

PsyD Program in Clinical Psychology 2023-2024

STUDENT HANDBOOK



**SCHOOL OF
HEALTH SCIENCES**

TOURO UNIVERSITY

PsyD in Clinical Psychology

**PsyD PROGRAM IN
CLINICAL PSYCHOLOGY,
HEALTH EMPHASIS**

Student Handbook

2023-2024

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IMPORTANT NOTICE

This Student Handbook 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 Handbook 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 Handbook 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 Handbook 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 Handbook 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 Handbook 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 Handbook, 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.

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).

The professional programs of the School of Health Sciences are accredited as follows:

- The Clinical Mental Health Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 500 Montgomery Street, Suite 350, Alexandria, VA 22314; (703) 535-5990; <https://www.cacrep.org/>
- The Nursing Program is accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street NW, Suite 750, Washington, DC 20001; www.aacnnursing.org/CCNE.
- The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929; (301) 652-6611; www.acoteonline.org.
- The Doctor of Physical Therapy Program at Touro University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Avenue, Suite 100, Alexandria, VA 22305; (703) 706-3245; accreditation@apta.org; <http://www.capteonline.org>.
- The Physician Assistant Programs are accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA), 3325 Paddocks Parkway, Suite 345, Suwanee, GA, 30024; (770) 476-1224; www.arc-pa.org
- The Master of Science (M.S.) education program in Speech-Language Pathology at Touro University is accredited by the Council on Academic Accreditation in Audiology and Speech Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498- 2071 or 301-296-5700; the ASHA accreditation webpage.
- The Applied Behavior Analysis program course sequence has been verified by the Association for Behavior Analysis International (ABAI), 550 W. Centre Avenue Portage, MI 49024, (269) 492-9310, <https://www.abainternational.org/welcome.aspx>, as meeting the 5th Edition, 315-hour coursework requirement for students taking the Board Certified Behavior Analyst (BCBA) examination. Applicants will need to meet additional requirements before they can be deemed eligible to take the examination.

Policy of Non-Discrimination

Touro University is an equal opportunity employer. Touro University treats all employees, job applicants, and students without unlawful consideration of race, ethnicity, religious creed, color, national origin, ancestry, sex (including pregnancy, childbirth or related medical condition), age, disability, medical condition, marital status, genetic information, sexual orientation, gender, gender identity, military service or veteran status, citizenship status, or any other classification protected by applicable federal, state or local laws. We are committed to ensuring the fulfillment of this policy in all decisions, including but not limited to, recruitment, the administration of educational programs and activities, hiring, compensation, training and apprenticeship, placement, promotion, upgrading, demotion, downgrading, transfer, layoff, suspension, expulsion and termination, and all other terms and conditions of admission, matriculation, and employment.

For the full policy statement see www.touro.edu/non-discrimination.

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.

COVID-19 Related Clinical Procedures

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

Table of Contents

GENERAL STUDENT INFORMATION	1
ABOUT TOURO UNIVERSITY	1
TOURO UNIVERSITY MISSION STATEMENT.....	1
PURPOSE OF THIS HANDBOOK.....	2
 THE PSYD PROGRAM IN CLINICAL PSYCHOLOGY, HEALTH EMPHASIS	 3
INTRODUCTION	3
PROGRAM PHILOSOPHY AND TRAINING MODEL.....	3
PROGRAM AIMS	7
PROGRAM OVERVIEW	8
TRANSFER CREDIT POLICY AND PROCEDURE:.....	8
COURSE SEQUENCE.....	9
CLINICAL EXTERNSHIP SEQUENCE.....	15
CLINICAL INTERNSHIP	16
PROGRAM PROGRESSION	16
REQUIREMENTS FOR COMPLETION	17
COMPREHENSIVE AND COMPETENCY EXAMINATION REQUIREMENTS	17
EXTERNSHIP AND INTERNSHIP	18
DOCTORAL DISSERTATION	19
 STUDENT PROGRESS AND EVALUATION	 20
STUDENT EVALUATION	20
ASSESSMENT OF STUDENT DEVELOPMENT IN THE PSYD PROGRAM.....	22
THE ROLE OF THE COMPETENCIES IN THE ASSESSMENT PROCESS.....	22
THE ROLE OF THE PROGRAM FACULTY IN THE ASSESSMENT PROCESS.....	22
THE ROLE OF THE ACADEMIC ADVISOR IN THE ASSESSMENT PROCESS.....	22
THE ROLE OF THE EXECUTIVE DIRECTOR IN THE ASSESSMENT PROCESS.....	23
OVERVIEW OF STUDENT ASSESSMENT	23
STUDENT RIGHTS.....	25
 OVERVIEW OF CRITERIA FOR PROGRESS THROUGH THE PSYD PROGRAM	 26
SATISFACTORY PROGRESS	26
UNSATISFACTORY PROGRESS.....	26
PROGRAM FACULTY EVALUATION (PFE).....	27
 GENERAL ADMINISTRATIVE INFORMATION	 28
REGISTRAR’S OFFICE.....	28
ENROLLMENT STATUS	29
TUITION AND FEES	30
FINANCIAL AID.....	30

BURSAR.....	30
REFUND POLICY.....	31
ADVISEMENT.....	33
WRITING WORKSHOP.....	33
COURSE AUDIT.....	34
ACADEMIC INFORMATION	36
SATISFACTORY ACADEMIC PROGRESS POLICY (SAP).....	36
STUDENT STATUS.....	36
SUSPENSION.....	37
ACADEMIC PROBATION.....	37
ACADEMIC DISMISSAL.....	37
LEAVE OF ABSENCE.....	38
WITHDRAWAL	38
GRADING AND ACADEMIC STATUS	38
GRADE AND GRADE POINT AVERAGE (GPA) REQUIREMENTS.....	38
SUBMISSION OF GRADES.....	38
GRADE DEFINITIONS.....	39
LETTER GRADE EQUIVALENTS.....	39
PAPERS AND OTHER WRITTEN ASSIGNMENTS.....	40
GRADE OF INCOMPLETE “INC”.....	41
STUDENT CONDUCT & PROFESSIONAL DEVELOPMENT.....	42
PROFESSIONAL CONDUCT.....	42
PROFESSIONAL DEVELOPMENT.....	42
ATTENDANCE AND EXAMINATIONS	43
STUDENT BEHAVIOR AND ATTIRE DURING EXAMS	43
STUDENT RIGHTS AND RESPONSIBILITIES	44
CAMPUS CITIZENSHIP.....	44
STANDARDS OF CLASSROOM BEHAVIOR	44
INTERNET SERVICES AND USER-GENERATED CONTENT POLICY	44
ACCEPTABLE USE POLICY FOR INFORMATION TECHNOLOGY	45
DRESS CODE.....	45
ANTI-HAZING REGULATIONS	45
NO-SMOKING POLICY (INCLUDING THE USE OF ELECTRONIC CIGARETTES OR VAPOR DEVICES)	45
CONFIDENTIALITY	45

UNIVERSITY CODES AND POLICIES.....	46
TOURO UNIVERSITY CODE OF CONDUCT	46
TOURO UNIVERSITY SOCIAL MEDIA POLICY	47
ADJUDICATION OF COLLEGE CODE OF CONDUCT VIOLATIONS	47
TOURO UNIVERSITY ACADEMIC INTEGRITY POLICY	49
VIOLATIONS OF ACADEMIC INTEGRITY.....	50
SANCTIONS.....	54
PROCEDURES IN RESPONSE TO VIOLATIONS OF ACADEMIC INTEGRITY	54
APPEAL PROCESS.....	57
ALTERNATIVE DISPUTE RESOLUTION	58
FAILURE-TO-EDUCATE AND LIABILITY DISCLAIMER.....	60
TOURO POLICY ON BIAS-RELATED CRIMES	60
POLICY ON TITLE IX AND SEXUAL MISCONDUCT	61
TITLE IX GRIEVANCE POLICY.....	61
TITLE IX COORDINATOR.....	61
WHEN TITLE IX APPLIES	62
SEXUAL MISCONDUCT	62
POLICY ON DRUGS AND CONTROLLED SUBSTANCES.....	64
STUDENT COMPLAINTS	64
 APPEAL POLICIES AND PROCEDURES	 65
 STUDENT SERVICES, TECHNOLOGY, AND FACILITIES	 67
 STUDENTS WITH DISABILITIES.....	 73
CONFIDENTIALITY OF STUDENT EDUCATION RECORDS	75
THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (FERPA)	75
DIRECTORY.....	77

GENERAL STUDENT INFORMATION

About 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.

For further information on Touro University, please go to: <http://www.touro.edu/news/>.

Touro University 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, 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, 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 ethical behavior, and 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

Purpose of this Handbook

This Handbook 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 Handbook and to read regularly the notices posted on the Touro website.

In addition, the School of Health Sciences has a general handbook outlining school-wide policies and procedures that apply to students in all programs. The student is responsible for knowing both PsyD program and school-wide policies.

THE PsyD PROGRAM IN CLINICAL PSYCHOLOGY, HEALTH EMPHASIS

Introduction

Welcome to the Touro University PsyD Program in Clinical Psychology, Health Emphasis. This handbook is intended to serve as a guide and reference source for your journey through the Program. In it are descriptions of the various parts and processes of the program as well as the policies and procedures of the program. It is a supplement to the School of Health Sciences Student Handbook.

This PsyD Program Handbook carefully describes the program requirements that apply to you. As requirements for entry into, and competent practice of clinical psychology can be expected to evolve and change, the PsyD Program curriculum, training requirements, and policies are also subject to change as the PsyD Program and Touro University deem necessary and/or appropriate for your education and training. Adequate notice of any change will be given. Students are responsible for making themselves aware of any changes and will be expected to adhere to all changes made.

The PsyD in Clinical Psychology, Health Emphasis, within The School of Health Sciences of Touro University will combine the academic, research, and clinical experiences necessary to prepare students for licensure in the State of New York, for work as a psychologist in traditional mental health settings, as well as in an increasingly integrated healthcare system with medical patients, and in collaboration with a variety of health care providers.

It has been estimated that between 30 and 80 percent of primary care office visits are the direct result of the complex interplay of psychological factors and medical issues. Functioning in an interdisciplinary setting requires facility with skills and populations that are both inclusive of, and different from, traditional training in clinical psychology. Through coursework, research, and externship experiences, our students will be competitive for the national internship match, prepared for their personal choice of occupational trajectory as a psychologist, and able to function in an increasingly interdisciplinary, integrated and complex workplace.

Although it is *the fundamental purpose of the Touro University PsyD curriculum to provide a generalist education and training in clinical psychology as required by the American Psychological Association Commission on Accreditation*, the health emphasis within the program provides students with a way to cluster their training through defined curriculum, clinical externships, and programs of research, that solidify core knowledge in the application of clinical psychology within the broad health care system.

The Health Emphasis within the PsyD in clinical psychology seeks to apply scientific knowledge of the interrelationships among behavioral, emotional, cognitive, social and biological components in health and disease to the promotion and maintenance of health; the prevention, treatment and rehabilitation of illness and disability; and the improvement of the health care system.

Program Philosophy and Training Model

Doctoral education in professional psychology begins with a foundation of scientific knowledge and moves through a sequential and cumulative progression of training experiences that culminate in the development of specific competencies necessary for the practice of clinical psychology. To assist you with acquiring these competencies, our program has been arranged to provide a developmentally sound combination of courses and training experiences. The coursework moves sequentially with each level building upon the knowledge and skill development from previous levels. Some courses are didactic in nature, drawing

heavily on lectures and demonstrations; others are hands-on laboratory and clinical experiences. Together, they will provide you with the knowledge and skills you need to progress on to internship and ultimately entry-level practice as a psychologist.

Our overriding philosophy is that the education and training of professional psychologists is a developmental process. As such, we strive to sequentially and systematically teach students those core competencies required for effective practice, to think critically, to utilize empirical research to guide and inform practice, to make ethical and discriminating judgments and decisions, to develop humility, appreciation and respect for individual differences, and to value learning and scholarship as a lifelong activity.

The Doctor of Psychology Program (PsyD) is a professional program intended for those students who have completed a bachelor's degree in psychology, or a related field and for those students who hold a master's degree in a mental health discipline. It is a five-year, full-time program that must be completed in a time frame of six years from entry to degree completion. Students can petition for an additional year to completion, but under no circumstances will a student be allowed to matriculate for more than seven years. The PsyD Program in Clinical Psychology, Health Emphasis at Touro University is based upon the practitioner-scholar model of professional training and is designed to prepare students to function effectively in a number of possible professional roles.

Our Program has drawn heavily from the educational standards for the training of professional psychologists suggested by the American Psychological Association Commission on Accreditation (APA/CoA) and the National Council of Schools and Programs of Professional Psychology (NCSPP). Our Program is intended to foster a sequential educational and training experience that provides a base of solid skills and knowledge, and of equal importance, promotes the development of attitudes and values necessary for lifelong learning and competent professional practice. Our PsyD training philosophy has as a central tenet, the *integration* of theory, empirical knowledge, scientific inquiry, and clinical practice. This integration, which our faculty views as a primary value within our Program, is a process that we believe should be part of the daily practice of all contemporary professional psychologists. We strive to teach and model this integration throughout the coursework, scholarly production, and training experiences in our Program.

In addition, our PsyD program in Clinical Psychology, has adopted a Health Emphasis. Our program has been developed to produce graduates who are academically well-prepared for careers as New York State licensed psychologists, with specialized skills in providing psychological services in an interdisciplinary and integrated health care system for which education about the interrelatedness between mind and body, and an understanding of an inter-professional health care system is essential. This program design is based on the premise that, in order to provide superior clinical services and make meaningful scholarly contributions in today's increasingly integrated health care system, professional psychologists working in medical/health care settings require a strong foundation in discipline-wide knowledge in psychological science, foundational clinical skills, and basic research skills; require an understanding of, and sensitivity to, issues relating to individual differences; and necessitate concentrated training in health psychology/behavioral medicine. Our students will develop competence in providing psychological services within an increasingly integrated health care system. Such competence comes from the development of essential knowledge, skills, and attitudes. Together, this integrated learning will allow students to perform the professional tasks and roles needed in an evolving integrated health care system, regardless of service delivery model (Kaslow, Dunn, & Smith, 2008).

In order to fully comprehend, assess, and treat dysfunctional behavior and emotional states or to improve the performance and functioning of individuals or systems, it is first necessary to understand the essentials of functional human behavior. The foundations of knowledge in the various disciplines of scientific psychology provide the base for this broad understanding. The curriculum provides for exposure to such

discipline-wide knowledge areas such as developmental psychology, social psychology, cognitive psychology, emotion science, learning theory, psychometrics and statistical analysis, and biopsychology. In addition, students are provided the necessary context by which they can appreciate the development and rich history of our field. Our students are also provided exposure to the systems, foundations, and multidisciplinary nature of the health care system. This base is the scientific foundation upon which clinical and scholarly pursuits of the contemporary clinical psychologist can and should occur.

In our program, we conceptualize scientific inquiry as a systematic approach to generating, accumulating, and evaluating a body of empirical research, analyzing and understanding clinical situations, and as a methodology for the development of professional critical thinking. As such, scientific inquiry is seen as the foundation for systematic and empirically grounded (i.e., data-based) clinical decision-making. Students develop the capacity to continually evaluate the evolving scientific and theoretical literature and thus inform professional practice in an empirical manner, think systematically and critically about case material, and generate original scholarly work that advances the profession of psychology. Students are therefore encouraged to become outcome-oriented, to continuously consider evolving data, to weigh systematic evidence from a variety of sources, and to seek empirical validation for their psychological assessments, consultations, and interventions. In addition, these skills and abilities serve as the foundation for self-reflective lifelong learning and development as professional clinical psychologists.

