Act.

That is, institutions will use the number of payment points a student has received to evaluate good academic standing. to clarify, an ADA student attending part-time will have two or more terms before they need to be evaluated at the next level of the sap chart. note: because an ADA student receives partial payments, round the points down to the nearest number of full payments to evaluate good academic standing.

Example: At a semester-based school, Student A has previously received the equivalent of 3 TAP payments (18 payment points). Student A will not have to be evaluated until he/she has taken the equivalent of 12 credits and accrued 6 additional TAP points.



Beginning # of points			18	
Fall 2015-16	3	1.5	19.5	No evaluation needed
Spring 2015-16	3	1.5	21	No evaluation needed
Fall 2016-17	9	4.5	25.5	Must evaluate: Student A is evaluated because he/she took 15 credits and accrued 7.5 payment points over three semesters. Student A now has 25.5 (18 +7.5) accrued points (points are rounded down to the nearest number of full payments).
Spring 2016-17	9	4.5	30	Must evaluate: Student A is evaluated because he/she has 30 (25.5 + 4.5) accrued points.

\*Program Pursuit remains unchanged.

Standard of Satisfactory Academic Progress for the Purpose of Determining Eligibility for State Student Aid Effective for 2015-16, students who are disabled as defined by the Americans with Disability Act of 1990, first receiving aid in 2010-11 and thereafter, must meet the new standards of Satisfactory Academic Progress (SAP).

Program: Baccalaureate Program Calendar: Semester 2015-16 and thereafter (ADA Part-time students)										
Before being certified for this payment	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
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	1.5	1.8	1.8	2.0	2.0	2.0	2.0	2.0	2.0

Program: Associate's Program Calendar: Semester 2015-16 and thereafter (ADA Part-time students)								
Before being certified for this payment	1st	2nd	3rd	4th	5th	6th	7th	8th
a student must have accrued at least this many credits	0	3	9	18	30	42	51	60
with at least this grade point average	0	1.3	1.5	1.8	2.0	2.0	2.0	2.0

Students with a part-time course load that includes noncredit remedial courses must carry at least three semester hours of credit-bearing work, pursuant to section 145-2.1(a)(1) of the Commissioner's Regulations: "effective for academic terms beginning on or after July 1, 1984, a student carrying a part-time program that includes noncredit remedial courses shall carry at least three semester hours a semester." That means, for example, that a student taking the minimum three semester hours must enroll only in credit-bearing courses.

Prior to 2011, awards used one-half of a tap payment of eligibility.

Effective with the 2011-12 academic year, HESC calculates tap awards as a percentage of the award the ADA student would be eligible to receive if the student were enrolled full-time, similar to the current part-time tap award calculation formula. Consistent with such formula, this percentage is obtained by dividing the number of credits the student is enrolled in, as certified by the school, by the number of credits required for full-time study in the semester, trimester or term. The full-time tuition on the roster must be changed to reflect the student's actual tuition liability. The tap points used will also be based on this percentage (see the charts below for information on award percentages and points accrual based on credits being taken).

Certifications for ADA students will only be accepted via HESC's web site. The HESC web screens for "student record maintenance," "view/submit pending certification," and "view/correct student certification" will be modified to indicate the student meets the Americans with Disabilities Act of 1990 guidelines, and to allow the reporting of credits being taken in the enrollment status drop down list.

Consistent with part-time tap, any semester, quarter or term of attendance during which a student receives an ADA TAP award shall be counted as the enrollment factor percent of a semester, quarter or term toward the maximum term of eligibility for tap awards. The total period of study for which payment may be made shall not exceed the equivalent of the maximum period authorized for that award.

The report of students certified as part-time for a non-summer term (HE8278), which is currently sent to the school, will no longer be produced.

Part-time credits—semester schools

ADA payment will be made for students taking 3-11 credits as shown below:

Points accrual for part-time ADA payments - semester schools		
Credits	Percent of Full Award	Points Accrued
3	25.00%	1.5
4	33.34%	2
5	41.67%	2.5
6	50.00%	3
7	58.34%	3.5
8	66.67%	4
9	75.00%	4.5
10	83.34%	5
11	91.67%	5.5

Note: ADA Recipients who meet all other certification requirements, but are taking only two credits in a term at a trimester-based school, will require special processing. Contact HESC at (888) 697-4372 option 2 or email [scholarships@hesc.ny.gov](mailto:scholarships@hesc.ny.gov) for instructions regarding the certification of these students.

### Other State Aid Programs

#### Enhanced Tuition Award (ETA)

The ETA program provides tuition awards to students who are New York state residents attending a participating private college located in New York state. Recipients will receive \$6,000 through a combination of their TAP award, ETA award and a match from their private college.

For information about application procedures and eligibility guidelines please visit <https://www.hesc.ny.gov/pay-for-college/financial-aid/types-of-financial-aid/nys-grants-scholarships-awards/enhanced-tuition-awards.html>

#### NYS STEM incentive program

The stem program provides tuition awards to students who are New York state residents attending a public or private degree-granting college or university located in New York state. Recipients must be in the top 10 percent of students of their high school graduating class, pursue an approved, two or four-year stem degree program and agree to live in NYS and work in a STEM field in NYS for five years after graduation.

For information about application procedures and eligibility guidelines please visit <https://www.hesc.ny.gov/pay-for-college/financial-aid/types-of-financial-aid/nys-grants-scholarships-awards/nys-science-technology-engineering-and-mathematics-stem-incentive-program.html>

#### 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 non-citizens.
- 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:

- 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
- 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.
- 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, ensure 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 <http://www.access.nysed.gov/vr>.

## **LOANS: UNDERGRADUATE STUDENTS**

### **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 through July 1, 2014, the federal government has eliminated the grace period interest subsidy on Federal Direct Subsidized Stafford loans (the period immediately following graduation, withdrawal or less than half-time attendance and prior to the repayment start date). The federal government will continue to pay interest that accrues on the Direct Subsidized Stafford Loan during "in-school" and other eligible deferment periods. The federal government does not pay interest on Direct

Unsubsidized Stafford Loans at 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
<b>Total Stafford</b>	<b>\$5,500</b>	<b>\$6,500</b>	<b>\$7,500</b>	<b>\$7,500</b>	<b>\$31,000</b>

**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
<b>Total Stafford</b>	<b>\$9,500</b>	<b>\$10,500</b>	<b>\$12,500</b>	<b>\$12,500</b>	<b>\$57,500</b>

**Graduate**

	<b>Graduate Limit</b>	<b>Aggregate Limit</b>
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 Limits	Interest Rates
<b>Perkins</b>	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 University's Office of Financial Aid and at <https://studentaid.gov/understand-aid/types>

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.

Interest Rates for Direct Loans First Disbursed on or After July 1, 2021, and Before July1, 2022

	Interest Rate
Undergraduate Subsidized Stafford	3.73%
Undergraduate Unsubsidized Stafford	3.73%
Graduate Unsubsidized Stafford	5.28%
Parent PLUS	6.28%
Graduate PLUS	6.28%

The chart below shows the loan fees for Direct Subsidized Loans, Direct Unsubsidized Loans, and Direct PLUS Loans first disbursed on or after Oct .1, 2019.

Loan Fees for Direct Subsidized Loans and Direct Unsubsidized Loans

First Disbursement Date	
Loan Fee On or after 10/1/20 and before 10/1/22	1.057%
On or after 10/1/19 and before 10/1/20	1.059%

Loan Fees for Direct PLUS Loans

First Disbursement Date	
Loan Fee On or after 10/1/20 and before 10/1/22	4.228%
On or after 10/1/19 and before 10/1/20	4.236%

Loans first disbursed prior to Oct. 1, 2019, have different loan fees.

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

Information about the William D. Ford Federal Direct Loan Program can be found at <https://studentaid.gov/understand-aid/types/loans> or by contacting the Touro University 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 <https://studentaid.gov/understand-aid/types/loans>. 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 University 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 University 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 University 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), <https://www.va.gov/>
- GI Bill<sup>®</sup>, [Education and Training Home \(va.gov\)](https://www.va.gov/education)
- Office of Financial Aid at Touro University

### **Yellow Ribbon GI Education Enhancement Program**

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

Students must be eligible for the Post-9/11 GI Bill<sup>®</sup> 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](https://www.gibill.va.gov).

Eligible students fit the criteria as follows:

- Served an aggregate period of active duty after Sept. 10, 2001 of at least 36 months.
- Were honorably discharged from active duty for a service-related disability and served 30 continuous days after Sept. 10, 2001.
- Are dependents eligible for Transfer of Entitlement under the Post-9/11 GI Bill<sup>®</sup> 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](http://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 University's records. The Certificate of Eligibility does not guarantee Yellow Ribbon funding as the availability of annual funds for Touro University'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 University'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 [Education and Training Home \(va.gov\)](#).

## **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 University during a payment period in which he/she began attendance, the University 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 University must take to ensure compliance with federal regulations.

### **Policy**

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

## **Withdrawal Date**

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

### **Official Notification Provided**

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

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

### **Date of Institution's Determination of Student Withdrawal**

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

### **Date of Official Notification Provided**

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

### **Date of Official Notification Not Provided**

This is the date that Touro University learns the student has ceased attendance. Touro University 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 University, the University must determine the withdrawal date no later than 30 days after the end of the earliest:

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

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

### **Calculation of Earned Title IV Assistance**

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

### **Post-Withdrawal Disbursements**

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

Upon receipt of a timely response from the student or parent, Touro University 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 University will not disburse any of the funds. Touro University 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 University decides not to make this post-withdrawal disbursement, it will inform the student (or parent) in writing. In the case of a post-withdrawal disbursement, grant funds will be disbursed prior to loan funds.

### **Refund of Unearned Funds to Title IV**

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

#### **Refunds by the University**

In the event that Touro University 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 University will notify the student within 45 days of the date of determination of his/her withdrawal. The student will be advised concerning making arrangements for repayment.

### **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 University 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 University also reserves the right to evaluate a high school diploma presented by a student. Touro University 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 University 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. The modalities of instruction include 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, 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.

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 times (for 3 credits) or eight times (for 4 credits) 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 credits in traditional classes and 12 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 (excluding collaboratives) for the Associate's degree. A minimum of 24 credits must be completed at Touro.

For the baccalaureate degree, a minimum of 48 credits in collaboratives and traditional classes is required. Transfer students who have completed at least 45 semester hours of instruction are required to complete only six semester hours of traditional classwork (excluding 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.

# 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 University'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.

## DEGREE REQUIREMENTS

### 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 University 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)

LISN 100	Academic Development and Planning I	2 credits*
LGLN 110	Introduction to College Writing (based on placement exam)	4 credits
LGLN 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 University 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 University, as well as results on such examinations as the University 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 (LGLN 121) or College Writing II (LGLN 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 University 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)**

LISN 100	Academic Development and Planning I	2 credits*
LISN 101	Academic Development and Planning II	2 credits
LGLN 110	Introduction to College Writing (based on placement exam)	4 credits
LGLN 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 University 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 University 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 University, as well as results on such examinations as the University 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 (LGLN 121) or College Writing II (LGLN 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 University 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)**

LISN 100	Academic Development and Planning I	2 credits*
LISN 101	Academic Development and Planning II	2 credits
LGLN 110	Introduction to College Writing (based on placement exam)	4 credits
LGLN 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 University 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 University 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 University, as well as results on such examinations as the University 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 (LGLN 121) or College Writing II (LGLN 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 University 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)

LISN 100	Academic Development and Planning I	2 credits*
LISN 101	Academic Development and Planning II	2 credits
LGLN 110	Introduction to College Writing (based on placement exam)	4 credits
LGLN 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		

### 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)
- LJSN 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 University 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 University 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 University, as well as results on such examinations as the University 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 (LGLN121) or College Writing II (LGLN122) 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 University main campus or a branch campus to be awarded a degree. A minimum of 45 credits must be completed at Touro University. 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)**

LISN 100	Academic Development and Planning (ADP) I	2 credits*
LISN 101	Academic Development and Planning (ADP) II	2 credits
LGLN 110	Introduction to College Writing (based on placement exam)	4 credits
LGLN 121	College Writing I	4 credits**
LGLN 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 University 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 University 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.
- 13-24 credits in General Electives; any LHUN or LPSN courses may be taken to satisfy elective requirements.

**Human Services Base (41-43 credits)**

LOCN 215 ..... Interpersonal Communications ..... 3  
LHUN 140 ..... Survey of Mental Health & Developmental Disabilities..... 4  
LHUN 141 ..... Introduction to Human Services ..... 4  
LHUN 240 ..... Theories of Counseling ..... 3  
LHUN 326 ..... Casework Management I ..... 3  
LPHN 240 ..... Values & Ethics in Human Services ..... 3  
LHUN 441 ..... Human Services Field Project I ..... 4  
LHUN 442 ..... Human Services Field Project II ..... 4  
LISN 103 ..... Computer-Assisted Research Strategies ..... 1  
LPSN 101 ..... Introduction to Psychology ..... 3

**OR**

LPSN 110 ..... General Survey of Psychology..... 4  
LSON 121 ..... General Survey of Sociology/Anthropology..... 4

**OR**

LSON 103 ..... Introduction to Sociology ..... 3

**Two of the following:**

LHUN 244 ..... Problems of the Disabled ..... 3  
LPSN 201 ..... Developmental Psychology ..... 3  
LPSN 224 ..... Psychology of the Family ..... 3  
LSON 110 ..... Introduction to Social Work..... 3

**Concentration Requirements (21 Credits)**

**ADDICTION SERVICES**

**Required (3 credits each):**

LHUN 217 ...HIV and Drug Addiction  
LHUN 331 ...Case Management II in Addiction Services  
LPSN 325 ....Drugs and Behavior  
LSON 217....Sociological & Cultural Comparatives on Addictive Substances

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

LHUN 243 ...Group Work Techniques  
LHUN 246 ...Counseling Addictive Behaviors  
LPSN 420 ....Eating Disorders  
LSON 335....Selective Topics in Social Deviance  
LSON 350....Compulsivity: Abusive Relationships and Addictions

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

**ADULT AND FAMILY SERVICES**

**Required (3 credits each):**

EDUN 209...Foundations of Parenting  
LHUN 245 ...Theories and Techniques of Family Counseling  
LHUN 328...Case Management II in Adult & Family Services  
LSON 350....Compulsivity: Abusive Relationships and Addictions

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

LHUN 243 ...Group Work Techniques  
LHUN 246 ...Counseling Addictive Behaviors  
LHUN 260 ...The Family in the Urban Setting  
LSON 318....Marriage and the Family

## **CHILD AND YOUTH SERVICES**

### **Required (3 credits each):**

LHUN 261 ...Child Care & Advocacy  
LHUN 330...Case Management II in Child & Youth Services  
LPSN 204 ....Child Psychology  
LPSN 216 ....Adolescent Development

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

EDUN 209...Foundations of Parenting  
LHUN 243...Group Work Techniques  
LHUN 246...Counseling Addictive Behavior  
LHUN 322...Counseling Children & Adolescents  
LSON 230....Youth in Urban Communities

## **GERONTOLOGICAL SERVICES**

### **Required (3 credits each):**

LHUN 257 ...Public Policy & Services for Older Adults  
LHUN 329...Case Management II in Gerontology  
LPSN 225 ....Psychology of Aging  
LSON 233....Sociology of Aging

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

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

## **HUMAN SERVICES ADMINISTRATION**

### **Required (3 credits each):**

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

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

LHUN 253...Social Agency Administration  
LHUN 342...Networking & Professional Relationships  
LHUN 351 ...Program 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 12 graduate credits (totaling 4 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 University, as well as results on such examinations as the University chooses to administer to determine admissibility.

