ACCREDITATION

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

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

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

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

The Physician Assistant Program is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA), 12000 Findlay Road, Suite 150, Johns Creek, GA 30097; 770-476-1224; www.arc-pa.org. The Doctor of Physical Therapy Program at Touro College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; 703-706-3245; accreditation@apta.org; http://www.capteonline.org. The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449; 301-652-2682; www.acoteonline.org. The Graduate Program in Speech-Language Pathology is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA), 2200 Research Boulevard, Rockville, MD 20850-3289; 301-296-5700; www.asha.org/academic/accreditation. The Nursing Program is accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street, NW, Suite 750, Washington, DC 2001; www.aacnnursing.org/CCNE.

POLICY OF NON-DISCRIMINATION

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

Inquiries or complaints concerning the non-discrimination policies should be sent to Matthew Lieberman, 500 7th Avenue, 4th Floor, New York, New York, 10018, matthew.lieberman@touro.edu (646-565-6000 x 55667) or, alternatively, to the Chief Compliance Officer at compliance@touro.edu and 646-565-6000 x 55330.

As an alternative, individuals may contact the Office for Civil Rights of the U.S. Department of Education for inquiries concerning the above. The Office for Civil Rights is located at 32 Old Slip, 26th Floor, New York, New York 10005. They may be reached by phone at (646) 428-3800 or via email at OCR.NewYork@ed.gov.
IMPORTANT NOTICE

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

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

This Catalog is written for informational purposes only and may contain errors. The policies, procedures and practices described herein may be modified, supplemented or discontinued in whole or in part, at any time with or without notice. All changes will be posted on the Touro website. Although we will attempt to inform you of any changes as they occur via the Touro email address assigned to you upon activating your TouroOne portal account, it is nevertheless your responsibility to keep current on all College policies, procedures and practices. Your assigned Touro email address is the official method of contact for all such notices and for all Touro communication.

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, warranties, or other statements made in its marketing or promotional materials, and makes absolutely no promises, assurances, representations, guarantees, warrantees or other statements concerning our courses and programs and 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 by a student’s matriculation or continued matriculation in our programs.

Registration and matriculation at Touro after the issuance of this Catalog is consideration for and constitutes a student’s knowing acceptance of the binding Alternative Dispute Resolution (“ADR”) mechanisms contained herein. Thus, any dispute, claim or controversy arising out of or related to your application, registration, matriculation, graduation or other separation from Touro and/or this Handbook, which is not resolved through Touro’s internal mechanism shall be submitted to non-binding mediation with a neutral mediator affiliated with an established and reputable organization engaged in alternative dispute resolution (“ADR Organization”). 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 mediation shall be exclusively conducted and heard by an ADR Organization, designated by Touro in its sole and absolute discretion, before a single arbitrator who shall be an attorney. The location of the arbitration shall be at a convenient office on a Touro campus where the student is (or was last) affiliated. See “Alternative Dispute Resolution” provision for a more elaborate treatment.
# TABLE OF CONTENTS

MESSAGE FROM THE PRESIDENT .............................................................................. 1
DR. BERNARD LANDER, FOUNDING PRESIDENT OF THE TOURO COLLEGE AND UNIVERSITY SYSTEM ................................................................. 2
MESSAGE FROM THE PROVOST, GRADUATE AND PROFESSIONAL DIVISIONS ........................................................................................................... 3
MESSAGE FROM THE VICE PRESIDENT OF THE DIVISION OF GRADUATE STUDIES .................................................................................................. 4
MESSAGE FROM THE DEAN OF THE SCHOOL OF HEALTH SCIENCES ......................................................................................................................... 5
TOURO COLLEGE MISSION AND GOALS ................................................................. 6
INTRODUCTION ........................................................................................................... 6
2018-2020 CALENDARS ............................................................................................ 7
THE TOURO COLLEGE AND UNIVERSITY SYSTEM ........................................... 9
SCHOOL OF HEALTH SCIENCES PROFILE ......................................................... 12
SHS VISION, MISSION, AND GOALS ........................................................................ 12
PROGRAMS OFFERED BY THE SCHOOL OF HEALTH SCIENCES ....................... 13
SHS LOCATIONS ...................................................................................................... 15

## ADMISSIONS ............................................................................................................ 19

- Applying to the School of Health Sciences .......................................................... 19
- Application Status and Admission Decisions ...................................................... 19
- Preferred Admission from the Lander Colleges ................................................. 20
- Integrated Health Science Honors Track ............................................................ 20
- Transfer Students ............................................................................................... 20
- International Students ....................................................................................... 21
- Criminal Background Check ................................................................................. 21

## TUITION AND FEES ................................................................................................ 22

- Tuition Liability for Withdrawal .......................................................................... 22

## FINANCIAL AID ...................................................................................................... 23

- Standards of Satisfactory Academic Progress ..................................................... 31

## ACADEMIC SERVICES .......................................................................................... 32

- The Touro College Libraries ................................................................................ 32
- Computer Laboratories ...................................................................................... 32

## STUDENT SERVICES ............................................................................................ 34

- TouroOne ............................................................................................................ 34
- Office of the Registrar ........................................................................................ 34
- Office of Financial Aid ........................................................................................ 35
- Office of the Bursar ............................................................................................ 35
- Office of Student Affairs .................................................................................... 36
- Office of Student Disability Services ................................................................... 36
- Academic Advisement ....................................................................................... 38
- Alumni Relations ............................................................................................... 38

## ACADEMIC RULES AND REGULATIONS .............................................................. 39

- New York State Proof of Immunization Requirement .......................................... 39
- Annual Student Health Examination .................................................................. 39
- Student Health Insurance ................................................................................... 39
- The Registration Process ................................................................................... 40

- Registration ........................................................................................................ 40
- Prerequisites and Co-requisites .......................................................................... 40
- Size of Program – Credit Load ............................................................................ 40
- Pass/Fail ................................................................................................................ 40
- Adding a Course .................................................................................................. 40
- Dropping a Course ............................................................................................. 40
- Community Service Requirement ...................................................................... 41
- Course Options ................................................................................................... 41
- Online Courses .................................................................................................. 42
- Earning Outside Credit ....................................................................................... 43
- Auditing a Course ............................................................................................... 44

- Grades .................................................................................................................. 44
- Attendance and Class Participation ..................................................................... 44
- Grade Types ........................................................................................................ 44
MESSAGE FROM THE PRESIDENT

In the four decades that have passed since Dr. Bernard Lander founded Touro College, our institution has grown significantly and achieved remarkable success. When launched with its first class of 35 students, Touro was envisioned as a great experiment in higher education, blending the best of Jewish and secular scholarship in an atmosphere of personal attention and academic excellence. Our mandate was to respond in innovative ways to the educational needs of the growing Jewish communities of New York and elsewhere, and to provide accessible and quality academic opportunities to underserved populations. Today, Touro College – recognized as Touro University in California and Nevada – remains faithful to its original mission, educating approximately 19,000 students of diverse backgrounds, worldwide. We offer a wide range of undergraduate, graduate, and professional degree programs in a variety of disciplines – from Jewish studies to education to law and to the health sciences – including outstanding programs for students pursuing careers in medicine and the allied health professions.

As the second president in Touro’s history, I am deeply committed to Touro’s mission of providing academic excellence and personal attention for students seeking to maximize their personal and professional growth. In carrying out our goals, we continue to work with our students in a collective effort to help make the world a better place for all. The School of Health Sciences works toward these objectives by providing quality undergraduate, professional and graduate programs in the allied health and medical sciences. These programs have helped fill a pressing need for talented health care professionals who are prepared for success in a rapidly-changing health care system. The breadth and depth of the School’s offerings have also helped make Touro a national leader in health science education. Since 1972, when it pioneered the training of physician assistants, the Touro College School of Health Sciences has grown considerably and remains at the forefront of developments in health care education, demonstrating an enduring commitment to excellence.

Thank you for joining us in the pursuit of our mission. I wish you the greatest success in achieving your academic and professional aspirations.

Sincerely,

Alan Kadish, M.D.
DR. BERNARD LANDER
FOUNDING PRESIDENT OF THE TOURO COLLEGE AND UNIVERSITY SYSTEM

Dr. Bernard Lander was an inspirational leader and visionary who revolutionized the field of education. As an educator and preeminent scholar, Dr. Lander devoted his life to Jewish and general higher education. Dr. Lander founded Touro College in 1970 and served as its first president until his passing in February 2010. Under his stewardship, Touro underwent significant growth, becoming an institution with multiple campuses and international reach. Today, Touro educates approximately 19,000 students across the United States and around the world. Dr. Lander’s creative genius and original thinking continues to be reflected in Touro’s innovative approach to the field of higher education. He believed that it was his mission in life to strengthen Jewish continuity through the myriad of Torah and educational institutions that he established, and to provide opportunities for advancement for individuals from all walks-of-life.

Before founding Touro College, Dr. Lander was recognized as one of the foremost influences on American Jewry. After receiving semicha (rabbinical ordination) from his beloved teacher, Rabbi Moshe Soloveitchik, he assumed the prestigious pulpit position at Beth Jacob Congregation in Baltimore, Maryland. Soon thereafter, in recognition of his work at Columbia University while earning his doctorate in sociology and his communal leadership, he was named associate director of former New York City Mayor Fiorello LaGuardia’s Committee on Unity, a precursor to the city’s Commission on Human Rights. In 1958, Dr. Lander was appointed dean of the Bernard Revel Graduate School of Yeshiva University, where he played a major role in the establishment of a network of graduate schools. He also served for over thirty years as vice president of the Union of Orthodox Jewish Congregations, where he emerged as a spokesman for the American Jewish community and was deeply involved in the creation of its acclaimed youth movement, the National Conference of Synagogue Youth. Simultaneously, he was a professor of sociology at The City University of New York and was selected to serve on several presidential commissions that dealt with social policy issues.

Touro College and Touro University are Dr. Bernard Lander’s legacies, institutions that will continue to provide quality education for many generations to come.
Dear Touro College Students,

Congratulations on choosing Touro College to continue your education. We are confident that at Touro you will find a vibrant intellectual community where faculty and students interact with respect and professionalism. You have selected a college that is student-centered and focused on your success. We have a lot to offer, and hope that you will, in turn, take advantage of myriad opportunities for learning and inquiry, both inside and outside of the classroom.

While at Touro, you will have opportunities to engage in research, participate in our College-wide Research Day, engage with thought leaders and skilled practitioners in your chosen field of study, and interact with students and faculty in various disciplines. For those who have committed themselves to careers in the health care professions, you will have unique inter-professional education experiences that are offered in the context of a university system that graduates 7,000 students annually in medicine, health sciences, pharmacy and related disciplines. Our other graduate schools include social work, education, technology, law and Jewish studies – all providing robust opportunities and exposure to traditional and cutting-edge curricula.

It is, indeed, the people who make the place. At Touro College, the faculty, administration and staff are warm, caring, and committed to your success. Your Touro education will provide the knowledge required to excel in your chosen field, as well as critically-important community leadership skills. Because of our mission and commitment to social justice and serving the underserved, you will hone leadership skills that will enable you to help others and to make a difference.

Please familiarize yourself with the programs and policies contained in this catalog, as they will guide you throughout your academic journey at Touro.

I look forward to meeting you and to watching you reach your academic and career goals, first as students and then as alumni. Best wishes for a meaningful experience at Touro.

Sincerely,

Patricia Salkin
GREETING FROM THE VICE-PRESIDENT OF THE DIVISION OF GRADUATE STUDIES

I am proud to present to you the 2018-2020 School of Health Sciences Catalog. The School of Health Sciences (SHS) is one of six graduate schools that make up the Touro College Division of Graduate Studies, which is approximately 5,000 students strong.

The School of Health Sciences is committed to educating clinicians in the health and medical fields. The School boasts a dedicated faculty who are also practitioners, a highly-diverse student population, and a student-centered environment that is nurturing and inviting. Over the past four years, the SHS has increased its degree, certificate, and program offerings; expanded its research and development projects; enhanced its online course offerings; broadened its inter-professional education opportunities, and widened its community outreach.

As you read through this catalog, you will discover why the School of Health Sciences is an educational leader in the health professions. Programs in Nursing, Occupational Therapy, Physical Therapy, Physician Assistant, Speech-Language Pathology, Clinical Mental Health Counseling, Industrial-Organizational Psychology, and Applied Behavior Analysis make up the rich array of the School of Health Sciences offerings. My congratulations to Dean Louis Primavera, his staff and faculty for developing high-quality curricula that equip students with the knowledge and skills to become dedicated and exemplary health care practitioners and clinicians. I am especially proud of the superb licensure pass rates achieved by our program graduates, as well as the impact our graduates have on the health of the communities in which they work.

The School of Health Sciences, together with the other schools in the Division of Graduate Studies, continually strives to provide educational opportunities that are practical, transformative, and empowering. This is a true realization of Touro’s mission and the core Jewish values on which that mission is based, which include a commitment to quality education for all; the treatment, with integrity and respect, of all students, faculty and staff; the role of ethics in the professions; and the building of a responsive and responsible society.

I look forward to welcoming you to the Touro College family and learning community.

Cordially,

Nadja Graff, Ph.D.
MESSAGE FROM THE DEAN OF THE SCHOOL OF HEALTH SCIENCES

The Touro College School of Health Sciences provides high-quality education in a number of areas of health sciences, including Behavioral Science, Physical Therapy, Occupational Therapy, Physician Assistant Studies, Nursing, and Speech and Language Pathology. Our faculty are leaders in their fields, and many have achieved national recognition. They are dedicated to providing students with cutting-edge knowledge and skills. They emphasize intensive interaction with students, and are always available to help students in any way they can. Our programs provide students with the hands-on training necessary for them to acquire the highest degree of expertise in their fields. Our classes are small, and students are treated as individuals. The administration is dedicated to ensuring the maintenance of the quality of the educational experience and to providing the faculty and students with the tools to achieve excellence. The prominence and success our graduates have enjoyed in their fields is testimony to the quality of our programs. I look forward to welcoming you to our school.

Sincerely,

Louis H. Primavera, Ph.D.
MISSION STATEMENT

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

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

GOALS

1. To transmit and enrich the Jewish heritage and its tradition of intellectual inquiry, as well as to incorporate Jewish studies into programs on the undergraduate, graduate and professional levels

2. To promote sensitivity to ethical concerns and social responsibility through both the curriculum and community outreach

3. To further the career interests and professional aspirations of our students through a broad range of academic programs and related activities

4. To advance proficiency in communication, information and technological literacy, analytical skills, and quantitative reasoning

5. To promote and support faculty and student research and scholarship

6. To develop and provide educational opportunities to underserved students in diverse communities

7. To maintain Touro as a learner-centered community in consonance with the college mission

8. To expand educational opportunities through distance learning and blended programs

INTRODUCTION

This catalog is intended to be a guide to students, informing them of their rights and responsibilities as well as institutional policies and procedures. It does not constitute a contract, and therefore the College 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 College. For this reason, they are expected to acquaint themselves with the contents of this catalog and to read regularly the notices posted on the Touro website.

In addition, individual programs within the Touro College may have their own handbooks outlining the policies and procedures that apply specifically to students in those programs. In such cases, the student is responsible for knowing both the school-wide and program policies.
2018-2020 CALENDARS

Each program has its own calendar which you can consult for specific information regarding the dates for the start and end of each semester, examination periods, deadlines for adding or dropping courses, periods of clinical rotations, dates for winter and spring breaks, and perhaps other variations in the calendar for that program.

Please note that the school buildings close at 3pm on Fridays and are closed on all Saturdays.

<table>
<thead>
<tr>
<th>DATE</th>
<th>HOLIDAY</th>
<th>CLASSES</th>
<th>BUILDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday, July 1</td>
<td>Fast of Tamuz*</td>
<td>Yes</td>
<td>Open</td>
</tr>
<tr>
<td>Wednesday, July 4</td>
<td>Independence Day</td>
<td>No</td>
<td>Closed</td>
</tr>
<tr>
<td>Sunday, July 22</td>
<td>Tish B’Av</td>
<td>No</td>
<td>Open</td>
</tr>
<tr>
<td>Monday, July 23</td>
<td>Day after Tish B’Av**</td>
<td>Yes</td>
<td>Open</td>
</tr>
<tr>
<td>Sunday, September 2</td>
<td>Labor Day Eve</td>
<td>No</td>
<td>Closed</td>
</tr>
<tr>
<td>Monday, September 3</td>
<td>Labor Day</td>
<td>No</td>
<td>Closed</td>
</tr>
<tr>
<td>Sunday, September 9</td>
<td>Rosh Hashana Eve*</td>
<td>Yes, until 12:00</td>
<td>Closes at 2:30</td>
</tr>
<tr>
<td>Mon. &amp; Tue., Sept. 10 &amp; 11</td>
<td>Rosh Hashana</td>
<td>No</td>
<td>Closed</td>
</tr>
<tr>
<td>Wednesday, Sept. 12</td>
<td>Fast of Gedalia**</td>
<td>Yes</td>
<td>Open</td>
</tr>
<tr>
<td>Tuesday, September 18</td>
<td>Yom Kippur Eve*</td>
<td>Yes, until 12:00</td>
<td>Closes at 12:30</td>
</tr>
<tr>
<td>Wednesday, September 19</td>
<td>Yom Kippur</td>
<td>No</td>
<td>Closed</td>
</tr>
<tr>
<td>Thursday, September 20</td>
<td>Day after Yom Kippur**</td>
<td>Yes</td>
<td>Open</td>
</tr>
<tr>
<td>Sunday, September 23</td>
<td>Sukkot Eve*</td>
<td>Yes, until 12:00</td>
<td>Closes at 12:30</td>
</tr>
<tr>
<td>Mon. &amp; Tue., Sept. 24 &amp; 25</td>
<td>Sukkot</td>
<td>No</td>
<td>Closed</td>
</tr>
<tr>
<td>Wed.-Sat., Sept. 26-29</td>
<td>Middle days of Sukkot*</td>
<td>Yes</td>
<td>Open</td>
</tr>
<tr>
<td>Sunday, September 30</td>
<td>Hoshana Rabbah*</td>
<td>Yes, until 12:00</td>
<td>Closes at 2:30</td>
</tr>
<tr>
<td>Monday, October 1</td>
<td>Shmini Atzeret</td>
<td>No</td>
<td>Closed</td>
</tr>
<tr>
<td>Tuesday, October 2</td>
<td>Simchat Torah</td>
<td>No</td>
<td>Closed</td>
</tr>
<tr>
<td>Wednesday, October 3</td>
<td>Day after Simchat Torah**</td>
<td>Yes</td>
<td>Open</td>
</tr>
<tr>
<td>Wednesday, November 21</td>
<td>Thanksgiving Eve</td>
<td>Yes, until 5:00</td>
<td>Closes at 5:30</td>
</tr>
<tr>
<td>Thursday, November 22</td>
<td>Thanksgiving</td>
<td>No</td>
<td>Closed</td>
</tr>
<tr>
<td>Friday, November 23</td>
<td>Thanksgiving</td>
<td>No</td>
<td>Closed</td>
</tr>
<tr>
<td>Tuesday, December 18</td>
<td>10th of Tevet*</td>
<td>Yes</td>
<td>Open</td>
</tr>
<tr>
<td>Tuesday, January 1</td>
<td>New Year’s Day</td>
<td>No</td>
<td>Closed</td>
</tr>
<tr>
<td>Monday, January 21</td>
<td>Martin Luther King Day</td>
<td>No</td>
<td>Closed</td>
</tr>
<tr>
<td>Monday, February 18</td>
<td>Presidents’ Day</td>
<td>No</td>
<td>Closed</td>
</tr>
<tr>
<td>Wednesday, March 20</td>
<td>Fast of Esther*</td>
<td>Yes, until 5:00</td>
<td>Open</td>
</tr>
<tr>
<td>Thursday, March 21</td>
<td>Purim</td>
<td>No</td>
<td>Open</td>
</tr>
<tr>
<td>Friday, March 22</td>
<td>Day after Purim**</td>
<td>Yes</td>
<td>Open</td>
</tr>
<tr>
<td>Friday, April 19</td>
<td>Eve of Passover</td>
<td>No</td>
<td>Closes at 12:30</td>
</tr>
<tr>
<td>Fri.-Sun., April 19-28</td>
<td>Spring Break</td>
<td>No</td>
<td>Open</td>
</tr>
<tr>
<td>Sat. &amp; Sun., April 20 &amp; April 21</td>
<td>Passover, first days</td>
<td>No</td>
<td>Closed</td>
</tr>
<tr>
<td>Thursday, April 25</td>
<td>Eve of last Days</td>
<td>No</td>
<td>Closes at 12:30</td>
</tr>
<tr>
<td>Fri. &amp; Sat., April 26 &amp; 27</td>
<td>Passover, last days</td>
<td>No</td>
<td>Closed</td>
</tr>
<tr>
<td>Sunday, April 28</td>
<td>Day after Passover</td>
<td>No (Part of Spring Break)</td>
<td>Open</td>
</tr>
<tr>
<td>Monday, May 27</td>
<td>Memorial Day</td>
<td>No</td>
<td>Closed</td>
</tr>
<tr>
<td>Sun. &amp; Mon., June 9 &amp; 10</td>
<td>Shavout</td>
<td>No</td>
<td>Closed</td>
</tr>
<tr>
<td>Tuesday, June 11</td>
<td>Day after Shavout**</td>
<td>Yes</td>
<td>Open</td>
</tr>
</tbody>
</table>

Each program has its own calendar which you can consult for specific information regarding the dates for the start and end of each semester, examination periods, deadlines for adding or dropping courses, periods of clinical rotations, dates for winter breaks and/or specifics of Spring Breaks and perhaps other variations in the calendar for that program.

*Preferably no tests are given

**No tests to be given

*Winter and Spring breaks may be on different dates in some programs.
<table>
<thead>
<tr>
<th>DATE</th>
<th>HOLIDAY</th>
<th>CLASSES</th>
<th>BUILDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, July 4</td>
<td>Independence Day</td>
<td>No</td>
<td>Closed</td>
</tr>
<tr>
<td>Sunday, July 21</td>
<td>Fast of Tamuz*</td>
<td>Yes</td>
<td>Open</td>
</tr>
<tr>
<td>Sunday, August 11</td>
<td>Tish B’Av</td>
<td>No</td>
<td>Open</td>
</tr>
<tr>
<td>Monday, August 12</td>
<td>Day after Tish B’Av**</td>
<td>Yes</td>
<td>Open</td>
</tr>
<tr>
<td>Sunday, September 1</td>
<td>Labor Day Eve</td>
<td>No</td>
<td>Closed</td>
</tr>
<tr>
<td>Monday, September 2</td>
<td>Labor Day</td>
<td>No</td>
<td>Closed</td>
</tr>
<tr>
<td>Sunday, September 29</td>
<td>Rosh Hashana Eve*</td>
<td>Yes, until 12:00</td>
<td>Closes at 2:30</td>
</tr>
<tr>
<td>Mon., Sept. 30 &amp; Tue., Oct. 1</td>
<td>Rosh Hashana</td>
<td>No</td>
<td>Closed</td>
</tr>
<tr>
<td>Wednesday, October 2</td>
<td>Fast of Gedalia**</td>
<td>Yes</td>
<td>Open</td>
</tr>
<tr>
<td>Tuesday, October 8</td>
<td>Yom Kippur Eve*</td>
<td>Yes, until 12:00</td>
<td>Closes at 12:30</td>
</tr>
<tr>
<td>Wednesday, October 9</td>
<td>Yom Kippur</td>
<td>No</td>
<td>Closed</td>
</tr>
<tr>
<td>Thursday, October 10</td>
<td>Day after Yom Kippur**</td>
<td>Yes</td>
<td>Open</td>
</tr>
<tr>
<td>Sunday, October 13</td>
<td>Sukkot Eve*</td>
<td>Yes, until 12:00</td>
<td>Closes at 12:30</td>
</tr>
<tr>
<td>Mon. &amp; Tue., Oct. 14 &amp; 15</td>
<td>Sukkot</td>
<td>No</td>
<td>Closed</td>
</tr>
<tr>
<td>Wed.-Sat., October 16-19</td>
<td>Middle days of Sukkot*</td>
<td>Yes</td>
<td>Open</td>
</tr>
<tr>
<td>Sunday, October 20</td>
<td>Hoshana Rabba*</td>
<td>Yes, until 12:00</td>
<td>Closes at 2:30</td>
</tr>
<tr>
<td>Monday, October 21</td>
<td>Shmini Atzeret</td>
<td>No</td>
<td>Closed</td>
</tr>
<tr>
<td>Tuesday, October 22</td>
<td>Simchat Torah</td>
<td>No</td>
<td>Closed</td>
</tr>
<tr>
<td>Wednesday, October 23</td>
<td>Day after Simchat Torah**</td>
<td>Yes</td>
<td>Open</td>
</tr>
<tr>
<td>Wednesday, November 27</td>
<td>Thanksgiving eve</td>
<td>Yes, until 5:00</td>
<td>Closes at 5:30</td>
</tr>
<tr>
<td>Thursday, November 28</td>
<td>Thanksgiving</td>
<td>No</td>
<td>Closed</td>
</tr>
<tr>
<td>Friday, November 29</td>
<td>Thanksgiving</td>
<td>No</td>
<td>Closed</td>
</tr>
<tr>
<td>Wednesday, January 1</td>
<td>New Year’s Day</td>
<td>No</td>
<td>Closed</td>
</tr>
<tr>
<td>Tuesday, January 7</td>
<td>Tenth of Tevet*</td>
<td>Yes</td>
<td>Open</td>
</tr>
<tr>
<td>Monday, January 20</td>
<td>Martin Luther King Day</td>
<td>No</td>
<td>Closed</td>
</tr>
<tr>
<td>Sunday, February 16</td>
<td>Presidents’ Day Eve</td>
<td>No</td>
<td>Closed</td>
</tr>
<tr>
<td>Monday, February 17</td>
<td>Presidents’ Day</td>
<td>No</td>
<td>Closed</td>
</tr>
<tr>
<td>Monday, March 9</td>
<td>Fast of Esther*</td>
<td>Yes, until 5:00</td>
<td>Open</td>
</tr>
<tr>
<td>Tuesday, March 10</td>
<td>Purim</td>
<td>No</td>
<td>Open</td>
</tr>
<tr>
<td>Wednesday, March 11</td>
<td>Day after Purim**</td>
<td>Yes</td>
<td>Open</td>
</tr>
<tr>
<td>Wednesday, April 8</td>
<td>Eve of Passover</td>
<td>No</td>
<td>Closes at 12:30</td>
</tr>
<tr>
<td>Thurs. &amp; Fri., April 9 &amp; 10</td>
<td>Passover, first days</td>
<td>No</td>
<td>Closed</td>
</tr>
<tr>
<td>Wed-Fri., April 8-17</td>
<td>Spring Break</td>
<td>No</td>
<td>Open</td>
</tr>
<tr>
<td>Thursday, April 14</td>
<td>Eve of last Days</td>
<td>No</td>
<td>Closes at 2:00</td>
</tr>
<tr>
<td>Wed. &amp; Thurs., April 15 &amp; 16</td>
<td>Passover, last days</td>
<td>No</td>
<td>Closed</td>
</tr>
<tr>
<td>Friday, April 17</td>
<td>Day after Passover</td>
<td>No</td>
<td>Open</td>
</tr>
<tr>
<td>Monday, May 25</td>
<td>Memorial Day</td>
<td>No</td>
<td>Closed</td>
</tr>
<tr>
<td>Thursday, May 28</td>
<td>Shavout Eve*</td>
<td>Yes, until 12:00</td>
<td>Closes at 12:30</td>
</tr>
<tr>
<td>Fri. &amp; Sat., May 29 &amp; 30</td>
<td>Shavout</td>
<td>No</td>
<td>Closed</td>
</tr>
<tr>
<td>Sunday, May 31</td>
<td>Day after Shavout**</td>
<td>Yes</td>
<td>Open</td>
</tr>
</tbody>
</table>

Each program has its own calendar which you can consult for specific information regarding the dates for the start and end of each semester, examination periods, deadlines for adding or dropping courses, periods of clinical rotations, dates for winter breaks and/or specifics of Spring Breaks and perhaps other variations in the calendar for that program. Please note that the school buildings close at 3pm on Fridays and are closed on all Saturdays.

*Preferably no tests are given

**No tests to be given

*Winter and Spring breaks may be on different dates in some programs
THE TOURO COLLEGE AND UNIVERSITY SYSTEM

The Touro College and University System (“Touro” or “the College”) is a Jewish-sponsored independent institution of higher learning and professional education. The College was established to further the Jewish heritage and to serve the larger American community. Approximately 18,000 students are currently enrolled in Touro’s various schools and divisions.

Touro College was chartered by the Board of Regents of the state of New York in June 1970 and opened a year later. The College grew from an initial class of 35 students to an international university system of approximately 18,000 students worldwide today. The mission of perpetuating and strengthening Jewish heritage, while at the same time providing the highest quality educational opportunities to society as a whole, continues to inform all of Touro’s endeavors. Today, Touro enjoys the strong leadership of Chancellor Rabbi Doniel Lander and President Dr. Alan Kadish in furthering Touro’s historic mission.

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

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

Enhancing the Jewish Heritage

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

Fulfilling Needs - and Building Strength - in Health Care

Since its inception, Touro has grown to become one of the largest healthcare educational systems in the country. The School of Health Sciences was developed in 1972 as the Division of Health Sciences, consolidated into a school in 1986, and incorporated into a restructured Division of Graduate Studies in 2008. The School, which pioneered the training of physician assistants, has shown steady growth, innovation, and excellence over the years, and has established a number of campuses in the New York area that prepare health care professionals to serve a broad range of patient needs. The Touro College of Osteopathic Medicine (TouroCOM) opened in September 2007 in Harlem to prepare students to become outstanding osteopathic physicians who uphold the values, philosophy and practice of osteopathic medicine. The College is committed to recruiting students to practice in underserved communities such as Harlem, and to function as an integral part of the New York City/Harlem community. In 2014, TouroCOM opened a branch campus in Middletown, New York. In 2008, the Touro College of Pharmacy enrolled its inaugural class of Doctor of Pharmacy students. Also located in Harlem, the school is committed to serving underrepresented communities and developing interest on the part of minority students in careers in pharmacy
and other health professions. In 2011, Touro affiliated with New York Medical College (NYMC), one of the nation’s oldest health sciences universities, thereby creating one of the largest affiliations of medical and health education and biological studies programs under one banner. Located in Westchester County, NYMC is the leading academic biomedical research center between New York City and Albany, with nearly $34.5 million in sponsored research and other programs under management. In 2016, the Touro College of Dental Medicine opened on the campus of New York Medical College, becoming New York State’s first new dental school to launch in nearly 50 years.

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

Charting New Territory in Law, Business and Technology

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

Educating the Educators, Serving the Community

Touro’s Graduate School of Education, which for a time became the Graduate School of Education and Psychology, launched in 1993 to prepare America’s future leaders in education. The Graduate School of Education has one of the largest teacher education programs in New York State, and, through its Lander Center for Educational Research, assists public schools in addressing problems that impact student achievement and equality of educational opportunity. The New York School of Career and Applied Studies (NYCAS) was established in 2002 through the merger of the School of General Studies (SGS), founded in 1974, and the School of Career and Applied Studies (SCAS), launched in 1985. NYCAS’ mission is to provide quality undergraduate educational experiences at multiple locations throughout New York City that reflect the city’s economic, ethnic and social diversity. In 2006 the Touro College Graduate School of Social Work was created to inspire and prepare graduates for clinical social work practice in a variety of urban and multicultural environments. The School prepares students to advocate effectively for the most underserved in society. In 2008, the Graduate School of Psychology was organized as a self-standing school, and, in 2016, it became a new Department of Behavioral Science within the School of Health Sciences.

Forging Ties with Israel and Revitalizing Jewish Life in Europe

Touro College in Israel (TCI) was established in 1986 to provide the English-speaking population in Israel with the opportunity to earn credits towards an academic degree while studying in Israel. In 1991, Touro College became the first American higher education institution to establish a program of Jewish studies in Moscow. The School of Jewish Studies, now renamed the Lander Institute Moscow, was established to afford members of the Jewish community a greater awareness of their Jewish heritage, offer them a well-rounded general education, and provide
professional preparation to serve organizations and schools. In 2003, Touro began offering an academic program through Touro College Berlin, and, in 2005, the Lander Institute for Communication about the Holocaust and Tolerance was founded with a focus on examining the range of its consequences.
SCHOOL OF HEALTH SCIENCES PROFILE

History
Since its inception, Touro has grown to become one of the largest healthcare educational systems in the country. The School of Health Sciences was developed in 1972 as the Division of Health Sciences, consolidated into a school in 1986, and incorporated into a restructured Division of Graduate Studies in 2008. In 2016, a new Department of Behavioral Science was established within the School of Health Sciences, consisting of former Graduate School of Psychology programs.

The School has shown steady growth, innovation, and excellence over the years, and has established a number of campuses in the New York area. Offering a variety of Associate’s, baccalaureate, Master’s and doctoral-level programs in the health professions: MS in Clinical Mental Health Counseling, MS in Industrial-Organizational Psychology, AAS, BS and AAS/BS in Nursing, BS/MS in Occupational Therapy, Doctor of Physical Therapy, Orthopedic Physical Therapy Residency, BS/MS in Physician Assistant Studies, and MS in Speech-Language Pathology and an advanced certificate in Behavior Analysis. Through its Undergraduate Studies department, the school grants baccalaureate degrees with majors in Biology, Psychology, and Health Sciences.

Supportive Personal Environment
The School of Health Sciences provides a warm and nurturing environment. Small class sizes allow students as much one-on-one contact as possible, with their peers as well as faculty. Small classes enable professors to teach efficiently, interact with students, and form mentoring relationships. The administration is friendly and accessible, and truly cares about the School of Health Sciences students. This personal environment supports students in their effort to attain career and professional goals.

The School also has created an atmosphere in which observant Jewish students can study with the absence of conflict between their academic pursuits and Jewish lifestyles.

SCHOOL OF HEALTH SCIENCES VISION, MISSION, AND GOALS

VISION STATEMENT
The vision of the School of Health Sciences is to become one of the leading contributors to the health and well-being of the people of New York and the surrounding region. Through leadership in health programs, clinical education, research and scholarship by faculty and students, the School also endeavors to make outstanding contributions to the body of knowledge of the health professions and the community.

MISSION STATEMENT
The School of Health Sciences is an integral part of the Graduate Division of Touro College and shares the College’s mission to support the Jewish community, as well as to serve the general community in keeping with the historic Judaic commitment to intellectual inquiry, social justice and service to society.

The School of Health Sciences was established to embody the universal aspect of the College’s mission by offering professional and graduate programs in the medical and health sciences. The School emphasizes academic achievement within a supportive and caring learning environment.

The mission of the School of Health Sciences is to provide programs in a broad range of health professions and undergraduate studies and to produce graduates who will have a significant influence on the health of their communities. The academic mission of the School of Health Sciences is characterized by the pursuit of academic rigor and integrity, excellence in instruction, intellectual accomplishment, scholarship and service to communities.

GOALS OF THE SCHOOL OF HEALTH SCIENCES
The programs offered at the School of Health Sciences reflect the stated goals of Touro College in that they:

- promote academic and clinical excellence in the health sciences
- foster ethical values and humanistic ideals of service
- foster critical thinking and analytical competencies
• foster effective communication
• foster leadership skills
• promote lifelong learning and scholarly contributions through the development of information literacy and research skills
• produce graduates who will contribute to the betterment of society through health promotion, disease prevention and the healing arts.

PROGRAMS OFFERED BY THE SCHOOL OF HEALTH SCIENCES
Touro’s School of Health Sciences offers programs registered with the New York State Education Department in the following professions and fields:
• Clinical Mental Health Counseling
• Industrial-Organizational Psychology
• Behavior Analysis
• Nursing
• Occupational Therapy
• Physical Therapy
• Physician Assistant
• Speech-Language Pathology

The School of Health Sciences also has an Undergraduate Studies Department that offers Bachelor’s degree programs in Psychology, Biology and Health Sciences, as well as all prerequisite coursework for those who are interested in pursuing a degree in the School of Health Sciences’ professional programs in Occupational Therapy, Physical Therapy, and Physician Assistant.

DEPARTMENT OF BEHAVIORAL SCIENCE
Clinical Mental Health Counseling. A graduate program leading to a Master of Science degree.
Industrial-Organizational Psychology. A graduate program leading to a Master of Science degree.
Behavior Analysis. A certificate program leading to an Advanced Certificate in Behavior Analysis. The program meets the academic requirements for licensure as a Behavior Analyst in accordance with Subpart 79-17 of the New York State Commissioner’s Regulations.

NURSING DEPARTMENT
Nursing Programs. Undergraduate program with the following degree options: Bachelor of Science degree and an RN-to-BS degree.

OCCUPATIONAL THERAPY DEPARTMENT
Occupational Therapy Program. An upper-division undergraduate/graduate dual-degree program leading to a Bachelor of Science in Health Sciences (BSHS) and a Master of Science in Occupational Therapy (MSOT). The BSHS/MSOT Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) 4720 Montgomery Lane, Bethesda, MD. 20814-3449, 301-652-2682, www.acoteonline.org.

PHYSICAL THERAPY DEPARTMENT
Doctor of Physical Therapy (DPT) Program. An upper-division undergraduate/graduate program leading to dual Bachelor of Science in Health Sciences/Doctor of Physical Therapy degrees. The Doctor of Physical Therapy Program at Touro College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: http://www.capteonline.org/home.aspx.

Post-Professional Doctor of Physical Therapy Program. A graduate program leading to the Doctor of Physical Therapy degree. Designed for licensed physical therapists to transition to a DPT degree.

Orthopedic Physical Therapy Residency Program. A clinical residency program designed for physical therapists who wish to pursue a post-graduate specialization in orthopedics, leading to a certificate in orthopedic physical therapy.
PHYSICIAN ASSISTANT DEPARTMENT
Bay Shore Campus/NUMC Physician Assistant Program.
An upper-division undergraduate/graduate program leading to dual Bachelor of Science in Health Sciences/ Master of Science in Physician Assistant Studies degrees. The program is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA).

Manhattan Campus Physician Assistant Program. An upper-division undergraduate/graduate program leading to dual Bachelor of Science in Health Sciences/Master of Science in Physician Assistant Studies degrees. The program is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA).

SPEECH-LANGUAGE PATHOLOGY DEPARTMENT
Graduate Program in Speech-Language Pathology. A graduate program leading to a Master of Science degree. The program is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA).

UNDERGRADUATE STUDIES DEPARTMENT
Bachelor’s Degree Programs. Offers Bachelor’s degree programs in Psychology, Biology and Health Sciences, as well as all prerequisite coursework for those who are interested in pursuing a degree in one of the School of Health Sciences’ professional programs in Occupational Therapy, Physical Therapy, and Physician Assistant.
SCHOOL OF HEALTH SCIENCES LOCATIONS

BAY SHORE CAMPUS

The main campus of the School of Health Sciences is situated on a ten-acre site in Bay Shore, Long Island. The campus entrance at Fourth Avenue is just off Union Boulevard. Abundant parking is available. The Bay Shore station of the Long Island Railroad is diagonally across the street from the campus. The mailing address of the campus is:

School of Health Sciences  
Touro College  
1700 Union Boulevard  
Bay Shore, NY 11706  
(631) 665–1600

The Office of the Dean is located on the first floor along with the library, cafeteria, student lounge, computer laboratories, and auditorium. Student Administrative Services (Admissions, Bursar, Financial Aid, and Registrar) are also located on the first floor. Departmental and program offices and classrooms are located on the second and third floors. Also located on the third floor is the office of the Director of Student Affairs and the cadaver laboratory.

The Bay Shore campus houses programs in Occupational Therapy, Physical Therapy, and Physician Assistant Studies, as well as the Undergraduate Studies Department.

Hours for the Bay Shore campus building are as follows, unless otherwise posted by the Office of the Associate Dean:

<table>
<thead>
<tr>
<th>Day</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday–Thursday</td>
<td>7:30 AM to 10:00 PM</td>
</tr>
<tr>
<td>Friday</td>
<td>7:30 AM to 2:00 PM</td>
</tr>
<tr>
<td>Saturday</td>
<td>Closed</td>
</tr>
<tr>
<td>Sunday</td>
<td>8:00 AM to 4:00 PM</td>
</tr>
</tbody>
</table>

The building is closed at 2:00 PM on Fridays and all day on Saturday. In addition, the School is closed on various holidays and during vacation periods. The parking lot is closed and locked shortly after the building closes.

The building is accessible to people with disabilities.

Library
The Health Science Library, located on the first floor, serves the teaching and research needs of the faculty, staff, and students. The texts, references, and journals cover the fields of basic science in medicine, pre-clinical medicine, and related specializations, with concentrations supporting the instructional programs for Physician Assistant, Physical Therapy, and Occupational Therapy.

Anatomy Laboratory
The cadaver lab, located on the third floor, provides adequate room and resources for the study of human anatomy. The lab has twenty dissection tables with the appropriate equipment available for dissections. There are skeletons, anatomical models, and X-ray boxes to enhance laboratory instruction. The lab is air-conditioned and equipped with air purifiers for the safety and comfort of students.

Computer Laboratories
Located on the first and second floors, the School’s computer laboratories provide computer support for students, and allow for computer-assisted instruction. These laboratories are equipped with smart projectors, workstations, printers, and PCs that are connected by a Local Area Network, and provide Internet access through the Touro College Wide Area Network. Technical assistants are available to students during the laboratories’ hours of operation.
Parking at the Bay Shore Campus
Students who purchase a parking sticker may park in the parking lot during the hours that the building is open. Students use their ID cards to access the parking lot. Overnight parking is not permitted at the Bay Shore campus; vehicles remaining in the lot after closing may be towed at the driver’s expense.

Disabled cars must be reported to the gatehouse attendant, who will record the driver’s name and program.

MANHATTAN CAMPUS

The School of Health Sciences in Manhattan is located at Touro’s Main Campus, 320 West 31st Street, across from Madison Square Garden and PENN Station, accessible from the NJ Transit & the LIRR. There are abundant restaurants, shops in the area. Stations for the subway are (A, C, E, 1, 2, 3, B, D, F, M, N, Q, R, W lines) and New Jersey PATH are within three blocks of the College. Nearby buses run uptown, downtown and crosstown. Public parking lots are located on the corner of 31st Street and 8th Avenue.

The Manhattan Campus houses the programs in Occupational Therapy and Physical Therapy.

The Department of Behavioral Science and The Manhattan Physician Assistant Program are located in midtown Manhattan at 218-232 West 40th Street, near the famous Times Square intersection and the Theater District, in walking distance from many New York City attractions, such as the Empire State Building and Grand Central Station. There are abundant restaurants, attractions and shops in the area. The building is accessible from the nearby Port Authority Bus Terminal and the Times Square subway station (1, 2, 3, 7, A, C, E, N, Q, R, W lines.) Public parking lots are located on the south side of 40th Street and on surrounding blocks.

The buildings are accessible to people with disabilities.

Library
Touro College’s main library is located on the 4th floor of 320 West 31st Street, and is connected by interlibrary loan and computer referencing to Touro libraries at several satellite sites throughout the metropolitan area, including the Health Science Library at Bay Shore. The library serves the teaching, reference, and research needs of faculty, students, and staff of the various schools of the College.

Computer Laboratories
Computer laboratories are located on the 2nd floor of the Manhattan campus building at 320 West 31st Street, and on the 4th floor of 218-232 West 40th Street. These laboratories are equipped with smart projectors, workstations, printers, and PCs that are connected by a Local Area Network, and provide Internet access through the Touro College Wide Area Network. Technical assistants are available to students during the laboratories’ hours of operation.

BROOKLYN LOCATIONS

SPEECH - LANGUAGE PATHOLOGY
The Graduate Program in Speech-Language Pathology is located at 902 Quentin Road, Brooklyn, New York, 11223 on the 4th and 5th floors (elevator access). Our facility is fully ADA-compliant, and easily accessible by train and bus.

Library
For Brooklyn programs, the main library is located at the Kings Highway Campus of the Graduate School of Education at 946 Kings Highway, Brooklyn, New York, 11223. This library currently houses Speech Pathology material, including books and multi-media items, numerous current periodical subscriptions, and videotapes specifically related to Speech Pathology. At the Quentin Road facility, there are computer rooms linked to the library system, enabling students to access all library material available.
**Computer Laboratories**

Touro College maintains several computer laboratories at the Flatbush campus, the Touro Computer Center on Kings Highway, and other Brooklyn sites, including the Quentin Road facility. These laboratories are equipped with workstations, printers, and PCs that are connected by a Local Area Network, and provide Internet access through the Touro College Wide Area Network. Technical assistants are available to students during the laboratories’ hours of operation.

**Clinic**

The Quentin Road campus also houses a Speech and Hearing Center. This clinic provides services to children and adults with various speech, language, and hearing disorders. Student interns are closely supervised by Speech-Language Pathologists and/or Audiologists holding the Certificate of Clinical Competence in Speech-Language Pathology of the American Speech-Language Hearing Association as well as New York State professional licensure. The F, Q, and B trains, as well as several bus routes, are available for public transportation.

**NURSING**

The Nursing program is located at 902 Quentin Road located in the Midwood section of Brooklyn. The subway lines (B, F and Q lines) are a reasonable walk from the facility. The facility is housed on the second and third floor of the building and is accessible to people with disabilities.

**Library**

The Nursing Program’s library collection is housed at Touro’s Graduate of Education located at 946 Kings Highway on the second floor of the building. There is elevator access to the second floor. The library holds the Brandon list, which comprises numerous Nursing and Health Care journals.

**Computer Laboratories**

The Nursing Department computer laboratory houses numerous computers available for student use, testing, and class sessions. Touro College also maintains several computer laboratories at the Flatbush campus, the Touro Computer Center on Kings Highway, and other Brooklyn sites. These laboratories are equipped with smart projectors, workstations, printers, and PCs that are connected by a Local Area Network, and provide Internet access through the Touro College Wide Area Network. Technical assistants are available to students during the laboratories’ hours of operation.

**Nursing Skills Laboratory**

The Nursing skills laboratories, health assessment lab, and a simulation lab are the focal point of the facility. The up-to-date equipment is utilized to ensure students’ success in achievement of course objectives.

**Parking**

Off-street parking and metered parking are available in the vicinity of the facility.

**NASSAU UNIVERSITY MEDICAL CENTER**

The office of the Physician Assistant Program Nassau University Medical Center (NUMC Health) is located at 2201 Hempstead Turnpike, East Meadow, NY 11554. Office hours are:

- Monday – Thursday 8:00 AM – 4:00 PM
- Friday 8:00 AM – 2:30 PM

**Library**

A medical library is located on the grounds of Nassau University Medical Center, and Touro’s Physician Assistant students are welcome to use the library facility at Bay Shore. The library has electronic and standard texts and journals as a part of its database. Additionally, Internet access provides students with enhanced medical research capabilities.

**Parking**

At Nassau University Medical Center, hospital-based parking is available to students for an additional fee. Off-street parking and metered parking are also available.
CLINICAL AFFILIATION SITES
Touro College is affiliated with more than 300 clinical sites located throughout the New York area including Long Island, Westchester, New Jersey and Connecticut, as well as sites across the United States. Current health and malpractice insurance are required for clinical affiliations. Some clinical affiliation sites may also require background checks and drug testing. For specific clinical affiliations, please refer to individual program handbooks.
ADMISSIONS

The School of Health Sciences draws students from all regions of the United States and from many foreign countries. Currently, more than 1,000 students are enrolled in the programs of the School.

APPLYING TO THE SCHOOL OF HEALTH SCIENCES

This section addresses general admission procedures. Individual programs in the School of Health Sciences may have more specific requirements, which can be found in the program sections of this Bulletin.

Candidates should apply to their Touro College School of Health Sciences’ program of interest. This includes candidates who have previously been admitted to other undergraduate divisions of Touro College.

PLEASE NOTE: The Undergraduate Studies Program is no longer accepting new applicants.

An application is considered complete, and the candidate considered for admission, when the Office of Admissions has received all of the following:

• Application for Admission
  Completed and signed:
    ✓ Touro College School of Health Sciences web-based application, [apply.touro.edu](http://apply.touro.edu), [https://app.applyyourself.com/AYApplicantLogin/fl_ApplicantLogin.asp?id=touro](https://app.applyyourself.com/AYApplicantLogin/fl_ApplicantLogin.asp?id=touro) along with a non-refundable application fee, if applicable OR
    ✓ Application provided by a centralized application service, if indicated in the program-specific Admissions Requirements and Procedures section.

• Official transcripts of high school and college work
  Official transcripts should be sent to the Office of Admissions, 1700 Union Blvd, Bay Shore, New York 11706 either (1) directly by the issuing institution, or (2) in an envelope sealed by the issuing institution. Transcripts submitted via the web-based application, fax or in any other form cannot be considered official documents. Applicants should arrange to send transcripts of all college-level work, degree or non-degree, even if they do not intend or expect to transfer credit. Applicants must provide documentation of high school graduation or a GED, unless they have earned a degree from a college.

• Standardized Test Scores
  Certain programs within the School of Health Sciences require specific standardized test scores as a criterion for admission. Applicants who took the Scholastic Aptitude Test (SAT) administered by the College Entrance Examination Board (CEEB) or the American College Testing Program examination (ACT) should arrange to have their scores submitted directly to the Office of Admissions. For the SAT, Touro College’s score report number is 5577; for the ACT, it is 2961. Graduate Record Exam (GRE) scores may be required by some programs. Touro College’s GRE score report code is 2902, except for the Physical Therapy Program whose report code is 7595.

• Supplementary Materials
  These materials, such as a personal statement and letters of recommendation, may be required by individual programs as part of the application package.

Applicants should visit [http://apply.touro.edu](http://apply.touro.edu), create an account, and follow the directions for completing our online application. The Touro Office of Graduate Admissions processes applications to all degree programs, and collects the necessary information and documents from each applicant. Admissions officers then partner with SHS admissions advisors, who provide initial advisement, on an individual basis, about the academic programs offered by the School of Health Sciences.

APPLICATION STATUS AND ADMISSION DECISIONS

The length of the application review process varies from program to program. Each program within the School of Health Sciences establishes its own admission criteria, and is responsible for final admission decisions. Decisions are based on an assessment of a candidate’s academic ability, character, and potential for making a contribution to the health care field. Applicants are informed in writing of the decisions on their application. Decisions cannot be communicated over the telephone.
Applicants who do not meet a program’s established grade-point standards may petition the program’s Admissions Committee for consideration. The petition must be in writing and must accompany the completed application. It must clearly explain extenuating circumstances that have prevented the applicant from meeting existing grade-point standards, and describe elements of the applicant’s background that would indicate the potential for success in the program. The Admissions Committee may choose to admit students who have not met established admission requirements, based on the student’s petition, application, interview and other supporting documents required as part of the application process.

PREFERRED ADMISSION FROM THE LANDER COLLEGES
A student who has completed a minimum of 45 credits in residence at the Lander Colleges can qualify for preferred admission to the professional programs in the School of Health Sciences. The student must meet all admissions criteria of the chosen program and fulfill all prerequisites (see www.touro.edu/shs). Applicants from the Lander Colleges who meet the minimum admission requirements of the chosen professional program will be assured priority review of their application by the School of Health Sciences Office of Admissions. If the Lander Colleges student has completed all the prerequisites and maintained the admissions standards of the chosen professional program, and is competitive with others in the applicant pool, he/she will be granted preferred admission as a Touro College student over applicants from other institutions.

INTEGRATED HEALTH SCIENCE HONORS TRACK
Touro College offers an opportunity for exceptionally qualified freshman applicants to the NYSCAS and the Lander Colleges to receive admission directly into select professional programs. Applicants must meet the standards for application and apply by the posted deadline dates on the Integrated Honors website. Qualified applicants will then be reviewed by the Undergraduate program they have applied to and, upon recommendation of the Undergraduate Dean, will be forwarded to the selected School of Health Science professional program’s admissions committee for consideration. Accepted candidates will begin their studies with the selected undergraduate division of Touro College and be guided throughout their course of study by their home program and the School of Health Sciences in order to help ensure success and monitor their progression. Please refer to the Integrated Honors website for specific policies and procedures: http://shs.touro.edu/programs/general-undergraduate/honors/honors-track-health-sciences/.

TRANSFER STUDENTS
Transfer students are welcome members of the Touro learning community. Transfer students, upon applying to Touro, should submit official transcripts from all prior colleges or universities attended. Official transcripts should be sent from the issuing school directly to the Office of Admissions, 1700 Union Blvd, Bay Shore, New York 11706. Requests for advanced standing or for transfer credit equivalent to courses taken within a professional program are evaluated by the program’s Admissions Committee at the request of the applicant at the time of application.

Candidates for undergraduate admission as transfer students from other colleges and universities should meet the academic standards required of freshmen and be in good academic standing at the institution that they currently attend. Such students should also submit a high school transcript if they have not previously received a college degree.

Transfer credits are generally awarded after evaluation for liberal arts and sciences courses that were completed with a minimum grade of “C” at an accredited institution. However, credit may not be awarded for courses taken more than ten years prior to a student’s first semester at Touro College in natural sciences, business, and accounting. For the professional programs of the School of Health Sciences in particular, transfer credits for natural science courses older than ten years can only be awarded after review and approval by the Admissions Committee and the Chair of the department to which the student has applied. In computer science, credit may not be awarded for courses taken more than six years prior to a student’s first semester at Touro College. Transfer credit in all other areas is subject to individual departmental approval.

Applicants who have completed an Associate’s degree at an accredited institution are assured a minimum of 60 credits, but must also meet admission requirements for total transferable credits and specific course prerequisites if applying to one of the School’s professional programs. In order to graduate, they must meet the individual course and liberal arts requirements (if any) of their selected certificate or degree program.
To be eligible for an Associate’s degree, a transfer student must successfully complete at least 24 credits in residence at Touro College. The baccalaureate degree requires at least 45 credits in residence at Touro.

Students seeking credits for previous graduate-level academic work should request that applicable transcripts be evaluated. If necessary, an appointment should be made with a program director to discuss potential credit. Students are responsible for providing any course descriptions and/or syllabi needed for accurate evaluations to be made. The maximum number of transfer credits allowed may vary by program.

INTERNATIONAL STUDENTS

Students from foreign countries are eligible for admission to Touro College upon graduation from high school, or the equivalent. Additionally, students who already possess a degree that supersedes high school, such as a baccalaureate degree, are eligible for entry. Such students follow the same application procedure as other candidates for admission.

Students whose native language is not English, or who did not graduate from high school or college in the USA or other English-speaking country, must also demonstrate proficiency in English through satisfactory performance on one of the following English proficiency examinations:
- Test of English as a Foreign Language (TOEFL) – minimum score of either 550 (paper-based), 213 (computer-based), or 80 (Internet-based)
- International English Language Testing System (IELTS) – minimum Band score of 6
- Pearson’s Test of English – Academic (PTE) – minimum score of 58

NOTE: These examinations do not substitute for the SAT, ACT, or GRE requirements where applicable, nor do they fulfill 6-credit English prerequisite requirement in SHS professional programs.

Foreign Transcript Evaluation

International applicants must have an original transcript of their secondary and/or college record, with a certified English translation if necessary, sent to the Office of Admissions. In most cases, students with foreign transcripts are also required to have them evaluated by a School of Health Sciences-approved agency. A list of agencies is available by visiting http://www.naces.org/members.htm.

CRIMINAL BACKGROUND CHECK

Students who come in contact with patients/clients as part of their educational program requirements may be subject to criminal background checks. A criminal background may interfere with a student’s ability to procure placement at a clinical affiliation site, to progress in a program, to sit for the certification/licensure examination, or to be licensed. Students with a criminal record are obliged to contact both the national certification board for that profession and the state credentialing agencies prior to commencing study to ensure that practicing after graduation will be possible.

When a student applies to Touro College School of Health Sciences, the primary application requires full disclosure of any conviction record of a felony or misdemeanor. Any misstatement or omission on an application is grounds for immediate denial or revocation of admission (no refunds of tuition will be tendered in such circumstances). The fact that a student with a criminal conviction is allowed to matriculate in a professional program of the School of Health Sciences does not mean that such student will meet the requirements of the licensing body. The student is responsible for conducting his/her own inquiry in this regard. In any event and in this context, the School of Health Sciences is not responsible and Touro College disclaims any liability if a student cannot obtain a license due to a misdemeanor or felony conviction, or failure to meet any other requirement.
TUITION AND FEES

Expenses associated with attending the Touro College School of Health Sciences may include tuition, fees, supplies, books, transportation and housing, medical and liability insurance, uniforms, and other living expenses. Tuition and some fees vary by program; consult the individual program sections of this catalog for detailed information. Required clinical training experiences may involve additional expenses for individual students. Specific expense estimates can be found in the program sections of this catalog.

General fees that apply to all departments in the School of Health Sciences include:

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late registration fee</td>
<td>$50</td>
</tr>
<tr>
<td>Graduation fee (with final semester registration only)</td>
<td>$200</td>
</tr>
<tr>
<td>Returned check fee</td>
<td>$40</td>
</tr>
<tr>
<td>Transcript fee</td>
<td>(See “Transcripts,” p. 51.)</td>
</tr>
</tbody>
</table>

Tuition and fees are payable through TouchNet accessed via the TouroOne portal, the College’s website for online student services. TouchNet is Touro’s means of providing our student body 24-hour access to student account activity and the ability to make payments online. Payment methods accepted through TouchNet include all major credit cards or an E-Check using a student’s checking or savings account. Students financing a portion of their education through grants, loans, or scholarships must provide proof of such award at registration. Students without such documentation will be expected to pay the full tuition bill and will be refunded any excess once the award is received by the College.

TUITION LIABILITY FOR WITHDRAWAL

For information regarding your individual programs’ withdrawal policy, please check the TouroOne portal at https://help.touro.edu/hc/en-us/articles/218404317-Withdrawal-Policy

Please note that, when a student who is a recipient of Title IV funds withdraws from (or otherwise ceases attendance at) Touro, a federal recalculation of the student’s financial aid eligibility is required. Students who fail to remain enrolled for the entire semester may be required to immediately repay a portion of their financial aid. You may obtain a copy of these regulations from the Financial Aid office.

If the student has not paid full tuition and fees for the term in which the withdrawal takes place, he or she must pay the proportionate amount noted above before leaving the College. In cases of academic dismissal, tuition paid in advance for the term immediately following the dismissal date will be 100% refundable.
FINANCIAL AID

GENERAL INFORMATION
The School of Health Sciences offers Financial Aid representatives at the Bay Shore, Brooklyn, and Manhattan campuses for guidance throughout your course of study:

Bay Shore (Occupational Therapy, Physical Therapy, Physician Assistant, and Undergraduate Studies students): 1700 Union Boulevard, Bay Shore, NY 11706

Neptune Avenue, Brooklyn (Nursing students): 360 Neptune Avenue, Brooklyn, NY 11235

Kings Highway, Brooklyn (Speech-Language Pathology students): 946 Kings Highway, Brooklyn, New York 11223

Manhattan (Behavioral Science, BS Nursing, Occupational Therapy, Physical Therapy, Physician Assistant students): 320 West 31st Street, New York, NY 10001-2705

To assist you off-campus or for general financial aid inquiries, please contact the Student Services Call Center at studentservices@touro.edu or 212-463-0400, ext. 55276

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

https://fafsa.ed.gov/
https://studentloans.gov/
https://www.hesc.ny.gov/
https://www.csac.ca.gov/cal-grants
http://www.isac.org/students/

APPLICATION PROCEDURE
Students who wish to apply for financial aid must complete a Free Application for Federal Student Aid (FAFSA or a Renewal FAFSA), and submit it to the government once every academic year. The FAFSA must be completed online at https://FAFSA.ed.gov The Federal school code for Touro College is 010142. Applications become available on October 1 for the upcoming school year that begins with the following summer semester.

Financial aid funding is designed to help bridge the gap between the cost of attending school and the student’s available resources. Most awards are determined by need, but financial need has no bearing on admission decisions. Touro College participates in federal, state, and local sources of aid, some of which may include:

- Federal Pell Grants
  The Pell Grant Program is a need-based entitlement program which makes funds available to undergraduate students who are pursuing their first baccalaureate degree and are enrolled in less than half-time (1-5 credits) half-time (6-8 credits), three-quarter time (9-11 credits) or full-time study (12-18 credits). Students may also receive a Pell Grant for up to 30 credits of remediation.

- Federal SEOG Grants
  The Federal Supplemental Educational Opportunity Grant is awarded by the institution to undergraduate students who demonstrate exceptional financial need relative to other applicants at the institution with priority given to Pell Grant recipients. Awards are based on student financial need and availability of funds and are granted at the discretion of the institution. A student may only receive grants during the period required to complete a first baccalaureate degree. Because these funds are limited, there is no guarantee that every eligible student will receive an FSEOG award.
• Federal Work Study Program (FWS)
The Federal College Work-Study Program provides both on- and off-campus jobs to eligible undergraduate and graduate students who wish to earn money to help cover their educational expenses. Students who work on campus are employed by the College. Students who receive off-campus placements will usually be employed by a private non-profit organization or a local, state or federal public agency. The work performed must be in the public interest. If the off-campus job is with a private-sector employer, then the job should be related to the student’s course of study.

Participation in the FWS program is determined by student eligibility, need, institutional funding, and job availability. The College is responsible for selecting recipients and determining award amounts. The FWS hourly wage must be at least the minimum wage.

Students are currently permitted to work up to 20 hours per week when school is in session and up to 30 hours per week when school is not in session.

• Veterans Administration (VA) Benefits
Many programs of educational assistance benefits are available to those who have served in the active military, naval or air service and to their dependents. Detailed information on all veterans’ benefits and assistance in applying for benefits can be obtained from offices of the Veterans Administration.

• Federal Perkins Loan Program
Touro College participated in the Federal Perkins Loan Program, which ended on June 30, 2018. The Federal Perkins Loan Program was a low interest (5%) educational loan offered to undergraduate and graduate students with exceptional financial need such as students with the lowest Expected Family Contribution (EFC). No interest accrues while the student is attending school at least on a half-time basis. Repayment begins for existing Perkins Loan borrowers nine months after graduation, or after a student drops below half-time status. An additional extension is permitted for low-income borrowers. Borrowers are allowed up to ten years to repay the loan depending on the amount borrowed. The Perkins loan program has been phased out over the past two to three years. As of December 18, 2015, due to the Extension Act, schools participating in the Perkins Loan Program were permitted to make Perkins Loans only as specified below:

Undergraduate Students may have been awarded up to $5,500 for the year

<table>
<thead>
<tr>
<th>A school may make Perkins Loans through—</th>
<th>To an—</th>
<th>Who, on the date of disbursement—</th>
<th>If the school has awarded the student—</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 30, 2017</td>
<td>Eligible current undergraduate student</td>
<td>Has an outstanding balance on a Perkins Loan made by the school.</td>
<td>All Direct Subsidized Stafford Loan aid for which the student is eligible.</td>
</tr>
<tr>
<td>September 30, 2017</td>
<td>Eligible New undergraduate student</td>
<td>Does not have an outstanding balance on a Perkins Loan made by the school.</td>
<td>MUST AWARD All Direct Subsidized and Unsubsidized Stafford Loan aid for which the student is eligible.</td>
</tr>
</tbody>
</table>

(For graduate students, see next page.)
Graduate Students may be awarded up to $8,000 for the year

<table>
<thead>
<tr>
<th>A school may continue to make Perkins Loans through—</th>
<th>To an—</th>
<th>If the graduate student—</th>
<th>And the new Perkins Loan will—</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 30, 2016</td>
<td>Eligible graduate student who has received a Perkins Loan before October 1, 2015.</td>
<td>Received his or her most recent Perkins Loan from the school, for enrollment in an academic program at the school.</td>
<td>Enable the graduate student to continue or complete the academic program for which the student received his or her most recent Perkins Loan.</td>
</tr>
</tbody>
</table>

As of June 30, 2018, all colleges including Touro stopped disbursing Perkins loans and were not permitted to make any additional payments to students

- Federal Direct Loans Programs (Stafford Loans)

Subsidized Federal Direct Stafford Loan
Undergraduate students who borrow a need-based Federal Subsidized Stafford Loan benefit from the federal government paying the interest while they are in school or in deferment. These loans are called Subsidized Federal Stafford Loans because the government subsidizes (or pays) the interest on these loans until the student’s repayment begins.

As of the 2012-2013 academic year, graduate students are no longer eligible to receive Federal Direct Subsidized Stafford Loans.

Unsubsidized Federal Direct Stafford Loan
Both undergraduate and graduate students may qualify for Unsubsidized Federal Stafford loans. The federal government does not pay interest on students’ behalf on these loans. Students are responsible for the interest that accrues on the loan during their period of enrollment, during the grace period, and during periods of repayment authorized for deferment. There are two ways to pay interest during these periods:

1. The students may make monthly or quarterly payments to their lender.
2. The student and lender may agree to add the interest to the principal of the loan, but no more often than quarterly (this is called capitalization). If the student does not make interest payments on schedule while in school or authorized periods of deferment, the interest will be capitalized.

Loan amounts will be disbursed in multiple payments sent to the school and made co-payable to the student and to Touro College.

Borrowers are given a six-month grace period after they graduate, leave school or drop below half time. Subsidized loan borrowers do not have to pay principal or interest during that period (unless they previously used their grace period). Unsubsidized loan borrowers will be responsible for the interest during the six months grace period. Borrowers will be notified of the date repayment begins but are responsible for beginning repayment on time regardless of whether they receive notification.

- Federal Direct Parent Loans for Undergraduate Students
A borrower under the PLUS program must be the parent of a financially-dependent undergraduate student. Students’ eligibility criteria are comparable to those for Stafford Loans. The parent borrower must not have an adverse credit history. Borrowers who are denied the PLUS loan may reapply with a cosigner; or the student may be eligible to borrow an unsubsidized loan. The amounts borrowed for any academic year cannot exceed the student’s Cost of Attendance (COA) less all other financial aid received. To apply for the PLUS loan, the borrower must sign a Master Promissory Note (MPN) agreeing to repay the loan. Repayment must begin sixty days after the loan is disbursed. Parents may apply for deferments by contacting their lending institution.

- Students and parents should note that the School can refuse to certify a loan application, or can certify a loan for an amount less than the students’ parents would be eligible for, if the School documents its reason for the action and informs the parents of the reason in writing. The School’s decision in such cases is final and cannot be appealed to the U.S. Department of Education.
For detailed information regarding the rights and responsibilities of a borrower, deferment, or cancellation, please visit https://studentloans.gov or consult with a financial aid administrator.

- **Federal Direct Graduate PLUS Loans**
  Borrowers under the Grad PLUS program must be enrolled in an approved graduate level of study. Students’ eligibility criteria are comparable to those for Stafford Loans. Student borrowers must not have an adverse credit history. Borrowers who are denied the PLUS loan may reapply with a cosigner. The amounts borrowed for any academic year cannot exceed the student’s Cost of Attendance (COA) less all other financial aid received. To apply for the PLUS loan, the borrower must sign a Master Promissory Note (MPN) agreeing to repay the loan. Repayment must begin sixty days after the loan is disbursed. Students may apply for deferments by contacting their lending institution.

  Students and parents should note that the School can refuse to certify a loan application, or can certify a loan for an amount less than the students’ parents would be eligible for, if the School documents its reason for the action and informs the parents of the reason in writing. The School’s decision in such cases is final and cannot be appealed to the U.S. Department of Education.

For detailed information regarding the rights and responsibilities of a borrower, deferments, or cancellations please visit https://studentloans.gov or consult with a financial aid administrator.

All students are required to complete an Entrance Interview prior to receiving Federal Direct Loans. Students who borrow are required to complete an Exit Interview when they graduate, cease enrollment, or drop below half-time.