From the first semester of the program through the time students begin internship, they are part of faculty-led clinical-research teams (i.e., labs). Each core faculty has their own clinical-research team, which engages in systematic empirical study of relevant topics in the field of clinical and health psychology. Students will use the first semester of the first academic year to consider options, and then will ultimately choose one team of which they will be a regular and consistent member. Clinical-research teams are vertical teams that incorporate faculty research, student pre-dissertation research, and student dissertation research activities. Students and faculty of each team will meet weekly to engage in theoretical and empirical discussions; engage in research planning and implementation; analyze data; and prepare conference submissions/presentations and journal manuscripts. These clinical-research teams provide encouragement and support for scholarly activity and allow students to learn first-hand the ways in which research and practice can be and should be seamlessly interwoven.

The curriculum also provides students with a broad array of assessment, consultation, and intervention models in preparation for the general practice of clinical psychology, and more specialized practice of clinical psychology in health/medical settings. While the faculty emphasizes those assessment, consultation, and intervention models that have demonstrated empirical support, other theoretical models are presented and discussed. Students are encouraged to systematically examine alternatives, critically evaluate the applicability of theories, assessments, interventions, and associated empirical literature, and apply these perspectives to a diversity of clinical and educational issues, populations, and settings. This approach encourages students to develop an evaluation, consultation, and intervention style consistent with their own thinking yet grounded in the empirical tradition of professional psychology.

As our primary mission is the education and training of competent generalists capable of engaging in the independent practice of clinical psychology, the ongoing development of professional skills is a major focus of the Program. *The development of core competencies in the professional relationship, communication, assessment, intervention, professional ethics, cultural humility and an appreciation for individual differences and its impact on professional practice, consultation/program evaluation, and supervision/management are emphasized in the curriculum and evaluated regularly and systematically throughout the Program.*

Necessary for the integration of theory, scientific inquiry and professional practice is the externship sequence, which is fully integrated into our curriculum plan, beginning in the first year of study with pre-externship skills classes, and sequentially continuing over the next three levels of our Program. *The pre-*

externship experience begins during the fall, spring, and summer semesters of the first year with students gaining experience in diagnostic interviewing, the administration, scoring and interpretation of a variety of psychological assessments, and foundations of psychological treatment.

In the second program year students complete an externship in a community setting in which they begin to develop their skills in interviewing, assessment, and psychological intervention. These placements are applied for during the 1st program year through a match system developed by the New York New Jersey Association of Directors of Training (NYNJADOT). Further information can be found in the PsyD Clinical Training Guide.

Students will develop an appreciation of, and experience in, integrated multidisciplinary health care delivery systems in their advanced externship experiences.

The externship sequence and associated externship seminars also provide students with clinical material to enhance critical thinking regarding the application of theory, research, ethics, and individual differences presented in courses and seminars. Supervision provided during externship is a critical factor in the development of clinical skills, provides additional practitioner-scholar models, and begins the development of students' own consultation and supervisory skills. In combination with on-site supervision, the program-based externship seminar allows the student to continue development of case conceptualization, ethical awareness, sensitivity to individual differences, and professional communication skills through faculty consultation. The capstone of our clinical training is the Internship, which is a one-year, full-time or, in rare/exceptional circumstances, a two-year part-time experience.

The Touro University PsyD program has been designed to ultimately achieve accreditation by the American Psychological Association Commission on Accreditation (APA CoA). Our "self-study" has been accepted by APA CoA, a site visit has been authorized and accreditation is actively being pursued. ***Graduates of this program who decide to apply for licensing as a psychologist will meet the educational requirements for licensing in the State of New York as well as most other jurisdictions. However, as each jurisdiction within the United States develops its own requirements for licensure – these may change over time -- each jurisdiction may have additional requirements that must be satisfied prior to licensure. Please contact the state or provincial licensing board in the jurisdiction to which you plan to apply for exact information.***

Program Aims

Following the practitioner-scholar model of training, the program, through its curriculum, research and applied experiences, the **aims of the PsyD program are as follows:**

Aim 1: To provide students with a sequential, cumulative, and broad and general foundation in the science and professional practice of Clinical Psychology.

#1(a): Students will acquire the current scientific discipline-wide foundations of knowledge in psychological science and in clinical psychology as an area of professional specialization.

#1(b): Students will acquire foundational knowledge of the health care system that supplements the discipline- and profession-wide knowledge base of psychology, specifically with knowledge pertaining to health and behavior of communities and populations.

Aim 2: To produce practitioner-scholars capable of being informed and active professional consumers of, and contributors to, the scientific body of knowledge in the field of clinical psychology, with an emphasis on the numerous issues of psychological aspects of health care and the health care system, who also appreciate the intrinsic connection between scholarly activity and evidence-informed practice.

#2(a): To develop research aptitudes through a graded sequence of mentored research activities that lead to independent research skills.

#2(b): To develop the ability to recognize and apply relevant published research findings in guiding clinical psychological practice.

#2(c): To contribute to the current body of psychological/clinical psychological knowledge by presenting or publishing research findings.

Aim 3: To provide cumulative and sequential education and training of increasing complexity in evidence-based psychological assessment, intervention, and consultation services applied to both traditional mental health services and the greater health care system.

#3(a): To develop a broad base of clinical competencies appropriate for the pre-internship phase of professional training.

#3(b): To successfully place students in APPIC-approved or APA-accredited internships.

#3(c): To provide background knowledge and entry-level professional skills leading to successful attainment of NYS licensure.

#3(d): To provide the knowledge, skills, and attitudes, necessary to function effectively as a clinical psychologist in an integrative/health care environment.

Aim 4: To prepare students to be cognizant of individual and group differences in psychological processes, clinical presentation, and responsiveness to treatment, and to apply such knowledge across the broad health care system.

#4(a): Provide students with assessment and intervention experiences across the life span that reflect a range of populations and individual differences.

#4(b): Provide didactic and practical experiences that ensure that students, as a result of their training, are sufficiently knowledgeable and motivated to infuse a consideration of individual differences and differential access to health care and health outcomes into their clinical and professional activities.

Program Overview

While the program does not adhere to a single clinical theoretical model, it does emphasize approaches and techniques drawn from several of the most widely accepted and empirically grounded theoretical positions. *In our focus on training the evidence-based practice of clinical psychology, particular emphasis is placed on those theories and applications that demonstrate empirical support and acknowledge and incorporate issues of diversity.*

In the Touro University PsyD Program in Clinical Psychology, Health Emphasis, students are oriented toward a contemporary approach to professional practice which emphasizes a thorough grounding in psychological techniques, a sound working knowledge of behavioral, neo-behavioral, cognitive-behavioral, emotion-focused, time limited psychodynamic, interpersonal, and other empirically supported psychological intervention models, and a discriminating and functionally useful understanding of how biopsychosocial connections impact physical and psychological health and wellbeing. A comparative study of other modes and models of practice is also presented across the curriculum. Levels I and II of the Program (Years 1 and 2) provide foundation work for contemporary practice of clinical psychology, including scientific foundations, research and evaluation foundations, ethical and legal foundations, psychometrics, foundations of psychological (cognitive and personality) assessment, individual and system-based professional relationship foundations, and foundations of clinical interventions. Level III (Year 3) builds upon these foundations and further develops clinical competencies. Level IV (Year 4) expands upon those foundations with a demonstrated competence in research-evaluation (doctoral dissertation) and additional coursework, some of which focus on competencies in the professional leadership areas of interprofessional consultation and collaboration, and supervision/management. Externship experiences are arranged in a variety of community agencies; hospitals/medical centers, health/mental health agencies, etc. to fit the student's developmental training level and career ambitions. The capstone of the Program is the clinical internship - a one-year full-time (*or 2-year part-time under extreme circumstances only*) supervised training experience in a clinical setting. Throughout the program, students will regularly participate in formal and highly-structured Inter-Professional Educational (IPE) activities in coordination with the Touro College of Osteopathic Medicine, the Touro College of Dental Medicine, the Touro College of Pharmacy and allied programs in the School of Health Sciences, such as Speech-Language Pathology. These activities serve to support our health emphasis by allowing students to develop a deep understanding of various professional roles and responsibilities as well as the capacity to communicate and collaborate in a patient-centered health care team.

Transfer credit policy and procedure:

- Up to 18 non-clinical skills-related graduate credits will be eligible for transfer: Courses such as developmental psychology and social psychology are eligible; courses such as assessment and/or treatment (i.e., skills courses) are not.
- Students are required to submit syllabi of graduate courses for which they would like transfer credit.
- Appropriate faculty will review the submitted syllabi to ensure substantial overlap of course content between courses and make a transfer/no-transfer recommendation.
- The Executive Director will then review the faculty recommendations and make a final course transfer decision.

Course Sequence

The following is the course of study required for completion of the PsyD Program in Clinical Psychology (Health Emphasis) at Touro University: Completion of 114 credits, a minimum of two years of externship, successful passing of all comprehensive examinations, a successfully completed full year approved clinical internship, and a successfully defended doctoral dissertation. Students must complete the program in the sequence provided below with no exceptions. In the event a course must be retaken due to an unsatisfactory grade, that course must be completed the next semester as an independent study.

PsyD Program in Clinical Psychology (Health Emphasis)		
First year – Fall (14 credits)		
PSGN 770	Development Psychology Across the Life Span	3 credits
PSGN 775	Assessment I: Cognitive Assessment	3 credits
PSGN 772	Psychometrics and Statistical Analysis	4 credits
PSGN 776	Professional Seminar Ia: Introduction to Clinical Psychology: Professional Values, Attitudes, and Behaviors	1 credit
PSGN 771	Cognition and Emotion	3 credits

First Year – Spring (14 credits)		
PSGN 780	Theories of Personality and Individual Differences	3 credits
PSGN 785	Assessment II: Assessment of Personality and Individual Differences	3 credits
PSGN 787	Psychopathology I: Adults	3 credits
PSGN 786	Professional Seminar Ib: Introduction to Clinical Psychology: Professional Values, Attitudes, and Behaviors	1 credit
PSGN 782	Research Design	4 credits

First Year – Summer (13 credits)		
PSGN 790	Clinical Skills: Foundations of Psychological Interventions	3 credits
PSGN 795	Biological Foundations of Behavior	3 credits
PSGN 798	Evidence Based Psychological Treatments I: Therapeutic Models and Mechanisms of Change	3 credits
PSGN 796	Professional Seminar Ic: Introduction to Clinical Psychology: Professional Values, Attitudes, and Behaviors	1 credit
PSGN 797	Psychopathology II: Children and Adolescents	3 credits

Second year – Fall (12 credits)		
PSGN 807	Evidence Based Psychological Treatments II: Children and Adolescents	3 credits
PSGN 827	Evidence Based Psychological Treatments III: Adults	3 credits
PSGN 806	Professional Seminar IIa: Ethics and Professional Practice in Clinical Psychology	2 credits
PSGN 803	Clinical Health Psychology I: Theoretical and Scientific Foundations	3 credits
PSGN 809	Clinical Externship & Externship Seminar Ia	1 credit

Second Year – Spring (12 credits)		
PSGN 813	The Health Care System: Models, Trends and Challenges	3 credits
PSYD 816	Professional Seminar IIb: Ethics and Professional Practice in Clinical Psychology	1 credit
PSGN 800	Assessment III: Integrative Assessment	3 credits
PSGN 814	Clinical Health Psychology II: Health Promotion	3 credits
PSGN 810	Seminar in Medical Procedures and Terminology	1 credit
PSGN 819	Clinical Externship & Externship Seminar Ib	1 credit

Second Year – Summer (8 credits)		
PSGN 802	Advanced Concepts in Statistical Analysis	3 credits
PSGN 826	Professional Seminar IIc: Ethics and Professional Practice in Clinical Psychology	1 credit
PSGN 824	Integrative Health Care/Behavioral Medicine I: Psychological Interventions in Primary and Specialty Care	3 credits
PSGN 829	Clinical Externship & Externship Seminar Ic	1 credit

Third year – Fall (11 credits)		
PSGN 834	Integrative Health Care/Behavioral Medicine II: Pediatric Psychology	3 credits
PSGN 836	Professional Seminar IIIa: Issues of Individual Differences in the Professional Practice of Clinical Psychology	2 credits
PSGN 839	Clinical Externship & Externship Seminar IIa	1 credit
PSGN 832	Research Seminar I: Project Initiation	2 credits
PSGN 835	Assessment IV: Neuropsychological Assessment	3 credits

Third Year – Spring (10 credits)		
PSGN 840	History and Systems in Psychology	3 credits
PSGN 846	Professional Seminar IIIb: Issues of Individual Differences in the Professional Practice of Clinical Psychology	1 credit
PSGN 849	Clinical Externship & Externship Seminar IIb	1 credit
PSGN 842	Research Seminar II: Project Development	1 credit
PSGN 847	Psychopharmacology	3 credits
PSGN 841	Dissertation Supervision I	1 credit

Third Year – Summer (3 credits)		
PSGN 856	Professional Seminar IIIc: Issues of Health Disparities, Gender, Ethnicity, and Culture in the Professional Practice of Clinical Psychology	1 credit
PSGN 859	Clinical Externship & Externship Seminar IIc	1 credit
PSGN 851	Dissertation Supervision II	1 credit

Fourth year – Fall (8 credits +1 Optional credit)		
PSGN 864	Health Care and Aging	3 credits
PSGN 869	Clinical Externship & Externship Seminar IIIa (<i>optional</i>)	1 credit (optional)
PSGN 862	Research Seminar III: Project Completion and Manuscript Preparation	1 credit
PSGN 890	Supervision and Management of Psychological Services	3 credits
PSGN 861	Dissertation Supervision III (Required to be repeated each semester until dissertation is completed)	1 credit

Fourth year – Spring (6 credits +1 Optional credit)		
PSGN 870	Seminar in Social Psychology	3 credits
PSGN 891	Intra and Inter-professional Consultation, Collaboration, and Integration within the Health Care System	3 credits
PSGN 879	Clinical Externship & Externship Seminar IIIb (<i>optional</i>)	1 credit (optional)

Fifth year – Fall (1 credit)		
PSGN 880	Doctoral Internship I	1 credit

Fifth year – Spring (1 credit)		
PSGN 881	Doctoral Internship II	1 credit

Fifth year – Summer (1 credit)		
PSGN 882	Doctoral Internship III	1 credit

TOTAL CREDITS: 114 (+2 Optional credits)

Discipline Specific Knowledge/Scientific Foundations (29 credits)

Discipline-specific knowledge serves as a cornerstone for the establishment of identity in and orientation to clinical psychology. Thus, all students who graduate from the PsyD program will acquire a general knowledge base in the field of psychology, broadly construed, to serve as a foundation for further training in the practice of clinical psychology.