Students admitted to an Associate's degree program will be expected to have earned a grade of C or higher in the College Writing I (LGLN 121) or College Writing II (LGLN 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 University main campus or a branch campus to be awarded a degree. A minimum of 45 credits must be completed at Touro University. 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.

### Core Requirements

LISN 100 .....	Academic Development and Planning (ADP) I .....	2*
LISN 101 .....	Academic Development and Planning (ADP) II.....	2
LGLN 110 .....	Introduction to College Writing (based on placement exam) ....	4
LGLN 121 .....	College Writing I .....	4**
LGLN 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 University 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 University 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 PSYN and LPSN 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, p. 60.*) 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)**

LPSN 101	..... Introduction to Psychology .....	3
LMAN 261	..... Statistics .....	3
LPSN 201	..... Developmental Psychology .....	3
LPSN 301	..... Experimental Psychology .....	3
LPSN 301.6	..... Experimental Psychology Lab .....	1
LPSN 335	..... Abnormal Psychology .....	3
LPSN 351	..... Biological Psychology .....	3
LPSN 493	..... Advanced Topics in Psychology.....	3

**Four electives (12 credits) from the following**

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

- LPSN/PSYN 492 Honors Seminar (3 credits)
- LPSN/PSYN 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 LPSN 312 Cognition and LPSN 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 LPSN 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 University. 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.

## THE ARTS

**Atara Grenadir, Chair**

### **Mission / Purpose**

The Art Department implements a course of study in the visual and performing arts that supports, integrates, and contributes to the mission of Touro University. The program 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. The art program provides courses that teach creativity, problem-solving skills, empathy and other skills needed in today's fast-changing world.

Studio art courses teach hands-on techniques in a variety of media: drawing, painting and ink illustration. In art history, students acquire the knowledge of art in its historical context to appreciate the diverse aesthetic contributions of various cultures. Courses in art therapy offer experientials through which students gain insight into the symbolic meaning of the art elements used in an artwork and explore their own visual language.

### **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.**

**LCAN 101 Art of Western Civilization**

Comparative survey of the style, structures and functions of Western art, including painting, sculpture, architecture and music. The life and artistic styles of influential artists are studied and the principles of organization of form are applied to analyze the artworks. *3 credits.*

**LCAN 167 Creative Arts and the Jewish Experience**

Students will research, design and execute a 3D project that reflects the Jewish heritage and culture. Field trips to museums will be available. *3 credits.*

**LCAN 224 Drawing and Painting I**

A studio course using graphite, pastels and watercolor to develop skill in application of the basic concepts of visual art - line, shape, value, texture, space and composition. *3 credits.*

**LCAN 225 Drawing and Painting II**

This studio course is a continuation of Drawing and Painting I, emphasizing perspective, figure drawing, fashion illustration and watercolor. *3 credits.*

**LCAN 296 Directed Study: Intro to Art Therapy I**

This course emphasizes the integration of art and psychology through theory and practicum. It presents the theory and practice of psychodynamic approaches to art therapy, including case studies, art experientials and articles from current issues of the AATA journal. There will be an opportunity for field trips to museums and art therapy exhibits. *3 credits.*

**LCAN 297 Directed Study: Intro to Art Therapy II**

This course is a continuation of Art Therapy I and covers the theory and practice of the humanistic, Gestalt, behavioral and developmental approaches to art therapy. Art experientials are included in each session, relating to the readings and case studies. Case studies and the visual imagery of diverse populations will be presented through selected articles from current issues of the AATA journal. *3 credits.*

**LCAN 298 Art Therapy III with Children**

This course will teach the student how to identify symbolic language in children's drawings. Developmental stages of children's art will be emphasized. Art experientials will be included. Prerequisites: LCAN 296 and 297. *3 credits.*

**LCAN 299 Art Therapy IV 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: LCA 296, LCAN 297 and LCAN 298. *3 credits.*

**LCAN 386 Selected Studies in Painting I**

A beginning course in acrylic painting on canvas. Students will create color charts based upon the split complementary system and learn painting applications. Students will learn how to critique an artwork using the elements of art. There will be opportunities to visit major art galleries or museums. Prerequisite: LCAN 224 and LCAN 225. *3 credits.*

**LCAN 400 Advanced Studies in Art: Painting Studio II**

A studio course in techniques and styles of contemporary artists. Students will build and stretch their own canvas and learn techniques of acrylic and mixed media. The styles of significant abstractionists and color-field painters will be presented through PowerPoint presentations of their life and artwork. Prerequisite: LCAN 386. *3 credits.*

**LCAN 402 Advanced Studies in Art – Women in Art**

A studio course based upon the styles and content of historically significant female artists and their role in the art movements of their time period. The students will create drawings and paintings influenced by those styles. Prerequisite: LCAN 224. *3 credits.*

**LCAN 403 Advanced Studies in Art – from Pissarro to Picasso**

Course in acrylic painting exploring materials and techniques that pertain to the 20th Century movements of Impressionism, Cubism, Surrealism and Abstraction. Prerequisite: LCAN 386. *3 credits.*

## **BUSINESS AND ECONOMICS**

**Meyer Peikes, Interim Chair**  
**Avraham Gorin, Deputy Chair, School for Lifelong Education**

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.

### **Mission/Purpose**

The Business and Economics Department assists students in acquiring knowledge of business policies, problems, and procedures which will enable them to assume responsible positions in private, governmental, and not-for-profit sectors. The department helps prepare students for careers in accounting, finance, management, marketing, and office management through concentrations in these fields.

The department supports and complements the mission of the University by providing state-of-the-art instruction in the business disciplines that enable students to function effectively in the business world. Students will also be prepared for various graduate and professional programs, career pursuits, and active citizenship.

The courses offered in this academic division enable students to complete Business Management and Administration majors with concentrations in accounting, finance, management, and marketing.

### **Goals**

**Goal 1: To prepare students for careers in private industry and government.**

**Goal 2: To develop students' facility in critical thinking and problem solving.**

**Goal 3: To enhance students' written and oral communication skills, computer, information, quantitative, and technical skills.**

**Goal 4: To develop student understanding, appreciation of, and sensitivity to ethical issues relating to business.**

**Goal 5: To develop students' interpersonal skills with a strong sense of teamwork, leadership and individual responsibility.**

**Goal 6: To develop students' understanding of the American business enterprise in a competitive global economy.**

**Goal 7: To develop students' capacity for independent study and research.**

### **GOALS OF THE RELATED FIELDS**

#### **ACCOUNTING**

**Goal 1: To provide students with theoretical and applied expertise in the multiple areas of accounting.**

**Goal 2: To provide practical experience to students of careers in managerial accounting through exposure to seasoned professional instructors and hands-on internships.**

**Goal 3: To prepare students for graduate study in accounting and allied fields such as Law and Business Administration.**

## **FINANCE**

**Goal 1: To provide theoretical and applied expertise in the diverse areas of Finance, Securities and Investments.**

**Goal 2: To prepare students for graduate study in Finance and allied fields such as Law and Business Administration.**

## **MANAGEMENT**

**Goal: To develop students' understanding of the principles of management.**

## **MARKETING**

**Goal: To develop students' understanding of the principles of marketing.**

## **ECONOMICS**

### **Mission/Purpose**

Courses in Economics assist in developing students' abilities to solve problems and interpret data using analytical and quantitative thinking while also fostering students' abilities to access and evaluate information objectively and effectively. Through both traditional classroom and independent study course offerings, students' appreciation of scholarship is fostered and their research skills in economics are enhanced. Economics courses support and complement the mission of the University by providing opportunities for students to further their professional and pre-professional career interests in the fields of business, economics, finance, and other related areas. Students will also be prepared for certain graduate and professional programs, career pursuits, and active citizenship.

### **Goals**

**Goal 1: To understand current economic events and ideas and be able to use statistical analysis to evaluate everyday problems.**

**Goal 2: To understand how to locate, read, interpret and evaluate existing economic data and related statistical information.**

**Goal 3: To communicate effectively in written, spoken, and graphical forms about specific economic issues.**

**Goal 4: To develop a sense of social responsibility and business ethics and consider the far-reaching impact of economic decision-making.**

**Goal 5: To develop interpersonal skills with a strong sense of teamwork, leadership and individual responsibility.**

**Goal 6: To develop critical thinking, problem-solving and decision-making skills.**

**Goal 7: To develop the capacity for independent study and research.**

**NOTE: Certain specialized courses may not be offered by SLE, but are available through Touro's Lander Colleges. Students should consult their advisors regarding such courses.**

**LBAN 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.*

**LBAN 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: LBAN 102. *3 credits each.*

**LBAN 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: LBAN 102. Corequisite: LBAN 201. *3 credits.*

**LBAN 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: LBAN 102. Corequisite: LBAN 201 or 202. *3 credits.*

**LBEN 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.*

**LBEN 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: LBEN 101 and 102. *3 credits.*

**LBEN 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: LBEN 101 and 102. *3 credits.*

**LBEN 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: LBEN 101 and 102. *3 credits*

**LBEN 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: LBEN 101 and 102. *3 credits*

**LBEN 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: LBEN 101 and 102. *3 credits.*

**LBEN 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 each.*

**LBEN 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.*

**LBEN 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: LBEN 101 and 102 and LBFN 101. *3 credits.*

**LBFN 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: LBEN 101 or 102. *3 credits.*

**LBFN 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: LBFN 101. *3 credits.*

**LBFN 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: LBFN 101. *3 credits.*

**LBFN 380-389 Selected Studies in Finance**

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

**LBKN 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.*

**LBMN 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.*

**LBMN 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.*

**LBMN 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: LBMN 213. *3 credits.*



**LBMN 224 Human Resource Management**

Management and development of personnel, recruitment, selection, and training of employees. Management techniques and productivity factors including fringe benefits, profit-sharing, employee-management labor relations; current theories of human resources. Prerequisite: EBMN 101. 3 credits. **Credit will not be given for both LBMN 224 and either LBMN 229 or EBMN229.**

**LBMN 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: LBMN 101. *3 credits.*

**LBMN 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 each.*

**LBMN 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 each.*

**LBMN 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: LBEN 101 or 102 and LBMN 101. *3 credits.*

**LBMN 441 Case Study in Small Business Management**

Corequisite: LBMN 440. *1 credit.*

**LONG-TERM CARE****LBLN 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.*

**LBMN 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: LBMN 101 or appropriate business experience. *3 credits. Credit will not be given for both LBMN 224 and either LBMN 229 or EBMN 229.*

**LBMN 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: LPLN 101 or LBMN 213 or appropriate experience. *3 credits.*

**LBMN 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: LBAN 101 and LBAN 102. *3 credits.*

### **LBMN 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: LBMN 101 or appropriate business experience. *3 credits.*

## **COMMUNICATIONS AND SPEECH**

**Esther Hurley, 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.**

### **LOCN 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.*

### **LOCN 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.*

### **LOCN 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.*

### **LOCN 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 each.*

### **LOCN 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 each.*

## EDUCATION

Arthur Brezak, Chair of Undergraduate Studies in General Education and Special Education  
Shoshana Grun, Deputy Chair, School for Lifelong Education

### Mission / Purpose

In SLE, concentrations in the B.S. program in Interdisciplinary Liberal Arts and Sciences can include Education with courses drawn from Touro's Undergraduate Education B.S. program. Understanding New York State Learning Standards regulations and professional strategies are an integral part of all courses. 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. Students are prepared to enter the graduate school of education to complete their training and licensing.

- Goal 1: Students will demonstrate effective instructional strategies in role-playing classroom scenarios.**
- Goal 2: Students will demonstrate techniques 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

#### **EDUN 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.*

#### **EDSN 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.*

#### **SEDN 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.*

**EDSN 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.*

**EDSN 650 Educational Technology in General and Special Education**

This course focuses on the use of computers and other technological devices that facilitate communication, learning, and related functions in both general and special education contexts; use of technology to foster literacy, remediate reading problems, and promote access to curriculum for all students; special applications with computers in the classroom; information literacy; and recent developments in the field of assistive technology for students with disabilities, including students with autism. *3 credits*

**EDUN 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.*

**EDUN 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.*

**EDUN 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.*

**EDUN 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**

### **EDUN 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: EDUN 201. *3 credits.*

### **EDUN 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: EDUN 201. *3 credits.*

### **EDUN 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 EDUN 311. Pre- or corequisite: EDUN 201. *3 credits.*

### **EDUN 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: EDUN 201. *3 credits.*

### **EDUN 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: EDUN 201. *3 credits.*

### **SPEN 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: EDUN 311 or EDUN 312 and EDUN 316 or EDUN 317. *3 credits.*

### **SPEN 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: EDUN 311 or EDUN 312 and EDUN 316 or EDUN 317.

*3 credits.*

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

### **EDUN 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: EDUN 201. *3 credits.*

### **EDUN 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: EDUN 301. *3 credits.*

### **EDUN 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: EDUN 201. *3 credits.*

### **EDUN 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: EDUN 201. *3 credits.*

### **EDUN 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: EDUN 201. *3 credits.*

### **SPEN 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. *3 credits.*

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: EDUN 301 and EDUN 303 or EDUN 304. *3 credits.*

### **SPEN 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: EDUN 301 and EDUN 303 or EDUN 304. *3 credits.*

## **HISTORY**

**Zvi Jonathan Kaplan, Chair of Undergraduate Studies in History**

**Toba Singer, Deputy Chair**

### **Mission / Purpose**

The mission of the Department of History 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 the roots of our nation and peoples 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.**

**Goal 4: Students who complete a concentration in History (major or minor) are expected to meet all the criteria above on a more intensive level.**

Courses in the department 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. The major in History is recommended for students planning a career in academia, as well as for those interested in law, journalism, education, and business.