**ELIGIBILITY**

In order to be eligible for federal aid a student must at minimum:
1. have a high school diploma or a GED
2. be enrolled as a matriculated student
   a. must be enrolled at least half-time to receive federal loans
   b. must be enrolled in at least one credit to receive Federal Pell, SEOG, and FWS
3. be in good academic standing and making satisfactory progress
4. be a U.S. citizen or eligible non-citizen
5. not be in default on a Federal Perkins Loan (or National Direct Student Loan), Federal (subsidized and/or unsubsidized) Student Loan, or PLUS loan.
6. not owe a refund on a Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (SEOG), or State Student Incentive Grant (SSIG)
7. not be convicted for the possession or sale of illegal drugs for an offense that occurred while you were receiving federal student aid. You will be ineligible for a period of time based on the type or number of convictions (see question 23 on the FAFSA)
8. agree to use any federal student aid received solely for educational purposes
9. sign a statement of educational purpose/certification statement on refunds and defaults

(Continued on next page.)
Aggregate Limits – Federal Direct Loans have aggregate limits. The limits are as follows:

<table>
<thead>
<tr>
<th></th>
<th>Subsidized</th>
<th>Combined Subsidized &amp; Unsubsidized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependent Undergraduates (except students whose parents are unable to obtain Plus Loans.)</td>
<td>$23,000</td>
<td>$31,000</td>
</tr>
<tr>
<td>Independent Undergraduates</td>
<td>$23,000</td>
<td>$57,500</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No more than $23,000 may be subsidized.</td>
</tr>
<tr>
<td>Graduate</td>
<td>$65,500</td>
<td>$138,500</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No more than $65,500 may be subsidized.</td>
</tr>
</tbody>
</table>

OTHER EDUCATIONAL LOAN PROGRAMS

- Private Loans
- In addition to the above loans, a student may apply for private loan programs. These loans are not need-based and require a credit check. Most of the alternative loans require that undergraduate students apply with a co-signer. Information regarding these loans is available in the Financial Aid Office.

NEW YORK STATE PROGRAMS

Touro College participates in state funded grant programs such as the Tuition Assistance Program (TAP), the New York State Scholarship Program, and Aid for Part-Time Study (APTS).

TUITION ASSISTANCE PROGRAM (TAP)

The Tuition Assistance Program is an entitlement program which means all eligible applicants will receive an award. Students can apply for TAP award applying for FAFSA online at [https://FAFSA.ed.gov/](https://FAFSA.ed.gov/).

Please note that NEW YORK STATE HIGHER EDUCATION SERVICES verifies income data with the NYS Department of Taxation and Finance for all applicants.

TAP Eligibility:

New York State regulations require that students maintain a “C” average (2.0) starting with their fifth TAP payment. Students may petition for a waiver from the Committee on Academic Standing if there are extenuating circumstances. Students failing to meet these standards may be subject to loss of student status and/or financial aid. According to New York State guidelines, one TAP waiver may be requested during the student’s undergraduate career. A student may receive more than one “C” waiver under limited circumstances. Please consult with your advisor.

In order to be eligible for a TAP award, a student must:

1. Be a U.S. citizen, permanent resident alien, a paroled refugee, or a conditional entrant to the United States;
2. Be a New York State resident for at least one year prior to the semester for which aid is sought;
3. Be enrolled full-time and matriculated in an approved NYS post-secondary program (students may apply for part-time TAP);
4. Be in good academic standing;
5. Fall within the prescribed NYS income limits;
6. Not be in default of a loan guaranteed by HESC.
7. Have graduated from a high school in the United States or earned a GED, or passed a federally-approved "Ability to Benefit" test as defined by the Commissioner of the State Education Department.
8. Have a tuition charge of at least $200 per year.
TAP Waiver
A student is not eligible to receive a TAP award if in the previous semester, he/she:
1. Withdrew from all courses any time after the first day of classes or
2. Completed fewer than 6 credits in each semester of the first year of the award, 9 credits each semester of the second year, and 12 credits each semester of the third and fourth years of TAP awarding and/or
3. Earned fewer credits than, or achieved a grade point average (GPA) less than, required by the TAP Satisfactory Academic Progress chart.

**Academic Standard Charts:**

**Calendar: Semester**

**Program: Associate’s Degree & Certificate Programs (2010 Standards):** applies to non-remedial students first receiving aid in 2010/11 and thereafter

<table>
<thead>
<tr>
<th>Before being certified for this payment</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
</tr>
</thead>
<tbody>
<tr>
<td>a student must have accrued at least this many credits</td>
<td>6</td>
<td>15</td>
<td>27</td>
<td>39</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>with at least this grade point average</td>
<td>1.3</td>
<td>1.5</td>
<td>1.8</td>
<td>2.0</td>
<td>2.0</td>
<td></td>
</tr>
</tbody>
</table>

**Calendar: Semester**

**Program: Baccalaureate Program (2010 Standards):** applies to non-remedial students first receiving aid in 2010/11 and thereafter

<table>
<thead>
<tr>
<th>Before being certified for this payment</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
<th>9th**</th>
<th>10th**</th>
</tr>
</thead>
<tbody>
<tr>
<td>a student must have accrued at least this many credits</td>
<td>6</td>
<td>15</td>
<td>27</td>
<td>39</td>
<td>51</td>
<td>66</td>
<td>81</td>
<td>96</td>
<td>111</td>
<td></td>
</tr>
<tr>
<td>with at least this grade point average</td>
<td>1.5</td>
<td>1.8</td>
<td>1.8</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td></td>
</tr>
</tbody>
</table>

**Calendar: Semester**

**Program: Associate’s Degree & Certificate Programs (2006 Standards):** applies to non-remedial students first receiving aid in 2007-08 through 2009-10 and remedial students first receiving aid in 2007-08 and thereafter

<table>
<thead>
<tr>
<th>Before being certified for this payment</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
</tr>
</thead>
<tbody>
<tr>
<td>a student must have accrued at least this many credits</td>
<td>3</td>
<td>9</td>
<td>18</td>
<td>30</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>with at least this grade point average</td>
<td>0.5</td>
<td>0.75</td>
<td>1.3</td>
<td>2.0</td>
<td>2.0</td>
<td></td>
</tr>
</tbody>
</table>

**Calendar: Semester**

**Program: Baccalaureate Program(2006 Standards):** applies to non-remedial students first receiving aid in 2007-08 through 2009-10 and remedial students first receiving aid in 2007-08 and thereafter

<table>
<thead>
<tr>
<th>Before being certified for this payment</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th**</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
<th>9th**</th>
<th>10th**</th>
</tr>
</thead>
<tbody>
<tr>
<td>a student must have accrued at least this many credits</td>
<td>3</td>
<td>9</td>
<td>21</td>
<td>33</td>
<td>45</td>
<td>60</td>
<td>75</td>
<td>90</td>
<td>105</td>
<td></td>
</tr>
<tr>
<td>with at least this grade point average</td>
<td>1.1</td>
<td>1.2</td>
<td>1.3</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td></td>
</tr>
</tbody>
</table>
**Calendar:** Semester

**Program:** Graduate Divisions other than the Law Center (eligible only for NYS Scholarship)

<table>
<thead>
<tr>
<th>Before being certified for this payment</th>
<th>1&lt;sup&gt;st&lt;/sup&gt;</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt;</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt;</th>
<th>4&lt;sup&gt;th&lt;/sup&gt;</th>
<th>5&lt;sup&gt;th&lt;/sup&gt;</th>
<th>6&lt;sup&gt;th&lt;/sup&gt;</th>
<th>7&lt;sup&gt;th&lt;/sup&gt;</th>
<th>8&lt;sup&gt;th&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>a student must have accrued at least this many credits</td>
<td>0</td>
<td>6</td>
<td>12</td>
<td>21</td>
<td>30</td>
<td>45</td>
<td>60</td>
<td>75</td>
</tr>
<tr>
<td>with at least this grade point average</td>
<td>0</td>
<td>2.0</td>
<td>2.5</td>
<td>2.75</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**9<sup>th</sup> and 10<sup>th</sup> payments are only for 5-Year program.**

A student who failed to meet one or more of the TAP Eligibility conditions must receive a TAP waiver from the Touro College Committee on Academic Standing to be eligible to receive further TAP awards for the subsequent semesters.

**TAP Summer Study**

To be eligible for an accelerated summer payment, must satisfy these criteria in addition to the standard TAP eligibility requirements for each summer semester of attendance:

- Be enrolled full-time in the prior spring term;
- Earn 24 credits from the same institution in the prior Academic Year - Fall and Spring terms (3 credits equivalent in remedial study in each term are permitted as part of the total 24 credits, or 18 credits plus 6 credit equivalents); this requirement must be met each time an accelerated award is sought;
- Enroll for at least six but fewer than 12 semester hours for a half time accelerated payment.

**Part-time TAP**

If you are a New York State resident and taking 6 to 11 credits and in the previous academic year earned two consecutive semesters of 12 credits each (24 credits) and maintained a “C” average, you may be eligible to receive this grant through the New York State Tuition Aid Program.

**AID FOR PART-TIME STUDY (APTS)**

APTS is not an entitlement program. It is a campus-based program. The College selects recipients and determines individual award amounts. To be eligible, students must:

1. be enrolled part-time in an approved program or credit-bearing certificate or diploma program in New York State (part-time study for APTS is defined as enrollment for at least three, but fewer than twelve, semester hours);
2. be a first-time freshman in the 2006-07 academic year or thereafter;
3. meet the income limits;
4. be in good academic standing;
5. not be in default on a federal or state student loan or on any repayment of state awards;
6. be a New York State Resident;
7. be either a U.S. citizen, permanent resident alien, or refugee;
8. have a tuition charge of a least $100 per year;
9. have remaining TAP eligibility;
10. have graduated from a high school in the United States or earned a GED, or passed a federally-approved "Ability to Benefit" test as defined by the Commissioner of the State Education Department;
11. be matriculated in an approved NYS post-secondary program.

The number of recipients and the amount of each award is determined by the individual institution. Awards for qualified students range up to $2,000 per academic year, depending on tuition charges. An APTS award cannot exceed tuition charges.
NEW YORK STATE SCHOLARSHIPS

Please visit [https://www.hesc.ny.gov/](https://www.hesc.ny.gov/) for more information on:

- Awards for children of deceased or disabled veterans
- Awards for children of deceased police officers or firefighters
- Enhanced Tuition Scholarship (NEW)
- New York State World Trade Center Memorial Scholarships
- State Aid to Native Americans
- New York State Health Services Corps
- New York State Professional Regents Scholarship
- New York State Lottery Award
- New York City Department of Education Graduate Scholarship Program (TEACH NYC)
- New York State Science, Technology, Engineering and Mathematics (STEM) Incentive Program (NEW)

Enhanced Tuition Awards

The Enhanced Tuition Awards program provides tuition awards to students who are New York State residents attending a private college located in New York State. Recipients may receive up to $6,000 through a combination of their TAP award, ETA award and a match from their private college.

Requirements:

- be a resident of NYS and have resided in NYS for 12 continuous months prior to the beginning of the term;
- be a U.S. citizen or eligible non-citizen;
- have either graduated from high school in the United States, earned a high school equivalency diploma, or passed a federally approved “Ability to Benefit” test, as defined by the Commissioner of the State Education Department;
- have a combined federal adjusted gross income of $110,000 or less, as reported on their family’s 2016 tax return;
- be pursuing an undergraduate degree at a participating private college or university located in New York State;
- be enrolled in at least 12 credits per term and complete at least 30 credits each year (successively), applicable toward his or her degree program;
- if attended college prior to the 2018-19 academic year, have earned at least 30 credits each year (successively), applicable toward his or her degree program prior to applying for an Enhanced Tuition Award;
- be in a non-default status on any student loan(s) made under any NYS or federal education loan program or on the repayment of any NYS award;
- be in compliance with the terms of the service condition(s) imposed by any NYS award(s) that you have previously received; and
- execute a Contract agreeing to reside in NYS for the length of time the award was received, and, if employed during such time, be employed in NYS.

ALTERNATE SOURCES OF AID

EMPLOYEE BENEFITS/TUITION REMISSION

Touro College full-time employees who wish to attend classes at Touro College and take advantage of the Employee Benefits Tuition Remission policy must:

- Complete an Employee Benefits Tuition Remission form prior to the start of each semester they are planning to attend school;
- File a FAFSA and submit federal and state tax returns along with documentation of all other sources of income.

Once the financial aid office verifies eligibility, has the Pell and TAP awards on hand and can verify registration, the tuition remission amount will be entered. Tuition Remission is extended to full-time faculty and staff, their spouses and dependent children. Anyone in default of a student loan is excluded from receiving this benefit.
Employees taking classes in an undergraduate program will receive 100% tuition remission. Employees taking classes in a professional or graduate level program will receive up to 25% tuition remission.

FINANCIAL AID TERMS

**Default**: failure to repay a student loan according to the terms agreed to at the time the promissory note was signed. The school, lender, State, and the Federal government may all take action against a defaulted student in order to recover the money.

**Entrance Interview**: A counseling session that all first-time borrowers are required to attend at the time they apply for a Stafford loan, advising them of their obligations, rights, and responsibilities as borrowers.

**Exit Interview**: A counseling session that borrowers must attend before leaving school. At this session, the school will give the borrower information on the amount owed, the amount of monthly repayment, and information regarding deferment, refinancing, and loan consolidation options.

**Financial Need**: The difference between the cost of education (tuition, fees, room, board, books and other related expenses) and the amount the student and his/her family can afford to pay, as determined by prescribed formulas used to calculate need from information reported on the FAFSA application.

**New Borrower**: A term that applies to the Stafford Loan(s), and Parents Loan for Undergraduate Students (PLUS). A student is a “new borrower” under these programs if, upon the date the promissory note is signed, he/she had no outstanding Stafford Loans, PLUS, SLS, or consolidation loans, and if the loan was either disbursed on or after July 1, 1987, or was for a period of enrollment that began on or after July 1, 1987. Once a student qualifies as a new borrower, the loan conditions that apply to “new borrowers” automatically apply to any future Stafford or PLUS loan that a student receives.

**Promissory Note**: A legal document signed by a borrower at the time he/she gets a student loan. It lists the conditions under which the borrowing takes place and the terms under which the borrower agrees to pay back the loan.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

Satisfactory Academic Progress (“SAP”) requires that students are able to complete their academic program in a timely manner while achieving and maintaining compliance with minimum academic standards. Federal regulations mandate that all students are required to conform to SAP standards as they work toward a degree in order for them to qualify to receive financial assistance through all Touro College and University System (“Touro”) eligible Title IV federal financial aid programs. Conformance to Touro’s SAP policy ensures that students complete their academic program in a timely manner while achieving and maintaining compliance with minimum academic standards.

This SAP policy applies to all Touro students including undergraduate, graduate and professional students as described below. These standards are for Title IV Federal Financial Aid purposes only, and neither replace nor override academic policies outlined by Touro, other state or Federal benefit programs (i.e., NYS Tuition Assistance Program) or individual program requirements. However, these standards are intended to be at least as rigorous as Touro College academic policies.

Touro College is required to evaluate three components of a student’s academic record: qualitative measure - cumulative grade point average; quantitative measure - pace of completion; and maximum timeframe, to determine if a student has achieved good academic standing and is making satisfactory progress toward graduation. Please see the complete Satisfactory Academic Policy found on the Touro website: [http://www.touro.edu/students/policies/satisfactory-academic-progress-policy/](http://www.touro.edu/students/policies/satisfactory-academic-progresspolicy/). Inasmuch as some of our programs are dual-degree, a student may transition from one progress standard to another during the course of their matriculation.
ACADEMIC SERVICES

THE TOURO COLLEGE LIBRARIES

School of Health Sciences students, faculty, and administrative staff have access to all resources and services provided by the Touro College Libraries. Of those libraries, four focus on the health sciences: one on Long Island, two in Manhattan, and one in Brooklyn.

Branches

The Bay Shore library, located at 1700 Union Boulevard on Long Island, is supervised by a Chief Librarian and is open Monday through Thursday from 8 AM to 10 PM, Friday from 8 AM to 2 PM, and Sunday from 8 AM to 4 PM. It has more than 8,500 books and media items and 50 current periodicals on pre-clinical and clinical medicine, occupational therapy, physical therapy and physician assistant.

The Main Campus library, located at 320 West 31st Street in Manhattan, is supervised by a Chief Librarian and is open Monday through Thursday from 9 AM to 9 PM, Friday from 9 AM to 2 PM, and Sunday from 10 AM to 6 PM (except during August). It has more than 13,000 books and media items and 45 current periodicals on pre-clinical and clinical medicine, occupational therapy, physical therapy, and physician assistant.

The Brooklyn library, located at 946 Kings Highway, is supervised by a Librarian and is open Monday through Thursday from 9 AM to 9 PM and Sunday from 9 AM to 5 PM. The library has more than 3,000 books and media items and current periodicals on speech and language pathology and more than 500 books and media items and current periodicals on nursing.

Touro College Library Services

All Touro College Libraries share material via intra-library loan, and all have computers with dedicated access to the Touro College Library (www.touro.edu/library/).

The Library is the gateway to the services and resources of the Touro College Libraries. It is divided into three sections: one on the libraries, one on services, and one on resources. The section on the libraries includes a Welcome page with general information and collection data, Staff of libraries, library Policies (borrowing, collection development, etc.), Events, and News. The section on services includes Request Materials online forms, Off-campus access and Information Literacy resources under For Faculty and For Students. The Library features Ask a Librarian and CHAT ONLINE. Ask a Librarian allows faculty, staff, and students to obtain reference assistance and research advice via email within 24 hours. CHAT ONLINE provides real time access to reference assistance and research advice from a Touro College Librarian during regular Library hours. The ability to renew books remotely is found in My Account online. It also includes Information Literacy resources, and Guides & Tutorials. The third section of the Library is the section on resources. This section includes eBook Databases, The Touro Digital Collection, Archives and EReserves. The Library has added a QuickSearch feature. This section includes the library catalog located by selecting Books & Media (Library Catalog). It shows the locations of books, periodicals and multi-media items in all the library collections, and links to more than 3,000 health sciences ebooks. It features eBooks & eJournals (Central Search) that searches for ebooks and full-text periodicals, and links to over 140 Proprietary Databases, 49 of which are specific to the health sciences. This section also includes Touro Digital Collections, one of which is Dissertations & Theses @Touro, a database containing our health sciences master’s theses. The section includes more than 4,575 Full-Text Periodicals on the health sciences, over 70 health sciences Bibliographies & Indexes, 70 health sciences Gray Literature databases, 255 health sciences Web & Search Sites, and EReserves or electronic course reserves. Proprietary or subscription resources available via the Touro College Library are accessible on College computers, and nearly all can be accessed off-campus via a user name and password. To obtain the user name and password so you can use resources from home, call your Touro College Library or fill out an online Off-campus access form.

COMPUTER LABORATORIES

The Touro College Academic Computing Department provides computer laboratory facilities to support a variety of course offerings. Emphasis is placed upon software to support courses in computer science, mathematics and business, as well as support for the computing needs of School of Health Sciences programs.
Computer laboratories are available at twenty-two locations with a total of more than 1,200 PCs and associated peripherals. The computers at each location are connected by a Local Area Network. All computer labs are equipped with a current version of the Microsoft Office suite, and provide Internet access through the Touro College Wide Area Network. Headphones and laser printers are available at each lab.

For specific information regarding computer laboratory printing policies, including the Paper-Cut management system, please refer to the School of Health Sciences’ Student Handbook.

In many School of Health Sciences programs, students are assigned iPads with relevant apps provided by Touro, to enhance their educational experience. Student and faculty iPads are also supported by computer laboratory staff.

Other hardware available to faculty members through the Touro computer laboratories includes large-screen multimedia monitors, projectors, VCRs, and DVD players. Ceiling-mounted projectors, Smartboards, and student response units ("clickers") are also available at several locations.
STUDENT SERVICES

Student Services representatives are available to prospective, current, and prior students at any of the campuses listed below or by contacting the Student Services Call Center:

Web: https://www.touro.edu/students/
Email: studentservices@touro.edu
Phone: 212-463-0400 x5736

Touro College’s TouroOne portal (https://touroone.touro.edu/cas/login) enables students to do the following:

- Register for courses (in programs which allow online registration)
- Add/drop courses during the registration period
- View and print grades
- View and print class schedule
- Search current course offerings
- Check to see whether there is a “hold” against your name
- Accept your financial aid
- Check your financial aid status
- Download financial aid forms
- Access TouchNet for online e-bills and tuition payments
- Order an official transcript
- Access your email
- Access your Canvas
- View textbook information (titles, authors, ISBNs, prices)

OFFICE OF THE REGISTRAR

The Office of the Registrar maintains students’ academic records, coordinates the semester registration process, and provides the following services:

- processes “Drop/Add,” “Change of Name,” “Leave of Absence” “Application for Graduation,” 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

The School of Health Sciences offers Registrar’s Office representatives at our Bay Shore, Brooklyn, and Manhattan campuses:

- Manhattan (Behavioral Science, BS in Nursing, Environmental Science, Occupational Therapy, Physical Therapy, Physician Assistant):
  320 West 31st Street
  New York, NY 10001
- Bay Shore (Occupational Therapy, Physical Therapy, Physician Assistant, Undergraduate Studies):
  1700 Union Boulevard
  Bay Shore, NY 11706
- Avenue J, Brooklyn (AAS in Nursing, Speech-Language Pathology):
  1602 Avenue J
  Brooklyn, NY 11230
OFFICE OF FINANCIAL AID
The mission of the Financial Aid Office is to provide efficient and effective services, financial aid counseling, and support during a student’s academic career. The Office assists students in understanding, applying for, and securing financing for their education. The Financial Aid Office operates in compliance with the Department of Education Financial Aid rules and regulations.

The School of Health Sciences offers Financial Aid representatives at our Bay Shore, Brooklyn, and Manhattan campuses:

- Manhattan (Behavioral Science, BS in Nursing, Environmental Science, Occupational Therapy, Physical Therapy, Physician Assistant):
  320 West 31st Street
  New York, NY 10001
- Bay Shore (Occupational Therapy, Physical Therapy, Physician Assistant, Undergraduate Studies):
  1700 Union Boulevard
  Bay Shore, NY 11706
- Avenue J, Brooklyn (AAS in Nursing, Speech-Language Pathology):
  1602 Avenue J
  Brooklyn, NY 11230
- Kings Highway, Brooklyn (Speech-Language Pathology):
  946 Kings Highway, 2nd floor
  Brooklyn, NY 11223

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

The Office of the Bursar also guides students and keeps them on track regarding their educational financial obligations. Students may choose or be eligible to finance their education through a combination of Federal and state grants, Federal loans, Touro scholarships, outside scholarships, private loans, or personal out-of-pocket payments. Students should speak to a Financial Aid counselor about their eligibility.

Once a student’s financial aid application is processed and s/he has met all Federal and state guidelines, funds awarded are later credited to the student’s tuition account and will be reflected on his/her monthly statement. As such, any remaining balances due are dealt with by the Office of the Bursar.

The Office of the Bursar takes very seriously the privacy rights of students, including the protection of personal credit card and bank account information. We ask that all tuition payments be made directly by students online through the use of TouchNet, accessed via TouroOne, the College’s website for online student services. TouchNet is Touro’s means of providing our student body 24-hour access to E-bills and making payments online. Payment methods accepted through TouchNet include all major credit cards or an E-Check using the student’s checking or savings account. Students financing a portion of their education through grants, loans, or scholarships must provide proof of such award at registration. Students without such documentation will be expected to pay the full tuition bill and will be refunded any excess once the award is received by the College.

The Office of the Bursar also issues refunds due to overpayment or as proceeds of student loans. Refunds are issued within 14 days of the credit balance. If payment was made by credit card, the account will be credited. If payment was made by check, a refund check will be mailed. (It is important, therefore, that students’ addresses in the College’s computer system be current.)
The School of Health Sciences offers Bursar office representatives at our Bay Shore, Brooklyn, and Manhattan campuses:

- Manhattan (Behavioral Science, BS in Nursing, Environmental Science, Occupational Therapy, Physical Therapy, Physician Assistant):
  320 West 31st Street
  New York, NY 10001
- Bay Shore (Occupational Therapy, Physical Therapy, Physician Assistant, Undergraduate Studies):
  1700 Union Boulevard
  Bay Shore, NY 11706
- Kings Highway, Brooklyn (Speech-Language Pathology):
  946 Kings Highway, 2nd floor
  Brooklyn, NY 11223

OFFICE OF STUDENT AFFAIRS
The Office of Student Affairs supports the academic mission of the College. It is located on the Bay Shore campus, and is managed by the Director of Student Affairs. Its chief role is student advocacy. It assists students through a number of support services and a variety of organized student activities.

OFFICE OF STUDENT DISABILITY SERVICES
Touro College (“Touro” or the “College”) 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 College 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 College. The College 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 Science students with disabilities seeking reasonable accommodations should do so through the Office of Student Disability Services (OSDS) Coordinator for SHS, Rivka Molinsky, 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, Rivka Molinsky, 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 College.
- 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 College 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 college catalog or student handbook. A similar procedure can be followed by a student to appeal the College’s response to a request for reasonable accommodations.
ACADEMIC ADVISEMENT
The School of Health Sciences attempts to maximize each student’s professional, intellectual and personal growth. To this end, each program within the School of Health Sciences assigns its students to faculty advisors who follow the students’ progress throughout their academic programs. Advisors assist students with academic problems, course registration, career planning, and graduate and professional school options. All students have the responsibility to:
- make regular appointments to see their advisors;
- become knowledgeable about College rules and procedures as well as graduation requirements;
- file the appropriate forms at the scheduled times;
- take full responsibility for planning and carrying out their program of study;
- register for appropriate courses and meet all prerequisites in a timely fashion.

Students with psychological or serious personal problems that interfere with their academic progress may be advised to seek outside professionals for counseling.

ALUMNI RELATIONS
The Graduate Division actively seeks to maintain a relationship with its alumni. An Alumni Advisory Board composed of supporters of Touro College from the fields of law, medicine, education, government, the private sector and religious institutions meets to explore ways to make the public aware of the many programs offered by Touro College. Education seminars and professional development workshops are some of the special activities offered to alumni.

The School of Health Sciences has developed an Alumni Online Community that offers alumni an online alumni directory, job listings, events registration, library access, and professional discussion forums.
ACADEMIC RULES AND REGULATIONS

PLEASE NOTE: The following rules and regulations apply to all Touro College students. In addition, however, students enrolled in programs in the School of Health Sciences must comply with the specific procedures of the programs in which they are enrolled; they must also meet the specific standards of those programs, which may exceed those described below. Students should consult the individual program sections of this catalog and the student handbooks issued by individual programs for regulations regarding academic standing and graduation from the various professional programs. (Should a student be dismissed from a professional program for academic reasons, transfer to another Touro College program may be possible. In such cases, students should contact the Office of the Registrar.)

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. 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 https://help.touro.edu/hc/en-us/articles/223627708-Immunization-Requirements.

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.

ANNUAL STUDENT HEALTH EXAMINATION
The School of Health Sciences student health policy requires that, prior to matriculation, and annually, all students admitted to programs that involve education in clinical settings submit documentation of a physical examination, required laboratory tests, and a record of immunizations.

STUDENT HEALTH INSURANCE
Students attending the professional programs of the School of Health Sciences must maintain health insurance. Touro College advises students who do not currently have health insurance coverage to seek out other options such as www.healthcare.gov.

Changes in Name or Address
If you move or change your phone number or email address, please log into your TouroOne account to update your record, in addition to notifying the program office.

In order to change your name in Touro College records, you must complete a “Change of Name” form and submit appropriate documentation, e.g. a copy of the marriage certificate or court order, together with a copy of an updated state-issued driver’s license directly to the Office of the Registrar. An updated Social Security Card with the new name must also be submitted if the student received financial aid or loans.
THE REGISTRATION PROCESS

REGISTRATION
Students register for courses during designated registration periods in the fall and spring, and in summer for some programs. Depending on their semester of study and/or program, students’ courses are either input directly by the Registrar’s Office or entered online by the student through the TouroOne portal; consult your program office to find out which method applies to you. Individual programs will have schedules and the 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.

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

SIZE OF PROGRAM – CREDIT LOAD
During the Fall and Spring semesters, the minimum load for a full-time undergraduate student to qualify for financial aid is 12 semester hours. Students in the Undergraduate Studies Department of the School of Health Sciences may take no more than 18 credits each semester (excluding summers) without receiving special written permission in advance from the Dean or his/her designee. For Undergraduate Studies students, six credits is considered a normal load for Summer sessions, with eight credits the maximum.

The minimum full-time load for a graduate student to qualify for financial aid is nine semester hours. Credit load for School of Health Sciences students enrolled in the professional programs varies greatly, depending on the program; there is no credit maximum for Summer sessions.

The academic level of individual SHS professional programs differs: Some are entirely undergraduate, others are combined undergraduate/graduate, and some are entirely graduate.

Note: Students on probation may have limitations placed on course load by their program faculty.

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

Students who elect to take a Pass/Fail course must file a “Pass/Fail Request” form with the Office of the Registrar before the end of the second week of classes. The Pass/Fail election may not be changed after the first two weeks of the Fall and Spring semesters or after the first week of the Summer session.

Please note: Some courses in the professional programs of the School of Health Sciences are graded on a Pass/Fail basis. Such courses do not require the filing of a “Pass/Fail Request” form.

Adding a Course
A student may add (a) course(s) online through the TouroOne portal during the official add/drop period, typically scheduled within the first two weeks of the Fall or Spring semester and within the first few days of the Summer semester. Students who experience any problem with the online method should contact the Office of Advisement or the Office of the Registrar.

Dropping a Course
A student may drop (a) course(s) up to the midpoint of the Fall or Spring semester and up to the midpoint of the Summer session. During the established official add/drop period, this can be done online through the TouroOne portal.
portal. After those points, or if a student wishes to drop all courses at any point in the semester, the online method cannot be used. Instead, the student must file an “Add/Drop” form signed and dated by his/her advisor with the Office of the Registrar. In those cases, the effective date of the program change is the day on which this form is received by the Office of the Registrar. Any form submitted to the Registrar by a student more than two weeks after the date of the advisor’s signature will have to be re-signed. Forms submitted directly to the Registrar’s Office by an advisor or other College official will be processed effective the date they are received. Forms lacking a written date will also be processed effective the day they are received by the Registrar.

Courses dropped during the official add/drop period 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.

COMMUNITY SERVICE REQUIREMENT
In keeping with the Touro College mission to serve the larger community and to sensitize its students to the realities of living with a serious health problem or disability and dealing with the health care system, the School of Health Sciences requires that students in most of the professional programs complete at least one credit of Community Service-Independent Study before graduation. Students should consult the individual department sections of this catalog for further details.

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

Directed Study
Courses listed in this catalog may be offered to a single student, as a directed study. The material covered follows the standard course curriculum. Generally, students are permitted to enroll in a directed study course only under special circumstances, for a required course not otherwise available. A directed study course requires the same work as a classroom course, including a final examination. Students who wish to register for a directed study course must complete an “Application for Directed Study” form and obtain written approval from the instructor and the Program Director or department chairperson.

Independent Study
A student may take an independent study course in a specialized subject not offered in this catalog. Students who wish to participate in independent study must present a specific plan and complete an “Application for Independent Study” form and obtain written approval from the instructor and the Department Chairperson. An independent study course typically requires an appropriate number of meetings with the instructor, readings, a report or term paper, a final examination, or other methods of competency evaluation as determined by the instructor.

Tutorials
Courses listed in this catalog may be offered in an alternative mode, typically to a small group of students. The material covered follows the standard course curriculum. Generally, students are permitted to enroll in a tutorial under special circumstances for a required course not otherwise available. A tutorial study course requires the same work as a classroom course, including a final examination. A student in need of a tutorial should inform the Department Chairperson during registration.
ONLINE COURSES
The School of Health Sciences offers certain courses via an online format; students should check with their advisors regarding their eligibility to take a specific online course.

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

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

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

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

There are additional costs associated with taking an online proctored exam. Students testing at a distance are informed in advance of these additional costs, both through e-mail and on our website.

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

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

- Student ID number
- Last 4 digits of the student’s Social Security Number
- At least 2 other pieces of information, such as the student’s email address on file, date of birth, address, or user name

Identity verification for new students
1. All students who enroll at the College are required to create a user account in Touro’s portal (with secure student user name and password) and are authenticated through an identity management system. Students must go through this system in order to register for online courses.
2. Students access Blackboard/Canvas (see #3 below) after they are authenticated by the portal and set up an avatar. The avatar is a picture of the student that appears next to their names in each of their courses.
Identity Verification for Exam Takers

- Onsite exams
  1. Students taking examinations will be authenticated by proctors at the time of the exam at the testing center. One valid form of identification, with photo, is required for admission into the examination center. If the first ID is questioned by the test administrator, a second valid photo ID will be required. Examinations that are proctored online similarly require authentication of student identity.
  2. The professor prints out the list of the students taking the exam and their avatars so that the proctor can check against the avatars at the exam as another means of photo identification for onsite exams. Students sign in as they come to take their exams on-site, and the professor or proctor checks the student name and ID against the printed roster.
  3. Exams may be administered in a computer lab through the learning management system in place at the College. Touro College utilized Blackboard as its learning management system until 2018. In Fall 2018, a transition will take place from Blackboard to Canvas. Once the student is signed into their Blackboard/Canvas account, the professor or proctor inputs the password that allows them to begin the exam. Students are required to show their student picture ID as they enter the building where exams are administered. Once the students are in their exam room, the professor or proctor checks the student name and ID against their own printed roster of student names, avatars, and IDs.
  4. Lockdown Browser and/or Exam Password: When the professor comes to the student’s computer and inputs the password, he or she is checking the student’s identity once again by visually noting the student. The professor or proctor watches the student log into Blackboard/Canvas before typing in the passwords. The Lockdown browser application prohibits a student’s computer from accessing anything on the computer other than the exam page while the exam is in session.

- Online exams
  1. Getting onto Blackboard/Canvas: Students must be authenticated through the portal, which requires that they know the secure portal password.
  2. Exam password: The professor must supply the proctor with the exam password.
  3. Student privacy during a proctored exam at a distance is maintained through direct communication and the use of a secure testing service.
  4. Touro College uses an external online proctoring service which also maintains its own security and verification policies.

EARNING OUTSIDE CREDIT

Off-Campus Credit
Students wishing to take courses at another institution while attending Touro College must obtain official permission in advance. They must submit a completed “Permit to Attend Another College” form which is available in the Office of the Registrar. Failure to obtain official permission to take courses at another educational institution may cause either a delay in obtaining credit or complete disapproval of the transfer credit. Courses with passing transferable grades may not be repeated for credit at Touro College.

Credit by Testing:
Equivalency Examinations
With a permit, students may receive college credit for selected subject area examinations given by the College Entrance Examination Board – College Level Examination Program (CLEP) and Advanced Placement Examinations (AP); Defense Activity for Non-Traditional Education Support (DANTES); selected proficiency examinations sponsored by certain colleges, and for Excelsior College (formerly Regents College) examinations.
Credit is generally not authorized for required courses through the CLEP program. All CLEPs in a student’s major require approval by the department chair. The maximum number of credits accepted in any test category is twelve, except for AP, where a maximum of thirty may be accepted. However, the overall maximum number of credits by examination that Touro accepts is thirty credits https://www.touro.edu/consumer-information/undergraduate-transfer-credit-policy/.

Departmental Challenge Examinations
Students who can demonstrate proficiency in a particular subject may earn credits by taking a departmental challenge examination. Interested students must make arrangements for taking the examination with the appropriate department chairperson, file a “Request to Take a Challenge Examination” form with the Registrar’s Office, and pay the necessary fee to the Bursar.

AUDITING A COURSE
Audit is a registration status that allows a student to attend a course without receiving credit or a letter grade. Audit registration is based on availability, and priority is given to students who take courses for credit. The level of participation in classroom activities is at the discretion of the instructor.

Currently-enrolled students may register to audit a course during the registration period, including, but not later than, the last day of the drop/add period, by completing the Audit Registration Request form.

Students who are not currently enrolled (alumni or individuals who are interested in auditing a course only) must first apply through “Apply Yourself” for a non-matriculated status before completing the Audit Registration Request form.

Students are charged an administrative flat fee for an audited course.

Audited courses do not count in the determination of full-time status, enrollment status, or financial aid status.

GRADES

ATTENDANCE AND CLASS PARTICIPATION
The classroom experience is an essential part of the educational experience. Students are expected to attend lecture and laboratory sessions on a regular and punctual basis and to complete assignments in a timely fashion in order to obtain the educational benefits that each meeting affords. Instructors may include an attendance policy with appropriate consequences in their course syllabus. Excessive absences or failure to complete assignments may lead to a reduction of grade or failure of the course and loss of financial aid. Repeated absences may lead to dismissal from the program or from the College.

GRADE TYPES
Non-Credit Courses
Pass/Fail grades of two types are assigned to developmental English classes:

- **P:** student is ready to move to the next course level
- **F:** student’s work was unsatisfactory; demonstrated insufficient effort; student must repeat course

*Each developmental course may be repeated only once.*

Credit Courses
Passing grades for credit-bearing courses on the undergraduate level are A, B, C and D with plus and minus, and P. For the numeric equivalents of these grades, see Grade Values below. Failing grades are F and WU. **Please note that individual professional programs may have higher standards for what constitutes a satisfactory passing grade.**

Grade Definitions
- **P:** Passing
  - F: Student attended/participated in 60% or greater of scheduled classes per semester, but did not achieve passing grades on examinations and assignments, or stopped attending/participating after 60% or greater of scheduled classes in the given semester.
**W**: (No penalty.) This grade is assigned when a student 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, 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. This grade is not included in calculating the student’s grade point average (GPA).

**INC**: Student did not complete all course assignments and received the instructor’s permission to complete course requirements at a later date.

**N**: No grade assigned.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Credit Hours</th>
<th>Grade Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td></td>
<td>A+ = 4.000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A = 4.000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A- = 3.667</td>
</tr>
<tr>
<td>Good</td>
<td></td>
<td>B+ = 3.333</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B = 3.000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B- = 2.667</td>
</tr>
<tr>
<td>Average</td>
<td></td>
<td>C+ = 2.333</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C = 2.000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C- = 1.667</td>
</tr>
<tr>
<td>Poor but Passing</td>
<td></td>
<td>D+ = 1.333</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D = 1.000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D- = 0.667</td>
</tr>
<tr>
<td>Falling</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>F and WU = 0</td>
</tr>
</tbody>
</table>

(Note: the grade of “P” is not calculated in the GPA.)

**Grade Point Average (GPA)**
The GPA is obtained by dividing the total number of grade (or quality) points earned in the student’s program in the School of Health Sciences by the total number of course credits attempted, except for those with the grade of “P”. Example: A student receives the following credits and grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Credit Hours</th>
<th>Grade Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4 x</td>
<td>4.000</td>
</tr>
<tr>
<td>A-</td>
<td>3 x</td>
<td>3.667</td>
</tr>
<tr>
<td>B+</td>
<td>4 x</td>
<td>3.333</td>
</tr>
<tr>
<td>B-</td>
<td>3 x</td>
<td>2.667</td>
</tr>
<tr>
<td>C</td>
<td>4 x</td>
<td>2.000</td>
</tr>
<tr>
<td>Totals</td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>

Calculated GPA is $56.334 \div 18 = 3.130$

**GRADE OF “INCOMPLETE”**

For courses in the Nursing and Undergraduate Studies programs:

A grade of Incomplete (INC) may be given to students who have acceptable levels of performance for a given course, but have not completed all course requirements, such as an examination, a paper, or a field work project. Grades of Incomplete should not be used for students who are doing substandard work in order to give them the opportunity to redo their projects/exams so that they can achieve an acceptable grade.
The procedure for granting an Incomplete generally begins with the student requesting this grade from the faculty member (which the faculty member may deny). Students who wish to appeal an instructor’s denial should follow procedures concerning Grade appeals outlined in the catalog and student handbook. **A student who otherwise satisfies course requirements but misses a final examination for last-minute emergency reasons may be given an INC grade by the faculty member, at his or her discretion.**

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

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

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

**For courses in programs of the Department of Behavioral Science and Post-Professional DPT and Speech-Language Pathology, OT, PA and PT:**

A grade of “Incomplete” (INC) may be given to students who have acceptable levels of performance for a given course, but have not completed all course requirements, such as an examination, a paper, 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 department/program chair. 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 Dean 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 college, 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.

DEAN’S LIST
Undergraduate students who achieve records of excellence in any academic semester are placed on the Dean’s List. (Honors at graduation are discussed below.) Criteria for the Dean’s List are a course load of at least 12 credits and a term GPA of 3.40 or better in a given semester.

REPEATING A FAILED CREDIT-BEARING COURSE
If permitted by the program, a student may repeat a course in which he/she received a grade of “F” or “WU”. Both grades will be calculated in the grade-point average, and both grades will appear on the student’s permanent record.

REPEATING A PASSED CREDIT-BEARING COURSE
A student who has taken and passed a credit-bearing course and wishes to repeat the course may do so only one time. After this, the same course or any other passed course may not be repeated. A student may only repeat a course in which a grade of B- through D- has been received, and only if the overall grade point average in that semester is at least 3.0, excluding the course being repeated. Both courses will appear on the student’s permanent record. The code “E” (“Excluded”) will be added to the entry for the earlier course on the transcript, indicating that the grade received will not be calculated in the student’s GPA. The grade will remain on the record. The repeated course entry will appear with the code “I” (“Included”) added, indicating that the grade received will be calculated in the GPA. Therefore, only the second grade earned – whether higher or lower than the original one – will be calculated in the student’s GPA.

The student must file a “Request to Repeat a Passed Course” form with the Office of the Registrar at the time of registration. Failure to submit this form may result in the exclusion of the second grade received, and the inclusion of the original grade, in the GPA calculation. In cases in which the student has received permission to take a course(s) at another college and/or submits a transcript to the Office of the Registrar that indicates passing transferable grades (C or better), the course(s) may not be repeated for credit at Touro College. If repeated at Touro, the code “E” (“Excluded”) (see above) will be added to the entry for the repeated course on the transcript, although the grade for that course will be allowed to remain on the student’s record. A repeated passed course will not count toward the student’s minimum credit load for financial aid purposes. Please note that graduate programs may recalculate a student’s GPA, including the student’s original grade.

The professional programs in the School of Health Sciences often have more stringent policies regarding what constitutes a satisfactory grade in a course. Grades of “C+”, “C” or “D” may not be sufficient for a course to count
for the degree. Please refer to the program-specific Student Handbook for further clarification. To repeat a course in such situations, the student must be granted permission by the program. If granted permission, the student may do so without filing a “Request to Repeat a Passed Course” form. Both courses will appear on the student’s permanent record. The code “E” (“Excluded”) will be added to the entry for the earlier course on the transcript, indicating that the grade received will not be calculated in the student’s GPA. The grade will remain on the record. The repeated course entry will appear with the code “I” (“Included”) added, indicating that the grade received will be calculated in the GPA. Therefore, only the second grade earned – whether higher or lower than the original one – will be calculated in the student’s GPA.

CREDITS AND SEMESTER HOURS

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

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

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

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

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

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

LEAVING THE COLLEGE

GRADUATION
Application for Graduation
It is the student’s responsibility to schedule a graduation conference with an academic advisor during the semester before completing his/her certificate or degree requirements to determine whether the requirements are being met. In addition, the student has the ability to track their degree completion progress via the Degree Works tool located on the TouroOne portal, at any point during their course of study at the College.
After the graduation conference, the student must apply for graduation online by the established deadlines:

- For January Graduation - November 15th
- For June and July Graduation - May 1st
- For September Graduation - July 15th

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

Students who complete their certificate or degree requirements in January, June, or September of a given year participate in the 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 College’s official degree conferral dates normally do not correspond to the dates on which commencement exercises take place.**

**Graduation Requirements and Standards**

Students who have been admitted without a high school diploma or its equivalent must demonstrate that they have obtained this credential before being awarded a degree by the College.

Candidates for the Associate’s degree must complete a minimum of 60 credits, three-fourths of which must be in liberal arts for Associate in Arts candidates, and one-half of which must be in liberal arts for Associate in Science candidates. Candidates for the baccalaureate degree must complete 120 credits, three-fourths of which must be in liberal arts for the Bachelor of Arts, and one half of which must be in liberal arts for the Bachelor of Science. Courses in business, computer science, education, and human services are generally considered professional courses and do not fulfill the liberal arts requirement.

In order to graduate, students must achieve an overall GPA of at least 2.00 (“C” average) for classes taken at Touro. Within the major or concentration, students must achieve an average of 2.30 (“C+” average). Some departments may require a higher average in their major or concentration. Students should consult each department for its requirements.

Students at extension center sites must complete some portion of their program curriculum at the main campus in order for a degree to be awarded. Advisors will inform students of which locations are extension centers or sites.

To be eligible for a certificate or an Associate’s degree, a student must successfully complete at least 24 credits in residence at Touro College. The baccalaureate degree requires at least 45 credits in residence at Touro.

Students must complete at least fifty percent of the coursework for their major at Touro College. Students who are exempted from core requirements must still complete the required number of credits for their degree program in order to graduate. Students may not graduate if they have any work outstanding, including tentative grades.

**Graduation Honors and Awards**

Associate’s and baccalaureate degree candidates are eligible for honors upon graduation. Honors are awarded to graduates who have earned a cumulative GPA of 3.5 or better for Associate’s degree candidates and 3.4 or better for baccalaureate degree candidates.

**Associate’s degree candidates are recognized as follows:**

- Academic Excellence – 3.70 to 4.00
- Academic Distinction – 3.50 to 3.69
Baccalaureate degree candidates who have completed at least 60 credits at Touro receive the following Latin honors at graduation:

- Summa cum Laude – 3.80 to 4.00
- Magna cum Laude – 3.60 to 3.79
- Cum Laude – 3.40 to 3.59

Degree Works

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

The benefits of Degree Works include:

- Helping you easily monitor your academic progress online 24/7.
- Presenting exactly what the degree/program requirements are up front with consistency and accuracy.
- Displaying the fastest and best path to graduation that exists for your degree and your interests.
- Complementing your relationship with the advisor by removing some administrative burdens and leaving more time for true advising and career counseling.
- If you are a transferring student, the Degree Works tool will allow you to see where your transferring credits can be applied earlier in the enrollment cycle.
- Allowing you to estimate the number of semesters it will take to graduate.
- Viewing your grades and GPA.

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

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

If you are having difficulty accessing Degree Works, please contact Touro’s HelpDesk at nonstop@touro.edu.

If you have any questions, or would like more information, please do not hesitate to contact your advisor or the Registrar’s Office.

LEAVES OF ABSENCE AND READMISSION

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.

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 FROM THE COLLEGE
Students who wish to withdraw from their studies at Touro College in good standing should give official notification to the director of the program in which they are enrolled and to the Office of the Registrar by completing a “Permanent Withdrawal” form. The date of the withdrawal is the date the official notification is received by the Office of the Registrar.

TRANSCRIPTS
Students can order official copies of their transcripts as follows:
1. Go to http://www.touro.edu/nonstop/.
2. Read carefully the information and instructions that appear.
3. Click on “Request an Official Transcript.”
4. Scroll down to the link that reads “Click here to order an Official Transcript online.”

All official transcript requests must be cleared by the Bursar before processing. Processing of official transcripts requires 7-10 business days after receiving Bursar clearance, longer during peak periods.

RUSH Service
Same-day transcript request service is now available. Here’s how the RUSH system works:
- There is a limit of two official transcripts per order.
- Requests must be submitted online – please follow the steps above - no later than 12 noon on business days.
- Transcripts will be available by 3 PM on the same day.
- RUSH requests submitted after 12 noon will be processed on the next business day.
- A fee of $30.00 is added to the applicable transcript charge for RUSH orders.
- Student copies can also be requested with RUSH service.

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

If you do not have access to a computer and/or printer, you may log onto the website and print your report in any Touro College computer lab.
ABOUT THE CLINICAL MENTAL HEALTH COUNSELING PROGRAM
The Touro Master of Science in Clinical Mental Health Counseling (CMHC) Program provides a supportive, learner-centered environment for academic rigor and integrity driven by scholarship and enhanced practice. The goal is to strive for excellence in faculty and graduates who contribute to the profession and the promotion of wellness and mental health across diverse communities.

The mission of the Master of Science in Clinical Mental Health Counseling (CMHC) Program of Touro College is to help students develop into ethical and competent clinicians, skilled in the clinical assessment of problems and implementing successful, evidence-based interventions that support the mental health, social, emotional and physical well-being of the clients they serve. Coursework and fieldwork experiences provide students a combination of the necessary theoretical and applied approaches in developmental, cognitive, biological, social, and behavioral areas to promote their growth as professional and successful mental health counselors. Graduates of the program are well prepared to function as mental health professionals in multiple roles including treatment, assessment, and consultative modalities with diverse populations with a wide range of mental health concerns.

EDUCATIONAL PHILOSOPHY
The graduate program in Clinical Mental Health Counseling approaches counselor education through the integration of evidence-based practices, theory, and applied skills in all courses. Additionally, these concepts and skills are further developed through supervised fieldwork experiences (practicum and internship). The primary goal of our program is to prepare Clinical Mental Health Counselors with the highest levels of ethical and professional standards so they are well prepared to provide appropriate mental health services within a variety of settings.

CURRICULUM FRAMEWORK
Mental Health Counselors are clinical professionals who are trained to work in a variety of settings that address the wellness and mental health of our diverse society. Consistent with the scientist-practitioner model of training, the Clinical Mental Health Counseling Program at Touro College combines a strong theoretical basis with empirically-based research and applied practice to prepare students for work in this multifaceted field.

The framework of this program combines current evidence-based practice with a dynamic understanding of established theory, abnormal psychology, human development, assessment and intervention techniques to provide a blueprint for guiding case formulation, decision-making, and prevention and intervention design. Our emphasis on positive strength-based approaches to helping diverse clients from culturally-diverse backgrounds find wellness and mental health is pivotal. These concepts and skills are further developed through supervised fieldwork experiences (practicum and internships) in which student can ensure their readiness in supportive situations.

Upon graduation from our program, candidates will be competent critical thinkers and emerge as passionate proactive clinicians ready for professional practice and the pursuit of State-recognized licensure.

CURRICULUM DESIGN
The Touro Clinical Mental Health Counselor Program is committed to educating clinicians to take on evidence-based, client-centered practice that promotes the basic tenets of wellness, mental health, and prevention. The program’s curriculum is based upon educational standards set forth by the Council for the Accreditation of Counseling and Related Programs (CACREP) which are supported by the American Counseling Association (ACA) and American Mental Health Counselors Association (AMHCA), and are reflected in the educational requirements for licensure in New York State. The CMHC program focuses on training ethical professionals to contribute to the psychological, emotional, behavioral, and general well-being of the clients and communities with which they work.
We accomplish this by educating students with a strong foundation of evidence-based knowledge that reflects the current and projected needs of the counseling profession. The coursework is integrated with practical and applied skills achieved during a 100-hour practicum and 600 hours of supervised fieldwork, and the curriculum provides for student preparedness to provide counseling services in a multicultural and pluralistic society.

While the Touro Clinical Mental Health Counseling programs is NOT a CACREP-accredited program, our curriculum is built on eight (8) Core Competencies and six (6) competencies specific to the Mental Health Counselor and established by the 2016 CACREP standards.

STUDENT LEARNING OUTCOMES/PROGRAM OUTCOMES
Eight (8) Core Competencies
1. **PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE** - Students will demonstrate an understanding of the following aspects of professional functioning:
   a. history and philosophy of the counseling profession and its specialty areas
   b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation
   c. counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
   d. the role and process of the professional counselor advocating on behalf of the profession
   e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
   f. professional counseling organizations, including membership benefits, activities, services to members, and current issues
   g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
   h. current labor market information relevant to opportunities for practice within the counseling profession
   i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
   j. technology’s impact on the counseling profession
   k. strategies for personal and professional self-evaluation and implications for practice
   l. self-care strategies appropriate to the counselor role
   m. the role of counseling supervision in the profession

2. **SOCIAL AND CULTURAL DIVERSITY** - Students will demonstrate an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:
   a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
   b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
   c. multicultural counseling competencies
   d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others
   e. the effects of power and privilege for counselors and clients
   f. help-seeking behaviors of diverse clients
   g. the impact of spiritual beliefs on clients’ and counselors’ worldviews
   h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

3. **HUMAN GROWTH AND DEVELOPMENT** - Students will demonstrate an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:
   a. theories of individual and family development across the lifespan
   b. theories of learning
   c. theories of normal and abnormal personality development
   d. theories and etiology of addictions and addictive behaviors
   e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
f. systemic and environmental factors that affect human development, functioning, and behavior

g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan

h. a general framework for understanding differing abilities and strategies for differentiated interventions

i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

4. **CAREER DEVELOPMENT** - Students will demonstrate an understanding of career development and related life factors, including all of the following:
   a. theories and models of career development, counseling, and decision-making
   b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
   c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
   d. approaches for assessing the conditions of the work environment on clients’ life experiences
   e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
   f. strategies for career-development program planning, organization, implementation, administration, and evaluation
   g. strategies for advocating for diverse clients’ career and educational development and employment opportunities in a global economy
   h. strategies for facilitating client skill development for career, educational, and life-work planning and management
   i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making
   j. ethical and culturally-relevant strategies for addressing career development

5. **COUNSELING AND HELPING RELATIONSHIPS** - Students will demonstrate an understanding of the counseling process in a multicultural society, including all of the following:
   a. theories and models of counseling
   b. a systems approach to conceptualizing clients
   c. theories, models, and strategies for understanding and practicing consultation
   d. ethical and culturally-relevant strategies for establishing and maintaining in-person and technology-assisted relationships
   e. the impact of technology on the counseling process
   f. counselor characteristics and behaviors that influence the counseling process
   g. essential interviewing, counseling, and case-conceptualization skills
   h. developmentally-relevant counseling treatment or intervention plans
   i. development of measurable outcomes for clients
   j. evidence-based counseling strategies and techniques for prevention and intervention
   k. strategies to promote client understanding of, and access to, a variety of community-based resources
   l. suicide prevention models and strategies
   m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid processes

6. **GROUP COUNSELING AND GROUP WORK** - Students will demonstrate both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:
   - theoretical foundations of group counseling and group work
   - dynamics associated with group process and development
   - therapeutic factors and how they contribute to group effectiveness
   - characteristics and functions of effective group leaders
   - approaches to group formation, including recruiting, screening, and selecting members
   - types of groups, and other considerations that affect conducting groups in varied settings
   - ethical and culturally-relevant strategies for designing and facilitating groups
   - direct experiences in which students participate as group members in a small-group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term
7. **ASSESSMENT AND TESTING** — Students will demonstrate an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:
   a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
   b. methods of effectively preparing for and conducting initial assessment meetings
   c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
   d. procedures for identifying trauma and abuse and for reporting abuse
   e. use of assessments for diagnostic and intervention planning purposes
   f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
   g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
   h. reliability and validity in the use of assessments
   i. use of assessments relevant to academic/educational, career, personal, and social development
   j. use of environmental assessments and systematic behavioral observations
   k. use of symptom checklists, and personality and psychological testing
   l. use of assessment results to diagnose developmental, behavioral, and mental disorders
   m. ethical and culturally-relevant strategies for selecting, administering, and interpreting assessment and test results

8. **RESEARCH AND PROGRAM EVALUATION** Students will demonstrate an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:
   a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
   b. identification of evidence-based counseling practices
   c. needs assessments
   d. development of outcome measures for counseling programs
   e. evaluation of counseling interventions and programs
   f. qualitative, quantitative, and mixed research methods
   g. designs used in research and program evaluation
   h. statistical methods used in conducting research and program evaluation
   i. analysis and use of data in counseling
   j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation
   k. counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event
   l. self-care strategies appropriate to the counselor role
   m. counseling supervision models, practices, and processes
   n. professional organizations, including membership benefits, activities, services to members, and current issues
   o. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
   p. the role and process of the professional counselor advocating on behalf of the profession
   q. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients, and
   r. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling

**Three (3) Clinical Mental Health Competencies**

1. **FOUNDATIONS** - Student will demonstrate knowledge and practical application of the:
   a. history and development of Clinical Mental Health Counseling
   b. theories and models related to Clinical Mental Health Counseling
   c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
   d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders
   e. psychological tests and assessments specific to Clinical Mental Health Counseling
2. **CONTEXTUAL DIMENSIONS** - Student will demonstrate knowledge and practical application of the:
   a. roles and settings of clinical mental health counselors
   b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
   c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the Clinical Mental Health Counseling services networks
   d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders* (*DSM*) and the International Classification of Diseases (ICD)
   e. potential for substance-use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
   f. impact of crisis and trauma on individuals with mental health diagnoses
   g. impact of biological and neurological mechanisms on mental health
   h. classifications, indications, and contraindications of commonly-prescribed psychopharmacological medications for appropriate medical referral and consultation
   i. legislation and government policy relevant to Clinical Mental Health Counseling
   j. cultural factors relevant to Clinical Mental Health Counseling
   k. professional organizations, preparation standards, and credentials relevant to the practice of Clinical Mental Health Counseling
   l. legal and ethical considerations specific to Clinical Mental Health Counseling
   m. record-keeping, third-party reimbursement, and other practice and management issues in Clinical Mental Health Counseling

3. **PRACTICE** - Student will demonstrate knowledge and competence with the:
   a. intake interview, mental status evaluation, Biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
   b. techniques and interventions for prevention and treatment of a broad range of mental health issues
   c. strategies for interfacing with the legal system regarding court-referred clients
   d. strategies for interfacing with integrated behavioral health care professionals
   e. strategies to advocate for persons with mental health issues

**ADMISSION REQUIREMENTS AND PROCEDURES**  
(Also see general admission policies and procedures, pp. 19-21.)

Admission to the Master’s Program in Clinical Mental Health Counseling is on a selective basis. Requirements are as follows:

- Completion of a Baccalaureate degree from an accredited academic institution.
- A minimum undergraduate and graduate grade point average of 3.0 (on a 4.0 scale).
- A minimum of 12 semester hours of psychology courses or related social science courses AND a course in statistics.
- Completed Application for Admission.
- Official undergraduate and graduate transcripts to be included unopened and sent in with your complete application packet.
- An interview (individual or group) by faculty member(s). Each applicant will be asked to provide a brief spontaneous writing sample.
- Two letters of reference from employers and/or professors. These letters should address the candidate’s ability to succeed in graduate school.
- A personal statement of the applicant’s goals and objectives, including reasons for choosing the field of Clinical Mental Health Counseling and for applying to Touro.

*A passing score on the GRE may be submitted in conjunction with an in-depth review of other supporting documents/qualifications for consideration in cases where a candidate is missing some of the academic requirements.*
TRANSFER CREDITS
Students who have taken relevant graduate-level courses at other accredited institutions may apply to transfer up to 12 credits with written permission of the Program Director or Department Chair, only upon successful completion of the student’s first semester of study. All transfer credit requests must be approved by the Director, Chair, Dean and the registrar.

TUITION AND FEES
(Also see general tuition and fees information, p. 22.)

2018-2019 Tuition and Fees

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$785 per credit</td>
</tr>
<tr>
<td>Application Fee</td>
<td>$60</td>
</tr>
<tr>
<td>Administrative Fee</td>
<td>$100/semester - non-refundable</td>
</tr>
<tr>
<td>Late Registration Fee</td>
<td>$50/semester</td>
</tr>
<tr>
<td>Transcript Fee</td>
<td>(See “Transcripts,” p. 51.)</td>
</tr>
<tr>
<td>Program Equipment Fee(incoming students only)</td>
<td>$750</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>$100 Fall and Spring</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$200</td>
</tr>
<tr>
<td>Returned-Check Fee</td>
<td>$40</td>
</tr>
<tr>
<td>Malpractice Insurance Annual Fee (Clinical Mental Health Counseling and Behavior Analysis programs)</td>
<td>$20</td>
</tr>
<tr>
<td>AEI Training Fee (Clinical Mental Health Counseling program)</td>
<td>$795 for MNHN 706</td>
</tr>
</tbody>
</table>

The Bursar’s Office oversees tuition and fee payments, as well as refunds and loan disbursals.

Tuition and fees are set annually by the Board of Trustees and are subject to review and change.

Tuition Refund Schedule
A student wishing to withdraw from classes must notify the administration of the School of Health Sciences and the Office of the Registrar by filling out an add/drop form. On approved applications, the Bursar’s refund schedule will apply.

Semester Start and End dates

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>START</th>
<th>END</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2018</td>
<td>6/17/2018</td>
<td>8/24/2018</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>8/27/2018</td>
<td>12/21/2018</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>1/14/2019</td>
<td>6/14/2019</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>8/26/2019</td>
<td>12/20/2019</td>
</tr>
<tr>
<td>Spring 2020</td>
<td>1/13/2020</td>
<td>5/3/2020</td>
</tr>
</tbody>
</table>
PROGRAM STRUCTURE
The Master of Science in Clinical Mental Health Counseling consists of 60 semester hours of required coursework in the areas of assessment, diagnosis, research, prevention, intervention, report-writing, counseling and consultation and multicultural issues. As part of their training, students in the CMHC program are required to participate in fieldwork and related assignments. The program may be completed in no less than three years of full-time study. Some summer-session coursework is required.

The curriculum is sequenced with all of the knowledge-based coursework and knowledge-based examination to be completed prior to the internship stages and the skill-based learning to be completed through practices throughout the program. Students may not register for courses out of sequence without written approval from the Program Director, Administrative Director, or Associate Dean. Our CMHC program is New-York-State accredited as per the Office of the Professions of the New York State Department of Education. While our CMHC program is not accredited by the Council for Accreditation of Counseling and Related Educational Program (CACREP), programmatic goals are aligned with the guidelines established by CACREP. For more information on the New York State and CACREP guidelines please visit the following links:
http://www.op.nysed.gov/prof/mhp/section52-32.htm

The program provides classroom and field-based experiences that prepare future mental health counselors to be ready and able to meet the challenges of achieving state-mandated standards. The program requires a 100-hour practicum experience (MNHN 702) followed by completion of a 600-hour internship (MNHN 770 and MNHN 771).

Classes are scheduled primarily in the evenings, and, in our Brooklyn location, also on Sundays, making outside employment possible for students. In the internship experiences, the student must be supervised by a licensed Mental Health Counselor (LMHC) for the Clinical Mental Health Counseling program (a licensed Clinical Social Worker or a licensed psychologist is also acceptable).

Students are required to complete 3 fieldwork courses (12 credits). The first fieldwork course is taken in conjunction with MNHN 702 - Case Conceptualization, Documentation and Practicum, and requires that students complete 100-hours of practicum fieldwork within one semester. The two internship courses (MNHN 770 and MNHN 771) are taken during the fall and spring semesters of the final year of study. Students are required to complete a minimum of 600 hours of fieldwork during the two internship courses. For more information, see Field-Based Experiences section below.

PLANS OF STUDY
The M.S. Program in Clinical Mental Health Counseling (CMHC) offers three study tracks:
- Fall Admission 2-Year Study Sequence (2-years, 5-semester course of study) [Please note that this sequence is intense and is not recommended for students who expect to work, especially in the second year when they are completing classes as well as a 600-hour internship.]
- Fall Admission 3-Year Study Sequence (3-year, 8-semester course of study)
- Spring Admission Full-Time Sequence (2.5-year, 7-semester course of study)

Students who took MNHN 600, Foundations of Mental Health Counseling, or its equivalent, as undergraduates are eligible for admission to the Spring Admission Full-Time Sequence.

Completion of 19 courses (60 credits) and a required and documented seminar in Child Abuse Identification and Reporting is required to be awarded the M.S. degree. Courses must be taken in the sequence listed below.

STUDENTS MAY NOT TAKE FEWER THAN THE NUMBER OF CREDITS AS OUTLINED IN THE PLANS OF STUDY WITHOUT PRIOR PERMISSION FROM THE PROGRAM DIRECTOR. FAILURE TO TAKE THE REQUIRED COURSES/NUMBER OF CREDITS PER SEMESTER MAY RESULT IN ADMINISTRATIVE DISMISSAL FROM THE PROGRAM.
<table>
<thead>
<tr>
<th>3-Year Plan</th>
<th>2-Year Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL YEAR 1</strong></td>
<td><strong>FALL YEAR 1</strong></td>
</tr>
<tr>
<td>MNHN 600</td>
<td>MNHN 600</td>
</tr>
<tr>
<td>Foundations of Mental Health Counseling and Consultation</td>
<td>and Consultation</td>
</tr>
<tr>
<td>MNHN 611</td>
<td>MNHN 611</td>
</tr>
<tr>
<td>Essentials of Measurement, Evaluation, and Research Analysis</td>
<td>and Research Analysis</td>
</tr>
<tr>
<td>MNHN 630</td>
<td>MNHN 630</td>
</tr>
<tr>
<td>Counseling I: Theories and Practice</td>
<td>Counseling I: Theories and Practice</td>
</tr>
<tr>
<td>MNHN 640</td>
<td>MNHN 640</td>
</tr>
<tr>
<td>Professional, Legal and Ethical Issues in Counseling</td>
<td></td>
</tr>
<tr>
<td><strong>SPRING YEAR 1</strong></td>
<td><strong>SPRING YEAR 1</strong></td>
</tr>
<tr>
<td>MNHN 620</td>
<td>MNHN 620</td>
</tr>
<tr>
<td>Developmental Psychology</td>
<td></td>
</tr>
<tr>
<td>MNHN 632</td>
<td>MNHN 632</td>
</tr>
<tr>
<td>Counseling II: Theories and Practice</td>
<td></td>
</tr>
<tr>
<td>MNHN 681</td>
<td>MNHN 681</td>
</tr>
<tr>
<td>Psychopathology</td>
<td>Psychopathology</td>
</tr>
<tr>
<td><strong>SUMMER YEAR 1</strong></td>
<td><strong>SUMMER YEAR 1</strong></td>
</tr>
<tr>
<td>MNHN 691</td>
<td>MNHN 691</td>
</tr>
<tr>
<td>Counseling the Culturally Diverse: Theory and Practice</td>
<td>Counseling the Culturally Diverse: Theory and Practice</td>
</tr>
<tr>
<td>PSGN 678</td>
<td>PSGN 678</td>
</tr>
<tr>
<td>Lifestyle and Career Development</td>
<td>Lifestyle and Career Development</td>
</tr>
<tr>
<td>MNHN 692</td>
<td>MNHN 692</td>
</tr>
<tr>
<td>Group Psychotherapy and Counseling</td>
<td>Group Psychotherapy and Counseling</td>
</tr>
<tr>
<td><strong>FALL YEAR 2</strong></td>
<td><strong>FALL YEAR 2</strong></td>
</tr>
<tr>
<td>MNHN 638</td>
<td>MNHN 638</td>
</tr>
<tr>
<td>Principles of Addiction Counseling</td>
<td>Principles of Addiction Counseling</td>
</tr>
<tr>
<td>MNHN 683</td>
<td>MNHN 683</td>
</tr>
<tr>
<td>Assessment and Appraisal of Individuals, Couples, Families and Groups</td>
<td>Assessment and Appraisal of Individuals, Couples, Families and Groups</td>
</tr>
<tr>
<td>MNHN 640</td>
<td>MNHN 640</td>
</tr>
<tr>
<td>Professional, Legal and Ethical Issues in Counseling</td>
<td>Professional, Legal and Ethical Issues in Counseling</td>
</tr>
<tr>
<td>MNHN 702</td>
<td>MNHN 702</td>
</tr>
<tr>
<td>Case Conceptualization, Documentation and Practicum</td>
<td>Case Conceptualization, Documentation and Practicum</td>
</tr>
<tr>
<td><strong>SPRING YEAR 2</strong></td>
<td><strong>SPRING YEAR 2</strong></td>
</tr>
<tr>
<td>MNHN 694</td>
<td>MNHN 694</td>
</tr>
<tr>
<td>Contemporary Issues in Couples and Family Therapy</td>
<td>Contemporary Issues in Couples and Family Therapy</td>
</tr>
<tr>
<td>MNHN 705</td>
<td>MNHN 705</td>
</tr>
<tr>
<td>Advanced Addiction Counseling and Techniques</td>
<td>Advanced Addiction Counseling and Techniques</td>
</tr>
<tr>
<td>MNHN 702</td>
<td>MNHN 702</td>
</tr>
<tr>
<td>Case Conceptualization, Documentation and Practicum</td>
<td>Case Conceptualization, Documentation and Practicum</td>
</tr>
<tr>
<td><strong>FALL YEAR 3</strong></td>
<td><strong>FALL YEAR 3</strong></td>
</tr>
<tr>
<td>MNHN 770</td>
<td>MNHN 770</td>
</tr>
<tr>
<td>Internship I (4.5 cr)</td>
<td>Internship I (4.5 cr)</td>
</tr>
<tr>
<td>MNHN 706</td>
<td>MNHN 706</td>
</tr>
<tr>
<td>Advanced Counseling Skills and Techniques</td>
<td>Advanced Counseling Skills and Techniques</td>
</tr>
<tr>
<td><strong>SPRING YEAR 3</strong></td>
<td><strong>SPRING YEAR 3</strong></td>
</tr>
<tr>
<td>MNHN 771</td>
<td>MNHN 771</td>
</tr>
<tr>
<td>Internship II (4.5 cr)</td>
<td>Internship II (4.5 cr)</td>
</tr>
<tr>
<td>MNHN 693</td>
<td>MNHN 693</td>
</tr>
<tr>
<td>Trauma and Crisis Intervention: Theory, Response Models and Techniques</td>
<td>Trauma and Crisis Intervention: Theory, Response Models and Techniques</td>
</tr>
</tbody>
</table>

*All courses carry 3 credits unless otherwise noted.*
COURSES OFFERED BY SEMESTER

<table>
<thead>
<tr>
<th>FALL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MNHN 600</strong> Foundations of Clinical Mental Health Counseling and Consultation</td>
</tr>
<tr>
<td><strong>MNHN 611</strong> Essentials of Measurement, Evaluation and Research Analysis</td>
</tr>
<tr>
<td><strong>MNHN 630</strong> Counseling I: Theories and Practice</td>
</tr>
<tr>
<td><strong>MNHN 640</strong> Professional, Legal &amp; Ethical Issues in Counseling</td>
</tr>
<tr>
<td><strong>MNHN 638</strong> Principles of Addiction Counseling</td>
</tr>
<tr>
<td><strong>MNHN 683</strong> Assessment and Appraisal of Individuals, Couples, Families and Groups</td>
</tr>
<tr>
<td><strong>MNHN 770</strong> Internship I (4.5 cr)</td>
</tr>
<tr>
<td><strong>MNHN 706</strong> Advanced Counseling Skills and Techniques</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MNHN 620</strong> Developmental Psychology</td>
</tr>
<tr>
<td><strong>MNHN 632</strong> Counseling II: Theories and Practice</td>
</tr>
<tr>
<td><strong>MNHN 681</strong> Psychopathology</td>
</tr>
<tr>
<td><strong>MNHN 702</strong> Case Conceptualization, Documentation and Practicum</td>
</tr>
<tr>
<td><strong>MNHN 694</strong> Contemporary Issues in Family and Couples Therapy</td>
</tr>
<tr>
<td><strong>MNHN 705</strong> Advanced Addiction Counseling and Techniques</td>
</tr>
<tr>
<td><strong>MNHN 771</strong> Internship II (4.5 cr)</td>
</tr>
<tr>
<td><strong>MNHN 693</strong> Trauma and Crisis Intervention: Theory, Response Models and Techniques</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MNHN 691</strong> Counseling the Culturally Diverse: Theory and Practice</td>
</tr>
<tr>
<td><strong>PSGN 678</strong> Lifestyle and Career Development</td>
</tr>
<tr>
<td><strong>MNHN 692</strong> Group Psychotherapy and Counseling</td>
</tr>
</tbody>
</table>

**ALL COURSES CARRY 3 CREDITS UNLESS OTHERWISE NOTED.**
PROFESSIONAL CERTIFICATION/LICENSURE

Upon successful completion of the 60-credit M.S. program in Clinical Mental Health Counseling, students will be eligible to apply for the New York State Mental Health Counselor Limited Permit. With this permit, students in New York State may begin the process of completing the post-Master’s requirements to become a Licensed Mental Health Counselor: completion of 3,000 post-Master’s hours of supervised practice and passage of the National Clinical Mental Health Counseling Examination (NCMHCE).