- PSGN 770 Developmental Psychology Across the Life Span (3 credits)
- PSGN 795 Biological Foundations of Behavior (3 credits)
- PSGN 870 Seminar in Social Psychology (3 credits)
- PSGN 780 Theories of Personality and Individual Differences (3 credits)
- PSGN 840 History and Systems in Psychology (3 credits)
- PSGN 771 Cognition and Emotion (3 credits)
- PSGN 772 Psychometrics and Statistical Analysis (4 credits)
- PSGN 782 Research Design (4 credits)
- PSGN 802 Advanced Concepts in Statistical Analysis (3 credits)

Profession-Wide Competencies (57 credits)

Profession-wide competencies include specific competencies required of all students who graduate from the PsyD program. We will provide opportunities for all of our students to achieve and demonstrate each required profession-wide competency:

- Research
 - Ethical and legal standards
 - Individual and cultural diversity
 - Professional values, attitudes, and behaviors
- PSGN 776/786/796 Professional Seminar Ia, Ib, Ic: Introduction to Clinical Psychology: Professional Values, Attitudes, and Behaviors (3 credits in total)
 - PSGN 806/816/826 Professional Seminar IIa, IIb, IIc: Ethics and Professional Practice in Clinical Psychology (4 credits in total)
 - PSGN 836/846/856 Professional Seminar IIIa, IIIb, IIIc: Issues of Individual Differences, in the Professional Practice of Clinical Psychology (4 credits in total)
 - PSGN 832 Research Seminar I: Project Initiation (2 credits)
 - PSGN 842 Research Seminar II: Project Development (1 credit)
 - PSGN 862 Research Seminar III: Project Completion (1 credit)
 - PSGN 841/851/861 Dissertation Supervision I, II, III (3 credits in total)

- v. Communication and interpersonal skills
- vi. Assessment
- vii. Intervention
- viii. Supervision
- ix. Consultation and interprofessional/interdisciplinary skills

- PSGN 790 Clinical Skills: Foundations of Psychological Interventions (3 credits)
- PSGN 775 Assessment I: Cognitive Assessment (3 credits)
- PSGN 785 Assessment II: Assessment of Personality and Individual Differences (3 credits)
- PSGN 800 Assessment III: Integrative Assessment (3 credits)
- PSGN 835 Assessment IV: Neuropsychological Assessment (3 credits)
- PSGN 787 Psychopathology I: Adults (3 credits)
- PSGN 797 Psychopathology II: Children and Adolescents (3 credits)
- PSGN 798 Evidence-Based Psychological Treatments I: Therapeutic Models and Mechanisms of Change (3 credits)
- PSGN 807 Evidence-Based Psychological Treatments II: Children and Adolescents (3 credits)
- PSGN 827 Evidence-Based Psychological Treatments III: Adults (3 credits)
- PSGN 847 Psychopharmacology (3 credits)
- PSGN 890 Supervision and Management of Psychological Services (3 credits)
- PSGN 891 Intra and Inter-professional Consultation, Collaboration, and Integration within the Health Care System (3 credits)

Program-Specific Competency/Health Emphasis: (19 credits)

Although doctoral programs accredited in clinical psychology by APA contain similar required course work and training sequencing, they differ in the balance among, and relative emphasis on, program components, based on specific training aims or likely career paths of their graduates. In our program that will mean the acquisition of knowledge, skills, and attitudes appropriate for interdisciplinary and integrative clinical practice in the larger health care system.

- PSGN 803 Clinical Health Psychology I: Theoretical and Scientific Foundations (3 credits)
- PSGN 814 Clinical Health Psychology II: Health Promotion (3 credits)
- PSGN 813 The Health Care System: Models, Trends and Challenges (3 credits)
- PSGN 810 Seminar in Medical Procedures and Terminology (1 credit)
- PSGN 824 Integrative Health Care/Behavioral Medicine I: Psychological Interventions in Primary and Specialty Care (3 credits)
- PSGN 834 Integrative Health Care/Behavioral Medicine II: Pediatric Psychology (3 credits)
- PSGN 864 Health Care and Aging (3 credits)
- Formal Inter-Professional Activities (0 credits)

Clinical Training Sequence: (9 credits) (2 additional optional credits available)

Practicum/Externship will include supervised experience working with varying populations with a variety of presenting problems, diagnoses, and issues. The purpose of Practicum/Externship is to develop the requisite knowledge and skills for graduates of our program to be able to demonstrate necessary clinical competencies.

In addition, all students in our program will complete a one-year full-time internship.

- PSGN 809/819/829 Clinical Externship & Externship Seminar Ia, Ib, Ic (3 credits in total)
- PSGN 839/849/859 Clinical Externship & Externship Seminar IIa, IIb, IIc (3 credits in total)
- PSGN 869/879 Optional Clinical Externship & Externship Seminar IIIa, IIIb, IIIc (optional, 2 credits in total)
- PSGN 880/881/882 Doctoral Internship I, II, III (3 credits in total)

Clinical Externship Sequence

Students are expected to complete a minimum total of 1,200 semester hours of externship that is supervised by a doctoral-level, licensed clinical psychologist as part of the program. These advanced clinical experiences begin in the fall of the second year. Externships are designed to assist students in achieving competence as future psychologists and to provide preparation for the required predoctoral clinical internship. The emphasis is on the quality of clinical experience and supervision. Detailed information for students regarding the externship can be found in the PsyD Clinical Training Guide.

Externship (often referred to as practicum) training for doctoral students available in New York City is unusual, compared to many doctoral training programs across the country. A very large number of placement sites and seats within those sites are available to students in the tri-state area. The training directors of the majority of these placements are members of a longstanding and well-organized group that regularly meets with the Training Directors/Coordinators of doctoral programs to ensure a fair, organized and orderly process for students finding an appropriate clinical placement (New York New Jersey Association of Directors of Training; NYNJADOT).

The entire list of externship sites available in the NY/NJ area can be found here:
http://psychpracticum.fdu.edu/index.php/All_Sites.

From a wide array of options, students will select a small number of sites each year to which they will apply. Students complete general therapy/assessment placements first, before seeking out more specialized placements (e.g., Neuropsychology, Integrated Health/Primary Care). In addition, Touro University has a standard affiliation agreement which is used for all externship sites that will engage in the clinical training of our students.

Clinical training sites that students apply to will be chosen collaboratively, with involvement of both the student and the Director of Clinical Training based upon the student's level of progression through the program, and consistent with the student's individualized training goals. There exists in the NYC metropolitan area a uniform timeline for externship applications, interviews, and acceptances. While on externship placement, students are supervised by the on-site supervisor. However, in order to ensure quality of sites and to provide our students with the best training experience possible, our students will also receive additional guidance at Touro from members of our clinical faculty in the context of the externship seminar.

Externship I: Students complete their Externship I training experience conducting intake assessments and psychotherapy during their 2nd year in the program. Students complete their Externship I training experience (600 hours minimum) at a community-based site under the supervision of a licensed psychologist where they gain experience in assessment and/or psychotherapy.

Externship II: Students complete their Externship II training experience (600 hours minimum) in their 3rd program year at more advanced community placements with clients with a wide range of presenting problems including, a substantial percentage of direct care with patients experiencing health-related difficulties.

Externship III (optional): In most cases, students will complete a third practicum in their 4th year of study which should be based in a specialized site tailored to the interests of the student, and should focus on expanding or enhancing skills prior to internship. Students complete their externship experience over a ten to twelve-month period at the same agency (based on the needs and structure of the agency).

Students who complete this additional training experience must also complete the two-semester (1 credit each semester) sequence in Clinical Externship & Externship Seminar.

*Importantly, it should be understood that the health emphasis of our program requires two externship experiences in a facility providing psychological services within an interdisciplinary health care environment. This is defined as at least 50% of clinical service delivery with health-related issues of patient, family members, and/or interprofessional care teams. **If either of the first two externship placements does not provide that experience, a third externship will be required.***

The weekly requirement for externship is 16 hours/week over a year, usually consisting of 2 to 3 days per week on site. During the 2nd, 3rd, or 4th year of externship in addition to the 16 hours completed at the primary externship site. As a general rule the core time spent at the externship site should be devoted to providing direct services and the rest of the time should be spent in supervision and other appropriate training or indirect service activities. These elements will all be clarified within the Touro University's general affiliation agreement.

Students are expected to follow the work schedule/calendar of their externship site. University vacation time does not constitute an automatic release from externship responsibilities. Any and all time away from the placement (e.g. sick, vacation, personal time, etc.) must be made in accordance with site rules and regulations and with necessary permission.

Clinical Internship

During their 5th year in the program, students complete a full-time Clinical Psychology Internship. The predoctoral internship is equivalent to a year-long, full-time position and is completed under the supervision of experienced and licensed clinical psychologists. It affords students the opportunity to apply their knowledge and skills in order to achieve the professional competence that will be required for licensure and independent practice.

The clinical internship requires a national application process through the Association of Psychology Postdoctoral and Internship Centers (APPIC; <https://www.appic.org/Match/About-The-APPIC-Match>). As is the case in all doctoral programs in clinical psychology, students should expect to relocate during this year, as internship sites are located across the country, with the New York City area sites being some of the most competitive in the nation. Sites are listed in the APPIC directory (<https://www.appic.org/Directory>). Under exceptional circumstances, students may be allowed to complete their internship experience in a setting that allows for 2-year, half-time each year experience. Pre-approval for such an experience must be obtained from the Director of Clinical Training, and approval of the specific setting must also be obtained from the DCT. The requirements of such a placement can be found in the Clinical Training Guide.

Program Progression

The Touro University PsyD Program is generally intended to be a 5-year, full-time program; however, in the event of unexpected and unusual personal circumstances, one program level may be completed over a 2-year period so that these circumstances do not prevent a student from completing their graduate education. However, ***all students are required to complete the program within a maximum of 7 calendar years.*** Doctoral students requesting permission to be enrolled part-time due to unexpected and unusual

circumstances must petition the Program Executive Director for written permission each semester. Full-time matriculation is defined as enrollment in all courses scheduled for that semester appropriate to the student's program level. Students completing their internship in one calendar year are considered to be full-time students.

The PsyD Program operates year-round (Fall, Spring, and Summer semesters). Students are expected to keep pace with their cohort group. Students should request permission from the Executive Director of the Program to enroll on a part-time schedule if so desired. A student desiring to matriculate on a part-time basis must present a formal request in writing to the Executive Director who will review the request and place a written approval in the student's academic file.

Should students need to take a Leave of Absence (LOA) from the Program at any point in time, they must submit a written request to the Program Executive Director in writing (and receive a formal acceptance of this request) to protect their status in the Program. For detailed information about the leave of absence policy, the student should refer to the appropriate section of The School of Health Sciences Student Handbook.

Upon successful completion of all first-year courses (with a grade of B- or better), students will be awarded a Master of Arts (MA) degree in General Psychology. A grade below B- requires remediation. Students may remediate up to two courses. The MA will be awarded following successful remediation.

Requirements for Completion

Upon satisfactory evaluation by the PsyD faculty, the doctorate is awarded to candidates who have successfully completed the following requirements of the program:

1. 114 graduate credits of course work as designated.
2. A minimum grade point average of 3.0
 - a) A student who receives a grade below B- must successfully repeat and pass the course (with a grade of at least B) on the second attempt to remain in the program.
 - b) Only one course repeat is permitted for the entire program.
3. Successful completion of Doctoral Externship I and II
4. Successful completion of the Foundations Examination, CADE, and CTE.
5. Successful completion of the Doctoral Dissertation
6. Successful completion of an approved (1,750-hour minimum) internship in clinical psychology

Comprehensive and Competency Examination Requirements

A major aspect of the requirements for the Doctor of Psychology degree is the successful completion of the comprehensive examinations, which are intended to demonstrate the specific competencies central to our program.

The Foundations Examination (FE) is taken following completion of the six discipline-wide knowledge courses in Level I and is given in late August of the 1st program year:

- PSGN 770 Development Psychology Across the Life Span (3 credits)
- PSGN 795 Biological Foundations of Behavior (3 credits)
- PSGN 780 Theories of Personality and Individual Differences (3 credits)
- PSGN 771 Cognition and Emotion (3 credits)
- PSGN 772 Psychometrics and Statistical Analysis (4 credits)
- PSGN 782 Research Design (4 credits)

This is a 200-question multiple-choice test (30 questions from each of the 3-credit courses and 40 questions from each of the 4-credit courses), which mirrors the Examination for Professional Practice in Psychology (EPPP) national licensing examination in psychology. Passing this exam requires a grade of 80% or better on each subtest (i.e., material from the six completed courses). Students will receive feedback regarding their total grade and a grade for each of the subtests (i.e., specific course material). If a student does not achieve the required 80% grade on each subtest of the examination the first time, they must retake the portions of the examination in which their grade was below 80% within 90 days. A second failure will require a third and final test administration, within 90 days of the second failure. A third failure will result in dismissal from the program. This examination is intended to assess the student's knowledge and understanding of the discipline-wide scientific foundations of contemporary clinical psychology and provide a test taking experience similar in style to the National Licensing Examination.

The Comprehensive Assessment and Diagnostic Examination (CADE) is to be completed by the end of the spring of Doctoral Externship I (2nd program year). The CADE is a professional work sample, from a case that the student has seen on externship, and is intended to assess the student's competency in the following areas: intake/interview, relevant data collection, psychological/psychoeducational testing, data-based decision making, establishment of and maintenance of appropriate professional relationships, understanding and sensitivity to individual differences, ethical considerations, diagnostic formulation, case conceptualization, intervention recommendations and ability to engage in appropriate self-critique (see CADE Manual for a detailed description). The CADE includes a written work sample, including a complete and thorough answer to questions related to ethics, legal issues, standards of care etc. A failed CADE will include remedial recommendations and a re-examination must occur within five months of the date of failure. A second failure will result in dismissal from the program.

The Comprehensive Treatment Examination (CTE) is completed during the spring of Doctoral Externship II (3rd program year). The CTE is a professional clinical work sample based on a case seen on externship and is intended to assess the student's competency in clinical treatment delivery and includes an evaluation of the student's ability to establish an appropriate therapeutic relationship, appropriately utilize psychological assessment for intervention planning and intervention outcome measurement, develop and present an appropriate case conceptualization including a discussion of appropriate evidence-based interventions, demonstrate the proper use of therapeutic techniques, appropriately recognize ethical concerns and demonstrate sensitivity to individual differences, demonstrate sufficient functional knowledge of psychological concepts, and demonstrate the ability to effectively utilize supervision and consultation and engage in appropriate self-critique (See CTE Manual for a detailed description). The CTE includes a written work sample and oral defense of the treatment case selected. A failed CTE examination will include remedial recommendations and a re-examination must occur within five months. **A student will not be allowed to apply for internship without successfully passing the CTE examination.**

The CTE is also intended to provide students with a professional experience similar in style and content to the American Board of Professional Psychology Board Certification (Diplomate) examination.

Externship and Internship

The **externship progression** is designed to provide the student with both depth and breadth of experience. Each student will be expected, over the course of their career at Touro University, to have experience with a range of roles, settings, populations, clients, clinical problems, and techniques. This is accomplished in externship placements in clinics, hospitals, and other community agencies of the heterogeneous greater New York/New Jersey metropolitan area. Prior to their first externship, students have a "pre-practicum" experience during Level I in the program, in which students have an opportunity to perform psychological

assessments as well as model and perform simulated diagnostic intake interviews at our Simulation Lab under careful and close faculty supervision.

The externship progression is a two-tiered experience with the opportunity for an additional optional third year of externship training. However, the third year would be required if either of the first two externships do not meet the requirements of a health care site as noted above). The two required externships share the same structure and requirements, with each level requiring progressively more sophisticated skills and may encompass a wider variety of clinical activities. The first externship will be in a community agency (mental health clinic, counseling center, etc.) in the metropolitan New York/New Jersey area and the second externship will be in a more advanced agency setting (e.g., medical center, addictions treatment facility, eating disorders treatment facility) providing clinical services, *and at least 50% of clinical service delivery with health-related issues of patient, family members, and/or interprofessional care teams.*

There is a minimum requirement of 600 on-site training hours per year for the practicum experience during both the second and third program level (for a total of 1,200 hours minimum). An additional third optional externship is suggested to further develop clinical skills prior to internship, but is not required, unless necessary to accumulate the 2-years of experiences required of our health emphasis. Externships can be completed over a nine-month or twelve-month period, and the range of weekly practicum hours is expected to be approximately 16 hours per week, on average. The externship progression is set up so that students receive exposure to a balance of assessment, intervention, and consultation roles of the clinical psychologist, across settings and populations. Detailed procedures and requirements for the externship are provided in the Clinical Training Information and Guide.