**Note:** A related one-credit "topics" or workshop course may be offered with certain three-credit History courses.

### **LHSN 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.*

### **LHSN 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.*

**LHSN 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.*

**LHSN 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.*

**LHSN 221 Survey of Modern History II**

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

**LHSN 330 Black-Jewish Relations**

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

**LHSN 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.*

**LHSN 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.*

**LHSN 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 LISN 493, Integrative Studies, is required for the baccalaureate degree. *3-4 credits.*

## HUMAN SERVICES

**Gerald David, Chair of Undergraduate Studies**

**Cynthia Swangin, Deputy Chair**

**Briandy Stern, Deputy Chair, 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 University 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.**

#### **LHUN 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*

#### **LHUN 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*.

#### **LHUN 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: LPSN 201. Co-requisite: LSON 121. *3 credits*.

#### **LHUN 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: LPSN 110 or 101. *3 credits*.

#### **LHUN 242 Techniques of Counseling**

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

#### **LHUN 243 Group Work Techniques**

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

#### **LHUN 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: LHUN 240. *3 credits*

#### **LHUN 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: LHUN 240. *3 credits*.

#### **LHUN 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: LHUN 240. *3 credits*.

#### **LHUN 251 Principles of Human Services Administration**

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

**LHUN 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: LHUN 251. *3 credits.*

**LHUN 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: LHUN 141. Co-requisite: LSON 233. *3 credits.*

**LHUN 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.*

**LHUN 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: LPSN 224. *3 credits.*

**LHUN 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: LPSN 204. *3 credits.*

**LHUN 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: LHUN 141. *3 credits.*

**LHUN 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: LHUN 240. *3 credits.*

**LHUN 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: LHUN 240. *3 credits.*

**LHUN 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: LHUN 141. *3 credits.*

**LHUN 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: LHUN 326. *3 credits.*

**LHUN 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: LHUN 326. *3 credits.*

**LHUN 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: LHUN 326. *3 credits.*

**LHUN 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: LHUN 326. *3 credits.*

**LHUN 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 165 and social services supports. The approach will be multicultural in its approach. Prerequisites: LHUN 326. *3 credits.*

**LHUN 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: LHUN 321. *3 credits.*

**LHUN 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: LSON 233. *3 credits.*

**LHUN 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: LHUN 326. *3 credits.*

**LHUN 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: LHUN 253. *3 credits.*

**LHUN 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.*

**LHUN 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 each.*

**LHUN 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: LHUN 141, LPSN 101 and 224, LSON 121 + 2 courses in Human Services. *4 credits.*

**LHUN 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: LHUN 441. *4 credits.*

**LHUN 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 LISN 493, Integrative Studies, is required for the interdisciplinary baccalaureate degree. *3-4 credits.*

**INTEGRATIVE STUDIES****Briandy Stern, Chair****Mission / Purpose**

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

**Goals**

**Goal 1: Set up an academic degree plan, outlining requirement for successfully completing a degree.**

**Goal 2: Students will evaluate fields of study choosing one that they feel fits them best**

**Goal 3: Students will be able to communicate effectively about issues within their Integrative Studies discipline.**

In SLE, a specialized degree plan is formulated for an Interdisciplinary Degree. This allows students to personalize their degree program 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 program

and Academic Planning II in the senior year to support the guided study plan. 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.

**LISN 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.*

**LISN 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.*

**LISN 103 Computer-Assisted Research Strategies**

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

**LISN 200 Communication Workshop**

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

**LISN 201/202 Critical Thinking**

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

**LISN 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 LISN 493, Integrative Studies, as a requirement for the baccalaureate degree. *4 credits.*

**LISN 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**

**Dr. Susan Weisman, Chair**

**Rabbi Itzhac Layosh, Deputy 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.**

### **LJBN 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.*

### **LJBN 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.*

### **LJBN 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.*

### **LJBN 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.*

### **LJBN 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.*

### **LJHN 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.*

### **LJHN 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.*

### **LJHN 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.*

### **LJHN 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.*

**LJHN 255 Jewish Thought: Expositors of the Mussar Movement**

An examination of the contributions of Rabbi Israel Salanter and his followers in the 19<sup>th</sup> and 20<sup>th</sup> 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.*

**LJHN 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.*

**LJHN 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.*

**LJHN 258 Chassidic Masters**

Examination of the Chassidic teachers of the 18<sup>th</sup> and 19<sup>th</sup> centuries. *4 credits*

**LJLN 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.*

**LJSN 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 each.*

**LJSN 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 each.*

**LJSN 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.*

**LJSN 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

**Ira Gold, 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.**

### **LGLN 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.*

### **LGLN 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.*

### **LGLN 121 College Writing I**

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

### **LGLN 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: LGLN 121 or placement examination. *4 credits.*

### **LLEN 123/124 Critical Reading**

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

### **LLEN 201 Advanced Expository Writing**

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

### **LLEN 202 Creative Writing**

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

### **LGLN 202 Introduction to American Literature**

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

### **LLEN 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: LGLN 122. *3 credits.*

### **LLEN 215 Introduction to Poetry**

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



**LLEN 220/221 Survey of Modern Literature I and II**

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

**LLEN 222 Shakespeare**

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

**LLEN 372 The Modern American Novel (Bi-annual) (E)**

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

**LLEN 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.*

**LLLN 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: LGLN 122. *3 credits.*

**LLLN 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 each.*

**LLLN 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 each.*

**LLLN 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.*

**LLLN 492 Women in Literature**

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

**LLHN 101-102 Elementary Hebrew**

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

**LLHN 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: LLHN 101-102 or equivalent. *3 credits each.*

**LLYN 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 each.*

## 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**  
**David Wohl, Deputy 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.**

#### **LMAN 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.*

#### **LMAN 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: LMAN 111 or examination. *3 credits*

#### **LMAN 121-122 Calculus I, II**

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

#### **LMAN 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: LMAN 120 or examination. *3 credits.*

#### **LMAN 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: LMAN 111 or examination. *3 credits.*

### **LMAN 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.*

### **LMAN 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.*

### **LPHN 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.**

### **LMCN 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 apply information retrieval technology to teaching the various academic disciplines. To this end, computer hardware and software are discussed, along with personal computer applications such as Word, Excel and PowerPoint. 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. This course is not a required course or approved elective for a Computer Science or MIS degree.

For education majors. *3 credits.*

### **LMCN 140 Computer Concepts and Applications**

This course introduces students to basic computer topics and terminology. Computer hardware and software are discussed along with personal computer (PC) applications. Office applications 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. This course is not a required course or approved elective for a Computer Science or MIS degree. *3 credits.*

### **LMCN 141 Introduction to Programming**

This course introduces students to problem solving techniques used in programming. In order to reinforce these concepts in a concrete manner, students will develop numerous programs using a popular programming language. They will implement programs using objects, input, output and variables and utilize programming control structures such as loops, selection structures, methods, and classes. Prerequisite or corequisite: LMCN 140. *3 credits.*

## **POLITICAL SCIENCE**

**David Luchins, Chair**

**Alan Mond, Deputy 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.

### **LPLN 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.*

### **LPLN 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.*

### **LPLN 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: LPLN 101 or permission of instructor. *3 credits.*

**LPLN 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: LPLN 101 or permission of instructor. *3 credits.*

**LPLN 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: LPLN 101 or permission of the instructor. *3 credits.*

**LPLN 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.*

**LPLN 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: LPLN 101 or permission of the instructor. *3 credits.*

**LPLN 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: LPLN 101 or permission of instructor. *3 credits.*

**LPLN 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 each.*

**LPLN 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 each.*

**LPLN 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 LISN 493, Integrative Studies, is required for the baccalaureate degree. *3-4 credits.*

## PSYCHOLOGY

**Melech Press, Chair of Undergraduate Studies**

**Elie Cohen, 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.

### **LPSN 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.*

### **LPSN 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: LPSN 101. *3 credits.*

### **LPSN 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: LPSN 101. *3 credits.*

### **LPSN 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. Prerequisite: LPSN 101. *3 credits.*

### **LPSN 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: LPSN 101. *3 credits.*

**LPSN 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: LPSN 101. *3 credits.*

**LPSN 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: LPSN 101. *3 credits.*

**LPSN 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: LPSN 101. *3 credits.*

**LPSN 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: LPSN 101. *3 credits.*

**LPSN 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: LPSN 101. *3 credits.*

**LPSN 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: LPSN 101, LMCN 140 or LMAN 261, LISN 103. Co-requisite: LPSN 301.6. *3 credits.*

**LPSN 301.6 Experimental Psychology Lab**

Prerequisites: LPSN 101, LMCN 140 or LMAN 261, LISN 103. Corequisite: LPSN 301. *1 credit.*

**LPSN 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: LPSN 301. *3 credits.*

**LPSN 302.6 Advanced Experimental Psychology Lab**

Prerequisite: LPSN 301.6. Co-requisite: LPSN 302. *1 credit.*

**LPSN 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: LPSN 101. *3 credits.*

**LPSN 311 Psycholinguistics**

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

**LPSN 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: LPSN 101. *3 credits.*

**LPSN 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: LPSN 101. *3 credits.*

**LPSN 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: LPSN 101. *3 credits.*

**LPSN 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: LPSN 101. *3 credits.*

**LPSN 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: LPSN 101. *3 credits.*

**LPSN 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: LPSN 101 and LPS 335. Strongly recommended: LPSN 310. *3 credits.*

**LPSN 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: LPSN 101. *3 credits.*

**LPSN 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: LPSN 101. *3 credits.*

**LPSN 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.*

**LPSN 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.*

**LPSN 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: LPSN 101; LPSN 335 or permission of the instructor. This course may be substituted for LISN 493, Integrative Studies, as a requirement for the interdisciplinary baccalaureate degree. *3 credits.*

**LPSN 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: LPSN 340 or permission of the Deputy Chair. *3 credits.*

**LPSN 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: LPSN 335. *3 credits.*



**LPSN 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 LISN 493, Integrative Studies, as a requirement for the interdisciplinary baccalaureate degree. *3 credits.*

**LPSN 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 LPSN 301. *3 credits.*

**LPSN 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 LISN 493, Integrative Studies, is required for the interdisciplinary baccalaureate degree. *3 credits.*

**LPSN 494 Senior Honors Project in Psychology**

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

## SCIENCE

**Robert S. Bressler, Undergraduate Chair, Department of Biology**

**Tova Werblowsky, Undergraduate Chair, Department of Chemistry and Physics**

**Mission / Purpose**

The School for Lifelong Education offers courses for students seeking to include the natural sciences in their non-science major. 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 or other 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 Touros sites.

**Goals**

**Goal 1: To provide the student with an understanding of the way in which the world around them works.**

**Goal 2: To prepare those students interested in a career in pure or health related sciences to go on to advanced coursework in graduate programs.**

**LSCN 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.*

**LSCN 110 Science in Today's World**

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

**LSBN 113 Human Biology for Non-Education Students**

This course is designed to provide an understanding of principles of human biology for the non-science student. Topics include cell structure and function, genetics, reproduction, and systems of the body. *3 credits.*

**LSCN 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.*

**LSCN 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.*

**LSBN 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.*

**LSPN 150 The Physical Universe**

This course is designed to give the student a well rounded

**LSBN 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.*

**LSCN 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 each.*

**LSCN 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 each.*

## 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.

**LSON 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, formerly under the code LSO 103, replaced the former LSO 121 in Fall 2010.*

**LSON 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.*

**LSON 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.*

**LSON 122/123 Self in Society**

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

**LSON 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, socio-economic 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: LSON 121 or 103. Co-requisite: LPSN 325. *3 credits.*

**LSON 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: LSON 121 or 103. *3 credits.*

**LSON 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: LSON 121 or 103. *3 credits.*

**LSON 234 The American Jewish Community**

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

**LSON 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: LSON 121 or 103. *3 credits.*

**LSON 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: LSON 121 or 103. *3 credits.*

**LSON 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: LSON 121 or 103. *3 credits.*

**LSON 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: LSON 121 or 103. *3 credits.*

**LSON 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 each.*

**LSON 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 each.*

**LSON 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 LISN 493, Integrative Studies, is required for the interdisciplinary baccalaureate degree. *3-4 credits.*

## ACADEMIC 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 University 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](http://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 School of Lifelong Education (SLE) offers 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 developmental courses or in basic English writing courses are expected to take those courses in prescribed sequence every semester until the sequence has been completed, unless a waiver is recommended by the faculty member and approved by the Chair of the Department. Academic advisors are available at each location to assist with the class selection process.

After completing academic advisement, the advisor will issue an alternative PIN number to the student allowing student to access the online registration system via the *TouroOne* portal. PLEASE NOTE: The student may register only for the courses approved by the advisor. A student is not registered until this process has been completed in *TouroOne*. Students should print out a copy of their completed registration and retain it for their records. **Final responsibility for any academic transaction rests with the student.** There may be variations in this process for online courses.

Each Touro location offers a mix of courses in various disciplines. Generally, it is not possible to offer every major or required major course at each location. Students cannot complete an entire degree at an extension site or center. Consult with an advisor for a list of courses offered at your location.

Courses are closed to students once they reach optimal enrollment. Conversely, courses may be cancelled if there is insufficient enrollment.

SLE students may take courses at any location. **IMPORTANT:** Students may be denied credit if they change courses or sections at a point in the semester where filing an “Add/Drop” form is required, and they neglect to file that form (for details see “Dropping a Course,” p. 95 below). Loss of credit may also result if a student attends a course or section for which he or she is not registered or takes a course out of sequence without appropriate written approval. Additionally, this may result in the loss of financial aid.

### **Prerequisites and Corequisites**

Many courses require a prerequisite and/or a co-requisite. A prerequisite to a course is a requirement that must be completed by the student before he/she enrolls in a course. A co-requisite 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 co-requisites 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 **LSCN 210 The Human Body** and **LSBN 111 or 112 Human Biology** (for non-majors) **I or II**, or **LSBN 113 Human Biology for Non-Education Students**. Students also 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 **LMAN 120 Pre-Calculus**, or placed out of **LMAN 111 College Math**, may not take College Math.

### **“Double-Counting” Courses**

The same course may be utilized to satisfy both major and core course 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 the Judaic Studies major.

The same course cannot count toward two majors unless it is *required* for both. For example, Statistics would count toward the Human Services major, but may not then be used toward the Psychology major. Even when “double-counting” is allowed, each course only counts once toward the 60-credit minimum for the Associate’s degree, or toward the 120 credits required for the Bachelor’s degree.

### **Other Touro Divisions**

Students who wish to take a course in another division of Touro University 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 University 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. Students who repeat a failed course have one opportunity to improve their GPA through repeating the specific course. The student must file a “Request to Repeat a Course” form with the Office of the Registrar at the time of registration. Failure to submit this form may result in the exclusion of the second grade received, and the inclusion of the original grade, in the GPA calculation.

Students may exercise this option **for up to four courses at the university**. If a failed course is repeated, both courses will appear on the student’s permanent record. The code “E” (“Excluded”) will be added to the entry for the earlier course on the transcript, indicating that the F grade received will not be calculated in the student’s GPA. However, the grade will remain on the record. The repeated course entry will appear with the code “I” (“Included”) added, indicating that the grade received will be calculated in the GPA. Therefore, only the second grade earned – whether higher or lower than the original one – will be calculated in the student’s GPA.

The repeated course must have the identical course code as the original course that was failed. Approval by the Dean is required if the repeated course is taken outside of the original campus/program.

**Please note that repeating a course can have financial aid implications in terms of calculation of full-time status. Students are advised to consult with their financial aid advisor.** A student repeating the same course more than once will not have those credits counted in his/her credit load for financial-aid purposes. A student may not repeat a failed course more than once to improve their grade and may not repeat a developmental course more than once. Failure of a developmental course a second time may lead to expulsion from the University.

**Please note that graduate and professional programs, in making admissions decisions, may recalculate a student’s GPA based on all grades earned.**

### **Repeating Passed Credit-Bearing Courses**

A student who has taken and passed a credit-bearing course and wishes to repeat the course to improve the grade may do so once. After this, the same passed course may not be repeated. Students may repeat up to four courses (***including failed courses***) to improve grades during their university career. The student must file a “Request to Repeat a Course” form with the Office of the Registrar at the time of registration. Failure to submit this form may result in the exclusion of the second grade received, and the inclusion of the original grade, in the GPA calculation.