Students who wish to engage in the practice of Clinical Mental Health Counseling outside of New York State should familiarize themselves with the requirements of those venues. Some states may require additional coursework and may impose alternative or additional requirements or testing. Please also visit the National Board of Certified Counselors www.nbcc.org for information on different national counselor education certification options.

FIELD-BASED EXPERIENCES: PRACTICUM AND INTERNSHIP

General Guidelines

All practicum and internship sites must be approved prior to the start of a student’s formal practicum and/or internship experience. While Touro will assist students in finding a placement, Touro College is not responsible for securing a placement for any individual student. Internship sites are filled quickly. Students are encouraged to begin seeking practicum placement opportunities during their first semester and internship placement during their second year of enrollment. For more details on field experience requirements, students should carefully read and understand the requirements of the field experience handbook, which can be obtained on the program’s website.

Students are responsible for completing any paperwork and other requirements that a practicum/internship site may have, at their own expense.

Students are not permitted to accrue internship or practicum hours unless they are concurrently enrolled in the appropriate supervised course at Touro College and have secured documented site approval from program administration.

Practicum Eligibility and Guidelines

Practicum requires a minimum of 100 hours which must be completed in a setting that provides supervised mental health services. Students will be provided lists of potential sites and will have access to the support of the Field Placement Coordinator to secure placements. In order to be eligible to begin practicum experience and register for the required seminar (MNHN 702), all students must have completed the required prerequisites listed in the course description section with a grade of B or higher. NO EXCEPTIONS will be made to this policy. Students may not take practicum during the same semester that they are “repeating a course” that is a prerequisite to practicum. Students must submit field placement contracts to the field experience coordinator—these contracts must be signed and approved by the site supervisor and Touro Clinical Mental Health Counseling field placement faculty. Students who receive an unsatisfactory rating from their site supervisor will not receive credit for any practicum hours and will need to repeat both the course and field experience. Additionally, students who earn less than a B for the course (MNHN 702) will also need to repeat BOTH the practicum course and the field-based requirements prior to proceeding to internship.

Supervision

On-site supervision is required for all practicum and internship placements. Supervision may only be provided by a licensed clinical professional, as outlined by the CACREP and New York State standards. Approved licenses include: LMHC, LCSW, Licensed Psychologist, MD, and NPP. Please contact Field Experience Coordinator with any questions regarding Practicum and Internship.

Internship

Internship placements are competitive and often require application 6-9 months before the start of their placement. Students are encouraged to be proactive in seeking a placement that will further their professional goals.
Students must have successfully completed their practicum requirements (100 hours) with a satisfactory rating and MNHN 702 with a grade of B or higher to be eligible to begin their internship. Additionally, students must receive a satisfactory score on Comprehensive Exam #1 to proceed to Internship.

Any student who wishes to complete their internship MUST:
- be a student in good standing.
- submit their application to complete internship to the field coordinator and/or the Director of the CMHC program for approval of readiness to proceed.
- have their site secured and submit all required paperwork to the placement coordinator no later than 1-week before the start of the semester.

Please note that ALL students must also achieve a passing score on the 2nd year comprehensive exam no later than August 1st in order to be eligible to progress to internship.

Interns are required to have two hours of weekly face-to-face supervision; this may be one hour of individual onsite supervision and one hour of group supervision. If an intern misses hours for any reason, he or she must make up those hours in a manner arranged with his/her supervisor. If absences are deemed to be excessive, in the judgment of the supervisor and a Director of the CMHC program, the student may be required to extend the internship through the summer or beyond.

Each internship site is visited by program faculty a minimum of one time during the internship year. A faculty member also communicates with the internship site personnel during the school year. All interns are required to complete internship contracts and planning forms prior to the beginning of the internship placement. Each intern is evaluated in writing (using the Touro internship evaluation form) by the internship supervisor each semester. All internships start at the beginning of the academic year except by special permission. Internships conclude when the hourly requirements have been met, with the understanding that these dates must also be satisfactory to the placement site. Interns are expected to continue at their placements during Touro’s semester breaks.

Interns are required to maintain logs documenting days and hours spent and a summary of responsibilities at the internship site. Students are responsible for these logs, which must be signed by supervisors and submitted to the course instructor on a monthly basis. Electronic logs are acceptable provided they are sent from the supervisor’s e-mail address or in pdf format when signed by the supervisor. Students will receive credit for the internship placement only if signed logs are submitted on time.

At least once during each semester, a core faculty member will visit each internship site. The visit involves consultation with the intern, the internship supervisor, and possibly other staff members who have had professional contact with the intern. These meetings provide an opportunity to evaluate the progress of the intern and also to evaluate the quality of the internship. Each semester, the intern’s supervisor forwards a report to the Director of the CMHC program regarding the progress of the intern. As deemed necessary, the number of site visits and involvement of the faculty field coordinator may be increased. Students on internship will attend seminars on a bi-weekly basis through the courses (MNHN 770 and MNHN 771) in which all students on internship are required to be registered.

In addition to making interns participate in experiences at the internship agency and allowing them to observe administrative procedures, each internship opportunity must address training that is equivalent with the expected professional activities of a professional mental health counselor.

During the internship experience, students continue to receive college-based supervision and are introduced to new materials. Students interview for internships during the academic year prior to the internship; the requirements of different sites and the application deadlines vary. There are a limited number of highly competitive internships available in the New York City area, and students are encouraged to be prepared to begin seeking placement early. Additional details on internships and the application process are available through the Director of the program or the Field Experience Coordinator.
COMPREHENSIVE EXAMS
Students must satisfactorily pass the following two exams to enter into the various levels of fieldwork and graduate from the program: Comprehensive Exam #1 (Comps #1) and Comprehensive Exam #2 (Comps #2).

The first exam will be taken in June following the completion of full-time students’ first year of study or Extended Study students’ second year of study. This first comprehensive exam will present a clinical case and a set of questions that require students to integrate their learning from previous courses.

The second comprehensive exam will be taken by students during their last semester of study. This exam will consist of a multiple-choice section that covers the content knowledge outlined in the Eight (8) Core Program Competencies, and a case conceptualization component that requires the integration of knowledge and practice in a comprehensive clinical manner.

A passing grade on each comprehensive exam is 80%, and a passing grade on Comprehensive Exam #2 is required for entering internship. The exam will be scored using faculty-developed rubrics based on the identified program competencies listed above. Students who fail segments of either comprehensive exam will be afforded two additional opportunities to succeed. Students must achieve a minimum passing score in order to be eligible for internship. A remediation plan that may include readings and school-based projects will be developed for the student. Should the student not pass the exam by the third time, he or she may be dismissed from the program.

REQUIREMENTS FOR COMPLETION OF THE CMHC PROGRAM

A. **Program:** The program may be completed within 6 to 8 semesters (including summers). Students requesting to complete the program in more than 5 years must obtain written permission from the program Director of the CMHC program. The program must be completed in the sequences outlined on the respective plans of study (see Plans of Study section).

B. **Grade Point Average:** Students must maintain a B (3.0) grade point average (GPA) in order to remain matriculated in the program and be eligible to receive financial aid. Students who fall below this GPA, will be placed on probation and must meet with their faculty advisor and the program administration to develop a plan to improve their GPA. Students will have 1 semester to demonstrate an improvement in their GPA. Students who fail to demonstrate improvement will be dismissed from the program.

C. **Student Advisement Meetings:** All students will be required to meet with their assigned faculty advisor at least once per semester to ensure that all program requirements are being met successfully.

D. **Seminars:** Students will be required to document attendance of a New York State approved child abuse identification and reporting seminar. The Clinical Mental Health Counseling program faculty will provide opportunities for student to enroll in this seminar.

E. **Requirements to Advance to Practicum and Internship:** Students must successfully complete all prerequisite coursework and relevant comprehensive exams needed to advance to practicum and internship. Eight courses require a minimum grade of B. Note that students are only permitted to get less than a B in one course (that does not require a B minimum grade). Students who receive more than one grade that is less than a B will have one opportunity to retake the class. However, the cumulative GPA of 3.0 must be maintained to remain in good academic standing. Please refer to the grading policies section for more specific details. NOTE: students may not begin their internship until they have successfully completed 100 practicum hours and the concurrent course. Students will also be required to successfully pass the Comprehensive #2 prior to being cleared to begin internship.

F. **Student Professional Behavior:** Students must demonstrate professional academic and work characteristics including ethical and professional conduct. All students must follow the ACA Ethical Code
found at: http://www.counseling.org/resources/aca-code-of-ethics.pdf. The Touro College and University System Academic Integrity policy can be found at www.touro.edu/students/policies/academic-integrity/

G. Comprehensive Exams: Two comprehensive exams are required for completion of the Clinical Mental Health Counseling program.

H. Portfolio Projects: Students will complete various activities throughout their program that will become a part of their permanent program portfolio. These activities will include (but are not limited to) a formal Biopsychosocial report completed in MNHN 702, a comprehensive case conceptualization write-up completed during MNHN 770, a personal curriculum vitae completed during MNHN 771, and a personal statement of the nature of Clinical Mental Health Counseling completed throughout MNHN 770 and MNHN 771. These projects will demonstrate the skills and comprehensive clinical development of students and their investment in the profession. Each student’s portfolio will be reviewed by faculty members and graded based upon relevant rubrics related to the Core and CMHC specific program goals. Students must earn a grade of 80% for these projects for graduation.

I. Continuity of Study: Student leave or a break in continuity requires a review and approval by the program’s administration before candidates can return to the program and resume study. These reviews may result in having to repeat outdated coursework or additional requirements to ensure that the competencies are maintained. Students who have more than 2 semesters where they were not registered for any courses must formally reapply to the Clinical Mental Health Counseling program and meet all requirements that are current in the present handbook.

J. Exit Interview: All students will be required to complete a short exit interview and portfolio review with one of the Clinical Mental Health Counseling faculty members with the purpose of this interview being to provide an assessment of the student’s overall program satisfaction as well as providing career guidance.
M.S. IN INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY
Benjamin Elman, Ph.D., Program Director

ABOUT THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY PROGRAM
Industrial-Organizational Psychology is an area of specialization within Psychology that involves the application of methods, facts, and principles of psychology to understanding behavior in the workplace. This sub-field of psychology studies factors that affect the way people act and interact in the workplace and in organizations (SIOP, 2014).

The mission of the Master of Science program in Industrial-Organizational Psychology is to provide students with the education and professional training needed to become ethical and competent Industrial-Organizational Psychology practitioners. Students will be prepared to provide a wide range of professional human capital and human resources (HR) services such as: job analysis, competency modeling, performance appraisal, training and development, data analysis, critical problem solving through research, consulting, and advocacy within a variety of settings.

The Industrial-Organizational Psychology (I-O) program is rooted in professional-based human resources and business strategy needs, with a focus on research-based psychological strategies. Additionally, these concepts and skills are further developed through supervised fieldwork experiences (internships) in order to promote positive educational and behavioral environments for students to learn how I-O Psychology knowledge applies to the professional world. The primary goal of our I-O Psychology program is to provide students with classroom and field-based experiences that will make them ready and able to meet the challenges of achieving state-mandated standards while recognizing that people of all ages learn and develop in differing ways.

PROGRAMMATIC GOALS
The programmatic goals for the I-O Psychology program are drawn from the Society of Industrial and Organizational Psychology (SIOP). For more information on these domains, please visit: http://www.siop.org/guidelines.aspx.

Upon completion of the I-O program, students will be competent in the “outcomes of training, and on the knowledge, skills, behavior, and capabilities necessary to function as a master's level I-O practitioner.” (SIOP, 2014)

Goal 1 - The graduate of the I-O Psychology program will demonstrate competency in the area of Data Collection and Analysis Skills
1a. The graduate will demonstrate skills in statistical software SPSS.
1b. The graduate will demonstrate the ability to understand concepts, run and interpret data analysis for inferential statistics including: correlation; t-tests; ANOVA; chi-square; linear regression; multiple regression.
1c. The graduate will design research proposals with a clear aim of solving organizational challenges. Research design proposals will be measured against the student’s ability to control all scientific methodological threats to:
   i. Internal Validity;
   ii. Construct Validity;
   iii. Statistical Conclusion Validity;
   iv. External Validity.
1d. The graduate will demonstrate the ability to use university online research library databases to source research literature in the domains studied throughout the program.
1e. The graduate will demonstrate the ability to recognize psychometric concepts and be able to interpret reliability and validity survey item estimates such as: factor analysis; classical test theory; item response theory.
Goal 2 - The graduate of the I-O Psychology program will demonstrate competency in the area of Ethical Practice & Learning in the Workplace

2a. The graduate will demonstrate the ability to apply and adhere to ethical and legal standards in I-O Psychology.
2b. The graduate will advocate for organization policies, programs, and services that enhance a positive work climate and are equitable and responsive to multicultural work environments.
2c. The graduate will engage peers, subordinates and management to promote the academic, career, and development of I-O practice in the workplace.

Goal 3 - The graduate of the I-O Psychology program will demonstrate competency in the area of Communication

3a. The graduate will select appropriate computer-based tools including PowerPoint, Excel, SPSS, and online resources to present assignments and research findings.
3b. The graduate will show competence in oral presentation skills both on their own in front of their class and within a group setting.
3c. The graduate will show competence in using different technology to present data and project work. This includes: web-based presentations, i.e. Gotomeeting.com or Webex.com; in-class projector presentations; handouts, and open-table discussions.
3d. The graduate will show competence in teaching and mentoring others to be able to present data and project work at a professional level.

Goal 4 - The graduate of the I-O Psychology program will demonstrate competency in the Core Industrial-Organizational Domains

4a. The graduate will develop measurable knowledge, skills behaviors and capabilities in “I” skills including: Job Analysis, Competency Modeling, and Performance Appraisal.
4b. The graduate will develop measurable knowledge, skills behaviors and capabilities in “O” knowledge including: Motivation, Training and Development, and Leadership.
4c. The graduate will develop measurable knowledge, skills behaviors and capabilities in OD including: Group Dynamics, Use of Self, and Organizational Behavior.
4d. The graduate will gain internship experience in an organizational setting whilst applying knowledge from coursework, and overseen by an academic advisor.

Goal 5 - The graduate of the I-O Psychology program will demonstrate competency in the area of Academic Development

5a. The graduate will implement strategies and activities to prepare themselves for applications to Ph.D. programs and post-graduate education opportunities.
5b. The graduate will implement differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote I-O Psychology.

Goal 6 - The graduate of the I-O Psychology program will demonstrate competency in the area of Professional Development

6a. The graduate will know history, philosophy, and trends in I-O Psychology.
6b. The graduate will know roles, functions, settings, and professional identity of the I-O practitioner in relation to the roles of other professional and support personnel in the workplace.
6c. The graduate will know professional organizations, preparation standards, and credentials that are relevant to the practice of I-O Psychology.
6d. The graduate will understand current practices of I-O Psychology programs (e.g., listed by the Society of Industrial Organizational Psychology - SIOP) and their integral relationship to the community of I-O psychologists, I-O practitioners, and other I-O graduate programs.
CURRICULUM DESIGN
The I-O Psychology program consists of 36 semester credit hours of required coursework in the areas of: Statistics; Research Design; Psychometrics; Leadership; Social Psychology; I-O in Global Companies; Motivation; Performance Appraisal; Organizational Design; Use of Self; Training & Development. As part of their training, students in the I-O Psychology program are required to participate in fieldwork and related assignments. The program typically takes 1.5 to 2 years to complete. Some summer-session coursework may be required.

The curriculum is sequenced so that no student can take a practicums course until they have completed at least nine credits of the degree. Courses are designed to comply fully with the guidelines established by the Office of the Professions of the New York State Education Department. The program provides classroom and field-based experiences that prepare future practitioners to be ready and able to meet the challenges of achieving SIOP (Society of Industrial Organizational Psychologists) standards.

Classes are scheduled in the evenings and some classes are offered online, making outside employment possible for students.

Students must secure a practicum site that meets the program requirements. All sites must be approved in advance by the field experience faculty coordinator. Additionally, each student must complete and submit a field placement contract and/or affiliation agreement, which are provided in the field experience handbooks. These documents must be signed by the student, site supervisor, and field experience faculty coordinator.

ADMISSION REQUIREMENTS AND PROCEDURES
Admission to the Master’s Program in Industrial-Organizational Psychology is on a selective basis. Requirements are as follows:

- Completion of a Baccalaureate degree from an accredited academic institution.
- A minimum undergraduate and graduate grade point average of 3.0 (on a 4.0 scale)
- A minimum of a B grade in undergraduate statistics.
- Completed online Application for Admission
- An interview (individual or group) by faculty member(s). Each applicant will be asked to provide a brief spontaneous writing sample.
- Two letters of reference from employers and/or professors. These letters should address the candidate’s ability to succeed in graduate I-O studies.
- A personal statement of the applicant’s goals and objectives, including reasons for choosing the field of I-O psychology and for applying to Touro.

TRANSFER CREDITS
Students who have taken relevant graduate level courses at other accredited institutions may apply to transfer up to 12 credits with the written permission of the Program Director or Department Chair, only upon successful completion of the student’s first semester of study. All transfer credit requests must be approved by the Director, Chair, Dean and the registrar.
TUITION AND FEES
(Also see general tuition and fees information, p. 22.)

2018-2019 Tuition and Fees

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$785 per credit</td>
</tr>
<tr>
<td>Application Fee</td>
<td>$60</td>
</tr>
<tr>
<td>Administrative Fee</td>
<td>$100/semester - non refundable</td>
</tr>
<tr>
<td>Late Registration Fee</td>
<td>$50/semester</td>
</tr>
<tr>
<td>Transcript Fee</td>
<td>(See “Transcripts,” p. 51.)</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>$100 Fall and Spring</td>
</tr>
<tr>
<td>Program Equipment Fee (incoming students only)</td>
<td>$750 - non-refundable</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$200</td>
</tr>
<tr>
<td>Returned Check Fee</td>
<td>$40</td>
</tr>
<tr>
<td>Late Registration Fee</td>
<td>$50</td>
</tr>
</tbody>
</table>

The Office of the Bursars oversees tuition and fee payments, as well as refunds and loan disbursals. Tuition and fees are set annually by the Board of Trustees and are subject to review and change.

Tuition Refund Schedule
A student wishing to withdraw from classes must notify the administration of the School of Health Sciences and the Office of the Registrar by filling out an add/drop form. On approved applications, the Bursar’s refund schedule will apply.

Semester Start and End Dates

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>START</th>
<th>END</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2018</td>
<td>6/17/2018</td>
<td>8/24/2018</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>8/27/2018</td>
<td>12/21/2018</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>1/14/2019</td>
<td>6/14/2019</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>8/26/2019</td>
<td>12/20/2019</td>
</tr>
<tr>
<td>Spring 2020</td>
<td>1/13/2020</td>
<td>5/3/2020</td>
</tr>
</tbody>
</table>
PLANS OF STUDY
The following are the courses of study required for completion of the M.S. in I-O Psychology at Touro College. Completion of 12 courses (36 credits) leads to the M.S. degree. Core classes will be offered in the spring and fall semesters, with elective courses being available in the summer.

OPTION I – 3 COURSES PER SEMESTER

<table>
<thead>
<tr>
<th>FALL - YEAR 1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSGN 604</td>
<td>STATISTICS FOR THE BEHAVIORAL SCIENCES</td>
<td></td>
</tr>
<tr>
<td>PSGN 645</td>
<td>RESEARCH DESIGN APPLIED TO ORGANIZATIONS</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSGN 655</td>
<td>JOB ANALYSIS, PERFORMANCE APPRAISAL, &amp; COMPETENCY MODELING</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSGN 644</td>
<td>PERSONNEL SELECTION &amp; ASSESSMENT</td>
<td></td>
</tr>
</tbody>
</table>

| SPRING - YEAR 1        |          |          |
| Core                   |          |          |
| PSGN 617               | I-O PSYCHOLOGY IN GLOBAL ORGANIZATIONS |
| PSGN 613               | SOCIAL PSYCHOLOGY IN MULTICULTURAL ORGANIZATIONS |
| Electives              |          |          |
| PSGN 643               | MOTIVATION |
| OR                     |          |          |
| PSGN 680               | GROUP DYNAMICS |

| SUMMER - YEAR 1        |          |          |
| Core                   |          |          |
| PSGN 740               | PRACTICUM IN I-O PSYCHOLOGY |
| Electives              |          |          |
| PSGN 639               | THEORIES OF LEADERSHIP |
| PSGN 656               | TRAINING AND DEVELOPMENT |
| OR                     |          |          |
| PSGN 614               | ORGANIZATIONAL BEHAVIOR |

| CHOOSE 2 ELECTIVE COURSES + INTERNSHIP     |          |          |
| SUMMER - YEAR 1 |          |          |

| FALL - YEAR 2          |          |          |
| Core                   |          |          |
| PSGN 682               | FACILITATION, PROCESS CONSULTATION, HIGH PERFORMANCE COACHING: USE OF SELF |
| PSGN 612               | PSYCHOMETRICS |
| Electives              |          |          |
| PSGN 655               | JOB ANALYSIS, PERFORMANCE APPRAISAL, & COMPETENCY MODELING |
| OR                     |          |          |
| PSGN 644               | PERSONNEL SELECTION & ASSESSMENT |
OPTION II – 2 COURSES PER SEMESTER
REQUIRES TWO (2) ADDITIONAL SEMESTERS

REQUIREMENTS FOR COMPLETION OF THE I-O PSYCHOLOGY PROGRAM
(Also see general graduation information, pp. 48-49.)

A. **Program:** The program must be completed in the sequences outlined on the respective plans of study. Students requesting to complete the program in more than 2 years must obtain written permission from the Program Director.

B. **Grade Point Average:** Students must maintain a B (3.0) grade point average in order to remain matriculated in the program as well as to continue receiving financial aid.

C. **Culminating Experience—Professional Performance-Based Portfolio:** All students in their internship year will be required to prepare a Professional Performance-Based Portfolio for submission to the faculty. The requirements of the portfolio include:
   a) Table of Contents, indicating to which standard(s) each work sample and reflection corresponds (see Programmatic Goals).
   b) Personal Statement, including description of current professional accomplishments, explanation of how they correspond to programmatic Goals, and statement of long-term professional goals.
   c) The student’s current résumé or CV.
   d) A summary page at the beginning and end of each section.

D. **Student Professional Behavior:** Students must demonstrate professional academic and work characteristics including ethical and professional conduct. The Touro College and University System Academic Integrity Policy can be found at: [https://www.touro.edu/students/policies/academic-integrity/](https://www.touro.edu/students/policies/academic-integrity/).

E. **Requirements to Advance to Internship(s):** Students must successfully complete a minimum of 9 course credits prior to starting the internship. All courses require a minimum grade of B. The cumulative GPA of 3.0 must be maintained to remain in good academic standing. Please refer to the grading policies section for more specific details.

F. **Continuity of Study:** Students wishing to return to the program after a leave of absence or other break in continuity must first obtain the written approval of the Program Director. The student may be required to repeat outdated coursework or meet additional requirements to ensure that the student’s competencies are maintained.
ADVANCED CERTIFICATE IN BEHAVIOR ANALYSIS
Karrie Lindeman, Ed.D., Program Director

ABOUT THE ADVANCED CERTIFICATE PROGRAM IN BEHAVIOR ANALYSIS
Behavior Analysts provide individualized, intensive therapy using positive reinforcement to improve learning. The focus is on increasing desired behaviors while decreasing undesired behaviors. Services may be either center-based or provided within the individual’s most familiar environment, typically the home. While behavior analysis is used to improve academic learning in children, it can also be used with adolescents and adults to improve life skills. Therapists customize interventions to meet each individual’s needs, at home, in the community and/or in school. Long- and short-term objectives are designed to teach skills in academic areas, communication, socialization, self-care, play, and motor skills. The behavior analyst ensures that goals are broken down into manageable steps and assesses them through ongoing progress measurement. Behavior Analysis is a data-driven field that uses empirically supported methods to help individuals on the autism spectrum.

Our 27-credit Advanced Certificate program in Behavior Analysis is among the first programs to meet the academic requirements for licensure as a Behavior Analyst in accordance with Subpart 79-17 of the New York State Commissioner’s Regulations.

MISSION
The mission of Advanced Certificate Program in Behavior Analysis is to ensure that all students are provided with access to outstanding instruction, training, and research opportunities so that they can be of service to the underserved population with developmental delays, especially those with autism-spectrum disorders. Graduates of the program are well prepared to contribute responsibly to their community and field.

STUDENT LEARNING OUTCOMES/PROGRAM OUTCOMES
The Advanced Certificate program in Behavior Analysis will provide students with the training and expertise to work in the field of Applied Behavior Analysis across a variety of populations and settings. Students will become proficient in planning behavior reduction programs, skill-acquisition programs, properly assessing client needs, conducting Functional Behavior Assessments and developing comprehensive Behavior Intervention Plans (in accordance with NYS Part 200 Regulations). Students will demonstrate understanding of ethical principles (Professional and Ethical Compliance Code for Behavior Analysts) in relation to their practice. Students will engage in research and target presentation skills. Career objectives include working with students on the autism spectrum disorder, or other related disabilities, across a number of settings. These settings include schools, homes, hospitals, day programs, residencies, vocational settings, and business-related agencies.

CURRICULUM
We have designed a comprehensive curriculum that provides theory, training, and supervision in behavior analysis as it relates to individuals with autism spectrum disorder (or related disorders). Our faculty members include Board-Certified Behavior Analysts, Licensed Behavior Analysts, and practitioners in related disciplines. They bring their experiences in the field into the classroom.

The curriculum is sequenced so that courses are designed to comply fully with the guidelines established by the Office of the Professions of the New York State Education Department for licensure as a behavior analyst. Students must hold a master’s degree in order to earn this certificate. Students are eligible to sit for the Board-Certified Behavior Analyst (BCBA) examination if they meet the Behavior Analyst Certification Board (BACB) requirements.

Classes are scheduled in the evenings, to accommodate the working student.
ADMISSION REQUIREMENTS AND PROCEDURES
(Also see general admission policies and procedures, pp. 19-21.)
The following are admission requirements:

- Completed online Application for Admission
- Minimum of a Master’s degree in psychology, education, or a related field from an accredited institution (please note that a degree in speech therapy does not meet this requirement)
- Minimum graduate GPA of 3.0 (on a 4.0 scale)
- Official graduate transcripts mailed directly from the issuing institutions
- A personal statement of the applicant’s goals and objectives
- Two letters of reference from employers and/or professors
- An interview (individual or group) by faculty member(s). Each applicant will be asked to provide a brief spontaneous writing sample

**NOTE:** Students who are in the process of obtaining a graduate degree in school psychology at Touro’s School of Health Sciences may be admitted to certificate courses at the discretion of the program director provided that the student maintains a 3.0 grade point average. All students are required to have received the master’s degree prior to or at the time they complete the advanced certificate.

TRANSFER CREDITS
Students may request that up to 9 credits of coursework be reviewed for transfer. Transfer credits must be evaluated and approved by BACB and NYSED.

TUITION AND FEES

**2018-2019 Tuition and Fees**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$785 per credit</td>
</tr>
<tr>
<td>Application Fee</td>
<td>$60</td>
</tr>
<tr>
<td>Administrative Fee</td>
<td>$100/semester - non-refundable</td>
</tr>
<tr>
<td>Late Registration Fee</td>
<td>$50/semester</td>
</tr>
<tr>
<td>Transcript Fee</td>
<td>(See “Transcripts,” p. 51.)</td>
</tr>
<tr>
<td>Program Equipment Fee (incoming students only)</td>
<td>$750 - non-refundable</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>$100 Fall and Spring</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$200</td>
</tr>
<tr>
<td>Returned Check Fee</td>
<td>$40</td>
</tr>
<tr>
<td>Malpractice Insurance Annual Fee</td>
<td>$20</td>
</tr>
</tbody>
</table>

The Office of the Bursar oversees tuition and fee payments, as well as refunds and loan disbursals. Tuition and fees are set annually by the Board of Trustees and are subject to change without prior written notice.
**Tuition Refund Schedule**
A student wishing to withdraw from classes must notify the administration of the School of Health Sciences and the Office of the Registrar by filling out an add/drop form. On approved applications, the [Bursar's refund schedule](#) will apply.

**Semester Start and End Dates**

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>START</th>
<th>END</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2018</td>
<td>6/17/2018</td>
<td>8/24/2018</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>8/27/2018</td>
<td>12/21/2018</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>1/14/2019</td>
<td>6/14/2019</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>8/26/2019</td>
<td>12/20/2019</td>
</tr>
<tr>
<td>Spring 2020</td>
<td>1/13/2020</td>
<td>5/3/2020</td>
</tr>
</tbody>
</table>

**RECOMMENDED PLAN OF STUDY**
The following are the courses of study required for completion of the advanced certificate in Behavior Analysis at Touro College. Completion of 10 courses (27 credits) leads to the advanced certificate. Courses will be offered Fall, Spring, and Summer semesters.

**Term 1 (9 credits)**
PSONG 621 - Ethical Considerations in Applied Behavior Analysis (3 cr)
PSONG 629 - Behavior Management and Evidence Based Intervention Strategies (3 cr)
PSONG 723 - Functional Behavioral Assessment, Functional Analysis and Direct Observation (3 cr)

**Term 2 (9 credits)**
PSONG 704 - Assessment and Intervention in Applied Behavior Analysis (3 cr)
PSONG 705 - Research Methods, Measurement and Experimental Evaluation in Applied Behavior Analysis (3 cr)
PSONG 722 - Issues of Cultural and Ethnic Diversity in Behavior Analysis (3 cr)

**Term 3 (10 credits)**
PSONG 708 - Specific Procedures and Populations in Behavior Analysis (3 cr)
PSONG 706 - Topics in Applied Behavior Analysis: Focus on Autism (3 cr)
PSONG 709 - Practicum in Behavior Analysis (1 cr)
PSONG 721 - Maintenance of Client Records in Behavior Analysis (2 cr)

**REQUIREMENTS FOR COMPLETION OF THE BEHAVIOR ANALYSIS PROGRAM**
(Also see general graduation information, pp. 48-49.)

**A. Program:** The program may be completed on a full-time, 1-year schedule (Fall, Spring, and Summer). The program must be completed in the sequences outlined on the respective plan of study.

**B. Grade Point Average:** Students must maintain a B (3.0) grade point average in order to remain matriculated in the program.

**C. Student Professional Behavior:** Students must demonstrate professional academic and work characteristics including ethical and professional conduct. The Touro College and University System Academic Integrity Policy can be found at: [https://www.touro.edu/students/policies/academic-integrity/](https://www.touro.edu/students/policies/academic-integrity/).
DESCRIPTION OF THE PROFESSION
Nursing is an intellectually stimulating and caring profession. To be effective, the practitioner combines the art of caring with the science of nursing. Nursing focuses not only on particular health problems, but on the whole client and his/her response to treatment. Care of the client and a firm base of scientific knowledge are indispensable to nursing practice. Registered Nurses are licensed professionals with all the requisite professional and legal responsibilities that accompany licensure. Those responsibilities include practicing according to the professional standards and ethics and within the laws and regulations that apply to the nursing profession. Registered Nurses are responsible for their own professional practice and for the performance and professional behavior of those they supervise and to whom they delegate aspects of nursing care.
PROGRAM DESCRIPTION
Touro College offers the following programs in Nursing:

B.S. Program
The Bachelor of Science in Nursing prepares students to take advantage of nursing opportunities which continue to expand in New York and throughout the United States. This 4-year, 125-credit bachelor’s degree program provides a foundation in liberal arts and sciences, along with a core health sciences curriculum. This degree is appropriate for those who wish to pursue graduate education in Nursing. Graduates of the program qualify to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

R.N.-to-B.S. Program
The R.N.-to-B.S. program is a 2-year, 61-credit program designed for licensed Registered Nurses who have graduated from accredited Associate’s degree or Diploma Nursing programs. The nurse graduate can apply those credits toward a Bachelor of Science degree at Touro College. Students earning this degree are equipped to pursue graduate education in Nursing.

MISSION AND PHILOSOPHY
Mission of the Nursing Program
The Department of Nursing mission is to prepare qualified nursing professionals who can influence the health care environment and enhance the quality of life for individuals, families and society.

Nursing Program Philosophy and Organizing Framework
The Nursing Program shares the mission and philosophy of the College, which focuses on education, scholarly activity, and service. The Program’s philosophy is dedicated to the pursuit of higher learning grounded in the arts, sciences and humanities.

The faculty ascribes to the core competencies for Nursing and Nursing education identified by the Institute of Medicine (IOM) and the Quality and Safety Education for Nurses (QSEN) project. The curriculum builds on the competencies from the IOM – patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement and informatics, as well as safety. The curriculum plan is logical and sequential, increasing in difficulty and complexity from 1st year to program completion. This model affords the Nursing student the opportunity to engage in lifelong learning and develop within his/her professional, cultural, personal, and social roles.

Nursing is the synthesis of science and art, which addresses health promotion and maintenance across the lifespan and fosters the development of the nurse’s professional identity, integrity and leadership. The practice of patient-centered care includes respect for individual dignity and consideration of cultural and ethical beliefs and values. The nurse advocates for patients and families in ways that promote mutual respect and self-management. Nursing care is provided in collaboration with the patient, the family and members of the health care team. The nurse displays a spirit of inquiry by examining evidence to improve quality of care, promote safety and improve patient outcomes. Nursing judgment is integral to making competent decisions related to the provision of safe and effective nursing care. Effective communication skills using both technological and human means are essential to provide quality nursing care.

Education is an interactive experiential process that involves teacher, learner and the environment with an emphasis on student-centered learning. A variety of educational experiences is essential and allows the learner to integrate knowledge and skills while exhibiting professional comportment. The faculty is responsible for facilitating, maintaining, and evaluating the learning process. Learners are expected to be active inquirers, self-directed, and responsible for their own learning and the evaluation of their educational experiences. Learners move from relative dependence to greater independence in preparation for assuming the professional role and promoting growth as a life-long learner. The curriculum is founded on the philosophical concepts and framework of the Nursing Department and is reviewed each year according to the systematic evaluation plan. This foundation has facilitated learning experience development while providing a platform of stability and consistency across the
curriculum. The faculty has retained a broad philosophy and flexible curriculum framework to support and maintain stability and consistency in a changing healthcare field. The selection and sequence of content in the nursing courses range from simple to complex needs. The students are taught to assess their client's needs using the nursing process.

The philosophical concepts, as operationalized through the organizing framework focus, on patient-centered care and on nursing. Adherence to the nursing process is developed through an educational process emphasizing critical thinking, competence in therapeutic interventions, effective communication, and commitment to professional role development.

The overall goal of the curriculum is to address the challenge of preparing future nurses with the knowledge, skills, and professional comportment necessary to continuously improve the quality and safety of the healthcare systems in which they work.

The philosophy and the mission of the school lead directly to the expected Student Learning Outcomes:

**STUDENT LEARNING OUTCOMES**

Graduates of the Nursing program will be able to:

1. Integrate theories and concepts from the arts and sciences for improved nursing practice.
2. Provide safe, high-quality nursing care using the nursing process applying principles of leadership and management, quality improvement, and patient safety to improve patient outcomes in a variety of healthcare settings.
3. Demonstrate basic knowledge of the research process and integrate sound evidence and clinical decision-making skills to implement high quality patient-centered care.
4. Utilize nursing informatics, telecommunication systems, and other forms of technologies to provide safe and optimal patient care.
5. Demonstrate leadership in professional nursing practice based on the integration of policies affecting health care systems, finance, and regulatory environments.
6. Collaborate effectively with the patient, significant support persons, and the inter-professional health care team to provide the highest standards of patient care.
7. Integrate health promotion and disease-prevention strategies across vulnerable populations and diverse settings to address health disparities and population health.
8. Demonstrate professional values and conduct reflecting the standards of care, the Code of Ethics, the Nurse Practice Act, and social justice.
9. Implement realistic patient-centered plans of care reflecting the variations and complexity of patients across the life span in all environments.

**Program Outcomes**

1. Seventy percent of students who enter the nursing sequence will complete the program.
2. Graduates will pass the NCLEX-RN on their first attempt at a rate equal to or greater than the National NCLEX-RN pass rate for first time candidates.
3. Seventy percent of new graduates who are available for employment will be employed as RNs within one year of graduation.
4. An overall rating of eighty-five percent will be achieved on the graduate satisfaction survey.
ADMISSION REQUIREMENTS AND PROCEDURES
(Also see general admission policies and procedures, pp. 19-21.)

FOR THE B.S. PROGRAM:
Who Should Apply
The Nursing Department encourages applications from individuals interested in becoming Registered Nurses. For high school graduates just starting to think about a career path as well as individuals who have a previous college degree in another field, the field of nursing offers a broad array of options and a wealth of employment opportunities. The B.S. program is designed to prepare students to function as baccalaureate-prepared Registered Nurses, the foundation for advanced education in the field of nursing.

Admission Process and Requirements
The B.S. program and R.N.-B.S. program admit students once a year, in September.

Applicants are encouraged to apply through the general Touro College application.

Currently, the B.S. program enrolls up to 50 students per year. The completed application and supporting documentation should be submitted as early as possible, since admission is competitive, and decisions are made on a rolling basis.

Applicants are evaluated based on information in the application and accompanying materials. Of primary importance in determining an applicant’s suitability for admission are the high school and/or college academic record and NLN-PAX (National League for Nursing Pre-Admission Exam) scores. The applicant’s character, personality, and contribution to school and community life are also factors.

Admissions Requirements
- A completed application accompanied by the application fee.
- Official high school transcript OR a GED certificate and score sheet
- Official transcript(s) of any college-level work completed
- Personal Statement
- Two letters of recommendation
- NLN-PAX (National League for Nursing Pre-Entrance Exam for R.N.) scores sent directly from the NLN.

The following high school or college-level coursework is recommended for admission:
- 1 year of Math
- 1 year of Biology
- 1 year of Chemistry

FOR THE R.N.-to-B.S. PROGRAM:
Who Should Apply
The program encourages applications from current Registered Nurses who graduated from accredited Associate’s-level or Diploma Nursing programs. The R.N.-to-B.S. program grants a baccalaureate degree in Nursing. The program focuses on professional nursing practice and builds on theories of community nursing and leadership. Admitted students may have up to 65 credits of coursework transferred into the R.N.-to-B.S. program.

Admission Process and Requirements
The R.N.-to-B.S. program admits students once a year, in September. Applicants are evaluated based on information in the application and accompanying materials. Of primary importance in determining an applicant’s suitability for admission is the college academic record. The applicant’s character, personality, and contribution to profession and community are also factors.
Admissions Requirements

- A completed application accompanied by the $50 application fee.
- Official transcript(s) indicating completion of Diploma or Associate's-level Nursing program*
- Personal Statement
- Two letters of recommendation
- Current licensure as a Registered Nurse in the State of New York or eligibility for licensure endorsement

*The R.N.-to-B.S. Program is structured so that a minimum of 24 credits of liberal arts courses are needed in transfer from an Associate’s degree program. Students with fewer than 24 transfer credits in liberal arts will be required to take additional liberal arts courses during the program.

FOR ALL PROGRAMS:
Confidentiality
As per Federal regulations, the status of an applicant in the admissions process can be discussed only with the applicant. The program cannot respond to requests for information from concerned family, friends, associates, or other interested parties.

Placement Exams
Admitted students are required to take placement exams in English Composition and Mathematics prior to the start of their first semester.

Admission Contact Information
For more information, contact: 631-665-1600 x 6505, enrollhealth@touro.edu.

TUITION, FEES AND EXPENSES
(Also see general tuition and fees information, p. 22.)

The tuition for the Nursing Program for the 2018-2019 academic year is $13,250 per semester for students taking the recommended sequence of courses.

<table>
<thead>
<tr>
<th>Tuition and fees for the 2018-2019 academic year:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition, per semester (12-18 credits)</td>
<td>$13,250</td>
</tr>
<tr>
<td>Tuition, per credit (less than 12 or more than 18 credits, or for repeated courses)</td>
<td>$1,100</td>
</tr>
<tr>
<td>Program fee, per semester</td>
<td>$500</td>
</tr>
<tr>
<td>Malpractice insurance fee (annually in fall semester)</td>
<td>$85</td>
</tr>
<tr>
<td>Program Equipment fee (incoming students only)</td>
<td>$700</td>
</tr>
</tbody>
</table>

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

Additional fees:

- Upon entering the program: Castle Ranch account set-up ($175.00 as of June 2018 for background check, Mandatory Clinical Form Monitoring, and drug test)
- Upon entering the program, and every two years: mandatory BCLS Certification ($75-80 as of 4/2013)
- When filing for graduation: $200 to Touro College with "Application for Graduation"' by designated due dates
Expenses:
- Textbooks (approximately $200/semester)
- Transportation costs (varies widely by individual)
- Before first clinical semester: uniforms for use in hospitals, agencies, and skills lab (approximately $100)
- Before first clinical semester: Prep-U Testing for nursing courses ($75 as of 4/2013)
- Upon graduation: NCLEX-RN Licensure Application (as of 2/2013: $138)
- Upon graduation: Pearson NCLEX-RN Registration (as of 2/2013: $200)

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>START</th>
<th>END</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018</td>
<td>September 4, 2018</td>
<td>January 18, 2019</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>February 4, 2019</td>
<td>June 14, 2019</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>September 3, 2019</td>
<td>January 10, 2020</td>
</tr>
<tr>
<td>Spring 2020</td>
<td>January 27, 2020</td>
<td>June 26, 2020</td>
</tr>
</tbody>
</table>

RECOMMENDED SEQUENCE OF COURSES FOR THE B.S. PROGRAM

**FALL YEAR I**

<table>
<thead>
<tr>
<th>Course</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLEN 101 English Composition I/GLLN 121 College Writing I</td>
<td>3</td>
</tr>
<tr>
<td>HISN/GHSN History Course</td>
<td>3</td>
</tr>
<tr>
<td>MATN 111/GSMN 130 College Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MATN 120/GSMN 134 Pre-Calculus</td>
<td>3</td>
</tr>
<tr>
<td>PSYN Psychology Course</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

**SPRING YEAR I**

<table>
<thead>
<tr>
<th>Course</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLEN 102 English Composition II/GLLN 122 College Writing II</td>
<td>3</td>
</tr>
<tr>
<td>HISN/GHSN History Course</td>
<td>3</td>
</tr>
<tr>
<td>BIHN 248 Nutrition for Nursing Majors</td>
<td>3</td>
</tr>
<tr>
<td>MATN 261/GSMN 261 Statistics for the Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

**FALL YEAR II**

<table>
<thead>
<tr>
<th>Course</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIHN 120 Human Anatomy &amp; Physiology for Nursing I</td>
<td>4</td>
</tr>
<tr>
<td>LLEN/GLLN Literature Course</td>
<td>3</td>
</tr>
<tr>
<td>MCON/GCON Computer Science Course</td>
<td>3</td>
</tr>
<tr>
<td>SPLN 101 Fundamentals of Speech/GCAN 101 Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

**SPRING YEAR II**

<table>
<thead>
<tr>
<th>Course</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIHN 122 Human Anatomy &amp; Physiology for Nursing II</td>
<td>4</td>
</tr>
<tr>
<td>LLEN/GLLN Literature Course</td>
<td>3</td>
</tr>
<tr>
<td>BIHN 229 Applied Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>SASN/GSON Sociology Course</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

(CONT’D ON NEXT PAGE)
<table>
<thead>
<tr>
<th>FALL YEAR III</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURN 110 Fundamentals of Nursing</td>
<td>7</td>
</tr>
<tr>
<td>NURN 320 Trends in Nursing</td>
<td>2</td>
</tr>
<tr>
<td>BIHN 355 Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NURN 411 Health Assessment and Promotion</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPRING YEAR III</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BIHN 314 Genetics and Genomics</td>
<td>3</td>
</tr>
<tr>
<td>NURN 130 Pharmacology in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURN 200 Medical-Surgical Nursing I</td>
<td>8</td>
</tr>
<tr>
<td>NURN 420 Professional Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>HSBN 201 Community Service</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FALL YEAR IV</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NURN 300 Medical Surgical Nursing II</td>
<td>5</td>
</tr>
<tr>
<td>NURN 330 Mental Health Nursing OR</td>
<td>5</td>
</tr>
<tr>
<td>NURN 310 Maternal Child Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NURN 440 Community Health</td>
<td>3</td>
</tr>
<tr>
<td>NURN 430 Client Education Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPRING YEAR IV</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NURN 301 Medical Surgical Nursing III</td>
<td>5</td>
</tr>
<tr>
<td>NURN 310 Maternal Child Nursing OR</td>
<td>5</td>
</tr>
<tr>
<td>NURN 330 Mental Health Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NURN 410 Populations at Risk</td>
<td>2</td>
</tr>
<tr>
<td>NURN 485 Advanced Leadership</td>
<td>3</td>
</tr>
<tr>
<td>NURN 450 Nursing Research and Evidence-Based Practice</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>
### RECOMMENDED SEQUENCE OF COURSES FOR THE RN-BS PROGRAM

<table>
<thead>
<tr>
<th><strong>FALL I</strong></th>
<th><strong>CREDITS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>BIHN 355 Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>LLEN 102 English Composition II/GLLN 122 College Writing II</td>
<td>3</td>
</tr>
<tr>
<td>NURN 411 Health Assessment and Promotion</td>
<td>4</td>
</tr>
<tr>
<td>NURN 430 Client Education Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>NURN 440 Community Health</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SPRING I</strong></th>
<th><strong>CREDITS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>BIHN 314 Genetics and Genomics</td>
<td>3</td>
</tr>
<tr>
<td>NURN 410 Populations at Risk</td>
<td>2</td>
</tr>
<tr>
<td>NURN 420 Professional Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURN 450 Nursing Research and Evidence-Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURN 485 Advanced Leadership</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>FALL II</strong></th>
<th><strong>CREDITS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>SASN/GSON Sociology Course</td>
<td>3</td>
</tr>
<tr>
<td>HISN/GHSN History Course</td>
<td>3</td>
</tr>
<tr>
<td>HSBN 201 Community Service</td>
<td>1</td>
</tr>
<tr>
<td>LLEN/GLLN Literature Course</td>
<td>3</td>
</tr>
<tr>
<td>MATN/GSMN 111 College Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Elective Liberal Arts Course</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SPRING II</strong></th>
<th><strong>CREDITS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>HISN/GHSN History Course</td>
<td>3</td>
</tr>
<tr>
<td>LLEN/GLLN Literature Course</td>
<td>3</td>
</tr>
<tr>
<td>MATN/GSMN 261 Statistics for the Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>MCON 140/GCON 120 Computer Concepts/Fundamentals of Computers w/ Micro Apps</td>
<td>3</td>
</tr>
<tr>
<td>Elective Liberal Arts Course</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

| **CREDITS EARNED IN AAS OR DIPLOMA PROGRAM** | **65** |
| **TOTAL NURSING CREDITS**               | **21** |
| **TOTAL LIBERAL ARTS CREDITS**          | **39** |
| **COMMUNITY SERVICE CREDIT**            | **1**  |
| **TOTAL CREDITS IN PROGRAM**            | **126** |

**AFFILIATIONS**

Touro College’s Nursing program is affiliated with some of the top hospitals and medical centers in New York. Our students participate in clinical experiences at these facilities, many leading to permanent placements.
GRADUATION REQUIREMENTS
(Also see general graduation information, pp. 48-49.)

- Students must complete all Nursing courses with a grade of B- or better.*
- Students must achieve a cumulative GPA of 2.75 or better.
- Students must complete HS 201 (Independent Study-Community Service) according to the requirements of the Department.
- Students must take at least one course in residence at the Manhattan main campus to meet the residency requirement of Touro College.
- During each of the last two semesters of the program, students must meet with their Nursing faculty advisors for graduation conferences to review their progress toward meeting graduation requirements.
- After the graduation conference, the student must complete the "Application for Graduation" and the "Major or Concentration" forms and submit them to the Office of the Registrar by the appropriate deadline, together with the graduation fee.

*Be aware that repeating a Nursing course in which a grade of C+ through D- was received may result in the student not receiving financial aid for that course. NURN 400-level courses are not under this rule. They must be passed according to Touro Policy for minimum passing grade to continue, while maintaining a cumulative program GPA of 2.5.

Familiarity with and completion of requirements for graduation are the responsibility of the student. Students are responsible for filing appropriate forms with the Registrar by posted deadlines. Graduates of the program qualify to take the NCLEX-RN which is administered by the states and territories of the United States.

GRADE REQUIREMENTS FOR PROGRESSION IN THE PROGRAM
All NURN courses must be passed with a final course grade of “B-” in the BS Program while maintaining a cumulative program GPA of 2.75.

The Nursing Clinical Laboratory and Nursing Skills Laboratory are graded Pass/Fail (“P/F”). A failure in either Nursing Clinical Laboratory or Nursing Skills Laboratory will result in the grade of “F” in the Nursing course, irrespective of the average grade on written examinations and/or quizzes.
OCCUPATIONAL THERAPY DEPARTMENT

Stephanie Dapice Wong, DPT, PT, OTR/L, CAPS, Department Chairperson and Director, Occupational Therapy Program
Tara Casimano, Ph.D., OT/L, Associate Director, Bay Shore campus
Elizabeth Chiariello, Ph.D., OTR/L, Associate Director, Manhattan campus

DESCRIPTION OF THE PROFESSION

Occupational therapists are health care professionals who use goal-specific, personally-meaningful activities to promote and restore physical and mental health of people of all ages. The word “occupation” refers to the daily activities that “occupy” an individual’s time, including self-care, work, and leisure. Occupational therapy builds skills necessary for participation in the activities of daily life. Occupational therapists are vital members of the health care team who collaborate with the client as well as a broad range of professionals, paraprofessionals, community resources, entities and client family members.

It is a central principle of occupational therapy that people have an active role in creating and mastering the environment through a dynamic relationship involving engagement in meaningful occupation appropriate to one’s age and socio-cultural context. Occupational therapists provide their clients with creative and adaptive skills in order to facilitate life roles and adapt to environmental challenges with dignity.

The profession of occupational therapy offers a diverse, interesting, and rewarding career. Occupational therapists work in mental health, pediatrics, gerontology, physical disabilities, and many other areas such as hand rehabilitation, drug and alcohol abuse, and vocational rehabilitation. Career opportunities abound for occupational therapists in hospitals, public and private schools, rehabilitation centers, nursing homes, and home health programs. Experienced therapists also may become private practitioners or choose to work in business and industrial settings. In addition to clinical practice, occupational therapists may choose to become involved in administration, education, or research.
BSHS/MSOT OCCUPATIONAL THERAPY PROGRAM
The Occupational Therapy programs offer a three-year curriculum leading to the dual degrees, Bachelor of Science in Health Sciences (B.S.H.S.) and Master of Science in Occupational Therapy (M.S.O.T.). The program is offered at two campuses:

- Classes at the Bay Shore campus begin in August (fall semester) of each year and are presented in six sequential academic semesters. Fieldwork is incorporated by way of three strategically-placed full-time clinical experiences during the three-year commitment.
- Classes at the Manhattan campus begin in February (spring semester) and follow the same six sequential academic semesters and fieldwork plan.

(See pp. 14-18 for information about campus locations and transportation.)

EXTENDED-STUDY OPTION
The Touro College OT curriculum is typically completed in three years of study. Under certain circumstances, a limited number of students are permitted to complete the OT curriculum in 4 or 5 years of extended study. The extended-study option reduces the number of courses taken simultaneously for a portion of the curriculum and extends the duration of study. Extended-study students are required to enroll in the full course load for the final year of the curriculum. A request to be considered for the extended-study option should either be made in writing at the time of application or discussed with the student’s Academic Advisor once in the program.

Students should be aware that their tuition and/or financial aid status may be affected by electing this option, and are encouraged to seek advisement from the Touro College Financial Aid Office, as well as from the Occupational Therapy Program.

ACCREDITATION
The Occupational Therapy Program is registered with the New York State Education Department and accredited by the Accreditation Council for Occupational Therapy Education (ACOTE), 4720 Montgomery Lane, Suite 200, Bethesda, MD. 20814-3449, (301) 652-2682, www.acoteonline.org.

FIELDWORK EXPERIENCE: BSHS/MSOT PROGRAM
Clinical Fieldwork experience is an integral part of the student’s occupational therapy education at Touro College. It provides students with opportunities to practice new skills, observe client/patient behavior, model practice after master clinicians, and explore the application of didactic and theoretical knowledge acquired in the classroom. Clinical Fieldwork is integrated throughout the curriculum and must be completed in the established sequence. Level I fieldwork consists of six site visits to clinical settings. These visits are intended as preliminary exposure and exploration opportunities. Time for Level I fieldwork is built into the student’s schedule. Level II fieldwork is a full-time placement in a clinical setting under the supervision of an experienced occupational therapist. Level II fieldwork is generally either twelve (OT 302 and 402) or eight (OT 602) weeks full-time in a single site, although special alternative placements may be arranged from time to time. Students on Level II fieldwork develop skills to perform as entering professionals, abiding by the legal, ethical, procedural standards and assigned schedule of the center, the profession, and the school. Students are placed in one of the many facilities and centers with which Touro has a clinical contract.

Students are assigned to fieldwork placements that are selected from our pool of available fieldwork centers. Placement may be at local or distant out-of-town sites. Students may encounter additional expenses for uniform, travel, housing, and meal expenses involved in fieldwork assignments. Students should expect to be commuters or residential boarders for each of their fieldwork assignments and to have transportation arrangements in place that will allow for full and punctual participation in all academic and/or fieldwork experiences scheduled throughout the Occupational Therapy Program.
OCCUPATIONAL THERAPY VISION, MISSION, AND OUTCOMES

Touro College Occupational Therapy Department Vision Statement
The Touro College Occupational Therapy Department provides a supportive, learner-centered environment for academic rigor and integrity driven by scholarship and enhanced by practice. The aim is to be widely recognized for excellence in faculty and graduates who contribute to the profession and the occupational wellbeing of people in our communities, through service, leadership, scholarship, and the bridging of academics and clinical care in occupational therapy professional practice.

Touro College Occupational Therapy Department Mission Statement
The mission of the Touro College Occupational Therapy Department is to foster and guide the development of occupational therapy professionals who uphold the occupational-centered tenets of the profession as well as ethical and humanistic ideals that are consistent with Judaic principles. Faculty and graduates apply these principles to positively impact health care, the profession of OT, the communities, and people in need. The Occupational Therapy Department is committed to promoting personal growth and intellectual inquiry in students and faculty.

Departmental Outcomes
1. To promote academic rigor and integrity in occupational therapy education.
2. To recruit and retain high-caliber students who will be competent and ethical professionals and will positively impact health care in their communities.
3. To promote faculty excellence in instruction, intellectual accomplishments, scholarship, service, and professional development.
4. To enhance community relationships while broadening the understanding of occupational therapy through collaborative efforts and community service.

TECHNICAL STANDARDS
Students enrolled in Occupational Therapy Department programs are expected to have the abilities and skills necessary to complete the educational goals of the program. These standards define the behavioral, professional and psychological standards that a student must possess to participate in and complete a program of study in the Occupational Therapy Department. The following is a list of the technical, or essential, skills required:

I. Motor Skills
   a. Possess sufficient motor function to elicit information from patients while carrying out evaluation procedures.
   b. Execute motor movements reasonably required to provide occupational therapy services. This includes the occupational strength to perform cardiopulmonary resuscitation, lift and transfer patients, and stand for long periods of time.

II. Communication Skills
   a. Communicate in oral and written English effectively and appropriately.
   b. Engage in non-verbal communication effectively.
   c. Acquire information through classroom instruction, clinical experiences, independent learning, and consultation.
   d. Complete reading assignments, search for and evaluate the literature required for learning within the academic and clinical environments.

III. Intellectual/Conceptual, Integrative and Qualitative Skills
   a. Use computers for searching, recording, storing, and retrieving information.
   b. Comprehend three-dimensional relationships and understand spatial relationships.
   c. Measure, calculate, reason, analyze, and synthesize information.
d. Effectively apply knowledge and skills gained from academic experiences in clinical situations.

IV. **Sensory/Observational Skills**
   a. Observe demonstrations and participate appropriately during laboratory and clinical experiences as required by the curriculum.
   b. Tolerate close physical contact with patients. Tolerate manipulation of his/her body by students and/or faculty for instructional purposes.
   c. Recognize emergency signals.

V. **Behavioral/Social Skills and Professionalism**
   a. Demonstrate attributes of empathy, integrity, concern for others, interpersonal skills, interest, tolerance for differences, and motivation (assessed during admissions and throughout OT education).
   b. Possess the emotional well-being required for use of his/her intellectual abilities.
   c. Exercise sound judgment.
   d. Demonstrate prompt completion of all responsibilities and the development of mature, sensitive, and effective relationships.
   e. Adapt to ever-changing environments, display flexibility, and learn to function in the face of uncertainties and stresses which are inherent in the education process as well as the clinical problems of patients.
   f. Be assertive, delegate responsibilities appropriately, and function as part of a treatment team.
   g. Possess the organizational skills necessary to meet deadlines and manage time.
   h. Respond appropriately to emergency situations.

ADMISSION REQUIREMENTS AND PROCEDURES
(Also see general admission policies and procedures in this catalog, pp. 19-21.)

Application for Admission
The Occupational Therapy Program invites the submission of applications through the Occupational Therapy Centralized Application Service (OTCAS). Applicants apply online by visiting [https://portal.otcas.org/](https://portal.otcas.org/).

Application Deadlines and Important Dates
The Occupational Therapy Department offers the BS/MS Occupational Therapy Program in two New York locations: The Bay Shore campus in western Suffolk County on Long Island and the Manhattan Main Campus. There are two separate admission cycles for application, depending on your choice of location:

<table>
<thead>
<tr>
<th>Application Deadline</th>
<th>Bay Shore Campus</th>
<th>Manhattan Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 1st</td>
<td>Please submit the completed application and all supporting documents by the application deadline. Applications received after the deadline may be considered after all applications received by the deadline have been processed and if places in the entering class are still available.</td>
<td>September 1st</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Orientation</th>
<th>All new students are expected to attend a full-day orientation, usually held on the Thursday in August prior to the date classes begin.</th>
<th>All new students are expected to attend a full-day orientation, usually held the Thursday in late January or early February prior to the date classes begin.</th>
</tr>
</thead>
</table>

| Classes start        | Late August                                     | Early February                                  |
Admission requirements
Prerequisites:
Satisfactory completion of 60 transferable credits in liberal arts and sciences is required, and these credits must include 36 credits in the specific subject prerequisites listed below. Only coursework completed with a grade of “C” or better can be accepted as prerequisites. No more than 15 prerequisite credits in total, and no more than 4 credits in prerequisite laboratory sciences, may be outstanding at the time of application. All outstanding prerequisites must be scheduled to be completed before the first day of classes at the OT program location where the student will be attending. Science courses completed more than 10 years prior to application are not accepted as prerequisites.

Prerequisite courses are as follows:

- 8 credits Biology (Biology I and II, or Anatomy & Physiology I and II) with labs, offered through a Biology department and designed for science majors;
- 4 credits Chemistry or Physics, with labs, and designed for science majors;
- 9 credits Psychology including: General Psychology, Abnormal Psychology, and Growth and Development covering the lifespan from early childhood to adulthood. (The lifespan requirement can be fulfilled with more than one course);
- 3 credits Introduction to Sociology;
- 6 credits English Composition and/or English Literature;
- 3 credits Mathematics (algebra level or above; pre-calculus recommended);
- 3 credits Statistics (NOT Business Statistics);
- 24 additional credits in liberal arts and sciences. (There is a cap of 12 credits per subject area, such as history, that can be counted toward the additional 24 credits of liberal arts and sciences.)

Additional requirements:
(Also see general admission requirements, pp. 19-21.)

- A minimum cumulative GPA of 3.0 and a minimum science GPA of 3.0 are required. Decisions regarding admission to the program are based on a rigorous and competitive review process. Meeting only minimum requirements cannot guarantee selection for an interview or admission to the program.
- Official score reports for either the SAT, ACT, or GRE.
- Documentation of completion of 40 hours of volunteer experience under the supervision of a licensed occupational therapist, completed within the last 3 years. Volunteer hours must be complete and verified on the OT Volunteer Hours form (available on the OTCAS website at the time of application) for an application to be eligible for review by the OT Admissions Committee. Volunteer experience with more than one type of setting or population is strongly recommended.
- Two written recommendations on the required reference form (available on the OTCAS website at the time of application), obtained no more than 3 years prior to application. One reference should be from a licensed occupational therapist and one from a professional and/or academic source.
- A personal statement (no more than 500 words) must be submitted with the application through OTCAS application:
  - Your personal statement should address why you selected occupational therapy as a career and how an OT degree relates to your immediate and long-term professional goals. Describe how your personal, educational, and professional background will help you to achieve your goals.
- Accepted students must provide, no later than the date of orientation, evidence of completion of initial training and/or re-certification in CPR (pediatric and adult preferred; online certification is not acceptable; Basic-Life-Support or Professional Rescuer is suggested).

Selection Process
The Occupational Therapy Admissions Committee evaluates applications, selects qualified candidates for an on-campus interview, and makes decisions regarding admission to the program based on a rigorous and competitive review process. Therefore, meeting only minimum requirements cannot guarantee selection for an interview or admission to the program.
Candidates who are selected for an on-campus interview will be asked to produce a spontaneous writing sample during their interview visit.

Applicants are informed in writing of the Occupational Therapy Admissions Committee’s decision. If offered a place in the OT program, the applicant is required to pay a non-refundable deposit to confirm his/her intention to attend. Deposits are not transferable between campuses.

Applicants who do not meet the minimum requirements for admission may petition the OT Admissions Committee for consideration of special circumstances. The petition must be made in writing at the time of application and should be sent to the School of Health Sciences Office of Admissions. It must clearly explain extenuating circumstances that have prevented the applicant from meeting the requirements, and describe elements of the applicant’s background that would indicate the potential for success in the program. Admission decisions regarding students who have not met established admission requirements are based on the student’s petition, application, interview and other supporting documents required as part of the application process.

Please note: Students with previous occupational therapy experience or courses are not exempt from satisfying all admission requirements and completing all courses in the BSHS/MSOT degree program.

For information, contact:
Office of Admissions – OT Program
School of Health Sciences
Touro College
1700 Union Boulevard, Bay Shore, N.Y. 11706
(866) TOURO-4-U
Enrollhealth@touro.edu

OT TUITION, FEES AND EXPENSES
(Also see general tuition and fees information, p. 22.)

The majority of students attend the OT Program on a full-time basis. This requires a major commitment of both time and resources. Tuition and fees for the 2018-2019 academic year:

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time tuition per semester (12 or more credits)</td>
<td>$15,229</td>
</tr>
<tr>
<td>Extended study program (per credit fee)</td>
<td>896</td>
</tr>
<tr>
<td>Per credit tuition (less than 12 credits, other than extended study)</td>
<td>1,375</td>
</tr>
<tr>
<td>Tuition deposit (non-refundable, applied to 1st semester tuition)</td>
<td>1,000</td>
</tr>
<tr>
<td>Administrative fee (per semester)</td>
<td>100</td>
</tr>
<tr>
<td>Student Activity fee (per year)</td>
<td>300</td>
</tr>
<tr>
<td>Clinical rotation fee (per year)</td>
<td>200</td>
</tr>
<tr>
<td>Technology fee (per semester)</td>
<td>100</td>
</tr>
<tr>
<td>Program Equipment fee (incoming students only)</td>
<td>750</td>
</tr>
</tbody>
</table>

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

Students should obtain updated tuition and fees information at the time of their inquiry or application for admission to the program.
Students are encouraged to meet with the Financial Aid Counselor early in the application process to plan for the following added expenses:

- Additional fees that may be charged to cover student manuals and educational packets. Fees may vary by semester.
- Annual personal expenses for books, travel to school and fieldwork assignments, housing, food, uniforms, supplies, and other items – these will vary greatly from individual to individual.
- Travel plus room and board for fieldwork placements for students who travel to out-of-town facilities.
- All OT students are required to be covered by health insurance for the duration of the program.
- Students preparing for graduation from the Occupational Therapy program should anticipate expenses up to $1,000 in order to cover such items as: graduation fee, licensure applications and fees, and certification examination fees.