The **Clinical internship** is a one-year full-time (or two calendar-year part-time) experience that may be undertaken after the student has successfully completed the first four levels of the Program, including all externships, Foundations and Comprehensive Examinations, has successfully defended the Doctoral Dissertation Proposal, and has been approved by the doctoral faculty. The clinical internship is an intensive training experience requiring 36 - 40 hours of service a week over one year or 18 -20 hours a week over two years (1,750 hours minimum) in a clinical setting. Detailed procedures and requirements for the clinical internship are provided in the Clinical Training Information and Guide.

Doctoral Dissertation

The PsyD program requires the completion of a **Doctoral Dissertation** that addresses an important original question of relevance to the practice of psychology. It is a training experience designed to provide the student with a guided opportunity for integrating and interpreting findings from existing empirical research toward addressing an issue relevant to the practice of clinical psychology, health emphasis.

The precursor to the Doctoral Dissertation (DD) requires each student to become an active participant in vertical (i.e., students in all program levels) faculty-led clinical-research teams in the first year of the program, and continues throughout the first four years of the program. In these teams, generally organized around the faculty member's broad area of clinical-research, students cooperatively discuss research ideas, methodology, and statistical analysis; cooperatively engage in the execution of team studies and prepare/submit/present their research to scientific journals and/or appropriate scientific conferences. These clinical-research team activities promote competency in research design, statistical analysis, interpretation and presentation of data, and contributes to the student developing their own independent area of research—the Doctoral Dissertation.

The **Doctoral Dissertation (DD)** is a core requirement for the PsyD degree. Students begin the formal dissertation process in the third program level and must complete a minimum of three Dissertation Seminars (Year 3-Fall, Year 3-Spring, Year 4-Fall) and three semesters of Dissertation Supervision. Additional Dissertation Supervision must be registered for each semester until the DD is complete. *Students must successfully defend their Doctoral Dissertation Proposal by June 30 at the completion of Program Level*

III at the latest, and may not apply for internship placement if the DD proposal defense is not successfully completed by this date. Please see the PsyD Program Doctoral Dissertation Manual for relevant details and expected timelines.

The DD is an outcome assessment of the student's understanding of investigative methods and of their eventual ability to make a scholarly contribution to the profession through competent research, and may be a theoretical (e.g., meta-analysis, extensive *Psych Bulletin*-level literature review), quantitative, or qualitative study. In its execution, the student will be held to rigorous standards of planning, scholarship, and research. The finished product is expected to be journal length and ready for submission to a peer-reviewed professional journal (pre-determined journals selected prior to the proposal defense). The structure of the project may vary, as long as the problem addressed is deemed by the student's dissertation committee to be original, significant, and relevant to the clinical practice of psychology. The DD is deemed complete: (a) following successful completion of the oral defense, (b) once all necessary revisions are made, the DD is in proper form, and the final DD has been approved by the Dissertation Style Reviewer, and (c) once the final manuscript is formally submitted for publication to an appropriate peer-reviewed professional journal and confirmation of submittal is received. **A detailed description of the Doctoral Dissertation process can be found in the PsyD Program Doctoral Dissertation Manual.**

STUDENT PROGRESS AND EVALUATION

Student Evaluation

It should be recognized that at this level of education and training, the grading system is chiefly a feedback system for the student and faculty regarding that student's progress and development. Grades are the more objective part of the evaluation process, but they must be added to a variety of no less important but more subjective indicators of professional development such as overall academic development, professional/interpersonal behavior and clinical skill development. The faculty will utilize grades and carefully consider the more subjective aspects of professional development when periodically reviewing student's progress. On a semi-annual basis, the program faculty will convene the Faculty Performance Evaluation meeting, which is a thorough and comprehensive evaluation of the progress of each student in the program (described later in this handbook).

The following is a description of a Comprehensive Evaluation of Student Competence as developed by the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC):

“Professional psychologists are expected to demonstrate competence within and across a number of different but interrelated dimensions. Because programs that educate and train professional psychologists also strive to protect the public and profession, faculty, training staff, and supervisors in such programs have a legitimate and vested interest in the comprehensive evaluation of student competence to include multiple aspects of development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical).

As such—and consistent with a range of oversight, professional, ethical, and licensure guidelines and procedures that are relevant to processes of training, practice, and the assessment of competence within professional psychology (e.g., Ethical Guidelines, 2002; Multicultural Competencies, 2002; Competencies Conference 2002; Guidelines and Procedures Committee on Accreditation, 2002; Association of State and Provincial Psychology Board, 2003)—the Council of Chairs of Training Councils (CCTC) (2003) has developed the following policy language that doctoral, internship, and postdoctoral training programs in psychology may use in their respective program handbooks and other written materials.

Not all students understand or appreciate that multiple aspects of their professional development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) will be evaluated throughout the process of education and training in professional psychology programs (e.g., doctoral, internship, postdoctoral). Such comprehensive evaluation is necessary in order for faculty, training staff, and supervisors to appraise the professional development and competence of their students. This policy language attempts to (a) disclose and make these expectations explicit for students at the outset of education and training, and (b) provide an opportunity for students to determine whether they do or do not wish to participate in such processes and experiences.

Students in psychology training program (at the doctoral, internship, or postdoctoral level) should know—at the outset of training—that their faculty, training staff, and supervisors have a professional, ethical, and potentially legal obligation to: (a) evaluate the interpersonal competence and emotional wellbeing of student trainees who are under their supervision, and who provide services to clients and consumers, and (b) ensure—insofar as possible—that the trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, professional psychology education and training programs, faculty, training staff, and supervisors strive not to “pass along” students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

Therefore, within a developmental framework and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which students relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one’s own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues).” The intent of our program is to evaluate these competencies in both general clinical psychology and within the context of the health emphasis of our program.”

Program faculty are readily accessible to students and provide them with close and ongoing guidance, supervision, and mentoring appropriate for doctoral education. Students will be assigned an advisor immediately following program matriculation. Students meet with their advisor a minimum of twice a semester (more if desired or needed), and these meetings are documented and reviewed by program administration. Further, the entire program faculty engage in a twice-yearly review of student progress, where all faculty discuss student progress. This evaluation includes the completion of a student evaluation form, which is shared and discussed with each student. In addition, students complete written evaluations of the program and externship sites/supervisors. A full sequential description of our assessment processes can be found below.

We recognize that doctoral education is more than just a sequence of courses and training experiences, and as such faculty serve as appropriate professional role models and mentors, and promote the students’

acquisition of knowledge, skills, competencies, and attitudes that are consistent with the program's training goals and objectives. Our vision is to have a program that is appropriately rigorous, while at the same time being supportive and compassionate.

Assessment of Student Development in the PsyD Program

The development of skills within the PsyD program is a sequential process in which the students and the faculty are both mutually involved, therefore the evaluation process developed for the students in the PsyD program at Touro University follows a similar developmental philosophy.

The process begins as potential applicants are evaluated in terms of the base of acquired knowledge they bring from their undergraduate education.

The evaluation process mirrors the sequential development of skills by providing students with constructive feedback at all levels of their training experience. The feedback is conscientiously designed to be commensurate with the student's level of skill development. All components of the evaluation process are designed to assist the student in developing the competencies previously described and, subsequently in reaching their individually chosen professional career goals.

The Role of the Competencies in the Assessment Process

As the knowledge base of the students grows and their acquired skills broaden, it is anticipated that their clinical competencies will develop accordingly. Therefore, it is the intention of the faculty to emphasize the development of clinical competencies at all points in training, with the emphasis and scope being commensurate with the level of development of the individual student. Specific competencies are noted in the evaluative forms noted above.

The Role of the Program Faculty in the Assessment Process

In addition to providing fair and consistent feedback during the completion of all courses, faculty who teach courses in the PsyD program are responsible for participating in the semi-annual review process. Program faculty meet in January and June of each year to discuss the academic, clinical, and research progress of all students. All faculty who have responsibility for teaching courses in the program are present at this review (including Associate Faculty and adjuncts), or provide any concerns or feedback in writing to the PsyD Executive Director prior to the meeting if they cannot attend. Additional meetings are scheduled when/if necessary.

The Role of the Academic Advisor in the Assessment Process

Each faculty member is assigned a caseload of students to advise. The faculty academic advisor meets with the student on an informal basis regularly. It is the responsibility of each advisor to a) remain up-to-date on curricular changes that affect the student, b) keep apprised of the student's progress in the program, c) discuss any significant difficulties that arise in the student's performance in a timely manner, and d) assist the student in preparation for the evaluative process at all levels. The academic advisor is also responsible for working with the student to implement and monitor any remedial plans determined to be necessary at the Program Faculty Evaluation (PFE) meeting. The advisor monitors the remedial plan, and as a final step of the process, the advisor has a final "remedial completion meeting" with the student to "certify" its successful completion. This process will be the same whether the student's issues (and subsequent remedial recommendations) are for course-related issues, professional behavior/externship issues, and/or research/dissertation issues.

The Role of the Executive Director in the Assessment Process

The PsyD Executive Director reviews the general progress of all students on a yearly basis as part of the annual review process. The PsyD Executive Director will not become involved in dealing with specific performance issues unless a combination of the responsible faculty member, the academic advisor, and the student fail to reach consensus regarding a particular problem. In such a case, the PsyD Executive Director meets with the responsible faculty member, advisor and the student to attempt to mediate the dispute. Failing this, the problem will be addressed by the Dean of the School of Health Sciences.

Overview of Student Assessment

Assessment of the individual student is an ongoing, developmental process. Each piece of the assessment experience is meant to provide constructive feedback to the student as they continue the task of building and expanding the application of their psychological expertise. As such, the following components comprise the assessment of students within the PsyD program at Touro University:

1. Course grades

Specific assignment/examination, and ultimately course grades provide the most immediate feedback to students. Students who earn a grade of 'C+' or lower in a course will be placed on "Monitored Status". In addition, the student will be made aware that this is unacceptable performance, and the course must be repeated. The student must subsequently earn a satisfactory grade in the course (B- or better) or be dismissed from the program. If a satisfactory grade is earned, the student may continue in the program, but any second unsatisfactory grade (C+ or lower) is grounds for dismissal from the program. In a course graded as Credit/No Credit (CR/NC), obtaining a grade of NC is equivalent to failing the course and the above guidelines apply.

2. Comprehensive Examinations

- *Foundations Examination* (following completion of all first-year courses, and administered in Mid-August), is a 200-question multiple-choice examination of the discipline wide knowledge foundation presented in year 1 courses (80% is the passing score for this examination). This examination, mirrored after the EPPP examination used by State licensing boards, assesses the student's basic fund of knowledge related to the discipline-specific course content in the first year of the program. Students receive feedback regarding their total score and the specific component scores of this examination.
- *The Comprehensive Assessment and Diagnostic Examination (CADE)*, completed in the Spring of Program Year-2, will consist of a written work sample of a case seen on externship, with appropriate biopsychosocial history, diagnostic interview and assessment data organized and presented in written form, demonstrating competence in assessment and diagnosis.
- *The Comprehensive Treatment Examination (CTE)*, completed in the Spring of Program Year-3, consists of a case study from their externship placement and includes a biopsychosocial history, psychological assessment, diagnosis, and treatment, presented in written and oral form to a faculty committee, who judge the attainment of clinical competencies necessary to embark on a full-time clinical internship

3. Semi-Annual Program Faculty Evaluation:

Program faculty meet twice yearly to discuss the progress of all students, including internal and external evaluations. Academic advisors are responsible for summarizing in writing the faculty feedback for their students following each Program Faculty Evaluation (PFE) meeting. Following the PFE meeting, advisors meet individually with each of their student advisees to discuss the

specific feedback that emerged from that meeting. Students are provided with a written copy of the meeting feedback and will be asked to sign a form indicating whether they agree or disagree with the feedback (and if desired, the reason for the disagreement). If the student disagrees, a meeting between relevant faculty, the advisor, and the student is held to further discuss the issues at hand. Should disagreement still persist a meeting with student, relevant faculty, advisor, and Executive Director (or DCT if the Executive Director is the faculty person/advisor of record) will occur, at which time a final determination is made. As per Student Rights described elsewhere in this handbook, and in the SHS Student Handbook, students have the right to continue their appeal process should they continue to disagree with the PsyD program decision. In the case of a negative PFE meeting evaluation, the student and their faculty advisor discuss an improvement plan that was designed at the PFE meeting. Once discussed and agreed upon with the student, the improvement plan must be implemented and successfully completed within the specified time frame in order for the student to remain in the program. The advisor monitors this remedial plan, and as a final step of the process, the advisor has a final “remedial completion meeting” with the student to “certify” its successful completion.

4. Externship Performance Evaluation:

Evaluation of performance in the externship placement provide developmentally appropriate feedback on the student’s emerging clinical competencies in the areas of professional behavior and communication, ethics, psychological assessment, individual differences, research, supervision, and intervention. The Director of Clinical Training contacts each site supervisor informally at least twice during the course of each semester to ascertain the student’s progress at the externship placement. In addition, externship supervisors complete a written evaluation of the student’s progress at the end of each semester of placement. The feedback is discussed between the externship supervisor and the externship seminar instructor and the student and is shared with the student’s academic advisor. This feedback is included in and fully discussed at the PFE meeting, and in the case of significant negative feedback a remediation plan is developed and then discussed with the student (as per item #3 above).

5. Internship Performance Evaluation:

Evaluation of performance in the Internship placement provides further developmentally appropriate feedback on the student’s emerging clinical competencies in the areas related to professionalism, communication, research, ethics, diversity, consultation, supervision, psychological assessment, and intervention. Internship supervisors complete a written evaluation of the student’s progress at the midpoint and completion of the internship year. While the Program is informed of student activities and progress, any required remediation is the responsibility of the internship program as per APPIC guidelines.

4. Dissertation Progress Evaluation:

Students will be regularly monitored, and feedback provided with regard to their doctoral dissertation progress by their Dissertation Committee Chair/Advisor, both informally in regularly scheduled meetings, and more formally at the end of each semester in the context of the Dissertation Supervision courses. In keeping with our overall student progress evaluation process, dissertation progress feedback will also be shared with and discussed in the PFE meetings.

Summary of Meeting Sequence Following Semi-Annual PFE

- The advisor meets with their advisees (including those receiving negative feedback) following each PFE meeting. Advisors are also available to meet with students more frequently if needed or desired.

- The relevant faculty member(s), that is the faculty member(s) with concerns, meet with the student and the advisor if the feedback (and if indicated, the remedial plan) is not agreed upon during the meeting between student and advisor.
- The Executive Director will meet with the student, advisor, and relevant faculty member if an agreement has not been reached following their meeting.
- If an agreement is still not reached at this point, the student can appeal as per the SHS Student Handbook, Student Rights section discussed below.

Examples of remediation options:

While the number of possible remedial actions are infinite based on individual needs and circumstances, the following examples provide some minor and major remedial recommendations that may be instituted.

- Recommendation of peer tutoring support for specific class-related knowledge acquisition concerns.
- Recommendation of an additional externship experience for significant clinical skill acquisition concerns.
- A comprehensive paper with oral examination for minor ethics and/or professional behavior concerns and/or additional hours of externship requirements for more significant concerns.
- Recommendation of additional one-on-one mentoring time along with peer support and collaboration for research-related concerns.

As a whole, this entire assessment process is intended to allow for and promote appropriate student growth and development. This feedback is intended to note strengths, identify weaknesses, and address those areas in need of further support and development in an atmosphere of collegiality and mutual trust.