Courses repeated to improve the GPA must have a course code identical to that of the original course and receive approval from the Dean if taken at Touro outside of the original campus.

**Please note that repeating a course can have financial aid implications in terms of calculation of full-time status. Students are advised to consult with their financial aid advisor.** A repeated passed course will not count toward the student’s minimum credit load for financial aid purposes.

A student may only repeat a passed 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 code “E” (“Excluded”) will be added to the entry for the earlier course on the transcript, indicating that the grade received will not be calculated in the student’s GPA. The grade will remain on the record. The repeated course entry will appear with the code “I” (“Included”) added, indicating that the grade received will be calculated in the GPA. Therefore, only the second grade earned – whether higher or lower than the original one – will be calculated in the student’s GPA.

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 University. If repeated at Touro, the code “E” (“Excluded”) (see above) will be added to the entry for the repeated course on the transcript, although the grade for that course will remain on the student’s record. Again, a repeated course will not count toward full-time status for financial aid purposes.

**Please note that graduate and professional programs, in making admissions decisions, may recalculate a student’s GPA based on all grades earned.**

### **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 add (a) course(s) online through the TouroOne portal within the first two weeks of the Fall or Spring semester and within the first few days of the Summer semester. Students who experience any problem with the online method should contact the Office of Advisement or the Office of 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. During the first two weeks of the Fall or Spring semester, or the first few days of the Summer semester, this can be done online through the TouroOne portal. After those points, or if a student wishes to drop *all* courses at *any* point in the semester, the online method cannot be used. Instead, the student must file an “Add/Drop” form signed and dated by his/her advisor with the Office of the Registrar. In those cases, the effective date of the program change is the day that this form is received by the Office of the Registrar. 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’s Office by an advisor or other University official will be processed effective the date they are received. Forms lacking a written date will also be processed effective the day they are received by the Registrar.

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 determining a student’s rate of progress and maximum time-frame for Satisfactory Academic Progress purposes.

*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

In addition to 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 DEPARTMENT OF ONLINE EDUCATION**

Touro University's Department of Online Education expands students' educational options by providing online courses that offer greater flexibility in scheduling courses and enable students to take courses that are not offered at their own division or location. The Department offers approximately 60 courses in the Fall and Spring semesters and 20 in the Summer semester. The Department of Online Education follows a different academic calendar than various other academic divisions. Students cannot take a majority of their academic program through online courses and are limited in the total number of courses that can be taken in this modality.

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

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

### **Student Identity Verification Procedures for Distance Learners**

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

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

There are additional costs associated with taking an online proctored exam. Students testing at a distance are informed in advance both on our website (<http://las.touro.edu/students/>, <http://lcm.touro.edu/academics/course-schedule/online-courses/> OR <http://lcw.touro.edu/academics/course-schedule/online-courses/> and click the applicable online courses section in the course schedules section) 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), as well as any other applicable laws or regulations regarding the confidentiality of personally identifiable information.

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

### **Registering for an Online Course**

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

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

### **Technical Requirements for an Online Course**

A current list of technical requirements for an online course can be found in the Online Student Guide on the Touro website: <http://las.touro.edu/women/course-schedule/online-courses/index.php> or <http://las.touro.edu/men/course-schedule/online-course/index.php>.

### **Getting in Touch with Your Instructor**

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

### **Preparing for the Semester for an Online Course—Reading Course Outlines, Acquiring Textbooks, Etc. Course Outlines**

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

### **Announcements and Assignments**

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

### **Textbooks and Course Material**

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

### **Homework and Exams**

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

### **Midterm Exams**

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

### **Final Exams**

Final exam dates are announced on the first day of class and in the syllabus. Students who have extenuating circumstances that prevent them from taking the exam on the designated days may reach out to their instructor for further direction.

- Final exams are administered online through an online proctoring company.
- The final exam fee is included with the registration fee for each online course.
- Final exams must be taken using a desktop or laptop computer; iPads and tablets cannot be used. A microphone, webcam, and hi-speed internet are required as well.
- More information about online testing, including any additional technical requirements, can be found in the Canvas course once you are registered.

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

### **Tutorials**

Courses listed in this Catalog 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 Catalog 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 Catalog. 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 University 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 University 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 University 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.

## STUDENTS WITH DISABILITIES

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

The University is committed to providing reasonable accommodations to students with documented disabilities who request accommodations. Policies and procedures ensure that students with a disability will not, on the basis of that disability, be denied full and equal access to academic and co-curricular programs or activities or otherwise be subjected to discrimination under programs offered by the University. The University has a centralized Office of Student Disability Services headed by an Executive Director who oversees Student Disability Services operations in the Undergraduate, Graduate, and Professional Divisions. SLE students with disabilities seeking reasonable accommodations should do so through the Office of Student Disability Services (OSDS) Coordinator for SLE, Dr. Joel Dickstein, [Joel.Dickstein@touro.edu](mailto:Joel.Dickstein@touro.edu).

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

Students seeking reasonable accommodations must:

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

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

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

A copy of the Application for Accommodations & Services may be available by contacting the Office of Student Disability Services Coordinator for SLE, Dr. Joel Dickstein, [Joel.Dickstein@touro.edu](mailto:Joel.Dickstein@touro.edu).

### STUDENT RIGHTS AND RESPONSIBILITIES

#### Student Rights

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

#### Student Responsibilities

- Request reasonable accommodations as necessary and appropriate.
- Meet University and programmatic qualifications, technical, academic, and institutional standards set for all students.

- Identify themselves as an individual with a disability when seeking reasonable accommodation (please note that the approval process takes some time, and as such students are urged to file their paperwork as soon as possible).
- Provide documentation (i.e. diagnosis, diagnostic exam results, etc.) from an appropriate professional source(s) to verify the nature of the disability and functional limitations as related to the requested accommodation(s).
- Respond in a timely fashion to the Office of Student Disability Services' requests for additional information.
- Follow specific procedures for obtaining reasonable accommodations
- Attend all classes for enrolled courses, unless otherwise medically excused.
- Immediately report to the OSDS coordinator if previously-approved accommodations are not being made.
- Report to the OSDS coordinator if previously-approved accommodations require modification, which will result in an interactive dialogue and may result in modifications to reasonable accommodations.
- Understand that accommodations are never provided on a retroactive basis.
- Understand that receiving reasonable accommodations is not a guarantee of academic success.
- Keep a copy of their submitted documentation. Touro is not the custodian of the student's application or medical records.

## **GRIEVANCE POLICY**

If a student feels that he/she has been discriminated against on the basis of their disability or disability status, he/she has the right to file a complaint through the grievance or student complaint mechanisms stated in the applicable College Catalog or Student Handbook. A similar procedure can be followed by a student to appeal the University's response to a request for reasonable accommodations.

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

## **ACADEMIC ADVISEMENT**

Touro University 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.

### **Degree Works**

Degree Works is a sophisticated and comprehensive academic advising, transfer articulation, and degree audit solution designed to help students in their completion process/to monitor their academic progress toward degree completion. Degree Works is a web-based tool that meets the needs of all end users, undergraduate and graduate students alike, to complete their programs in a timely fashion.

The benefits of Degree Works include:

- Helping you easily monitor your academic progress online 24/7.
- Presenting exactly what the degree/program requirements are up front with consistency and accuracy.
- Displaying the fastest and best path to graduation that exists for your degree and your interests.
- Complementing your relationship with the Advisor, by removing some administrative burdens and leaving more time for true advising and career counseling.

- If you are a transferring student, the Degree Works tool will allow you to see where your transferring credits can be applied earlier in the enrollment cycle.
- Allowing you to estimate the number of semesters it will take to graduate.
- Viewing your grades and GPA.

Degree Works can be accessed through *TouroOne* portal (by using *TouroOne* credentials) by following these steps:

- Login to the *TouroOne* portal at <https://touroone.touro.edu/sso/login>
- Go to the “Academic” tab.
- Click on the “Degree Works” button on the bottom left-side of the academic section.

If you are having difficulty accessing Degree Works, please contact Touro’s HelpDesk at [nonstop@touro.edu](mailto:nonstop@touro.edu). If you have any questions, or would like more information, please do not hesitate to contact your advisor or the Registrar’s Office.

## 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, Touro University 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

## 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 University 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 University.

Credits may not be awarded for courses taken more than 10 years prior to a student's first semester at Touro University 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 University.

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's-level 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's 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 University. 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 University would generally not transfer more than 75 credits total for a baccalaureate degree.**

### Transfer of Judaic Studies Credit

The School for Lifelong Education 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 University awards credit is available from the Office of the Registrar. Following long-

standing practice at Touro University, 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 School for Lifelong Education for evaluation. Credits are granted only in accordance with the University's academic policies as above.

### **Off-Campus Credit While a Touro Student**

Students wishing to take courses or equivalency examinations at another institution while attending Touro 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 lead either to a delay or refusal by the University to evaluate credit for the course. Students can never receive credit for taking the same or equivalent courses a second time. For purposes of equivalency examinations, each year of a high school language taken is the equivalent of one semester of college language. So, for example, a student who took two years of high school Spanish may not receive credit for Spanish I and II on an equivalency examination.

## **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 University 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 University'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 University 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 University 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 University 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 University. Generally, these courses should be taught by a college/university faculty member and not counted toward high school graduation requirements. Touro University 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 University 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.

## **INTERNATIONAL STUDENTS**

Students from foreign countries are eligible for admission to Touro University 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 University.

## **FOREIGN TRANSCRIPT EVALUATION**

All international applicants must arrange for an original transcript of their secondary and/or college record, with a certified English translation, if necessary, to be sent to the Office of Admissions.

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

# **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 University.

Students are cautioned not to register for more courses than they can successfully complete, given any outside obligation such as work or family. Typically, a three-hour, three-credit course requires a student to dedicate at least three hours outside of class to do homework and study.

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 for an extension of time to complete unfinished work by completing an Extension Agreement (see "Grade of Incomplete," below). Work may not be completed more than one year after the end of the term for which the student was registered. Late work, if allowed, is subject to a severe academic penalty in the form of a lowered grade.

## GRADE TYPES

### Non-Credit Courses

Pass/Fail grades 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

- P:** Passing.
- F:** Student attended/participated in 60% or greater of scheduled classes per semester, but did not achieve passing grades on examinations and assignments, or stopped attending/participating after 60% or greater of scheduled classes in the given semester.
- 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. 95) 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/participating before 60% or less of the scheduled classes per semester; 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.

### Grade Values

The following grade values are assigned for each credit-bearing hour:

<b>Excellent</b>	A+ = 4.000	A = 4.000	A- = 3.667
<b>Good</b>	B+ = 3.333	B = 3.000	B- = 2.667
<b>Average</b>	C+ = 2.333	C = 2.000	C- = 1.667
<b>Poor but Passing</b>	D+ = 1.333	D = 1.000	D- = 0.667
<b>Failing</b>	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 University 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: $56.334 \div 18 = 3.130$			

## GRADE OF “INCOMPLETE”

A grade of Incomplete (INC) may be given to students who have acceptable levels of performance for a given course, but have not completed all course requirements, such as an examination, a paper, or a field work project. Grades of Incomplete should not be used for students who are doing substandard work in order to give them the opportunity to redo their projects/exams so that they can achieve an acceptable grade.

The procedure for granting an Incomplete generally begins with the student requesting this grade from the faculty member (which the faculty member may deny). Students who wish to appeal an instructor’s denial should follow procedures concerning Grade appeals outlined in the Catalog and Student Handbook. **A student who otherwise satisfies course requirements but misses a final examination for last-minute emergency reasons may be given an INC grade by the faculty member, at his or her discretion.**

The time allowed for the completion of any single project may vary at the instructor’s discretion. However, a grade of Incomplete should be converted to a letter grade **not later than six (6) weeks after the scheduled final examination of the course**. Individual units of the Undergraduate Division may schedule a make-up day on which students who had an excused absence for the final would be expected to take the final examination, or units may adopt other policies concerning make-up finals. **If the course is a prerequisite for other courses, students will not be allowed to use the course as a prerequisite or continue in a further course unless the incomplete grade is resolved. The INC grade for such a course must be converted to a letter grade no later than the end of the add/drop period or three (3) weeks after the final exam.**

If the student has not met the requirements or a Change of Grade form has not been submitted by the instructor, the incomplete grade will automatically be converted to a grade of “F” six (6) weeks after final exam of the semester. If a student subsequently seeks to complete the missing work, he/she will need to complete an Extension Agreement, which must be approved by the Dean of the School and the faculty member. A copy of this agreement is included in the appendix. The approved Extension Agreement must be filed with the Registrar’s office.

Courses that receive an “Incomplete” grade will be counted toward the total number of credits attempted, but not earned. The course will not be calculated in the student’s term or cumulative GPA until the Incomplete grade is resolved. If the INC grade is subsequently changed to an F, the F grade will be calculated into the student’s GPA and will appear on the transcript. Incomplete grades can, therefore, affect a student’s financial aid status at the University, but will not initially affect the student’s GPA.

## 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 University ("Touro") eligible Title IV federal financial aid programs. Conformance to Touro's SAP policy ensures that students complete their academic program in a timely manner while achieving and maintaining compliance with minimum academic standards.

This SAP policy applies to all Touro Students including 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 University 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](http://www.touro.edu/media/touro-college/content-assets/documents/Tourowide_Satisfactory_Academic_Progress_Policy_Effective_010114.pdf)

## **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 University.

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 University. 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 University. 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 University. 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 University. It is a standing committee composed of senior staff and faculty from the various schools of the University. 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.
4. Petitions must be submitted through an academic advisor at least 10 business days before a scheduled Committee meeting. The Committee normally meets every 4-8 weeks.

## 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 apply for graduation: for the Associate's degree by completing the "Application for Graduation" and for the baccalaureate degree, online by the established deadlines:

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

To apply for graduation online, students need to click the "Apply to Graduate" button under the "Academic" tab located on the *TouroOne* portal and follow the prompts. Students applying for the baccalaureate degree will also be required to pay the graduation fee through *TouchNet*. 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 University'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 University.**

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, 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.

To be eligible for a certificate or an Associate's degree, a student must successfully complete at least 24 credits in residence at Touro University. The eligibility requirement for the baccalaureate degree is at least 45 credits completed successfully in residence at Touro.

Students must complete at least fifty percent of the coursework for their major, and any minor(s), at Touro University. Students who are exempted from core or other requirements must still complete the required number of credits for their degree program in order to graduate. 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 University

Students who wish to withdraw from their studies at Touro University 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 Charts (pp. 30-31) may be dismissed from the University. Students who receive an academic dismissal may appeal to the Committee on Academic Standing for readmission.

## TRANSCRIPTS

### Ordering official transcripts

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

### Processing

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

### Transcript Fees

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

### Shipping Fees

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

### Viewing and Printing Unofficial Transcripts

1. Log into your TouroOne account at <https://touroone.touro.edu/sso/login>.
2. Click on the “Academic” tab and click on “View Academic Transcript (Unofficial Transcript)” under the “My Records” portlet.
3. If you wish to print, right-click using your mouse then select print.