### SEMESTER START AND END DATES

<table>
<thead>
<tr>
<th></th>
<th>Semester</th>
<th>Level</th>
<th>First day of classes</th>
<th>Last Day of Classes</th>
<th>First day of finals</th>
<th>Last day of finals</th>
<th>First day of clinicals</th>
<th>Last day of clinicals</th>
<th>Semester End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bay Shore campus</strong></td>
<td>Fall 2018</td>
<td>300</td>
<td>8/27/2018</td>
<td>12/17/2018</td>
<td>12/17/2018</td>
<td>12/21/2018</td>
<td>N/A</td>
<td>N/A</td>
<td>12/21/2018</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>400</td>
<td>8/27/2018</td>
<td>12/17/2018</td>
<td>12/17/2018</td>
<td>12/21/2018</td>
<td>N/A</td>
<td>N/A</td>
<td>12/21/2018</td>
<td></td>
</tr>
<tr>
<td>Fall 2018</td>
<td>600</td>
<td>8/27/2018</td>
<td>12/17/2018</td>
<td>12/17/2018</td>
<td>12/21/2018</td>
<td>N/A</td>
<td>N/A</td>
<td>12/21/2018</td>
<td></td>
</tr>
<tr>
<td>Fall/Sum 2018</td>
<td>600</td>
<td>7/5/2018</td>
<td>10/13/2018</td>
<td>N/A</td>
<td>N/A</td>
<td>10/15/2018</td>
<td>1/25/2019</td>
<td>1/25/2019</td>
<td></td>
</tr>
<tr>
<td><strong>Bay Shore campus</strong></td>
<td>Fall 2019</td>
<td>300</td>
<td>8/26/2019</td>
<td>12/13/2019</td>
<td>12/16/2019</td>
<td>12/20/2019</td>
<td>N/A</td>
<td>N/A</td>
<td>12/20/2019</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>400</td>
<td>8/26/2019</td>
<td>12/13/2019</td>
<td>12/16/2019</td>
<td>12/20/2019</td>
<td>N/A</td>
<td>N/A</td>
<td>12/20/2019</td>
<td></td>
</tr>
<tr>
<td>Fall 2019</td>
<td>600</td>
<td>8/26/2019</td>
<td>12/13/2019</td>
<td>12/16/2019</td>
<td>12/20/2019</td>
<td>N/A</td>
<td>N/A</td>
<td>12/20/2019</td>
<td></td>
</tr>
<tr>
<td>Fall/Sum 2019</td>
<td>600</td>
<td>7/1/2019</td>
<td>10/25/2019</td>
<td>N/A</td>
<td>N/A</td>
<td>10/28/2019</td>
<td>1/10/2020</td>
<td>1/10/2020</td>
<td></td>
</tr>
<tr>
<td>Spring 2020</td>
<td>600</td>
<td>1/22/2020</td>
<td>4/17/2020</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>6/26/2020</td>
<td>6/26/2020</td>
<td></td>
</tr>
<tr>
<td><strong>Manhattan campus</strong></td>
<td>Spring 2020</td>
<td>300</td>
<td>2/3/2020</td>
<td>6/12/2020</td>
<td>6/15/2020</td>
<td>6/26/2020</td>
<td>N/A</td>
<td>N/A</td>
<td>6/26/2020</td>
</tr>
</tbody>
</table>

### OCCUPATIONAL THERAPY CURRICULUM

The OT curriculum identifies four core threads, with each one serving to generate program goals and student learning outcomes. The core curricular threads, *(A) The Art and Science of Occupation, (B) Professional Ethics and Responsibilities, (C) Occupational Therapy Theory and Practice, (D) Scholarly Practice,* are laced through the three
curricular developmental levels - foundational, skill development, and the final enrichment level. Clearly-stated program goals support attainment of the occupational therapy department mission and are reflected in the intended learning outcomes for graduates. The core curriculum learning outcomes reflect the intention that graduates of the program will become competent occupational therapy practitioners who are educated as generalists with exposure to the breadth of OT delivery models and systems in traditional, specialty, as well as emerging areas of practice.

The occupational therapy curriculum is structured to assist the student in synthesizing concepts, to promote growth in professional attitudes and interpersonal skills, and to foster the development of skills in implementation of service provision. The 10 Core Curriculum Learning Outcomes as described below may be the focus of one or more courses. If not the major focus of the course, the core threads will be at minimum an element of each level of the curriculum.

The Core Curriculum Threads, program goals, and learning outcomes (rev 2014) are as follows:

**Core Curriculum Thread A: The Art and Science of Occupation**

**Program Goal:** To prepare OT practitioners with expertise in the art and science of human occupation throughout the lifespan.

**Core Curriculum Learning Outcomes:**
It is intended that graduates will implement occupational therapy practice with the ability to:

I. Synthesize the science of human occupation with the artistry of occupation as a therapeutic agent of change.

II. Create opportunities to promote health and justice through participation and engagement in purposeful and meaningful occupation within a variety of contexts and cultures.

**Core Curriculum Thread B: Professional Ethics and Responsibilities**

**Program Goal:** To prepare OT practitioners who can positively impact health care, the profession of OT, communities, and individuals from diverse and underserved populations in a manner governed by values, ethics, responsibility, respect and in keeping with the Judaic principles reflected in the mission of the College.

**Core Curriculum Learning Outcomes:**
It is intended that graduates will implement occupational therapy practice with the ability to:

III. Apply ethics and values in keeping with the philosophies and standards of the profession, regulations, and respect for individual dignity and diversity.

IV. Apply activism, advocacy, and foresight to the varied roles of the occupational therapist in traditional and emerging areas of practice.

V. Apply effective and sensitive communication, collaboration, and administration strategies with diverse populations, cultures, and professions (including OTA), within various service delivery models, and through a range of media.

**Core Curriculum Thread C: Occupational Therapy Theory and Practice**

**Program Goal:** To prepare OT practitioners with a sound theoretical and practical foundation required for entry-level competence in formulation and implementation of client-centered, occupation-based evaluation and intervention in varied practice settings, across the lifespan.

**Core Curriculum Learning Outcomes:**
It is intended that graduates will implement occupational therapy practice with the ability to:

VI. Apply knowledge, theories, and practice models of occupational therapy to client-centered evaluation, intervention formulation and implementation.
VII. Apply the knowledge of structure, function, and development of the human body and mind, integrated with the human spirit, to achieve outcomes related to occupational performance with populations that are well and with disabilities.

VIII. Select, analyze, and adapt preparatory methods, occupations and activities, incorporating therapeutic use of self, to optimize skills for client-centered occupational performance and participation.

Core Curriculum Thread D: Scholarly Practices

Program Goal: To prepare OT practitioners skilled in use and application of scholarship to support best practice.

Core Curriculum Learning Outcomes:
It is intended that graduates will implement occupational therapy practice with the ability to:

IX. Critically appraise and participate in scholarly activities required for evidence-based practice, program evaluation, quality improvement, and professional development.

X. Seek out, acquire, and reflect on knowledge and skills to enable lifelong enhancement of learning, professional competence, and quality.

COURSE SEQUENCE

There are three levels to the OT curriculum. The first level of the OT curriculum (300-level courses) is the Foundational Level. The second level (400-level courses) is referred to as the Skill Development Level. The third level of the curriculum (600-level courses) is the Enrichment Level.

The Foundation Level of the OT curriculum (300-level courses)
The first level of study includes all 300-level courses, which provide the foundational curriculum. Students begin to develop knowledge of occupations, body functions, and disability upon which the curriculum builds. Students begin affective and practical development that is an integral part of practice through the first level curriculum and through the first level I and II mental health fieldwork.

The Skill Development Level of the OT curriculum (400-level courses)
Having completed the foundational courses, the students enter the 400-level courses, which are the skill development phase of the curriculum. Students learn about conditions that effect engagement and participation in occupation throughout the lifespan. Students take courses that prepare them to work with children, youth, adults, and older adults in physical and mental health practice settings. The second level of the curriculum culminates in the completion of the second level I and level II fieldwork experiences in physical rehabilitation. Students begin to develop scientific inquiry and scholarship skills through the first of a four-part research-and-design series of courses.

The Enrichment Level of the OT curriculum (600-level courses)
The third and final phase of the curriculum is designed to enrich the knowledge, skill, and affect that students develop through the curriculum. Students have developed entry-level practice skills with diverse populations. Students take on increased responsibility in their role as learner. The third year allows choice in courses, and stresses reflective inquiry, written and oral communication, research, analysis, and reasoning. The third level of study culminates in the third level I and level II fieldwork experiences in a specialty area of practice for 8 weeks.
## RECOMMENDED SEQUENCE OF COURSES FOR FULL-TIME ENROLLMENT

<table>
<thead>
<tr>
<th>Semester</th>
<th>COURSE</th>
<th>COURSE CREDIT</th>
<th>CO-REQUISITE COURSE(S)</th>
<th>PRE-REQUISITE(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>HSBN 304/305: Human Gross Anatomy</td>
<td>7</td>
<td>HS301</td>
<td>Admission prerequisites</td>
</tr>
<tr>
<td></td>
<td>HSBN 301: Physiology</td>
<td>5</td>
<td>HS304/305</td>
<td>Admission prerequisites</td>
</tr>
<tr>
<td></td>
<td>OTHN 330: Psychosocial Studies &amp; Group Process I</td>
<td>3</td>
<td>Admission prerequisites</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OTHN 371: Introduction to OT</td>
<td>3</td>
<td>Admission prerequisites</td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>HSBN 390: Neuroscience</td>
<td>4</td>
<td>HS304/305, HS301</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OTHN 323: Occupation Across the Lifespan</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>OTHN 331: Psychosocial Studies/Group Process II*</td>
<td>3</td>
<td>OT330</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OTHN 335: Substance Abuse Seminar</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>HSBN 352 Kinesiology</td>
<td>4</td>
<td>HS304/305, HS301</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OTHN 376: Foundations of Occupational Therapy</td>
<td>3</td>
<td>OT371</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OTHN 380: Professional Journey I</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fieldwork</td>
<td>OTHN 302: Level II fieldwork &amp; Seminar (12 weeks in a psychosocial setting). All other 300 level courses must be successfully completed for clearance to begin FW.</td>
<td>3</td>
<td>*OT331 must immediately precede OT302</td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>HSBN 440: Human Conditions and Impact on Occupation I</td>
<td>3</td>
<td>OT302</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OTHN 415: Pediatrics</td>
<td>3</td>
<td>OT470, OT302</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OTHN 460: Prosthetics and Orthotics</td>
<td>3</td>
<td>OT302</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OTHN 470: OT Theory and Practice: Pediatrics</td>
<td>4</td>
<td>OT415, OT302</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OTHN 475: OT Theory and Practice: Physical Disabilities I</td>
<td>3</td>
<td>HS440 (Co- or pre-requisite), OT302</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OTHN 495: Research Design &amp; Statistics I</td>
<td>2</td>
<td>OT302</td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td>HBNS 441: Human Conditions and Impact on Occupation II</td>
<td>2</td>
<td>OT302, HS440</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HSBN 447: Health Promotion/Patient and Professional Education</td>
<td>2</td>
<td>OT302</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OTHN 405: Gerontology</td>
<td>2</td>
<td>OT302, OT475</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OTHN 465: Rehabilitation Design</td>
<td>2</td>
<td>OT302</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OTHN 476: OT Theory and Practice: Physical Disabilities II*</td>
<td>3</td>
<td>HS441 (co- or pre-requisite), OT302</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OTHN 480: Professional Journey II</td>
<td>1</td>
<td>OT380</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OTHN 496: Research Design &amp; Statistics II</td>
<td>2</td>
<td>OT495</td>
<td></td>
</tr>
<tr>
<td>Fieldwork</td>
<td>OTHN 402: Level II fieldwork and seminar (12 weeks in adult physical disability setting). All other 400 level courses must be successfully completed for clearance to begin FW.</td>
<td>3</td>
<td>*OT476 must immediately precede OT402</td>
<td></td>
</tr>
<tr>
<td>V</td>
<td>HSBN 651: Administration/Health Care Delivery</td>
<td>2</td>
<td>OT640</td>
<td>OT402</td>
</tr>
<tr>
<td>OTHN 640: Current Trends in Occupational Therapy Practice</td>
<td>2</td>
<td>HS651</td>
<td>OT402</td>
<td></td>
</tr>
<tr>
<td><strong>Choice of two</strong>:</td>
<td></td>
<td></td>
<td>OT402</td>
<td></td>
</tr>
<tr>
<td>OTHN 660 Advanced Clinical Neurology</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OTHN 661 Cognitive Rehabilitation</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OTHN 662 Vocational Readiness</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OTHN 663 Advanced Clinical Orthopedics</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OTHN 664 Occupational Therapy Practice in Schools</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OTHN 665 Vision, Perception, and Cognition</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OTHN 670 Advanced Activity Analysis and Synthesis</td>
<td>3</td>
<td></td>
<td>OT402</td>
<td></td>
</tr>
<tr>
<td>OTHN 675 (Manhattan Campus): Advanced OT Theory &amp; Practice ***</td>
<td>3</td>
<td></td>
<td>OT402</td>
<td></td>
</tr>
<tr>
<td>OTHN 695: Research I</td>
<td>3</td>
<td></td>
<td>OT496, OT402</td>
<td></td>
</tr>
<tr>
<td>VI (10-week semester)</td>
<td>OTHN 649: Graduate Independent Study</td>
<td>1</td>
<td>Dictated by content of course</td>
<td></td>
</tr>
<tr>
<td><strong>OTHN 650 Specialty Seminar</strong> (select one)**</td>
<td></td>
<td></td>
<td>OT402</td>
<td></td>
</tr>
<tr>
<td>Hand Therapy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School-Based</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gerontology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult Rehabilitation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pediatrics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pediatric Rehabilitation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developmental Disabilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult Psychosocial Rehabilitation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Psychosocial Rehabilitation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Population-Based Practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OTHN 655: Advanced Clinical Reasoning</td>
<td>3</td>
<td></td>
<td>OT402</td>
<td></td>
</tr>
<tr>
<td>OTHN 675 (Bay Shore Campus): Advanced OT Theory &amp; Practice ***</td>
<td>3</td>
<td></td>
<td>OT402</td>
<td></td>
</tr>
<tr>
<td>OTHN 696: Research II</td>
<td>3</td>
<td></td>
<td>OT695</td>
<td></td>
</tr>
<tr>
<td>Fieldwork</td>
<td>OTHN 602: Advanced fieldwork elective (8 weeks full-time in elective area). All other 600 level courses must be successfully completed for clearance to begin FW.</td>
<td>2</td>
<td>OT402</td>
<td></td>
</tr>
<tr>
<td>OPEN</td>
<td>HSBN 668: Community Service or OTHN 385: Service Learning in Elder Care</td>
<td>1</td>
<td>1st semester coursework</td>
<td></td>
</tr>
</tbody>
</table>

*OTHN 331 must immediately precede OTHN 302.
OTHN 476 must immediately precede OTHN 402.

**OTHN 650 Availability determined by enrollment. Topics will vary, and potential topics include, but are not limited to, those listed.

***OTHN 675 Offered in semester V on the Manhattan campus and in semester VI on the Bay Shore campus.
<table>
<thead>
<tr>
<th>Program Totals for BSHS/MSOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total prerequisite credits</td>
</tr>
<tr>
<td>Total Touro OT undergraduate credits</td>
</tr>
<tr>
<td>Total Touro OT graduate credits</td>
</tr>
<tr>
<td>Total credits for Community Service requirement</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
</tr>
</tbody>
</table>

**CERTIFICATION AND LICENSURE**

Students graduating from programs accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) in occupational therapy are eligible to take the occupational therapy certification examination, which is administered by the National Board for Certification in Occupational Therapy, Inc. (NBCOT). Presently, the examination is given “on demand” at a number of locations. The exam also serves as the state licensing examination for most states. Students must apply separately for licensure. A professional license is generally obtained in the state in which the student plans to practice. The New York State Education Department licenses occupational therapists to practice in New York. Students who have completed all requirements for their degrees but have not yet graduated may, in some cases, practice under supervision with a Limited Permit. Receipt of a license or permit requires proof of program completion, satisfactory character and citizenship, and submission with payment of all the appropriate forms.

NBCOT and the New York State Department of Education Office of Professional Licensing are official bodies established to protect consumers of occupational therapy. Students with a criminal record should contact both NBCOT and the Department of Education prior to commencing study to ensure that practicing as an OT after graduation will be possible.
PHYSICAL THERAPY DEPARTMENT

Jill Horbacewicz, PT, Ph.D., Department Chairperson

DOCTOR OF PHYSICAL THERAPY (DPT) PROGRAM
Jill Horbacewicz, PT, Ph.D., Program Director
Robert Troiano, PT, DPT, CHT, Associate Director, Bay Shore campus
Laura Hagan PT, DPT, MS, Associate Director, Manhattan campus

DESCRIPTION OF THE PROFESSION
Physical therapy is a rewarding and challenging career for individuals interested in patient care. Physical therapists work toward the restoration of function and the elimination of disability in individuals of all ages who have physical dysfunction due to illness or accident, or who were born with impairment. As an integral member of the health care team, the physical therapist is a skilled practitioner who evaluates patient status, plans, organizes, and directs patient-care programs and develops preventive programs for all populations.

Physical therapists work clinically in hospitals, rehabilitation centers, nursing homes, community and public health wellness centers, individual homes, private practices, industrial facilities, and for professional sports teams. The physical therapist may also assume a variety of other roles, such as educator in colleges and universities, researcher in educational or clinical settings, advocate for patients and/or professionals, public health planner, or ergonomic consultant. The physical therapist is legally and professionally responsible for providing safe and ethical physical therapy services to patients and clients, including evaluating, formulating, and implementing plans of care. The physical therapist is also dedicated to educating and instructing individuals, families, caregivers, and other professionals.

Demand for physical therapy continues to grow. The scope of physical therapist responsibility expands continuously, and there are many unexplored avenues for growth in the future. This responsibility includes oversight of all those involved in the provision of physical therapy, including the supervision and delegation of duties to physical therapist assistants, physical therapy aides, and other support personnel.

The American Physical Therapy Association’s (APTA) vision statement for the physical therapy profession is “Transforming society by optimizing movement to improve the human experience.” (www.apta.org). Physical Therapists are the experts in human movement, and can help improve a person’s quality of life and improve the health of society.
PROGRAM DESCRIPTION
The Touro College School of Health Sciences offers a three-year graduate-level program curriculum leading to the dual degrees, Bachelor of Science (BS) in Health Sciences and a Clinical Doctoral degree in Physical Therapy (DPT). The Touro College PT Program was established in 1984, and transitioned to a DPT program in 2005. The DPT program is offered at two campuses—Long Island and Manhattan. Both campuses offer full-time day programs: The Bay Shore program holds classes Monday through Friday, while the Manhattan program holds its classes Sunday through Thursday. The program begins in the fall of each year and is divided into six academic semesters, including four full-time clinical experiences.

The DPT program offers an integrated curriculum designed specifically to prepare students to meet the demands of diverse practice settings in an evolving health care environment. Coursework increases in complexity throughout the three years in the areas of foundational science (anatomy, physiology, and kinesiology), clinical science (care of neurological, musculoskeletal, cardiopulmonary, and integument disorders), behavioral science (education, administration, and professional development), research, and clinical practice.

ACCREDITATION
The Doctor of Physical Therapy Program at Touro College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: http://www.capteonline.org/home.aspx.

PHYSICAL THERAPY DEPARTMENT MISSION STATEMENT
In keeping with the mission of Touro College and the School of Health Sciences, and in consideration of the American Physical Therapy Association’s mission of physical therapist professional education, the mission of the Doctor of Physical Therapy Program is to:

- Provide a physical therapy program for individuals from diverse cultural, traditional, and non-traditional backgrounds that fosters academic excellence, scholarly achievement and professionalism based on a foundation of ethical, legal and humanistic values.
- Develop competent and reflective physical therapists capable of serving patients and clients of diverse backgrounds across the lifespan and throughout the continuum of care utilizing an evidence-based approach.
- Produce graduates who value critical inquiry in the pursuit of lifelong education to meet the ever-changing demands of the healthcare environment and contribute to society by assuming the multifaceted roles of clinical practitioner, teacher, researcher, consultant, administrator, and leader.

PHYSICAL THERAPY PROGRAM GOALS:

1. Promote academic excellence and support teaching, learning, and professional growth of students and faculty in a caring environment.
2. Maintain a qualified faculty with depth and breadth of expertise and adequate resources to consistently offer a curriculum that is evidence-based and reflects contemporary physical therapy practice within an ever-changing healthcare environment.
3. Provide entry-level and post-professional programs that offer educational opportunities for continued professional development and career growth for individuals from diverse cultural, traditional and non-traditional backgrounds, and underserved populations.
4. Continually assess, develop, and improve the programs offered.
PHYSICAL THERAPY FACULTY GOALS:

1. Faculty will be experienced and knowledgeable in contemporary physical therapy practice, and will be effective educators who continue to develop their professional competence as teachers.
2. Faculty will engage in scholarship and service to advance the profession and inform their teaching.

PHYSICAL THERAPY STUDENT GOALS:

1. EMBODY THE CORE VALUES OF THE PHYSICAL THERAPY PROFESSION
   Objectives
   a. Adhere to professional ethical and legal standards, exhibit behaviors consistent with laws and regulations, and practice in a manner consistent with the professional code of ethics and standards of practice
   b. Demonstrate caring, compassion, and altruism in delivery of health care to patients and clients of diverse backgrounds across the lifespan and throughout the continuum of care
   c. Consistently use effective oral written and nonverbal communication and appropriate interpersonal skills to interact effectively and in a professional and culturally-competent manner with patients/clients, caregivers, families, members of the health care team, consumers, payers and policy makers
   d. Serve the profession of physical therapy by participating in professional organization activities within and beyond the practice setting, and advocating for the profession
   e. Demonstrate social responsibility by advocating for patient needs, participating in community volunteerism, and promoting wellness and preventative health care across the lifespan

2. DEMONSTRATE THE SKILLS NECESSARY TO PRACTICE AS A SAFE AND COMPETENT ENTRY-LEVEL THERAPIST
   Objectives
   a. Efficiently and effectively determine the needs of the patient/client by performance of screenings and examinations, evaluation of findings, and determination of a diagnosis and prognosis
   b. Efficiently and effectively develop, implement and modify a plan of care by establishing realistic patient/client goals and outcomes, including interventions that are safe and effective, realistic, and culturally competent
   c. Utilize valid and reliable outcome measures when appropriate
   d. Practice patient-centered physical therapy with an evidence-based approach synthesizing self-reflection, scholarly evidence, and clinical judgment.
   e. Effectively educate others

3. DEMONSTRATE A COMMITMENT TO HIS/HER OWN PROFESSIONAL GROWTH
   Objectives
   a. Seek opportunities for advancement of knowledge and skills through lifelong learning
   b. Seek opportunities for career advancement and leadership roles

ADMISSION REQUIREMENTS AND PROCEDURES
(Also see general admission policies and procedures, pp. 19-21.)

The Doctor of Physical Therapy program at Touro College participates in the Physical Therapist Centralized Application Service (PTCAS). All applicants must apply online using the PTCAS application. The program has a rolling admission policy, and applicants are encouraged to apply early. For further information regarding application deadlines and procedures, please visit http://www.ptcas.org/home.aspx. Entry into the program is in the fall semester only.
Decisions on admission are made by a committee of the faculty based on assessment of the applicant’s past academic performance, standardized test scores, references, essay, and commitment to the profession of physical therapy.

Satisfactory completion of 90 transferable (grade of “C” or better) credits at an accredited college or university or its equivalent is required for admission to the program. These must include 15 credits taken to satisfy a major or minor (of which 9 credits must be upper-division courses), 15 elective credits, and at least 60 credits in the Liberal Arts and Sciences. Specific course prerequisites include:

- 8 credits of Biology*
- 8 credits of Physics*
- 8 credits of Chemistry*
- 6 credits of Anatomy & Physiology
- 6 credits of Psychology including General Psychology
- 6 credits of English Composition, or Composition and Literature**
- 3 credits of Mathematics (pre-calculus level)
- 3 credits of Statistics
- 42 additional credits, of which at least 12 must be in the Liberal Arts.

*These courses must include a laboratory and be designed for science majors. Science courses designed for Liberal Arts or Nursing majors are not acceptable.

**Applicants must provide catalog descriptions for English courses not taught by an English department (e.g., through a core curriculum or honors program). The DPT program admissions committee may waive the English Composition and/or English Literature requirement for those applicants who already possess a bachelor’s degree from an accredited college or university and have satisfied their English/Writing requirement.

Other requirements for admission include:

- A minimum GPA of 3.0 for all coursework.
- Graduate Record Exam (GRE) scores minimum of 147 V and 148 Q.
- Two letters of recommendation: one from a licensed physical therapist, the other from a student’s former college professor.
- 50 documented hours of volunteer/work service in two or more different physical therapy settings. At least 25 hours must have been spent in an in-patient setting.
- Current American Red Cross Community or Professional Rescuer CPR competency certification.
- Current Standard First Aid competency certification.

Students who do not meet established grade point standards may still apply through PTCAS, and then complete the appropriate section of the PTCAS application when one is asked to comment whether one’s grades are reflective of one’s abilities. It must clearly explain extenuating circumstances that have prevented the student from meeting existing grade point standards, and describe elements of the applicant’s background that would indicate the potential for success in the program. The Admissions Committee may choose to admit students who have not met established admission requirements, based on the student’s application and other supporting documents required as part of the application process.

The DPT program accepts students only on a full-time basis.

For further information, contact:
Office of Admissions
Touro College School of Health Sciences
1700 Union Boulevard
Bay Shore, New York 11706
Phone: 866-TOURO-4-U
Fax: 646-495-3880
Email: enrollhealth@touro.edu
TUITION, FEES AND EXPENSES
(Also see general tuition and fees information, p. 22.)

Students are admitted to the program on a full-time basis, requiring a major commitment of both time and resources.

Tuition and fees for the 2018-2019 academic year are as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time tuition (12 or more credits), per semester</td>
<td>$15,300</td>
</tr>
<tr>
<td>Per-credit tuition (fewer than 12 credits)</td>
<td>$1,280</td>
</tr>
<tr>
<td>Tuition deposit (non-refundable, applied to year 1 tuition)</td>
<td>$500</td>
</tr>
<tr>
<td>Administrative fee, per semester</td>
<td>$100</td>
</tr>
<tr>
<td>Laboratory fee, per year</td>
<td>$50</td>
</tr>
<tr>
<td>Clinical Fee (years 2 and 3)</td>
<td>$50</td>
</tr>
<tr>
<td>Technology fee, per semester</td>
<td>$100</td>
</tr>
<tr>
<td>Program Equipment fee (for incoming students only)</td>
<td>$750</td>
</tr>
</tbody>
</table>

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

Students may be charged additional fees to cover laboratory materials, student manuals, educational packets and parking. Fees may vary by semester.

Estimated Annual Expenses
Annual personal expenses for books, travel, housing, food, uniforms, supplies, and other items will vary greatly from individual to individual. All students are required to carry malpractice and health insurance, maintain membership in the American Physical Therapy Association, and cover the cost of background checks. Travel plus room and board for distant fieldwork assignments will also affect student costs. Students are encouraged to meet with a financial aid counselor early in the application process to plan for these expenses.

Annual expenses for a dependent commuting student are estimated as follows for 2018-2019:

<table>
<thead>
<tr>
<th>Description</th>
<th>9 months (living with parents)</th>
<th>12 months (living with parents)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transportation</td>
<td>$2,350</td>
<td>$2,968</td>
</tr>
<tr>
<td>Books &amp; supplies</td>
<td>$1,718</td>
<td>$1,718</td>
</tr>
<tr>
<td>Room &amp; board</td>
<td>$16,603</td>
<td>$22,137</td>
</tr>
<tr>
<td>Personal</td>
<td>$3,556</td>
<td>$3,556</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$23,927</strong></td>
<td><strong>$30,079</strong></td>
</tr>
</tbody>
</table>

SEMESTER START AND END DATES

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>START</th>
<th>END</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester I (Fall 2018)</td>
<td>August 27, 2018</td>
<td>December 21, 2018</td>
</tr>
<tr>
<td>Semester II (Spring 2019)</td>
<td>January 14, 2019</td>
<td>May 17, 2019</td>
</tr>
<tr>
<td>Semester III (Summer/Fall)</td>
<td>July 1, 2019</td>
<td>December 20, 2019</td>
</tr>
<tr>
<td>Clinical Affiliation I</td>
<td>October 28, 2019</td>
<td>December 20, 2019</td>
</tr>
<tr>
<td>Semester IV (Spring 2020)</td>
<td>January 6, 2020</td>
<td>August 21, 2020</td>
</tr>
<tr>
<td>Clinical Affiliation II</td>
<td>May 11, 2016</td>
<td>August 21, 2020</td>
</tr>
<tr>
<td>*Semester V (Fall 2020)</td>
<td>August 30, 2020</td>
<td>December 23, 2020</td>
</tr>
<tr>
<td>*Clinical Affiliation III</td>
<td>January 4, 2021</td>
<td>March 5, 2021</td>
</tr>
<tr>
<td>*Semester VI (Spring 2021)</td>
<td>March 8, 2021</td>
<td>May 7, 2021</td>
</tr>
<tr>
<td>*Clinical Affiliation IV</td>
<td>May 10, 2021</td>
<td>August 27, 2021</td>
</tr>
</tbody>
</table>

*Dates are subject to change; please visit the PT website at [http://shs.touro.edu/](http://shs.touro.edu/) for possible updates.
CURRICULUM
The curriculum combines academic and clinical coursework with an emphasis on critical inquiry, clinical problem solving, education, professionalism, and cultural competency. Research courses in the last two years of study culminate in the completion of formal academic research studies organized as group projects and mentored by faculty. Students may go on to present their research in local, state, and national forums. The clinical affiliations culminate in a clinical education project. Students are also required to participate in structured community and professional service as part of the curriculum. The DPT Program curriculum is designed to prepare the student to be a leader in any practice area of the physical therapy profession, including clinical practice, research, education, administration, and professional service.

Clinical Education
The clinical education component of the Doctor of Physical Therapy curriculum allows students to apply the knowledge and skills learned in the classroom to patients in various health care settings. Under the supervision of a clinical instructor, students are exposed to standard sub-disciplines of physical therapy such as orthopedics, pediatrics, neurology and geriatrics, as well as specialty areas like sport therapy, aqua therapy, dance rehabilitation and treatment of veterans.

Students in the Touro DPT Program participate in four clinical education experiences, which begin after successful completion of the first three semesters.

1. Clinical Affiliation I – A 6-week experience after the third semester
2. Clinical Affiliation II – An 8-week experience after the fourth semester
3. Clinical Affiliation III – An 8-week experience after the fifth semester
4. Clinical Affiliation IV – The final clinical experience lasting 16 weeks after completion of the sixth and final semester

Currently, we are affiliated with over 300 health care facilities on Long Island, in the five boroughs of New York City, and in New Jersey, as well as with various sites across the country. Students have the opportunity to experience a variety of different settings including hospitals, rehabilitation centers, schools, private practices, and skilled nursing facilities, thereby assuring a well-rounded clinical experience. If a student wishes to be placed at a site with which we are not presently affiliated, we will make every effort to establish a relationship with that site.

RECOMMENDED SEQUENCE OF COURSES (for Class of 2018 and beyond)

<table>
<thead>
<tr>
<th>FIRST YEAR</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester I – Fall</strong></td>
<td></td>
</tr>
<tr>
<td>DPTN 401 Lifespan - Birth through Middle Adulthood</td>
<td>3</td>
</tr>
<tr>
<td>DPTN 404 Professional Development I</td>
<td>3</td>
</tr>
<tr>
<td>DPTN 618 Physical Therapy Interventions I</td>
<td>2</td>
</tr>
<tr>
<td>HSBN 402 Anatomy</td>
<td>7</td>
</tr>
<tr>
<td>HSBN 403 Physiology</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>20</strong></td>
</tr>
<tr>
<td><strong>Semester II – Spring</strong></td>
<td></td>
</tr>
<tr>
<td>DPTN 412 Exercise Physiology</td>
<td>3</td>
</tr>
<tr>
<td>DPTN 416 Education</td>
<td>3</td>
</tr>
<tr>
<td>DPTN 609 Physical Therapy Interventions II</td>
<td>2.5</td>
</tr>
<tr>
<td>DPTN 619 Kinesiology</td>
<td>4.5</td>
</tr>
<tr>
<td>HSBN 418 Clinical Medicine</td>
<td>5.5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>18.5</strong></td>
</tr>
</tbody>
</table>
## SECOND YEAR

<table>
<thead>
<tr>
<th>Semester III – Summer/Fall</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DPTN 600 Clinical Education Affiliation 1 (6 Weeks)</td>
<td>3</td>
</tr>
<tr>
<td>DPTN 602 Basic &amp; Clinical Neurosciences</td>
<td>6</td>
</tr>
<tr>
<td>DPTN 603 Physical Therapy Interventions III</td>
<td>2</td>
</tr>
<tr>
<td>DPTN 604 Physical Therapy Examination</td>
<td>3</td>
</tr>
<tr>
<td>DPTN 605 Research Methods</td>
<td>2</td>
</tr>
<tr>
<td>DPTN 606 Cardiopulmonary System Evaluation &amp; Management I</td>
<td>2</td>
</tr>
<tr>
<td>DPTN 607 Integument System Evaluation &amp; Management</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

## Semester IV – Spring

| DPTN 610 Clinical Education Affiliation II (8 weeks) | 4       |
| DPTN 612 Musculoskeletal System Evaluation & Management I | 6       |
| DPTN 613 Neuromuscular System Evaluation & Management | 5.5     |
| DPTN 615 Statistical Applications for Research | 2       |
| DPTN 620 Professional Development II/III | 2       |
| DPTN 654 Physical Therapy Interventions IV | 3       |
| HSBN 668 Independent Study - Community Service | 1       |
| **TOTAL** | **23.5** |

## THIRD YEAR

<table>
<thead>
<tr>
<th>Semester V – Fall</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DPTN 614 Lifespan – Late Adulthood through End of Life</td>
<td>2</td>
</tr>
<tr>
<td>DPTN 616 Integrative Case-Based Recitation II</td>
<td>0.5</td>
</tr>
<tr>
<td>DPTN 650 Clinical Education Affiliation III (8 weeks)</td>
<td>4</td>
</tr>
<tr>
<td>DPTN 652 Musculoskeletal System Evaluation &amp; Management II</td>
<td>3.5</td>
</tr>
<tr>
<td>DPTN 653 Neuromuscular System Evaluation &amp; Management II</td>
<td>4.5</td>
</tr>
<tr>
<td>DPTN 655 Research Project</td>
<td>2</td>
</tr>
<tr>
<td>DPTN 657 Pharmacology</td>
<td>2</td>
</tr>
<tr>
<td>HSBN 667 Administration</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>21.5</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester VI - Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DPTN 660 Clinical Education Affiliation IV (16 weeks)</td>
<td>8</td>
</tr>
<tr>
<td>DPTN 661 Professional Development IV</td>
<td>1</td>
</tr>
<tr>
<td>DPTN 662 Cardiopulmonary System Evaluation &amp; Management II</td>
<td>2</td>
</tr>
<tr>
<td>DPTN 663 Integrative Case-Based Recitation III: The Complex Patient</td>
<td>2</td>
</tr>
<tr>
<td>DPTN 664 Professional Service</td>
<td>1</td>
</tr>
<tr>
<td>DPTN 665 Research Seminar</td>
<td>2</td>
</tr>
<tr>
<td>Elective</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

**TOTAL CREDITS IN PROGRAM** | **121.5**
GRADUATION REQUIREMENTS
(Also see general graduation information, pp. 48-49.)

To qualify for graduation with the dual degrees of BS in Health Sciences and DPT in Physical Therapy, students must satisfactorily complete a total of 121.5 credit hours of coursework by achieving at least the minimum passing grade in all coursework in the DPT curriculum.

Touro College degrees are conferred three times a year – in January, June, and September. The DPT program is completed by the end of August of year three, and the majority of students get the September graduation date.

LICENSURE AND REGISTRATION
Graduates of the DPT Program are eligible to sit for the National Licensing Examination, offered by the Federation of State Boards of Physical Therapy (FSBPT). Graduates can then apply for physical therapy licensure, which is required to practice physical therapy in any state.

The program administers a comprehensive test prior to graduation to prepare students for the licensing examination. The program also hosts a review course for the licensing exam. The FSBPT provides information about pass rates and scores (http://www.fsbpt.org/).
POST-PROFESSIONAL DOCTOR OF PHYSICAL THERAPY PROGRAM
Frances Corio, PT, Ph.D. OCS, Program Director

ABOUT THE POST-PROFESSIONAL DPT DEGREE (PDPT)
The American Physical Therapy Association describes PDPT as follows:

“The t-DPT (PDPT) degree is conferred upon completion of a structured post-professional educational experience that results in the augmentation of knowledge, skills, and behaviors to a level consistent with the current professional (entry-level) DPT standards. The t-DPT degree enables the US-licensed physical therapist to attain degree parity with therapists who hold the professional DPT by filling in any gaps between their professional baccalaureate or master’s degree PT education and the current professional DPT degree education.”

ABOUT THE POST-PROFESSIONAL DPT PROGRAM
The Post-Professional Doctor of Physical Therapy (PDPT) program is designed for licensed physical therapists who want to update their clinical knowledge and skills and transition to the DPT degree.

Course meeting times are structured and scheduled with the working professional in mind. The structure is modeled on professional continuing education offerings in that courses extend over two to four full days, Sunday through Friday. This concentrated format also enables the program to utilize a diverse faculty that includes internationally-known clinicians.

The 30-credit curriculum prepares students for leadership roles in clinical practice, administration, research, and professional service. Students have the opportunity to develop specialized skills in a clinical area, including orthopedic and geriatric physical therapy. All students complete a doctoral research project or case study.
ACCREDITATION
The PDPT program is registered with the New York State Department of Education, Office of the Professions. Graduates of the program receive a Doctor of Physical Therapy degree.

Touro College is authorized by the New York State Education Department, Office of the Professions to provide mandatory continuing education (CEU) credits. The courses presented in the Post-Professional DPT Program earn CEU credits in New York State, as well as collegiate-level credits.

MISSION STATEMENT
In keeping with the mission of Touro College and the Physical Therapy Department of the School of Health Sciences, the mission of the Post-Professional Doctor of Physical Therapy program is to encourage excellence in the practice of physical therapy by providing practicing physical therapists the opportunity to continue professional development and career growth.

GOALS AND OBJECTIVES
1. The program will provide Physical Therapy practitioners the opportunity to advance their professional degrees.
   a. Students will be able to complete successfully all requirements of the curriculum leading to a degree.
   b. Students will be able to acquire leadership skills enhancing their professional status.

2. The program will provide the theoretical and applied expertise to participate in clinical research.
   a. Students will be able to design and execute a research project.
   b. Students will be able to assess and critically analyze literature relevant to their topic.
   c. Students will be able to formulate and present an effective presentation of their research material.

3. The program will develop critical thinking and problem-solving skills in the area of health care administration.
   a. Students will be able to integrate and apply management principles as they relate to the health setting.
   b. Students will be able to compare and contrast leadership styles in the management of health.
   c. Students will be able to identify various components (agencies) relevant to current health care delivery.

4. The program will enhance communication skills and information literacy through evidence-based practice.
   a. Students will be able to integrate research evidence and clinical expertise into patient care.
   b. Students will be able to demonstrate skills in the use of technology to locate research evidence.

5. The program will provide the professional student with theories of teaching and learning as they apply to classroom and clinic.
   a. Students will be able to integrate theories of adult development into teaching methods that address characteristics of learners.
   b. Students will be able to choose appropriate teaching strategies based on environment and characteristics of the learners.
   c. Students will be able to integrate information on learning theories, motivation, memory, and learning styles, and apply it to actual teaching situations.

6. The program will enhance clinical expertise.
   a. Students will be able to critically analyze their clinical skills.
   b. Students will be able to demonstrate advanced skills in various treatment areas.
ADMISSION REQUIREMENTS AND PROCEDURES
(Also see general admission policies and procedures, pp. 19-21.)

Who Should Apply
Licensed physical therapists seeking to augment their clinical skills and prepare themselves for a leadership role in the field will be interested in this program. Compassionate and caring physical therapists dedicated to lifelong learning and social responsibility, who have demonstrated academic excellence and who meet the admission requirements, are encouraged to apply.

Admission Requirements
- Proof of current and valid physical therapy license
- Official transcript from the academic institution that granted the applicant’s physical therapy degree
- Two letters of recommendation from physical therapists

Admission Process
The completed School of Health Sciences application and the Supplemental Application for the Post-Professional DPT Program should be mailed to the School of Health Sciences Office of Admissions, 1700 Union Boulevard, Bay Shore, New York 11706.

The following documentation must be included with the application:
- Current résumé/curriculum vitae
- The two letters of recommendation from physical therapists, in sealed envelopes, or recommenders may send letters directly to the program.
- Official transcript(s) documenting physical therapy degree
- Proof of licensure

Applicants are advised that, in order to register for classes, they will need to provide New York State-required proof of immunity against measles, mumps, and rubella, and file the Meningococcal Response Form.

TUITION AND FEES
(Also see general tuition and fees information, p. 22.)

Students are admitted to the program on a part-time basis, and tuition is based on a per-credit fee.

Tuition and fees for the 2018-2019 academic year are as follows:

<table>
<thead>
<tr>
<th>Tuition Item</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per-credit tuition</td>
<td>$820</td>
</tr>
<tr>
<td>Portfolio fee</td>
<td>$1,200</td>
</tr>
<tr>
<td>Administrative fee, per semester</td>
<td>$100</td>
</tr>
<tr>
<td>Test-out fee</td>
<td>$400</td>
</tr>
<tr>
<td>Technology fee (Fall and Spring)</td>
<td>$50</td>
</tr>
</tbody>
</table>

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

Students may be charged additional fees to cover laboratory materials, student manuals, educational packets and parking. Fees may vary by semester.

Estimated Annual Expenses
Annual personal expenses for books, travel, housing, food, uniforms, supplies, and other items will vary greatly from individual to individual. All students are required to maintain membership in the American Physical Therapy Association.
## CURRICULUM OVERVIEW

The curriculum comprises 30 credits of coursework, consisting of 19 credits of core courses and 11 credits of electives. The core courses include courses in clinical sciences, research, education, management, diagnostic imaging, and professional service. Elective courses include clinical specialty tracks in orthopedics and geriatrics, as well as courses in general clinical practice.

### REQUIRED COURSES (19 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DPTN 710</td>
<td>Research Methods / Statistics</td>
<td>4</td>
</tr>
<tr>
<td>DPTN 715</td>
<td>Principles and Methods of Evidence-Based Practice</td>
<td>1</td>
</tr>
<tr>
<td>DPTN 723</td>
<td>Advanced Strategies for Teaching and Learning</td>
<td>1</td>
</tr>
<tr>
<td>DPTN 724</td>
<td>Advanced Teaching and Learning: CI Credentialing</td>
<td>1</td>
</tr>
<tr>
<td>DPTN 725</td>
<td>Management and Health Care Delivery</td>
<td>1</td>
</tr>
<tr>
<td>DPTN 730</td>
<td>Management II: Physical Therapy in Private Practice</td>
<td>1</td>
</tr>
<tr>
<td>DPTN 740</td>
<td>Professional Service</td>
<td>1</td>
</tr>
<tr>
<td>DPTN 745</td>
<td>Ethics in Physical Therapy Practice</td>
<td>1</td>
</tr>
<tr>
<td>DPTN 750</td>
<td>Clinical Medicine</td>
<td>2</td>
</tr>
<tr>
<td>DPTN 760</td>
<td>Anatomic Basis for Differential Diagnosis of Somatic Dysfunction</td>
<td>1</td>
</tr>
<tr>
<td>DPTN 763</td>
<td>Fundamentals of Diagnostic Imaging</td>
<td>1</td>
</tr>
<tr>
<td>DPTN 795</td>
<td>Research Project I</td>
<td>2</td>
</tr>
<tr>
<td>DPTN 796</td>
<td>Research Project II</td>
<td>2</td>
</tr>
<tr>
<td>DPTN 716</td>
<td>Clinical Reflection I</td>
<td>0</td>
</tr>
<tr>
<td>DPTN 717</td>
<td>Clinical Reflection II</td>
<td>0</td>
</tr>
<tr>
<td>DPTN 718</td>
<td>Clinical Reflection II</td>
<td>0</td>
</tr>
</tbody>
</table>

### AREAS OF ELECTIVE CONCENTRATION (11 credits in total)

**General**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DPTN 734</td>
<td>Integration of Modalities into Clinical Decision Making</td>
<td>1</td>
</tr>
<tr>
<td>DPTN 739</td>
<td>Wellness</td>
<td>1</td>
</tr>
<tr>
<td>DPTN 744</td>
<td>Documentation Essentials of PT</td>
<td>2</td>
</tr>
<tr>
<td>DPTN 767</td>
<td>Foot and Ankle</td>
<td>2</td>
</tr>
<tr>
<td>DPTN 769</td>
<td>Physical Therapy Practicum I</td>
<td>2</td>
</tr>
<tr>
<td>DPTN 770</td>
<td>Physical Therapy Practicum II</td>
<td>2</td>
</tr>
<tr>
<td>APTN 812</td>
<td>Advances in Prosthetics and Orthotics</td>
<td>1</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>APTN 832</td>
<td>Advanced Treatment of the Hand</td>
<td>1</td>
</tr>
<tr>
<td>DPTN 782</td>
<td>Chronic Pain</td>
<td>1</td>
</tr>
<tr>
<td>DPTN 794</td>
<td>Treatment of Patients with Parkinson’s Disease</td>
<td>1</td>
</tr>
<tr>
<td>DPTN 799</td>
<td>Treatment of Patient with Hemiplegia</td>
<td>1 or 2</td>
</tr>
</tbody>
</table>

**Orthopedics**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DPTN 780</td>
<td>Proprioceptive Neuromuscular facilitation (PNF)</td>
<td>2</td>
</tr>
<tr>
<td>DPTN 762</td>
<td>Treatment of Lumbar / Pelvic Dysfunction</td>
<td>2</td>
</tr>
<tr>
<td>DPTN 764</td>
<td>Advanced Skills in Extremity Treatment</td>
<td>2</td>
</tr>
<tr>
<td>DPTN 766</td>
<td>Functional Orthopedics I</td>
<td>2</td>
</tr>
<tr>
<td>DPTN 777</td>
<td>Sports PT</td>
<td>1</td>
</tr>
<tr>
<td>DPTN 768</td>
<td>Treatment of Cervical / Thoracic Dysfunction</td>
<td>2</td>
</tr>
<tr>
<td>PTRN 730</td>
<td>Advanced Skills in Extremity Treatment II</td>
<td>1</td>
</tr>
</tbody>
</table>

**Geriatrics**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DPTN 772</td>
<td>Physiology of Aging &amp; Clinical Implications</td>
<td>2</td>
</tr>
<tr>
<td>DPTN 773</td>
<td>Special Topics in Geriatrics</td>
<td>2</td>
</tr>
<tr>
<td>DPTN 775</td>
<td>Nutrition for Physical Therapists in Clinical Practice</td>
<td>1</td>
</tr>
<tr>
<td>DPTN 778</td>
<td>Geriatric Balance</td>
<td>1</td>
</tr>
<tr>
<td>DPTN 779</td>
<td>Geriatric Physical Therapy Practice</td>
<td>1</td>
</tr>
<tr>
<td>DPTN 797</td>
<td>Geriatric Rehabilitation</td>
<td>1</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS IN PROGRAM**

30

**REQUIREMENTS FOR GRADUATION**

(Also see general graduation information, pp. 48-49.)

Successful completion of all courses required by the Post Professional Doctor Of Physical Therapy And Orthopedic Physical Therapy Residency Program—See OPTR curriculum information, below.

**ABOUT ORTHOPEDIC PHYSICAL THERAPY RESIDENCY**

The American Physical Therapy Association describes clinical residencies as follows:

“A clinical residency is a planned program of post-professional clinical and didactic education for physical therapists that is designed to significantly advance the physical therapist resident’s preparation as a provider of patient care services in a defined area of clinical practice. It is designed to substantially advance a resident’s expertise in examination, evaluation, diagnosis, prognosis, intervention, and management of patients in a defined area of clinical practice (specialty). Often, the residency experience prepares an individual to become a board-certified clinical specialist.”

The Orthopedic Physical Therapy Residency Program at Touro College is geared to the working professional and is delivered by an institution that has long maintained a high standard of excellence in advanced orthopedic physical therapy education.
The program features:

- Flexible delivery of instruction. Clinical courses may be presented in condensed form, entailing two to four all-day sessions offered at the Bay Shore campus, augmented by online learning. Alternatively, the same clinical courses may be made available at more convenient locations across the country.
- Clinical mentoring provided in a distance-learning format while you remain at your present place of employment.
- Wide selection of supervised clinical residencies that involve 180 hours of guided clinical practice with expert clinicians at facilities located throughout the country.

ABOUT THE OPTR PROGRAM

The Orthopedic Physical Therapy Residency Program (OPTR) at Touro College was established and received approval from the New York State Department of Education in 2009. It is a two-year, university-based clinical residency program designed for physical therapists who wish to pursue a post-graduate specialization in orthopedics. The program offers an intense and rigorous year of clinical coursework, online mentoring, and supervised clinical training in the art and science of manual orthopedic physical therapy practice. It is designed to allow physical therapists to advance as patient/client care providers in their areas of clinical practice while remaining at their present jobs. It is also geographically convenient, with courses available in many locations across the country. Through ongoing clinical supervision and mentoring in both classroom and clinical settings by physical therapists who excel in the field, the resident is prepared to become a board-certified Orthopedic Clinical Specialist (OCS) and take the next step in career advancement.

Touro College is approved by the New York State Education Department Office of the Professions to provide mandatory continuing education (CEU) credits. The courses presented in the Orthopedic Physical Therapy Residency Program earn CEU credits in New York State, as well as collegiate-level grades.

ACCREDITATION

The OPTR program is a certificate program registered with the New York State Department of Education Office of the Professions. The OPTR program is an APTA-accredited residency.

MISSION STATEMENT

In keeping with the mission of Touro College and the Physical Therapy Department of the School of Health Sciences, the mission of the Orthopedic Physical Therapy Residency program (OPTR) is to provide the opportunity for practicing physical therapists to continue professional development and career growth. Furthermore, the
mission is to encourage excellence in the specialty area of orthopedic physical therapy, maintaining high standards of reflective and ethical practice.

GOALS AND OBJECTIVES
The goal of the curriculum is to develop practitioners who possess advanced skills in the treatment of individuals with complex orthopedic problems as measured by the criteria of the American Board of Physical Therapy Specialties for an Orthopedic Certified Specialist.

The objectives of the residency program (OPTR) are:

- to provide the opportunity to study with recognized experts in orthopedic physical therapy.
- to provide an academic program focused on expanding knowledge and skills in the area of manual physical therapy.
- to provide a supportive learning environment in the form of guided practice through a mentoring program and clinical residency.
- to prepare physical therapists to meet the challenges of an evolving health care system by making them more efficient and effective clinicians.
- to prepare the physical therapist to sit for the American Board of Physical Therapy Specialties Exam in the area of Orthopedic Certified Specialist.

ADMISSION REQUIREMENTS AND PROCEDURES
(Also see general admission policies and procedures, pp. 19-21.)

Requirements for Admission
Graduates of APTA-accredited programs in Physical Therapy may apply to the program. Applicants must be eligible for and obtain licensure as a physical therapist in the state in which they will do their clinical residency. Recent physical therapy graduates, as well as experienced clinicians, are encouraged to apply.

Admission Process
All applications are submitted through the RF-PTCAS. The application link can be found on the OPTR website (https://shs.touro.edu/programs/physical-therapy/orthopedic-physical-therapy-residency/admission-requirements/).

The following documentation must be included with the application:

- Current résumé/curriculum vitae
- Two letters of recommendation. Letters of recommendation must be in sealed envelopes. (Evaluators may send letters of recommendation directly to the program.)
- Official transcript(s) documenting physical therapy degree
- Proof of licensure

Applicants who have been accepted to the program will be invited for a personal interview and orientation.

TUITION AND FEES
(Also see general tuition and fees information, p. 22.)

Students are admitted to the program on a part-time basis and pay a per-credit fee. The following are tuition and fees for the 2017-2018 academic year:

<table>
<thead>
<tr>
<th>Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per credit tuition</td>
<td>$820</td>
</tr>
<tr>
<td>Administrative fee, per semester</td>
<td>$100</td>
</tr>
<tr>
<td>“Testing-out” fee (see Recommended Sequence of Courses)</td>
<td>$400</td>
</tr>
</tbody>
</table>

Tuition and fees are subject to changes annually. The Board of Trustees of Touro College reserves the right to change the tuition and fee schedule without prior written notice.
Students may be charged additional fees to cover laboratory materials, student manuals, educational packets and parking. Fees may vary by semester.

**Estimated Additional Expenses**

All students are required to carry malpractice and health insurance, have an up-to-date state license and maintain membership in the American Physical Therapy Association. Travel expenses for fieldwork assignments will also affect student costs.

**SEMESTER START/END DATES**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018</td>
<td>August 20, 2018</td>
<td>February 2, 2019</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>February 4, 2019</td>
<td>June 31, 2019</td>
</tr>
<tr>
<td>Summer 2019</td>
<td>July 3, 2019</td>
<td>August 16, 2019</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>August 19, 2019</td>
<td>January 31, 2020</td>
</tr>
<tr>
<td>Spring 2020</td>
<td>February 3, 2020</td>
<td>June 26, 2020</td>
</tr>
</tbody>
</table>

**CURRICULUM**

The Orthopedic Physical Therapy Residency Program is an 18-credit 2-year program designed for practicing clinicians, leading to a Certificate in Orthopedic Physical Therapy. The curriculum combines clinical courses, online mentoring, and a supervised clinical experience, and prepares the resident for the Orthopedic Certified Specialist (OCS) exam. The courses are presented in a continuing-education format. The curriculum consists of over 200 hours of clinical coursework, as well as online clinical mentoring. The program culminates in a 180-hour one-on-one clinical residency, at which the resident works with expert clinicians who hold an OCS.

The educational philosophy is based on a commitment to excellence in clinical practice and is directed by the “Description of Specialty Practice” published by the American Board of Physical Therapy Specialties in 2002 for an Orthopedic Certified Specialist.

**RECOMMENDED SEQUENCE OF COURSES**

**Fall Semester (September - January)**

- DPTN 762 Treatment of Lumbar/Pelvic Dysfunction ................................................................. 2 credits
- DPTN 763 Fundamentals of Diagnostic Imaging ............................................................... 1 credit
- DPTN 764 Advanced Skills in Extremity Treatment .............................................................. 2 credits
- DPTN 766 Functional Orthopedics I ......................................................................................... 2 credits
- PTRN 729 Differential Diagnosis in Orthopedics ............................................................... 1 credit

**Spring Semester (February – June)**

- DPTN 724 Advanced Teaching & Learning: CI Credentialing .................................................. 1 credit
- DPTN 767 Foot & Ankle ..................................................................................................... 2 credits
- DPTN 768 Treatment of Cervical-Thoracic Dysfunction ......................................................... 2 credits
- PTRN 730 Advanced Skills in Extremity Treatment II ............................................................. 1 credit
- PTRN 731 Clinical Mentorship I ......................................................................................... 0.5 credits
- PTRN 732 Clinical Mentorship II ....................................................................................... 0.5 credits
- PTRN 769 High Velocity Thrust: Manual a Manipulative Therapy of the Spine &Pelvis ........... 2 credits

**Summer Semester (July–August)**

- PTRN 733 Orthopedic Clinical Residency ......................................................................... 1 credit
  (It can be started at the end of the 1st semester.)

**TOTAL CREDITS IN PROGRAM** ......................................................................................... 18 CREDITS

*PLEASE NOTE: Students who have taken a Continuing Education course identical to any one of the six 2-credit courses offered have the opportunity, for a fee, to “test out” of one of those courses by taking a challenge exam administered by the program. (Also see Tuition and Fees on p. 105.)
COMPLETION CRITERIA
To qualify for a Certificate of Completion of the Orthopedic Physical Therapy Residency Program, a student must:
   1. Successfully complete all courses required by the OPTR curriculum
   2. Achieve a grade of B- or better in all courses
   3. Comply with a Code of Professional Behavior
   4. Comply with affiliation criteria

APPLICATION FOR CERTIFICATION
Students are expected to file an Application for Certification form, available from the OPTR program office, during their last semester. The completed form, including a check for the certification fee, must be submitted to the OPTR office. The office will then forward the documents to the appropriate issuing department.
PHYSICIAN ASSISTANT DEPARTMENT

Joseph Faiella-Tommasino, PA-C, Ph.D., Department Chairperson
Mary G. Flanagan-Kundle, PA-C, M.S., Department Co-Chairperson
Zhanna Roit, M.D., Medical Director, Bay Shore campus
Fred M. Carter, M.D., Medical Director, Nassau University Medical Center Extension
Zachary Gerut, M.D., Medical Director, Manhattan campus
Michael Weber, PA-C, MPAS, Assistant Chairperson

BAY SHORE CAMPUS/
NASSAU UNIVERSITY MEDICAL CENTER (NUMC) EXTENSION CENTER PHYSICIAN ASSISTANT PROGRAM
John Rongo, PA-C, M.S., Program Director

MANHATTAN CAMPUS PHYSICIAN ASSISTANT PROGRAM
Paula Pashkoff PA-C, MS, Program Director

DESCRIPTION OF THE PROFESSION
The physician/PA team relationship is fundamental to the PA profession, and enables the physician and PA to optimize their time and training to deliver quality patient care effectively. Within the physician/PA relationship, PAs exercise autonomy in medical decision-making and provide a broad range of diagnostic, therapeutic, preventive, and health maintenance services. The clinical role of PAs includes primary and specialty care in medical and surgical practice settings. PA practice is centered on patient care and may include educational, research and administrative activities.

The duties delegated to the physician assistant can be extensive, and may include the following:

- eliciting a detailed and accurate medical history, performing a complete physical examination, and recording all pertinent data.
- ordering and/or interpreting diagnostic studies, including laboratory tests, radiologic studies, and electrocardiographic (ECG) tracings.
- formulating a diagnosis and instituting appropriate treatment including outpatient prescriptions and inpatient orders.
- performing therapeutic procedures, including injections, immunizations, wound care, suturing, incision and drainage of superficial infections, insertion of nasogastric and bladder catheters, cast application, and providing follow-up care for simple fractures.
- counseling patients regarding physical and mental health, as well as providing patient information on diet, health promotion, disease prevention, normal growth and development, and family planning.
- in inpatient settings, performing patient rounds, recording patients’ progress notes, determining and implementing therapeutic plans, and participating in the surgical suite.
- delivering health care services to patients requiring continuing care, i.e., at home, in skilled nursing homes, and in extended care facilities.
- facilitating the appropriate referral of patients, and maintaining awareness of existing health delivery systems and social welfare resources.

The role of the PA demands intelligence, sound judgment, intellectual honesty, the ability to react to emergencies in a calm and reasoned manner, the ability to function autonomously, and a firm commitment to continuing education. An attitude of respect for others and self, adherence to the concepts of privacy and confidentiality in communicating with patients, and a commitment to the patient’s welfare are essential PA attributes.
ACCREDITATION AND REGISTRATION
The Touro College Physician Assistant programs are accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA), and are registered by the New York State Education Department.

Bay Shore and NUMC Extension Center
The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Continued status to the Touro College Physician Assistant Program located in Bay Shore and its distant campus, located in East Meadow, sponsored by Touro College School of Health Sciences, through 2027. Accreditation-Continued is an accreditation status granted when a currently-accredited program is in compliance with the ARC-PA Standards.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be March 2027. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA Policy.

Manhattan
The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Continued status to the Touro College Physician Assistant Program located in Manhattan, sponsored by Touro College School of Health Sciences through September 2024. Accreditation-Continued is an accreditation status granted when a currently-accredited program is in compliance with the ARC-PA standards.

The approximate date for the next validation review of the Touro College Manhattan Physician Assistant program by the ARC-PA will be September 2024. Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The review date is contingent upon continued compliance with the accreditation standards and ARC-PA policy.

TECHNICAL STANDARDS
Successful participation in, and completion of, the PA program requires students to have certain mental and physical abilities, with or without reasonable accommodations or adaptations. Touro College complies with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and state and local requirements regarding applicants and students with disabilities. The Touro College Handbook for Students and Applicants with Disabilities is available from the Office of the Director of Student Affairs if further information is required.

Physician Assistants deliver health care in a variety of settings to diverse patient populations. The role of the physician assistant demands intelligence, sound judgment, appropriate interpersonal skills, and the capacity to react to emergencies in a calm and reasoned manner. Physician assistants and physician assistant students must be able to collect and analyze data, integrate results of diagnostic studies with current treatment standards, and solve problems, all in the course of providing patient care.

Required mental and physical abilities fall into five major categories: sensory, motor, communication, intellectual, and behavioral/social.

- **Sensory:** PA students must have sufficient visual and auditory ability to observe in lecture-learner, laboratory, and patient-care settings. Sensory skills required in the performance of complete physical examinations utilizing inspection, percussion, palpation and auscultation include adequate vision, hearing, and tactile sensation.

- **Motor:** PA students must be able to perform therapeutic and diagnostic procedures in addition to negotiating various health care environments, such as outpatient facilities, laboratories, and hospitals. The didactic phase of the program requires extended sitting, in contrast to the clinical phase, which requires extended standing and moving about various clinical facilities.
• **Communication:** PA students must be able to read and understand, write and speak English for effective classroom and laboratory communication. PA students must be able to record and communicate patient information in a timely and effective manner to other members of the health care team.

• **Intellectual:** PA students must be able to sustain attention, calculate, reason, analyze, assimilate, and recall information. Correlating information to arrive at a reasonable clinical conclusion in a timely fashion is a basic tenet of clinical practice. With rapidly-expanding avenues of clinical information, the ability to extract valid, useful and relevant information from the medical literature is also required.

• **Behavioral and Social Attributes:** PA students must be able to relate and perform professionally in a work environment with other members of the health care team. Recognizing limitations, demonstrating concern for patients, and exercising good judgment are also required attributes.

**CERTIFICATION AND LICENSURE**

Graduates of the program are recommended to the New York State Education Department for registration as physician assistants and can subsequently practice in New York State with a temporary permit. Permanent registration and licensure is dependent upon successful completion of the National Commission on Certification of Physician Assistants (NCCPA) examination, the Physician Assistant National Certification Examination (PANCE). Passing the PANCE and obtaining NCCPA certification also enables the PA to seek employment in other states, thus providing geographic mobility. Only students who have graduated from programs accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) may sit for the PANCE. Per state regulations, certified PAs may apply for a Drug Enforcement Agency (DEA) number.

To maintain NCCPA Certification, physician assistants must complete an on-going ten-year process that involves logging of CME (Continuing Medical Education) credits including category 1 and category 2 as defined by the NCCPA, as well as a recertification examination

**DESCRIPTION OF THE PROGRAMS**

The **BAY SHORE CAMPUS PHYSICIAN ASSISTANT PROGRAM**, like the PA profession itself, was developed in response to a shortage of providers in primary health care, with a mandate to educate students to provide primary health care services in medically under-represented areas. The subsequent establishment of the Extension Center affiliated with the Nassau University Medical Center located in East Meadow increased access to PA education for individuals from the metropolitan New York area. The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) designates the Bay Shore program and its extension center as Bay Shore (D).

The **Bay Shore and NUMC programs** are equivalent programs whose curriculum is designed to educate students to function as Physician Assistants delivering high quality health care to all patient populations. NUMC students take a portion of their classes at the Bay Shore campus.

We offer a 7-semester, 28-month professional program, accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA), from both our Bay Shore campus and the Nassau University Medical Center Extension (NUMC) to best serve students from Long Island and the metropolitan area. Bay Shore classes begin in the fall of each year, and in January at the Nassau University Medical Center extension site.

The program consists of 7-semesters over 28-months, including 15-week summer semesters, and the program is a lockstep curriculum. All students must complete the same coursework throughout the 28 months regardless of past degrees. No student can be exempted from any coursework.

The first 12 months, divided into three consecutive semesters, are devoted to didactic work in the basic sciences, medicine, behavioral sciences, and research methodologies. The clinical phase is divided into four consecutive semesters over 16 months, during which students are provided with supervised clinical practice experiences through 10 rotations, each lasting five weeks, at clinical sites such as hospitals, clinics, and private practices. During this clinical phase, students also complete didactic graduate coursework and a required master’s research project. The seventh semester includes graduate coursework, an advanced clinical rotation elective, and completion of a capstone Master’s project and may include advanced clinical training opportunities as part of the Master’s coursework.
The program provides a nurturing learning environment, and stresses the importance of continuing medical education.

Graduates from both sites earn a Bachelor of Science in Health Sciences and a Master of Science in Physician Assistant Studies, which prepares and qualifies students to take the NCCPA exam.

The MANHATTAN CAMPUS PHYSICIAN ASSISTANT PROGRAM is a non-traditional, intense 32-month program, leading to the degrees of Bachelor of Science in Health Sciences and Master of Science in Physician Assistant Studies. The 127-credit curriculum is composed of eight 15-week semesters, organized into a didactic phase, a clinical phase, and a culminating semester. The first 16 months (4 semesters) is the didactic phase devoted to progressive development of knowledge and competencies in the basic medical sciences, clinical medicine, behavioral sciences, and research methodologies. This phase entails evening/weekend scheduling of coursework, i.e. Monday through Thursday 4pm – 9pm and Sundays 9am – 5pm.

The next 12 months (3 semesters) comprise the clinical phase, in which students are provided with supervised clinical practice experiences through nine rotations, each lasting five weeks, in clinical sites such as hospitals, clinics, and private practices, in a traditional full-time format. During the clinical phase learning experiences, students develop their identities as health care practitioners and members of the professional health care team.

The final 4 months (1 semester) are the culminating semester and include graduate coursework, an advanced clinical rotation elective, and completion of a capstone Master’s project, and may include advanced clinical training opportunities as part of the Master’s coursework.

BAY SHORE CAMPUS/NASSAU UNIVERSITY MEDICAL CENTER PHYSICIAN ASSISTANT PROGRAM
John Rongo, PA-C, M.S., Program Director

MISSION OF THE PHYSICIAN ASSISTANT PROGRAM
The mission of the Touro College Physician Assistant Programs is to educate capable students to meet the challenges of providing health care services under the supervision of a licensed physician. The programs also strive to excel in the education and training of physician assistants who will serve the health care needs of the community with competence, compassion, and dedication. The program curriculum is designed to educate its graduates to function as traditionally-trained primary care providers who are able to provide care to patients in any number of specialties in hospital-based and private office settings, and to prepare graduates with the requisite medical knowledge to pass the national certifying examination. The curriculum is also formulated to sensitize the student to diverse patient populations and the impact of socioeconomic factors on health care and its availability.

GOALS AND OBJECTIVES / COMPETENCIES
The goals and learning objectives/competencies of the program are taken from the “Expected Competencies for the Physician Assistant Profession” https://www.aapa.org/wp-content/uploads/2017/02/PA-Competencies-updated.pdf. The goals and learning objectives/competencies are as follows:

1. To prepare physician assistant students with the core knowledge about established and evolving biomedical and clinical sciences, and with the ability to apply this knowledge effectively and appropriately to patient care.
   a. Students will be able to recall etiologies, risk factors, underlying pathologic processes, and epidemiology for medical conditions.
   b. Students will be able to identify signs and symptoms of common medical conditions.
   c. Students will be able to differentiate between the normal and the abnormal in anatomical, physiological, and laboratory findings, and in other diagnostic data.
   d. Students will be able to collaborate with the health care team in developing and implementing management and treatment plans for general medical and surgical conditions.
   e. Students will be able to recall the indications, contraindications, side effects, interactions and adverse reactions of pharmacologic agents and other relevant treatment modalities.
   f. Students will be able to identify appropriate interventions for the prevention of conditions.
2. To promote in students an investigatory and analytic thinking approach to clinical situations.
   a. Students will be able to elicit a detailed and accurate medical history and perform a complete physical examination.
   b. Students will be able to analyze a chief complaint and to perform a focused physical exam.
   c. Students will be able to select and interpret appropriate diagnostic or lab studies.
   d. Students will be able to formulate a differential diagnosis, using history and physical findings and diagnostic studies.
   e. Students will be able to make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, current scientific evidence, and clinical judgment.
   f. Students will be able to collaborate with others to solve health care problems.

3. To develop in students interpersonal and communication skills that will enhance effective communication exchange with patients, their families, physicians, and other members of the health care team.
   a. Students will be able to use effective listening, nonverbal, explanatory, questioning, and writing skills to elicit and provide information.
   b. Students will be able to communicate and work effectively with supervising physicians and other professionals as members of a health care team.
   c. Students will be able to accurately and adequately document and record information regarding the care process for medical, legal, quality-assurance, and financial purposes.
   d. Students will be able to apply an understanding of human behavior across the lifespan in their interactions with patients.
   e. Students will be able to provide patient education and counseling regarding physical and mental health, health promotion and disease prevention, normal growth and development, and family planning.

4. To foster an attitude of professionalism and positive values, such as responsibility, ethical practice, sensitivity to diverse patient populations, and adherence to legal and regulatory requirements.
   a. Students will be able to work effectively with physicians and other health care professionals to provide patient-centered care.
   b. Students will be able to recall the legal and regulatory requirements, as well as the appropriate role of the physician assistant.
   c. Students will be able to recall and apply the ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices.
   d. Students will be able to provide care with sensitivity to patients’ culture, age, gender, and disabilities.
   e. Students will be able to recognize the impact of socioeconomic and ethnic diversity on the availability and delivery of health care.
   f. Students will be able to understand their limitations and know when to make appropriate referrals.
   g. Students will be able to recognize the responsibility to serve the needs of the community and to provide health care services in medically-underserved areas.