Student Rights

The program recognizes the rights of students and faculty to be treated with courtesy and respect. In order to maximize the quality and effectiveness of students' learning experiences, all interactions among students, faculty, and staff will be collegial and conducted in a manner that reflects the highest standards of the scholarly community and of the profession (see the current APA Ethical Principles of Psychologists and Code of Conduct). The program has an obligation to inform students of these principles, and will have procedures in place, consistent with those required of APA-accredited programs, to promote productive interactions, and inform students of their avenues of recourse should problems with regard to them arise.

OVERVIEW OF CRITERIA FOR PROGRESS THROUGH THE PsyD PROGRAM

Satisfactory Progress

- Completion of relevant courses, taken in appropriate sequence.
- Continuous progress through the curriculum, unless a leave of absence is otherwise requested in writing and with permission granted.
- Maintenance of a minimum G.P.A. of 3.0, across all semesters and within each particular semester.
- Any course with a grade of below a B- must be retaken with a grade of B- or better being attained by the end of the following semester.
- Twice yearly satisfactory faculty evaluation by the PsyD Faculty (following the Fall and Spring Semesters).
- Satisfactory completion of all externships.
- Successful completion of the Foundations Examination, the Comprehensive Assessment and Diagnostic Examination, and the Comprehensive Treatment Examination.
- Satisfactory completion of the Doctoral Dissertation.
- Satisfactory completion of the Clinical Internship.

Unsatisfactory Progress

- An “F” grade may result in immediate PFE review and possible dismissal from the Program.
- One grade below a B- in any courses or G.P.A. below 3.0 requires an automatic “monitored standing” designation, a remedial plan, and requires the course to be retaken.
- Grades below a B- in any two courses across the curriculum may result in dismissal from the Program.
- “INC” grades must be completed within one semester of when issued; otherwise the Incomplete becomes an F on the student’s official record, which is grounds for dismissal from the Program. Excessive Incompletes or Withdrawals are cause for faculty review.
- At any point in the Program, failure to demonstrate adequate clinical skill (based upon clinical supervisor feedback to the program) appropriate to that point in the student’s development is grounds for review, and remedial efforts.
- Unsatisfactory performance (a grade below a B-) upon retaking a course in which a grade below B- was obtained, leads to dismissal from the Program.
- Evidence of failure to relate to clients in a therapeutic and/or ethical/professional manner constitutes grounds for review and possible dismissal from the Program.
- Evidence of failure to handle scientific, academic and/or professional disagreements and/or clinical supervision in a respectful and/or appropriate manner, including, but not limited to interactions with fellow students, faculty, staff, supervisors or professional colleagues, constitutes grounds for review and possible dismissal from the Program.
- Three (3) failures on the Foundations Examination will result in immediate dismissal from the Program.
- Failure of the CADE or CTE and subsequent failure of the re-examination will result in immediate dismissal from the Program.
- Violation of ethical standards, inappropriate professional-interpersonal behavior, and/or evidence of lack of academic integrity will result in faculty review and possible dismissal from the Program.

The achievement levels of satisfactory completion of courses, Foundations Examination, CADE, CTE, Doctoral Dissertation, Externship and Internship according to the Program time frame are consistent with the goals and objectives of the Program. Students who meet these achievement levels progress through the Program toward graduation. It is expected, then, that graduates will be able to provide effective psychological services in both traditional mental health and integrative health care settings, demonstrate understanding of the foundations of psychology, provide leadership and co-operation with other

professions, contribute to and evaluate the science of psychology, and respect and understand professional conduct and human diversity. They will be prepared to function as competent practitioner-scholar.

Program Faculty Evaluation (PFE)

OVERALL PROCESS - Most students progress successfully through the stages of doctoral training. Students are regularly and systematically kept informed as to their progress in the Program. Students who appear to be having difficulty with course material or other training components are given ample opportunity to discuss their progress with their professors and advisor. At the end of each term (or more frequently if necessary), all faculty involved in the doctoral program attend a Faculty Review meeting to discuss each student's progress and identify any problems as well as outstanding performance. If there are concerns, the Director of Clinical Training notifies the student in writing and the student's academic advisor is asked to address these issues with the student. An appropriate remediation plan is developed, presented to the student, and placed in the student's file. If the remediation plan (presented in a timely fashion) is not acceptable to the student, the student is given the opportunity to address or appeal this plan with the Executive Director (see full appeals process later in this handbook).

FUNCTION - The Program Faculty Evaluation (PFE) is responsible for determining that students are meeting program requirements and are making satisfactory progress in developing necessary academic proficiencies, professional skills and professional/interpersonal behavior and attitudes. *A copy of the PFE feedback form is included at the end of this handbook.* The PFE consists of all full-time and part-time faculty involved in the doctoral program. When appropriate, PFE will offer feedback/make specific recommendations to students to further their development in the program. Where indicated, the committee will also recommend corrective or remedial measures for students whose progress reflect deficiencies and will certify students for dismissal from the program if necessary. PFE reviews are required for determinations of "good standing", "monitored standing", "probationary standing" (academic or professional), or "dismissed".

SCHEDULE - Beginning after students have completed one semester of course-work and continuing until the completion of all program requirements, PFE semi-annually reviews their course work and clinical work and professional/interpersonal behavior to determine whether or not academic performance and overall professional development are satisfactory.

Reviews ordinarily occur after term grades have been submitted, but individual faculty members may initiate a progress evaluation anytime they believe that a student's performance warrants review.

COMMUNICATION – PFE decisions are communicated in writing to the student in a meeting each semester with their academic advisor. The PFE results are discussed at this meeting and a copy signed by both student and faculty advisor is placed in the student's file.

APPEALS - In keeping with the Touro University appeals procedures, students may appeal academic decisions (please refer to the SHS Student Handbook or the Appeals section later in this handbook).

GENERAL ADMINISTRATIVE INFORMATION

Touro University Web-Based Student Services (TouroOne)

Touro University's TouroOne site (<https://touroone.touro.edu>) enables students to do the following:

- Register for courses
- Add/drop courses during the registration period
- View grades
- Print an unofficial transcript
- View and print the class schedule
- Search current course offerings
- Track the degree completion progress via the Degree Works tool
- Apply for Graduation
- Access TouchNet for online e-bills and tuition payments
- Check if there are any holds on the account
- Check financial aid status
- Download financial aid forms
- Order an Official Transcript
- Access student's email
- Access Canvas
- Update the address and phone

Registrar's Office

The functions of the Office of the Registrar include:

- Processes "Change of Name," "Leave of Absence" and other official forms.
- Processes transfer credit requests.
- Verifies enrollment status for insurance, certification, or other purposes.
- Handles matters pertaining to veterans.
- Addresses all matters related to student visas.
- Verifies fulfillment of academic graduation requirements.
- Prepares official transcripts.
- Issues diplomas upon graduation.

In order to register for classes, each student must have an updated Touro University Immunization Form documenting satisfactory up-to-date immunization to comply with New York State law. In addition, Bursar clearance is also required; registration will be blocked in the event of outstanding balances of any kind.

New York State Proof of Immunization Requirement

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

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

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

Registration Process

Students register for courses online through the TouroOne portal during designated registration periods in the fall, spring, and summer. Your program will have schedules and a list of course offerings, as well as other pertinent registration information prior to the registration period. Students who are not officially registered are not permitted to attend classes.

Adding and Dropping Courses

Students may add (a) course(s) online through the TouroOne portal during the official add/drop period established by their program as specified in its Academic Calendar. Students who experience any problem with the online method should contact their program office or the Office of the Registrar.

Students may drop (a) course(s) online during the official add/drop period established by their program as specified in its Academic Calendar. After the end of the add/drop period and up to the semester's midpoint, 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 with the Office of the Registrar. An add/drop form must be filled out in its entirety and signed by both the student and his/her advisor. The effective withdrawal date from the course(s) is the date on which the Office of the Registrar receives a completed add/drop form with required signatures. Non-attendance, non-participation, or notification to the instructor/program director does not constitute an official withdrawal. The effective withdrawal date will determine students' financial responsibility for the course(s) they withdraw from. Based on this date, the Offices of Financial Aid and Bursar will adjust students' accounts accordingly. (Please see the Bursar section on page 19 for information regarding the refund policy.)

Courses dropped during the official add/drop period for a student's program 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.

Students are responsible for being aware of and following the deadlines related to registration, tuition and fees payment, dropping and adding classes and withdrawal from either individual classes or all classes. All students must meet with their academic advisors and be cleared for registration prior to being able to register. Failure to register as advised may result in termination from the program.

Enrollment Status

Enrollment status is based on the following credit requirements:

Status	Graduate Students
Full-Time	9 or more credits
¾ Time	7 – 8.5 credits
Half-Time	6 – 6.5 credits
Less Than Half Time	5.5 or less credits

Remember: Doctoral Dissertation studies are considered half time (by itself), and the clinical internship is considered to be full-time, for the purposes of financial aid. So, when you are engaged in your doctoral dissertation and maintain at least a 4.5 credit course load you are a full-time student, as you are when on internship.

Reminder: To be considered for federal loans, students must be enrolled at least half-time.

Tuition and Fees

2023-2024 Tuition and Fees

First Year Tuition	\$40,550
Second Year Tuition	\$40,550
Third Year Tuition	\$40,550
Fourth Year Tuition	\$40,560
Fifth Year Tuition	3 credit matriculation maintenance fee (estimated at \$6,000)
Administrative Fee	\$100/semester - non-refundable
Late Registration Fee	\$50/semester
Late Payment Fee (monthly, unless enrolled in a payment plan)	\$100
Transcript Fee	\$10/transcript
Technology Fee	\$100/semester
Clinical Rotation Fee	\$500/semester
Graduation Fee	\$200
Returned Check Fee	\$40

The Touro University Board of Trustees reserves the right to change Tuition and Fee schedule without prior written notice.

Financial Aid

The Financial Aid Office is responsible for all financial aid matters, including the processing of loans and the packaging of state and Federal grants. It also supervises the Federal College Work Study Program. Any questions regarding financial aid should be directed to a Financial Aid office via Help Desk (help@touro.edu).

The School of Health Sciences offers Financial Aid representatives at the Manhattan, 3 Times Square, NY, NY 10036 campus for guidance throughout your course of study

If you do need additional assistance, you can reach out directly to the Touro Helpdesk as help@touro.edu or via telephone at 1-844-868-7666.

For further information on financial aid programs, refer to the School of Health Sciences Catalog or the Student Handbook found here: <https://shs.touro.edu/students/>

Bursar

The Office of the Bursar maintains student accounts including the review of charges and payments, issuing refunds, collection activities and providing support and guidance to our students. Candidates for graduation

must obtain bursarial clearance before receiving their diplomas. In accordance with University policy, diplomas are not issued to students with outstanding tuition balances.

Students are responsible for ensuring that their accounts are paid on time and in full. All students have 24-hour access to their account activity, making payments, enrolling in payment plans and direct deposit on our online payment portal TouchNet.

To access TouchNet, log in to the TouroOne portal at touroone.touro.edu following the user and password guidelines, and then select “TouchNet” from the menu. Payment methods accepted through TouchNet include all major credit cards or by E-Check using a checking account. Please be advised that payments on student accounts made online by credit or debit card will be charged a 2.95% non-refundable convenience fee by our third-party provider, TouchNet® Pay Path. Students can *avoid this fee* by simply choosing to pay with our electronic check (E-check) option. To pay by E-check, select electronic check for your method of payment and provide your bank routing number and account number.

The Office of the Bursar is committed to guarding our students from unlawful acts of identity theft. The College takes very seriously the privacy rights of students, including the protection of personal credit card and bank account information.

For questions on any topic or issues with accessing the TouroOne portal or TouchNet, please contact the TouroOne Helpdesk at help@touro.edu or by calling 844-868-7666.

Refund Policy

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 (Program 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 from the program.

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

Official notification to the school occurs when a student notifies the Registrar of their intention to withdraw. Intent to withdraw means that the student indicates that they have either ceased to attend the school and do not plan to resume academic attendance or believes at the time that they provide notification that they 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.

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 |
| • During the add/drop period | 100% of tuition |
| • During the week following the add/drop period | 50% of tuition |
| • 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 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 |
| • After that week | No refund |

The Administrative Fee is non-refundable for all semesters.

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

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

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 or Touro email notification must be approved/received by the appropriate program advisor (department chair, or dean). If submitted by email, the registrar's office must be copied. 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 (SIS). 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 or approved email 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 from courses.

For students who add and drop classes during the designated add/drop period 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 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 |

The Administrative Fee is non-refundable for all semesters.

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

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

Advisement

Each student is assigned a faculty advisor who follows the student's academic progress and professional development throughout their academic program. All faculty post office hours for students. Office hours are generally included on the course syllabi given to students the first week of class. The main purpose of academic advisement is to help students achieve their educational goals. Specifically, academic advisors assist students with the following: monitoring academic progress and reviewing study habits, solving problems encountered in particular courses, and referral to other support services within the University and the School of Health Sciences. Students are encouraged to provide feedback about the courses in the curriculum as well as the faculty teaching those courses. Students should consult their course instructors if need for additional clarification or assistance exists. The faculty cannot personally tutor all students on a one-on-one basis, but can guide students with advice for study habits, test-taking strategies, and provide clarification for student questions regarding the course material. There are instances in which a student may need tutorials or guidance for making up work lost because of illness or extenuating circumstances. It is the student's responsibility to contact the faculty member. The PsyD Program faculty stands ready to advise students regarding such problems.

The PsyD Program also maintains a student file at the Manhattan campus, which includes copies of student advisement sessions, site supervisor's evaluation of student forms, Comprehensive copies of the students' liability insurance forms, and additional communication sent or received pertaining to the student and his/her course of academic and clinical studies. Student files are protected under FERPA.

Writing Workshop

Touro University offers a free non-credit writing workshop, **EDDN 515 - Strengthening Writing and Reading Skills**. This 12-session course focuses on enhancing the writing and reading comprehension skills students need to successfully complete graduate-level coursework in degree-bearing programs in the Division of Graduate Studies, which includes the School of Health Sciences. The philosophy of the course is that good writing requires good thinking; good writing requires good reading; and students will become better writers and readers through practice, practice, and more practice. With this in mind, an aim of the course is to help students refine their writing and reading at the graduate level through guided instruction, hands-on exercises, many chances to interact with course instructors and peers, and opportunities to practice a variety of approaches to writing and reading. Attention is also paid to the communication skills and strategies students can use when taking professional certification tests. Course learning topics and practice exercises and assignments are sequential. The course also provides students with materials on how to research topics for coursework and how to correctly apply APA style to research papers and reflection papers. Attendance at all 12 sessions is mandatory. This course is offered in a friendly and supportive atmosphere. Classes meet weekly for two-and-a-half hours. Course instructors provide expert writing and reading help and are experienced in helping students write and read with greater ability and confidence. Students are required to maintain a portfolio of their writing and reading assignments and exercises. Portfolios are established authentic assessment tools used to measure students' progress in writing skills development and critical reading and to indicate where extra help may be needed in these areas. Weekly written feedback from course instructors will be included in each student's portfolio. Summary progress

reports will be provided to the students at the midpoint and final session of the course. Graduate-level writing should be error free. With this in mind, students will be provided with materials on standard American English grammar, usage, capitalization, punctuation and spelling.

This course is graded on a Pass/Fail basis. Students must complete all writing and reading assignments and bring their portfolios to all sessions. All assignments must be completed on time. One late assignment is permitted, if it is completed and submitted the next scheduled session. Students who fail to comply with these requirements will be dropped from the course.

For PsyD students for whom taking the entire EDDN 515 course is not feasible or necessary, components of this course are frequently offered as brief webinars, available free of charge to all students. In addition, the TU Writing Center is available to “walk-ins” and pre-arranged appointments for students to get feedback on papers, and more ongoing help with writing issues that may occur, including APA style, research reporting, resume/CV writing, and cover letter writing. These webinars are communicated to students through the Touro email system.