**If you do not have access to a computer and/or printer, you may log onto the website and print your report in any Touro University computer lab.**



## UNIVERSITY CODES AND POLICIES

### TOURO UNIVERSITY CODE OF CONDUCT

Students are expected to behave in a manner that is harmonious with and supportive of the activities and functions of an educational institution. The following types of actions are considered violations of the Touro University Code of Conduct and will result in disciplinary sanction:

1. Theft of, or damage to, University records and property, caused by intentional, negligent or irresponsible conduct;
2. Unauthorized use of any University property, including, but not limited to, its name, property, offices, premises, equipment (computer equipment, telephones, fax machines, copying equipment, laboratories and misuse of student ID cards);
3. Conduct which interferes with or obstructs any University functions or which physically obstructs or threatens to obstruct or restrain members of the University community;
4. The physical or sexual abuse or harassment of any member of the 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 University (such incidents must also be reported to the Chief Security Officer);
6. Disorderly, disruptive or abusive conduct in the classroom or on University premises;
7. Refusal to follow the directives of University officials acting in performance of their duties;
8. Impersonating University faculty, University officials, or University staff;
9. Forging signatures or other information on registration forms, financial aid forms or any other University documents;
10. Computer abuse, including possession of unauthorized passwords, plagiarism of programs, unauthorized destruction of files, misuse of computer accounts and disruptive or annoying behavior on the University's computer system;
11. Unauthorized sale, distribution or consumption of alcoholic beverages on University premises;
12. Distribution, purchase or possession of barbiturates, amphetamines, marijuana, hallucinogens, opiates, or any other addictive or illegal drugs or paraphernalia on University premises;
13. Gambling in any form on University premises;
14. Possession, distribution or sale of weapons, incendiary devices, or explosives on University premises;
15. Tampering with or misusing fire-fighting equipment and/or safety equipment (such as alarm-boxes and extinguishers);
16. Participation in or furtherance of any illegal activity on Touro's premises;
17. Offensive or derogatory written or verbal statements intended to inflict harm on members of the University community, including, without limitation, racist, ethnic, or sexist remarks or references regarding any member or group of the University community;
18. Any abusive conduct or harassment directed at an individual or group of individuals in the University community on the basis of the actual or perceived race, gender, color, national origin, ethnicity, religion, age, disability, sexual orientation, marital or parental status, or citizenship status of such person(s);
19. Refusal to identify oneself to an official or security officer of the University or to present proper identification upon entering the University premises;
20. Actions that are not harmonious with and supportive of the activities and functions of an educational institution; actions that harm the reputation of the University;
21. Aiding or abetting any conduct prohibited by this University Code;
22. Conviction of a felony crime while enrolled at the University;
23. Intentionally filing a false complaint under this University Code of Conduct;
24. Academic dishonesty and lack of academic integrity.

## **SOCIAL MEDIA POLICY**

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

Individuals who violate any of the provisions of the Code of Conduct are subject to disciplinary action at the discretion of Touro University. Student organizations violating the above regulations may be penalized by having their charter revoked. Furthermore, disciplinary sanctions may also be imposed against the officers and members of student organizations at the discretion of Touro University.

## **ADJUDICATION OF UNIVERSITY CODE OF CONDUCT VIOLATIONS**

**[Please note that there is a separate adjudication process for academic integrity violations (#24 in the Code of Conduct) in the section below entitled "Procedures in Response to Violations of Academic Integrity"]**

Any member of the University Community may notify the Dean of Students or his/her designated representatives of a Code of Conduct infraction by submitting a written statement describing the alleged infraction to the Office of the Dean of Students within ten (10) school days of the alleged violation or within ten (10) school days from the time the charging individual learned of the alleged code violation, but no later than within three (3) months of the violation.

The Dean of Students, or one of his/her designated representatives, shall inform the individual charged with the infraction, in writing, of the nature of the charges against him/her and designate a time and place for a meeting in the Office of the Dean of Students.

After meeting with the individual charged with the infraction, the Dean of Students or his/her designated representatives (individuals or committee) will conduct a preliminary investigation of the charges and determine what course of disciplinary action is appropriate. The Dean of Students and/or his/her designated representatives (individuals or committee) can:

- bring the parties together for informal mediation;
- impose any of the disciplinary sanctions listed in the section entitled "Sanctions," except that the Dean of Students (and/or his/her representatives) cannot require payment of restitution or order expulsion;
- refer the charges to the Student Affairs Committee for a disciplinary hearing;
- dismiss the charges.

### **Disciplinary Hearings**

The Dean 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 University in any capacity. Further violations while on probationary status will result in suspension or expulsion from the University. A copy of the probation notice becomes a part of the student's file.

**(c) Counseling and Treatment** – A student's continued enrollment at Touro University may be conditioned on his/her participation in counseling or treatment at outside counseling and treatment agencies. A student's failure to participate in such a program after being advised that his/her enrollment is conditioned on participation may result in other disciplinary sanctions.

**(d) Restitution** - A student may be required to pay restitution to the University or to fellow students for damages and losses resulting from his/her action.

**(e) Suspension** – A student may be suspended and may be barred from attending classes for a definite period, not to exceed two years. Notification of the suspension will appear on the student's academic transcript and will remain until the end of the suspension period. A notification of the suspension will remain in the student's file. A student may not be automatically re-enrolled at the end of his/her suspension and he/she must apply to the Student Affairs Committee for reenrollment.

**(f) Expulsion** – This is termination of the student's enrolled status at the University. A student who has been expelled from the University is not permitted to complete his/her courses and may not re-register for a future semester. Notification of the expulsion will appear on the student's academic transcript.

3. **Impose Additional Sanctions** – The Student Affairs Committee may impose the following sanctions in addition to those listed above:

(a) A **fine** to be paid to the college, in addition to restitution.

(b) **Service to the University Community** for a designated number of hours. The required service cannot interfere with the individual's course schedule.

4. **Legal Action** – In addition to imposing the disciplinary sanctions outlined above, the Student Affairs Committee may recommend that students be turned over to law enforcement authorities for legal action. The final decision on referring student cases to the authorities is made by the Office of 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 UNIVERSITY ACADEMIC INTEGRITY POLICY**

Touro University is a community of scholars and learners committed to maintaining the highest standards of personal integrity in all aspects of our professional and academic lives. Because intellectual integrity is a hallmark of ethical, scholarly, and scientific inquiry as well as a core value of the Jewish tradition, students and faculty are expected to share a mutual respect for teaching, learning and the development of knowledge. They are expected to adhere to the highest standards of honesty, fairness, and professional conduct in their academic work and respect for all community members.

Academic dishonesty undermines our shared intellectual culture and our ability to trust one another. Faculty and administration bear a major responsibility for promoting a climate of integrity, both in the clarity with which they state their expectations and in the vigilance with which they monitor students. Students must avoid all acts of dishonesty, including, but not limited to, cheating on examinations, fabricating, tampering, lying, plagiarizing, and utilizing AI tools without acknowledgment of such, as well as facilitating or tolerating the dishonesty of others. Academic dishonesty lowers scholastic quality and defrauds those who will eventually depend on the knowledge and integrity of our graduates. Furthermore, it misrepresents student efforts and mastery of course material both absolutely, and relative to others in their courses.

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

The Touro University policy on academic integrity, which is outlined in this document, is designed to guide students as they prepare assignments, take exams, and perform work necessary to complete their degree requirements, and to provide a framework for faculty in fostering an intellectual environment based on the principles of academic integrity. It is presented here in order to educate the faculty on the parameters of and the enforcement of the policy.

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

- Properly acknowledge and cite all use of the ideas, results, or words of others, including the use of AI tools and other emerging technologies;
- Properly acknowledge all contributors to a given piece of work;
- Make sure that all work submitted as their own in a course or other academic activity is produced

- without the aid of unsanctioned materials or unsanctioned collaboration;
- Treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.

Adherence to these principles is necessary to ensure that:

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

Failure to uphold the principles of academic integrity threatens not only the reputation of Touro, but also the value of each and every degree awarded by the institution. All members of the Touro community bear a shared responsibility for ensuring that the highest standards of academic integrity are upheld.

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

## **VIOLATIONS OF ACADEMIC INTEGRITY**

The following are considered to be violations of academic integrity and are prohibited by the Touro University System. Students, faculty, and other members of the Touro community who commit one of the offenses listed below, or similar such offenses, or those who assist in the commission of such offenses, may be subject to sanctions (i.e. classed as A, B, or C, as described below in the section “Procedures in Response to Violations of Academic Integrity”).

### **PLAGIARISM**

Plagiarism is defined as the unauthorized use of the writings, ideas and/or computer-generated material of others without appropriate acknowledgement, and the representation of them as one’s own original work. It also includes the unauthorized use of computer-generated material via artificial intelligence (AI) and other emerging technologies without appropriate acknowledgement and the representation of them as one’s own original work. Plagiarism encompasses acts of inadvertent failure to acknowledge sources, as well as improper attribution due to poor citation.

When using ideas/words from other sources, the student must clearly define the sources using standard methods of citation. Plagiarism can occur even when one does not use the exact words of another author. Paraphrasing written material by changing or rearranging words without the proper attribution is still considered plagiarism (even if it eludes identification by plagiarism detection software). It is therefore critically important that students understand how to cite. If students have any questions about the proper use and citation of material from other sources, they should seek help from their professors.

### **INTENTIONAL PLAGIARISM**

Plagiarism takes many forms. Flagrant forms, or intentional plagiarism, include, but are not limited to:

- Purchasing a paper;
- Commissioning another to draft a paper on one’s behalf;
- Intentionally copying a paper regardless of the source and whether or not that paper has been published;
- Copying or cutting and pasting portions of others’ work (whether a unique phrase, sentence, paragraph, chart, picture, figure, method or approach, experimental results, statistics, etc.) without attribution;
- Using computer-generated material via artificial intelligence (AI) and other emerging technologies without attribution;
- In the case of clinical documentation, copying clinical notes/materials without personally performing the patient examination.

Plagiarized sources may include, but are not limited to, print material, digital and media resources including social media and blogs, as well as assignments completed by other students at Touro University System and elsewhere. A more subtle, but equally flagrant, form is paraphrasing or attempting to put in one's own words the theories, opinions or ideas of another without proper citation.

Additionally, students may not reuse their own previous work without appropriate citation. This is a form of plagiarism called self-plagiarism and may mislead the reader or grader into the erroneous belief that the current submission is new work to satisfy an assignment.

If students are unsure as to whether a fact or idea is common knowledge, they should consult their instructor or librarian, or else provide appropriate citations.

### **UNINTENTIONAL PLAGIARISM**

Plagiarism is not only the failure to cite, but the failure to cite sources properly. If a source is cited but in an inadequate way, the student may still be guilty of unintentional plagiarism. It is therefore crucial that students understand the correct way to cite. The rules are relatively simple:

- For exact words, use quotation marks or a block indentation, with the citation.
- For a summary or paraphrase, indicate exactly where the source begins and exactly where it ends.

In its policies and disciplinary procedures, the Touro University System will seek to recognize and differentiate between intentional plagiarism, as defined above, and failure to cite sources properly (unintentional plagiarism). While both forms are violations of the Academic Integrity Policy, a student's first instance of unintentional plagiarism may only be penalized with a Class C sanction (see sanctions below).

### **CHEATING ON EXAMINATIONS AND OTHER CLASS/FIELDWORK ASSIGNMENTS**

Cheating is defined as improperly obtaining and/or using unauthorized information or materials to gain an advantage on work submitted for evaluation. Providing or receiving assistance unauthorized by the instructor is also considered cheating.

Examples of cheating include, but are not limited to:

- Giving or receiving unauthorized assistance to or from another person on quizzes, examinations, or assignments;
- Using another learner's audience response device/i-clicker;
- Using materials, devices, or tools not specifically authorized during any form of a test or examination;
- Exceeding the restrictions put in place for "take home" examinations, such as unauthorized use of library sources or internet sources, unauthorized use of computer-generated material via artificial intelligence (AI) and other emerging technologies, or unauthorized collaboration on answers;
- Sitting in for someone else or permitting someone to sit in for a student on any form of test or examination;
- Working on any form of test or examination beyond the allotted time, which includes any extra time resulting from a documented accommodation (unless the instructor provides explicit permission);
- Hiding, stealing or destroying materials needed by other students;
- Altering and resubmitting for re-grading any assignment, test or examination without the express written consent of the instructor;
- Copying from another individual's examination or providing information to another student during an examination;
- Soliciting, obtaining, possessing or providing to another person an examination prior to the administration of the examination.
- Bringing into the examination room notes in any format and paper, electronics or writings, drawings, etc. that could be used to aid in taking a closed notes/book exam.

Examples of unauthorized assistance include:

- Giving or receiving assistance or information in any manner, including person-to-person, notes, text messages, or e-mails, during an examination or in the preparation of other assignments without the authorization of the instructor;
- Receiving assistance via artificial intelligence (AI) and other emerging technologies without the authorization of the instructor;
- Using crib sheets or unauthorized notes (unless the instructor provides explicit permission);
- Copying from another individual's exam.

Failure to comply with any and all Touro University System test procedures will be considered a violation of the Academic Integrity Policy.

## **RESEARCH MISCONDUCT**

The integrity of the scientific enterprise requires adherence to the highest ethical standards in the conduct of research and research training. Therefore, students and other trainees conducting research are bound by the same ethical guidelines that apply to faculty investigators, based on the Public Health Service regulations dated May 17, 2005. Research misconduct is defined in the USPHS Policy as "fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results."

These terms are defined as follows:

- (a) *fabrication* - making up data or results and recording or reporting them;
- (b) *falsification* - manipulating research materials, equipment or processes, or changing or omitting data or results such that the research is not accurately represented in the research record;
- (c) *plagiarism* - the appropriation of another person's ideas, processes, results, or words without giving appropriate credit.

Research misconduct does not include honest error or honest differences of opinion.

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

## **OTHER UNETHICAL CONDUCT**

### **MISLEADING OR FRAUDULENT BEHAVIOR**

Misleading or fraudulent behavior, put simply, is lying, and includes acts contributing to or associated with lying. It takes on any form of fabrication, falsification or misrepresentation.

Examples include, but are not limited to:

- Reporting false information to gain an advantage;
- Omitting information or data resulting in misrepresenting or distorting findings or conclusions;
- Providing false information to explain lateness or to be excused from an assignment, class or clerkship function;
- Signing in another person's name on any attendance sheet/roster representing them as present when they are not;
- Falsely accusing another of misbehavior, or otherwise misrepresenting information about another;
- Providing false information about oneself, such as on an application or as part of some competition;
- Taking credit for accomplishments achieved by another person or computer-generated material via artificial intelligence (AI) and other emerging technologies;
- Omitting relevant information about oneself.

## TAMPERING

Tampering is the unauthorized removal or alteration of college/university documents (e.g., library resources, official institutional forms, correspondence), software, equipment, or other academic-related materials, including other students' work. It should be noted that tampering as a form of cheating may also be classified as criminal activity and may be subject to criminal prosecution.