5. To provide students with the tools to become lifelong learners.
   a. Students will be able to apply information technology to manage information, access online medical information, and support their own lifelong education.
   b. Students will be able to apply knowledge of study designs and statistical methods to the appraisal of clinical studies.
   c. Students will be able to locate and appraise medical studies, and integrate evidence from medical studies into patient management.

6. To produce graduates with the requisite medical knowledge and competencies to pass the national certification examination and successfully compete in the metropolitan-area job market.

WHO SHOULD APPLY
Applicants to the PA Program should have a desire to practice medicine and to provide health care with compassion and empathy to patients of diverse ethnic, cultural, and religious backgrounds. Applicants should be comfortable with the concept of the PA as a dependent practitioner, a role that demands intelligence, sound judgment, intellectual honesty, and the ability to relate to people.
Applicants to the BS/MS Physician Assistant Program must, by the time of enrollment, have completed a minimum of 90 college credits that include specific prerequisite coursework, as described in the Admission Requirements and Procedures section below.

Some factors to consider are the following:
- The intense 28-month, 7-semester professional, graduate-level program requires personal as well as financial sacrifices, and demands a high degree of self-sufficiency and well-developed study skills.
- The rigorous nature of the program precludes maintaining outside employment.
- During the clinical phase, students must be adaptable to variations in scheduling, location of clinical sites, and scope of responsibilities.
- The profession necessitates working with those who are ill, and interacting effectively and cooperatively with doctors, nurses, and other members of the health care team.

ADMISSION REQUIREMENTS AND PROCEDURES
(Also see general admission requirements, pp. 19-21.)

The Bay Shore Campus / NUMC Physician Assistant Program participate in the Central Application Service for Physician Assistants (CASPA). Applicants must complete the online application at https://caspa.liaisoncas.com/applicant-ux/#/login.

A new class of students is admitted to the program at the Bay Shore campus and enrolled each fall, and a new class begins at the NUMC extension each spring. Decisions on admission are made by a committee of PA Program faculty, and are based on an assessment of the applicant’s past academic performance and potential for success in the program, as well as his/her understanding of and commitment to the PA profession. Classes in the BS/MS program at the Bay Shore campus begin in late August; classes in the BS/MS program at NUMC in East Meadow begin in January.

Deadlines for receipt of the application and all accompanying documentation:
- Spring-start classes at the NUMC extension - October 1st of every year
- Fall-start classes at the Bay Shore campus – January 15th of every year

The following are required for consideration for admission:
- Completed and verified CASPA application must include the following:
  - A written personal statement (see CASPA application for guidelines)
  - 3 letters of recommendation (one must be from a physician assistant)
  - Documentation of a minimum of 200 hours of direct patient contact health care experience, either volunteer or paid (patient contact form can be found in CASPA under “Documents” section).
  - Documentation of a minimum of 20 hours "shadowing" a physician assistant (shadowing form can be found in CASPA under “Documents” Section).

All official transcript(s) indicating (1) a minimum cumulative GPA of 3.0, (2) a minimum GPA of 3.0 in science courses, and (3) successful completion of 90 transferable credits – 60 of which must be in general liberal arts and sciences and specifically include 52 credits of prerequisites listed below – with grades of “C” or better* at an accredited college, university, or its equivalent. Please note: An applicant may apply to the program with prerequisite coursework in progress. However, pending coursework may delay review of the candidate's application. All prerequisites, including 90 total credits, should be completed by the application deadline, and must be completed prior to entering the program.
Distribution of 52 credits of specific prerequisites:

General Biology I & II (with labs) ......................................................................................................... 8 credits
General Chemistry I & II (with labs) .................................................................................................... 8 credits
Organic Chemistry or Biochemistry ..................................................................................................... 4 credits
Anatomy & Physiology** .................................................................................................................... 8 credits
Behavioral Sciences (e.g., Psychology, Sociology, Anthropology) ....................................................... 6 credits
English Composition and/or English Literature .................................................................................... 6 credits
Humanities (e.g., History, Philosophy, Languages, Literature, Art) ..................................................... 6 credits
Mathematics (pre-calculus level or above) ............................................................................................... 3 credits
Statistics .............................................................................................................................................. 3 credits

* Advanced Placement courses taken in high school must have scores of 4 or 5 to transfer.
** Applicants who completed two Anatomy & Physiology courses for less than a total of 8 credits must satisfy the credit requirement by completing an additional elective in Biology or Chemistry.
+ Applicants must provide catalog descriptions for English courses not taught by an English department (e.g. through a core curriculum or honors program).

- For applicants who do not hold a degree from an accredited college, university, or its equivalent, an official high school transcript or proof of GED is required.
- All prerequisite science courses must be designed for science majors. Transfer of science courses designed for non-science majors, e.g., liberal arts, nursing, respiratory therapy, is at the discretion of the Admissions Committee.
- Applicants whose sciences prerequisites are more than 10 years old may be required to take refresher courses unless a Waiver Request is approved by the PA Program Admissions Committee.
- All prerequisite courses are offered by Touro’s Lander Colleges and its New York School of Career and Applied Studies
- The PA program does not award academic credit for experiential learning.
- Meeting the minimum requirements listed above does not guarantee an interview or admission to the program.

The program Admissions Committee evaluates an applicant’s completed application and considers the following factors:

- Quality and content of the personal statement
- Strength of the recommendations made in the three letters
- Cumulative GPA
- Science GPA
- Nature and extent of health care experiences

Based on this evaluation, selected applicants are invited for a personal interview, at which time they are assessed with regard to their understanding of the PA role, their motivation, maturity, intellectual qualities, insights, and interpersonal skills.

The Admissions Committee makes final decisions on admission to the program.

Admissions Appeals

Students who do not meet established grade point standards or other established admission requirements detailed above may petition the PA Admissions Committee in writing for consideration. The petition must accompany the application. It should clearly explain extenuating circumstances that have prevented the student from meeting existing grade point standards or other requirements, and describe elements of the applicant’s background that would indicate the potential for success in the program. The Admissions Committee may choose to admit students who have not met established admission requirements, based on the student’s petition, application, interview and other supporting documents required as part of the application process. For applicants who already hold a B.A. or B.S. degree, prerequisite courses of certain types may be waived at the discretion of the PA Program Director.
Preferred Admission for School of Health Sciences Undergraduate Studies Students

Touro College students who have completed 34 or more undergraduate credits in the School of Health Sciences’ Undergraduate Studies department may qualify for “preferred admission” status to the Bay Shore Campus or NUMC Physician Assistant programs. The School of Health Sciences holds open a certain number of places in each entering class for students with “preferred” status.

Following are the criteria for consideration for preferred admission:

- Successful completion of all prerequisite courses (see listing above)
- Submission of a completed CASPA application and Supplemental Application
- Submission of the personal statement (see CASPA application for guidelines)
- Submission of verification of a minimum of 200 hours of direct patient contact, including a minimum of 20 hours shadowing a PA (documentation forms can be found in the Supplemental Application)
- Submission of three letters of reference, including one from a Physician Assistant
- A 3.0 minimum cumulative GPA at Touro College
- A 3.0 minimum cumulative science/math GPA (excluding Physics) from all colleges attended

Unlike applicants who attended other institutions, Undergraduate Studies students applying for admission to a given PA class who meet the above criteria and whose cumulative science/math GPA falls in the upper 80% qualify for preferred admission and are assured of an interview. The PA Admissions Committee, as with other applicants, makes final decisions on admission.

School of Health Sciences’ Undergraduate Studies applicants who do not meet the established grade point standards or other established admission requirements may petition the PA Admissions Committee in writing for consideration. Please refer to the “Admissions Appeals” section above for further details.

TUITION, FEES AND EXPENSES
(Also see general tuition and fees information, p. 22.)

Students are admitted to the program on a full-time basis. This requires a major commitment of both time and resources. Estimated total program cost, based on tuition and fees for the 2018-2019 academic year, would be $104,752 for new enrolled students.

Tuition and fees for the 2018-2019 academic year are as follows:

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time tuition for new enrolled students, per semester (Fall, Spring, Summer)</td>
<td>$14,830</td>
</tr>
<tr>
<td>Full-time tuition for current enrolled students, per semester (Fall, Spring, Summer)</td>
<td>$14,410</td>
</tr>
<tr>
<td>Tuition deposit (non-refundable, applied to 1st semester tuition)</td>
<td>$1,500</td>
</tr>
<tr>
<td>Administrative fee, per semester (Fall, Spring, Summer)</td>
<td>$100</td>
</tr>
<tr>
<td>Malpractice insurance fee, per semester (Fall, Spring, Summer)</td>
<td>$30</td>
</tr>
<tr>
<td>Laboratory fee, per semester (Fall, Spring, Summer)</td>
<td>$425</td>
</tr>
<tr>
<td>Clinical Site fee, per semester (Fall, Spring, Summer)</td>
<td>$1,250</td>
</tr>
<tr>
<td>Occupational Medicine fee, per semester (Fall, Spring, Summer)</td>
<td>$135</td>
</tr>
<tr>
<td>Program Equipment fee (Incoming students only)</td>
<td>$1,117</td>
</tr>
<tr>
<td>Technology fee (Fall and Spring)</td>
<td>$100</td>
</tr>
<tr>
<td>Membership fee, per semester (Fall and Spring)</td>
<td>$75</td>
</tr>
</tbody>
</table>
Tuition and fees are subject to change annually. The Touro College Board of Trustees reserves the right to change the tuition and fees schedule without prior written notice.

**Professional Expenses**

Personal expenses for books, travel, housing, food, uniforms, supplies, and other items vary greatly from individual to individual. All students are required to carry health insurance, and cover the cost of background checks performed by clinical affiliation sites. Students are encouraged to meet with a financial aid counselor early in the application process to plan for these expenses.

A breakdown of estimated professional expenses is as follows:

<table>
<thead>
<tr>
<th>Expense</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical supplies (including lab coat)</td>
<td>$800 (1st semester)</td>
</tr>
<tr>
<td>Background check</td>
<td>$90 (required 1st semester)</td>
</tr>
<tr>
<td>Books</td>
<td>$2,500 (total of 2 years)</td>
</tr>
</tbody>
</table>

**SEMESTER START/END DATES**

**BAY SHORE CAMPUS and NUMC — DIDACTIC PHASE**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Didactic Semester Start Date</th>
<th>Last Date for Final Exams</th>
<th>Official Semester End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2018</td>
<td>May 7, 2018</td>
<td>August 17, 2018 @BS</td>
<td>August 17, 2018 @BS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>August 24, 2018 @NUMC</td>
<td>August 24, 2018 @NUMC</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>August 27, 2018</td>
<td>December 14, 2018</td>
<td>December 21, 2018</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>January 2, 2019</td>
<td>May 3, 2019</td>
<td>May 3, 2019</td>
</tr>
<tr>
<td>Summer 2019</td>
<td>May 6, 2019</td>
<td>August 16, 2019 @BS</td>
<td>August 23, 2019 @BS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>August 23, 2019 @NUMC</td>
<td>August 23, 2019 @NUMC</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>August 26, 2019</td>
<td>December 20, 2019</td>
<td>December 20, 2019</td>
</tr>
</tbody>
</table>

**BAY SHORE CAMPUS and NUMC — CLINICAL PHASE**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Clinical Semester Start Date</th>
<th>Last Date for Exams</th>
<th>Official Semester End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2018</td>
<td>May 7, 2018</td>
<td>August 17, 2018</td>
<td>August 17, 2018</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>August 27, 2018</td>
<td>December 14, 2018</td>
<td>December 21, 2018</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>January 2, 2019</td>
<td>May 3, 2019</td>
<td>May 3, 2019</td>
</tr>
<tr>
<td>Summer 2019</td>
<td>May 6, 2019</td>
<td>August 16, 2019</td>
<td>August 23, 2019</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>August 26, 2019</td>
<td>December 20, 2019</td>
<td>December 20, 2019</td>
</tr>
</tbody>
</table>

**CURRICULUM**

The 28-month professional curriculum is composed of six 15-week semesters organized into a didactic phase and a clinical/culminating phase. The didactic phase consists of a “lock-step” curriculum divided into three consecutive semesters over 12 months.

The clinical phase is divided into three consecutive semesters over 12 months, during which students are provided with supervised clinical practice experiences through nine rotations, each lasting five weeks. Rotation assignments are made by the program; students are not required to arrange for their own clinical placements. Clinical rotations consist of seven required core disciplines, one main discipline elective and one general elective. During the clinical phase learning experiences, each student develops his/her identity as a health care practitioner and a member of the professional health care team. The rotations take place in hospitals, clinics, or private settings. The clinical year also includes graduate coursework and completion of a Master’s project.
## RECOMMENDED SEQUENCE OF COURSES, DIDACTIC PHASE

### SEMESTER I

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAMN 411</td>
<td>Physiology</td>
<td>4</td>
</tr>
<tr>
<td>PAMN 419</td>
<td>Introduction to Pharmacology</td>
<td>1</td>
</tr>
<tr>
<td>PAMN 422</td>
<td>Medical Microbiology/Immunology</td>
<td>3</td>
</tr>
<tr>
<td>PAMN 423</td>
<td>Psychosocial/Cultural Aspects of Health Care &amp; the PA Role</td>
<td>3</td>
</tr>
<tr>
<td>PAMN 431</td>
<td>PA Physical Diagnosis I Lecture</td>
<td>3</td>
</tr>
<tr>
<td>PAMN 431.6</td>
<td>PA Physical Diagnosis I Lab</td>
<td>1</td>
</tr>
<tr>
<td>PAMN 432</td>
<td>Clinical Molecular Mechanism of Disease</td>
<td>2</td>
</tr>
<tr>
<td>PAMN 434</td>
<td>Clinical Human Anatomy Lecture</td>
<td>3</td>
</tr>
<tr>
<td>PAMN 434.6</td>
<td>Clinical Human Anatomy Lab (offered at Bay Shore campus only)</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>

### SEMESTER II

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAMN 421</td>
<td>Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>PAMN 427</td>
<td>Patho-Physiology</td>
<td>2</td>
</tr>
<tr>
<td>PAMN 428</td>
<td>Clinical Procedures and Diagnostic Modalities</td>
<td>2</td>
</tr>
<tr>
<td>PAMN 429/429.6</td>
<td>Advanced Physical Diagnosis II Lecture/Lab – H&amp;Ps</td>
<td>3</td>
</tr>
<tr>
<td>PAMN 430</td>
<td>OB/GYN</td>
<td>2</td>
</tr>
<tr>
<td><strong>Note:</strong> Students enrolled in the NUMC program take this course in the third semester.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAMN 610</td>
<td>Pediatrics</td>
<td>2</td>
</tr>
<tr>
<td>PAMN 619</td>
<td>Introduction to Surgery</td>
<td>1</td>
</tr>
<tr>
<td>MPAN 670</td>
<td>Clinical Medicine I</td>
<td>4</td>
</tr>
<tr>
<td>MPAN 671</td>
<td>Clinical Medicine II</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>22</strong></td>
</tr>
</tbody>
</table>

### SEMESTER III

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAMN 623</td>
<td>General Surgery</td>
<td>3</td>
</tr>
<tr>
<td>PAMN 630</td>
<td>Geriatrics</td>
<td>1</td>
</tr>
<tr>
<td>PAMN 634</td>
<td>Emergency Medicine</td>
<td>1</td>
</tr>
<tr>
<td>MPAN 645</td>
<td>Health Science Epidemiology &amp; Biostatistics</td>
<td>2</td>
</tr>
<tr>
<td>MPAN 646</td>
<td>Medical Research Methods &amp; Literature Review</td>
<td>3</td>
</tr>
<tr>
<td>MPAN 672</td>
<td>Clinical Medicine III</td>
<td>4</td>
</tr>
<tr>
<td>MPAN 673</td>
<td>Clinical Medicine IV</td>
<td>2</td>
</tr>
<tr>
<td>HSBN 668</td>
<td>Independent Study - Community Service</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

## CLINICAL PHASE

### SEMESTER IV

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPAN 653</td>
<td>PA Master’s Project I</td>
<td>1</td>
</tr>
<tr>
<td>PACN 660-687</td>
<td>Clinical Rotations</td>
<td>15</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

### SEMESTER V

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PACN 660-687</td>
<td>Clinical Rotations</td>
<td>15</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

### SEMESTER VI

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PACN 660-687</td>
<td>Clinical Rotations</td>
<td>15</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

### SEMESTER VII

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPAN 647</td>
<td>Medical Ethics &amp; Healthcare Policy</td>
<td>3</td>
</tr>
<tr>
<td>MPAN 642</td>
<td>Health Care Delivery Systems</td>
<td>3</td>
</tr>
</tbody>
</table>
Second Year (Clinical) Disciplines

Required Core Disciplines
- PACN 670 Primary Care Medicine
- PACN 671 Pediatrics
- PACN 672 Emergency Medicine
- PACN 673 Surgery
- PACN 674 Internal Medicine
- PACN 675 Long Term Care
- PACN 676 OB/GYN
- PACN 678 Behavioral Health

Main Discipline Electives (choose 1)
- PACN 660 Primary Care Elective
- PACN 662 Emergency Medicine Elective
- PACN 663 Surgery Elective
- PACN 664 Internal Medicine Elective
- PACN 665 Long Term Care Elective
- PACN 666 OB/GYN Elective
- PACN 687 Cardiology

General Electives (choose 1)
- PACN 677 Psychiatry
- PACN 680 Pediatric Subspecialty
- PACN 682 Orthopedics
- PACN 688 Medicine Subspecialty (Dermatology/Infectious Diseases)
- PACN 689 Surgical Subspecialty (SICU/CTV)
- PACN 686 Forensics
- PACN 700 Advanced Elective Rotation

(TOTAL CLINICAL PHASE CREDITS = 63)
TOTAL CREDITS IN PROGRAM = 123

Course descriptions can be found in this catalog.

GRADUATION REQUIREMENTS
(Also see general graduation information, pp. 48-49.)

To qualify for graduation with a BS in Health Sciences and MS in Physician Assistant Studies, a student must fulfill all of the following:

- Successful completion of all courses and rotations, totaling 123 credits, which includes
  - Successful completion of the summative evaluation (PAMN 636)
  - Successful completion of the Master’s project
  - Overall program GPA of 2.667 or better

The above requirements are reviewed by the Academic Progress Committee, which informs the Registrar’s Office that the student is certified for graduation.
MANHATTAN CAMPUS PHYSICIAN ASSISTANT PROGRAM
Paula Pashkoff, PA-C, MS, Program Director

MISSION STATEMENT
The mission of the Touro College Physician Assistant Programs is to educate capable students to meet the challenges of providing health care services under the supervision of a licensed physician. The programs also strive to excel in the education and training of physician assistants who will serve the health care needs of the community with competence, compassion, and dedication. The program curriculum is designed to educate its graduates to function as traditionally-trained primary care providers who are able to provide care to patients in any number of specialties in hospital-based and private office settings, and to prepare graduates with the requisite medical knowledge to pass the national certifying examination. The curriculum is also formulated to sensitize the student to diverse patient populations and the impact of socioeconomic factors on health care and its availability.

The Manhattan Campus PA Program offers non-traditional scheduling of classes. This has enabled the program to broaden access to PA education to persons who prefer a non-traditional schedule format because of family commitments or the need to work part-time to finance their education.

GOALS AND OBJECTIVES/COMPETENCIES
1. To prepare physician assistant students with the core knowledge about established and evolving biomedical and clinical sciences, and with the ability to apply this knowledge effectively and appropriately to patient care. Students will be able to:
   a. recall etiologies, risk factors, underlying pathologic processes, and epidemiology for medical conditions.
   b. identify signs and symptoms of common medical conditions.
c. differentiate between the normal and the abnormal in anatomical, physiological, and laboratory findings and in other diagnostic data.
d. collaborate with the health care team in developing and implementing management and treatment plans for general medical and surgical conditions.
e. recall the indications, contraindications, side effects, interactions and adverse reactions of pharmacologic agents and other relevant treatment modalities.
f. identify appropriate interventions for the prevention of conditions.

2. To promote in students an investigatory and analytic thinking approach to clinical situations. Students will be able to:
   a. elicit a detailed and accurate medical history and perform a complete physical examination.
   b. analyze a chief complaint and perform a focused physical exam.
   c. select and interpret appropriate diagnostic or lab studies.
   d. formulate a differential diagnosis, using history and physical findings and diagnostic studies.
   e. make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, current scientific evidence, and clinical judgment.
   f. collaborate with others to solve health care problems.

3. To develop in students interpersonal and communication skills that will enhance effective communication exchange with patients, their families, physicians, and other members of the health care team. Students will be able to:
   a. use effective listening, nonverbal, explanatory, questioning, and writing skills to elicit and provide information.
   b. communicate and work effectively with supervising physicians and other professionals as a member of a health care team.
   c. accurately and adequately document and record information regarding the care process for medical, legal, quality-assurance and financial purposes.
   d. apply an understanding of human behavior across the lifespan in their interactions with patients.
   e. provide patient education and counseling regarding physical and mental health, health promotion and disease prevention, normal growth and development, and family planning.

4. To foster an attitude of professionalism and positive values, such as responsibility, ethical practice, sensitivity to diverse patient populations, and adherence to legal and regulatory requirements. Students will be able to:
   a. work effectively with physicians and other health care professionals to provide patient-centered care.
   b. recall the legal and regulatory requirements, as well as the appropriate role of the physician assistant.
   c. recall and apply the ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices.
   d. provide care with sensitivity to patients’ culture, age, gender, and disabilities.
   e. recognize the impact of socioeconomic and ethnic diversity on the availability and delivery of health care.
   f. understand their limitations and know when to make appropriate referrals.
   g. recognize the responsibility to serve the needs of the community and to provide health care services in medically-underserved areas.

5. To provide students with the tools to become lifelong learners and to pursue scholarly endeavors. Students will be able to:
   a. apply information technology to manage information, access online medical information, and support their own lifelong education.
   b. apply knowledge of study designs and statistical methods to the appraisal of clinical studies.
   c. locate and appraise clinical studies, and integrate evidence from clinical studies into patient management.
   d. design an investigation that utilizes research methodology to attempt to answer a clinical question through empirical research-based analysis.
   e. actively engage in scholarly activities, such as research, teaching, and professional presentations.
6. To produce graduates with the requisite medical knowledge, competencies, and critical thinking skills to provide quality, cost-effective health care, and to be supportive advocates to all patients. Graduates will be able to:
   a. extrapolate and apply the knowledge and experience accumulated in the program to successfully pass the National Certifying Examination.
   b. recognize patients’ health care needs and provide service and support to meet those needs.

WHO SHOULD APPLY
Applicants to the PA Program should have a desire to practice medicine and to provide health care with compassion and empathy to patients of diverse ethnic, cultural, and religious backgrounds. Applicants should be comfortable with the concept of the PA as a dependent practitioner, a role that demands intelligence, sound judgment, intellectual honesty, and the ability to relate to people.

Applicants to the BS/MS Physician Assistant Program must, by the time of enrollment, have completed a minimum of 90 college credits that includes specific prerequisite coursework, as described in the Admissions Requirements and Procedures section.

Some factors to consider are the following:
- The intense 32-month professional, graduate-level program requires personal as well as financial sacrifices, and demands a high degree of self-sufficiency and well-developed study skills.
- During the first 16 months of the program, students may be able to maintain part-time employment. However, during the remainder of the program, employment is precluded.
- During the clinical phase, students must be adaptable to variations in scheduling, location of clinical sites, and scope of responsibilities.
- The profession necessitates working with those who are ill, and interacting effectively and cooperatively with doctors, nurses, and other members of the health care team.

ADMISSION REQUIREMENTS AND PROCEDURES
(Also see general admission requirements pp. 19-21.)

The Manhattan Campus Physician Assistant Program participates in the Central Application Service for Physician Assistants (CASPA). Applicants must complete the online application at https://caspa.liaisoncas.com/applicant-ux/#/login.

A new class of students is admitted to the program and enrolled each fall. Decisions on admission are made by a committee of Manhattan Campus PA Program faculty, and are based on an assessment of the applicant’s past academic performance and potential for success in the program, as well his/her understanding of, and commitment to, the PA profession. Classes in the BS/MS program at the Manhattan campus begin in late August.

The final deadline for applications and accompanying documents is January 15th of every year.

The following are required for consideration for admission:
- Completed and verified CASPA application must include the following:
  - A written personal statement (see CASPA application for guidelines)
  - 3 letters of recommendation (one must be from a physician assistant)
  - Documentation of a minimum of 200 hours of direct patient contact health care experience, either volunteer or paid (patient contact form can be found in CASPA under “Documents” section).
  - Documentation of a minimum of 20 hours "shadowing" a physician assistant (shadowing form can be found in CASPA under “Documents” Section).
  - All Official transcript(s) indicating (1) a minimum cumulative GPA of 3.0, (2) a minimum GPA of 3.0 in science courses, and (3) successful completion of 90 transferable credits – 60 of which must be in general liberal arts and sciences and specifically include 52 credits of prerequisites listed below – with grades of “C” or better* at an accredited college, university, or its equivalent.
Please note: An applicant may apply to the program with prerequisite coursework in progress. However, pending coursework may delay review of the candidate’s application. All prerequisites, including 90 total credits, should be completed by the application deadline, and must be completed prior to entering the program.

Distribution of 52 credits of specific prerequisites:

- General Biology I & II (with labs) .......................................................... 8 credits
- General Chemistry I & II (with labs) .......................................................... 8 credits
- Organic Chemistry or Biochemistry .......................................................... 4 credits
- Anatomy & Physiology** ........................................................................ 8 credits
- Behavioral Sciences (e.g., Psychology, Sociology, Anthropology) ...................... 6 credits
- English Composition and/or English Literature* .......................................... 6 credits
- Humanities (e.g., History, Philosophy, Languages, Literature, Art) ...................... 6 credits
- Mathematics (pre-calculus level or above) .................................................. 3 credits
- Statistics ...................................................................................................... 3 credits

* Advanced Placement courses taken in high school must have scores of 4 or 5 to transfer.
**Applicants who completed two Anatomy & Physiology courses for less than a total of 8 credits must satisfy the credit requirement by completing an additional elective in Biology or Chemistry.
+ Applicants must provide catalog descriptions for English courses not taught by an English department (e.g. through a core curriculum or honors program).

- For applicants who do not hold a degree from an accredited college, university, or its equivalent, an official high school transcript or proof of GED.

Please note:
- All prerequisite science courses must be designed for science majors. Transfer of science courses designed for non-science majors, e.g., liberal arts, nursing, respiratory therapy, is at the discretion of the Admissions Committee.
- Applicants whose sciences prerequisites are more than 10 years old may be required to take refresher courses unless exempted by the PA Program Admissions Committee.
- All prerequisite courses are offered by the School of Health Sciences’ Undergraduate Studies department at the Bay Shore campus, as well as by Touro’s Lander Colleges and its New York School of Career and Applied Studies.
- The PA program does not award academic credit for experiential learning.
- Meeting the minimum requirements listed above does not guarantee an interview or admission to the program.

The program Admissions Committee evaluates an applicant’s completed application and considers the following factors:
- Quality and content of the personal statement
- Strength of the recommendations made in the three letters
- Cumulative GPA
- Science GPA
- Nature and extent of health care experiences

Based on this evaluation, selected applicants are invited for a personal interview in which they are assessed with regard to their understanding of the PA role, their motivation, maturity, intellectual qualities, insights, and interpersonal skills.

The Admissions Committee makes final decisions on admission to the program.
Admissions Appeals
Students who do not meet established grade point standards or other established admission requirements detailed above may petition the PA Admissions Committee in writing for consideration. The petition must accompany the application. It should clearly explain extenuating circumstances that have prevented the student from meeting existing grade point standards or other requirements, and describe elements of the applicant's background that would indicate the potential for success in the program. The Admissions Committee may choose to admit students who have not met established admission requirements, based on the student's petition, application, interview, and other supporting documents required as part of the application process.

For information, please contact:
Physician Assistant Program/Office of Admissions
Touro College School of Health Sciences
1700 Union Boulevard
Bay Shore, N.Y. 11706
Phone: 866-TOURO-4-U
Enroll.health@touro.edu

TUITION, FEES AND EXPENSES
(Also see general tuition and fees information, p. 22.)

Students are admitted to the program on a full-time basis. This requires a major commitment of both time and resources. Estimated total program cost, based on tuition and fees for the 2018-2019 academic year, would be $132,157:

Tuition and Fees for the 2018-2019 academic year are as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time tuition, per semester (Fall, Spring, Summer)</td>
<td>$14,315</td>
</tr>
<tr>
<td>Per-credit tuition (for repeated courses)</td>
<td>$1,290</td>
</tr>
<tr>
<td>Tuition deposit (non-refundable, applied to 1st-semester tuition)</td>
<td>$1,500</td>
</tr>
<tr>
<td>Administrative fee, per semester (Fall, Spring, Summer)</td>
<td>$100</td>
</tr>
<tr>
<td>Malpractice insurance fee, per semester (Fall, Spring, Summer)</td>
<td>$30</td>
</tr>
<tr>
<td>Clinical site fee, per semester (Fall, Spring, Summer)</td>
<td>$1250</td>
</tr>
<tr>
<td>Occupational medicine fee, per semester (Fall, Spring, Summer)</td>
<td>$135</td>
</tr>
<tr>
<td>Laboratory fee, per semester (Fall, Spring, Summer)</td>
<td>$425</td>
</tr>
<tr>
<td>Technology fee, per semester (Fall and Spring)</td>
<td>$100</td>
</tr>
<tr>
<td>Program Equipment fee (incoming students only)</td>
<td>$1117</td>
</tr>
<tr>
<td>Membership fee, per semester (Fall and Spring)</td>
<td>$75</td>
</tr>
</tbody>
</table>

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

Professional Expenses
Other expenses include books, medical equipment, and health insurance, membership in the American Academy of Physician Assistants (AAPA), ACLS certification, online moral ethics code tutorial, and Infection Control certification. Approximate cost for books and equipment is $3,500. In some cases, students may be responsible for covering the cost of background checks performed by clinical affiliation sites.

All students are required to carry health insurance, and cover the cost of background checks performed by clinical affiliation sites. Students are encouraged to meet with a financial aid counselor early in the application process to plan for these expenses.
SEMESTER START/END DATES
In each semester, start and end dates may differ according to when various entering classes are expected to graduate.

<table>
<thead>
<tr>
<th></th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2018</td>
<td>5/07/2018</td>
<td>8/17/2018</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>8/27/2018</td>
<td>12/21/2018</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>1/02/2019</td>
<td>5/03/2019</td>
</tr>
<tr>
<td>Summer 2019</td>
<td>5/06/2019</td>
<td>08/23/2019</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>8/26/2019</td>
<td>12/20/2019</td>
</tr>
<tr>
<td>Spring 2020</td>
<td>1/06/2020</td>
<td>05/03/2020</td>
</tr>
</tbody>
</table>

CURRICULUM
The 32-month professional curriculum is composed of eight 15-week semesters, organized into a didactic phase, a clinical phase, and a culminating semester. The didactic phase consists of a “lock-step” curriculum divided into four consecutive semesters (Fall, Spring, Summer, Fall) that take place over 16 months. Courses are scheduled Monday through Thursday 4pm-9pm, and Sundays 9am-5pm. All lectures are held at the Manhattan campus. The curriculum sequencing enables the progressive development of clinical knowledge and competence, and the reinforcement of clinical information from varying perspectives of medical, surgical, and emergency management.

The next 12 months, divided into three consecutive semesters (Spring, Summer, Fall), is the clinical phase, during which students are provided with supervised clinical practice experiences through nine rotations, each lasting five weeks. Eight of the nine rotations are core rotations, which all students must complete. There is one elective rotation during this phase, which students can choose in an area of interest. During the clinical phase supervised experiences, each student develops his/her identity as a health care practitioner and a member of the professional health care team. The rotations take place in hospitals, clinics, or private settings, and entail a full-time commitment during regular working hours. Rotation sites are in the metropolitan area, including, but not limited to, Manhattan, Brooklyn, Queens, the Bronx, Westchester, Nassau and Suffolk counties. Students should be prepared to travel to their assigned rotation sites.

The culminating semester (Spring) includes graduate coursework, an advanced clinical rotation elective, and completion of a capstone Master’s project, and may include advanced clinical training opportunities as part of the Master’s coursework.

No advanced standing can be granted in the PA Program. This is true whether equivalent courses have been taken in another PA training program or in medical school.
# RECOMMENDED SEQUENCE OF COURSES

## SEMESTER I (Fall)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAMN 409</td>
<td>Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>PAMN 411</td>
<td>Physiology</td>
<td>4</td>
</tr>
<tr>
<td>PAMN 413</td>
<td>Clinical Biochemistry</td>
<td>2</td>
</tr>
<tr>
<td>PAMN 417</td>
<td>Physical Diagnosis I</td>
<td>4</td>
</tr>
<tr>
<td>PAMN 423</td>
<td>Psychosocial/Cultural Aspects of Health Care &amp; the PA Role</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

## SEMESTER II (Spring)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAMN 414</td>
<td>Microbiology/Immunology</td>
<td>2</td>
</tr>
<tr>
<td>PAMN 416</td>
<td>Pathology</td>
<td>3</td>
</tr>
<tr>
<td>PAMN 418</td>
<td>Physical Diagnosis II</td>
<td>2</td>
</tr>
<tr>
<td>PAMN 420</td>
<td>Introduction to Clinical Pharmacology</td>
<td>2</td>
</tr>
<tr>
<td>PAMN 426</td>
<td>Diagnostic Modalities (3 modules - Lab Medicine, Diagnostic Imaging, ECG)</td>
<td>2</td>
</tr>
<tr>
<td>PAMN 600</td>
<td>Medicine I (1 module – Pulmonary Medicine)</td>
<td>1</td>
</tr>
<tr>
<td>PAMN 605</td>
<td>Psychiatry &amp; Behavioral Medicine</td>
<td>2</td>
</tr>
<tr>
<td>PAMN 611</td>
<td>Obstetrics/Gynecology</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

## SEMESTER III (Summer)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAMN 601</td>
<td>Medicine II (2 modules - Cardiology, Hematology)</td>
<td>3</td>
</tr>
<tr>
<td>PAMN 602</td>
<td>Medicine III (3 modules - Gastroenterology, Dermatology, Rheumatology)</td>
<td>3</td>
</tr>
<tr>
<td>PAMN 603</td>
<td>Medicine IV (2 modules – Neurology, Ophthalmology)</td>
<td>2</td>
</tr>
<tr>
<td>PAMN 606</td>
<td>Pharmacology I</td>
<td>2</td>
</tr>
<tr>
<td>PAMN 610</td>
<td>Pediatrics</td>
<td>2</td>
</tr>
<tr>
<td>PAMN 620</td>
<td>Surgery I</td>
<td>2</td>
</tr>
<tr>
<td>PAMN 625</td>
<td>Emergency Medicine I</td>
<td>1</td>
</tr>
<tr>
<td>PAMN 630</td>
<td>Geriatrics</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

## SEMESTER IV (Fall)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAMN 604</td>
<td>Medicine V (3 modules – Nephrology, Endocrinology, Infectious Diseases)</td>
<td>2</td>
</tr>
<tr>
<td>PAMN 607</td>
<td>Pharmacology II</td>
<td>2</td>
</tr>
<tr>
<td>PAMN 621</td>
<td>Surgery II</td>
<td>2</td>
</tr>
<tr>
<td>PAMN 622</td>
<td>Surgery III (3 modules - Orthopedics, ENT, Special Topics)</td>
<td>2</td>
</tr>
<tr>
<td>PAMN 626</td>
<td>Emergency Medicine II</td>
<td>2</td>
</tr>
<tr>
<td>PAMN 635</td>
<td>Clinical Procedures and Correlations</td>
<td>2</td>
</tr>
<tr>
<td>MPAN 640</td>
<td>Applied Epidemiology &amp; Biostatistics</td>
<td>2</td>
</tr>
<tr>
<td>MPAN 641</td>
<td>Research Methods &amp; Literature Review</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>17</strong></td>
</tr>
<tr>
<td>SEMESTER V (Spring)</td>
<td>Course #</td>
<td>Course Title</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>PACN 660-PACN 687</td>
<td>Rotation #1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rotation #2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rotation #3</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER VI (Summer)</th>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PACN 660-PACN 687</td>
<td>Rotation #4</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Rotation #5</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Rotation #6</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>MPAN 643</td>
<td>Medical Ethics, Health Policy, and Professional Practice</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER VII (Fall)</th>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PACN 660-PACN 687</td>
<td>Rotation #7</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Rotation #8</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>PACN 660-PACN 687</td>
<td>Rotation #9 (Elective Rotation)</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>MPAN 665</td>
<td>Evidence-Based Medicine</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER VIII (Spring)</th>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSBN 668</td>
<td>Community Service</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>MPAN 642</td>
<td>Health Care Delivery Systems</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>MPAN 659</td>
<td>Master's Project</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PACN 700</td>
<td>Advanced Elective Rotation</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>PAMN 637</td>
<td>Clinical Skills/Summative Evaluation</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

**TOTAL CREDITS IN PROGRAM = 127**

**Required Core Disciplines**
PACN 670 Primary Care Medicine
PACN 671 Pediatrics
PACN 672 Emergency Medicine
PACN 673 Surgery
PACN 674 Internal Medicine
PACN 675 Long Term Care
PACN 676 OB/GYN
PACN 678 Behavioral Health

**Main Discipline Electives**
PACN 660 Primary Care Elective
PACN 661 Pediatrics Elective
PACN 662 Emergency Medicine Elective
PACN 663 Surgery Elective
PACN 664 Internal Medicine Elective
PACN 665 Long-Term Care Elective
PACN 666 OB/GYN Elective
General Electives
PACN 677 Psychiatry
PACN 680 Pediatric Subspecialty
PACN 681 Infectious Disease
PACN 682 Orthopedics
PACN 683 Medicine Subspecialty
PACN 684 Surgical Subspecialty
PACN 685 Critical Care Medicine
PACN 686 Forensics
PACN 687 Cardiology

Advanced Elective
PACN 700 Advanced Electives Rotation
PACN 701 Behavioral Health Advanced Elective

Community Service Requirement
In keeping with the Touro College mission to serve the larger community and to sensitize its students to the realities of living with a serious health problem or disability, the School of Health Sciences requires that all students complete at least one credit of Community Service - Independent Study (HSN 668) before graduation. This course may be completed at any point after program admission and before graduation.

Elective Behavioral Health Track
Across the nation, there is a lack of professional behavioral health providers addressing the needs of underserved patients with acute and chronic psychiatric illnesses. Mental health PA professionals are not only needed to treat chronically ill persons who suffer with psychological disorders, but also promote behavioral changes that can positively impact treatment for all patients. This need has prompted the Touro College Manhattan PA Program to establish an elective track in Behavioral Health. The Behavioral Health Track offers advanced didactic and clinical electives to students with a strong interest in this field. These electives will have no effect on the length of our current program nor will they distract students from the student’s standardized PA education. Rather, students who complete this track will be awarded the dual degrees of BS in Health Sciences and MS in Physician Assistant Studies and will graduate with a letter of completion in Behavioral Health. This letter of completion is not transferable to any other Touro or non-Touro program.

Recommended Course Sequence for the Behavioral Health Track
- Semester II (Spring)
  PAMN 605 Psychiatry & Behavioral Medicine*
- Semester III (Summer)
  PAMN 608 Behavioral Health Advanced Seminar I
- Semester IV (Fall)
  PAMN 609 Behavioral Health Advanced Seminar II
- Semesters V-VIII
  PACN 650 Behavioral Health Elective
  PACN 678 Behavioral Health*
  PACN 701 Behavioral Health Advanced Elective

*Required coursework for all Manhattan PA Students
GRADUATION REQUIREMENTS
(Also see general graduation information, p. 48-49.)

To qualify for graduation with a BS in Health Sciences and an MS in Physician Assistant Studies, a student must successfully complete all courses and rotations totaling 127 credits, which includes:

- Successful completion of the summative evaluation (PAMN 637)
- Successful completion of the capstone Master’s project
- Maintaining an overall program GPA of 2.667 or better

PHYSICIAN ASSISTANT MASTER’S COMPLETION PROGRAM

Shazad Zeb, PA-C, Program Director
Christin Paglen, JD, Co-Director

A student has decided on a career as a Physician Assistant, but wants to go further. The Physician Assistant Master’s Completion Program is geared toward Bachelor of Science graduates of regionally-accredited physician assistant programs who meet our admission requirements. The 37-credit curriculum, which includes Experiential Advanced Clinical Practice I and II, can be completed in one year. The program is flexible and affordable, offered by experienced School of Health Sciences faculty. Upon completion, students earn a Master of Science degree. The program is taught in a guided independent study format, with the curriculum delivered via Canvas. All assignments are submitted through Safeassign™ for review by faculty, and feedback is provided via email. Students can study at their own pace, and fit the courses into their own schedules.

RECOMMENDED SEQUENCE OF COURSES

PACN 690 Experiential Advanced Clinical Practice I* .................................. 10 credits
PACN 691 Experiential Advanced Clinical Practice II* .................................. 10 credits

SEMESTER I
MPAN 645 Health Science Epidemiology and Biostatistics ......................... 2 credits
MPAN 646 Medical Research Methods and Literature Review.................. 3 credits
MPAN 653 PA Master’s Project I ................................................................. 1 credit
MPAN 647 Medical Ethics and Healthcare Policy...................................... 3 credits

SEMESTER II
MPAN 654 Master’s Project II......................................................................... 1 credit
MPAN 642 Health Care Delivery Systems.................................................. 3 credits
MPAN 664 Evidence Based Medicine ....................................................... 3 credits
MPAN 655 PA Master’s Project III ............................................................... 1 credit

* This requirement is only for students who were unable to fulfill the clinical pre-requisite of 900 supervised and documented hours.

ADMISSION REQUIREMENTS

The Physician Assistant Master’s Completion Program is designed as a one-year program, culminating in a Master of Science degree. Admission requirements include a bachelor’s degree from a regionally-accredited college or university.

(Also see general admission requirements, pp. 19-21.)

The following are required for consideration for admission:

- A bachelor's degree from a regionally-accredited college or university. Applicants will need to have graduated from an ARC-PA accredited Physician Assistant program. Applicants who have graduated from a university outside the United States must provide a degree-level equivalency evaluation from a School of Health Sciences-approved agency. A list of agencies is available by visiting http://www.naces.org/members.htm.
- Certification by the National Commission on Certification of Physician Assistants (NCCPA)
- Two letters of recommendation from a physician or supervising physician assistant
• Official transcripts from all colleges/universities attended, including the PA program that the applicant attended. The applicant must supply transcripts regardless of the number of credits earned or the type of school that the applicant attended. Send transcripts to: Touro College, Office of Admissions Attn: Jennifer Christie 1700 Union Blvd Bay Shore, NY 11706

CLINICAL PREREQUISITES
• The applicant will need 900 hours of clinical experience, with documentation from the supervising practitioner(s). Students who are new graduates have one year to complete the 900 clinical hours prior to graduation.

ADMISSION PROCESS
Complete the Touro College School of Health Sciences web-based application, https://app.applyyourself.com/AYApplicantLogin/fl_ApplicantLogin.asp?id=touro and submit all required supporting documentation.

Upon receipt of the completed application and all required supporting documentation, the faculty will review the application and supporting documents. Admission is on a competitive basis, and candidates are notified of acceptance or non-acceptance by the program director. All submitted materials become the property of Touro College.

TUITION AND FEES 2018-2019

Total Program Tuition........................................................................................................$8,500
• Deposit (non-refundable, applied to first-semester tuition) .........................$1,000
• Installment due first semester.......................................................................................$5,500
• Installment due second semester...................................................................................$2,000

Fees:
• Late registration fee...........................................................................................................$50
• Returned check fee..........................................................................................................$40
• Stop-payment fee ............................................................................................................$50
• Transcript fee ................................................................................................................(See “Transcripts,” p. 51.)

An initial deposit as indicated on the schedule above and in the acceptance letter must be submitted in order to enroll in the first semester. This deposit will be applied to the full tuition cost. Students are eligible to receive financial aid.

Students are required to purchase textbooks and will need a high-speed Internet connection to view coursework.

Tuition and fees are subject to change annually. The Board of Trustees of Touro College reserves the right to change tuition and fees without prior written notice.

CONTACT
Zeb Shazad, PA-C, MPAS, Director, Physician Assistant Master’s Completion Program, (631) 665-1600, ext. 6260 zeb.shazad@touro.edu.
SPEECH-LANGUAGE PATHOLOGY DEPARTMENT

GRADUATE PROGRAM IN SPEECH-LANGUAGE PATHOLOGY
Hindy D. Lubinsky, M.S., CCC/SLP, Department Chairperson/Program Director

DESCRIPTION OF THE PROFESSION
Speech-Language Pathologists treat children and adults with a wide variety of speech and language disorders. These may include individuals with disorders of articulation, language, hearing, voice or fluency, as well as individuals with cleft palate, aphasia, laryngectomy, dysphagia, developmental delays, and/or neurological impairments.

Speech-language pathologists are in great demand. They obtain employment in schools, nursing homes, agencies, rehabilitation centers, hospitals, private practice, and home care.

PROGRAM DESCRIPTION
The Graduate Program in Speech-Language Pathology offers a curriculum leading to a Master of Science degree in Speech-Language Pathology, the entry-level credential in this field. The program provides a broad-based and comprehensive education in the theoretical and clinical aspects of the field, and the curriculum is designed to promote critical thinking and academic excellence in order to prepare students to provide high-quality professional service. Under the direction of devoted and experienced faculty, students gain knowledge and skills needed to assess and treat individuals with diverse needs.

The service-delivery functions of the program are centered in the Speech and Hearing Center. The primary function of the Center is to provide speech, language, voice, and fluency assessment and treatment services to pediatric through adult populations. The Center also provides audiology services. The Center plays a fundamental role in the clinical training of students by providing intensive, hands-on clinical experience to the students. The Program is able to provide services to the underserved and diverse segments of the community.

The Master’s in Speech-Language Pathology is a 58-60 credit program usually completed within 2-2.5 years. Students complete 400 practicum hours in order to fulfill the hour requirements for clinical care experience established by New York State and by the American Speech-Language-Hearing Association (ASHA).

The Graduate Program in Speech-Language Pathology and the Touro College Speech and Hearing Center are located on the 4th and 5th floors (elevator access) of 902 Quentin Road, Brooklyn, New York, 11223. Our facility is fully ADA-compliant, and easily accessible by train and bus.
ACCREDITATION
The Master of Science degree program in Speech-Language Pathology at Touro College is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA), 2200 Research Boulevard #310, Rockville, Maryland 20850, (800) 498-2071, 301-296-5700. The Program is also registered with the New York State Education Department. As an accredited program, Touro's Graduate Speech-Language Pathology Program abides by all ASHA standards. Its graduates meet the academic and clinical requirements for ASHA certification in Speech-Language Pathology, and are eligible to apply for state licensure.

MISSION STATEMENT
The Graduate Program in Speech-Language Pathology shares Touro College's mission in keeping with the Jewish commitment to intellectual inquiry, transmission of knowledge, and professional career interests in the field, through scholarship, research and outreach toward community service. The program is committed to quality education for all, the treatment with integrity and respect of all students, faculty, staff and clients, the role of ethics in the profession, and the building of a responsive and a responsible society. A fundamental component of the Speech-Language Pathology program is the acquisition of knowledge and skills, analysis and synthesis of the vast knowledge acquired, and the development of critical thinking skills. The program is characterized by the pursuit of "academic rigor and integrity, excellence in instruction, intellectual accomplishment and research and service to the community, within a supportive, diverse and caring environment." It is designed to broaden students' perspectives so they may be better equipped to provide services that meet the needs of a changing society. Specifically, the program's mission is to prepare highly qualified professionals who can impact the health care environment and enhance the quality of life for individuals and the families they serve. The graduate program provides a variety of educational experiences that are essential to integrating knowledge and skills in preparation for becoming a professional.

GOALS AND OBJECTIVES
1. Provide in-depth knowledge of communication and swallowing disorders across the lifespan
   Students will be able to:
   a. describe the functional communication and swallowing impairments as well those associated with anatomical, physiological, and neurological anomalies and syndromes.
   b. obtain knowledge of a variety of communicative and swallowing impairments and associated risk factors.

2. Develop critical thinking and problem-solving skills
   Students will be able to:
   a. apply knowledge of research literature to evaluate and treat individuals with communication and swallowing impairments.
   b. differentially evaluate individuals with communication and swallowing disorders.
   c. analyze their own clinical skills, respond appropriately to constructive criticism from others, and develop strategies for improvement.
   d. design and execute research under the direction of faculty.

3. Enhance written and oral communication skills and information literacy
   Students will be able to:
   a. develop evaluation reports that reflect the nature of the individual's communicative and/or swallowing disorder.
   b. formulate written treatment plans with objectives and goals that, when implemented, are likely to result in a change in communication and/or swallowing behaviors.
   c. develop appropriate individualized education programs (IEPs) and collaborate with the interdisciplinary teams within school settings.
   d. describe the research literature relevant to the specific disorder.
   e. understand and use computer technology and application software.
4. **Provide the theoretical and applied expertise to select, use, and analyze the methodology available to evaluate and treat individuals with communication and swallowing disorders**

   Students will be able to:

   a. collect and interpret background information relevant to the assessment process from available sources.

   b. select, administer, and/or adapt standardized and non-standardized measures of communicative abilities to meet individual client needs.

   c. determine an individual’s need for services, the level of service needed, the appropriate intervention model required, and referral services as appropriate.

   d. construct a functional, ecologically-valid intervention plan that includes specific short- and long-term objectives to meet the needs of the “whole client.”

   e. select and consistently implement appropriate intervention techniques to meet the client’s identified needs and modify these as needed.

   f. evaluate and treat a diverse population, taking into account individual differences and needs.

5. **Prepare students for a career in the profession of Speech-Language Pathology**

   Students will be able to:

   a. identify local, state, and federal regulatory guidelines governing service delivery.

   b. select appropriate materials and methods relevant to the evaluation and treatment of individuals with specific communication and swallowing disorders across the lifespan.

   c. be prepared for the national examination in Speech-Language Pathology (Praxis).

   d. document and communicate intervention outcomes to supervisors, clients, family members, classroom teachers, and other educational personnel, as well as other professionals, effectively.

   e. establish and maintain an effective relationship with the client’s family, educators, and other professionals to improve services to the client.

   f. recognize and respect cultural variations and individualized differences in family systems/functions.

6. **Provide the concepts and model the behaviors indicative of ethical practice within the profession of Speech-Language Pathology**

   Students will be able to:

   a. identify social, ethnic, cultural, and environmental variations that influence speech and language development, use, and test performance.

   b. understand and be able to apply the ethical principles outlined in the ASHA code of ethics, ASHA scope of practice for Speech-Language Pathologists, NYS practice guidelines, including confidentiality and privacy of information regarding the client.

   c. refer the client to other appropriate professionals when needed, and understand how to advocate for clients.

**ADMISSION REQUIREMENTS AND PROCEDURES**

(Also see general admission requirements, pp. 19-21.)

**Prerequisite Requirements**

Admission to the Graduate Program in SLP is on a selective basis. Requirements are as follows:

- A baccalaureate degree with a major in Speech from a regionally-accredited institution

  **OR**

- A baccalaureate degree in a related field, provided that the following prerequisites have been completed (numbers shown in parentheses are for undergraduate courses offered in Touro's Lander Colleges of Arts and Sciences - descriptions may be found in their catalog, either in print or online at [https://www.touro.edu/](https://www.touro.edu/).)

  - Phonetics (SPPN 208)
  - Anatomy and Physiology of Speech (SPPN 209)
  - Normal Speech and Language Development (SPPN 210)
  - Speech and Hearing Science (SPPN 308)
  - Audiology (SPPN 309)
o Communication Disorders (SPPN 310)
  o Speech Pathology/Rehabilitation (SPPN 401)

• In addition, basic coursework in the behavioral, Biological and physical sciences, as well as a course in statistics, are required.
• Highly recommended:
  o Course in Psycholinguistics
  o Course in Speech of the Hearing Impaired

Other requirements include:
• A minimum undergraduate grade point average of 3.0. Applicants should arrange to have official transcripts submitted directly to the Office of Admissions from all post-secondary institutions attended.
• An official score report for the Graduate Record Examination (GRE) General Test
• Three letters of reference from professors and/or employers. Two of the letters must come from college instructors who are Speech-Language Pathologists.
• A personal statement
• A personal interview and a writing sample (may be required). The Program reserves the right to randomly interview students.

Transfer Credits
A maximum of 12 credits may be transferred from an accredited graduate program. The acceptance of courses is at the program’s discretion. Please see the School of Health Sciences Bulletin for further information on transfer credits.

Application Forms
Fall 2018:
The application deadline for the 2018-2019 academic year is February 6, 2018. Applications received after February 6 must be accompanied by a $75 fee (vs. $50 pre-deadline), and will be considered (1) only after all regular applications have been reviewed and (2) if places in the entering class are still available.

• LOA Apply Online
For more information, please contact the Admissions Office at 1700 Union Blvd, Bay Shore, New York, 11706, 866-868-7648 (866-TOURO4U), email: enroll.health@touro.edu.

TUITION AND FEES
(Also see general tuition and fees information, p. 22.)

The following are the tuition and fees for the 2018-2019 academic year:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition - per credit (1st year)</td>
<td>$885</td>
</tr>
<tr>
<td>Tuition - per credit continuing current students</td>
<td>$870</td>
</tr>
<tr>
<td>Laboratory Fee (per course)</td>
<td>$100</td>
</tr>
<tr>
<td>Application Fee</td>
<td>$50 (non-refundable)</td>
</tr>
<tr>
<td>Administrative Fee</td>
<td>$100</td>
</tr>
<tr>
<td>Late Registration Fee</td>
<td>$50</td>
</tr>
<tr>
<td>Program Equipment Fee (incoming students only)</td>
<td>$750</td>
</tr>
<tr>
<td>Transcript Fee</td>
<td>(See “Transcripts,” p. 51.)</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$200</td>
</tr>
<tr>
<td>Returned Check Fee</td>
<td>$40</td>
</tr>
</tbody>
</table>

Tuition and fees are subject to change annually. The Touro College Board of Trustees reserves the right to change the fee schedule without prior written notice.
SEMESTER START/END DATES

<table>
<thead>
<tr>
<th>Semester</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2018</td>
<td>6/17/2018</td>
<td>8/24/2018</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>9/4/2018</td>
<td>1/18/2019</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>2/4/2019</td>
<td>6/14/2019</td>
</tr>
<tr>
<td>Summer 2019</td>
<td>6/21/2019</td>
<td>8/23/2019</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>9/3/2019</td>
<td>1/24/2020</td>
</tr>
<tr>
<td>Spring 2020</td>
<td>2/3/2020</td>
<td>6/26/2020</td>
</tr>
</tbody>
</table>

Touro College's Graduate Program in Speech-Language Pathology is a proud participant in the New York City Department of Education Scholarship Program (TEACH). For information on this and scholarships available, please go to [http://www.teachnycprograms.net/](http://www.teachnycprograms.net/) or call (718) 935-2449, ext. 12296.

CURRICULUM

The academic coursework includes a broad spectrum of essential knowledge and skills that will prepare the student for the field. The student will complete 58 credits of coursework and practice for the Master of Science degree. For a sample 2-year sequence of course offerings, see below. If additional field hours are needed, the total credits for the program may be 60.

In addition to the coursework, unique projects help promote critical thinking and independent research. These include 1) a formative project, begun in the first semester and continuing until graduation, which is a longitudinal study of the speech and language development of a typically-developing child aged 12 to 22 months, and 2) a research project, begun during the second semester and continuing until the final semester, that requires students to review relevant literature, develop and submit an IRB, develop research questions/design, conduct experiments, analyze the data, apply research literature to clinical procedures, and recognize issues regarding the evidence-based practices.

During the final semester of the program, students sit for a Comprehensive Examination, which is an assessment of their ability to integrate knowledge in communication disorders.

CLINICAL PRACTICUMS

Practicums are designed to enable students to fulfill the hour requirements for clinical care experience established by New York State and the American Speech-Language-Hearing Association. A seminar attached to each practicum covers the subject matter pertinent to that practicum, and students complete a total of 400 clock hours. The first therapy and diagnostic practicums (SPPN 621A, SPPN 621B are done in-house, at the College’s clinic. Subsequent practicums (SPPN 621C, SPPN 621E, SPPN 621F) take place in various settings arranged by the College, such as schools, clinics, and hospitals. Students are directly supervised for no less than 25% of their treatment practicum hours and 50% of diagnostic practicum hours, in all settings.

RECOMMENDED SEQUENCE OF COURSES

<table>
<thead>
<tr>
<th>1st Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester I - Fall</td>
<td></td>
</tr>
<tr>
<td>SPPN 610 Clinical Methods in Speech-Language Pathology</td>
<td>3</td>
</tr>
<tr>
<td>SPPN 611 Diagnosis, Measurement and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>SPPN 612 Articulation and Phonology</td>
<td>3</td>
</tr>
<tr>
<td>SPPN 615 Neuroanatomy and Physiology of Speech</td>
<td>3</td>
</tr>
<tr>
<td>SPPN 630 Language Disorders in Pre-School and School-Age Children</td>
<td>3</td>
</tr>
<tr>
<td>Total credits</td>
<td>15</td>
</tr>
<tr>
<td>Semester II - Spring</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>SPPN 621A</td>
<td>Seminar Clinic (Internship) or</td>
</tr>
<tr>
<td>SPPN 621B</td>
<td>Seminar Diagnosis (Internship)</td>
</tr>
<tr>
<td>SPPN 627</td>
<td>Foundations of Research</td>
</tr>
<tr>
<td>SPPN 632</td>
<td>Language Disorders and Learning Disabilities</td>
</tr>
<tr>
<td>SPPN 633</td>
<td>Autism Spectrum Disorders</td>
</tr>
<tr>
<td>SPPN 650</td>
<td>Voice</td>
</tr>
<tr>
<td><strong>Total credits</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester III - Summer</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SPPN 645</td>
<td>Aphasia</td>
</tr>
<tr>
<td>Choose 1 Elective</td>
<td></td>
</tr>
<tr>
<td>SPPN 712</td>
<td>Neurogenic and Motor Speech Disorders</td>
</tr>
<tr>
<td>SPPN 715</td>
<td>Cleft Palate and Craniofacial Anomalies</td>
</tr>
<tr>
<td>SPPN 732</td>
<td>Augmentative and Alternative Communication</td>
</tr>
<tr>
<td><strong>Total credits</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd Year</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester IV - Fall</td>
<td></td>
</tr>
<tr>
<td>SPPN 621A OR SPPN 621B AND SPPN 621C</td>
<td>Seminar Clinic (Internship) OR Seminar Diagnosis (Internship) AND Seminar Externship I</td>
</tr>
<tr>
<td>SPPN 621G</td>
<td>Seminar Research</td>
</tr>
<tr>
<td>SPPN 637</td>
<td>Disorders of Fluency</td>
</tr>
<tr>
<td>SPPN 651</td>
<td>Dysphagia</td>
</tr>
<tr>
<td>Elective (Choose 1 from the list below)</td>
<td></td>
</tr>
<tr>
<td><strong>Total credits</strong></td>
<td><strong>12 or 14</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester V - Spring</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SPPN 621D</td>
<td>Seminar in Audiology</td>
</tr>
<tr>
<td>SPPN 621C OR SPPN 621E</td>
<td>Seminar Externship I OR Seminar Externship II</td>
</tr>
<tr>
<td>SPPN 640</td>
<td>Advanced Audiology</td>
</tr>
<tr>
<td>Elective (Choose 1 from the list on p. 140.)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total credits</strong></td>
<td><strong>11</strong></td>
</tr>
</tbody>
</table>
Total Credits for M.S.: 58-60 credits (generally 58 credits; 60 credits if an extra summer externship, SPPN 621F, is needed to complete hour requirements).

Electives
SPPN 710........ Speech of the Hearing-Impaired
SPPN 712........ Neurogenic and Motor Speech Disorders
SPPN 715........ Cleft Palate and Craniofacial Anomalies
SPPN 725........ Cerebral Palsy and Developmental Disorders
SPPN 728........ Seminar on Topics in Language Disorders: Memory and Cognition as Factors in Language Acquisition (Psycholinguistics)
SPPN 728B ...... Seminar on Topics in Language Disorders: Geriatrics (Normal and Abnormal Aging)
SPPN 728C ...... Seminar on Topics in Language Disorders: Multicultural and Bilingual Populations
SPPN 729........ Language Intervention Across the Life Span
SPPN 730........ Speech Pathologist in the Public School
SPPN 731........ Cluttering
SPPN 732........ Augmentative and Alternative Communication
SPPN 733........ Early Intervention

The following courses can be offered upon request:
SPPN 720........ Rehabilitation of the Laryngectomee
SPPN 728D ...... Seminar on Topics in Language and Literacy: Reading and Writing Assessment and Intervention
SPN 728 E ..... Contemporary Issues in Speech-Language Pathology

ADDITIONAL REQUIREMENTS FOR TEACHER OF STUDENTS WITH SPEECH AND LANGUAGE DISABILITIES CERTIFICATE (TSSLD)
12 credits of education coursework are needed. It is recommended that these requirements be fulfilled prior to entering the Speech-Language Pathology Program. However, these may be taken during the Graduate degree program.

A full list of Education courses is available from the Education Chairman, Dr. Arthur Brezak.

- A seminar in:
  - Child Abuse (EDDN 511)
  - S.A.V.E: school violence prevention (EDDN 513)
  - Autism (SEDN 565)
  - Seminar in Bullying and Harassment (Dignity for All Students Act- DASA)
  - The following tests need to be successfully completed:
    - EAS
    - A grade of 162 or higher on the Praxis examination
  - Additional requirements:
    - Fingerprinting
    - TEACH account and application for TSSLD
    - College Recommendation
    - Once all requirements are met, the College Recommendation will be entered on your TEACH account, found on the TEACH (NYSED.gov) website

For course descriptions, please see the Lander Colleges Catalog.
GRADUATION REQUIREMENTS
(Also see general graduation information, pp. 48-49.)

Students are recommended for graduation after they complete the following:

- All coursework
- All workshops
- The required number of clinical hours
- The Formative project
- The Research project
- File the KASA forms
- Pass the Comprehensive examination
- Complete the national Praxis examination
- Meet with their advisor
- Meet with the Dept. Chair and the Clinic Director to ensure that all of the above requirements have been completed

Students are required to file an "Application for Graduation" with the Registrar's Office and submit the applicable fee. The Registrar's office audits the student's record for completion of all requirements.

PRAXIS EXAMINATION
The PRAXIS examination assesses a broad range of knowledge critical for a speech-language pathologist working in a variety of settings. A qualifying score of 162 is necessary for ASHA certification and state licensure. Students must take the PRAXIS prior to graduating. It is generally offered seven times throughout the year; however, it is typically taken during the last semester of the program. Additional information regarding the PRAXIS examination can be obtained at http://www.ets.org/.

LICENSURE AND CERTIFICATION
Students who complete the Master's degree program and the subsequent clinical fellowship experiences and who pass the applicable examination are eligible to apply for ASHA certification (CCC) and NYS licensure. Touro College has been approved by the New York State Education Department to recommend students for the Teacher of Students with Speech and Language Disabilities Certificate (TSSLD) on the Master’s level. Students who complete the Master’s degree program may also be recommended for the NYS teacher certification, TSSLD, after completion of prescribed education courses, required seminars, and exams. Employment positions require some or all of the above.
UNDERGRADUATE STUDIES DEPARTMENT

Christin Paglen, Ph.D., Department Chairperson

INTRODUCTION
The Undergraduate Studies department of the School of Health Sciences offers Bachelor’s degree programs in Psychology, Biology and Health Sciences, as well as all prerequisite coursework for those who are interested in pursuing a degree in one of the School of Health Sciences’ professional programs. Please note: The Undergraduate Studies Department is in the process of restructuring and is not accepting new students at this time.

Bachelor of Science in Biology
The primary focus of the major in Biology is to introduce students to both basic and advanced concepts in Biology at the undergraduate level. The Biology program aims to combine the humanistic and scientific aspects of Biology. The Biology major is designed for students (1) who desire to study and understand human biology, (2) who want a career in the biological sciences, (3) who are preparing for entry into the health professions, or (4) who want to engage in more advanced research in the biological sciences at the graduate level.

Bachelor of Arts in Psychology
The primary focus of the major in Psychology is to introduce students to both basic and advanced concepts in psychology at the undergraduate level. The Psychology program emphasizes both general and specialized aspects of psychology. The psychology major is designed for students (1) who desire to study and understand human behavior, (2) who want to enter psychology as a profession, or (3) who regard psychology as liberal arts preparation for further training in other careers.

The program seeks to develop competent individuals with a broad grounding in current scientific knowledge and exposure to multiple areas of scientific inquiry. Bachelor of Arts graduates can pursue graduate education in diverse areas, from Mental Health and Public Health to Business and Education.

Bachelor of Science in Health Sciences
The primary focus of the major in Health Sciences is to introduce students to the health sciences field, the health care system, and various opportunities available within the allied health field. The Health Sciences major is designed for students (1) who wish to pursue positions in the health care sector as health care administrators, pharmaceutical and hospital sales representatives, specialists in insurance companies, research assistants, etc., (2) who need an undergraduate degree for entry into a professional degree program, or (3) who desire a general degree in the health field and/or professional health interest.

Progression to Upper-Division Professional Programs
Undergraduate Studies offers all coursework necessary to meet the requirements for admission to the School of Health Sciences’ upper-division professional programs in Occupational Therapy (OT), Physical Therapy (PT), and Physician Assistant (PA). The curricula provide students with a strong didactic and laboratory background in science along with a broad foundation in the Liberal Arts. Qualified Undergraduate Studies students can receive Preferred Admission to these professional programs.
MISSION
The mission of Undergraduate Studies is to provide students the opportunity to earn baccalaureate-level degrees in designated majors, as well as to lay the foundation for progression into upper-division School of Health Sciences programs. In doing this, it emphasizes the pursuit of academic rigor and integrity, excellence in instruction, intellectual accomplishment, and research. The academic environment creates a collegial and cooperative learning community; respect for, and appreciation of, differing viewpoints; scholarship; and academic freedom.

GOALS AND OBJECTIVES
1. Develop critical thinking and problem-solving skills.
   a. Students will be able to obtain in-depth knowledge of issues in their major.
   b. Students will be able to apply knowledge of research to evaluate topics in their major.
   c. Students will be able to assess accurately their own analysis skills, respond appropriately to constructive criticism from others, and develop strategies for improvement.
   d. Students will be able to demonstrate critical decision-making skills and an open-mindedness to alternative solutions through the use of case inquiry and problem solving.
2. Enhance written and oral communication skills and information literacy.
   a. Students will be able to design and execute research under the direction of the faculty.
   b. Students will be able to explain and evaluate research.
   c. Students will be able to formulate written, computer, and oral presentations.
   d. Students will be able to use research skills to obtain information from appropriate Internet sources.
3. Provide the theoretical and applied expertise to select, use and analyze the methodologies available to synthesize and evaluate data.
   a. Students will be able to collect and interpret background information relevant to the assessment process from available sources.
   b. Students will be able to select, administer, and/or adopt standardized measures.
   c. Students will be able to compare work with the highest known standards in the field.
   d. Graduates will be able to formulate and execute programs based upon their research and the new research being published in the field.
   e. Graduates will be able to monitor program changes to allow for continuing quality improvement.
4. Provide the concepts and model the behaviors indicative of ethical practice within the profession.
   a. Students will be able to understand and apply ethical principles.
   b. Students will be able to defend the ethical standards, values and attitudes of the health care professional.

ADMISSION REQUIREMENTS AND PROCEDURES
(Also see general admission policies and procedures, pp. 19-21.)

Who Should Apply
- High school graduates wishing to pursue a four-year degree and/or to fulfill prerequisite requirements for admission to one of the School of Health Sciences’ upper-division professional programs
- Transfer students from other colleges and universities interested in a degree in Psychology, Biology, and Health Sciences, or in a career in the allied health fields

Admission Requirements
Students are evaluated in terms of their prior academic records, their extracurricular activities, and personal traits that affect the likelihood for success in given academic or professional paths. The following materials are required as part of the application process:
- A completed application for admission
- $50 Application fee
- Official high school transcript or GED certificate and score sheet, unless the applicant holds a college degree
• Official transcripts from all colleges. Documentation should be sent directly to Touro College School of Health Sciences Office of Admissions at 1700 Union Boulevard, Bay Shore, NY 11706, by the issuing school. Transcripts issued to students are not official unless they are issued in a sealed envelope. All foreign documents must be accompanied by an official English translation and a course-by-course evaluation by a Touro-approved service. A list of such approved services may be obtained from the Registrar’s office, or by visiting www.naces.org/members.htm.