Course Audit

Students must complete the Course Audit Registration Request Form with the required approvals (Executive Director, Bursar, and the Dean) in order to be eligible to attend class. Audit registration requests will be processed on a space-available basis.

- Student will be charged a flat fee in the amount of \$500 per audit course.
- The audit option cannot be annulled because all audit registrations are final.
- Students are allowed to audit up to two courses per semester, and no more than two 3-credit courses.
- Auditing students are not obligated to attend classes regularly or to take examinations. The level of participation in classroom activities is at the discretion of the instructor.
- Students auditing a course are not eligible to receive Financial Aid for that course.
- An audit course status cannot be changed to credit bearing one.
- The audited course will appear on the student’s record as ‘0’ (zero) credit with a grade of ‘AUD’.
- The audited course cannot be used to meet degree requirements. Audited courses cannot be used for certification.

Application for Graduation

It is the student’s responsibility to schedule a graduation meeting with an academic advisor during the semester before completing his/her certificate or degree requirements to determine whether the requirements are being met. In addition, the student has the ability to track the degree completion progress via the Degree Works tool located on the TouroOne portal, under the Academic tab in the Degree Works portlet, at any point in time during the student’s study at Touro University.

After the graduation meeting, the student must apply for graduation online by the established deadlines:

- For January Graduation - November 15th
- For June or July Graduation - March 15th
- For September Graduation - July 15th

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 in dual degrees (BS/PA, BS/OT, and BS/PT) must submit the application for graduation twice, separately for each degree. Students will also be required to pay the graduation fee through TouchNet.

Students who complete their degree requirements in January, June, or September of a given year will participate in the School of Health Sciences 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.

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 fits the needs of all end users to graduate students in a timely manner.

Some of the benefits of Degree Works include:

- Helps you easily monitor your academic progress online 24/7.
- Presents exactly what the degree/program requirements are upfront with consistency and accuracy.
- Displays the fastest and best path to graduation that exists for your degree and your interests.
- Complements your relationship with the Advisor by removing some administrative burden and leaving more time for true advising and career counseling.
- If you are a transfer student, the Degree Works tool will allow you to see where your transferring credits can be applied earlier in the enrollment cycle.
- Allows you to estimate the number of semesters it will take to graduate.
- View your grades and GPA.

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

- Login to 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 experience difficulty accessing Degree Works, please contact Touro's Helpdesk at help@touro.edu.

If you have any questions or would like more information, please contact your Advisor or the Registrar's Office.

ACADEMIC INFORMATION

Satisfactory Academic Progress Policy (SAP)

Students must maintain Satisfactory Academic Progress (SAP) to be eligible for financial aid. A detailed description of this policy can be found at touro.edu/students. The fundamental components of the School's SAP policy are the following:

The Touro University PsyD Program comprises 114 credits, and is generally intended to be a 5-year, full-time program; however, in the event of unexpected and unusual personal circumstances, one program level may be completed over a 2-year period so that these circumstances do not prevent a student from completing their graduate education. In any event, ***all students are required to complete the program within a maximum of 7 calendar years***. Doctoral students requesting permission to be enrolled part-time due to unexpected and unusual circumstances must petition the Executive Director for written permission each semester. Full-time matriculation is defined as enrollment in all courses scheduled for that semester appropriate to the student's program level. Students completing their internship in one calendar year are considered to be full-time students. (See "Enrollment Status" definitions, p. 29.)

Students are expected to keep pace with their cohort group. In no event will students be allowed to take longer than seven years to complete the Program. Students should request permission from the Director of the Program to enroll on a part-time schedule if so desired. A student desiring to matriculate on a part-time basis must present a formal request in writing to the Executive Director who will review the request and place a written approval in the student's academic file.

In addition, students must maintain a 3.0 cumulative GPA.

Student Status

It is within the auspices of the Executive Director and the Program Faculty Evaluation (PFE), to change student status to "good standing", "monitored standing", "probationary standing" (academic or professional), or "dismissed".

Note: The listed student statuses are not necessarily a sequential progression. A breach of academic or professional requirements of the School of Health Sciences, and the PsyD Program may be grounds for immediate dismissal or probation.

Good Standing: Student meets academic and professional requirements of the SHS and the Program. With departmental approval and within established procedures, a student in good academic standing is eligible for consideration for conditions, honors, privileges, and other which require the student be in good standing.

Monitored standing (warning), Probationary Standing (Academic or Professional), or Dismissal: A student who has not upheld academic requirements or professional requirements of the SHS, or the Program may be placed on monitored status, probationary status, or be dismissed from the program in accordance with the PsyD Student Handbook and the PsyD Program Faculty Evaluation procedures.

The status and the duration of the status must be specified. The duration of monitored standing and probationary standing must be specified as 1 semester, 1 academic year, or for the duration of attendance in the program. A student may be on monitored standing only once in the duration of attending the PsyD Program. A second charge of breach of academic or professional requirements is grounds for placement on probationary status or dismissal from the program. For the duration of the Monitored or Probationary Status,

the student is ineligible for consideration for conditions, honors, privileges, and other which require the student be in good standing. A student on Monitored or Probationary Status is required to schedule a meeting with their Academic Advisor a minimum of once a month.

Good standing will be restored if there are no outstanding issues regarding academic and/or professional requirements for the duration of the monitored or probationary standing period of time. A breach of academic or professional requirements of the program while on monitored or probationary status is grounds for immediate dismissal from the program.

Financial Aid may be affected by probationary status. The student is responsible for determining if there is any financial, financial aid, or other ramifications of probationary status. A student who has been dismissed from the program is prohibited from reapplication to the program.

Suspension

A student may be removed immediately from participation in school activities (i.e., didactic or fieldwork affiliations) and recommended for suspension if the student's continued participation appears to be detrimental to the best interests of clients serviced, peers, or the SHS. The Executive Director may suspend a student on their own accord or on the recommendations of the program faculty, the student's peers, or satellite clinical site professionals who supervises the student, at any time for (i) a serious error in professional judgment on the part of the student, or (ii) a breach of professional ethics or general rules of conduct. In such cases, the PsyD Executive Director will provide the student with a written statement of the grounds for the suspension, and the action to determine the student's status will be taken expeditiously. The suspension will remain in effect until the administrative process, as outlined below, has taken place and the student has been reinstated. *See also the SHS Student Handbook.*

Academic Probation

A student will be placed on either monitored standing or academic probation based on the FPE review and decision for the following reasons:

- 1) The student fails to maintain a 3.0 GPA.
- 2) The student receives a grade lower than B- in any course.
- 3) The student is carrying more than one grade of INC on their academic record at any one time.

Academic Dismissal

A student may be dismissed from the program for the following reasons:

- 1) The student receives a grade lower than B- when repeating any course.
- 2) The student needs to repeat two individual courses (i.e., a student receives a grade below B- on any two courses).
- 3) The student is on probation at the end of the first semester and fails to achieve a 3.0 GPA by the end of the second semester.
- 4) The student is placed on probation following the second semester and fails to achieve a GPA of 3.0 or higher within the next two semesters or by the completion of the next 15 course credits, whichever comes first.

The Executive Director and the student's faculty advisor will monitor the student's academic performance and status in the program. If a student has already repeated a maximum number of courses allowed for the program and receives a below-minimum grade for an additional course, the student is recommended for dismissal. If the student chooses to appeal the grade for the course, they must file an appeal (see Appeal Policies and Procedures Section).

Leave 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 (LOA)” request form signed by all parties noted on the form. A LOA should be requested after the semester the student is in is completed and before the following semester starts. If extenuating circumstances arise, a student may request a leave of absence mid-semester and/or beyond one semester. These circumstances include, but are not limited to, a death in the family, medical reasons, military leave and personal well-being. Any LOA requested during the semester or for a period beyond one semester will be considered as a non-reportable LOA for purposes of administering federal financial aid. PLEASE NOTE: This regulation may impact only students who wish to take leaves of absence extending beyond one semester. Therefore, students receiving Title IV financial aid funds must meet with a Financial Aid officer to discuss their situation before filing a “Leave of Absence” request form. 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. 50 Students who are on leave must contact the Office of the Registrar and submit a Petition to Return to Classes form at least 30 days prior to the start of the semester in which they wish to resume their studies. To return from a medical Leave of Absence, the student must also submit evidence, such as a letter from the student’s physician or an evaluation by a responsible medical authority, that there is no medical impairment that would prevent the student from participating fully in all phases of the program.

Withdrawal

A student in good standing who wishes to withdraw from Touro University must give official notification to the Executive Director of the PsyD program and to the Office of Registrar by completing the Withdrawal Form and submitting it to the Executive Director. A student in good standing, who withdraws from the program and wants to be readmitted to the program, will be required to re-apply for admission to the program.

GRADING and ACADEMIC STATUS

Grade and Grade Point Average (GPA) Requirements

The PsyD Program requires students to maintain minimum passing course grades and a minimum overall GPA of 3.0. Students who do not maintain the minimum overall GPA will be placed on monitored status for a minimum of the equivalent of one full-time semester in which time they must meet the GPA requirement or risk either probationary status or dismissal from the program. If a student is experiencing academic difficulties in any course, at any time, it is the student’s responsibility to seek out the course instructor and their advisor immediately to discuss this issue and/or any extenuating circumstances that may be the cause of poor performance. A plan for assistance/remediation should be agreed upon by the student, faculty member, and/or advisor.

Submission of Grades

Final course grades are available within two weeks following completion of the last final examination. No final grades will be available to students prior to completion of the last final examination of the semester. No grades will be posted or distributed individually.

Grade Definitions

P	Passing.
F	Student attended/participated 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.
INC	Students may be granted a grade of “Incomplete” if they did not complete all course assignments and received the instructor’s permission to complete course requirements at a later date (see details below).
W	(No penalty.) This grade is assigned when a student officially withdraws from a course after the add/drop period by filing an Add/Drop form 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 (see below), depending on the number of class sessions attended and the amount of work completed. Time periods for official withdrawal vary by semester.
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. Not included in calculating the student’s grade-point average (GPA).

Letter Grade Equivalents

Letter Grade	Numerical Equivalent	Grade Value
A	93 and higher	4.000
A-	90-92	3.667
B+	87-89	3.333
B	83-86	3.000
B-	80-82	2.667
C+	77-79	2.333
C	73-76	2.000
C-	70-72	1.667
D+	67-69	1.333
D	65-66	1.000
F	64 or below	0.000

The scale shown above represents the PsyD program’s standard grading method. The proportion assigned to various components of the coursework may vary among faculty. Faculty are encouraged to utilize a variety of testing techniques. When laboratories are included in courses, practical and written exams are developed in a way that test a student's skills and competencies.

The course syllabus includes the instructor’s student evaluation methods related to specific knowledge, skills and attitudes, as well as for communication, behavior, and planning that provide evidence of student learning. Students' performance on written and oral assignments, as well as projects, practice and field placements all contribute to determining the students' level of command. All course syllabi describe the grading mechanisms for that course. Faculty may include class participation and professional development as factors in grading, as indicated in their course syllabus.

Any grading method utilized by an instructor that differs from the program's standard methods will have received prior approval from the Executive Director prior to implementation and will be explained in the course syllabus.

Grade Appeals

Any student may dispute a grade by using the following protocol:

- a) The student must contact the instructor via email within a week after receiving the grade to discuss the grade and review the grading policies for the course.
- b) If the student is not satisfied with the instructor's response, then, within 14 calendar days after discussing the grade with the instructor, the student must submit to the instructor a written request for a formal grade review. If the student does not request a formal review of the grade within the 14-day period, the student will be deemed to have accepted the grade and will no longer be able to challenge it. The instructor will make every effort to respond to student's written request within 14 calendar days after receiving it.
- c) If a student is not satisfied with the instructor's response, the student may refer the matter to the PsyD Committee on Academic Standing (CoAS) via an e mail to the Program Coordinator, and the PsyD CoAS will make the final programmatic determination. If the student is still dissatisfied, they may appeal to the SHS Committee on Academic Standing (See SHS 2023-2025 Catalog, p. 255).

Papers and Other Written Assignments

All papers are to be typed using APA style for citations and organization. The APA Style Guide is a required purchase for reference. Other reference materials are available in the library. Note: Touro University offers a free non-credit writing workshop (see Writing Workshop Section).

Papers must be checked for grammar, punctuation, typographical errors, and spelling. Students who have more than an acceptable number of errors for an assigned paper, as determined by the course instructor, will have it returned to them. The student may be permitted, at the discretion of the course instructor, to correct all errors and resubmit the paper within one week. Student work is expected to be original and unique to the course for which it was assigned. Reference material must be cited according to APA guidelines and demonstrate the student's own integration and interpretation of the referenced work. The ideas of others, written or verbal, are to be cited appropriately, and words/phrases quoted directly from sources must be shown with quotation marks. Failure to do so is considered plagiarism, and is subject to disciplinary action. Students also may not reuse large portions of their own papers from one class to another. Papers may be written on related topics, and, where appropriate, information gathered for a course may also be used for the student's research project. Software designed to detect plagiarism is available and used by faculty. Unless otherwise specified by the Executive Director, students are not permitted to make copies in the department copy room; rather, they should make copies in the library.

Written work is due on the day and time assigned, even if the student should miss a class. Students should consult the syllabi for applicable due dates. Late submission of work may be penalized, if the individual faculty member's course policy states. Extensions may be granted for extenuating circumstances. Constant tardiness or crises should be discussed with the student's advisor.

Written communication is an essential skill. Students can get assistance in developing writing skills for a number of purposes. Faculty and clinical supervisor preferences in writing style may vary, but learning to adjust to the demands of the situation is also an essential professional skill. Students who have difficulty with written assignments should meet with their professors and/or advisors. The computer lab is equipped with thesaurus, spelling, and grammar checking programs to enable students to check and correct their work before submission. It is also permissible to use an editor, although not a ghost-writer. Students with significant writing problems may be referred to other programs and sources for remedial writing course work, tutoring, or assistance.

Grade of Incomplete “INC”

A grade of “Incomplete” (INC) may be issued 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, a field work project, or time on a clinical rotation. “Incomplete” grades are routinely allowed only for the completion of a relatively small percentage of work in a course (e.g., 25%). Grades of “Incomplete” are not issued to 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” begins with the student requesting a meeting with the faculty member in which the faculty member will review the student’s progress and decide whether it is appropriate for the student to receive the grade of “Incomplete.” If the faculty member decides that the student does not meet the requirements for the grade of Incomplete, she or he may deny the student’s request. The student may contest the faculty member’s decision by appealing in writing to the Program Executive Director. Policies regarding the consequences of missing a final exam may differ in individual schools or programs, and will govern the student’s right to request a grade of “Incomplete.”

If the student is permitted to apply for an Incomplete, he or she will fill out a *Contract for Grade of Incomplete*. The Contract is considered a request until it is approved and signed by the student, faculty member, and department/program chair. Signed copies of the Contract are given to the student, the faculty member, the department/program chair, and a copy is forwarded to the Registrar’s Office. The faculty member is asked to record the grade of “Incomplete.”

Although the time allowed for the completion of any single project may vary depending on the magnitude of the project, with a typical timeframe being 6 weeks, a grade of “Incomplete” should not be allowed to stand longer than one semester from the end of the semester in which the course was given. The faculty member will specify the amount of time allowed to finish an incomplete project in the contract. The amount of time should be appropriate to the project. For instance, a faculty member may only want to allow a relatively short amount of time to complete a missing exam. Under special circumstances, at the request of the student, the Executive Director may extend the deadline beyond one semester. In such a case, the contract should be revised to reflect the change, and should be submitted to the Registrar’s office at least one week before the INC grade is programmed to change to a grade of ‘F’ in the student information system. Once the student completes the required project, the faculty member determines the final grade for the course and notifies the Registrar by using the standard Change of Grade form.