Examples include, but are not limited to:

- Intentionally sabotaging another student's work;
- Altering a student's academic transcript, letter of recommendation, or some other official college document;
- Electronically changing another student's or colleague's files, data, assignments, or reports.

## COPYRIGHT VIOLATIONS

Academic integrity prohibits the making of unauthorized copies of copyrighted material, including software and any other non-print media. Individuals, under the legal doctrine of "fair use," may make a copy of an article or copy small sections of a book for personal use, or may use an image to help teach a concept. Examples of copyright violations include:

- Making or distributing copies of a copyrighted article for a group (on paper or electronically);
- Disseminating an image or video of an artist's work without permission, including those found on the internet;
- Copying large sections of a book.

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

## SANCTIONS

The following sanctions may be imposed for violation of this Policy. Informal resolution of violations can be accompanied by Class C sanctions only. Formal resolution can be accompanied by any combination of sanctions from Class A, B, and C. Except in the case of a student's expulsion or dismissal, any student found to have violated this Policy is required to take additional ethics tutorials intended to assist student to avoid future misconduct. (Academic Integrity Plagiarism Tutorial, <https://libguides.tourolib.org/AI>, for an overview on how to avoid plagiarism. Scroll down the page for the link to the Touro University Academic Integrity Test, <https://libguides.tourolib.org/research-101> that will go to the instructor's email.)

Class A Sanctions:

- Expulsion/dismissal
- Revocation of awarded degree in the event that the violation is identified after graduation

Class B Sanctions:

- Suspension (up to twenty-four months)
- Indication of the violation in a letter of reprimand, in reference letters, licensure and regulatory forms, etc.
- Notification of the violation to the other schools within Touro University
- Indication of 'disciplinary action for academic integrity violation' on the permanent transcript

Class C Sanctions:

- Placement on Academic Probation
- Failure in the course, with consequences as determined by the individual program's rules and regulations
- Reduction of the grade for a particular submitted piece of work, segment of work required for a course/clerkship, or the entire course/clerkship with or without the option of redoing the work or the course/clerkship
- Requiring the student to redo the assignment or to do an alternative assignment, which may include a grade reduction



## **PROCEDURES IN RESPONSE TO VIOLATIONS OF ACADEMIC INTEGRITY**

This Touro University System Academic Integrity Policy applies to all Touro students. Any act in violation of this Policy or any allegation of misconduct related to this Policy involving a student must be reported and addressed in accordance with the adjudication procedures outlined below or those of the student's school, which may not be less stringent than the requirements and standards set forth in this Policy.

The Dean of each school or the Provost shall designate a member of the school's administration as Chief Academic Integrity Officer (herein referred to as the "CAI Officer") to oversee the adjudication of violations and to maintain appropriate documentation. The CAI Officer of each school will maintain written records of all violations and resolutions, both informal and formal. The CAI Officer must be an assistant dean or higher, or another appropriate responsible individual approved by the Provost or Vice President of the Undergraduate Division for schools in that Division.

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

The Provost or Vice President shall designate a Dean responsible for hearing formal resolution appeals (herein referred to as the "Appeals Dean"). The CAI Officer and the Appeals Dean cannot be the same individual.

## **REPORTING A CASE OF SUSPECTED PLAGIARISM OR CHEATING**

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

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

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

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

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

Faculty members, students, or other members of the Touro community who encounter suspected academic integrity violations should contact the relevant "Chair". The "Chair" will consult with the faculty member, and if a violation is identified, the faculty member will inform the student. The "Chair" will also report all suspected violations in writing (using the [Academic Integrity Violation Reporting Form](#)) to the CAI Officer, who will advise the "Chair" on whether to pursue an informal or a formal resolution. For first-time suspected violations, CAI Officers and faculty are strongly encouraged to seek an informal resolution with the student. No permanent grade may be entered onto the student's record for the course in question before the issue is resolved.

If an instructor strongly suspects cheating during an exam, the instructor should stop the student's exam and collect all evidence of cheating. The incident should be immediately reported to the "Chair", who will investigate and report in writing to the CAI officer.

## **RESOLUTION OF ACADEMIC INTEGRITY VIOLATIONS**

Incidents of academic integrity violations are reported to the department Chair, and a report by the Chair is submitted to the CAI Officer. The method of resolution of the violation may be either informal or formal. Students who are found to have violated the Touro University System's Standards of Academic Integrity are subject to the sanctions listed above.

Should a student action be of such a serious nature that it is felt that he/she may be considered a danger in a clinical setting, the CAI Officer or the Chair may remove such a student from a clinical assignment, not to exceed fourteen (14) days pending the outcome of a formal resolution. A student shall not be removed from a didactic course while an allegation of an academic integrity violation is ongoing. It is the responsibility of the student to work with their program to make up any time missed from clinical assignments.

## **INFORMAL RESOLUTION**

After consulting with the Chair and the CAI Officer (as per "Reporting a Case of Suspected Plagiarism or Cheating"), the faculty member may attempt to resolve the issue informally with the student. Once an informal resolution is agreed to between the faculty member and the student, the faculty member must present such resolution to the department Chair for approval. The faculty member, in consultation with the Chair, may impose any range of Class C sanctions, but must include requiring the student to take additional ethics tutorials intended to assist that student to

avoid future misconduct. Once accepted by the student, the informal resolution is binding on both the student and faculty member, and cannot be appealed by the student.

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

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

## **FORMAL RESOLUTION**

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

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

- The Chief Academic Integrity Officer receives a written statement from the instructor, proctor, student, or any other complainant, as the case may be.
- The written statement must include the name of the involved student(s), the name and position of the reporting person, and the nature of the alleged act.
- The CAI Officer shall arrange a hearing which, generally speaking, should take place no earlier than five (5) calendar days and no later than twenty (20) calendar days after notification that informal resolution was unsuccessful or not pursued.
- The hearing shall take place before the designated Committee on Academic Integrity of the School. If the hearing involves a student in a dual-degree or joint-degree program, then the Hearing Committee should have representatives from both programs.
- The Committee shall receive the written statement, and any documents submitted by the student or reporting person.
- All persons involved in a hearing shall be given notice of all hearing dates, times and places. Such notice, which will be sent by e-mail will be given at least two (2) business days prior to any hearing, unless waived by the parties involved.
- Postponements of Committee hearings may be made at the discretion of the Committee Chair. Either party may be granted a postponement only if pertinent information or interested parties cannot, for good cause, be present at the appointed time. Any postponement may not extend beyond a one-month period and any delay may affect the student's ability to progress in the program.
- The accused student and the accuser will be afforded the following opportunities:
  - To review, but not copy, all pertinent information to be presented to the Committee. The length of time for review shall be reasonable, as determined by the Committee Chair.
  - To present fully all aspects of the issue before the Committee.

Committee Hearings will proceed under the following guidelines:

- All Committee hearings and meetings are closed to the public.
- The Committee may hear the student, the faculty member or proctor, and any other individual who may be knowledgeable or may have information to share with the Committee regarding the suspected offense. Each person will meet with the Committee on an individual basis.
- The Committee may consider relevant written reports, discussions with involved parties, examinations, videos, papers, screen shots, social media posts, or other related documents.
- The Committee must be comprised of a minimum of three people, who must be present either in person or via video-conference, and may not be the faculty member of the course in question.
- All decisions shall be made by majority vote.
- The student has the right to appear before the Committee, in person or via video conference, in order to present his/her case, but, after proper notice of a hearing, the Committee may proceed, notwithstanding the student's absence.

- The hearing is academic in nature and non-adversarial. Student representation by an attorney or other representative at the hearing is not permitted. However, the student may bring a support person to accompany them and be present in an anteroom, but not participate, in the hearing.
- Audio recordings of the hearing are not permitted and transcripts are not required.
- All information supporting the charges made against a student shall be presented first. Following this presentation, the student who has been accused of a violation will present his/her side of the matter by submitting to the Committee information that he/she chooses to submit to support their stance or position. The CAI Officer, his or her designee, Office of Institutional Compliance or other members of the faculty and Administration may also meaningfully participate in this information exchange. Pursuant to the Touro University Code of Conduct, the student is expected to conduct themselves harmoniously so as not to obstruct the investigation or proceedings.
- The student, his/her accuser, the Committee, and/or Touro University System's representatives may raise questions about the information under review so that all aspects of the case are clarified.

The Committee shall reach a decision using the following guidelines:

- The Committee will meet in closed session to reach a decision, including recommended sanctions, if applicable. Such meeting shall generally be held immediately after the hearing or within one Touro business day (a Jewish Day of Observance as delineated on the Touro calendar does not count as a business day).
- If the Committee seeks additional information following commencement of its deliberations, it will notify the parties within two (2) Touro business days, and reconvene the hearing within five (5) Touro business days of the conclusion of the original hearing. The Committee's final decision must then be made.
- The Committee may impose a range of Class A, B, or C sanctions.

#### **APPEAL PROCESS**

- Following a Formal Resolution Hearing and notification of the Committee decision, either party may appeal the decision. An appeal may only be granted on the basis of: 1) evidence of bias of one or more of the members of the Committee; 2) new material documenting information that was not available at the time of the decision; 3) procedural error.
- The appellant has three (3) business days within which to submit a formal written appeal of the decision to the Appeals Dean for the School. The appeal should be accompanied by the Hearing Committee's letter and by a narrative explaining the basis for the appeal. The narrative should fully explain the appellant's position and substantiate the reason(s) for their appeal.
- The Appeals Dean may request to meet with the appellant.
- After consideration of the Appeal, the Appeals Dean may accept, reject or modify the Committee's decision, and will notify the student in writing of the decision.
- The Appeals Dean, when notifying the student of the decision, shall inform the student of his/her right to appeal an adverse decision to the Chief Academic Officer.

A copy of the Appeals Dean's final decision will be transmitted to the CAI Officer and the Chair.

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

- Evidence of bias of one or more of the members of the Committee or of the Appeals Dean.
- New material documenting information that was not available to the Committee or the Appeals Dean at the time of the initial decision.
- Procedural error.

The CAO may, at his/her discretion, conduct interviews and review materials. The CAO will notify the student, the CAI Officer, and the Appeals Dean in writing of the appeal decision. The decision of the CAO shall be final.

The complete Touro University Academic Integrity Policy can be found online at [www.touro.edu/students/policies/academic-integrity/](http://www.touro.edu/students/policies/academic-integrity/).

## ALTERNATIVE DISPUTE RESOLUTION

For purposes of this policy, "Dispute" means all legal and equitable claims, demands, and controversies, of whatever nature or kind, whether in contract, tort, under statute or regulation, or some other law or theory; the application, potential enrollment, enrollment, matriculation, continued enrollment and matriculation, and graduation (or denial thereof), suspension, dismissal, expulsion, separation or any other academic, disciplinary or other action or termination of such student by Touro; any other matter related to or concerning the relationship between the student and Touro including, by way of example and without limitation, allegations of: discrimination or harassment based on race, religion, national origin, age, veteran status or disability, sex, gender, sexual orientation, retaliation, defamation, infliction of emotional distress, violation of The Americans With Disabilities Act of 1990, Sections 1981 through 1988 of Title 42 of the United States Code, The Immigration Reform and Control Act of 1986, New York State Human Rights Law, New York City Human Rights Law, or any other federal, state or local civil, Family Educational Rights and Privacy Act of 1974 (FERPA), Campus Sex Crimes Prevention Act, Title VI or Title IX of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, as amended, as well as any other law related to students, not-for-profits and higher educational institutions. Disputes do not include collections actions of tuition or other fees payable by the student and owed to Touro University.

Touro's Alternative Dispute Resolution ("ADR") policy was created with the intention of providing a program for the quick, fair and accessible resolution of Disputes between Touro, and Touro's current and former students (as well as applicants) related to or arising out of a current, former or potential academic relationship with Touro. The policy provides the exclusive mechanism for the final and binding resolution of all Disputes that cannot otherwise be resolved internally through the academic and disciplinary methods described elsewhere in this handbook.

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

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

If upon completion of the Mandatory Mediation all or any part of the Dispute is still unresolved, the remaining Dispute shall proceed to binding arbitration (the "Mandatory Arbitration"), as described below.

In accordance with the Federal Arbitration Act and to the extent not inconsistent with the primacy of federal law, all Disputes remaining after completion of the Mandatory Mediation shall be exclusively conducted and heard by a single arbitrator, affiliated with JAMS or another reputable ADR organization, who shall be an attorney or judge. The arbitrator and location of the Mandatory Arbitration shall be selected at Touro's sole discretion. Touro shall be responsible for paying 50% of the costs associated with the Mandatory Arbitration. The student shall be responsible for paying 50% of the costs associated with the Mandatory Arbitration. Touro and the student shall each be responsible for paying their own respective attorney's fees (if any) incurred in conjunction with the Mandatory Arbitration. The results of the Mandatory Arbitration shall be binding and final.

The Mandatory Mediation and Mandatory Arbitration of any claims by a student or applicant as part of a Dispute shall be limited to his or her individual claims. The student or applicant shall not assert, prosecute, or obtain relief on, and expressly waives, any and all class, collective or representative claims which purport to seek relief on behalf of other persons. Any judgment upon the award rendered by the arbitrator shall be final and non-appealable, and may be entered in any court of competent jurisdiction.

If any provision of this ADR policy is determined by any arbitrator or court of competent jurisdiction to be invalid or unenforceable, said provision shall be modified to the minimum extent necessary to render it valid and enforceable, or if modification is not possible, the provision shall be severed from the policy, and the remaining provisions shall remain in full force and effect, and shall be liberally construed so as to effectuate the purpose and intent of the policy.

For the avoidance of doubt, this policy prohibits a student or applicant from filing or prosecuting any Dispute through a civil action in court before a judge or jury involving any Dispute. The student's acceptance, registration, enrollment, matriculation and/or petition for graduation and matriculation at Touro acts as a knowing and voluntary waiver by the student of the student's right to seek judicial relief in any manner inconsistent with this policy.

#### **ADR Procedures**

To initiate ADR, the student or applicant must send a written demand for ADR to the Office of Institutional Compliance ("OIC"). The demand shall set forth a statement of the facts relating to the Dispute, including any alleged act(s) or omission(s) at issue; the names of all person(s) involved in the Dispute; the amount in controversy, if any; and the remedy sought. The demand must be received by the OIC within the time period prescribed by the earlier of Touro policy or the statute of limitations applicable to the claims(s) alleged in the demand. If a student or applicant fails to file a request for ADR with Touro within the required time frame, the Dispute will be conclusively resolved against the student or applicant without any right to appeal same.

Within thirty (30) days of receiving such demand, or as soon as possible thereafter, if Touro and the student/applicant are unable to resolve the Dispute informally, the Student shall indicate his/her desire to proceed to the Mandatory Mediation. As described above, to the extent any Dispute remains thereafter, the Dispute shall proceed to the Mandatory Arbitration.