• For applicants from high school, Scholastic Aptitude Test (SAT) and/or American College Testing Program (ACT) score reports. A combined SAT score of at least 1000 in the Critical Reading and Math categories is recommended to be considered for admission. Touro College’s SAT score report number is 5577; for the ACT, it is 2961.

• Transfer credits are awarded for appropriate college-level coursework completed at an accredited institution with grade of “C” or better. Science courses being transferred must be designed for science majors and must be less than 10 years old. Appropriate transfer credit is awarded for Advanced Placement courses taken in high school with a score of 4 or 5.

• Two letters of recommendation, preferably from an academic or professional source

• A personal essay (150 to 200 words in length) describing the applicant’s goals and aspirations

• All entering students who have not already taken college-level English or Mathematics courses will be given placement exams. Depending on the outcome of these placement tests, a student may have to take non-credit English or Mathematics remedial courses.

Preferred Admission to the Bay Shore Physician Assistant Program
Touro College students who complete 34 or more undergraduate credits with the School of Health Sciences Undergraduate Studies department may qualify for “preferred admission” status to the Bay Shore Campus or Nassau University Medical Center Extension Physician Assistant programs. The School of Health Sciences holds open a certain number of places in each entering class for students with “preferred” status.

Following are the criteria for consideration for preferred admission:
• Successful completion of all prerequisite courses (see p. 118)
• Submission of a completed CASPA application and Supplemental Application
• Submission of a personal statement (see CASPA application for guidelines)
• Submission of verification of a minimum of 200 hours of direct patient contact including a minimum of 20 hours shadowing a PA (documentation forms can be found in the Supplemental Application)
• Submission of three letters of reference, including one from a Physician Assistant
• A 3.0 minimum cumulative GPA at Touro College
• A 3.0 minimum cumulative science/math GPA (excluding Physics) from all colleges attended

Unlike applicants who attended other institutions, Undergraduate Studies students applying for admission to a given PA class who meet the above criteria and whose cumulative science GPA falls in the upper 80% qualify for preferred admission and are assured of an interview. The PA Admissions Committee, as with other applicants, makes final decisions on admission.

School of Health Sciences’ Undergraduate Studies applicants who do not meet the established grade point standards or other established admission requirements may petition the PA Admissions Committee in writing for consideration. Please refer to the “Admissions Appeals” section on p. 118 for further details.

For further information, contact:
Office of Admissions
Touro College School of Health Sciences
1700 Union Boulevard
Bay Shore, New York 11706
Phone: 866-TOURO-4-U
631-665-1600 ext. 6505
Fax: 646-495-3880
Email: enrollhealth@touro.edu
TUITION, FEES AND EXPENSES
(Also see general tuition and fees information in this catalog, p. 22.)

Tuition and fees for the 2018-2020 academic year are as follows for students entering Undergraduate Studies:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time tuition, per semester (12-18 credits)</td>
<td>$8,100</td>
</tr>
<tr>
<td>Per-credit tuition (if fewer than 12 credits)</td>
<td>$675</td>
</tr>
<tr>
<td>Administrative fee, per semester</td>
<td>$100</td>
</tr>
<tr>
<td>Laboratory fee, per course</td>
<td>$100</td>
</tr>
<tr>
<td>Technology fee per semester</td>
<td>$100</td>
</tr>
<tr>
<td>Application fee (non-refundable)</td>
<td>$50</td>
</tr>
<tr>
<td>Graduation fee</td>
<td>$200</td>
</tr>
<tr>
<td>Late Registration fee</td>
<td>$50</td>
</tr>
<tr>
<td>Returned Check fee</td>
<td>$40</td>
</tr>
<tr>
<td>Transcript fee (See “Transcripts,” p. 51.)</td>
<td></td>
</tr>
</tbody>
</table>

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

SEMESTER START/END DATES

<table>
<thead>
<tr>
<th>Semester</th>
<th>Start</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2018</td>
<td>6/17/2018</td>
<td>8/24/2018</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>8/27/2018</td>
<td>12/21/2018</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>1/14/2019</td>
<td>5/3/2019</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>8/26/2019</td>
<td>12/20/2019</td>
</tr>
<tr>
<td>Spring 2020</td>
<td>1/27/2020</td>
<td>5/3/2020</td>
</tr>
</tbody>
</table>

BACHELOR OF SCIENCE IN BIOLOGY

Completion of 120 credits of college-level work approved by the College, with at least 60 credits of liberal arts and sciences, is required for the Bachelor of Science degree.

A major in Biology provides students with a rigorous training and broad background in the Biological sciences, helps prepare students for careers in the health sciences, including medicine and dentistry, as well as for more advanced research at the graduate level.

Majors in Biology must take the following courses:

<table>
<thead>
<tr>
<th>CORE CURRICULUM (27 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENHN 101 English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENHN 102 English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>ENHN (various) Literature courses</td>
<td>6</td>
</tr>
<tr>
<td>HIHN (various) Survey of Modern/Western/World History courses</td>
<td>6</td>
</tr>
<tr>
<td>MAHN Mathematics course at College Math level or above</td>
<td>3</td>
</tr>
<tr>
<td>MCHN Computer Science course</td>
<td>3</td>
</tr>
<tr>
<td>SPHN Public Speaking or Oral Communication course</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>REQUIRED COURSES FOR THE MAJOR (27 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BIHN 101 Principles of Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIHN 102 Principles of Biology II</td>
<td>4</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>BIHN 493</td>
<td>Research Topics in Biology</td>
</tr>
<tr>
<td>CHHN 101</td>
<td>Principles of Inorganic Chemistry I</td>
</tr>
<tr>
<td>CHHN 102</td>
<td>Principles of Inorganic Chemistry II</td>
</tr>
<tr>
<td><strong>Two of the following:</strong></td>
<td></td>
</tr>
<tr>
<td>CHHN 201</td>
<td>Principles of Organic Chemistry I</td>
</tr>
<tr>
<td>CHHN 202</td>
<td>Principles of Organic Chemistry II</td>
</tr>
<tr>
<td>CPHN 101</td>
<td>General Physics I</td>
</tr>
<tr>
<td>CPHN 102</td>
<td>General Physics II</td>
</tr>
<tr>
<td><strong>ELECTIVES FROM THE FOLLOWING (at least 18 credits)</strong></td>
<td></td>
</tr>
<tr>
<td>BIHN 211</td>
<td>Genetics</td>
</tr>
<tr>
<td>BIHN 222</td>
<td>Anatomy &amp; Physiology I</td>
</tr>
<tr>
<td>BIHN 223</td>
<td>Anatomy &amp; Physiology II</td>
</tr>
<tr>
<td>BIHN 228</td>
<td>Microbiology</td>
</tr>
<tr>
<td>BIHN 302</td>
<td>Immunology</td>
</tr>
<tr>
<td>BIHN 304</td>
<td>Endocrinology</td>
</tr>
<tr>
<td>BIHN 311</td>
<td>Human Genetics</td>
</tr>
<tr>
<td>BIHN 313</td>
<td>Topics in Biochemistry</td>
</tr>
<tr>
<td>BIHN 318</td>
<td>Cellular &amp; Molecular Biology</td>
</tr>
<tr>
<td>BIHN 321</td>
<td>Parasitology</td>
</tr>
<tr>
<td>BIHN 349</td>
<td>Nutrition</td>
</tr>
<tr>
<td>BIHN 481-482</td>
<td>Independent Study</td>
</tr>
<tr>
<td>BIHN 494</td>
<td>Senior Honors Project in Biology</td>
</tr>
</tbody>
</table>

**GENERAL ELECTIVES (48 credits maximum)**

**BACHELOR OF ARTS IN PSYCHOLOGY**

Completion of 120 credits of college-level work approved by the College, with at least 90 credits of liberal arts and sciences, is required for the Bachelor of Arts degree.

A major in Psychology promotes an understanding of the psychological processes underlying normal and abnormal human behavior. Psychology majors may pursue graduate work in psychology, including experimental, industrial, health, clinical, and school psychology. They may also continue in related fields such as social work, education, and medicine.

Majors in Psychology must take the following courses:

<table>
<thead>
<tr>
<th>CORE CURRICULUM (27 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENHN 101</td>
<td>English Composition I</td>
</tr>
<tr>
<td>ENHN 102</td>
<td>English Composition II</td>
</tr>
<tr>
<td>ENHN</td>
<td>(various) Literature courses</td>
</tr>
<tr>
<td>HIHN</td>
<td>(various) Survey of Modern/Western/World History courses</td>
</tr>
<tr>
<td>MAHN</td>
<td>Mathematics course at College Math level or above</td>
</tr>
<tr>
<td>MCHN</td>
<td>Computer Science course</td>
</tr>
<tr>
<td>SPHN</td>
<td>Public Speaking or Oral Communication course</td>
</tr>
</tbody>
</table>
### REQUIRED COURSES FOR THE MAJOR (22 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIHN 101</td>
<td>Principles of Biology I</td>
<td>4</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHHN 101</td>
<td>Principles of Inorganic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>MAHN 261</td>
<td>Statistics for Social Science Majors</td>
<td>3</td>
</tr>
<tr>
<td>PSHN 101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSHN 201</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSHN 301</td>
<td>Experimental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSHN 301.6</td>
<td>Experimental Psychology Lab</td>
<td>1</td>
</tr>
<tr>
<td>PSHN 335</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSHN 351</td>
<td>Biological Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSHN 493</td>
<td>Advanced Topics in Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

### FOUR ELECTIVES FROM THE FOLLOWING (12 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSHN 102</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSHN 205</td>
<td>Psychology of Motivation</td>
<td>3</td>
</tr>
<tr>
<td>PSHN 210</td>
<td>Learning</td>
<td>3</td>
</tr>
<tr>
<td>PSHN 221</td>
<td>Industrial Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSHN 225</td>
<td>Psychology of Aging</td>
<td>3</td>
</tr>
<tr>
<td>PSHN 231</td>
<td>Psychological Testing</td>
<td>3</td>
</tr>
<tr>
<td>PSHN 302</td>
<td>Advanced Experimental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSHN 310</td>
<td>Personality</td>
<td>3</td>
</tr>
<tr>
<td>PSHN 311</td>
<td>Psycholinguistics</td>
<td>3</td>
</tr>
<tr>
<td>PSHN 312</td>
<td>Cognition and Memory</td>
<td>3</td>
</tr>
<tr>
<td>PSHN 313</td>
<td>Language/Speech Development</td>
<td>3</td>
</tr>
<tr>
<td>PSHN 325</td>
<td>Drugs and Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PSHN 332</td>
<td>History and Systems of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSHN 340</td>
<td>Introduction to Counseling and Therapy</td>
<td>3</td>
</tr>
<tr>
<td>PSHN 345</td>
<td>Psychology of Health and Illness</td>
<td>3</td>
</tr>
<tr>
<td>PSHN 401</td>
<td>Psychology of the Exceptional Child</td>
<td>3</td>
</tr>
<tr>
<td>PSHN 402</td>
<td>Clinical Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSHN 420</td>
<td>Psychology of Eating Disorders</td>
<td>3</td>
</tr>
<tr>
<td>PSHN 432</td>
<td>Neuropsychology</td>
<td>3</td>
</tr>
<tr>
<td>PSHN 481-482</td>
<td>Independent Study</td>
<td>3</td>
</tr>
<tr>
<td>PSHN 485</td>
<td>Internship in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSHN 492</td>
<td>Senior Honors Seminar</td>
<td>3</td>
</tr>
<tr>
<td>PSHN 494</td>
<td>Senior Honors Project in Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

### GENERAL ELECTIVES (55 credits, of which 25 must be in liberal arts and sciences)
BACHELOR OF SCIENCE IN HEALTH SCIENCES

Completion of 120 credits of college-level work approved by the College, with at least 60 credits of liberal arts and sciences, is required for the Bachelor of Science degree.

Several 30-credit tracks or concentrations are anticipated in the major. Currently, the track offered is Health Care Management.

Majors in Health Sciences must take the following courses:

<table>
<thead>
<tr>
<th>CORE CURRICULUM (33 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENHN 101 English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENHN 102 English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>ENHN (Various) Literature courses</td>
<td>6</td>
</tr>
<tr>
<td>HIHN (Various) Survey of Modern/Western/World History courses</td>
<td>6</td>
</tr>
<tr>
<td>MAHN Mathematics course at College Math level or above</td>
<td>3</td>
</tr>
<tr>
<td>MAHN Pre-calculus</td>
<td>3</td>
</tr>
<tr>
<td>MAHN Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MCHN Computer Science course</td>
<td>3</td>
</tr>
<tr>
<td>SPHN Public Speaking or Oral Communication course</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NATURAL SCIENCE CORE CURRICULUM (20 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BIHN 101 Principles of Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIHN 102 Principles of Biology II</td>
<td>4</td>
</tr>
<tr>
<td>Three of the following:</td>
<td></td>
</tr>
<tr>
<td>CHHN 101 Inorganic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHHN 102 Inorganic Chemistry II*</td>
<td>4</td>
</tr>
<tr>
<td>BIHN 222 Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIHN 223 Anatomy and Physiology II*</td>
<td>4</td>
</tr>
<tr>
<td>CPHN 101 General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>CPHN 102 General Physics II*</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>REQUIRED COURSES FOR THE MAJOR (18 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HIAN 200 Medical Terminology</td>
<td>3</td>
</tr>
<tr>
<td>HSUN 101 The U.S. Health Care System</td>
<td>3</td>
</tr>
<tr>
<td>HSUN 260 Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>HSUN 347 Legal Issues in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>PHHN 233 Biomedical Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PSHN 345 Psychology of Health and Illness</td>
<td>3</td>
</tr>
</tbody>
</table>

* Part I in any two-semester sequence is the prerequisite for Part II.
## ELECTIVES FOR THE HEALTH CARE MANAGEMENT TRACK IN HEALTH SCIENCES (30 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUHN 100</td>
<td>Introduction to American Business</td>
<td>3</td>
</tr>
<tr>
<td>BUHN 101</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>HSUN 201</td>
<td>Introduction to Health Services Facilities</td>
<td>3</td>
</tr>
<tr>
<td>HSUN 211</td>
<td>Human Resources I</td>
<td>3</td>
</tr>
<tr>
<td>HSUN 212</td>
<td>Human Resources II</td>
<td>3</td>
</tr>
<tr>
<td>HSUN 251</td>
<td>Patient Services I</td>
<td>3</td>
</tr>
<tr>
<td>HSUN 252</td>
<td>Patient Services II</td>
<td>3</td>
</tr>
<tr>
<td>HSUN 301</td>
<td>Finance and Marketing in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HSUN 302</td>
<td>Advanced Finance in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HSUN 310</td>
<td>Staffing of Personnel and Scheduling</td>
<td>3</td>
</tr>
<tr>
<td>HSUN 312</td>
<td>Government Regulations</td>
<td>3</td>
</tr>
<tr>
<td>HSUN 320</td>
<td>Medicare and Medicaid</td>
<td>3</td>
</tr>
<tr>
<td>HSUN 322</td>
<td>Case Management and Insurance</td>
<td>3</td>
</tr>
<tr>
<td>HSUN 341</td>
<td>Health Information Systems I</td>
<td>3</td>
</tr>
<tr>
<td>HSUN 342</td>
<td>Health Information Systems II</td>
<td>3</td>
</tr>
<tr>
<td>PSHN 101</td>
<td>Intro Psychology</td>
<td></td>
</tr>
</tbody>
</table>

Or other courses approved by the department

## GENERAL ELECTIVES (25 credits)

* Part I in any two-semester sequence is the prerequisite for Part II.
RECOMMENDED SEQUENCE OF COURSES FOR PROGRESSION TO UPPER-DIVISION PROGRAMS IN THE SCHOOL OF HEALTH SCIENCES

*Students should consult the upper-division program of their choice for specific requirements.*

**RECOMMENDED FIRST-YEAR SEQUENCE OF COURSES FOR ALL PROGRAMS**

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIHN 101 Principles of Biology I, with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>HIHN 220 Survey of Modern History I</td>
<td>3</td>
</tr>
<tr>
<td>ENHN 101 English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>MAHN 111 College Math</td>
<td>3</td>
</tr>
<tr>
<td>PSHN 101 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester II</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIHN 102 Principles of Biology II, with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHHN 101 Principles of Inorganic Chemistry I, with Lab</td>
<td>4</td>
</tr>
<tr>
<td>HIHN 221 Survey of Modern History II</td>
<td>3</td>
</tr>
<tr>
<td>ENHN 102 English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>MAHN 120 Pre-Calculus</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

**RECOMMENDED SECOND- AND THIRD-YEAR SEQUENCE OF COURSES FOR PHYSICIAN ASSISTANT BS/MS PROGRAM**

*(Students will need a total of 90 credits.)*

<table>
<thead>
<tr>
<th>Semester III</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIHN 222 Anatomy &amp; Physiology I, with Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHHN 102 Principles of Inorganic Chemistry II, with Lab</td>
<td>4</td>
</tr>
<tr>
<td>MCHN 140 Computer Concepts with Microcomputer Applications</td>
<td>3</td>
</tr>
<tr>
<td>PSHN/SAHN (Various) Behavioral Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>(Various) Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester IV</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIHN 223 Anatomy &amp; Physiology II with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>BIHN/CHHN Biology or Chemistry elective</td>
<td>4</td>
</tr>
<tr>
<td>SPHN 101 Fundamentals of Speech</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester V and VI</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Must include</strong></td>
<td></td>
</tr>
<tr>
<td>CHHN 201 Principles of Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>MAHN 261 Statistics for Social Science Majors</td>
<td>3</td>
</tr>
<tr>
<td>PSHN/SAHN (Various) Behavioral Science elective</td>
<td>3</td>
</tr>
<tr>
<td>BIHN/CHHN (Various) Biology or Chemistry electives</td>
<td>8</td>
</tr>
<tr>
<td>(Various) Electives</td>
<td>8-11</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>26-29</strong></td>
</tr>
</tbody>
</table>
### RECOMMENDED SECOND-YEAR SEQUENCE OF COURSES FOR OCCUPATIONAL THERAPY BS/MS PROGRAM
(Students will need a total of 60 credits.)

<table>
<thead>
<tr>
<th>Semester III</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPHN 101 General Physics I, with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>ENHN 220 Survey of Modern Literature</td>
<td>3</td>
</tr>
<tr>
<td>MAHN 261 Statistics for Social Science Majors</td>
<td>3</td>
</tr>
<tr>
<td>PSHN 201 Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SAHN 103 Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester IV</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIHN 222 Anatomy &amp; Physiology I, with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>SPHN 101 Fundamentals of Speech</td>
<td>3</td>
</tr>
<tr>
<td>MCHN 140 Computer Concepts</td>
<td>3</td>
</tr>
<tr>
<td>PSHN 335 Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

### RECOMMENDED SECOND- AND THIRD-YEAR SEQUENCE OF COURSES FOR PHYSICAL THERAPY BS/DPT PROGRAM
(Students will need a total of 90 credits.)

<table>
<thead>
<tr>
<th>Semester III</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIHN 222 Anatomy and Physiology I, with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CPHN 102 Principles of Inorganic Chemistry II, with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>PSHN 201 Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>(Various) Humanities elective</td>
<td>3</td>
</tr>
<tr>
<td>(Various) Liberal Arts elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester IV</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIHN 223 Anatomy and Physiology II, with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>SPHN 101 Fundamentals of Speech</td>
<td>3</td>
</tr>
<tr>
<td>ENHN 221 Survey of Modern Literature II</td>
<td>3</td>
</tr>
<tr>
<td>PSHN 335 Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSHN 345 Health Psychology</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester V and VI</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPHN 101 General Physics I, with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CPHN 102 General Physics II, with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>MAHN 261 Statistics for Social Science Majors</td>
<td>3</td>
</tr>
<tr>
<td>(Various) Electives</td>
<td>13</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>
REQUIREMENTS FOR GRADUATION
(Also see general graduation information, pp. 48-49.)

Candidates for the baccalaureate degree must complete 120 credits with a minimum cumulative GPA of 2.0 and a minimum of 2.3 in the major at Touro. For the Bachelor of Arts degree, at least 90 credits must be in liberal arts. For the Bachelor of Science degree, at least 60 credits must be in liberal arts.

The baccalaureate degree requires at least 45 credits in residence at Touro. Students must complete more than 50% of the major in the Undergraduate Studies department in order for the School of Health Sciences to grant the baccalaureate degree.

Candidates continuing in upper-division programs in the School of Health Sciences should consult the individual programs for graduation requirements.
COURSE DESCRIPTIONS

DEPARTMENT OF BEHAVIORAL SCIENCE

IMPORTANT NOTE: ALL coursework must be taken in accordance with the plan of study, unless otherwise approved by the program director. Please note that not every course is offered every semester, so it is important that students work to earn the required minimum grades necessary to progress to subsequent courses. Failure to do this may result in not being able to start field experiences (e.g., internship) in a timely manner and/or graduate on time.

CLINICAL MENTAL HEALTH COUNSELING

MNHN 600 Foundations of Clinical Mental Health Counseling and Consultation
This course is designed to provide a comprehensive overview of the foundations of Clinical Mental Health Counseling, the history of the profession, the scope of practice, licensing requirements, ethical concerns, and an introduction to Clinical Mental Health Counseling and Consultation approaches. Students will learn about accessing community resources, the role of case management in treatment, various certification options, the role of the counselor in various settings, and the role of supervision in client and counselor care. The resources and care of various special and diverse populations with also be addressed; including (but not limited to): addiction, trauma, diversity of culture and/or faith, chronic illness, forensic considerations, and disability. 3 credits

MNHN 611 Essentials of Measurement, Evaluation and Research Analysis
Introduction to principles of research methods and their application to the field of counseling. Designed to increase student awareness of the role of research in counseling, especially as it relates to evidence-based practice. Discussion includes empirical methodologies, reliability and validity, ethics, quantitative and qualitative methodologies, understanding of basic descriptive and inferential statistical measures, and critical analysis of scholarly research reports. Also includes application of research methods to program evaluation. 3 credits

MNHN 620 Developmental Psychology
This course focuses on the theories of human development across the lifespan, how those theories stand up to the latest research and their application to real world, culturally diverse settings. It lays the foundation for how the individual develops from conception through old age and gives insight to what the developmental factors are in normal and abnormal development with relation to socialization, cognition and physical development. The course introduces the student to theories of learning, personality development, etiology of addictions and addictive behaviors, and provides a general framework for understanding differing abilities and strategies for differentiated interventions. There is a focus on ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan. 3 credits

MNHN 630 Counseling I: Theories and Practice
This course covers evidence-based cognitive and behavioral counseling theories and techniques as they relate to assessment, case conceptualization, and treatment approaches. At a minimum, students will be introduced to Behavioral Therapy, Cognitive-Behavioral Therapy, Dialectical Behavior Therapy, and Motivational Interviewing. Lectures will stress theory and case conceptualization. Exercises will address both theory and application. Students will participate in class exercises that will include operationalizing the problem, case conceptualization, treatment planning, practicing specific techniques (in the roles of therapist and client), and considering high-risk factors. Students will develop an understanding of utilizing these theories and approaches among special client populations, including clients with histories of trauma, addiction, and chronic health complications.

This course partners with Counseling II: Theories & Practice, which covers psychodynamic approaches, to provide a firm foundation in contemporary counseling theories and techniques. These courses provide students with the basis upon which to explore their personal theory and unique style of counseling in preparation for professional clinical practice. 3 credits
MNHN 632 Counseling II: Theories and Practice
This course will focus on psychodynamic techniques which remain widely used in private and institutional practice, especially in outpatient settings. A thorough understanding of these techniques and the underlying theories is an essential component of graduate training. At a minimum, the course would cover Psychoanalytic, Psychodynamic, Existential, Gestalt, and short-term psychodynamic approaches. Lectures will stress theory and case conceptualization. Exercises will address both theory and application. Students will participate in class exercises that will include operationalizing the problem, case conceptualization, treatment planning, practicing specific techniques (in the roles of therapist and client), and considering high risk factors. Students will develop an understanding of utilizing these theories and approaches among special client populations, including clients with histories of trauma, addiction and chronic health complications.

This course partners with Counseling I: Theories & Practice, which covers cognitive and behavioral approaches, to provide a firm foundation in contemporary counseling theories and techniques. These courses provide students with the basis upon which to explore their personal theory and unique style of counseling in preparation for professional clinical practice. 3 credits

MNHN 638 Principles of Addiction Counseling
This course will provide students with a broad understanding of the field of addiction and addiction counseling, and its history. The etiology, diagnosis, and variety of treatment interventions for addictions and co-occurring disorders will be explored, as well as various assessment and treatment tools. Students will gain an understanding of the connection between addiction and psychopathology, the role of psychopharmacology, the scope of addiction, the role of biology, substance classes, and the relative impact of these on the psycho-social well-being of the individual. 3 credits

MNHN 640 Professional, Legal & Ethical Issues in Counseling
This course provides an overview of the major legislative decisions that have influenced the practices of psychology and counseling, a review of the federal and state laws regulating the practice of counseling, and an introduction to the principles of professional ethical conduct as outlined by the American Counseling Association, CASAC Canon of Ethics, and other related professional organizations. Additionally, students will address contemporary professional and practice issues, emphasizing the rules and regulations pertaining to professional conduct and the scope of practice for counselors. Legal and ethical responsibilities of counselors are examined as they apply to such topics as: diverse populations, risk management, addictions, crisis intervention and chronic medical conditions. The role of clinical supervision, ethical decision-making, technology, counselor violations, and integrating with community resources will be discussed. 3 credits

PSGN 678 Lifestyle and Career Development
This course provides a comprehensive overview of theoretical and practical aspects of career development across the life-span. Major career development theories will be presented, as well as treatment implications for counseling and psych-educational interventions. Particular attention will be directed to a review of current theories of career development, the implications of existing counseling theories in career development and exploration, integration of career counseling into practice, and career counseling for diverse and multicultural populations. The use of career assessments and technology will also be addressed. 3 credits

MNHN 681 Psychopathology
This course will provide an in-depth review of a broad spectrum of the psychopathological conditions defined in the DSM-5. This review will include the etiology of the disorder, prevalence, signs and symptoms, and criteria for diagnosis. Specific attention will be directed to the process of assessing a client for diagnostic criteria, intake interviewing, and appropriate/ethical documentation of diagnostic determinations, impact of substances and medical condition, and trauma. All levels of the DSM-5 documentation system will be reviewed and practiced, as well as a strong emphasis on the differential diagnosis process, particularly as it applies to substances, medical, addiction, social and cultural factors. As applicable, empirical literature will be introduced and discussed as it applies to our current understanding of psychopathology and best practices. This class will consist of lecture presentations of basic concepts, class discussions, and practice activities. Every attempt will be made to ensure that this course is both informative and practical for professional applications. 3 credits
MNHN 683 Assessment and Appraisal of Individuals, Couples, Families and Groups
This unique course integrates different perspectives in individual and group assessment while providing an overview of the complex dynamics involved in the assessment and appraisal of individuals, couples, families and groups. Students focus on the different processes involved in assessing the needs of these individuals/groups, as well as the provision of counseling and the different counseling techniques. Special attention is given via practical and lecture activities to address special issues such as: intake screening, substance abuse, addictive behaviors, high-risk behaviors, readiness for change, and additional referral needs. 3 credits

MNHN 691 Counseling the Culturally Diverse: Theory and Practice
This course is designed to provide an overview of the history, theories, and issues related to multiculturalism in our society, especially with regard to the provision of counseling services. Students will be introduced to a wide variety of cultural perspectives and experiences, as well as explore the unique responses of these communities to various psychosocial stressors, including addiction, trauma, and chronic medical conditions. Students will develop skills in cross-cultural communication, self-awareness, and worldview, knowledge of differences as they impact the counseling process, and management of cross-cultural ethical conflicts. Students will also be introduced to various referral sources, assessment consideration, and case management services. 3 credits

MNHN 692 Group Psychotherapy and Counseling
This course provides an overview of Group Psychotherapy and Counseling. Students will explore various psychotherapeutic group techniques and learn to integrate them with decision-making, problem-solving, and conflict resolution when working with groups of people of all ages. Students will develop knowledge of group theories, group developmental stages, group dynamics and intervention techniques, particularly for topic specific and diverse populations. Specific discussion will be directed to support groups and addiction-focused group therapies. 3 credits

MNHN 693 Trauma and Crisis Intervention: Theory, Response Models and Techniques
This course covers the theory, response models and techniques used in assessing and treating trauma and crisis-response issues among diverse people of all ages. Students will learn skills of identification, intervention, and treatment of people experiencing traumatic stress through the use of individual and group work. Special issues that impact vulnerability (e.g.: addictions, social supports, chronic illness, culture) are also reviewed. This course will also explore the impact of trauma on the counselor, issues of compassion fatigue, secondary trauma, and counselor wellness and self-care. 3 credits

MNHN 694 Contemorary Issues in Family and Couples Therapy
This course introduces family and couple counseling theories, and explores their history and use in the clinical setting. The impact of family and individual culture, psychosocial stressors, socio-economic status, addiction, trauma, illness, and disability is explored as it relates to counseling services, assessment, and treatment planning. Students will build skills in conceptualizing the family as an integrative process encompassing multiple systems and how to apply various counseling techniques, such as genograms, to the treatment of couples and families. The role of the family in supporting wellbeing and relapse prevention, as well as the course of mental illness, is incorporated into the course learning. Students will also develop an understanding and awareness of how one’s own family-origin and current family experience impact one’s life both personally and professionally. 3 credits

MNHN 702 Case Conceptualization, Documentation, and Practicum
This course integrates basic intake and information-gathering techniques, documentation, and case conceptualization with a practical fieldwork experience. Within the classroom setting, students will learn the skills of intake interviewing, psychosocial screenings, documentation writing (biopsychosocial, treatment planning and progress notes), referral needs, and case management. Students will integrate addiction and other specialty screenings, mental status exams, medical data, and client history to form treatment plans and biopsychosocial reports. Added into every class session is 1.5 hours of group supervision.

In the field, students will participate in a placement experience of a minimum of 100 hours of counselor-related experiences. This will include 75 clock hours of on-site experience, comprising at least 40 hours of direct client contact, 15 hours of on-site individual or dyadic supervision, and 20 hours of indirect client contact opportunities. An additional 25 hours of in-class group supervision is required. 3 credits
MNHN 705 Advanced Addiction Counseling and Techniques
This course will examine advanced substance-abuse counseling and techniques, with focus on the application of various evidence-based intervention techniques within various treatment venues. Students will explore the impact of addiction on the family, medical wellbeing, mental health, and engagement of clients. Issues of toxicity, medication interventions, various treatment modalities, assessments and screenings, treatment planning, and outcome measurement will be addressed. The course learning activities will include observational activities, demonstrations and role-playing of advanced counseling skills. 3 credits

MNHN 706 Advanced Counseling Skills and Techniques
This course is designed to offer a balance between theory and practice. In addition to mastering the material presented through the readings, lectures and discussions, students will be actively engaged in the learning process through simulated clinical experiences. Students will be introduced to a variety of techniques through the observation and critique of videotapes of master clinicians, in-class role plays, taping and transcription of interviews, and in-class demonstrations. The student’s own personal growth, self-insight, and self-awareness will be an integral component to this course. 3 credits

MNHN 770 Internship I
Students complete 20 to 25 hours per week (300 hours total) of clinical practice in a community placement while continuing to come to class for support, consultation, and further training. Interns receive a minimum of one hour per week of individual supervision by a licensed mental health professional. Eligibility for this course requires having satisfactorily completed all other coursework in the Master of Science in Clinical Mental Health Counseling program and the approval of the chair. 4.5 credits

MNHN 771 Internship II
Students complete an additional 350 hours as outlined in MNHN 770 Internship I. 4.5 credits
INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY

PSGN 604 Statistics for the Behavioral Sciences (and SPSS)
This course covers general statistical concepts related to behavioral science. Students work on basic statistical analysis using various numeric and algebraic techniques. Students learn the advantages and disadvantages of the various tools used in inferential statistics and how and when to apply those methods. Topics to be covered include: descriptive statistics, basic inferential statistics, analysis of variance methods, and nonparametric statistics for categorical data. 3 credits

PSGN 612 Psychometric Theory
Introduces the student to basic and advanced concepts in psychometric theory, including technical principles of psychological testing, reliability, validity, and test item considerations. Emphasis is placed on the application of psychometric theory to measurement problems in applied settings. Statistical concepts related to test theory, such as correlation and regression, are also reviewed. Prerequisite: PSGN 604. 3 credits

PSGN 613 Social Psychology in Multicultural Organizations
Examines psychological theories and social influences associated with individual thought and behavior in organizations around the world. Students analyze foundation social psychological models and interactive processes including conformity, creation of attitudes, organizational citizenship behavior, counterproductive work behaviors, social exchange teaming, persuasion, agency, and team dynamics from a global business perspective. Emphasis is placed on evaluating the impact of theories, models, and processes on diversity, inclusion, and teaming relative to culture formation and organizational productivity. 3 credits

PSGN 614 Organizational Design and Behavior
The course develops knowledge of high-performance systems; collaboration; inter-organizational design; team-based organizations and other lateral designs; self-forming and planned networks; organizing for knowledge leadership; global designs; customer-focused designs; and designs for agility and sustainability. 3 credits

PSGN 617 I-O Psychology in Global Organizations
This course is an introduction to I-O Psychology at a graduate level. The course uses a broad I-O textbook to introduce students to 12 topic areas including motivation, research, teams, leadership, job analysis and others. Students are expected to discuss & summarize chapters weekly. 3 credits

PSGN 639 Theories of Leadership
The psychology of leadership in its rational, emotive, and behavioral dimensions. Learners explore the psychology of leadership through the cognitive-behavioral work of Dr. Albert Ellis. Evaluates the influence of rationality, emotion, and behavior on leaders as they attempt to make informed decisions concerning the roles of human capital management, organizational design, and organizational strategy relative to business, organizational, and cultural goals. 3 credits

PSGN 643 Motivation
Understanding what motivates an organization’s employees is central to the study of I-O psychology. Motivation is a person’s internal disposition to approach positive incentives and avoid negative incentives. While motivation can often be used as a tool to help predict behavior, it varies greatly among individuals, and must often be combined with ability and environmental factors to actually influence behavior and performance. This course reviews the models of motivation and theories used within the workplace. 3 credits

PSGN 644 Personnel Selection and Assessment: Assessment-Interviewing-Succession
This course builds on students understanding of competency modeling and job analysis. Students will learn different methods of assessment and how to apply these methods to selection, development and succession. 3 credits
PSGN 645 Research Design
Explores various approaches and techniques for conducting behavioral and social research with an emphasis on experimental methods. Also includes a basic review of statistical methods used to analyze data from research. Designs that explore need and outcome differences for minority group members are highlighted. 3 credits

PSGN 655 Job Analysis and Performance Appraisal: Competency Modeling
An overview of techniques used to measure employee performance. Topics include: Job analysis methods and use of results, criterion development, performance appraisal methods, job evaluation, rater training, bias and accuracy in performance appraisal, organizational and contextual issues. The course reviews current research, rating formats in relation to criteria relevance and legal considerations and distinctions between subjective ratings and objective measures of performance. This course also reviews research and practice of competency modeling in the workplace. 3 credits

PSGN 656 Training and Development
Students learn how to develop and deliver a training program related to performance and employee development in the work environment. The overarching objective of this course is for each student to learn how to assess, develop, carry out, and evaluate a training program. To get to this objective, students review the field of training and development, as well as the broader area of human resource development (HRD). Topics include: motivation and learning theory, needs assessment, and the evaluation of training. 3 credits

PSGN 680 Group Dynamics
The course builds on theories introduced in the PSGN 682 Use of Self course and applies these theories to diagnosing key challenges in organizations. Students learn to use a consultative approach to affect change. Case studies are employed as a primary method of instruction. PSGN 682 is a prerequisite for this course. 3 credits

PSGN 682 Facilitation, Process Consultation, High Performance Coaching: Use of Self (OD)
The course is designed to increase behavioral understanding at the individual, group, intergroup and organizational level. Methods of instruction include: semi-structured experiential exercises and assignments, focused observation, self-disclosure, targeted readings and short lectures. Strong emphasis is placed on attendance, participation, and reflection. The course is rooted in the belief that increased awareness improves leadership and followership, and that, to work most effectively within organizations, one must have an awareness of the self and the self within the system. One important note about this course - we will be discussing difficult topics that are often not explicitly raised in organizational settings. These include conversations about group identities such as race, gender, ethnicity, religious affiliation, etc. Maintaining respect for all class members, including the instructor, is paramount. 3 credits

PSGN 740 Internship Industrial-Organizational Psychology
This is a three-month internship (paid or unpaid) within Manhattan and the surrounding boroughs. You will apply the theories and skills learned in the program in a supervised internship relevant to I-O Psychology or Organizational Development. Internship is monitored by the program director, and must be completed in order to graduate. Internship placements must be approved by the program director, and require on-site internship supervisor signature to be completed. 3 credits
ADVANCED CERTIFICATE PROGRAM IN BEHAVIOR ANALYSIS

PSGN 621 Ethical Considerations in Applied Behavior Analysis
The purpose of this course is to introduce students to the ethical issues of Applied Behavior Analysis. Ethical issues covered include: professional certification standards, guidelines for responsible conduct for behavior analysts. Specifically, students will learn to practice within ethical guidelines established by the Behavior Analyst Certification Board (BCAB) and American Psychological Association (APA) by analyzing cases that address: a) responsibility to clients (e.g., confidentiality and informed consent), b) self-monitoring of own professional behavior (e.g., practicing within boundaries of competence, professional development, and avoiding conflicts of interest), c) conducting assessments and developing behavior change programs that are based on behavior analytic principles (e.g., use of least restrictive procedures, ongoing data collection, and termination of services), d) teaching and supervision (e.g., providing objectives and feedback, and utilizing principles of behavior analysis in supervision), (e) promoting the general welfare of society through the application of the principles of behavior (e.g., presenting a behavioral alternative to other procedures or methods). The student will also learn to incorporate The Health Insurance Portability Accountability Act (HIPAA) privacy and security rules in their practice as behavior analysts. 3 credits

PSGN 629 Behavior Management and Evidence Based Intervention Strategies
This course is designed to introduce students to basic theory and practice in the applications of behavioral principles. Students will be introduced to evidence-based practice, and will begin to learn to apply the material studied. Students will be required to think about the issues throughout the course and learn to think about assessment and intervention in an integrated manner. Students will gain theoretical and practical knowledge about the evaluation approaches concerning overt behavior manifestations, assessment methods, identification of behavioral disturbances through behavioral assessment tools, and determination of appropriate evidence-based intervention techniques. This course will train students to perform appropriate analyses based on behavioral manifestations, examine which assessment tools to employ for various disorders and behavior functions, and consider appropriate research-based intervention procedures following functional behavior assessment.

This course is one in a series of courses designed to prepare students who wish to apply for the Board-Certified Behavior Analyst Exam. 3 credits

PSGN 704 Assessment and Intervention in Applied Behavior Analysis
This course will focus on assessment methods used for behavioral assessment and interventions in the application of behavior analysis. Students will learn how to conduct their own assessments and develop interventions based on those assessments. These will include preference assessments, reinforcer assessments, and indirect and descriptive assessments. Collecting, graphing, and interpreting data will be addressed. Students will learn to complete comprehensive Functional Behavior Assessments and Functional Behavior Analyses and learn the difference between the two. This course is one in a series of courses designed to prepare students who wish to apply for the Board-Certified Behavior Analyst Exam. 3 credits

PSGN 705 Research Methods, Measurement and Experimental Evaluation in Applied Behavior Analysis
The purpose of this course is to introduce students to the use of the scientific method in evaluating assessment and intervention techniques in behavior analysis. Topics include measurement techniques, single subject experimental design, selection of dependent and independent variables, graphical presentation and evaluation of results, and ethics pertaining to working with human subjects. Principles and procedures involved in the experimental analysis of reinforcement schedules, stimulus control, and stimulus equivalence are included. Additionally, by the end of this course, students will gain comfort in presenting their work in both poster and research report for publication format. These principles will be enforced by requiring all students to complete an individualized research project which incorporates techniques in ABA and involves measurement and evaluation of the intervention used with one human participant who provides consent to participating in this project. 3 credits
PSGN 706 Topics in Applied Behavior Analysis: Focus on Autism
This course will address various topics in behavior analysis with a specific focus on working with individuals with Autistic Spectrum Disorders (ASD). Students will review applicable ethics, principles, processes and concepts of behavior analysis, behavioral assessment, and selection of intervention strategies as they apply to individuals with Autism. Also reviewed and elaborated on will be measurement procedures and methods for the display and interpretation of collected data, behavior change procedures and systems support. Additionally, this course will focus on the history and culture of autism along with specific assessment tools and interventions for use with children, adolescents and adults with varying severity of ASD. Students will become familiar with procedures for establishing, organizing, and implementing Applied Behavior Analysis (ABA) programs. This course is one in a series of courses designed to prepare students who wish to apply for the Board-Certified Behavior Analyst Exam. 3 credits.

PSGN 708 Specific Procedures and Populations in Behavior Analysis
This course will address specific procedures in behavior analysis including respondent conditioning, operant contingencies, stimulus control and generalization, designing instructional programming for early reading skills, teaching verbal behavior, and interventions for increasing desirable behavior and decreasing problem behavior. Additionally, subspecialties such as behavioral approaches to education, treatment of autism, teaching safety skills, pediatrics, treatment of drug addiction, and gerontology will be addressed. Finally, this course will address specific behavior change procedures such as matching to sample procedures, errorless learning procedures, and pairing procedures. This course is one in a series of courses designed to prepare students who wish to apply for the Board-Certified Behavior Analyst Exam. 3 credits

PSGN 709 Practicum in Behavior Analysis
This course focuses on students working toward practice competence in areas outlined by the New York State Education Department. The Practicum in Behavior Analysis provides students with opportunities to learn and practice the various roles of a behavior analyst and demonstrate competence as a beginning Behavior Analyst. It is designed to provide prospective clinicians with the opportunity to apply theoretical knowledge and gain experience under the supervision of a licensed behavior analyst or authorized health care practitioner who currently diagnoses, prescribes, or orders treatment involving applied behavior analysis in his or her professional practice. The main objective is to prepare students to design, deliver, and evaluate individualized behavioral intervention independently. This course will integrate the practicum experiences with didactic course work to provide a meaningful repertoire of behavior analytic skills and to help prepare professionals for the New York State licensing exam in Behavior Analysis.

Students will work closely with an assigned university supervisor and a mentoring professional from their placement sites. The practicum requires on-site supervision and observations. The accompanying practicum seminar allows students to share experiences and knowledge gained in placement sites. 1 credit

PSGN 721 Maintenance of Client Records in Behavior Analysis
This course focuses on maintenance of client records as it applies to the behavior analyst. A specific emphasis is placed on privacy rights of clients and related laws. NYS laws as well as HIPAA, FERPA, APA record-keeping guidelines and NYSED Office of Professions record-keeping guidelines will be discussed. Maintenance and privacy related to electronic records will be addressed, along with related practitioner responsibilities in ensuring that client rights are not violated. 2 credits

PSGN 722 Issues of Cultural and Ethnic Diversity in Behavior Analysis
This course focuses on issues of cultural differences and ethnic diversity within the realm of applied behavior analysis. Students will learn about cultural differences and the application of ABA with culturally- and ethnically-diverse children and families. Topics include cross-cultural provision of services, understanding racism and prejudice, culturally-sensitive treatment, bias in service delivery, and working with various linguistically- and culturally-diverse populations. There will be a focus on working with Latino, Asian-American, African-American, Muslim, and White ethnic clients. 3 credits
PSGN 723 Functional Behavioral Assessment, Functional Analysis, and Direct Observation
This course will provide the student with intensive instruction in functional assessment procedures and direct observation methods to be used by the behavior analyst in service delivery mechanisms in mental health and education settings. The following terms will be defined, described, compared, and contrasted: functional assessment, functional analysis, functional behavior assessment, descriptive assessment, and descriptive analysis. Direct observation methods, observer reactivity, and appropriate selection and implementation of time-sampling techniques will be described. Examples of their appropriate and inappropriate use will be analyzed. Assessment procedures to identify generalization and maintenance of behavior change will be identified, described, and analyzed. 3 credits
DEPARTMENT OF NURSING

BIHN120 Human Anatomy and Physiology for Nursing I
This course is designed for pre-professional students as an introduction to a basic understanding of the structural organization of the human body starting with the tissues, integumentary, skeletal, muscular, digestive, and nervous systems. The course focuses on the cellular organization and on the tissue and organ levels of each system. In laboratory exercises, students study and learn structures from various available anatomical models. 4 credits

BIHN 122 Human Anatomy and Physiology for Nursing II
This is the second of the series offered to pre-professional students. The course focuses on the organization of the cardiovascular, respiratory, lymphatic, endocrine, urinary, and reproductive systems. Class discussions deal with the basic cellular, tissue-level and organ-level organization of each system. Functional significance as well as clinical correlations of some structures are covered. Special focus is on fertilization and reproduction, pregnancy and lactation, coronary and cerebrovascular circulation. Laboratory exercises include studying structures from available anatomical models. Prerequisite: BIHN 120. 4 credits

BIHN 229 Applied Microbiology
This course covers the structure, reproduction, physiology, biochemistry, genetics, and identification of microorganisms. It includes a study of their relationship to each other and to other living organisms, their distribution in nature, and their beneficial and disease-causing effects on humans. 4 credits

BIHN 248 Nutrition for Nursing Majors
This course offers a specialized review of the principles of sound nutrition and the effects of diet on personal well-being. Environmental, social, physical, and psychological reasons underlying poor diet are examined. Not for science majors. 3 credits

BIHN 314 Genetics and Genomics
A study of human genetics in order to elucidate the basic laws of heredity and their physical basis (classical genetics); structure and function of the gene (molecular genetics); and population genetics, with attention to human abnormalities as illustrations of these principles. Prerequisite: BIHN 122. 3 credits

BIHN 355 Pathophysiology
Emphasis is placed on the relationship of usual health patterns of major body systems to changes that occur during the illness experience. Major pathophysiologic concepts are explored using a body systems approach. Theories relating etiology, pathogenesis, and clinical manifestations are used to study common disease processes. Concepts from anatomy and physiology provide the foundation for exploring human dysfunction. Prerequisite: BIHN 122. 3 credits

GCON 120 Fundamentals of Computers with Microcomputer Applications (Fall, Spring)
This course discusses the basic principles of computer literacy. The student is exposed to extensive computer terminology and a thorough discussion of computer theory, including the Internet. In addition, a hands-on computer lab is incorporated into the course. The student will learn Windows operating systems, word processing, spreadsheet, and presentation application software. Outside lab time is required for class assignments. The software will be updated to reflect the constantly changing technologies available. 4 credits

GLLN 121 College Writing I (Fall, Spring)
The course is based on planning, drafting, writing, and rewriting critical and expository essays utilizing argument, compare/contrast, cause/effect, definition, and summary/analysis. A short critical paper with cited sources in APA format will be assigned. Prerequisite: GLLN 110 or placement. 4 credits
GLLN 122 College Writing II (Fall, Spring)
Continued practice in expository writing. The capstone project is a 5-7 page research paper in MLA format. Prerequisite: GLLN 121 or placement. 4 credits

GSMN 130 College Mathematics (Fall, Spring)
Algebraic topics including linear equations and inequalities, systems of equations, quadratic equations, all including word problems. Exponents and radicals, operations with polynomials, factoring, and graphing 75. Prerequisite: GSMN 001 or placement. 3 credits

GSMN 134 Pre-Calculus (Fall, Spring)
Functions, solution of equations and systems of equations, the trigonometric functions and their graphs, addition theorems and identities, logarithmic and exponential functions, and elementary analytic geometry. Prerequisite: GSMN 130 or placement. 3 credits

GSMN 261 Statistics for the Social Sciences (Fall, Spring)
This course surveys the basics of descriptive and inferential statistics, the standard normal probability distribution, sampling, estimation and hypothesis testing, probability theory, correlation and regression. Designed for students majoring in social sciences and health-related fields. Cannot be taken if student has credit for GSMN 140. Prerequisite: GSMN 130 or exemption. 3 credits

HSBN 201 Community Service
This one-credit course is a requirement of the School of Health Sciences. The student explores the concepts and principles of community service and nursing as they apply to individuals, families, and the community as a whole. Students examine and recommend services and teaching available to their client(s) through independent study. This course builds on Orem’s Self-Care Theory as students document a reflection paper that includes a comprehensive health assessment. This course must be completed by senior year. 1 credit

LLEN 101-102 English Composition I & II
Extensive practice in the composition of clear, concise, and grammatically-correct sentences and paragraphs with special emphasis on the five-paragraph essay and the research paper. Admission by assignment following placement test. 3 credits

MATN 111 College Mathematics
An introductory course in mathematical skills and techniques which are necessary for further undergraduate college study. Fundamental principles of algebraic calculations such as operations with signed numbers, exponents, negative exponents and operations with fractions; verbal problems and solution of equations; graphical methods; linear equations and systems of linear equations. Prerequisite: Placement by departmental examination. 3 credits

MATN 120 Pre-Calculus
Functions, solution of equations and systems of equations, the trigonometric functions and their graphs, addition theorems and identities, logarithmic and exponential functions, and elementary analytic geometry. Prerequisite: MAT 111 or exemption. 3 credits

MAT 261 Statistics for Social Science Majors
Basic concepts in descriptive and inferential statistics, including measurement scales, frequency distributions, measures of central tendency and distribution, correlation coefficients, linear regression, probability theory, binomial distribution, and parametric and non-parametric tests of significant differences. Introduction to hypothesis testing. Prerequisites: MAT 111 or examination. 3 credits

MCON 122 Computer Literacy and Information Retrieval
Students examine basic computer topics and terminology, with a special emphasis on electronic information retrieval, as they explore ways to apply information retrieval technology to teaching the various academic disciplines. To this end, computer hardware and software are discussed, along with personal computer applications such as Word, Excel and PowerPoint. Internet topics, such as advanced search techniques, constructing deep searches, finding specialty
information, newsgroups and mailing lists, are examined in detail. A capstone project is the preparation of a research project, which should use both traditional as well as electronic methods of research. This course is not a required course or approved elective for a Computer Science or MIS degree. 3 credits

MCON 140 Computer Concepts with Microcomputer Applications
This course introduces students to basic computer topics and terminology. Computer hardware and software are discussed along with personal computer (PC) applications. Office applications are taught, as well. Students will complete this course with a solid understanding of computers, how to use computers, and how to access information on the World Wide Web. This course is not a required course or approved elective for a Computer Science or MIS degree. 3 credits

NURN 110 Fundamentals of Nursing
Introduces students to basic nursing principles, including concepts that form the theoretical basis for their roles as Registered Professional Nurses. Students develop nursing skills to meet the BIHN-psychosocial needs of a selected population, e.g. the elderly. The steps of the nursing process are introduced as the framework for nursing care and practice. The didactic (classroom) portion of this course includes the theoretical principles of: therapeutic communication, vital signs, infection control practices, body mechanics and safety, hygiene, comfort measures, skin integrity and wound care, nutrition, elimination, oxygenation, fluid and electrolytes, pain assessment, medication administration, care of the dying, introduction to the health care system and health care team, and legal and ethical issues that affect professional nursing practice. Students learn to initiate nursing actions in response to identification of self-care deficits, utilizing Orem's Self-Care Deficit model. In the Nursing Skills Laboratory component of this course, students practice basic psychomotor skills related to theoretical topics introduced in the classroom. They then move on to the clinical component, applying these skills utilizing the nursing process within the framework of Orem's Theory, with patients in the traditional setting of medical-surgical hospital units. Prerequisite: BIHN 122. 7 credits

NURN 130 Pharmacology in Nursing
Topics addressed include major drug classifications, pharmacokinetics, pharmacodynamics, pharmacotherapeutics, indications, uses, contraindications, cautions, side and adverse effects, toxicities, drug-drug, drug-food interactions and allergies. Prerequisite: NURN 110. 3 credits

NURN 200 Medical-Surgical Nursing I (formerly NURN 120)
Establishes the basis for application of critical thinking skills in utilizing the nursing process and Orem's Self-Care Theory in organizing nursing care. The course focuses on nursing management of adult patients with acute health problems. Emphasis is on the acute stages of disease, as well as health promotion and prevention, nutrition, diagnostics, and treatments. Nursing care issues are addressed in physiological, pathophysiological, and psychosocial contexts. Prerequisite: NURN 110. 8 credits

NURN 300 Medical-Surgical Nursing II (formerly NURN 240)
Designed to advance the theoretical and clinical knowledge of the student for managing care of the adult medical-surgical patient. Emphasis is placed on identifying specific universal, developmental, and health deviation self-care requisites and deficits, as well as gerontological changes that interfere with the adult patient's ability to manage increasingly complex self-care needs. Both the nursing and medical management associated with meeting the needs of patients with various medical-surgical conditions are discussed. The nursing process continues to be incorporated utilizing Orem's Self-Care Deficit Theory as a framework for the organization and provision of care for the adult medical-surgical patient. The course also introduces the nurse's role as manager of care. Clinical experiences include opportunities for students to care for adult medical-surgical patients in the acute care setting. Integration of the nursing process, as well as the psychosocial, physiological, and socio-cultural needs of the adult medical-surgical patient population, are investigated during each clinical experience. Prerequisite: NURN 200 and NURN 130. 5 credits

NURN 301 Medical-Surgical Nursing III (formerly NURN 241)
This course is designed to advance and refine the theoretical and clinical knowledge of the student when managing care of the adult medical-surgical patient. Emphasis is placed on evaluating specific universal, developmental, and
health deviation self-care requisites and deficits, as well as gerontological changes that interfere with the adult patient's ability to manage increasingly complex self-care needs. Both the nursing and medical management associated with meeting the needs of patients with complex medical-surgical conditions are discussed. The nursing process continues to be incorporated utilizing Orem's Self-Care Deficit Theory as a framework for the organization and provision of care for the adult medical-surgical patient. This course focuses on the student's assimilation of knowledge related to nursing, liberal arts, health, and social sciences in the care of a complex adult medical-surgical patient. Students are expected to be pro-active participants in both the theoretical and clinical components of this course. Clinical experiences include opportunities for students to care for adult patients with complex medical-surgical needs. The focus of the clinical experience will be to facilitate the transition of the student to the role of the professional Registered Nurse. Integration of the nursing process, as well as the psychosocial, physiological, and socio-cultural needs of the adult medical-surgical patient population, will be assessed during each clinical experience. Prerequisite: NURN 300. 5 credits

NURN 310 Maternal Child Nursing (formerly NURN 210) 
Builds upon the foundation acquired in NURN 110, NURN 130, and NURN 200. Uses the nursing process, Orem's model of self-care, and a developmental approach to build upon principles of humanity, health and environment as they affect nursing care of women, infants and children. Emphasis is placed on health teaching and providing care to obstetrical, newborn, and pediatric patients with complex problems, from the prenatal period through adolescence. Clinical experiences are provided in a structured multicultural medical center with a parent-child focus. Other learning experiences will occur in the classroom with assigned activities in the computer and skills lab. Prerequisite: NURN 200 and NURN 130. 5 credits

NURN 320 Trends in Nursing (formerly NURN 260) 
Current issues and trends that impact the practice of nursing in the 21st century are addressed, as is the influence of the holistic model of health care. Nursing practice related to complementary healing techniques, and evidence-based practice in the art and science of healing, act as catalysts for class discussion and debate. Economic and political influences, the health care environment, and various aspects of nursing practice are discussed. 2 credits

NURN 330 Mental Health Nursing (formerly NURN 230) 
Builds upon and expands basic psychosocial knowledge and skills acquired in PSY 101, NURN 110 and NURN 200. Progression to more complex mental health patterns as they relate to nursing practice provides students with the opportunity to expand their understanding of human-environmental interactions and evolving mental-health patterns within diverse cultures. Behavioral patterns as they appear in normative growth and developmental perspectives as well as alterations in these patterns, with the resulting nursing implications, are addressed. An intertwining of the nursing process and Orem's Self-Care Deficit Theory forms the framework for the assessment of self-care deficits and interventions necessary to meet the self-care needs of psychiatric patients, their families and significant others. Prerequisite: NURN 200 and NURN 130. 5 credits

NURN 410 Populations at Risk 
This course is designed to study populations at risk, such as the aged and those diagnosed with cancer or HIV, with emphasis on variables that may be modified to increase quality of care and life. An epidemiological model is used to study health status as it is affected by environment, lifestyle, heredity, and community. Students observe and participate in managing the care of a patient being followed by agencies that are selected for their interdisciplinary approach. Prerequisite: BIHN 355; 2 credits

NURN 411 Health Assessment and Promotion 
Focuses on the development of comprehensive health assessment skills, including measures of physical and functional status, documentation of the assessment findings, and health promotion strategies for each body system. Considerations of racial and cultural differences are discussed with respect to health assessment as well as health-promotion strategies. Prerequisite: BIHN 122; 4 credits
NURN 420 Professional Nursing Practice
Explores the history and development of professional nursing, including past and current issues and trends relevant to the profession. The role of the Registered Nurse, as well as values and ethical and legal issues, are also included. Students become acquainted with health care systems within which professional nurses practice.
Prerequisite: NURN 110. 3 credits

NURN 430 Client Education Across the Lifespan
Builds upon the roles played by core concepts of teaching-learning principles, therapeutic communication, and the nurse-client relationship in meeting the learning needs of clients and their families/significant others throughout the life-span. A client-centered and nursing-process-driven approach is employed, with emphasis on assessing learner readiness and preference, cultural and spiritual practices, developmental level, and cognitive and language considerations. Bloom's taxonomy of learning domains provides a framework for the development of effective nursing interventions. Theories of client education including the health belief model, locus of control, cognitive dissonance, and diffusion theories will be explored in terms of their impact on the learning process.
Prerequisite: NURN 200; 3 credits

NURN 440 Community Health
Focuses on community assessment, environmental factors affecting health and illness, concepts and principles of epidemiology, and problems of the urban environment. In collaboration with home care agencies, community outreach agencies and selected ambulatory clinics, and under faculty supervision, students provide nursing care in patients' home settings. Prerequisite: NURN 200, NURN 130. 3 credits

NURN 450 Nursing Research and Evidence-Based Practice
The conceptual and research development of nursing knowledge that forms the basis for evidence-based practice. Current areas of nursing inquiry are presented. The validity of quantitative methods and the conformability of qualitative methods used to formulate answers to nursing research questions are discussed. Students evaluate current nursing research and assess applicability to clinical practice. Prerequisite: MAT 261, NURN 300. 3 credits

NURN 485 Advanced Leadership
Emphasizes leadership and management theories. Students utilize organizational behavior, educational administration, and business theories to analyze content related to leadership and management. Integrated into the course are legal and ethical issues. This course requires a senior capstone project, assigned in the final semester prior to graduation, in which the nursing process is used to promote, restore, and maintain the health states of individuals, families, and groups. Students develop their leadership ability under the direct guidance of a selected agency preceptor. Students cultivate the development of their professional role and use leadership skills to become active members of the health care team. This course must be taken as part of the student’s final semester of Nursing courses. Prerequisites: NURN 300, 310 (or co-req), 330 (or co-req), 440. 3 credits

PSYN 101 Introduction to Psychology
Psychology as a biological, behavioral, and social science. Topics include: critical and scientific analysis of human behavior, fundamentals of psychological research, biological bases of behavior, states of consciousness, learning, thought, memory and intelligence, social behavior and personality, mental health and adjustment, diagnosis and treatment of abnormal behavior. 3 credits

SPLN 101 Fundamentals of Speech
Techniques of public speaking. Includes the delivery of several speeches during the course of the program. 3 credits
OCCUPATIONAL THERAPY DEPARTMENT

HSBN 301 Physiology
This course provides an understanding of the physiological mechanisms by which the human body functions in health and in disease. Particular emphasis is given to the neuromuscular, cardiovascular, respiratory, renal, and endocrine systems. 5 credits

HSBN 304 Human Gross Anatomy
This course is designed for the occupational therapy curriculum as an introduction to the structure and function of the human body. The entire human body is covered in lecture and laboratory. The musculoskeletal system is studied in detail. Laboratory experiences and cadaver dissection complement course material. The initial presentations are systemic. Basic anatomic terminology, osteology, arthrology, angiology, and neurology are covered to provide a background for the subsequent regional lectures. 5 credits

HSBN 305 Human Gross Anatomy
This course is designed for the occupational therapy curriculum as an introduction to the structure and function of the human body. The entire human body is covered in lecture and laboratory. The musculoskeletal system is studied in detail. Multimedia computer simulations, anatomical models, and other types of audiovisual materials complement course material. The initial presentations are systemic. Basic anatomic terminology, osteology, arthrology, angiology, and neurology are covered to provide a background for the subsequent regional lectures. 7 credits

HSBN 352 Kinesiology
Kinesiology is the study of the human motion. This lecture/laboratory course includes the study and evaluation of joint motion and muscle function. Students learn to palpate joints, bony prominences, and muscles, as well as to test muscle strength and range of motion. Analysis of functional movement is also included. Prerequisites: HSBN 304 or HSBN 305, HSBN 301. 4 credits

HSBN 390 Neuroscience
This course provides the student with an integrated understanding of the organization of the nervous system, including structure and function. The brain is studied from a gross point of view, in sections, and also using a systems approach. Relevant clinical problem-solving is incorporated into the lectures. Prerequisites: HSBN 304 or HSBN 305, HSBN 301. 4 credits

HSBN 440 Human Disease Processes I
This is the first of two courses covering medical terminology, pathology, etiology, pharmacology, diagnosis, and treatment of medical conditions commonly seen by occupational therapists. Emphasis is placed on the impact of the disease on the individual’s sensorimotor, cognitive, psychosocial, and occupational performance. Included in the sequence are general medical, surgical, orthopedic, neurological, and cardiopulmonary conditions. Prerequisite: OTHN 302. 3 credits

HSBN 441 Human Disease Processes II
This is the second of two courses covering medical terminology, pathology, etiology, pharmacology, diagnosis, and treatment of medical conditions commonly seen by occupational therapists. Emphasis is placed on the impact of the disease on the individual’s sensorimotor, cognitive, psychosocial, and occupational performance. Included in the sequence are general medical, surgical, orthopedic, neurological, and cardiopulmonary conditions. Prerequisites: OTHN 302, HSBN 440. 2 credits

HSBN 447 Health Promotion/Patient and Professional Education
This course and laboratory are designed to present concepts related to health and wellness, disease management, disease prevention, and health promotion, in the context of contemporary health care delivery. Students are exposed to public health concepts and principles and refine their knowledge about health promotion in order to
improve health and foster wellness. Students explore occupational therapy approaches within the framework of health promotion. In addition, this course refines students’ skills in developing effective strategies for the communication and teaching of information and procedures to patients, consumers, professionals, and others responsible for patient and consumer care. Prerequisite: OTHN 302. 2 credits

**HSBN 651 Administration/Health Care Delivery**
Two important challenges for the occupational therapists are administration and health care management. In addition to clinical skills, therapists must have specific knowledge and skills needed in administration and health care management. This course introduces students to basic concepts of regulations and standards, managed care, management theories, organizational structure, personnel, public relations, marketing strategies, program and facility planning, financial management, ethics, quality assurance measures, outcome measures, supervision and written and verbal communication skills, risk management, and team building. Prerequisite: OTHN 402. 2 credits

**HSBN 668, 669 Independent Study-Community Service**
In keeping with the Touro College mission to serve the larger community, students in the School of Health Sciences are required to complete an independent study that involves a minimum of twenty-five (25) hours of community service with individuals disadvantaged due to illness, disability, or other circumstance. The purpose of this requirement is to (1) provide students in the School of Health Sciences with an opportunity to learn from, and give back to, the larger community; (2) enhance awareness of how a disability or illness impacts the individual, family, friends, caregivers, and community. Through this experience, students may interact with people from different cultural and socioeconomic backgrounds, with people who have impairments leading to functional limitations in the physical, cognitive, and/or social-emotional domains, or with people who struggle with issues related to poverty, homelessness, and hunger. The specifics of the experience and project undertaken are negotiated on an individual basis between the student and the department faculty advisor. HSBN 669 may be taken as an additional elective, upon approval of the student’s advisor, in the same or subsequent semesters. 1 credit each

**OTHN 302 Level II Fieldwork and Seminar**
This is the first full-time 12-week clinical experience for students and takes place at selected psychosocial treatment facilities. Students have the opportunity to practice their new knowledge and clinical skills under the supervision of a registered/licensed occupational therapist. Students have completed their psychosocial studies and the basic science courses. Students are able to assess, evaluate, develop goals, treatment plan, and document patient care efficiently and effectively by the end of this fieldwork placement. A seminar is scheduled periodically to help students and faculty to maintain contact, to work on areas of weakness, and to pre-empt potential problem areas (i.e. communication problems between the student and/or the faculty, and the clinical placement). Students have this forum to discuss their concerns and positive experiences. 3 credits

**OTHN 323 Occupations Across the Lifespan**
This course is designed to provide occupational therapy students with knowledge of developmental theories and factors influencing the normal developmental processes. The students will examine developmental norms and sequences with an emphasis on sensory-motor, cognitive, and psychological domains from prenatal development through adolescence. It also examines developmental norms and sequences from adolescence through older adulthood, with an emphasis on physical, cognitive, and psychosocial tasks. Through community assignments, the students will begin to develop clinical observation skills based on interaction with typical children and adults. 3 credits

**OTHN 330 Psychosocial Studies and Group Process I**
This course integrates the theory and practice of occupational therapy in the area of psychosocial dysfunction. It introduces psychiatric-setting terminology and diagnoses, and reviews psychological theories. It provides an overview of psychosocial occupational therapy for mental illness and other psychosocial conditions, and examines the frames of reference and techniques utilized by the occupational therapist. A group dynamics lab is included to enable the student to utilize skills learned in this course under the guidance of the faculty, and to further enhance the student’s professional and personal growth. 3 credits
OTHN 331 Psychosocial Studies and Group Process II
This course is the continuation of OT 330. It continues to integrate theory and practice in the psychosocial setting. The students further explore the frames of reference, terminology, and diagnoses utilized, and integrate the interview, evaluation, and treatment techniques available, pharmacological information, and current ethical and social issues regarding mental illness and other psychosocial issues. Analysis of modalities and the development of group treatment designs are incorporated into the coursework. Level I fieldwork experiences for this course include observation of, and participation in, the evaluation and treatment of individuals with mental illness and other psychosocial issues. Prerequisite: OTHN 330. 3 credits

OTHN 335 Substance Abuse Seminar
This seminar focuses on the physiological, sociological, and psychological effects of substance abuse on the abuser and those around him/her. Trends, treatment models and methods are examined. Exploration of the occupational therapist’s role in the evaluation and treatment of the substance abuser will be included. 1 credit

OTHN 349 Undergraduate Independent Study
This is an elective course in which the student may do individual work on a topic of interest. The student works with an instructor in a tutorial manner. The student and instructor develop a plan of activities, assessment strategies, and criteria commensurate with the credits and topic agreed upon. This agreement is filed in the student’s OT department records. Upon successful completion of these activities, the student receives a grade for the course. This course may be taken pass/fail. 1-3 credits

OTHN 371 Introduction to Occupational Therapy
This course introduces the occupational therapy student to the role of the occupational therapists and other team members in various settings including adult physical disabilities, pediatrics, and mental health settings. Occupational Therapy Practice Framework, Domain and Process is introduced. Lecture sessions have been designed to provide an overview of the occupational therapist’s scope of practice, ethics, philosophy, history of the profession, and documentation. Academic integrity and proper referencing are addressed. Lab sessions have been designed to introduce the student to the analysis of human occupations, including craft, as intervention media. 3 credits

OTHN 376 Foundations of Occupational Therapy
This course introduces the occupational therapy student to major occupational therapy theories and models, theorists, approaches, terminology, and selected treatment modalities. Major theoretical models used in occupational therapy across disability and developmental levels will be discussed, compared, and contrasted. The occupational therapy processes of evaluation, treatment planning, documentation, and activity analyses are incorporated through lecture, discussion, and lab activities. Media laboratories in modern industrial and technological occupations will provide students with an opportunity to learn and practice basic skills in these crafts and expand their abilities to analyze human occupations used for work, leisure and therapy. Written assignments and exercises will integrate the course sections with each other and with previous and concurrent coursework. 3 credits