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.

For students who are accessing Title IV programs to assist in paying their educational expenses, a grade of “Incomplete” may result in the inability of the Financial Aid office to confirm that students are in satisfactory academic standing.

PsyD Program Policy

1. Students are not permitted to begin an Externship until Level I course INCs are resolved and are not permitted to begin an Internship until any and all grades of “INC” are resolved.
2. A student may not carry more than one active “INC” in his or her academic record at any one time.
3. Students with two or more such grades will not be permitted to register for subsequent semesters.

Student Procedure Review

1. Student must request a meeting with the faculty member to discuss the possibility of receiving a grade of INC.
2. If the request is granted, the student must complete the student portion of the Contract for Grade of Incomplete.
3. If the request is not granted, the student may submit a written appeal to the Executive Director or Dean, SHS.

Faculty Procedure Review

1. The faculty member will review the student's progress in the course and decide whether it is appropriate for the student to receive the grade of Incomplete. If the faculty member decides that the student does not fit the requirements for the grade of Incomplete, they may deny the student's request. If the faculty member approves the student's request, they will fill out the negotiated terms in the Contract for Grade of Incomplete.
2. The faculty member will record the grade of INC in TouroOne.
3. Upon student fulfillment of the terms of the Contract, the faculty member will submit a Change of Grade form to the Registrar.

Executive Director or Dean Procedure Review

The Executive Director or the Dean will sign the Contract for Grade of Incomplete. The Executive Director or Dean will forward the fully signed Contract to the Office of the Registrar.

Registrar Procedure Review

The Registrar will file the Contract for Grade of Incomplete in the student's academic file.

STUDENT CONDUCT & PROFESSIONAL DEVELOPMENT

Professional Conduct

School of Health Sciences students are expected to conduct themselves in a manner consistent with the function of an institution of higher learning and with their role as future health care professionals. Students are required to abide by the highest standards of academic honesty, ethical fitness, and professional conduct.

Each program within the School of Health Sciences has established standards of ethical and professional behavior. Students of the School of Health Sciences are expected to act in a mature fashion, consistent with the principles of professional ethics and general professional conduct. Honesty and scrupulous concern for the person and property of others is essential.

Conduct that tends to bring discredit upon the School, the student, or the profession, whether committed in class, at a clinical site, or off-campus, shall constitute a violation of this policy for which a student may be subject to disciplinary action. The most serious violations may result in immediate suspension or dismissal. However, whenever it is appropriate, the student who demonstrates unacceptable performance or misconduct will initially be notified by the Executive Director and given a warning regarding the persistence of such behavior or misconduct as soon as it becomes evident. The student shall be notified that continued misconduct or professional misbehavior will result in the student being placed on professional probation. The duration and condition of the probationary period will be determined on an individual basis and may require remedial study and/or repetition of a unit of study. This may result in extending the length of the program beyond its normal term.

It is the policy of the School of Health Sciences that procedures in disciplinary matters, which result in placing the student on professional probation, implementing disciplinary measures, or are serious enough

to warrant dismissal from the program, be handled expeditiously and meet certain requirements to assure fairness to all parties concerned, and to ensure against arbitrary and capricious decisions. The student has a right to contest the Executive Director's decision by utilizing the program's internal appeal process. Finally, the student has a right to appeal the program's decision, utilizing the Hearing and Appeal Procedures outlined below (see p. 65).

Students should refer to the SHS Catalog and SHS Student Handbook for further information about these policies.

PsyD students are also expected to abide by the [American Psychological Association's \(APA\) Ethical Principles of Psychologists and Code of Conduct](#).

Professional Development

Student professional development is supported by all faculty with an appreciation that professional growth develops throughout one's professional education. Professional development skills such as the ability to communicate effectively and the ability to take responsibility for one's behavior are necessary skills for a behavioral health professional. Faculty will facilitate development of professional skills, and work with academic advisors to help students self-evaluate their strengths and weaknesses. Toward this end, the PsyD Program faculty address aspects of professional development within all courses. Faculty may include class participation and professional development as part of course grades, as listed in their course syllabus.

Students whose moral, social or emotional behavior is disruptive or inappropriate for the professional environment will be brought to the attention of the Executive Director. Conduct that violates this policy, the Touro University Code of Conduct, or the Touro University Academic Integrity policy, may lead to disciplinary action. Such conduct shall include, but is not limited to, cheating, plagiarism, stealing, falsifying or violating confidentiality of records, or other violations of the law. Students who are unable to demonstrate adequate professional behavior in any of their courses will be considered at risk for monitored status or professional probation and will be counseled by their advisors about the severity of this determination. Students unable to demonstrate professional development skills necessary for fieldwork, despite counseling from their advisor and/or faculty member are at risk for dismissal from the academic program.

Attendance and Examinations

Students are expected to attend all scheduled class sessions and fieldwork placements. Students are to arrive for all scheduled classes on time, and to stay through the entire class period. Faculty may bar entry or assign special seating for students who arrive late. If a student must leave at other than break time, they are to do so quietly and unobtrusively, and return promptly. Students must inform their instructors if they plan to be late or absent from class. Absence from class does not release the student from work assigned. Excessive absences may be grounds for dismissal from the program. Documented absences due to extenuating circumstances may not exceed 1/5 of a course. Undocumented absences from a course are grounds for a reduced professional conduct grade in the class, resulting in an overall lower grade in the class. Absence from more than 1/5 of a course's total meetings is grounds for failure of the course and loss of financial aid. If the class includes a final examination, there will be a noted session for the examination. The examination will be given at the usual day and time of the class meeting and in the same room in which the class normally meets, unless otherwise specified by the instructor.

Student Behavior and Attire during Exams

- No head coverings except for religious/medical purposes will be permitted.
- Phones are to be left at the front of the room or in book bags and/or purses.
- Book bags are to be left at the front of the class; only necessary items are to be placed on the desks.

- Multiple versions of the exam may be administered.
- Students should be dispersed throughout the classroom with space between seating.
- If a student has a question, the student should raise their hand and the instructor will go to the student.
- Students are not permitted to leave the room until the instructor deems the examination finished.
- No websites, e-mail, other electronic media, or printer should be accessed until the instructor deems the examination finished.
- Students are required to immediately hand the exam to the instructor when the time allotted for the exam has run out.

STUDENT RIGHTS AND RESPONSIBILITIES

Campus Citizenship

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

Standards of Classroom Behavior

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

Eating and drinking are strictly prohibited in all laboratories. To ensure a clean and healthy environment, students are asked to eat and drink only in designated areas and to refrain from eating in classrooms and auditoriums.

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 2022 Annual Security and Fire Safety Report, https://www.touro.edu/departments/campus-security/clery-reports/TOURO_U-2022_ASFSR.pdf

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>.

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>.

Dress Code

While individual variations regarding dress code and personal grooming are accepted, appropriate professional appearance is expected.

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 college and its mission, smoking (including electronic cigarettes) is not permitted inside any campus building, any of our healthcare facilities where patient care is delivered or inside 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 Touro University.

Confidentiality

Faculty, as ethical professionals, are expected to respect students' and patients' right to confidentiality and share information with only those who need to know. It is also imperative that you, as students pursuing a professional career, understand the importance of confidentiality when participating in clinical placements and academic areas of the program. Fellow students' personal information i.e. grades, concerns, and behaviors revealed in or out of class should not be openly shared with others. Patient information is regarded as confidential. Any reports completed for submission to class are not to divulge the patient's name. You must use only the first name, make up a name or use initials. Of course, this also pertains to any discussions you may have about the patient outside of the clinic and/or classroom. You may not copy or remove medical records on any client. This is a violation of HIPAA regulations. It is your responsibility as students to clearly ask for and to understand the facility's and professional rules and regulations regarding confidentiality.

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 University 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.

Touro University 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 College Code of Conduct Violations

Any member of the College Community may notify the Associate Dean of Students or their designated representatives of a Code of Conduct infraction by submitting a written statement describing the alleged infraction to the Office of the Associate 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 Associate Dean of Students, or one of their 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 Associate Dean of Students.

After meeting with the individual charged with the infraction, the Associate Dean of Students or their designated representatives (individuals or committee) will conduct a preliminary investigation of the charges and determine what course of disciplinary action is appropriate. The Associate Dean of Students and/or their 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 Associate Dean of Students (and/or their 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 Associate Dean of Students may institute disciplinary proceedings by referring a matter to the Student Affairs Committee within fourteen (14) school days of notification of the alleged infraction. Once referred to the Student Affairs Committee a hearing must be commenced within twenty-one (21) school days unless a disciplinary hearing date is adjourned for good cause. Once a disciplinary hearing is commenced it must be completed within ten (10) school days.

Sanctions

After a hearing, the Student Affairs Committee may take one or more of the following actions:

1. **Dismiss the Charges:** After reviewing all relevant information, evidence and record materials, the Student Affairs Committee may decide to dismiss the charges against the student.

2. **Impose disciplinary sanctions**, which include but are not limited to the following:
 - a. **Warning** – A written reprimand putting the student on notice that he/she has violated the Code of Conduct and indicating that further misconduct may result in a more severe disciplinary action. A copy of this warning will be placed in the student's file.
 - b. **Disciplinary Probation** – A student may be placed on disciplinary probation for a definite period of time. While on probation, students may not hold office in Student Government Organizations, Clubs or Societies or represent the college in any capacity. Further violations while on probationary status will result in suspension or expulsion from the college. A copy of the probation notice becomes a part of the student's file.
 - c. **Counseling and Treatment** – A student's continued enrollment at Touro 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 college or to fellow students for damages and losses resulting from his/her action.
 - e. **Suspension** – A student may be suspended and may be barred from attending classes for a definite period, not to exceed two years. Notification of the suspension will appear on the student's academic transcript and will remain until the end of the suspension period. A notification of the suspension will remain in the student's file. A student may not be automatically re-enrolled at the end of his/her suspension and he/she must apply to the Student Affairs Committee for reenrollment.
 - f. **Expulsion** – This is termination of the student's enrolled status at the college. A student who has been expelled from the college is not permitted to complete his/her courses and may not re-register for a future semester. Notification of the expulsion will appear on the student's academic transcript.
3. **Impose Additional Sanctions** – The Student Affairs Committee may impose the following sanctions in addition to those listed above:
 - a. A **fine** to be paid to the college, in addition to restitution.
 - b. **Service to the College Community** for a designated number of hours. The required service cannot interfere with the individual's course schedule.
4. **Legal Action** – In addition to imposing the disciplinary sanctions outlined above, the Student Affairs Committee may recommend that students be turned over to law enforcement authorities for legal action. The final decision on referring student cases to the authorities is made by the Office of the President.
5. **Other Sanctions** – The Student Affairs Committee may impose other sanctions that it deems appropriate and fair.

Appeals of Disciplinary Sanctions Imposed for Code of Conduct Violations

Any disciplinary action taken by the Dean of Students or his/her representatives for a violation of the Code of Conduct may be appealed by filing a written appeal with the Student Affairs Committee within ten (10) school days. The Student Affairs Committee will set a date for a hearing within fourteen (14) school days of receipt of the student's written appeal. The Student Affairs Committee may overturn the decision of the Dean of Students only if it was clearly erroneous, arbitrary or capricious. The burden of proof is on the student to demonstrate that the decision of the Dean of Students was clearly erroneous, arbitrary or capricious.

The Student Affairs Committee will respond to the appealing individual, in writing, within thirty (30) school days of receipt of the written appeal.

In cases in which the disciplinary sanction was initially imposed by the Student Affairs Committee, the student may file a written appeal with the Dean of Students within ten (10) school days of the committee's decision. The Dean of Students shall appoint a Special Appeals Panel consisting of the Dean of Faculties (or his/her representative), three full-time faculty members, and a Student Affairs staffer, to hear the student's appeal. This hearing must be scheduled within fourteen (14) school days of the receipt of the student's written appeal. The Special Appeals Panel may overturn the decision of the Student Affairs Committee only if it determines that the committee's action was clearly erroneous, arbitrary or capricious.

Protocols for Disciplinary Hearings

Hearings conducted by committees designated as representatives of the Dean of Students, the Student Affairs Committee, and the Special Appeals Panel will be governed by the following protocols:

- a) All hearings are closed to the public.
- b) A quorum of the committee membership, defined as 51% of the total membership, must be present.
- c) Attorneys are not allowed to be present at any hearings.
- d) Students have the right to bring witnesses on their behalf, to present any evidence they deem relevant, to make opening and closing statements and to ask questions during the proceedings.
- e) The preponderance-of-evidence rule will govern the decision-making process.
- f) Decision will be made by a majority of participating members.
- g) The committee deliberations will be *in camera*.

TOURO 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/.

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 that of its faculty and staff, and including liability for action by, through or on its behalf by third parties) 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 47th Street 14th Floor New York, New York 10036; phone 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 W 47th Street 14th Floor
New York, New York 10036
Phone: 646-565-6000 x55667
Email: 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

The Title IX process will apply when all of the following elements are met:

1. The conduct is alleged to have occurred on or after August 14, 2020;
2. The conduct is alleged to have occurred in the United States;
3. The conduct is alleged to have occurred in Touro's education program or activity; and
4. The alleged conduct, if true, would constitute covered sexual harassment, as defined 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/departments/campus-security/clery-reports/2022ASR.pdf>.

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

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

POLICY ON DRUGS AND 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 the Division of Graduate Studies, 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 COMPLAINTS

Touro is committed to safeguarding the interests of all students. Students are entitled to be treated with fairness and respect in accordance with Touro's policies and procedures. Touro 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 Touro 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 Touro.

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 in accordance with the guidelines below.

When a complaint concerns an administrative function of Touro, including, but not limited to, tuition refund and student financial assistance, a student may file a formal complaint with the College-wide director or supervisor of the administrative unit in question, or their designee. Prior to filing the formal complaint, the student should attempt to remedy the situation via an informal mediation. 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; Touro 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, discrimination, Code of Conduct violations, and ADA Reasonable Accommodations requests and complaints.

APPEAL POLICIES AND PROCEDURES

Lines of Communication

The organizational structure begins with the Dean of the School of Health Sciences, followed by the Executive Director of the PsyD program, then faculty and staff. Open communication in both directions is essential. Students are encouraged to first communicate any problematic issues to course instructors. If the matter is unable to be resolved, or if the issue is not a specific class-related issue, the student may then go to the next step, their faculty advisors. If unresolved they may go to the Executive Director and finally, if the matter is still unresolved, students may contact the Dean of the School of Health Sciences. For non-academic matters the student may reach out to the Associate Dean of Students and Innovation.

Appeals Process for Academic Standing

Hearing and Appeals Procedure

The student has the right to appeal a decision made for misconduct or unacceptable academic performance if there is good reason for the appeal. It is the policy of the School of Health Sciences that appeals be handled expeditiously. It should be noted that an appeal at any level will be granted only if there is reason to believe that the student may have been treated unfairly, the decision was capricious, the procedure was not followed, or there were extenuating circumstances that were not given adequate consideration. The student who is appealing a decision made for misconduct or unacceptable academic performance must first

complete the appeals procedure within the student's program within ten (10) school days of receiving notification of misconduct or unacceptable academic performance. If the appeal concerns a grade, the student should speak to the instructor first.

Letters of appeal should be sent to the Executive Director (ED), or in a case where the ED is the course instructor, the Coordinator of Clinical Training for review by the Program Faculty Review (FR).