### **FAILURE-TO-EDUCATE AND LIABILITY DISCLAIMER**

The payment of tuition entitles a student to register and matriculate in the courses and programs available and offered by Touro University. In order for a degree to be earned, passing grades must be achieved and any other prerequisites required by the school and program must be fulfilled. While students expend significant sums associated with higher education, successful completion of a course, program, or degree is dependent on many factors, Touro University makes absolutely no assurances or representations of guaranteed success, merely that it will provide students with the tools needed to accomplish their academic goals.

Touro University's liability (as well as 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.

## TOURO POLICY ON BIAS-RELATED CRIMES

Touro is committed to safeguarding the rights of its students, faculty, and staff and to provide an environment free of bias and prejudice. Under New York Law criminal activity motivated by bias and hatred toward another person or group based upon a belief or perception concerning race, color, national origin, ancestry, gender, religion, religious practice, age, disability or sexual orientation is illegal and punishable not only for the underlying crime, but, additionally, as a hate crime pursuant to the New York Penal Law # 485, et, seq. specifically Law # 485.05.

In the tables that list hate crimes, Touro is required to apply federal regulations for the “counting” of hate crimes, which is different from the New York state law as outlined below. The crimes listed can be considered hate crimes under certain conditions:

- ❖ Assault (1st, 2nd and 3rd Degree)
- ❖ Aggravated Assault on a Person Less than 11 Years Old
- ❖ Menacing (1st, 2nd and 3rd Degree)
- ❖ Reckless Endangerment (1st and 2nd Degree)
- ❖ Manslaughter (2nd Degree)
- ❖ Stalking (1st, 2nd, 3rd, and 4th Degree)
- ❖ Criminal Sexual Acts (1st Degree)
- ❖ Sexual Abuse (1st Degree)
- ❖ Aggravated Sexual Abuse (1st and 2nd Degree)
- ❖ Unlawful Imprisonment (1st and 2nd Degree)
- ❖ Kidnapping (1st and 2nd Degree) Coercion (1st and 2nd Degree)
- ❖ Burglary (1st, 2nd and 3rd Degree)
- ❖ Criminal Mischief (1st, 2nd, 3rd, and 4th Degree)
- ❖ Arson (1st, 2nd, 3rd, and 4th Degree)
- ❖ Petty Larceny
- ❖ Grand Larceny (1st, 2nd, 3rd, and 4th Degree)
- ❖ Robbery (1st, 2nd, and 3rd Degree)
- ❖ Harassment (1st Degree)
- ❖ Aggravated harassment
- ❖ Simple Assault
- ❖ Larceny Theft
- ❖ Intimidation
- ❖ Destruction/damage/vandalism of property

In addition, any attempt or conspiracy to commit any of these crimes is also punishable as a hate crime. A person convicted of a hate crime will be subject to certain sentencing guidelines for felonies that impose a more severe penalty than similar but non-hate crime offense.

A hate crime conviction may also subject the offender to monetary penalties pursuant to the Law of their state. Any incident or attempt to commit a hate crime should be reported to Campus the Security Director, Lydia Perez at 50 W. 47<sup>th</sup> St., 14<sup>th</sup> floor, New York, NY 10018; office number 646-565-6134; or by calling 1-88-Touro-911 (1-888-687-6911); or your Campus Security Department in your state.

Reported incidents of hate crimes and attempts to commit hate crimes will be referred to the NYPD and/or other Law Enforcement Agencies for further investigation and legal action. Touro treats all hate crimes as serious offenses that need to be prosecuted with the full force of the legal system.

## POLICY ON TITLE IX AND SEXUAL MISCONDUCT

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

Touro promotes an environment in which the dignity and worth of all members of the community are respected. It is the policy of Touro that sexual intimidation of students and employees is unacceptable behavior and will not be tolerated.

### **Title IX Grievance Policy**

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

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

### **Title IX Coordinator**

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

Contact Information for the Title IX Coordinator:

Matthew Lieberman  
50 West 47th Street, 14th Floor  
New York, NY 10036  
Phone: 646-565-6000 x55667  
Email: [Matthew.Lieberman@touro.edu](mailto:Matthew.Lieberman@touro.edu)

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

### **When Title IX Applies**

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

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

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

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

### **Sexual Misconduct**

Touro prohibits discrimination based on sex, including sexual harassment. The prohibition against discrimination extends to employment and third-parties. Sexual harassment is unwelcome conduct of a sexual nature and can include sexual advances, request for sexual favors, and other verbal, non-verbal, or physical conduct. Environmental harassment (sometimes referred to as hostile environment) is sexually harassing conduct that is sufficiently severe, persistent or pervasive to limit an individual’s ability to participate in or receive benefits, services, or opportunities at Touro. This can include persistent comments or jokes about an individual’s sex; verbal behavior, including insults, remarks, epithets, or derogatory statements; nonverbal behavior, including graffiti, inappropriate physical advances short of physical violence such as repeated and unwanted touching; and assault, including physical violence or the threat of physical violence.

New York Law also defines these acts as crimes if any of them are engaged in with a person who is incapable of consent either because of the person's age or because the person is mentally defective, mentally incapacitated, or physically helpless. Therefore, sexual abuse, sodomy, and rape are sex crimes and violators will be prosecuted in accordance with New York Penal Law.

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

To officially file charges for an act of sexual assault or rape, please contact the Office of Institutional Compliance. If the alleged perpetrator is a student, you can initiate disciplinary action against this individual. All incidents must be reported within six (6) months of their occurrence.

All divisions of Touro seek to foster a collegial atmosphere in which students are nurtured and educated through close faculty-student relationships, student camaraderie, and individualized attention. Discrimination or harassment of any kind is anathema to Touro’s mission, history, and identity. Touro will resolve any identified discrimination in a timely and effective manner, and will ensure that it does not recur. Compliance with Touro’s policies and procedures is a necessary step in achieving a safe environment in our educational community. The policies set forth were developed to promote a safe educational environment in compliance with the Violence Against Women Act (VAWA) and a high-quality campus life.

Those believing that they have been harassed or discriminated against on the basis of their sex, including sexual harassment, should contact the Office of Institutional Compliance immediately. When Touro has notice of the occurrence, Touro is compelled to take immediate and effective corrective action reasonably calculated to stop the harassment, prevent its recurrence, and as appropriate, remedy its effects.

This policy applies to all members of Touro, including students, faculty, and administrators as well as third parties (including, but not limited to, vendors, invitees, etc.). Information and/or training regarding this policy are available to students, faculty, and staff. In addition, information about this policy will be available on Touro’s website.

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

Phone: 646-565-6000, ext. 55330

Email: [compliance@touro.edu](mailto:compliance@touro.edu)

For Further Information: Students are strongly urged to read the full policy at <https://www.touro.edu/sexual-misconduct-policy/>

Students are also urged to read the Annual Security and Fire Report at <https://www.touro.edu/departments/campus-security/clery-reports/2022ASR.pdf>



Additional information about this policy will be available on Touro's website. Students may contact the Office for Civil Rights of the U.S. Department of Education for inquiries concerning the application of Title IX as well as the implementation of its regulations. The Office for Civil Rights can be contacted using the following information:

U.S. Department of Education Office for Civil Rights  
32 Old Slip, 26th floor New York, NY 10005 Phone 646-428-3800  
Fax 646-428-3843  
Email: [OCR.NewYork@ed.gov](mailto:OCR.NewYork@ed.gov)

## **STUDENT COMPLAINTS**

Touro University is committed to safeguarding the interests of all students. Students are entitled to be treated with fairness and respect in accordance with the University's policies and procedures. The University does not condone unfair treatment of students by administration, faculty and/or staff. Students who believe that they have been aggrieved by the University, and that such occurrence is not governed by another complaint mechanism, may seek redress through the complaint procedure outlined below. No adverse action will be taken against any person who files a complaint because of the filing of such complaint.

This student complaint procedure is available to any Touro University student who seeks to resolve a legitimate grievance directly affecting that student, provided that such circumstance is not governed by another complaint mechanism (see Exception to Policy below). The procedure only applies to complaints that are the result of actions by another member of the University community while acting in an official capacity (e.g. faculty member, administrator, or staff) in contravention of the written policies of the University or the school in which the student is enrolled.

If any student believes that his or her rights have been violated or infringed upon, or that Touro's policies and procedures have not been followed, that student may file a formal complaint with the Dean of the school or division in which he/she is enrolled. When a complaint concerns an administrative function of the University, including, but not limited to, tuition refund and student financial assistance, a student may file a formal complaint with the University-wide director or supervisor of the administrative unit in question, or their designee. Prior to filing the formal complaint, the student should attempt to remedy the situation via an informal mediation. If the informal mediation is unsuccessful, or if the student is uncomfortable attempting an informal resolution, then a formal complaint may be filed. The complaint should state, with particularity: the person(s) involved, the nature of the claim, the date, witnesses (if any), documents (if any), and the circumstances under which the alleged claim may have been committed.

### **LIMITATION PERIOD**

Claims under this policy may only be brought within sixty (60) calendar days of the alleged misconduct.

### **EXCEPTION TO POLICY**

This Policy is not applicable to situations that are governed by other policies. For example, complaints of sexual harassment are governed by Title IX; the University currently has a robust policy and procedure for dealing with such allegations. Therefore, all such incidents are considered under that anti-harassment policy/process. Other examples of exceptions to the Grievance Policy include, but are not limited to, race discrimination, Code of Conduct violations, and ADA Reasonable Accommodations requests and complaints.

Additionally, this Policy is separate and distinct from the Touro University or program-specific grade appeals policies. Therefore, this Policy may not be used for appealing grades, dismissals, or academic decisions by any Touro University programs. Such appeals are governed by the Student Handbook or Catalog for the program in which the student is enrolled.

All students are urged to read the entire policy at <https://touro.app.box.com/v/studentgrievancepolicy>.

## TOURO UNIVERSITY CAMPUS SECURITY POLICIES

Safety and security are concerns commonly shared by the students, faculty and staff employees of Touro University. The University is committed to keeping its campus locations, centers and sites secure.

### **Access to the Campus**

Students must show a valid identification card to enter Touro University facilities. Visitors must receive a temporary pass from guards on duty to enter Touro facilities.

### **Security Services**

Touro University has contracted with professional security guard services to maintain and monitor security at its campuses and sites. Selected locations have armed Security Officers. Security Personnel are carefully screened before being assigned to Touro University, and supervised to ensure quality assurance. Security staff are supervised by means of their agency supervisor, and as well as the Campus Security Director.

Security personnel respond to emergency calls for service, enforce regulations, and assist in security building inspections and fire prevention. Electronic means, such as closed-circuit television, are also used to monitor activities at many University centers.

The Security Officers may detain individuals who engage in illegal and criminal actions until 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 University 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 50 W. 47<sup>th</sup> St., 14<sup>th</sup> floor, and can be reached at 646-565-6134 or via email at [security@touro.edu](mailto:security@touro.edu).

If assistance is required in completing or reporting an incident/occurrence to local Law Enforcement agencies we at Touro Campus Security will be glad to render any assistance needed.

Annual statistics on the incidence of crime at Touro University campuses and sites are published in the *Touro University Campus Security Handbook*.

Students are urged to read the Annual Security and Fire Report at <https://www.touro.edu/departments/campus-security/clery-reports/2022ASR.pdf>

## **POLICY ON DRUGS & CONTROLLED SUBSTANCES**

The United States Department of Education has issued regulations implementing the provisions of The Drug-Free Schools and Communities Act Amendments of 1989 (Public Law 101-226). In compliance with Federal Law and New York State Law, this policy includes information to ensure that all members of the Touro Community are aware of the dangers of substance abuse and to outline the sanctions for violating this policy.

Students, faculty and staff who distribute or use illegal drugs or illicitly use drugs which would otherwise be legal, including alcohol, while on Touro campuses, locations and facilities, or as part of any Touro activities, are violating Federal Laws, New York State Laws, and the policies and procedures of Touro. Violations of federal and state laws may lead to prosecution and criminal sanctions, including, but not limited to, fines and/or imprisonment.

Touro is committed to educating and informing students, faculty and staff about the dangers and effects of substance abuse. Touro recognizes that drug addiction and alcoholism are illnesses that may not be easily resolved and may require professional assistance and treatment.

Touro may provide confidential counseling and referral services to students, faculty and staff with drug and/or alcohol problems. These services are available through the Office of the Dean of Students, the Vice President of Undergraduate Education, and/or Human Resources. All inquiries and requests for assistance will be handled with confidentiality.

Touro University also has a Biennial Review that is used to document the progress made by Touro and also provide insight into how Touro's Alcohol and Drug policy and programs could be improved.

Touro seeks to safeguard the health and well-being of all members of Touro: students, faculty and staff. All members of Touro are accountable to know the law and to understand the policies and procedures of Touro.

In order to better educate students, faculty and staff, Touro wishes to provide all members of Touro with an education of the effects of substance abuse. The mind-altering substances to be discussed here are: marijuana, cocaine, heroin (and their derivatives); amphetamines (uppers); barbiturates (downers); hallucinogens; and alcohol. Many individuals take such drugs to escape from their problems; but doing so only creates more problems.

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

Students are urged to view pages 26-28 in the Annual Security and Fire Report at <https://www.touro.edu/departments/campus-security/clery-reports/2022ASR.pdf>

## **STUDENT RESPONSIBILITIES AND RIGHTS**

### **CAMPUS CITIZENSHIP**

Students of Touro University are expected to be considerate of all individuals at the University – fellow students, faculty, staff and administrators – and to help maintain a harmonious and supportive environment conducive to learning and the furtherance of academic pursuits. While specific regulations are listed on the following pages, it is expected that all members of the University community demonstrate respect for their colleagues, sensitivity to their needs, and tolerance for their ideas and views. Please cooperate with University officials by observing the rules and regulations of the University, and by exercising respect for University values and property.

### **STANDARDS OF CLASSROOM BEHAVIOR**

The faculty has primary responsibility for managing the classroom. Students who create a disruption in the classroom may be directed by the instructor to leave the class for the remainder of the class period. Behaviors defined as disruptive include persistently speaking without being recognized, using a cell phone in the class, eating in the classroom, interfering with the class by entering and leaving the room without authorization, carrying on private conversations, and refusing to follow the directions of the course instructor.

To ensure a clean and healthy environment for all students at the University, eating, drinking, and smoking are not permitted in any classroom, laboratory, or auditorium.

Students are strictly forbidden to bring pets or other animals into any facilities of the University, unless they have obtained specific authorization in advance from the dean of their division/school.

Additionally, please see Touro's Policy on Weapons in the Annual Security and Fire Safety Report, <https://www.touro.edu/departments/campus-security/clery-reports/2022ASR.pdf>

### **ACCEPTABLE USE POLICY FOR INFORMATION TECHNOLOGY**

The Acceptable Use Policy provides for users of the institutional technology resources, facilities, and/or equipment to act responsibly, to abide by Touro's policies, and to respect the rights and privileges of other users. Each user of Touro technology resources is responsible for adhering to all legal and ethical requirements in accordance with the policies of Touro and applicable law.

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

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

## **INTERNET SERVICES AND USER-GENERATED CONTENT POLICY**

As an educational institution, we recognize that these Internet-based services can support your academic and professional endeavors, but we are also aware that, if not used properly, they can be damaging. In both professional and institutional roles, students, faculty and staff should follow the same behavioral standards online as they should offline, and are responsible for anything they post to a social media site regardless of whether the site is private (such as a portal open to the Touro community only) or public. The same laws, professional expectations, and guidelines for interacting with students, parents, alumni, donors, media and other college agents apply online as apply offline.