OTHN 380 Professional Journey I: Professional Responsibility and Communication
This is the first of a series of professional development courses that are designed to enhance knowledge, self-reflection, and application of professional responsibilities in the academic and professional setting. This course focuses on deepening the student’s understanding of the OT profession generally and in his/her state of practice, and how to integrate self and culture into personal practice; the use of assertive verbal and non-verbal communication; and the initiation of developing solid therapeutic relationships. 1 credit

OTHN 385 Service Learning in Elder Care
This elective course provides students with an opportunity to participate in an experiential learning program in elder care. Students will provide a minimum of 25 hours of volunteer service and will participate in monthly 1½-hour seminars to gain insight and understanding about issues related to aging and the needs/concerns of elders, and the impact of institutions, economics, and social policy on elders. This course may be utilized to meet the community service requirement, HSBN 668. 1 credit
OTHN 386 Special Topics-Undergraduate
This course number is for use with special coursework offered by the department on a special-case or experimental basis. Courses using this designation will be given a descriptive suffix and will have a regularly-prepared course outline filed with the OTHN office. 2-4 credits

OTHN 402 Level II Fieldwork and Seminar
This is the second full-time, 12-week clinical experience under the supervision of a registered/licensed occupational therapist. The focus is on physical disabilities. Students will have completed the studies necessary to integrate theory and practice into clinical skills. The student is able to treat the “whole” person, acknowledging the psychological impact of his/her impairment, and utilizing newly-acquired clinical skills to treat the physical activity limitations or participation restrictions. By the end of the clinical experience, the student should be able to assess, evaluate, plan goals, develop treatment plans, and treat and document patient care efficiently and effectively. A seminar is scheduled periodically to maintain contact between the student and faculty, in order to work on areas of weakness, pre-empt problem areas among the student, faculty, and clinical site, and allow a forum for students to discuss their concerns and/or positive experiences. 3 credits

OTHN 405 Gerontology
This course focuses on the aging process and its physiological, sociological, and psychological effects. Students will learn to connect theories of gerontology relevant to occupational therapy and incorporate them into entry-level practice. The course focuses on the role of occupational therapy with this specialty population, with emphasis on principles of geriatric rehabilitation (in-patient, out-patient, and home care), long-term care, wellness and safety programs, hospice, and community-based programs (socialization, day treatment, and day care programs). Students learn necessary tools to conducting evaluations with older adults. Students will gain insight into how treatment plans can differ with older adults, as well as how the use of adaptive equipment, assistive technology, and environmental modifications improve the quality of life of older persons. Students also address the role of OT with community-dwelling older adults, with attention to their heterogeneity and strengths and capabilities, through the required service learning experience. Prerequisites: OTHN 302, HSBN 440. 2 credits

OTHN 415 Pediatrics
This course introduces the student to the roles occupational therapists assume in pediatrics in a variety of service environments. The influence of legislation, family social and cultural values and their influence on goal selection in a client-centered focus are examined. Students learn about the multiple causes, issues and effects of abnormal development, acute and chronic medical conditions (including orthopedic and neuromuscular conditions) and psychosocial disorders as they relate to pediatric occupational therapy. Prerequisite: OTHN 302. 3 credits

OTHN 460 Prosthetics and Orthotics
This course is designed to provide students with the background and experience in orthotic fabrication and prosthetic management. The class is divided into lecture and lab. The lecture section incorporates anatomical, biological and kinesiological concepts, as well as biomechanical principles relating to orthosis design and fabrication. Common diagnoses and indications for selected orthoses are reviewed. The lab section focuses on orthotic design and fabrication. Students are exposed to a variety of orthoses equipment, tools, supplies, and low temperature thermoplastics. Prerequisite: OTHN 302. 3 credits

OTHN 465 Rehabilitation Design
This course centers on adapting the environment to improve the quality of life of individuals of all ages who are challenged by physical, cognitive and/or sensory impairments. It examines the therapist’s ability to help individuals with disabilities reintegrate into the community. This involves the use of wheelchairs and other mobility equipment, adaptive ADL equipment, resolution of architectural barriers, environmental and seating designs, and the use of microcomputers and current technologies as they apply to patient care and treatment. Prerequisite: OTHN 302. 2 credits
**OTHN 470 Occupational Therapy Theory and Practice: Pediatrics**
This course focuses on occupational therapy frames of reference, key concepts, treatment principles and modalities in pediatric occupational therapy. It integrates several of the predominant models in current practice with material from previous courses in development, biological, and social sciences, and with concurrent courses, particularly Pediatrics. Evaluation, treatment principles, planning and modality analysis are incorporated through lecture and discussion, laboratory, and Level I Fieldwork activities. Prerequisite: OTHN 302; Co-requisite: OTHN 415. 4 credits

**OTHN 475 Occupational Therapy Theory and Practice: Physical Disabilities I**
This is the first of two courses that address the role of occupational therapy in the evaluation and restoration of performance in areas of occupation to individuals recovering from illness, surgery, or with chronic medical conditions that result in physical impairments and/or disabilities. The nature of the subject matter is both theoretical and applied, relying heavily on the basic medical courses as prerequisites. The lecture and lab address evaluation and treatment principles and procedures necessary to effectively assess and treat performance in areas of occupation, performance skills, performance patterns, and body functions of those with physical impairment and disability. This course will integrate prerequisite course knowledge to provide the occupational therapy student with the basic skills necessary for entry-level practice in the area of physical dysfunction. Prerequisite: OTHN 302. 3 credits

**OTHN 476 Occupational Therapy Theory and Practice: Physical Disabilities II**
This is the second of two courses that address the role of occupational therapy in the evaluation and restoration of function in individuals recovering from illness, surgery or with chronic medical conditions that result in physical impairments and/or limitations or dysfunction. The subject matter is both theoretical and practical, relying heavily on the basic medical courses and OT 475 as prerequisites. This course addresses the evaluation procedures necessary to effectively assess occupational performance and performance components, and the treatment principles and procedures necessary to effectively restore function and/or support compensatory abilities in people with physical impairment, disability or handicaps. This course includes Fieldwork I experiences and required seminar, and will integrate prerequisite course knowledge to provide the occupational therapy student with the basic skills necessary for entry-level practice in the area of physical dysfunction. Prerequisite: OTHN 475. 3 credits

**OTHN 480 Professional Journey II: Professional Leadership and Service**
This is the second of a series of professional-development courses that are designed to enhance knowledge, self-reflection, and application of professional responsibilities in the academic and professional setting. The focus of this course is the development of professional integrity as it relates to the occupational therapy students’ professional ethics, professional boundaries in the clinic and classroom, and cultural competence and ethical practice. 1 credit

**OTHN 495 Research Design and Statistics I**
This is the first course in a series of four (4) required research courses within the curriculum. Students are introduced to, and develop an appreciation for, the essential components of research within the occupational therapy profession. Emphasis is on the development of skills required for the student to become competent in their essential role as an entry-level therapist and a consumer of research. Ethical considerations pertaining to research are addressed. The major focus of this course will be joining a research group led by a faculty member, formulating a research question, and writing a critical review of the literature in occupational therapy and related fields. Prerequisite: OTHN 302. 2 credits

**OTHN 496 Research Design and Statistics II**
This is second course in a series of four (4) required research courses within the curriculum. Students are further introduced to, and develop an appreciation for, the essential components of research within the occupational therapy profession. Emphasis is on the development of skills required for the students to become competent in their essential roles as entry-level therapists, research consumers, and members of research teams. Ethical considerations pertaining to the researcher and research subjects are addressed. The students continue to work
with their group and faculty mentor and participate in a variety of research activities, including development of a research proposal and IRB application, tool development, data collection and analysis, and the completion of research reports. The course is a balance of class instruction, field research activities, and meetings with faculty mentors. Prerequisite: OTHN 495. 2 credits

**OTHN 602 Advanced Fieldwork Elective**
Students spend eight weeks full-time in a clinical experience of their choice (preferably a specialty area). This may be done either under the supervision of a registered/licensed occupational therapist, or under the supervision of someone approved by the OT program director, if done in a non-traditional setting. Students reaching this level are expected to integrate theory and practice easily, to communicate well in a professional manner and to present a professional image, to demonstrate good problem-solving skills with the ability to initiate self-learning, and to exhibit the basic skills of an entry-level occupational therapist. 2 credits

**OTHN 640 Current Trends in Occupational Therapy Practice**
This course provides students with an opportunity to explore innovative areas of occupational therapy practice. Students have the opportunity to learn from occupational therapists who have developed private practices, consulting firms, or have branched out into innovative areas of occupational therapy practice. Students explore a variety of work settings and/or types of practice, including OT role delineations in community-based and non-traditional settings. Ethical and legal issues and professional advocacy are also addressed. Prerequisite: OTHN 402. 2 credits

**OTHN 649 Graduate Independent Study**
This is a graduate-level course in which the student performs scholarly activities focusing upon a specified area of interest. The student works with the instructor in a tutorial manner. The student and instructor develop a plan of activities and assessment strategies appropriate for the credits and topics agreed upon. This course may be taken as a pass/fail. 1-3 credits

**OTHN 650 Specialty Area Seminar**
The student is expected to select one of the specialty areas listed, and to be involved in seminars focusing on that specialty. Highly skilled clinicians provide input into the specialty area through case discussion, enhancement of treatment techniques, review of literature, and current trends. Based on enrollment and availability of clinical experts, specialty sections of the course may include, but are not limited to: Hand Therapy; School-Based Occupational Therapy; Gerontology; Adult Rehabilitation; Child Rehabilitation; Psychosocial Adult; Psychosocial Child; Developmental Disabilities. Fieldwork and field trips related to the subject area discussed are integrated with readings and discussions. Level I Fieldwork experiences are customized for the student. Prerequisite: OTHN 402. 3 credits

**OTHN 655 Advanced Clinical Reasoning**
This course focuses on the development of clinical reasoning skills with a strong emphasis on case examples in all areas of practice. Learning experiences allow students the opportunity to practice advanced evaluation techniques, lead group discussions, and critique theories of practice. Prerequisite: OTHN402. 3 credits

**OTHN 660 Advanced Clinical Neurology**
This course presents a survey of treatment methods and modalities used in clinical practice by occupational therapists working with neurologically-impaired populations. This course reviews neurophysiological, neurobiological, and neuropsychological concepts stressing implications for the management of major sensory-perceptual-motor deficits encountered in everyday clinical practice. The lab includes discussion, guided exploration, assessment, and practice, critique and skill development in assessment and treatment approaches and modalities. Prerequisite: OTHN 402. 3 credits
OTN 661 Cognitive Rehabilitation
This course focuses on the principles and techniques for rehabilitation of visual, perceptual, and cognitive dysfunction after brain injury. Emphasis is on clinical reasoning, theoretical rationale, and specific skills needed to evaluate and treat a wide range of visual, perceptual, and cognitive deficits, using a variety of treatment approaches within the framework of OT practice. Prerequisite: OTN 402. 3 credits

OTN 662 Vocational Readiness
This course presents concepts and principles related to vocational evaluations, treatment planning, and program development relevant to occupational therapy. General issues, such as the development of occupational preferences, the significance of work, the impact of disabilities on the worker’s role and its social implications are discussed. Specific methods of evaluations and treatment planning are presented. Students have the opportunity to administer a number of standardized and non-standardized evaluations. Prerequisite: OTN 402. 3 credits

OTN 663 Advanced Clinical Orthopedics
This is an advanced occupational therapy course focusing on the orthopedic population across the lifespan. The main emphasis is placed on the rehabilitation principles and protocols with the orthopedic patient population. Practical hands-on skills are taught in regard to therapeutic techniques and the use of physical agent modalities. Prerequisite: OTN 402. 3 credits

OTN 664 Occupational Therapy Practice in Schools
This elective course is directed toward students who have a specific interest in school-based occupational therapy. Students integrate previously-learned material including the Occupational Therapy Practice Framework 2nd Edition (Framework-II; AOTA, 2008), pediatric frames of reference, and pediatric evaluation and treatment strategies. and apply them to a variety of student populations commonly seen in schools. Additional topics covered include current laws, practice trends, and education initiatives such as Response to Intervention (RTI), Positive Behavior Intervention and Supports (PBIS), Common Core Standards, and transition, among others. Students examine and contrast school-based service delivery models (both direct and indirect), analyze evidence on a variety of school-based interventions, and discuss ethical and management consideration, including supervising OTA’s, documentation, workload vs. caseload, advocacy, and more. Prerequisite: OTN 402. 3 credits

OTN 670 Advanced Analysis and Synthesis of Activity
This course expands the student’s knowledge about the development, adaptation and use of therapeutic occupations in relation to occupational therapy theory. Specifically, the course reviews theories and models exploring influences of performance contexts on role performance in all occupational areas including work, self-care, and leisure. This course is taught in a seminar format with lab experiences. Students lead discussions, present, and critique related literature, analyze a variety of activity analyses, and prepare lab activities. Prerequisite: OTN 402. 3 credits

OTN 675 Advanced Occupational Therapy Theory and Practice
This course is designed to deepen students’ understanding of contemporary local and global occupational therapy theories and enhance their competencies in critically applying these theories to diverse situations, including traditional and emerging practice settings. Prerequisite: OTN 402. 3 credits

OTN 686 Special Topics-Graduate
This course number is for use with coursework offered at the graduate level by the OT department on a special-case or experimental basis. Courses may be developed because of special student or faculty interest in a given topic, as special electives, or in response to the needs of clinical faculty. Courses using this designation will be given a descriptive suffix and have a regularly-prepared course outline filed with the OT department. 2-4 credits

OTN 695 Research I
This is the third course in a series of four (4) research courses in the required research sequence in which students explore and develop a variety of research projects in areas of interest related to occupational therapy practice. The students continue to work with their group and faculty mentor and participate in a variety of research activities,
including development of a research proposal and IRB application, tool development, data collection and analysis, and the completion of research reports. An additional focus of the course is the research and writing of an evidence-based practice paper on an occupational therapy intervention. The course is a balance of class instruction, field research activities, and meetings with faculty mentors. Prerequisites: OTHN 402, OTHN 496. 3 credits

**OTHN 696 Research II**
This is the fourth course in a series of four (4) research courses in the required research sequence in which students explore and develop a variety of research projects in areas of interest related to occupational therapy practice. The students continue to work with their group and faculty mentor and participate in a variety of research activities, including development of a research proposal and IRB application, tool development, data collection and analysis, and the completion of research reports. The course is a balance of class instruction, field research activities, and meetings with faculty mentors. Prerequisite: OTHN 695. 3 credits
APTN 812 Advances in Prosthetics and Orthotics
This course addresses the biomechanical principles underlying the application of orthotics and prosthetics, and the evaluation of the most appropriate use of orthotic and prosthetic components and interventions, taking into account a wide variety of patient scenarios. Consideration of the whole individual is critical to the assessment of any individual who will receive and use an orthotic or artificial limb. This course trains the Physical Therapist to 1) determine the biomechanical principles that make up the clinical decision-making and orthotic/prosthetic prescription process of the patient/client management model for orthotic/prosthetic interventions, 2) make appropriate recommendations for the selection of the best orthotic/prosthetic components for each patient, taking into account individual characteristics, physical and medical status and 3) teach patients successful strategies for optimal function with orthoses/prostheses through the careful analysis of normal and prosthetic gait and activities of daily living. 1 credit

DPTN 401 Lifespan – Birth through Middle Adulthood
This is the first course of a two-course Lifespan sequence. The central themes include: growth and development, gender differences, psychosocial factors, and health and wellness. Provides an overview of human development and an introduction to the principles of normal growth and development through adulthood. It is designed for physical therapy students to examine various development theories and the multitude of factors influencing the normal development process. Students integrate developmental norms and sequences in the cognitive, psychosocial, motor, speech and language, play and moral development domains, both longitudinally and horizontally. Students observe children’s development, and plan and problem-solve age-appropriate activities for the typically-developing child. Students summarize the effects of environmental and cultural factors on normal development, and explore development across the lifespan from a variety of perspectives (personal, cultural, ethnic, and historical) through readings, observations, interviews and reflective assignments. 3 credits

DPTN 404 Professional Development I
This course is a preparation for clinical practice and a basis for one’s growth as a physical therapist. The course will consist of various units of relevance to physical therapy practice. Course design is aimed at introducing physical therapy students to the essential aspects of their role as health care practitioners. Some areas included for discussion are definition of roles, patient/client and therapist communication, patient/client rights, accessibility issues, physical therapy practice settings, legislative issues in physical therapy, the APTA, and documentation formats, the disablement model, the Guide to Physical Therapist Practice, professional practice expectations, the health care system. 3 credits

DPTN 412 Exercise Physiology
The discipline of exercise physiology provides a frame of reference for the scientific evaluation of the limits of human performance across a wide spectrum of individual differences. The principle of specificity and its effects on the physiological response to exercise, conditioning and training programs is assessed in individuals with reference to age, gender, and level of physical fitness. Exercising for general fitness to improve health and wellness is differentiated from training for physiological capabilities to improve physical performance in specific sports or activities. Special attention is given to exercise and sports-related injuries, and the assessment of the physiological response to rehabilitation exercise. In addition, the physiological consequences of inactivity, detraining, and immobilization are evaluated. Emphasis is placed on the evaluation of health-related fitness goals, especially the effects of aerobic training and conditioning on endurance performance and cardiovascular health. The laboratory sessions provide in-depth, hands-on experience to analyze and evaluate the physiological response of young men and women to various forms of work and exercise. The laboratory also provides an opportunity to evaluate tests that measure strength, muscular power and endurance, maximum anaerobic power, maximum aerobic capacity, maximum physical work capacity, and cardiovascular fitness. 3 credits

DPTN 416 Education
This education course is designed to optimize the efficacy of physical therapists in their role as clinical educators facilitating patient-centered care. Effectively teaching patients, caregivers, other clinicians, and the public about
Impairments, physical therapy interventions, exercise, wellness, and injury prevention is an important skill for physical therapists. Utilizing principles of learning, developing varied teaching strategies and participating in structured groups prepares students to interact successfully with diverse audiences. Motivational techniques provide students with additional strategies for behavior change. Reflection and feedback foster refinement of physical therapists’ expertise both as practitioners and as clinical educators. Throughout the course, clinical scenarios are used to challenge the skills being developed. 3 credits

DPTN 600 Clinical Education Affiliation I (6 weeks)
This is the first affiliation for the Doctor of Physical Therapy students following three semesters of academic training. It is a six-week, full-time affiliation in selected health care settings that will enable the student to develop professional behavior and to practice early clinical decision-making skills as they apply the patient/client management model in direct patient care. 3 credits

DPTN 602 Basic and Clinical Neurosciences
This course serves as an introduction to the structure and function of the human nervous system. The anatomy and physiology of primary neurologic systems will be presented, followed by an analysis of how impairments in these systems result in abnormal movement, dysfunction, and disability. Special attention will be paid to understanding the diagnoses that physical therapists are most likely to encounter, such as stroke, spinal cord injury, traumatic brain injury, multiple sclerosis and Parkinson’s disease. 6 credits

DPTN 603 Physical Therapy Interventions III
Physical Therapy Interventions III is a clinical course designed to provide the student with guidance and direction in understanding the principles of therapeutic exercise and designing exercise programs for a variety of patients. Students will develop the ability to utilize therapeutic exercise as an intervention designed to eliminate or reduce the severity of impairments, functional limitations and disabilities, and prevent or minimize future impairments, functional limitations and disabilities for the patient/client. The course is designed to guide the student through the cognitive process in the selection of and the use of goal-oriented exercises in the intervention plan. The sequence of intervention planning and progression of exercise programs from simple to complex will be analyzed throughout the course. Various types of symptom clusters will be presented, and students will develop exercise programs accordingly. 2 credits

DPTN 604 Physical Therapy Examination
This course is specifically designed for the entry-level physical therapy student preparing for their first clinical affiliations. Comprehension and application of the techniques covered in this course are basic to the broad practice of physical therapy. The course will combine the knowledge gained from previous courses with the theory and practice of physical therapy examinations. The theoretical foundations and practical applications of various tests and measures will provide the student with the tools to perform a systems review and examine patients with cardiopulmonary, neurological, musculoskeletal, and integument dysfunction. Lectures, discussions, audio-visual presentations, laboratory demonstrations and practice will be incorporated to provide the student with a firm understanding of the basic evaluative test and measures used in physical therapy as used in individuals across the lifespan. This course will provide a base upon which subsequent courses will build with more advanced evaluative techniques. 3 credits

DPTN 605 Research Methods
During this course, students will explore research methodologies including analytical, descriptive, experimental, and qualitative. Methodological and evaluative research studies will be examined, and ethical issues in research raised. Informed consent will be discussed, along with the purpose and function of the Institutional Review Board (IRB) Committee. Topics include: principles of measurement, populations and samples, probability and non-probability sampling techniques, experimental control and design, and research hypotheses. Students will read the research literature in order to identify areas of interest as well as significant and meaningful clinical problems that may serve as potential research topics for the research project. Student research study groups will formulate the initial phases of the comprehensive research proposal including the introduction and part of the methodology that includes subject selection and the elements of informed consent where human subjects are involved. Student
research groups will select and/or be assigned a faculty research advisor who will work with them to refine research proposals, prepare documents for submission to the IRB Committee, and carry out research projects during the third year. 2 credits

**DPTN 606 Cardiopulmonary System Evaluation and Management**

This course is designed to integrate the physiology and pathophysiology of the cardiopulmonary system and to relate these foundation sciences to intervention and prevention strategies for cardiopulmonary impairments, limitations, and disabilities. Emphasis will be placed on basic examination and evaluation of the cardiopulmonary system, differential diagnosis of cardiopulmonary practice patterns, prognoses, therapeutic interventions, wellness and prevention programs. Basic ECG interpretation and other cardiopulmonary diagnostic testing will be introduced. Students will be able to plan and implement Phase I cardiopulmonary rehabilitation plans of care including intervention strategies for well and compromised clients of all ages and all backgrounds in settings that include general acute care and ICU/CCU. To facilitate this process, a problem-solving approach will be utilized throughout the course, in addition to lecture and laboratory sessions. 2 credits

**DPTN 607 Integument System Evaluation and Management**

This course is a clinical course designed to provide the student with the knowledge, skills, and analytical abilities to examine, evaluate, diagnose, formulate a plan of care with prognosis, and manage patients with integument disorders such as impaired integument integrity, burns, edema, and restricted lymphatic drainage. A thorough exploration of connective tissue layers, connective tissue repair, and wound healing will precede discussion of the principles and techniques of massage, myofascial release, wound care intervention, and ulcer prevention. Lecture, demonstration, and group problem-solving activities will help the student use critical thinking to synthesize available case information into a well-designed plan of care. Laboratory practice will develop the manual skills necessary for the student to execute the plan of care skillfully, with special focus on massage and myofascial release. 2 credits

**DPTN 609 Physical Therapy Interventions II**

This course is designed to introduce the physical therapy student to the use of modalities, including both physical agents and electrotherapy, as interventions in clinical practice. This course will provide the student the guidance to evaluate literature regarding thermal and physical modalities. Through collaborative efforts, students will review literature and apply information to case studies and present to fellow classmates and course instructors. Students will participate in role-play with therapeutic modalities. This will provide the experience needed to develop proficiency in the practical use of modalities as a physical therapy direct intervention. The physics, chemistry, physiological effects, indications and contraindications along with the application of each modality will be studied. 2.5 credits

**DPTN 610 Clinical Education Affiliation II (8 weeks)**

This is the second affiliation for Physical Therapy students following two years of didactic and clinical training. The affiliation provides students with the opportunity to enhance their clinical decision-making skills in the application of the patient client management model. Application and practice allow the student to build confidence in all aspects of patient care. Students are encouraged to explore their role as well as the role of various members of the health care team as they design and implement the plan of care for their patients. As students progress through the Clinical Education sequence, they develop an understanding of the PT’s role as a consultant and as a team member working with PTAs and other supportive personnel. Students should demonstrate the initial ability to function professionally in these roles. 4 credits

**DPTN 612 Musculoskeletal System Evaluation & Management I**

This course will emphasize examination, evaluation, and intervention for dysfunction in the musculoskeletal system. Emphasis will be placed on an understanding of the pathophysiological basis for musculoskeletal dysfunction and the integration of the therapeutic process for the restoration of function of the patient with dysfunction of the musculoskeletal system. This class presents the physical therapy student with the fundamental principles and concepts as they relate to musculoskeletal clinical practice and will progress to exposure to, and integration of, accepted intervention and advanced therapeutic techniques. The role of joint mobilization as a type of intervention is introduced. Through lecture, laboratory, and problem-solving sessions, students will investigate all musculoskeletal practice patterns. 6 credits
DPTN 613 Neuromuscular System Evaluation & Management I
When given the responsibility of being part of the rehabilitation team working with a patient with a neurological dysfunction, the physical therapist performs an examination, evaluates the result of the examination, formulates a physical therapy diagnosis, determines the prognosis, develops a plan of care, and performs interventions that lead to enhancement of function. Via lecture, group activity, literature search, and laboratory practice, the student will learn the theories and applications of these processes. 5.5 credits

DPTN 614 Lifespan – Late Adulthood through End of Life
This final course in the Lifespan series is intended to inform the student about the particular physical issues associated with aging. Information provided in this course about how the aging process affects the systems of the body will prepare the student to evaluate and manage the physical-therapy-related issues and movement dysfunctions found in the aging population. As this population is expected to increase at an extremely fast rate over the next decade, it is of great importance that graduating physical therapists develop an understanding of the specific conditions that face the aging individual, and learn to utilize the appropriate evaluative, assessment, and intervention skills. 2 credits

DPTN 615 Statistical Applications for Research
Students study a broad spectrum of research methodologies including analytical, descriptive, experimental, qualitative, methodological and evaluative research studies, as well as ethical issues in research, informed consent, and the purpose and function of the IRB Committee. Principles of measurement, populations and samples (probability and non-probability sampling techniques), experimental control and design, and research hypotheses will be emphasized. Students will read the research literature in order to identify areas of interest as well as significant and meaningful clinical problems that may serve as potential research topics for the research project. Student research study groups will formulate the initial phases of the comprehensive research proposal including the introduction and part of the methodology that includes subject selection and the element of informed consent where human subjects are involved. 2 credits

DPTN 616 Integrative Case-Based Recitation II
The purpose of this course is to continue the training of the physical therapy student to utilize a problem-solving process when confronted with a patient. A case study will be presented to groups of students who will, over the course of the term, determine the appropriate evaluations, assessments, treatments, interventions, and goals. The problems that students are expected to solve in this case study will be more complex, reflecting the additional coursework and clinical experiences that they have received. The students will present their cases to the rest of the class on the last day. 0.5 credits

DPTN 618 Physical Therapy Interventions I
Physical Therapy Interventions I is a clinical course designed to introduce the physical therapy student to common physical therapy interventions. The student will participate in interactive learning activities that will guide the development of proficiency in basic physical therapy interventions. Through lecture, laboratory, role playing, and group problem-solving, the student will learn to use critical thinking to analyze the situation, identify the problem, synthesize the solution, and communicate this sequence with other health care professionals and patients/clients. Problems introduced are representative of those the first-year student will encounter in clinic. Interventions learned will be useful for situations both simple and complex. 2 credits

DPTN 619 Kinesiology
Kinesiology presents the physical therapist with information to analyze normal human motion. The ability to examine, evaluate and design a plan of care is dependent upon a therapist’s thorough understanding of kinesiology. Kinesiology is the study of normal human motion. This course will emphasize the analysis and examination of normal motion and muscle function to prepare the student for understanding pathologic function as well as to provide a foundation for understanding current trends in rehabilitation. This course covers the topics of biomechanics, joint structure and function, muscle structure and function, with emphasis on the extremity joints as well as the vertebral column. Students will learn about human gait and posture, and will participate in human movement analysis and activity analysis. This course will provide a comprehensive overview of the principles needed to understand human function and dysfunction. 4.5 credits
DPTN 620 Professional Development II/III
This is the second course of the Professional Development (PD) series, the bridge between the academic and the clinical experience. The PD courses are designed to enhance students’ success during the clinical internships and to enable students to mature in their future roles as Doctors of Physical Therapy. Additionally, the PD sequences serve to advance students’ commitment to the physical therapy profession and promote the knowledge and clinical decision-making skills in five pertinent areas: communication, professionalism, professional development, cultural competence, and ethics. PD II/III will help students prepare for their roles as Doctors of Physical Therapy and begin the process of professional interaction using culturally-effective communication styles befitting interactions with patients/clients, caregivers, members of the health care team, and clinical supervisors on Physical Therapy. 2 credits

DPTN 650 Clinical Education Affiliation III (8 weeks)
This is an eight-week, full-time affiliation scheduled in the middle of the third year of the Doctor of Physical Therapy curriculum. It is the third of four full-time affiliations. Students are encouraged to progressively assume a caseload and to develop flexibility in their patient/client management approaches. Students should be able to treat progressively more complex patients competently, and to progress their patients appropriately. The learning experiences allow students to screen, examine, diagnose, prognosticate, and design a plan of care for various patient populations across the lifespan utilizing increasingly higher-level problem-solving skills. Students are encouraged to incorporate health and wellness programs into all aspects of their patient care and to utilize skills learned in educating consumers and the public about health and prevention activities. 4 credits

DPTN 652 Musculoskeletal System Evaluation and Management II
This course will cover the examination, evaluation, diagnosis, and prognosis of disorders of the vertebral column; including cervical, thoracic, and lumbar spines, the sacrum and the sacroiliac joints. Students will learn spinal mobilization techniques and other interventions such as postural re-education. Body mechanics and industrial rehabilitation, as well as rehabilitation of temporomandibular disorders, will be covered. 3.5 credits

DPTN 653 Neuromuscular System Evaluation and Management II
This is an advanced hands-on course in the physical therapy curriculum designed to help the student synthesize information on normal and abnormal development, anatomy and pathophysiology as it relates to the pediatric patient. This course is designed to foster an understanding of pediatric disorders affecting the neuromuscular, cardiopulmonary, and musculoskeletal systems. Students will explore the various physical therapy examination, evaluation and intervention approaches to be able to determine appropriate physical therapy diagnoses and prognoses and ultimately prepare a plan of care for the pediatric patient. Various intervention methodologies will be analyzed and appropriate plans designed for the pediatric patient population. It is expected that, after completing this course, students will be able to integrate information from this course and its prerequisite courses in examining and evaluating the pediatric patient to provide a diagnosis and prognosis, as well as plan and implement appropriate treatment interventions for children with specific diagnoses and impairments. Students will be able to prescribe assistive devices and adaptive equipment when necessary. Finally, students will understand and value the role of each team member, including the parent or caregiver, in the multidisciplinary treatment of the pediatric patient. 4.5 credits

DPTN 654 PT Interventions IV
PT Interventions IV presents information on prosthetics and orthotics. This includes information on artificial limbs and braces, and allows the physical therapist to help in the selection of the proper devices for their patients and to train them in the uses of these devices. This course presents information on the design, biomechanical principles, fit, and function of prostheses, and an introduction to the principles of orthotics. In addition, patient treatment, training, and prosthetic care are discussed. 3 credits

DPTN 655 Research Project
Peer research study groups complete research projects under the supervision of their faculty advisors, including data collection, data analysis, and preparation of the written research report. Student research groups will schedule regular meetings with their faculty advisors during each phase of the research project in order to ensure
reasonable progress toward successful completion of the study. In addition, periodic seminar meetings will be scheduled with the entire class to provide a forum for students to share their research experiences, both positive and negative, with each other. As opposed to a typical thesis, the written research report will take the form of a journal article prepared for submission for publication and/or a research paper prepared for submission for presentation at a professional conference. 2 credits

DPTN 657 Pharmacology
Pharmacology is the comprehensive understanding of how a single chemical mechanism can stop or reverse a disease process and restore normal biochemical and physiological function. Students are introduced to principles of pharmacology, including pharmacokinetics, pharmacodynamics, and classifications of drugs used in the treatment of disease. Physical therapy implications of pharmacological treatment are addressed, including recognition of adverse drug effects in patients commonly treated by physical therapists. 2 credits

DPTN 660 Clinical Education Affiliation IV (16 weeks)
DPT 660 represents the fourth and final clinical rotation for the graduating entry-level Doctor of Physical Therapy student. Scheduled after the completion of academic coursework, this full-time, supervised clinical experience in selected health care settings takes place in two stages spread over 16 weeks: Stage I occurs during the initial 8 weeks, and Stage II is completed after the last 8 weeks. The affiliation will culminate with a clinical education doctoral project that explores, in depth, one aspect of the physical therapy profession, and addresses the needs of the clinical affiliation site. 8 credits (formerly 10 credits)

DPTN 661 Professional Development IV
This final seminar series will help prepare the graduating Doctor of Physical Therapy to contribute to the field of physical therapy in any area of professional practice, including clinical practice, education, administration, professional service, and research. Students will reflect upon and analyze the role these areas of practice play in shaping clinical education and the profession of physical therapy. Students will also explore current professional issues such as ethics, evidence-based practice, and generic professional abilities, as well as prepare for entry into the professional job market. The seminars will provide a rich source of ideas for the development of a culminating clinical education project to be implemented during Stage II of the final affiliation (see DPT 660) and for the development of their future careers as potential leaders in the profession. 1 credit

DPTN 662 Cardiopulmonary System Evaluation & Management II
This course in the advanced evaluation and intervention for the cardiovascular and pulmonary patient will include advanced ECG interpretation including stress testing. Recent advances in cardiopulmonary care, as well as ischemic cardiac conditions, cardiac muscle dysfunctions, COPD and restrictive lung dysfunctions and their implications for physical therapy, will be discussed. Students will be able to create Phase II and III cardiac and pulmonary rehabilitation plans of care. 2 credits

DPTN 663 Integrative Case-Based Recitation III: The Complex Patient
This course will focus on the consideration of multiple systems when examining and designing a plan of care for complex multi-symptom patients across the lifespan. Guided self/group study, research of the literature that forms the relevant evidence base, and discussion with expert and novice clinicians will lead to professional demonstrations and presentations. Self-reflection, constructive criticism, and new or emerging information will be incorporated to allow a global approach to the individual and complex patient. Groups will meet with faculty mentors on a scheduled basis to discuss each week’s independent work. 2 credits

DPTN 664 Professional Service
This course is designed to promote the importance of professional participation and service. Through participation in professional activities, students will understand the organization of the physical therapy profession and how the governance of physical therapy practice and education affects physical therapists and the care of their patients. Students will have an opportunity to become advocates of the profession at the local, state, and national level, witness and participate in the governance of the profession; take part in discussions of professional issues such as ethics and direct access; and interact with physical therapy professionals at different career levels and in varied
clinical specialties. Students and their faculty advisors will customize and conduct the student experience as an independent study, following the guidelines established here. Every student in the Touro College Physical Therapy Program is required to be a member in good standing of the American Physical Therapy Association (or other professional PT association) as well as attend three professional physical therapy meetings. 1 credit

DPTN 665 Research Seminar
Student research study groups present the results of their research projects. While students have the major responsibility for research presentations, faculty advisors may assist in the presentations. All presentations in the research seminar will follow a format similar to professional conferences, and students are expected to make use of audio-visual materials (e.g. slides, overheads, PowerPoint, handouts, etc.), and be subject to the usual time constraints of approximately 15-20 minutes per presentation including questions, comments and discussion. Students engage in a comprehensive evaluation of the entire research experience. Students will be asked to reflect on and share their individual and group experiences in all phases of the research project. Self, peer and faculty assessments will be required in this course. 2 credits

DPTN 690 The Foot and Ankle (formerly PT 357)
This elective focuses on advanced skills in the evaluation and management of foot and ankle and related lower extremity dysfunction. A sound biomechanical approach that addresses lower-extremity dysfunction will be presented as a major focus in considering examination and intervention. The biomechanical analysis of the lower extremity is integrated with manual therapy, exercise intervention, and foot orthotic management (including trial orthosis fabrication and casting), for patients throughout the lifespan who present with multiple dysfunctions. This elective requires program approval. 1 credit

DPTN 691 Introduction to Hand Therapy (formerly PT 371)
A senior elective course aimed at refining the student’s ability to critically examine and evaluate patients/clients with hand injury and/or dysfunction. The student will compare and contrast new examination and intervention techniques related to the hand, wrist, and forearm. Students will also have several opportunities to design intervention programs and fabricate upper-extremity splints. This elective requires program approval. 1 credit

DPTN 692 Advanced Spinal Manual Therapy
This 30-hour advanced spinal course emphasizes the use of osteopathic muscle energy technique (MET) in the management of Type I and II somatic dysfunction of the vertebral column. In addition, sacral dysfunction will be evaluated and treated with specific muscle energy procedures as described in the osteopathic literature. This course will include formal lectures, as well as supervised lab sessions. Thrust procedures will be demonstrated for various impairments covered. This course requires program approval. 2 credits

DPTN 693 Vestibular Rehabilitation
This course provides working definitions of balance and mobility, explores the sensory and motor components of upright posture, and addresses the role of balance assessment and treatment in the medical management process. Students learn clinical tools needed to screen for instability and to provide appropriate treatment intervention. Students also learn specific assessments to identify different impairments and functional limitations pertinent to the elderly population and in patients with vestibular disorders. The course will broadly outline the development of postural control and will identify the effects of aging on each system. This course will also identify pharmacological effects on balance and how to assess and treat these effects as well as common central and peripheral vestibular disorders, and will cover decision-making for treatment and/or referral. Students will learn about vestibular diagnostic testing and how this affects physical therapy treatment and best care approaches. Students will be able to perform an oculomotor and functional vestibular examination and perform canalith and cupulolith repositioning maneuvers. This elective requires program approval. 1 credit

DPTN 694 Pediatrics Elective
This course is specifically designed for physical therapy students in the sixth and final semester of the DPT program who will be attending a pediatric clinical experience and/or who would like to pursue specialized pediatric physical therapy practice. This course will focus on evidence-based advanced intervention techniques. Students will participate in lecture and laboratory sessions. This elective requires program approval. 1 credit
DPTN 710 Research Methods/Statistics
Introduces students to the process of interpretation, analysis and evaluation of research in physical therapy; to the development of a scientific approach to problem-solving in clinical practice; and to critical thinking in the assessment of new and established intervention protocols. Emphasis is placed on the integration of research methodology with the appropriate statistical treatments that logically complement specific research designs in clinical research. Preference is given to the analysis and evaluation of research studies that examine significant clinical problems, including the efficacy of new and established intervention protocols, in order to assess the relationship of research to clinical evidence-based practice. Students are expected to integrate basic and advanced statistical treatments with various research design strategies utilized in clinical research in physical therapy. Emphasis is placed on the ability to select and evaluate the appropriate parametric and/or non-parametric statistical tests for use with normal and/or special and non-normal sample populations, respectively. With the integration of advanced statistical procedures that make use of non-parametric tests, students assess the limitations of statistical inference, especially where categorical qualitative or subjective data and/or non-normal populations are considered. Special attention is given to ethical considerations in the use of human subjects in clinical research. In addition, this course is designed to prepare qualified students to carry out independent research work in DPTN 795/796 (Doctoral Project). 4 credits

DPTN 715 Principles and Methods of Evidence-Based Practice
Introduces the concept of evidence-based practice and explores this concept as it relates to clinical practice. Strategies for the development of this type of practice, including the introduction and maintenance of an evidence-based practice in various settings, are examined. Students critically analyze available scientific evidence, utilize the principles of evidence-based practice to evaluate a patient case, integrate research evidence and clinical expertise into patient care, demonstrate skill in the use of technology to locate research evidence, and efficiently initiate and carry out a web-based search. 1 credit

DPTN 723 Advanced Strategies for Teaching and Learning
Theories of teaching, learning, and adult development provide the foundation for constructing effective educational experiences both in the classroom as well as in the clinic. Students review assertive versus passive or aggressive communication strategies; translate technical information into layperson’s language so that collaboration with patients, caregivers and other professionals is possible; integrate theories of adult development into teaching methods that address characteristics of individual learners; differentiate among various theories of learning as applied to adult learners; examine collaborative and active learning strategies; choose appropriate teaching strategies based on content to be taught, learning environment and characteristics of learners; integrate information on learning styles into teaching strategies; and integrate information on learning theories, motivation, memory, and learning styles. 1 credit

DPTN 724 Advanced Teaching and Learning: CI Credentialing
This course was designed by the APTA for physical therapists to understand and employ educational theories in their clinical practice. Theories of teaching, learning, and development provide the foundation for constructing effective educational experiences in the clinic. 1 credit

DPTN 725 Management and Health Care Delivery
Introduces students to health care administration and management principles. Students identify and analyze current issues in the health care setting, compare and contrast different practice settings, and problem-solve situations from rehabilitation environments. The focus is on contemporary, relevant managerial and leadership issues with “real-life” examples in the rehabilitation environment. Critical topics to be explored include managerial principles and functions; leadership and decision-making; quality assurance and accountability; organizational structure, financial, and reimbursement concerns; marketing and customer relations; and the regulatory and external environment. 1 credit

DPTN 730 Management II: Physical Therapy in Private Practice
Provides the participant with the theoretical basis for successful management principles, as well as practical implementation strategies for these principles as they apply to the field of physical therapy. Emphasis is on basic
management principles, performance/quality management strategies, marketing and business plan development; and enhancement and maintenance of quality care, including outcome analysis. The objective is to equip students to effectively provide high-quality, efficient rehabilitation services in a changing marketplace. 1 credit

DPTN 734 Integration of Modalities into Clinical Decision-Making
This course is a hands-on course designed to provide the student with guidance and direction in comprehending therapeutic modalities and choosing appropriate modalities and parameters for a variety of patients and pathological conditions. Student will review the basic scientific and physiological principles underlying the application of physical agents. Students will be able to effectively utilize therapeutic modalities to enhance therapeutic outcomes, recognize indications and contraindications, and learn about current research supporting the use of therapeutic modalities in rehabilitation. The course will emphasize evidence-based rationale for selecting a modality and for the interventions. Various types of symptom clusters will be presented, and participants will be able to develop a highly-effective treatment plan for specific conditions. 1 credit

DPTN 740 Professional Service
Promotes the importance of professional participation and service. Through participation in professional activities, students are familiarized with the organization of the physical therapy profession and how the governance of physical therapy practice and education affects physical therapists and the care of their patients. The student and the course coordinator customize and conduct the professional experience as an independent study. Every student in the Post-Professional DPT Program is required to be a member in good standing of the American Physical Therapy Association (or other professional PT association) and must attend two professional physical therapy meetings. 1 credit

DPTN 745 Ethics in Physical Therapy Practice
Introduces students to principles of ethics, addressing such matters as professional practice issues, ethical issues in research, and code of ethics and dilemmas in ethics (ethical decision-making). Students are challenged to apply these principles to selected cases, as well as to integrate the information into their professional practices. The course facilitates the use of ethical principles when dealing with various clinical and professional practice issues. 1 credit

DPTN 750 Clinical Medicine
Introduces students to the field of clinical sciences. Using a systems approach, students gain an understanding of diseases that require the direct intervention of a physical therapist. With its integrated approach to clinical problem-solving, this course focuses on etiology, signs and symptoms, diagnosis, prognosis, and management, including pharmacological treatment of common medical disorders encountered in both hospital and private-practice settings. 2 credits

DPTN 760 The Anatomic Basis for Differential Diagnosis of Somatic Dysfunction
Emphasizes the application of systems analysis principles to clinical situations, thereby improving the clinician’s ability to evaluate the patient’s complaint and identify those patients who require additional medical evaluation. Students consider the context of patient care in their clinical setting; assess patient complaints in a logical deductive manner; obtain a complete history, including a review of systems; identify the basic skills of physical exam. In addition, students assess clinical scenarios as illustrated by relevant case studies. 1 credit

DPTN 761 Spinal Stabilization Training
Provides an understanding of the concept and application of the functional range of neutral in the cervical and lumbar spine as a basis for stabilization training, exercise prescription and ADL re-education in the spinal orthopedic population. In addition, this course explores the interrelationship of anatomy, biomechanics, and neurophysiology for the neuromusculoskeletal system. Emphasis is placed on the evaluation of neuromotor regulation with identification of faulty movement patterns in both the upper and lower quarters. Emphasis is placed on the use of specific home exercises to complement manual therapy for acute and chronic musculoskeletal dysfunction. Joint mobilization, manual stretching, self-stretching exercises, and neuromotor retraining exercises are demonstrated and practiced by the participants. 2 credits
DPTN 762 Treatment of Lumbar/Pelvic Dysfunction
Builds upon clinical and didactic knowledge presented in basic courses relating to the lumbar spine, pelvic girdle, and lower extremities. A review of the anatomy, arthrokinematics, and pathomechanics of the articular and myofascial structures are included. Emphasis is placed on integrating, synthesizing, and sequencing techniques to specific dysfunction enumerated in the lower half. Further emphasis is placed on evaluation and treatment of the lower extremities, including gait mechanics as they relate to the pathogenesis of dysfunction in this region. Selected topics also include the integration of “functional technique” and “strain-counterstrain” as alternative approaches to “direct method.” An introduction to high velocity technique as related to lower half is also included. 2 credits

DPTN 763 Fundamentals of Diagnostic Imaging
This course is designed to introduce physical therapists to the basic science of imaging modalities, including plain film radiography, magnetic resonance imaging (MRI), conventional and computed tomography, ultrasound, and bone mineral density testing. The ability for physical therapists to communicate with referring physicians is integral to effective management of a patient’s case. Diagnostic imaging brings an entire realm of adjunct information to the therapist that can dramatically enhance understanding of the patient’s condition as well as improve monitoring and appropriate intervention selection. 1 credit

DPTN 764 Advanced Skills in Extremity Treatment
Teaches examination, detailed assessment, biomechanics, and treatment techniques, including their effects, and rationale of the upper and lower extremity musculoskeletal systems, including relating them to spinal dysfunction and pathology. There is a focus on a practical, hands-on overview of safe, effective, and specific technique procedures. The emphasis is on techniques, which can be immediately integrated into the approach of each practitioner. The course provides the student with a review of the anatomy, physiology, arthrokinematics, osteokinematics, and pathomechanics of the articulation of the extremities. There is a strong emphasis on understanding the interrelationship between articulations and on reinforcing the concept of the joints of the extremities at an advanced level. Evaluation techniques include ligament stress test, joint mobility testing, and joint end feel evaluation. Treatment techniques emphasize re-establishing functional pain-free range, and include manual techniques, myofascial release, and muscle re-education. 2 credits

DPTN 766 Functional Mobilization I
Emphasizes the principles and skills of soft-tissue evaluation and treatment and the integration of these skills with PNF and joint mobilization. The concept of the human body as an interconnected dynamic system is stressed. Observed changes in structure, posture, and movement are correlated to soft-tissue dysfunction. Emphasis is placed on the evaluation of the soft-tissue structures and the application of specific treatment techniques to normalize any identified dysfunction. 2 credits

DPTN 767 Foot and Ankle
An in-depth review of the anatomy, physiology, arthrokinematics, and pathomechanics of the foot and ankle, as related to the lower extremity kinetic chain. Emphasis is placed on the study of normal and abnormal mechanics of the foot and ankle in both the open and closed kinetic chains. Evaluation and treatment of various foot and ankle dysfunction are included, and the students are exposed to current methodologies regarding the evaluation for, and the fabrication of, neutral subtalar orthotic devices. 2 credits

DPTN 768 Treatment of Cervical-Thoracic Dysfunction
In this course, students learn advanced musculoskeletal examination skills of the cervical spine, thoracic spine, and costal cage, based upon a thorough review of relevant anatomy, physiology, and pathophysiology. Treatment options include myofascial techniques, joint mobilization, muscle energy, therapeutic exercises, and home program instruction. An equal amount of time is spent in lecture and supervised lab sessions. At the conclusion of this advanced manual therapy course, students will be able to manage complex patients seen in the clinic who present with significant impairment and functional limitation in the upper quarter and thoracic cage, including those patients who present with headache of cervical origin. 2 credits
DPTN 770 Physical Therapy Practicum
This elective independent study course accommodates and encourages student interest in independent research and practice. In addition, it provides students with an opportunity for collaborative work with faculty or clinical mentors on research problems of common interest that can make contributions to the improvement of clinical practice in physical therapy. 2 credits

DPTN 771 The Psychology of Aging
A survey of major topics regarding the psychology of aging, this course takes a biopsychosocial approach to understanding human experience and behavior. Areas of focus include memory and cognition, sensation and perception, personality, emotion, physical and emotional health, spirituality, life transitions, and the older adult’s social and cultural environments. Focus is on those aspects of aging that are of particular interest to physical therapists, namely, health/illness, psychopathology and clinical intervention. The course integrates important clinical issues such as psychological manifestations of physical diseases/illnesses/functional limitations and disabilities, with an overview of theories of change, behavior modification theory, and motivation. Individual and social/cultural factors, e.g., gender, race/ethnicity, health, and socioeconomic status, influence the experience of aging. Students gain an understanding of how these factors influence the older adult’s experience of life and its transitions. 2 credits

DPTN 772 Geriatrics I: Physiology of Aging & Clinical Implications
This course explores the demographic composition of the aging population in the United States, from an historical perspective to the current status and on to forecasts for the next several decades. Understanding the various theories of aging, principally developmental-genetic and stochastic, can help physical therapists interpret the professional and lay literature as well as patients’ histories and presentations. Probing the multiple dimensions of normal biological aging, with emphasis on the clinical implications for physical therapy, this course is designed to enhance the students’ clinical effectiveness. Evidence-based practice will be emphasized. 2 credits

DPTN 773 Geriatrics II: Special Topics in Geriatrics
Physical therapists who treat older adults encounter both disorders not seen in younger patients and different manifestations of disorders which do occur in younger patients. By in-depth analysis of selected disorders, course registrants will have a model for approaching these and other clinical entities which arise among the elderly. Evidence-based practice will be emphasized. 2 credits

DPTN 775 Geriatrics III: Geriatric Nutrition for Physical Therapists in Clinical Practice
This course is designed for graduate students in physical therapy who are preparing to work with older adults. Geriatric Nutrition provides the practitioner with the knowledge, skills and abilities necessary to assume an active role as a member of the health care team that makes decisions regarding the nutritional health of older individuals. The overall theme of the course is successful aging, and the role of the health professional in helping older adults reach this goal. DPT 775 presents the current thinking and emerging knowledge regarding the nutritional needs, problems, and delivery of care in aging. In this regard, descriptive and experimental evidence are presented to encourage the therapist to critically evaluate the status of nutrient needs in older adults and to develop appropriate strategies to improve the nutritional health of older individuals. 1 credit

DPT 777 Sports Physical Therapy
This course will address the evolution of sports physical therapy, and the physical therapist’s role on the sports medicine team. This course will emphasize examination, evaluation and intervention for dysfunction that occur in sports physical therapy. Emphasis will be placed on an understanding of the pathophysiological basis for musculoskeletal dysfunction and the integration of the therapeutic process for the restoration of function of the patient with dysfunction of the musculoskeletal system. Recent trends in sport rehabilitation will be explored. This class presents the physical therapy student with the fundamental principles and concepts as they relate to sports musculoskeletal clinical practice and will progress to exposure to, and integration of, accepted intervention and advanced therapeutic techniques. Through lecture and problem solving sessions we will investigate all sports musculoskeletal practice. 1 credit
DPTN 778 Geriatric Balance
This course provides working definitions of balance and mobility, explores the sensory and motor components of upright posture, and addresses the role of balance assessment and treatment in the medical management process. Students learn basic clinical tools needed to screen for instability and to provide appropriate treatment intervention. Students also learn specific assessments to identify different impairments and functional limitations pertinent to the elderly population. The course will broadly outline the development of postural control and will identify the effects of aging on each system. This course will also identify pharmacological effects on balance, and how to assess and treat these effects. 1 credit

DPT 779 Geriatric Physical Therapy Practice – Assessment and Treatment for the Aging Cardiopulmonary and Musculoskeletal Systems
The United States Census predicts population growth for those over 60 steadily through 2050 and the age cohort of 85 or older is a fast-growing segment in the population. With aging, the musculoskeletal and cardiopulmonary systems undergo natural changes. The likelihood of clinicians working with the geriatric population is ever increasing and the need for knowledge of the population cohort is critical for therapists. This course will present age-related changes and diseases conditions affecting both the musculoskeletal and cardiopulmonary systems. The student will participate in interactive learning activities that will guide the development of proficiency in geriatric physical therapy assessment and intervention. Through lecture, laboratory, role playing, and group problem solving the student will learn to use critical thinking to analyze the problem presented, synthesize the solution, and communicate this sequence with other health professionals and patients or clients. Problems introduced are representative of those that clinicians encounter in all practice settings. 1 credit

DPTN 780 Proprioceptive Neuromuscular Facilitation
Presents the principles, philosophy and procedures to be used as a component of the manual evaluation and treatment of orthopedic and neurological dysfunctions. The information presented asserts the basic premise that all given movement dysfunctions, regardless of prevailing diagnosis, respond better to treatment when the principles are applied, either within the PNF approach or with other manual therapy approaches. The content includes philosophy and principles of PNF, movement assessment and re-education of the trunk, posture and movement assessment and re-education, and sitting and gait assessment and re-education. 2 credits

DPTN 781 Motor Science and Motor Learning: Implication for Physical Therapy
Consists of fundamental principles, limitations, and clinical implications of the theories of motor control and motor learning influencing clinical practice. Incorporation of constructs from motor learning and motor control theories into therapeutic interventions for individuals with movement pathology resulting from movement dysfunction is included. 2 credits

DPTN 795 Doctoral Project I
This course is the first of 2 courses representing the culmination of the transitional doctoral program in physical therapy in which students carry out a significant research project under the supervision of a faculty or clinical advisor as partial fulfillment for the requirements of the Post-Professional DPT Degree in Physical Therapy at Touro College. DPT 795 is designed to both accommodate and encourage student interest in independent research. This course provides students with an opportunity for collaborative work with faculty and/or clinical mentors on important and significant clinical problems of common interest that can contribute to the body of knowledge in physical therapy and improve clinical practice. In this course, the students, working in groups, design a research project, write a proposal, and receive IRB approval for the study. 2 credits

DPTN 796 Doctoral Project II
This course is the second of 2 courses representing the culmination of the transitional doctoral program in physical therapy in which students carry out a significant research project under the supervision of a faculty or clinical advisor as partial fulfillment for the requirements of the Post-Professional DPT Degree in Physical Therapy at Touro College. DPT 796 is designed to both accommodate and encourage student interest in independent research. This course continues to provide students with an opportunity for collaborative work with faculty and/or clinical
mentors on important and significant clinical problems of common interest that can contribute to the body of knowledge in physical therapy and improve clinical practice. In this course, the student has the opportunity to carry out the project and present the results to the class. Prerequisite: DPTN 795. 2 credits

HSBN 402 Anatomy
This course is designed for the physical therapy curriculum as an introduction to the structure and function of the human body and is a prerequisite for most of the other courses. The entire human body is covered in lecture. The cardiopulmonary, neuromuscular, and integumentary systems are studied as they relate to their anatomic structures. Palpation laboratories introduce the student to the practical application of surface anatomy. At the Bay Shore campus, the laboratory involves cadaver dissection and prosection. The initial presentations are systemic. Basic anatomic terminology, osteology, arthrology, angiology, and neurology are covered to provide a background for the subsequent regional lectures. 7 credits

HSBN 403 Physiology
In this course, the PT student will learn the physiological processes of the body systems and their dynamic interrelationships. Correlation between didactic information and clinical examples will be incorporated to promote critical thinking and prepare students for medical conditions encountered in the clinic. HS 403 provides the necessary prerequisites for other basic science courses that follow in the program. Students are encouraged to deal with the body as a series of interrelated systems that constantly impact one another. Bioinformatics are introduced to prepare the student for future courses in which literature reviews and research are required. 5 credits

HSBN 418 Clinical Medicine
This course is designed to introduce the physical therapy students to the field of clinical sciences. It uses a systems approach to describe the material needed to understand diseases that require direct intervention of a physical therapist and to analyze pharmacological management. The course is an integrated approach to clinical problem-solving, and will utilize histology and pathology in the evolution of diseases that affect physical therapy practice. The course will first focus on basic histology and pathology so that the student can build on this knowledge in understanding the pathophysiology of different diseases. The course will focus on the pathophysiology, etiology, signs and symptoms, diagnosis, prognosis, and pharmacological management of common medical disorders encountered in hospital and other patient settings. The mechanisms of action, therapeutic uses, side effects and drug interactions will be explored. This course is designed as an integrated approach of histology, pathophysiology, medicine, and pharmacology, with special attention to situations encountered in physical therapy practice. 5.5 credits

HSBN 667 Administration
This course is designed to provide the student with health care administration and management principles. During the course, the students will identify and analyze current issues in the health care setting. The students will compare and contrast different practice settings, and will problem-solve situations from rehabilitation environments. The focus will be on contemporary, relevant managerial and leadership issues, with “real life” examples from the rehabilitation environment. Critical topics to be explored will include managerial principles and functions; leadership and decision making; quality assurance and accountability; organizational structure, financial and reimbursement concerns; marketing and customer relations; and the regulatory and external environment. 3 credits

HSBN 668, 669 Independent Study-Community Service
In keeping with the Touro College mission to serve the larger community, students in the School of Health Sciences are required to complete an independent study that involves a minimum of twenty-five (25) hours of community service with individuals disadvantaged due to illness, disability, or other circumstance. The purpose of this requirement is to (1) provide students in the School of Health Sciences with an opportunity to learn from, and give back to, the larger community; (2) enhance awareness of how a disability or illness impacts the individual, family, friends, caregivers, and community. Through this experience, students may interact with people from different cultural and socioeconomic backgrounds, with people who have impairments leading to functional limitations in the physical, cognitive, and/or social-emotional domains, or with people who struggle with issues related to poverty, homelessness, and hunger. The specifics of the experience and project undertaken are negotiated on an
individual basis between the student and the department faculty advisor. HS 669 may be taken as an additional elective, upon approval of the student’s advisor, in the same or subsequent semesters. 1 credit each

PTRN 729 Differential Diagnosis in Orthopedics
This comprehensive course helps the physical therapist recognize significant overlaps between common musculoskeletal or neuromuscular conditions and other medical pathologic problems or co-morbidities that can affect clinical decision-making. The knowledge and skills necessary for accurate screening of all clients is emphasized. The purpose of this course is to emphasize the application of systems analysis principles to clinical situations. The course goal is to improve the clinician’s ability to evaluate the patient’s complaint and identify those patients who require additional medical evaluation. 1 credit

PTRN 730 Advanced Skills in Extremity Treatment II
The course is designed to teach examination, detailed assessment, Biomechanics, and treatment techniques, including their effects and rationale, of the lower extremity musculoskeletal systems, including relating them to spinal dysfunction and pathology. There is a focus on a practical, hands-on overview of safe, effective and specific technique procedures. The emphasis is on techniques which may be immediately integrated into the approach of each practitioner. 1 credit

PTRN 731 Clinical Mentorship I
The Clinical Mentorship sequence is a 2-course sequence designed to provide the practicing licensed physical therapist expert clinical mentorship while he or she continues to practice in his or her current clinical setting. Clinical Mentorship provides the resident with the opportunity to apply newly-developed clinical skills from the courses taken during the academic module while having access to expert clinical mentorship by OPTR faculty. OPTR faculty mentor and assess the reflective processes and critical thinking of the residents remotely through online communication. 0.5 credits

PTRN 732 Clinical Mentorship II
The Clinical Mentorship sequence is a 2-course sequence designed to provide the practicing licensed physical therapist expert clinical mentorship while he or she continues to practice in his or her current clinical setting. Clinical Mentorship provides the resident with the opportunity to apply newly-developed clinical skills from the courses taken during the academic module while having access to expert clinical mentorship by OPTR faculty. OPTR faculty mentor and assess the reflective processes and critical thinking of the residents remotely through online communication. Prerequisite: PTRN 731. 0.5 credits

PTRN 733 Orthopedic Clinical Residency
The Orthopedic Clinical Residency course is a 180-hour mentored clinical experience. Designed for the licensed physical therapist enrolled in the Orthopedic Physical Therapy Residency (OPTR) program, the Orthopedic Clinical Residency is meant to complete the advanced training in orthopedics provided in the program. Residents work with a Clinical Residency Mentor, approved by the OPTR program in advance, with advanced qualifications that are recognized to demonstrate expertise in the care of orthopedics patients/clients. The Orthopedic Clinical Residency provides the resident with the opportunity to apply advanced skills developed in the program. As a part of the mentored clinical practice, residents are required to produce evidence of advanced quality in their clinical practice. This includes presenting a patient evaluation and writing a resident’s case study from their clinical practice with decisions based on the available evidence to be submitted for peer-reviewed dissemination. 1 credit

PTRN 769 High Velocity: Manual and Manipulative Therapy of the Spine and Pelvis
Combining lectures, demonstrations, and hands-on laboratory sessions, this course emphasizes the application of evidence-based practice in all areas of spinal management. Where little evidence exists, a pragmatic approach integrating basic principles of biomechanics and pathokinesiology is used. An introduction to the biomechanics, dysfunction types, and their respective terminology is provided. An integrated model of physical therapy examination and evaluation of spinal disorders is presented. Then, a physical therapy management approach of manual therapy of the spine and pelvis combined with patient education and exercise is discussed and incorporated. The course devotes lab time to carefully monitor skills of palpation, examination, and interventions. 2 credits
PHYSICIAN ASSISTANT DEPARTMENT

HSBN 668, 669 Independent Study – Community Service
In keeping with the Touro College mission to serve the larger community, students in the School of Health Sciences are required to complete an independent study that involves a minimum of twenty-five (25) hours of community service with individuals disadvantaged due to illness, disability, or other circumstance. The purpose of this requirement is to (1) provide students in the School of Health Sciences with an opportunity to learn from, and give back to, the larger community; (2) enhance awareness of how a disability or illness impacts the individual, family, friends, caregivers, and community. Through this experience, students may interact with people from different cultural and socioeconomic backgrounds, with people who have impairments leading to functional limitations in the physical, cognitive, and/or social-emotional domains, or with people who struggle with issues related to poverty, homelessness, and hunger. The specifics of the experience and project undertaken are negotiated on an individual basis between the student and the department faculty advisor. HSBN 669 may be taken as an additional elective, upon approval of the student’s advisor, in the same or subsequent semesters. 1 credit each

MPAN 640 Applied Epidemiology and Biostatistics
(Only for students enrolled in the Manhattan program)
As the first course in the research module, which culminates with the Master’s Project, this course introduces students to common research designs in epidemiology, issues of validity and reliability in medical testing, and common techniques for analyzing group statistics. Students are also introduced to concepts of risk, population distributions and factors associated with disease, analysis of costs and benefits of intervention, as well as the knowledge necessary to interpret statistical data and research results. The course will also familiarize students with statistical concepts of frequencies, within- and between-group variability, qualitative and quantitative data, common tests of statistical significance, and probability theory. 2 credits

MPAN 641 Research Methods and Literature Review
(Only for students enrolled in the Manhattan program)
As the second course in the research module, which culminates with the Master’s Project, this course builds on the knowledge acquired in Applied Epidemiology & Biostatistics (MPA 640), and further focuses on variations in research methodology and experimental design. Students are introduced to comparative strengths and weaknesses of study designs, appropriate statistical analysis for specific study designs, methods of control, measurement, data collection, and guidelines for the professional communication of results. Students will also learn to conduct computerized database searches of medical literature, evaluate evidence-based resources, and apply evidence-based criteria to medical decision-making. Emphasis is on the development of skills required to contribute to the development of the body of knowledge of the profession. Ethical issues in medicine and research are discussed, including Belmont Report standards and Institutional Review Board protocol. Students learn to utilize statistical analysis software and will have an opportunity to review, critique, and produce work in accordance with scientific standards in the field. 3 credits

MPAN 642 Health Care Delivery Systems
Introduces students to general concepts of health care delivery and the characteristics and functions of some important delivery systems. Emphasis is placed on decentralized, community-based, and primary care systems, ambulatory care systems, as well as long-term care systems. Financial and ethical issues that challenge today’s system and ways to address them are covered. 3 credits

MPAN 643 Medical Ethics, Health Policy, and Professional Practice
(Only for students enrolled in the Manhattan program)
In seminar format, topics in medical ethics that develop the analytical skills and reflective sensitivity required for responsive, responsible, and productive decision-making between patients and professional. Topics discussed include ethical decisions at both the beginning and the end of life, risk/benefit decision-making in medicine, confidentiality and privacy. Students also discuss and analyze a variety of professional practice issues, such as privilege and confidentiality in communicating with patients, political and legal issues, credentialing and licensure, professional liability, and the physician-PA team relationship. 2 credits
MPAN 645 Health Science Epidemiology and Biostatistics  
(Only for students enrolled in the Bay Shore/NUMC program)  
Students will develop the knowledge and skills to understand and apply epidemiological methods and BIHN-statistical analysis in the medical and/or public health setting. Students are introduced to the distribution and determinants of health and disease in the human population and the application of this study to the control and prevention of disease. The student will develop basic conceptual and analytical skills in the design and conduct of epidemiologic studies and understand the process of epidemiologic surveillance. In addition, this course will provide students with the basic concepts in biostatistics, such as measures of disease frequency, measures of effect, and statistical significance. Students will become familiar with standard techniques of data collection and analysis, and the content of vital statistics and mass data of the health field. 2 credits

MPAN 646 Medical Research Methods and Literature Review  
(Only for students enrolled in the Bay Shore/NUMC program)  
Students will gain knowledge and skill in research methodology, experimental design, statistical analysis, and critical evaluation of the medical literature. Students will develop the skills to formulate research questions, develop research protocols, hypotheses, study designs, and their comparative strengths and limitations. Students will gain the knowledge and skills to effectively use and analyze BIHN-statistics in different research design and data analysis, to conduct computerized searches, and to understand, review, and critically analyze medical literature and professional journal articles and its application to clinical practice. Topics include choosing correct statistical methods and study designs in research and practice, descriptive statistics, probability and probability distributions, estimation and hypothesis testing. Ethical issues in research will be discussed, including informed consent and the function of an IRB. 3 credits

MPAN 647 Medical Ethics and Healthcare Policy  
(Only for students enrolled in the Bay Shore/NUMC program)  
In seminar format, topics in medical ethics that develop the analytical skills and reflective sensitivity required for responsive, responsible, and productive decision-making between patients and professional. Topics discussed include ethical decisions at both the beginning and the end of life, risk/benefit decision-making in medicine, confidentiality and privacy. Students also discuss a variety of professional practice issues, such as privilege and confidentiality in communicating with patients, political and legal issues, credentialing and licensure, professional liability, and the physician-PA team relationship. 3 credits

MPAN 653 PA Master’s Project I  
(Only for students enrolled in the Bay Shore/NUMC program)  
These courses (MPAN 653-655) are designed as a “capstone” to the program. Students will work with a faculty advisor to formulate a clinical question and perform a literature search on the topic. This will allow an opportunity to demonstrate analytical ability and comprehensive understanding of a subject. The research work will allow the student to conduct a literature review, explore and analyze a problem, and design a study to answer a clinical question. In Master’s Project I, students will learn to formulate a clinical question and conduct a literature search on the topic. They will write an initial draft of what will be a 15-20-page paper. 1 credit

MPAN 654 PA Master’s Project II  
(Only for students enrolled in the Bay Shore/NUMC program)  
These courses (MPAN 653-655) are designed as a “capstone” to the program. Students will work with a faculty advisor to formulate a clinical question and perform a literature search on the topic. This will allow an opportunity to demonstrate analytical ability and comprehensive understanding of a subject. The research work will allow the student to conduct a literature review, explore and analyze a problem, and design a study to answer a clinical question. In Master’s Project II, students will concentrate on refining, revising and finalizing their written paper, with the guidance of their faculty advisor. The final, submitted paper should be of a quality suitable for potential publication. 1 credit
MPAN 655 PA Master’s Project III (formerly MPA 652)  
(Only for students enrolled in the Bay Shore/NUMC program)  
These courses (MPAN 653-655) are designed as a “capstone” to the program. Students will work with a faculty advisor to formulate a clinical question and perform a literature search on the topic. This will allow an opportunity to demonstrate analytical ability and comprehensive understanding of a subject. The research work will allow the student to conduct a literature review, explore and analyze a problem, and design a study to answer a clinical question. In Masters Project III, students will present a publishable thesis to their Master’s advisor. The final project should be suitable for presentation at a professional conference. 1 credit