Following completion of the appeals process within the PsyD program (i.e. FR decision), the ED will inform the student in writing of her/his decision within ten (10) school days of the department decision. The student will be notified of the right to appeal the Department's decision. To appeal a department decision, the student must send a written request to the Chair of the Committee on Academic Standing of the School of Health Sciences within ten (10) school days of receiving the program decision. The Chair of the Committee on Academic Standing will present the appeal request to the Committee and set up a date for a hearing of the appeal. Only members of the Committee who have had no involvement in the decision will attend the hearing. The Chair of the Committee of Academic Standing will notify the student and the ED in writing of: (1) the date, time, and place of the hearing, (2) the members of the Committee, and (3) a brief description of the basis for the appeal.

The School of Health Science Committee on Academic Standing will rely primarily on the ED or the ED's designee or designees and the student to present the case for and against the charges. Each party may be assisted by an advisor from within or outside the program, provided that the advisor is not an attorney nor represents the office of an attorney. The advisors may not actively participate in the hearing unless asked to do so by the Chair of the Committee or members of the Committee on Academic Standing. Each party may produce evidence and call one or more witnesses in support of the charges, and each party may examine any evidence and cross-examine any witness. The Committee may call and examine witnesses and invite the submission of additional evidence. The hearing will be closed and there will be no transcript or recording of the proceedings.

Within ten (10) school days following the conclusion of the hearing, the Committee on Academic Standing will produce a written decision, with a brief explanation of the reasons for the decision. The Chair of the Committee will notify both the student and the Department Chair of the Committee's decision in writing. The decision will be limited to those issues on appeal. Either party may file a written appeal of the committee decision with the Dean of the School of Health Sciences. This appeal must include a statement of the reasons for the appeal, and it must be made within ten (10) school days of receiving notice of the decision of the Committee on Academic Standing. The Dean may conduct a further investigation after which he/she will notify the Committee on Academic Standing, Executive Director, and the student of the decision to support or reject the appeal. The Dean's decision is final.

Appeal of Academic or Professional Dismissal

A student may appeal academic or professional dismissal by filing a written appeal with the Executive Director within 14 calendar days following the date of the notice of dismissal. Any appeal not submitted within such period will be deemed conclusive acceptance of such dismissal by the student and a waiver of the student's right to appeal. An academic dismissal may be reversed if the student can demonstrate that his or her poor academic standing in the program resulted from a significant extenuating circumstance such as a major health issue affecting the student, an unexpected military deployment, or other serious circumstances outside of the student's control.

Grounds for Significant Extenuating Circumstances

Extenuating Circumstances are circumstances that are exceptional or 'unforeseen' and are over and above the course of everyday experience. They may include

- (a) significant illness, accident or injury;

- (b) the death or serious illness of a close family member or dependent;
- (c) family crisis directly affecting the student;
- (d) absence caused by jury service (deferral of which has been denied by the Court).

Circumstances that will not normally be considered as Extenuating Circumstances include:

- (a) minor illnesses
- (b) voluntarily deciding not to take medication for a known condition;
- (c) minor computer problems or inadequate planning preventing completion or submission of coursework;
- (d) assessments or examinations scheduled close together;
- (e) non-religious holidays or travel arrangements; and
- (f) consequences of paid employment.

If a student chooses to miss school for any of the above reasons, he/she is responsible for keeping up with her/his school work. A failure that may be attributed to the scheduled event and/or the missed class work may not be considered as an extenuating circumstance. In addition, prolonged, chronic or long-term conditions (for which no reasonable accommodations have previously been sought) are not normally considered a basis for Extenuating Circumstances. If a major life event is anticipated during the semester, it is the students' responsibility to meet with the instructor ahead of time to discuss how course requirements will be met. Registered students who miss 1/3 or more of the course are encouraged to consider the possibility of taking a leave of absence (see Leave of Absence Section for more information). All submissions for consideration of Extenuating Circumstances must be accompanied by contemporaneous, supporting documentation from a qualified third party which must confirm the existence of Significant Extenuating Circumstances and state how the reported circumstances have affected the student concerned.

Examples of acceptable supporting documentation include:

- a) Doctor/ Health Provider or Hospital report or letter;
- b) Death Certificate.

Any student requesting accommodations must contact the Office of Disability Services SHS Coordinator, the Associate Dean of Students and Innovation (see Reasonable Accommodations section for more information). Note: Touro University does not supply retroactive accommodations.

STUDENT SERVICES, TECHNOLOGY, AND FACILITIES

Office of Student Affairs

The chief role of the Director of Student Affairs is student advocacy. Students are assisted with special services and information and offered a variety of activities through the office, such as medical ethics talks and cultural lunches. Students in need of similar assistance at the Manhattan or Brooklyn campuses should consult their program director for guidance to the appropriate personnel on those campuses.

Student Health Insurance

Students are required to maintain active health coverage for the entirety of the program. Touro School of Health Sciences does not offer student health insurance. Students are encouraged to visit www.healthcare.gov to explore their options.

Student Mental Health Referral Services

Student health and wellness are important for academic success. While Touro SHS does not offer on-campus mental health services, the SHS Wellness Coordinator is available to help students at all SHS campuses find affordable community treatment for personal, emotional, or substance abuse problems so that they may benefit fully from their academic experience. The Wellness Coordinator may be reached at WellnessSHS@touro.edu. When contacting the Wellness Coordinator, be sure to use your Touro e-mail address.

Special Circumstances

In the event that circumstances arise which might impact your course attendance or participation in some other way, both program leadership and the school administration are available for your support. In such cases, you should notify your professor immediately, followed by the Program Executive Director, and finally Dr. Rivka Molinsky if such circumstances arise.

- Dr. Frank Gardner, PsyD Executive Director can be reached at frank.gardner@touro.edu
- Dr. Rivka Molinsky, Associate Dean of Students and Innovation can be reached at Rivka.molinsky@touro.edu

Computer Laboratories

The Department of Academic Computing provides convenient computer laboratory facilities to support a variety of course offerings. Students are encouraged to take advantage of the wealth of resources available in Touro's computer laboratories to complete their assignments and to do research. WiFi is available to all registered students at all locations.

Manhattan Campus

3 Times Square
New York, NY 10036
(212) 463-0400 ext. 55240

Technology Device Requirements

All incoming students are required to have a personal computer for daily instructional and testing purposes. Students are responsible for maintaining a virus/spam free laptop. The specifications below ensure adequate operation during your required laptop sessions. Failure to meet the specifications below may result in compatibility and/or performance issues that are the responsibility of the student to rectify. Please contact help@touro.edu for further assistance.

PC requirements

- 8GB Memory or better
- 256 GB Hard Drive for better
- Minimum of 2.3GHz dual-core Intel Core i5, Turbo Boost up to 3.6GHz
- Ethernet port (Or Ethernet adapter)
- Wi-Fi 802.11ac
- Available USB 3.0 Port
- Integrated webcam and microphone

Operation System

- 32-bit and 64-bit Versions of Windows 10 (alternate versions of Windows 10, such as Windows RT and Windows 10 S, are NOT supported at this time)

OR

- MAC system supported OS X 10.13 (High Sierra) and OS X 10.14 (Mojave).

Screen

- Resolution at least 1024x768 or higher
- 14.0-inch HD Display or better recommended

Access

- Internet access via a high-speed connection
- Access to online environment for a minimum of 10 hours per week

Recommended Devices*

- Dell Models: XPS, Inspiron, Latitude, G3, G5,
- HP Models: Spectre, Envy, Pavilion, Stream, Zbook
- Lenovo Models: Yoga, Ideapad 120, V110, ThinkPad
- Surface Pro: Model 5 and 6
- Apple MacBook

***Please note the recommended devices listed may not be available or may be an older model.**

We will update this list to maintain the most up to date model.

Libraries

The main library is located at Touro's Cross River Campus, 3 Times Square in Manhattan. The librarians and staff manage these libraries and are available to assist students and faculty in their research. The librarians are also available to provide instruction to students on effective methods of library research and in obtaining books and articles from other area libraries. Additionally, access is provided to almost 700,000 e-books and over 580,000 ejournals. Further information about the libraries is available online at www.tourolib.org.

Facilities and Hours

The PsyD Program is part of the School of Health Sciences. Our primary location is at 3 Times Square, New York, NY 10036. If you would like more information regarding the School of Health Sciences, please refer to the website at shs.touro.edu or to the SHS Student Handbook for building hours, offices, and a listing of all programs offered within the School of Health Sciences.

For a current listing of scheduled holidays and school closings please see the semester schedule found on the Touro University portal, and the school calendar which can be found in the Touro University SHS Student Handbook.

Parking

The Manhattan campus is easily accessible using all forms of municipal transportation bus, train, car and taxicab. There are various paid parking garages located around the Time Square area near the main Manhattan campus. Identification badges must be shown when entering all Touro University buildings.

Student Identification (IDs)

Student Identification Cards are necessary for admittance to all Touro University campus locations and must be used on Fieldwork placements. Contact your program's office in order to receive a Student ID card.

School Closings and Class Cancellations

In the event of an emergency, weather or non-weather related, Touro has a School Closing Committee comprised of senior staff that is authorized to determine whether Touro buildings will be opened or closed. If a decision is made to close a Touro NY location, whether during regular business hours or after, employees and students will be contacted via TUAAlert, the college's emergency notification system.

Closing information for the New York campuses will be posted on the telephone system of the Main Campus, and the main Touro website, www.touro.edu. Information for the media will be announced on 1010WINS and WCBS880 radio stations, and News Channel 4 television station. Additionally, signage may be posted on the doors of the affected building(s) advising students, faculty and staff of the closing and where to get additional information.

Information will also be sent via text, phone, and email by TUAAlert to the contact information provided by the student on the Touro University Portal. It is essential that the students update the contact information in their portal account: go to touroone.touro.edu and click on the "First Time User" button to launch the account activation process. Read the instructions, and then follow the steps to activate your account. To modify contact information or other information click on "Manage account" and then follow the instructions. If at any time during the account activation process you require assistance, contact TouroOne Support Desk at 646-565-6552 or help.touroone@touro.edu.

Medical Emergencies

In case of a medical emergency, call 911 and/or the Touro Emergency Hotline Number 1-88-TOURO-911 and notify Security. Wait for emergency responders. Do not transport someone in a private vehicle to a hospital unless absolutely necessary. As soon as you are able, notify the office of the Associate Dean of the incident. Please see also the Touro University SHS Student Handbook.

Fire Safety

The purpose of Touro's fire safety policy is to promote the safety of the University community, prevent damage to University property, and to comply with federal, state and city regulations. Every member of the University community is responsible for preventing common fire hazards, and for familiarity with proper emergency procedures.

Fire Drills

Federal, state, and city education laws, and Fire Department policy mandate fire drills in all educational facilities and residence halls. Drills are conducted unannounced and all building occupants are required to participate. **Failure to evacuate is a serious violation of Touro's Code of Conduct and will subject the employee or student to disciplinary action including, but not limited to, suspension, expulsion or termination.**

UNLESS YOU HAVE BEEN SPECIFICALLY NOTIFIED OTHERWISE BY YOUR EMERGENCY EVACUATION COORDINATOR (EEC), THE FIRE ALARM SHOULD NEVER BE TREATED AS A FALSE ALARM.

Fire Incident Protocol

The following procedures are intended to guide you in the event of a fire or other emergency which requires evacuation. However, there could be times when you will need to make a decision on the safest course to take, such as in the event primary exit is blocked. In that case, it is important to remember the acronym RED – React, Evaluate and Decide. Employees and students must take the time to “react” to their new situation (i.e. the blocked exit); “evaluate” their options (i.e. location an alternative route); then “decide” on the best action to take (i.e. take the new route or shelter in place). One of the most important lessons in fire safety is to make sure you know two exits from your classroom or office. Never assume your usual exit route is the closest or safest one to use in an emergency.

If you smell smoke, contact your floor EEC, advise him/her of your location and the location you smell the smoke. Your EEC will investigate the situation and advise you of the next steps to take.

If you see smoke or fire pull the fire alarm, dial 911 and report the fire, then evacuate immediately.

Evacuating in an Emergency

When an alarm sounds, follow these fire evacuation procedures:

1. Leave the building immediately upon activation of the fire alarm. Under normal conditions, you are expected to evacuate from any facility in less than 3 minutes.
2. If possible, bring your keys and ID card and dress for the weather (i.e. shoes and a coat). If you cannot access these items easily, **LEAVE WITHOUT THEM!**
3. When you leave your classroom/office, close the door.
4. If smoke is present, crawl low to the floor or stay in your room (if you cannot leave your room, see #9 below).
5. Only use stairs; **NEVER USE ELEVATOR.**
6. On your way to the safest exit, if possible, warn fellow neighbors by knocking on doors. Follow the instructions of your emergency evacuation coordinator and evacuate. Once outside, stay at least 500 feet from the building.
7. If you are a student/employee with a disability, report to the nearest stairwell with a buddy. Remain in the stairwell until local emergency responders arrive and safely complete the evacuation.
8. Do not re-enter the building until instructed to do so by your Emergency Coordinator (facilities manager), who will be in communication with local emergency responders on the scene.
9. If you cannot leave your classroom/office due to a disability or any other reason:
 - Block all openings (underneath the door, HVAC vents) with wet or dry towels (this includes paper towels), clothing or any other fabric;
 - Call 911 or Touro Emergency Hotline at 1-88-TOURO911 and advise the dispatcher of your location;
 - Stay close to a window holding a wet towel to your face if possible;
 - Do not open the windows except to alert rescue personnel by hanging a white sheer or cloth out in the wind.

What You Can Do

Fire safety and prevention is everyone's responsibility. There are steps you can take to make yourself safer, thereby creating a safer Touro community:

1. Familiarize yourself with the location of your nearest exit and the EECs and searchers on your floor.
2. Locate all of the fire exit signs in the corridors on your floor.
3. Learn the emergency evacuation procedures described above.
4. Ensure your EEC is made aware of any people with disabilities who may require assistance during an evacuation.

Policy for Exam Security During an Evacuation

When the fire alarm sounds, it is imperative for the safety and security of Touro University faculty, staff, and students, that everyone evacuate the building in an orderly manner as quickly as possible and as per the instructions of the emergency evacuation coordinator. If a class is taking an exam when the fire alarm sounds, the procedure to be followed is delineated below.

Upon hearing the alarm, the faculty member or proctor will ask students to hand in their exams and answer sheets and line up at the assigned stairwell. The instructor/proctor will make note of the exam time already elapsed. From that point forward, students will be on an honor system. They will not talk about the exam with fellow students, nor will they use electronic devices to look up exam-related information. Upon exiting the building, students must find the instructor/proctor and wait together until it is safe to re-enter the building.

Depending on the amount of time remaining for the exam, and on the amount of time of evacuation of the building, and on the subsequent availability of the classroom, the instructor will determine:

- 1) If the exam will resume immediately upon re-entry, to be completed in the time remaining from the originally allocated time;
- 2) If the interrupted exam will be disqualified, and a new exam will be given at a later date;
- 3) If the interrupted exam can be scored as is, but on a pro-rated basis.

The instructor will expeditiously notify the students of the decision. At that point, the students will be released from the honor system. Any student found exchanging information or procuring information about the exam during the period of evacuation will be considered to be in violation of the School of Health Sciences Academic Integrity Policy and will be subject to disciplinary action as described in the Policy. Please see the Touro University SHS Student Handbook.

STUDENTS WITH DISABILITIES

Reasonable Accommodations

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. School of Health Sciences students with disabilities seeking reasonable accommodations should do so through the Office of Student Disability Services (OSDS) Coordinator for SHS, the Associate Dean of Students and Innovation, Rivka.Molinsky@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 SHS, the Associate Dean of Students and Innovation at Rivka.Molinsky@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 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/>

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.
 - b. 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.

- c. 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.

DIRECTORY

Administration

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