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

## **ANTI-HAZING REGULATIONS**

No student or group of students shall encourage or participate in any form of hazing. Hazing is defined as action taken or situations created to produce excessive mental or physical discomfort, embarrassment, harassment or ridicule. This covers coercive activities and mentally degrading games.

## **NO-SMOKING POLICY (INCLUDING THE USE OF ELECTRONIC CIGARETTES OR VAPOR DEVICES)**

Touro University recognizes the health, safety and benefits of smoke-free air and the special responsibility that it has to maintain an optimally healthy and safe environment for its faculty, students, employees and guests. Touro is committed to the promotion of good health, wellness and the prevention of disease and to comply with New York state law regarding smoking indoors. Out of respect and loyalty to the University and its mission, smoking (including electronic cigarettes) is not permitted inside any campus building, any of our healthcare facilities where patient care is delivered or inside University vehicles. Violators are subject to disciplinary action. In addition, smoking materials shall not be sold or in any way distributed under the auspices of the University.

## CONFIDENTIALITY OF STUDENT EDUCATION RECORDS

### THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (FERPA)

The Family Educational Rights and Privacy Act of 1974, as amended, grants all eligible students the right of access to their own educational records as defined in the law. The law prohibits access to or release of personally identifiable information without the prior written consent of the student except under certain limited circumstances. Touro University policy does not permit access to or release of student records to any party except as authorized by this law. It should be noted, however, that this legislation concerning privacy is affected by Section 510 of the Veterans Education and Employment Act of 1976, which provides that, P.L. 93-568 notwithstanding, records and accounts pertaining to veterans, as well as those of other students, shall be available for examination by government representatives. It is also affected by Sections 507 and 508 of the Patriot Act of 2001, which provides that officials designated by the U.S. Attorney General may petition the court to examine records deemed relevant to certain authorized investigations or prosecutions. If a student wishes to inspect or review his or her records, he or she may contact the Office of the Registrar, which can also provide complete information concerning this policy.

**The Family Educational Rights and Privacy Act of 1974 as amended (FERPA), was designed to protect the privacy of education records. Education records include records, files, documents, or other materials in hard copy or in electronic format, maintained by Touro University or a party acting on behalf of Touro University, which contain information directly related to a student. FERPA specifies some limited exceptions including certain personal memory aids and certain employment records.**

FERPA affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within a reasonable period of time, but not more than 45 days after the University receives a request for access. Students should submit to the Office of the Registrar written requests that identify the record(s) they wish to inspect. The Office of the Registrar will make arrangements for access and notify the student of the time and place the records may be inspected.
2. The right to request an amendment to the student's education records that the student believes contains information that is inaccurate, misleading, or in violation of the student's rights of privacy. Students may ask the University to amend a record that they believe is inaccurate. They should write to the Office of the Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to provide signed and dated written consent before the University discloses personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
  - a. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

- b. A second exception that permits disclosure without consent is disclosure of Directory Information. Directory Information is information that is generally not considered harmful or an invasion of privacy if released.

The following is considered “Directory Information” at Touro University and may be made available to the general public unless the student notifies the Office of the Registrar in writing before the last day to add classes in a semester:

- Name
  - 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
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Touro University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605.

#### **Authorization for Non-Disclosure of Directory Information**

Enrolled students may refuse to permit disclosure of Directory Information. To do so, they must submit a completed “Authorization for Non-Disclosure of Directory Information” form to the Registrar before the last day to add classes in a semester. This request is valid only for the academic year in which it is made. A new form requesting non-disclosure must be submitted each academic year.

## **UNDERGRADUATE COMPLETION RATE**

The Undergraduate Overall Graduation Rate for Touro University can be found at <https://www.touro.edu/consumer-information/undergraduate-completion-rate/>. This information is updated annually.

## TOURO UNIVERSITY BOARD OF TRUSTEES

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Dr. Alan Kadish, President  
Rabbi Doniel Lander, Chancellor  
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Mr. Gavriel Berger  
Mr. Harvey Blitz  
Mr. Stephen Brown  
Mr. Rod Chay  
Rabbi Alan Ciner  
Mr. John Crepsac  
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Mr. Marc Moyal  
Mr. Ira Nutis  
Mr. Joseph Popack  
Mrs. Yaffa Popack  
Mr. David Portal  
Mr. David Raab  
Mr. Daniel Retter  
Dr. Alex Rovt  
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Mrs. Lindsay Schottenstein  
Mr. Nathan Sklar  
Mr. Howard Stein  
Mr. Andrew Tananbaum  
Dr. A. M. Tannenber  
Dr. Marvin Weitz  
Dr. Rachel Yehuda

\*Office of Institutional Advancement



## UNIVERSITY ADMINISTRATION

### OFFICE OF THE PRESIDENT

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**Alan Kadish, M.D.**, President

**Rabbi Moshe Krupka, M.S.**, Executive Vice President, University Ombudsman

**Melvin M. Ness, B.S., C.P.A.**, Senior Vice President, Chief Financial Officer

**Patricia E. Salkin, J.D., Ph.D.**, Senior Vice President for Academic Affairs and Provost, Graduate and Professional Divisions

**Michael Newman, J.D.**, Senior Vice President of Legal Affairs and Chief Compliance Officer

**Jeffrey Rosengarten, B.A.**, Senior Vice President for Operations

**Salomon Amar, D.D.S., Ph.D.**, Senior Vice President for Research Affairs, Chief Biomedical Research Officer

**Franklin M. Steen, Ph.D.**, Vice President, Chief Information Officer

**Yehudah Meth, B.A.**, Associate Vice President of Government Relations, Special Administrative Assistant

**Sabine Charles, D.B.A., CIA, CISA, CFE, CISM**, Chief Internal Auditor/Internal Audit Director

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**Stanley L. Boylan, Ph.D.**, Vice President of Undergraduate Education and Dean of Faculties

**Rabbi Alan G. Ciner, M.A.**, Vice President of Community Engagement

**Roy Finaly, M.B.A., ABD D.Mgt.**, Interim CEO, Touro University Worldwide

**Simcha Fishbane, Ph.D.**, Liaison, European Branch Campuses, Vice President, Managing Director, Touro University Berlin

**Paul Glasser, B.A.**, Vice President of Institutional Advancement

**Robert Goldschmidt, M.A., L.L.D.**, Vice President for Planning and Assessment, Dean of Students

**Edward Halperin, M.A., M.D.**, Chancellor and CEO, New York Medical College and Touro Provost for Biomedical Affairs

**Tami Hendriksz, D.O.**, Interim Chief Academic Officer, Touro University California

**Newman Hoffman, J.D.**, Vice President and Interim Chief Executive Officer, Touro University California

**Marty Katzenstein, M.D.**, Vice President of Community Affairs

**Andrew Priest, Ed.D., PT**, Provost and Chief Academic Officer, Touro University Nevada

**Rabbi Shmuel Schuman, M.A.**, CEO, Hebrew Theological College

**Israel Singer, Ph.D.**, Vice President for International Affairs

**Marian Stoltz-Loike, Ph.D.**, Vice President, Online Education and Dean, Lander College for Women

**Judah Weinberger, M.D., Ph.D.**, Vice President for Collaborative Medical Education, Associate Vice President of Undergraduate Education, Dean of NYSCAS

## OFFICE OF ACADEMIC AFFAIRS

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**Stanley L. Boylan, Ph.D.**, Vice President of Undergraduate Education and Dean of Faculties

**Robert Goldschmidt, M.A., L.L.D.**, Vice President for Planning and Assessment, Dean of Students, Executive Dean, Lander College of Arts and Sciences

**Henry Abramson, Ph.D.**, Dean, Lander College of Arts and Sciences

**Robert Askey, Ed.D.**, Dean, College of Health and Human Services, Touro University Nevada

**Henry Cohen, Pharm.D.**, Dean, Touro College of Pharmacy

**Nancy Gallina, Ph.D.**, Dean, Graduate School of Social Work

**Wolfgang Gilliar, D.O.**, Dean, College of Osteopathic Medicine, Touro University Nevada

**Tami Hendriksz, D.O.**, Dean, College of Osteopathic Medicine, Touro University California

**Issac Herskowitz, Ed.D.**, Dean, Graduate School of Technology and Chief Computer Instruction Officer

**David Jacobson, Ph.D.**, Dean, Touro College Los Angeles

**Rabbi Shmuel Klammer, Ed.D.**, Dean, Touro College Israel

**Elena Langan, J.D.**, Dean, Jacob D. Fuchsberg Law Center

**Nelly C. Lejter Morales, Ph.D.**, Dean, Graduate School of Education

**Shelia Lewis, Ph.D.**, Provost, Touro University Worldwide

**Mary Lo Re, Ph.D.**, Dean, Graduate School of Business

**Steven Lorenzet, Ph.D.**, Dean, School of Health Sciences

**Ronnie Myers, D.D.S.**, Dean, Touro College of Dental Medicine

**Lisa Norton, Ed.D.**, Dean, College of Education and Health Sciences, Touro University California

**Elizabeth Palmarozzi, D.O.**, Dean, Touro College of Osteopathic Medicine, Montana Campus

**James Scott, Pharm.D.**, Dean, College of Pharmacy, Touro University California

**Michael Shmidman, Ph.D.**, Dean, Graduate School of Jewish Studies

**Moshe Z. Sokol, Ph.D.**, Dean, Lander College for Men

**Kenneth Steier, D.O.**, Executive Dean, Touro College of Osteopathic Medicine, Harlem, Middletown, and Montana Campuses

**Marian Stoltz-Loike, Ph.D.**, Dean, Lander College for Women/The Anna Ruth and Mark Hasten School

**Chani Tessler, Ph.D.**, Chief Academic Officer, Hebrew Theological College, Interim Vice Provost, Touro University Illinois

**Judah Weinberger, M.D., Ph.D.**, Vice President for Collaborative Medical Education and Associate Vice President of Undergraduate Education

## SCHOOL FOR LIFELONG EDUCATION FULL-TIME FACULTY

Note:

SUNY – State University of New York

CUNY – City University of New York

**LEXAH ABDURACHMANOV** – Instructor of  
Languages and Literature  
B.A., Monmouth University  
M.F.A., Fairfield University

**ESTHER BOYLAN** – Instructor of Judaic  
Studies  
B.A., City College/CUNY  
M.A., New York University

**ELIE COHEN** – Instructor of Psychology  
Ph.D., Hofstra University

**SIMCHA FELDER** - Instructor of  
Business and Economics  
B.S., Touro College  
M.B.A., Zicklin School of Business, Baruch  
College/CUNY  
Certified Public Accountant, New York,  
Maryland

**ATARA GRENADIR** – Associate Professor of Art  
B.F.A., M.F.A., University of Oklahoma

**ANGELO DECANDIA** – Instructor of  
Business and Economics  
B.A., Brooklyn College/CUNY  
M.B.A., New York University

**ABRAHAM GORIN** – Assistant Professor of  
Business and Economics  
B.A., University of Maryland  
J.D., University of Pennsylvania Law  
School  
Certified Public Accountant

**SHOSHANA GRUN** – Instructor of Education  
B.A., Brooklyn College/CUNY  
M.S., College of Staten Island/CUNY

**BREINDY HALBERSTAM** – Instructor of  
Business and Economics  
B.A., Touro College  
Certified Public Accountant

**ROSALIE KAVADLO** – Associate Professor  
of Education  
B.A., Hunter College/CUNY  
M.A., Queens College/CUNY

**GABOR KEREKES** – Assistant Professor of  
Computer Science  
B.A., Hebrew University of Jerusalem  
(Israel)  
M.S., Ed.D., Yeshiva University

**SHEILA MARKSON** – Lecturer of Languages  
& Literature  
B.A., Long Island University  
M.A., New York University

**LEONARD MENDOLA** – Assistant Professor  
of Education  
Adv.Cert., Queens College/CUNY  
Adv.Cert., Brooklyn College/CUNY  
B.A.A., St. Francis College  
M.A., City College/CUNY  
M.S., Pace University  
Ph.D., Graduate Center/CUNY

**ROSE REICHMAN** – Instructor of Languages  
and Literature  
B.A., Hunter College/CUNY  
M.A., Brooklyn College/CUNY

**SHULEM ROSENBAUM** – Instructor of  
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B.S., Touro College  
Certified Public Accountant

**ANITA SKOP** – Instructor of Education  
B.A., Brooklyn College/CUNY  
M.S., Adelphi University

**NANCY L. SMALL** – Instructor of  
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B.A., Bennington College  
M.A., Columbia University

**BRIENDY STERN** – Assistant Professor  
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B.A., Brooklyn College/CUNY  
M.S.W., University of Pennsylvania School  
of Social Work  
M.A., Ph.D., Graduate Center/CUNY

**HENNA WHITE** - Instructor of Human  
Services  
B.A., Touro College  
M.S.W., Long Island University

## SCHOOL FOR LIFELONG EDUCATION ADJUNCT FACULTY

Note:

SUNY – State University of New York

CUNY – City University of New York

**MARY ACEVEDO** - Department of Computer Science

B.A., Baruch College/CUNY

M.S., St. John's University

**MOSES APPEL** - Department of Psychology

B.A., Touro College

M.A., Hofstra University

**IAN BAUM** – Department of Psychology

B.A., Touro College

M.S.W., Graduate School of Social Work, Touro College

M.S. ED., Graduate School of Education, Touro College

**YAFA BERGER** - Department of History

B.A., Yeshiva University

M.P.A., New York University

**MYLES BERMAN** - Department of Biology

B.S., University of Maryland

M.A., Ball State University

D.C., Cleveland Chiropractic College

**EUGENIE BIETRY** - Department of History and Social Studies

B.A., M.A., Ph.D., Columbia University

**DONNA BREDHOLT** - Department of

Languages and Literature

B.A., Wagner College

M.S., SUNY at Albany

**CINDY COHEN** - Department of Biology

B.S., M.B.A., Biology, General

Science Education, Brooklyn

College/CUNY

**HALE ELIFOGLU** - Department of

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University – Tobin College of

Business

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M.S., Leningrad Institute of Engineering and Economics (Russia)

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M.S., Long Island University

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M.A., Princeton University

**CHAYA HALBERSTAM** - Department of Psychology

B.A., Empire State College/SUNY

Ph.D., Fielding Graduate University

**NATASHA HOLLANDER** - Department of Library

B.A Brooklyn College/CUNY

M.S. The Palmer School of Library

Information Science from Long Island

University

**TAMARA HIRSCH**- Department of Psychology

LMFT Marriage and Family Therapy

**REBECCA KIVELEVITZ** - Department of Psychology

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**ABE LEDERER** - Department of Business and Economics

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J.D., Fordham Law School

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Ph.D., Catholic University

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M.A., Adelphi University

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M.S., RDN, CDN, Brooklyn College/CUNY

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Psy.D., Hofstra University

**NATHAN YAKUBOV** - Department of  
Communications and Speech  
B.A., M.A., Touro College