MPAN 659 (Formerly MPA 650, 651, 652) Masters Project/Advance Clinical Training Track (ACTT)  
(Only for students enrolled in the Manhattan program)  
This course is designed as a capstone to the program and the culmination of the research module. Students will develop an original scientific question that will advance the field of medicine, social policy, or PA practice. Students work with course instructor/advisor to prepare a literature review of publishable quality. Students learn the structure of a research project, appropriate use of APA format, scientific prose and professional writing style that is appropriate for biomedical fields. Students understand how to interpret research findings reported in the literature; synthesize, draw conclusions, and make recommendations; and think critically about the applications to clinical practice. Students work with course instructor/advisor to formulate a research question, perform literature searches on the topics, and produce an annotated bibliography, with the end resulting in a 20-30-page Master’s paper of publishable quality that explores a research question thoroughly, draws novel conclusions, and puts forth recommendations that impact health care delivery or practice. Selected students will have the opportunity to present their topic to an audience. The course consists of advisory sessions, along with substantial independent-research time. As part of MPAN 659, students may have the opportunity for advanced clinical training. 3 credits

MPAN 664 Evidence-Based Medicine  
(Only for students enrolled in the Bay Shore/NUMC program)  
This course aims to introduce practitioners to principles of evidence-based practice and policy, practice guidelines, and information utilization for practice modeling. Increasingly, Physician Assistants are presented with new information about recent findings from research and professional consensus statements regarding best practice guidelines. This information pertains to practice assessment, intervention, and the evaluation of outcomes. This course focuses on preparing students to engage in evidence-based practice, providing the skills needed to critically evaluate new information that is available from research findings and professional consensus statements. Furthermore, the course provides skills for integrating this new information into the student’s own, personalized approach to practice. 3 credits

MPAN 665 Evidence-Based Medicine  
(Only for students enrolled in the Manhattan program)  
This course introduces physician assistant students to principles of evidence-based practice and policy, national practice guidelines and other best-practice paradigms. Various medical practice areas will be studied in an effort to demonstrate applicability of the evidence-based approach. This course teaches students to discern evidence-based approaches in the literature and apply appropriate findings to their future practice. The exercises, discussions, and readings offered in this course guide students in their development as clinicians capable of mindful critique. Furthermore, the course provides strategies for integrating this new information into the student’s own, personalized approach to clinical practice. 2 credits

MPAN 670 Clinical Medicine I  
(Only for students enrolled in the Bay Shore/ NUMC program)  
This is an intensive medicine course that covers the etiology, clinical manifestations, diagnosis, treatment, and prognosis of common diseases in the modules of cardiology, pulmonology, and hematology. The pathophysiology of the organ systems in relation to the various disease processes is integrated with the clinical presentations, historical and physical findings, and laboratory and radiographic test results. Emphasis is placed on application of new medical knowledge to clinical situations, on diagnostic problem-solving and differential diagnosis, and on issues of patient education and preventive medicine. Students refine their ability to reason independently in
developing treatment and management plans for various patient presentations. Common cardiac disorders seen in primary care, such as coronary artery disease, angina, cardiac enlargement, arrhythmias, myocardial infarction, and hypertension, are considered. Clinical case scenarios and ECG interpretation are utilized to reinforce the lecture material and to develop critical thinking skills. During the Pulmonary component, students are taught the proper examination and the necessary requirements to diagnose, educate, and counsel patients, along with family, on disorders of the lungs. The student will become familiar with clinical presentation for entities such as asthma, pulmonary infections, lung cancer, and chronic obstructive pulmonary disease (COPD). In addition, students will learn the clinical approach to hematologic disorders, such as anemias, hemoglobinopathies, and disorders of hemostasis. Students are also introduced to hematologic oncology. 4 credits

**MPAN 671 Clinical Medicine II**
*(Only for students enrolled in the Bay Shore/ NUMC program)*
Clinical Medicine II is an intensive medicine course that covers the etiology, clinical manifestations, diagnosis, treatment, and prognosis of common diseases in Dermatology, Rheumatology and Ophthalmology components. The pathophysiology of the organ systems in relation to the various disease processes is integrated with the clinical presentations, historical and physical findings, and laboratory and radiographic test results. Emphasis is placed on application of new medical knowledge to clinical situations, on diagnostic problem-solving and differential diagnosis, and on issues of patient education and preventive medicine. Students refine their ability to reason independently in developing treatment and management plans for various patient presentations. 3 credits

**MPAN 672 Clinical Medicine III**
*(Only for students enrolled in the Bay Shore/ NUMC program)*
Clinical Medicine III is an intensive medicine course that covers the etiology, clinical manifestations, diagnosis, treatment, and prognosis of common diseases found in Gastroenterology, Neurology, Psychiatry and Nephrology. The pathophysiology of the organ systems in relation to the various disease processes is integrated with the clinical presentations, historical and physical findings, and laboratory and radiographic test results. Emphasis is placed on application of new medical knowledge to clinical situations, on diagnostic problem-solving and differential diagnosis, and on issues of patient education and preventive medicine. Students refine their ability to reason independently in developing treatment and management plans for various patient presentations. 4 credits

**MPAN 673 Clinical Medicine IV**
*(Only for students enrolled in the Bay Shore/ NUMC program)*
Clinical Medicine IV is an intensive medicine course that covers the etiology, clinical manifestations, diagnosis, treatment, and prognosis of common diseases in the modules of Endocrinology and Infectious Diseases as well as Correlative Medicine. The pathophysiology of the organ systems in relation to the various disease processes is integrated with the clinical presentations, historical and physical findings, and laboratory and radiographic test results. Emphasis is placed on application of new medical knowledge to clinical situations, on diagnostic problem-solving and differential diagnosis, and on issues of patient education and preventive medicine. Students refine their ability to reason independently in developing treatment and management plans for various patient presentations. 2 credits

**PACN 650 Behavioral Health Elective**
*(Only for students enrolled in the Manhattan program)*
This elective clinical learning experience is available to students who have elected to complete the Behavioral Health Track and who have already completed the psychiatry core rotation. This elective rotation provides students with further in-depth clinical training in the treatment of patients with behavioral health problems. Students learn with the supervision of licensed psychiatrists, psychologists, and psychiatric physician assistants, as well as other mental health professionals, in clinical settings such as the Comprehensive Psychiatric Emergency Program (CPEP), and Behavioral Health Primary Care Outpatient Clinics. Students learn how to perform day-to-day psychiatric evaluations and propose patient management plans for each of their clinically assigned experiences. They obtain a working knowledge of how to prescribe psychotropic medications for the resolution of common behavioral health disorders. In addition, students are exposed to the treatment modalities of patients found in
both out-patient clinics and private offices, and have opportunities to participate in the management of patients who are experiencing a psychiatric emergency. Students will be required to take a comprehensive exam upon completion of the rotation. Prerequisite: PAMN 609, PAC 677. 5 credits

PACN 660 Primary Care Medicine Elective
Students are assigned to an out-patient department, family medical clinic, or office practice, and work under supervision of licensed family medicine physicians and/or physician assistants and in conjunction with the health care team. This is a repeat of a core rotation in Family Medicine that provides students with another opportunity to acquire the skills and knowledge necessary to serve a diverse cross-section of the patient population, and to treat patients of all ages in an ambulatory care setting. Students learn psychosocial aspects of health care, as well as how to provide family-oriented family medicine services such as acute and chronic disease management, health promotion, maintenance, patient education, and disease prevention. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. In addition, students are familiarized with the differences in the coordination, management and follow-up of the outpatient as compared to the hospitalized patient, and with recognizing when to refer the patient for hospital admission. Students will be required to take a comprehensive exam upon completion of the rotation. Prerequisite: PACN 670. 5 credits

PACN 661 Pediatrics Elective
Students are assigned to work under the supervision of licensed physicians and/or physician assistants and in conjunction with the healthcare team, either in an inpatient or an outpatient pediatric department, clinic, or office. This is a repeat of a core rotation in Pediatrics that emphasizes the care of the child from birth to adolescence. Students learn to recognize and manage common childhood illnesses, assess variations in normal growth and development, and provide preventive health care services including immunizations, routine screening, parental and interventional counseling. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are required to attend daily rounds, grand rounds, scheduled lectures and conferences while on the pediatrics in-patient service. Students will be required to take a comprehensive exam upon completion of the rotation. Prerequisite: PACN 671. 5 credits

PACN 662 Emergency Medicine Elective
Students are assigned to work under the supervision of licensed physicians and/or physician assistants and in conjunction with the healthcare team in the emergency room setting. In this repeat of a core rotation in Emergency Medicine, students rotate through the various areas of the Emergency Department, including medical, surgical, pediatric, orthopedic, and fast track. Students learn to systematically evaluate and manage patients with acute medical and surgical emergencies, perform diagnostic and therapeutic procedures, and participate in cardiac and trauma resuscitations. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are expected to attend grand rounds and scheduled lectures. Students will be required to take a comprehensive exam upon completion of the rotation. Prerequisite: PACN 672. 5 credits

PACN 663 Surgery Elective
Students are assigned to work under the supervision of licensed surgeons and/or physician assistants and in conjunction with the healthcare team in the Department of Surgery. In this repeat of a core rotation in Surgery, students become involved in all phases of diagnosis and treatment of the surgical patient, including pre-operative, operative, and post-anesthesia care. They learn the practical management of fluid, electrolyte, and nutritional disturbances, post-operative infections, as well as wound healing and wound care. They scrub into the operating room and observe and assist in a variety of surgical procedures as assigned by the preceptor(s), and also become involved in the management of the critically-ill surgical patient. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are expected to attend daily rounds, grand rounds, morbidity & mortality conferences and scheduled lectures while on the surgery service. Students will be required to take a comprehensive exam upon completion of the rotation. Prerequisite: PACN 673. 5 credits
PACN 664 Internal Medicine Elective

Students are assigned to the Department of Medicine and work directly under the supervision of the medical house staff or work in an outpatient internal medicine setting. Emphasis is placed on the hospitalized, acute, non-surgical adult patient. In this repeat of a core rotation in Internal Medicine, students medically evaluate hospitalized patients and follow their daily progress. By doing so, students learn how to correlate history and physical findings with the patient’s physiological and laboratory data and emotional state in order to arrive at a differential diagnosis, formulate a treatment plan, and appreciate how to provide continuity of care. Students develop skills and demonstrate competency in performing and interpreting a variety of medical procedures and tasks. Attendance at daily rounds, grand rounds, medical conferences and orientation to the medical intensive care unit is required. In certain settings, there are opportunities to work with the house-staff who are assigned to the medical clinic area, to monitor and follow up patient management problems, and to participate in the formulation of their management plans. If the student is an out-patient setting, they will participate in in-patient rounds with the MD/DO/PA/NP. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students will be required to take a comprehensive exam upon completion of the rotation. Prerequisite: PACN 674

PACN 665 Long-Term Care Elective

Students are assigned to work under the supervision of licensed physicians and/or physician assistants in conjunction with the healthcare team to gain practical clinical experience in working with the elderly and those patients who are suffering from chronic diseases. In this repeat of a core rotation in Long-Term Care, students are exposed to a wide variety of common geriatric and long-term care problems. This rotation stresses characteristics of the normal aging process, so that students may better identify and address deviations from the norm. Students gain exposure to end-of-life issues and psychosocial dynamics. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students should be able to differentiate the care of elderly and those patients who are suffering from chronic diseases. Emphasis is placed on the geriatric patient for both acute and on-going care. Students are required to attend rounds, grand rounds, scheduled lectures, and conferences while on the Geriatric/Long-Term Care service. Students will be required to take a comprehensive exam upon completion of the rotation. Prerequisite: PACN 675. 5 credits

PACN 666 Obstetrics/Gynecology Elective

Students are assigned to work under the supervision of licensed physicians and/or physician assistants in conjunction with the healthcare team, either in an inpatient or an outpatient OB/GYN department, clinic, or office. In this repeat of a core rotation in OB/GYN, students gain practical experience in evaluating obstetrical and gynecological patients. Students become familiar with the care and management of ante-partum and post-partum patients, and occasionally assist in deliveries. Students perform pre-natal care, including routine examinations of expectant mothers as they progress through their pregnancies. Students also become familiar with the care and management of a wide variety of gynecological problems, as well as health promotion and disease prevention of the female reproductive tract. Students develop competency in the performance of annual exams and Pap smears, counseling for birth control, infertility, menstruation, and sexuality. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are expected to attend inpatient rounds, conferences, and scheduled lectures while on an inpatient service. Students will be required to take a comprehensive exam upon completion of the rotation. Prerequisite: PACN 676. 5 credits

PACN 670 Primary Care /Family Medicine

Students are assigned to an out-patient department, family medical clinic, or office practice, and work under supervision of licensed family medicine physicians and/or physician assistants and in conjunction with the health care team. This core rotation provides students with the opportunity to acquire the skills and knowledge necessary to serve a diverse cross-section of the patient population, and to treat patients of all ages in an ambulatory care setting. Students learn psychosocial aspects of health care as well as how to provide family-oriented primary care.
services, such as acute and chronic disease management, health promotion, maintenance, patient education, and disease prevention. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. In addition, students are familiarized with the differences in the coordination, management, and follow-up of the outpatient as compared to the hospitalized patient, and with recognizing when to refer the patient for hospital admission. Students will be required to take a comprehensive exam upon completion of the rotation. 5 credits

PACN 671 Pediatrics
Students are assigned to work under the supervision of licensed physicians and/or physician assistants and in conjunction with the healthcare team, either in an inpatient or an outpatient pediatric department, clinic, or office. This core rotation emphasizes the care of the child from birth to adolescence. Students learn to recognize and manage common childhood illnesses, assess variations in normal growth and development, and provide preventive health care services, including immunizations, routine screening, parental and interventional counseling. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students will become familiar with routine screening techniques and the diagnosis, treatment, and follow-up of childhood illnesses. Students are required to attend daily rounds, grand rounds, scheduled lectures and conferences while on the pediatrics in-patient service. Students will be required to take a comprehensive exam upon completion of the rotation. 5 credits

PACN 672 Emergency Medicine
Students are assigned to work under the supervision of licensed physicians and/or physician assistants and in conjunction with the healthcare team in the emergency room setting. In this core rotation, students rotate through the various areas of the Emergency Department, including medical, surgical, pediatric, orthopedic, psychiatric and fast track. Students learn to systematically evaluate and manage patients with acute medical and surgical emergencies, perform diagnostic and therapeutic procedures, and participate in cardiac and trauma resuscitations. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are expected to attend grand rounds and scheduled lectures. Students are expected to participate in daily rounds and to attend scheduled lectures and conferences. Students will be required to take a comprehensive exam upon completion of the rotation. 5 credits

PACN 673 Surgery
Students are assigned to work under the supervision of licensed surgeons and/or physician assistants and in conjunction with the healthcare team in the Department of Surgery. In this core rotation, students become involved in all phases of diagnosis and treatment of the surgical patient, including pre-operative, operative, and post-anesthesia care. They learn the practical management of fluid, electrolyte and nutritional disturbances, and post-operative infections, as well as wound healing and wound care. They scrub into the operating room and observe and assist in a variety of surgical procedures as assigned by the preceptor(s), and also become involved in the management of the critically-ill surgical patient. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are expected to attend daily rounds, grand rounds, morbidity and mortality conferences, and scheduled lectures while on the surgery service. Students are assigned to work directly with attending physicians and/or resident - PA staff in the Department of Surgery. Students will be required to take a comprehensive exam upon completion of the rotation. 5 credits

PACN 674 Internal Medicine
Students are assigned to the Department of Medicine and work directly under the supervision of the medical house staff or work in an outpatient internal medicine setting. Emphasis is placed on the hospitalized, acute, non-surgical and adult patient. In this core rotation, students medically evaluate hospitalized patients and follow their daily progress. By doing so, students learn how to correlate history and physical findings with the patient’s physiological and laboratory data and emotional state, in order to arrive at a differential diagnosis, formulate a
treatment plan, and appreciate how to provide continuity of care. Students develop skills and demonstrate competency in performing and interpreting a variety of medical procedures and tasks. Attendance at daily rounds, grand rounds, and medical conferences, and orientation to the medical intensive care unit, is required. In certain settings, there are opportunities to work with the house staff who are assigned to the medical clinic area, to monitor and follow up patient-management problems, and to participate in the formulation of their management plans. If the student is in an out-patient setting, they will participate in in-patient rounds with the MD/ DO/PA/NP. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students will be required to take a comprehensive exam upon completion of the rotation. 5 credits

PACN 675 Long-Term Care
Students are assigned to work under the supervision of licensed physicians and/or physician assistants in conjunction with the healthcare team to gain practical clinical experience in working with the elderly and those patients who are suffering from chronic diseases. In this core rotation, students are exposed to a wide variety of common geriatric and long-term care problems. This rotation stresses characteristics of the normal aging process so that students may better identify and address deviations from the norm. Students gain exposure to end-of-life issues and psychosocial dynamics. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students should be able to differentiate the care of elderly and those patients who are suffering from chronic diseases. Emphasis is placed on the geriatric patient for both acute and on-going care. Students are required to attend rounds, grand rounds, scheduled lectures, and conferences while on the Geriatric/Long Term Care service. Students will be required to take a comprehensive exam upon completion of the rotation. 5 credits

PACN 676 Obstetrics/Gynecology
Students are assigned to work under the supervision of licensed physicians and/or physician assistants in conjunction with the healthcare team, either in an inpatient or an outpatient OB/GYN department, clinic, or office. In this core rotation, students gain practical experience in evaluating obstetrical and gynecological patients. Students become familiar with the care and management of antepartum and postpartum patients, and occasionally assist in deliveries. Students perform prenatal care, including routine examinations of expectant mothers as they progress through their pregnancies. Students also become familiar with the care and management of a wide variety of gynecological problems, as well as health promotion and disease prevention of the female reproductive tract. Students develop competency in the performance of annual exams and Pap smears, counseling for birth control, infertility, menstruation, and sexuality. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are expected to attend inpatient rounds, conferences and scheduled lectures while on an inpatient service. Students will be required to take a comprehensive exam upon completion of the rotation. 5 credits

PAC 677 Psychiatry
(This is an elective rotation for the Bay Shore/NUMC program/Manhattan program)
Students are assigned to work under the supervision of licensed physicians and/or physician assistants in conjunction with the health care team in an inpatient psychiatric setting, where they will learn a biopsychosocial approach to mental illness. In this rotation, students will evaluate and manage patients with a variety of psychiatric problems, do follow-up evaluations of those patients seen in the Psychiatric Emergency Room, and develop skills in the performance of mental status exams and psychiatric interviews. Students study the diagnoses and treatment plans of child and adolescent patients, and the daily, intensive long-term treatment of severely disturbed out-patients, to gain an understanding of psychopathology, therapeutic community and team functioning. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are expected to attend scheduled lectures. Students will be required to take a comprehensive exam upon completion of the rotation. 5 credits
PACN 678 Behavioral Health
(This is a core rotation for the Bay Shore/NUMC program/Manhattan Program)
The students are assigned to work under the supervision of a licensed physician and/or physician assistant as part of the psychiatric health care team. The rotation is designed to give students practical experience in the diagnosis and management of psychiatric patients in the clinical setting. Students will work to sharpen their ability to recognize psychiatric diagnoses in the outpatient and/or inpatient settings, with the goal of applying their knowledge and skills to the many other disciplines of medicine and clinical practice. In this rotation, students will evaluate and manage patients with a variety of psychiatric problems, do follow-up evaluations of those patients seen in the Psychiatric Emergency Room, and develop skills in the performance of mental status exams and psychiatric interviews. Students study the diagnoses and treatment plans of child and adolescent patients, and the daily, intensive long-term treatment of severely disturbed out-patients, to gain an understanding of psychopathology, therapeutic community and team functioning. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are expected to attend scheduled lectures. Students will be required to take a comprehensive exam upon completion of the rotation. 5 credits

PACN 680 Pediatric Subspecialty
This elective rotation provides students with another pediatric clinical experience and is available to those who have completed the required Pediatrics rotation. Students are assigned to work directly with pediatricians in a private office or hospital setting. Students gain experience in analyzing historical and physical findings and diagnostic tests to formulate differential diagnoses, treatment plans, and counseling strategies. Students are expected to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students may be required to write a clinical research paper on a relevant topic or case or take a comprehensive exam. Prerequisite: PACN 671. 5 credits

PACN 681 Infectious Diseases
This elective clinical learning experience takes place in both in-patient and out-patient settings. Students are assigned to work directly with attending physicians and/or physician assistants in conjunction with the health care team in the Department of Infectious Diseases. Students develop proficiency in anti-microbial therapy, immunizations, and the work-up and management of infectious diseases, with special emphasis on AIDS and AIDS-related illnesses. Also, students learn and apply infectious disease control measures. Students may attend rounds, grand rounds, scheduled lectures, and conferences while on the Infectious Diseases service. Students are expected to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students will be required to take a comprehensive exam upon completion of the rotation. Prerequisite: PACN 674. 5 credits

PACN 682 Orthopedics
This elective clinical learning experience takes place in both the clinic and hospital settings. Students are assigned to work directly with attending physicians and/or physician assistants in conjunction with the health care team in the Department of Orthopedic Surgery. Students develop proficiency in the evaluation, diagnosis, and management of orthopedic problems in the adult and pediatric populations. They have the opportunity to observe and “scrub in” to assist in orthopedic surgical cases, to reinforce knowledge of sterile technique and the proper use of surgical instruments, and to participate in preoperative and postoperative management of the orthopedic patient. Students attend rounds, grand rounds, scheduled lectures, and conferences while on the Orthopedic Surgery service. Students are expected to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students may be required to write a clinical research paper on a relevant topic or case or take a comprehensive exam. Prerequisite: PACN 673. 5 credits
PACN 683 Surgical Subspecialty  
(Only for Students enrolled in the Manhattan program)
This elective rotation is available to students who have completed the General Surgery rotation. The surgical subspecialty rotations provide students the opportunity to concentrate on learning the work-up, diagnosis, and medical management of patients in a variety of surgical subspecialties, such as cardiothoracic surgery, plastic and reconstructive, neurosurgery, and surgical intensive care unit. Students are assigned to work directly with surgeons and/or physician assistants in conjunction with the healthcare team. They have the opportunity to "scrub in" to assist in surgical cases, and develop proficiency in the surgical work-up, intra-operative intervention, and post-operative management of patients. They also follow patients in the critical care setting and on the floors. Students are required to attend rounds, grand rounds, scheduled lectures, and conferences while on the service. Students are expected to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations.

In CT surgery, students will have the opportunity to observe and scrub in to assist in cardio-thoracic surgical cases. Students will develop proficiency in the surgical workup, intra-operative intervention, and post-operative management of cardio-thoracic patients. Students will follow patients in the critical care setting and on the floors. While in the critical care setting, students will become familiar with the placement, maintenance, monitoring and removal of central venous lines, Swan-Ganz catheters, chest tubes, and arterial lines. Students will understand fluid and electrolyte management, and will become familiar with the management of ventilator patients and the interpretation of arterial blood gas measurements. Students will also become familiar with the pharmacological agents utilized in the care of the critically ill. Students are required to attend rounds, grand rounds, scheduled lectures, and conferences while on the Cardio-thoracic Surgery service as well as any subspecialty service that the course requires. Students will be required to take a comprehensive exam in the respective surgical subspecialty.

Prerequisite: PACN 673. 5 credits

PACN 684 Medical Subspecialty  
(Only for Students enrolled in the Manhattan program)
This elective rotation is available to students who have completed the required Internal Medicine or Family Medicine rotation. The medicine subspecialty rotations provide students the opportunity to concentrate on learning the work-up, diagnosis, and medical management of patients with dermatological, gastrointestinal, endocrine, or neurological diseases respectively. Students work directly with attending physicians and/or physician assistants in conjunction with the health care team. Students attend rounds, grand rounds, scheduled lectures, and conferences while on the service. Students are expected to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are assigned to a clinic or private office practice in assigned medical subspecialty, and work directly with attending physicians and / or resident – P.A. staff. Students are required take a comprehensive exam in the respective discipline upon completion of the rotation. Prerequisite: PACN 670 or PACN 674. 5 credits

PACN 685 Critical Care Management  
(Only for Students enrolled in the Manhattan program)
This elective learning experience is available to students who have completed the General Surgery rotation and takes place in the Surgical Intensive Care Unit. Students are assigned to work directly with attending physicians and/or physician assistants in conjunction with the health care team in the Surgical ICU, where they develop proficiency in the management of critically-ill surgical patients. Students become familiar with the placement, maintenance, monitoring, and removal of central venous lines, Swan-Ganz catheters, chest tubes and arterial lines. Fluid and electrolyte management, the management of ventilator patients, the interpretation of arterial blood gas measurements, and the pharmacological agents utilized in the care of the critically ill, are also practiced. Students may attend rounds, grand rounds, scheduled lectures, and conferences while assigned to the Surgical Intensive Care Unit. Students are expected to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are required take a comprehensive upon completion of the rotation. Prerequisite: PACN 673. 5 credits
PACN 686 Forensic Medicine
This elective rotation provides students with a clinical experience in which there is an interface between medicine and the law, especially regarding patient deaths, some of which will fall under the jurisdiction of the Medical Examiner. This rotation provides students with the opportunity to observe and perform the tasks associated with PAs who work as Forensic (medico-legal) Investigators. Working with Forensic Pathologists, students are exposed to, and participate in, the forensic autopsy, and also spend time in the forensic serology and toxicology labs. They are introduced to forensic anthropology, forensic odontology, and forensic photography. Through this rotation, students become familiar with the modern medical examiner system, the role of the Medical Examiner, and his/her relation to the criminal justice system. Students also learn the interpersonal skills necessary in dealing with families who are coping with sudden and unexpected death, public health and safety issues, and medicolegal issues. Students attend daily case review, scheduled lectures, and conferences while on the Forensic Medicine rotation. Students may be required to write a clinical research paper on a relevant topic or case or take a comprehensive exam. 5 credits

PACN 687 Cardiology
This elective rotation is available to students who have successfully completed the required Internal Medicine or Primary Care rotation. The rotation provides students the opportunity to learn the pathology, work-up, diagnosis, and medical management of patients with cardiac diseases. Students work directly with board-certified attending physicians and physician assistants in conjunction with the health care team. Students may attend rounds, grand rounds, scheduled lectures, and conferences while on the service. Students are expected to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are required to write a clinical research paper on a relevant topic or case. Prerequisite: PACN 670 or PACN 674. 5 credits

PACN 688 Medicine Subspecialty
(Only for students enrolled in the Bay Shore/ NUMC program)
This elective rotation is available to students who have completed the required Internal Medicine or Family Medicine rotation. The medicine subspecialty rotations provide students the opportunity to concentrate on learning the work-up, diagnosis, and medical management of patients with dermatological, gastrointestinal, endocrine, or neurological diseases respectively. Students work directly with attending physicians and/or physician assistants in conjunction with the health care team. Students attend rounds, grand rounds, scheduled lectures, and conferences while on the service. Students are expected to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are assigned to a clinic or private office practice in assigned medical subspecialty, and work directly with attending physicians and / or resident – P.A. staff. Students are required take a comprehensive exam in the respective discipline upon completion of the rotation. Prerequisite: PACN 670 or PACN 674. 5 credits

PACN 689 Surgical Subspecialty
(Only for students enrolled in the Bay Shore/ NUMC program)
This elective rotation is available to students who have completed the General Surgery rotation. The surgical subspecialty rotations provide students the opportunity to concentrate on learning the work-up, diagnosis, and medical management of patients in a variety of surgical subspecialties, such as cardiothoracic surgery, plastic and reconstructive surgery, neurosurgery, and surgical intensive care unit. Students are assigned to work directly with surgeons and/or physician assistants in conjunction with the healthcare team. They have the opportunity to "scrub in" to assist in surgical cases, and develop proficiency in the surgical work-up, intra-operative intervention, and post-operative management of patients. They also follow patients in the critical care setting and on the floors. Students are required to attend rounds, grand rounds, scheduled lectures, and conferences while on the service. Students are expected to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations.

In CT surgery, students will have the opportunity to observe and scrub in to assist in cardio-thoracic surgical cases. Students will develop proficiency in the surgical workup, intra-operative intervention, and post-operative
management of cardio-thoracic patients. Students will follow patients in the critical care setting and on the floors. While in the critical care setting, students will become familiar with the placement, maintenance, monitoring, and removal of central venous lines, Swan-Ganz catheters, chest tubes, and arterial lines. Students will understand fluid and electrolyte management, and will become familiar with the management of ventilator patients and the interpretation of arterial blood gas measurements. Students will also become familiar with the pharmacological agents utilized in the care of the critically ill. Students are required to attend rounds, grand rounds, scheduled lectures, and conferences while on the Cardio-thoracic Surgery service as well as any subspecialty service that the course requires. Students will be required to take a comprehensive exam in the respective surgical subspecialty.
Prerequisite: PACN 673. 5 credits

PACN 700 Advanced Elective Rotation
This is a second elective learning experience of 4 weeks’ duration, scheduled during the last semester of the program, where the student develops a one-on-one relationship with the supervising physician. The student has the opportunity to gain a more advanced level of clinical experience in an area or specialty of future employment. Students are expected to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are required to write a clinical research paper and/or give a presentation on a relevant topic or case. Prerequisite: Any one of PACN680-PACN 690. 4 credits

PACN 701 Behavioral Health Advanced Elective
(Only for students enrolled in the Manhattan program)
This elective clinical learning experience is available to students who have elected to complete the Behavioral Health Track and who have already completed the Psychiatry core rotation and the Behavioral Health Elective rotation. This elective rotation provides students with additional in-depth clinical training in the treatment of patients with behavioral health problems. Students learn with the supervision of licensed physicians and psychiatric physician assistants as well as other mental health professionals in clinical settings such as the Comprehensive Psychiatric Emergency Program (CPEP), and Behavioral Health Primary Care Outpatient Clinics. Students continue to build on the knowledge and skills they have acquired in their Behavioral Health Elective. Prerequisite: PACN 650. 5 credits

PAMN 409 Human Anatomy
(Only for students enrolled in the Manhattan program)
An integrated lecture-laboratory course in anatomy designed to provide an understanding of the structural and functional anatomy of the human body relevant to the needs of the physician assistant. Clinical problems are used to highlight the importance of anatomy to the understanding of the clinical sciences. Sections covered include general anatomical concepts, central nervous system, upper extremities, and back, head and neck, thorax and abdomen, perineum, pelvis, and lower extremities. The laboratory component of the course entails a selection of virtual dissection demonstrations using a variety of virtual anatomy programs and Anatomage® system in an active learning environment. 4 credits

PAMN 411 Physiology
A comprehensive course that provides an understanding of physiological mechanisms by which the human body functions in health and disease. Lectures analyze the physiological basis of fluid homeostasis, the role of excitable membranes, nerve and muscle function, the central nervous system, blood and hemostasis, the cardiovascular system, respiratory function, renal control of fluid and electrolyte balance, acid-base balance, endocrine and reproductive functions. In all topics, there is integration of physiological principles, pathophysiology, and clinical medicine. 4 credits

PAMN 413 Clinical Biochemistry
(Only for students enrolled in the Manhattan program)
A course in human biochemistry with relevant clinical correlations. Includes structure and function of proteins, carbohydrates, lipids, and nucleic acids. The metabolism of carbohydrates, lipids, proteins, amino acids, and nucleotides is studied. Also explored are effects of enzyme deficiencies, biochemical and genetic mechanisms of human disease (e.g. diabetes, hemoglobinopathies, and inborn errors of metabolism), nutrition, and vitamin deficiencies. 2 credits

200
PAMN 414 Microbiology/Immunology  
(Only for students enrolled in the Manhattan program)  
Covers basic and clinical aspects of bacteriology, virology, mycology, parasitology, and immunology. Emphasis is placed on the application of microbiology concepts to clinical practice, including the systemic diseases caused by these organisms, control of microorganisms, antibiotics, the host-parasite relationship, and the establishment of disease. The immune system is discussed in detail, including topics on resistance to disease, immunity and serology, and immune disorders. 2 credits

PAMN 416 Pathology  
(Only for students enrolled in the Manhattan program)  
The course explores the causes and mechanisms of disease and the associated alterations of structure and function of tissues. General concepts of disease are covered, including degeneration and necrosis, inflammation and repair, fluid and coagulation disturbances, and general aspects of neoplasia. Disease entities in each organ system are studied with regard to causation, evaluation, and morphology of pathological changes. 3 credits

PAMN 417 Physical Diagnosis I  
(Only for students enrolled in the Manhattan program)  
The first semester of a 2-semester course consisting of lecture and laboratory. The lecture component introduces the student to the concepts and techniques of medical interviewing, obtaining an accurate history, and performing a physical examination system by system. The course covers the practical terminology utilized in recording a medical history and physical examination, and in describing clinical findings associated with common pathologies seen in each system. The laboratory portion, taught in small group settings, emphasizes the hands-on skills necessary to perfect the techniques of the physical exam. Emphasis is also placed on perfecting the written history and physical. The medical Spanish self-study portion of this course is designed to provide rudimentary knowledge of the language to aid in communication when interviewing Spanish-speaking patients. 4 credits

PAMN 418 Physical Diagnosis II  
(Only for students enrolled in the Manhattan program)  
The second semester of a 2-semester course consisting of lecture and laboratory. The lecture component continues with general aspects of a normal physical exam, teaching the student to recognize normal and abnormal findings, understand their significance, accurately describe and notate them, and formulate a differential diagnosis. The laboratory portion, taught in small groups, emphasizes the hands-on skills necessary to perfect the techniques of the physical exam, performed efficiently and sensitively, in a system-by-system approach. H&P writing skills are also emphasized. Students learn to perform a comprehensive and integrated physical exam without the benefit of teaching aids and in a timely manner. Prerequisite: PAMN 417. 2 credits

PAMN 419 Introduction to Pharmacology  
(Only for students enrolled in the Bay Shore/NUMC program)  
This introduction to pharmacology course introduces the basic principles of pharmacokinetics and pharmacodynamics, and their application to clinical medicine. It will also explore the influence and mechanisms of action of drugs upon the body. Students will begin to learn the mechanisms of action, therapeutic uses, major side effects, warnings, and precautions for drugs used to treat diseases covered in the clinical medicine courses. Clinical case studies and problem-solving sessions are introduced. This course is intended to provide a basis for the preparation of PAMN 421 - Pharmacology. 1 credit

PAMN 420 Introduction to Clinical Pharmacology  
(Only for students enrolled in the Manhattan program)  
The first course in the Pharmacology sequence that introduces the basic principles of pharmacokinetics and pharmacodynamics, and their application to clinical medicine. Also explores the influence and mechanisms of action of drugs upon the autonomic nervous system. Students begin to learn mechanisms of action, therapeutic uses, major side effects, warnings, and precautions for drugs used to treat diseases covered in the clinical medicine course(s) given during the semester. Students learn the basic principles of prescription-writing. Clinical case studies and problem-solving sessions are introduced. 2 credits
PAMN 421 Pharmacology  
(Only for students enrolled in the Bay Shore/NUMC program)  
This course is a continuation of PAMN 419, in which students learn the clinical therapeutics essential in treating clinical conditions. It will provide the student with a detailed understanding of a drug category's mechanism of action, therapeutic uses, major side effects, warnings, and precautions. Classification of drugs is covered in depth. Clinical case studies and problem-solving sessions are also utilized. Practical prescription-writing and legalities of prescription-writing as they pertain to PA's are also covered. Prerequisite: PAMN 419. 3 credits

PAMN 422 Medical Microbiology/Immunology  
(Only for students enrolled in the Bay Shore/NUMC program)  
This course covers basic and clinical aspects of bacteriology, virology, mycology, parasitology, and immunology. Emphasis is placed on the application of microbiology concepts to clinical practice, including the systemic diseases caused by these organisms, control of microorganisms, antibiotics, the host-parasite relationship, and the establishment of disease. The immune system is discussed in detail, including topics on resistance to disease, immunity and serology, and immune disorders. 3 credits

PAMN 423 Psychosocial/Cultural Aspects of Health Care and the PA Role  
Students are introduced to concepts in health psychology and behavioral medicine, which identify the psychosocial factors contributing to health and physical and emotional well-being. Defenses and adaptations are discussed as related to the types of patients the student will work with. Other psychological responses to acute and chronic illness, end-of-life issues, and the psychology of the chronically ill are discussed as they relate to the patient and the medical practitioner. An integral part of this course focuses on the theory and method of the medical interview. Students are introduced to the techniques of modeling and role-playing, and are required to participate in the roles of health care practitioner, patient, and family member. Emphasis is placed on establishing a relationship and understanding the effects of cultural diversity and personality types. Cultural competence is introduced, and the students are asked to explore their own culture as well as other cultures that they will interact with. 3 credits

PAMN 426 Diagnostic Modalities (3 modules: Laboratory Medicine, Diagnostic Modalities, ECG)  
(Only for students enrolled in the Manhattan program)  
Composed of three modules: laboratory medicine, diagnostic imaging, and ECG. Students gain competence in assessing and interpreting diagnostic tests, and learn basic clinical laboratory determinations and values and their correlation with normal and disease states. Practical sessions are given in urinalysis, hematology (CBC, hematocrit), and microbiology (Gram staining, pure culture techniques, antibiotic spectrum). Imaging modalities and their role in clinical medicine are introduced, with emphasis on conventional radiography and some discussion of ultrasound, CT, and MRI. Included are studies of the chest and abdomen, GI series, GU radiology, examination of extremities, and mammography. Basic concepts in ECG interpretation are taught, including principles of ECG tracings, rate and axis determination, and recognition of abnormal tracings. 2 credits

PAMN 427 Patho-Physiology  
(Only for students enrolled in the Bay Shore/NUMC program)  
This course explores the causes and mechanisms of disease and the associated alterations of structure and function of tissues. General concepts of disease are covered, including degeneration and necrosis, inflammation and repair, fluid and coagulation disturbances, and general aspects of neoplasia. Disease entities in each organ system are studied with regard to causation, evaluation, and morphology of pathological changes. 2 credits

PAMN 428 Clinical Procedures and Diagnostic Modalities  
(Only for students enrolled in the Bay Shore/NUMC program)  
This course will encompass laboratory medicine, diagnostic imaging, and the procedure-oriented skills that students will require on rotation. The student learns basic clinical laboratory determinations and values and their correlation with normal and disease states. The student is introduced to imaging modalities and their role in clinical medicine, with emphasis on conventional radiography, with some discussion of ultrasound, CT, and MRI.
Included are studies of the chest and abdomen, GI series, GU radiology, examination of extremities, and mammography. In the lab portion, the student learns the principles of sterile technique and universal precautions. There are also hands-on sessions in phlebotomy, starting IVs, administering injections, and placing urinary catheters and nasogastric tubes. 2 credits

**PAMN 429/429L Advanced Physical Diagnosis II Lecture/Lab**  
(Only for students enrolled in the Bay Shore/NUMC program)  
This course consists of both lecture and laboratory sessions. The lecture component is a continuation of PA Physical Diagnosis I and will continue teaching the student the concepts and techniques of medical interviewing, obtaining an accurate history, and performing a complete and thorough physical examination. The course covers the practical terminology utilized to record a medical history and physical examination. The laboratory portion emphasizes the hands-on skills necessary to perfect the techniques of the physical exam. These sessions are taught in a small-group setting by the PA faculty. Sessions focusing on the examinations of the breast, genitalia, rectum, and Pap smears are also included. During this course, the student will also be performing, under direct supervision, histories and physicals on patients in hospital settings. 2 credits of lecture, 1 credit of lab

**PAMN 430 OB/GYN**  
(Only for students enrolled in the Bay Shore/NUMC program)  
The normal anatomy and physiology of the female reproductive system is reviewed. The student is taught how to perform an obstetrical history and physical, the process and management of normal pregnancy, labor, and delivery, and their associated complications. Clinical manifestations and treatment of common gynecological problems such as venereal diseases, menstrual disorders, and neoplasms are also discussed. Patient education is stressed as a crucial part of the management plan. 2 credits

**PAMN 431/431L PA Physical Diagnosis I Lecture/Lab**  
(Only for students enrolled in the Bay Shore/NUMC program)  
This is the first part of a 2-semester course consisting of both lecture and lab. The lecture component introduces the student to the concepts and techniques of medical interviewing, obtaining an accurate history, and performing a complete and thorough physical examination. The course covers the practical terminology utilized to record a medical history and physical examination. The laboratory portion emphasized the hands-on skills necessary to perfect the techniques of the physical exam. These sessions are taught in a small-group setting by the PA faculty. Emphasis is also placed on perfecting the written history and physical/SOAP note. 3 credits of lecture/1 credit of lab, respectively

**PAMN 432 Clinical Molecular Mechanism of Disease**  
(Only for students enrolled in the Bay Shore/NUMC program)  
This is a course in human biochemistry with relevant clinical correlations. Topics will include structure and function of proteins, carbohydrates, lipids, and nucleic acids. In addition, the metabolism of carbohydrates, lipids, proteins, amino acids, and nucleotides will also be studied. It will also explore the effects of enzyme deficiencies, biochemical and genetic mechanisms of human disease (e.g. diabetes, hemoglobinopathies, and inborn errors of metabolism), nutrition, and vitamin deficiencies. This course also includes an introduction to the scientific concepts related to genetics and molecular basis of disease. 2 credits

**PAMN 434/434L Clinical Human Anatomy Lecture/Lab**  
(Only for students enrolled in the Bay Shore/NUMC program; offered at the Bay Shore campus only)  
An integrated lecture-laboratory course in gross anatomy designed to provide an understanding of the structural and functional anatomy of the human body essential to the practicing physician assistant. Clinical problems are used to highlight the importance of anatomy to the understanding of the clinical sciences. Regional sections to be covered include general anatomical concepts, central nervous system, upper extremities, back, head and neck, thorax and abdomen, perineum, pelvis, and lower extremities. The laboratory component of the course entails a combination of pro-section virtual sessions on the computer as well as demonstrations on Anatomage (3-D imaging). When appropriate, clinical problems are reviewed to highlight the importance of anatomy as it pertains to clinical practice. 3 credits of lecture, 1 credit of lab
PAMN 600 Medicine I (1 module - Pulmonary Medicine)  
(Only for students enrolled in the Manhattan program)  
The first of a series of intensive medicine courses that cover the etiology, clinical manifestations, diagnosis, treatment, and prognosis of common disease entities in various areas of medicine. This course consists of the module in pulmonary medicine. The pathophysiology of the organ system in relation to the various disease processes is integrated with the clinical presentations, historical and physical findings, and laboratory and radiographic test results. Emphasis is placed on application of new medical knowledge to clinical situations, on diagnostic problem-solving and differential diagnosis, and on issues of patient education and preventive medicine. Students refine their ability to reason independently in developing treatment and management plans for various patient presentations.  1 credit  

PAMN 601 Medicine II (2 modules: Cardiology, Hematology)  
(Only for students enrolled in the Manhattan program)  
An intensive medicine course that covers the etiology, clinical manifestations, diagnosis, treatment, and prognosis of common diseases in the modules of cardiology and hematology. The pathophysiology of the organ systems in relation to the various disease processes is integrated with the clinical presentations, historical and physical findings, and laboratory and radiographic test results. Emphasis is placed on application of new medical knowledge to clinical situations, on diagnostic problem-solving and differential diagnosis, and on issues of patient education and preventive medicine. Students refine their ability to reason independently in developing treatment and management plans for various patient presentations. Common cardiac disorders seen in primary care, such as coronary artery disease, angina, cardiac enlargement, arrhythmias, myocardial infarction, and hypertension, are considered. Clinical case scenarios and ECG interpretation are utilized to reinforce the lecture material and to develop critical thinking skills. Students learn the clinical approach to hematologic disorders, such as anemias, hemoglobinopathies, and disorders of hemostasis, and are also introduced to hematologic oncology. 3 credits  

PAMN 602 Medicine III (3 modules: Gastroenterology, Dermatology, Rheumatology)  
(Only for students enrolled in the Manhattan program)  
An intensive medicine course that covers the etiology, clinical manifestations, diagnosis, treatment, and prognosis of common diseases in the modules of gastroenterology, dermatology, and rheumatology. The pathophysiology of the organ systems in relation to the various disease processes is integrated with the clinical presentations, historical and physical findings, and laboratory and radiographic test results. Emphasis is placed on application of new medical knowledge to clinical situations, on diagnostic problem-solving and differential diagnosis, and on issues of patient education and preventive medicine. Students refine their ability to reason independently in developing treatment and management plans for various patient presentations. 3 credits  

PAMN 603 Medicine IV (2 modules – Neurology, Ophthalmology)  
(Only for students enrolled in the Manhattan program)  
An intensive medicine course that covers the etiology, clinical manifestations, diagnosis, treatment, and prognosis of common diseases in the modules of neurology and ophthalmology. The pathophysiology of the organ systems in relation to the various disease processes is integrated with the clinical presentations, historical and physical findings, and laboratory and radiographic test results. Emphasis is placed on application of new medical knowledge to clinical situations, on diagnostic problem-solving and differential diagnosis, and on issues of patient education and preventive medicine. Students refine their ability to reason independently in developing treatment and management plans for various patient presentations. 2 credits  

PAMN 604 Medicine V (3 modules: Nephrology, Endocrinology, Infectious Diseases)  
(Only for students enrolled in the Manhattan program)  
An intensive medicine course that covers the etiology, clinical manifestations, diagnosis, treatment, and prognosis of common diseases in the modules of nephrology, endocrinology, and infectious diseases. The pathophysiology of the organ systems in relation to the various disease processes is integrated with the clinical presentations, historical and physical findings, and laboratory and radiographic test results. Emphasis is placed on application of new medical knowledge to clinical situations, on diagnostic problem-solving and differential diagnosis, and on issues of patient education and preventive medicine. Students refine their ability to reason independently in developing treatment and management plans for various patient presentations. 2 credits
PAMN 605 Psychiatry and Behavioral Medicine  
(Only for students enrolled in the Manhattan program)  
Deals with psychiatric and mental health disorders frequently encountered in outpatient settings. Lectures cover basic human behavior, psychological development and personality functioning, and major mental illnesses. Topics include depression, anxiety, phobia, psychosis, neurosis, and personality disorders. Human sexuality, sexual concerns and dysfunction are also discussed, and the relationship between drugs, health, and society is examined. The course provides a basic framework for treating the common psychiatric disorders that are seen in general medical practices, and an understanding of when specialized referral is needed. Emphasis is placed on the application of new medical knowledge to clinical situations, and on diagnostic problem-solving and differential diagnosis. Students refine their ability to reason independently in developing treatment and management plans for various patient presentations. 2 credits

PAMN 606 Pharmacology I  
(Only for students enrolled in the Manhattan program)  
A continuation of PAM 419, in which students learn the clinical therapeutics essential in treating clinical conditions. Provides the student with a detailed understanding of a drug category's mechanism of action, therapeutic uses, major side effects, warnings, and precautions of the drugs used to treat diseases covered in the clinical medicine course(s) given during the semester. Classification of drugs is covered in depth. Practical prescription writing and legalities of prescription writing as they pertain to PAs are incorporated into clinical case studies and problem-solving sessions. Prerequisite: PAMN 420. 2 credits

PAMN 607 Pharmacology II  
(Only for students enrolled in the Manhattan program)  
A continuation of PAM 606, in which students learn the clinical therapeutics essential in treating clinical conditions. Provides the student with a detailed understanding of a drug category's mechanism of action, therapeutic uses, major side effects, warnings, and precautions of the drugs used to treat diseases covered in the clinical medicine course(s) during the same semester. Classification of drugs continues to be covered in depth. Practical prescription writing and legalities of prescription writing as they pertain to PAs are further incorporated into clinical case studies and problem-solving sessions. Prerequisite: PAMN 420. 2 credits

PAMN 608 Behavioral Health Advanced Seminar I  
(Only for students enrolled in the Manhattan program)  
This course is designed to focus on and expand student knowledge base, skills, theories, research models, and critical issues in Behavioral Health. Topics in the seminar focus on advanced-level knowledge and skills regarding public-sector delivery systems, financing, collaborative/integrated care, and the impact of the Affordable Care Act (ACA) and Accountable Care Organizations (ACO). The role of mental health counseling, structures and operations of professional organizations, ethical and legal considerations related to counseling, and multicultural issues in mental health are explored. Behavioral Health Advanced Seminar I provides students with the integral knowledge and skills pertaining to the diagnosis, assessment, treatment, and prevention of behavioral health related issues. This course emphasizes the role of mental health counseling within the context of the community, strategies for community needs assessment, program interventions, and management of mental health services and programs. Prerequisite: PAM 605 and Approved Application into the Behavioral Health Elective Track. 2 credits

PAMN 609 Behavioral Health Advanced Seminar II  
(Only for students enrolled in the Manhattan program)  
This course presents the BIHN-psychosocial approach to human development, and the context for thinking about disorders of emotion and behavior that appear and play a role in outcomes across medical conditions and settings. Students are exposed to basic human behavior, major mental illnesses, psychological development, personality functioning, and cultural/social factors that may influence disease processes. The seminar provides a basic framework for understanding the assessment and treatment of common psychiatric disorders seen in general medical practices, and an understanding of when specialized consultation with behavioral health specialists is needed. Emphasis is placed on the application of new medical knowledge to clinical situations, diagnostic
problem-solving, development of a clinical formulation, and differential diagnoses. Students refine their ability to reason independently in developing treatment and management plans for various patient presentations. Prerequisite: PAMN 608. 2 credits

PAMN 610 Pediatrics
Students learn the physiological and psychological fundamentals of normal growth and development as they pertain to the pediatric and adolescent patient. Topics covered include neonatology and infant nutritional requirements, preventive immunization schedules, child abuse and childhood injuries. Students are also introduced to the embryology of specific organ systems, which illustrates normal developmental anatomy and the embryological basis for congenital anomalies of the systems. Via a systems approach, students study common childhood illnesses and their signs, symptoms, and treatment. 2 credits

PAMN 611 Obstetrics/Gynecology
(Only for students enrolled in the Manhattan program)
Students are instructed in the process and management of normal pregnancy, obtaining an obstetrical history and physical, labor and delivery, and their associated complications. Clinical manifestations, pathophysiology, diagnosis and treatment of common gynecological problems such as sexually-transmitted illnesses, menstrual disorders, and neoplasms are considered. Patient education is stressed as a crucial part of the management plan. 2 credits

PAMN 619 Introduction to Surgery
(Only for students enrolled in the Bay Shore/NUMC program)
This course, together with the subsequent course in General Surgery, will provide the PA student with the academic preparation to evaluate and manage patients with surgical conditions. It will also provide students with a core understanding of mechanisms of wound healing, surgical techniques, and pre- and post-operative management of surgical problems. Additionally, illnesses that require surgical intervention, their signs and symptoms, diagnostic modalities, and outcomes are also discussed. This introduction will provide a foundation for further study in General Surgery and/or its subspecialties. 1 credit

PAMN 620 Surgery I
(Only for students enrolled in the Manhattan program)
The first in a series of courses dealing with general surgical concepts in the management of the surgical patient. Provides students with a core understanding of mechanisms of wound healing, surgical techniques, and pre- and post-operative management of surgical problems. Included are illnesses that require surgical intervention, their signs and symptoms, diagnostic modalities, and outcomes. Also covered are basic concepts in anesthesiology. 2 credits

PAMN 621 Surgery II
(Only for students enrolled in the Manhattan program)
A continuation of PAM 620 and the second in a series considering topics in surgical subspecialties, providing students with the academic preparation to evaluate and manage patients with surgical conditions in a clinical setting. Areas covered are urology, cardiovascular surgery, pediatric surgery, plastic and reconstructive surgery, hand surgery, head and neck surgery, and transplant. Included is a practical session in suturing, knot-tying, and sterile technique. Students learn about critical-care management and how to function as members of a critical-care team in the ICU, CCU, and NICU. Topics covered include basic physiologic needs of critical-care patients, gas exchange kinetics and pathophysiology, management of multi-organ failure, burn trauma, and neonatal intensive care. An essential focus of the course is the development of skills in clinical reasoning, self-directed learning, teamwork, and communication. Emphasis is placed on the application of new medical/surgical knowledge to clinical situations. Prerequisite: PAMN 620. 2 credits
PAMN 622 Surgery III (3 modules – Orthopedics, ENT, Special Topics)  
(Only for students enrolled in the Manhattan program)  
This advanced surgery course encompasses the surgical subspecialties of orthopedics, otolaryngology (ENT), and other special topics. The orthopedics section considers the diagnosis and treatment of sprains, fractures, and dislocations, preparation and application of bandages, splints, and casts. Common orthopedic problems of the hand, knee, shoulder, and back are covered. Included is a practical session in casting/splinting. The otolaryngology unit reviews the structure and function of the ears, nose, parotid glands, oral cavity, and larynx. Emphasis is placed on the recognition, diagnosis, and treatment of common ENT disorders. Normal growth patterns, abnormalities, and the special senses (hearing, taste, and smell) are presented as each unit is presented. Lectures also cover the use of such basic diagnostic modalities as audiograms, tympanograms, and direct and indirect nasopharyngoscopy. Special topics include lectures in neurosurgery, neoplasms, and degenerative spine disease. Emphasis is placed on application of new medical/surgical knowledge to clinical situations, and on diagnostic problem-solving and differential diagnosis. Students refine their ability to reason independently in assessing treatment options for various patient presentations. Prerequisite: PAMN 620. 2 credits

PAMN 623 General Surgery  
(Only for students enrolled in the Bay Shore/NUMC program)  
General Surgery is a continuation of PAM 619 and covers components in surgery, otolaryngology and orthopedics. The surgery component will provide the PA student with the academic preparation to evaluate and manage patients with surgical conditions. Surgical diseases of the esophagus, abdomen, stomach, intestines, circulatory system, and urogenital system will be covered. Critical-care management will also be discussed. Included is a practical session in suturing that is intended to give the student the basic skills needed to succeed in primary wound closure. During the otolaryngology component, the student will become acquainted with the structures, functions, and examination of the ear, nose, and throat; and diagnosis and treatment of common ENT disorders. The orthopedics component instructs the student as to the diagnosis and treatment of sprains, fractures and dislocations, preparation and application of bandages, splints and casting. Common orthopedic problems of the hand, knee, shoulder and back are covered. In addition, it will include a practical session where the student will obtain hands-on experience in casting and splinting. 3 credits

PAMN 625 Emergency Medicine I  
(Only for students enrolled in the Manhattan program)  
The first of a two-semester course sequence dealing with the management and treatment options of severely-injured and critically-ill patients. Students are taught the key points of the epidemiology, pathophysiology, clinical features, and differential diagnosis of many disease entities, as they may present in the Emergency Department. They will learn the art of drawing sufficient conclusions from insufficient resources. Topics include pulmonary and cardiac emergencies, GI emergencies, infections in the ED, renal and GU emergencies, GYN and obstetrical emergencies, psychosocial emergencies, and disaster management. 1 credit

PAMN 626 Emergency Medicine II  
(Only for students enrolled in the Manhattan program)  
This is the second of a two-semester course sequence. Students are taught the key points of the epidemiology, pathophysiology, clinical features, and differential diagnosis of many disease entities as they may present in the Emergency Department. Also includes the recognition and appropriate early intervention and management of traumatic injuries. Other topics include toxicology, dental emergencies, environmental emergencies, ENT emergencies, burns, neurological emergencies, pediatric emergencies, hematologic and oncologic emergencies, and endocrine emergencies. Prerequisite: PAMN 625. 2 credits

PAMN 630 Geriatrics  
Geriatrics is the study of normal aging, health and disease in the elderly population. The students will study long-term care and the social and societal aspects of aging in the United States. The students will be exposed to the complex issues arising in caring for the chronically-ill elderly. The course emphasizes development of communication skills to enhance the humanistic practice of geriatric medicine, and prepares the PA to provide
quality health care to elderly individuals in the community, long-term care settings, and acute-care settings. Many core geriatric problems, i.e., dementia, depression, decubitus ulcers, and incontinence are covered. Students also explore the ethical/legal issues of geriatric care. 1 credit

**PAMN 635 Clinical Procedures and Correlations**  
(Only for students enrolled in the Manhattan program)  
Enables the student to develop and perfect skills that will be required on clinical rotations. The course encompasses Clinical Experiences, Clinical Procedures, and Clinical Correlations. The Clinical Experiences component provides the students with direct patient contact wherein they can perfect their skills in history-taking, physical examination, and writing H&Ps. In the Clinical Procedures component, students learn the basic principles of sterile technique and universal precautions. There are hands-on sessions in phlebotomy, starting IVs, giving injections, placing urinary catheters and nasogastric tubes. The Clinical Correlations component allows students to fully assimilate and utilize their medical and basic sciences knowledge along with problem-oriented history and physical examination skills to analyze the types of patient health care problems that they may encounter in the clinical environment. This component utilizes the problem-based learning method as an instructional model wherein students work both in groups and individually to apply critical reasoning skills to the assessment of clinical problems and case scenarios. 2 credits

**PAMN 636 Clinical Skills/Summative Evaluation**  
(Only for students enrolled in the Bay Shore/NUMC program)  
This formal course is designed to evaluate and test the student’s ability to adequately perform a history and physical examination, develop an assessment and management plan, and critically think through a case scenario. Each student is required to demonstrate his/her ability to perform at least two problem-oriented physical examinations during the course of the clinical year. The student is also required to take and pass a comprehensive written examination (summative evaluation) at the conclusion of the clinical phase to be eligible for graduation and/or to sit for the boards. 1 credit

**PAMN 637 Clinical Skills/Summative Evaluation**  
(Only for students enrolled in the Manhattan program)  
This course is designed to prepare students for the NCCPA PANCE Board Exam and to evaluate a student’s readiness for clinical practice. This course provides students with a platform to assess content-area strengths and weaknesses, which are supplemented with content-area-specific seminars and remediation opportunities. The summative evaluation portion of the course is based upon the NCCPA Blueprint task and content areas. Students participate in content-area-specific lectures, focused content-area examinations, and a mid-term and final summative examination. The clinical-skills portion of the course assesses history-taking skills, physical-examination skills, patient-physician communication, and clinical reasoning. General principles of clinical observation, assessment, and establishment of treatment goals, report-writing, and documentation are also addressed. Graduation from the BS/MS program and board eligibility are contingent on the successful completion of this course. 1 credit
SPEECH-LANGUAGE PATHOLOGY DEPARTMENT

SPPN 610 Clinical Methods in Speech-Language Pathology
General principles of clinical observation, intervention, and formulation of measurable treatment goals, report writing, documentation, and service delivery in various facilities, including educational and medical settings, are emphasized. Professional issues and standards related to the discipline of Speech-Language Pathology, including scope of practice, ethics, and cultural and linguistic diversity are included. 3 credits

SPPN 611 Diagnosis, Measurement and Evaluation
Selecting, evaluating, administering, and interpreting norm and criterion referenced assessment instruments, techniques, strategies, and procedures to determine the presence and extent of a communication disorder across the lifespan are addressed and accompanied by hands-on experience. Emphasis is placed on understanding (1) the assessment and diagnostic process toward developing intervention plans and (2) the impact of communication disorders on children, adolescents, and adults, including IEP development, goals, progress reports, and professional interaction as part of a Committee on Special Education. 3 credits

SPPN 612 Articulation and Phonology
Typically-developing phonology and speech sound acquisition are presented in contrast to atypical development and articulation related to communication disorders and differentiated from phonology influenced by languages other than standard English. Assessment and treatment procedures for the child and adult are addressed. The impact of phonology on later reading and other classroom issues are discussed. 3 credits

SPPN 615 Neuroanatomy and Physiology of Speech (formerly Advanced Anatomy and Physiology)
Topics focus on basic neuroanatomy and neurophysiology involved in sensory, motor, and cognitive functions underlying respiration, phonation, articulation, resonance, hearing, and language. Structures and functions related to prenatal and acquired communication disorders are explored. 3 credits

SPPN 621A Seminar Clinic (Internship)
This seminar is the student’s initial clinical treatment experience within the program. Standard operating procedures of the clinical experience, including planning and providing therapy sessions, completing required reports, and maintaining records, are introduced. Students have the opportunity to apply their knowledge regarding disorders of speech, language, voice, and/or fluency to the treatment of individuals who manifest them. The students are expected to be able to identify appropriate goals, set up lesson plans that include smart goals, utilize IEPs, and write progress reports. Supervision is provided by licensed, ASHA-certified speech-language pathologists on staff. Direct treatment hours are recorded by the student and applied to ASHA clock-hour requirements with the approval of the clinical supervisor. 2 credits

SPPN 621B Seminar Diagnosis (Internship)
This seminar accompanies the student’s initial clinical assessment experience for ASHA clock-hour requirements within the program. Standard operating procedures for diagnostic evaluations are introduced. The student has the opportunity to select, administer, and adapt appropriate evaluation procedures through the application, analysis, and synthesis of psychometric principles. The student interprets and integrates all information to develop differential diagnoses, makes appropriate recommendations for intervention, and completes administrative and reporting functions necessary to support the evaluation. Supervision and advisement are provided by licensed, ASHA-certified speech-language pathologists. 2 credits

SPPN 621C Seminar Externship I
This seminar accompanies the initial externship placement. Direct service hours for ASHA clock requirements are supervised by licensed, ASHA-certified speech-language pathologists. Within the context of hands-on clinical activities at the practicum sites, the student discerns and applies evidence of the effectiveness of methods and materials selected for the evaluation and treatment of individuals with communication impairments. Students conduct treatment sessions with measurable (IEP) objectives and goals and response to intervention within a
The seminar provides students the opportunity to discuss ethical issues, share case studies, exchange protocols, and identify and solve problems that arise in the effective treatment of clients. 2 credits

**SPPN 621D Seminar in Audiology**
This seminar accompanies hands-on experience in the administration and interpretation of audiological procedures that fall within the scope of practice of speech-language pathologists. Technologies and techniques used within school settings and part of the child’s IEP are presented. Prerequisite: SPPN 640/COC 640. 1 credit

**SPPN 621E Seminar Externship II**
**SPPN 621F Seminar Externship III**
These seminars accompany the second and third (if needed) externship placements, respectively. Direct service hours for ASHA clock requirements are supervised by licensed, ASHA-certified speech-language pathologists. Within the context of hands-on clinical activities at the practicum sites, students demonstrate advanced knowledge of methods and materials selected for the evaluation and treatment of individuals with communication impairments. Students conduct treatment sessions with measurable (IEP) objectives and goals and response to intervention within a stated period of time. The seminar provides students the opportunity to participate in patient-care grand rounds, discuss alternate treatment protocols, and identify current evidence-based practices in the effective treatment of clients based on literature review. 2 credits each

**SPPN 621G Seminar Research**
This seminar provides mentoring for students during the final stages of their research requirement. Prerequisite: SPPN 627/COC 627. 1 credit

**SPPN 627 Foundations of Research**
Systematic and controlled observations of measurable behaviors pertinent to clinical, experimental, and applied research in the areas of typical and atypical human communication are the skills taught in this course and referenced in terms of the choices of data to be collected, evaluated, and interpreted. Students design and execute projects consistent with the principles of ethical research and carried out through the Institutional Review Board of the College. 3 credits

**SPPN 630 Language Disorders in Pre-School and School-Age Children**
Students are guided through an in-depth comparison of typically-developing language to disorders of language affecting listening, speaking, and emergent literacy. Students apply the principles of language assessment, and demonstrate evidence-based treatment plans designed to facilitate changes in language performance particularly in relationship to the preschool and school-age child. Response to intervention as it applies to children within the school system is included, as are classroom issues for the child with communicative impairment. Prerequisites: SPPN 610/COC 610, SPPN 611/COC 611. 3 credits

**SPPN 632 Language Disorders and Learning Disabilities**
The contributions of neuropsychology, learning theory, discourse analysis, and cognitive-perceptual development to the investigation of language ability/disability and learning disabilities are explored. Intervention strategies for those with spoken and print language disorders, pertinent to the speech-language pathologist’s role in supporting language learning and learning language to acquire academic knowledge, are presented. Prerequisites: SPPN 610/COC 610, SPPN 611/COC 611, SPPN 615/COC 615, SPPN 630/COC 630. 3 credits

**SPPN 633 Autism Spectrum Disorders**
The array of definitions, etiologies, assessment, and treatment protocols pertinent to the study of Autism and Autism Spectrum Disorders are presented. Emphasis is placed on the evidence supporting better outcomes for early-in-life diagnoses and treatment in the home and school settings. Consideration is also given to assessment and treatment within different milieus across the lifespan. Prerequisites: SPPN 610/COC 610, SPPN 611/COC 611, SPPN 630/COC 630. 3 credits
SPPN 637 Disorders of Fluency
This course provides students with knowledge of the nature of stuttering and other fluency disorders, including etiology, characteristics of the disorder, the neurophysiological basis of fluency disorders, developmental features of fluency disorders across the lifespan, psychological correlates of fluency disorders, linguistic factors relating to fluency disorders, multicultural and social considerations in the management of fluency disorders, counseling parents/caregivers of children who stutter as well as teenagers and adults who stutter. Students learn about a variety of assessment and treatment approaches for clients of all ages, including those who manifest concomitant speech and/or language disorders. The students will appreciate their clients’ perspective as it relates to negative attitudes, stigma and stereotyping by the professionals and public alike.
Prerequisites: SPPN 610/COC 610, SPPN 611/COC 611. 3 credits

SPPN 640 Advanced Audiology
The relationship of hearing loss to speech and language development and classroom performance are delineated in conjunction with a review of the test batteries that provide evidence of auditory impairment.
Prerequisite: SPPN 615/COC 615. 3 credits

SPPN 645 Aphasia
Assessment and rehabilitation protocols used with individuals who have acquired language disorders are the focus of this course. Evaluation and treatment are discussed within the context of the sites of central nervous system lesions that are correlated with the observed communication deficits.
Prerequisites: SPPN 610/COC 610, SPPN 611/COC 611, SPPN 615/COC 615. 3 credits

SPPN 650 Voice Disorders
This course addresses assessment and treatment protocols used in the speech-language pathologist’s scope of practice as they relate to a variety of etiologies of medically-diagnosed voice disorders. Instrumental and non-instrumental assessment and treatment of the parameters of respiration, phonation, and resonance are included. Vocal hygiene techniques in the home and school settings are noted with regard to school-age children.
Prerequisites: SPPN 610/COC 610, SPPN 611/COC 611, SPPN 615/COC 615. 3 credits

SPPN 651 Dysphagia
The mechanics of normal deglutition and the etiology, diagnosis, assessment and (re)habilitation of common disorders of swallowing across the lifespan are the foci of this course. Instrumentation for the assessment and rehabilitation of swallowing is also included.
Prerequisites: SPPN 610/COC 610, SPPN 611/COC 611, SPPN 615/COC 615. 3 credits

SPPN 710 Speech of the Hearing-Impaired
Prevention of the potential and deleterious effect of hearing impairment on auditory/oral communication is the focus of this elective course. Assessment and intervention issues are explored as they impact the individual over the lifespan. Techniques, personnel, and technologies to assist the individual to communicate in the home, school, and workplace are addressed. The role of cochlear implants in providing individuals, particularly children, with access to acoustic signals, and the family-centered focus of early intervention, are emphasized.
Prerequisites: SPPN 610/COC 610, SPPN 611/COC 611, SPPN 612/COC 612, SPPN 640/COC 640. 3 credits

SPPN 712 Neurogenic and Motor Speech Disorders
Motor speech impairments related to central and peripheral neural lesions along with the assessment and treatment of concomitant speech and language disorders are the topics of this elective course.
Prerequisites: SPPN 610/COC 610, SPPN 611/COC 611, SPPN 615/COC 615. 3 credits

SPPN 715 Cleft Palate and Craniofacial Anomalies
This elective course includes the nature, etiology, basic embryology, assessment, and management of potential communication and resonance disorders experienced by person with craniofacial anomalies across the lifespan. Specific genetic disorders and their social and psychological implications for the school-age child are discussed.
Prerequisites: SPPN 610/COC 610, SPPN 611/COC 611, SPPN 615/COC 615. 3 credits
SPPN 725 Cerebral Palsy
The etiology and classification of perinatal cerebral anomalies are reviewed. The evaluation and treatment of speech, language, and hearing problems are the emphasized topics of this elective course. Concomitant neuromuscular deficits that may require classroom modification, augmentative and alternative approaches to communication are referenced.
Prerequisites: SPPN 610/COC 610, SPPN 611/COC 611, SPPN 612/COC 612, SPPN 615/COC 615, SPPN 630/COC 630. 3 credits

SPPN 728 Seminar on Topics in Language Disorders: Memory and Cognition as Factors in Language Acquisition (Psycholinguistics)
This elective focuses on the psychological process (attention, memory, metacognition, executive functioning) involved in language, developing a comprehensive understanding of perception, production, acquisition, and representation of language. It also addresses the application of psycholinguistic knowledge to the field of speech-language pathology. Current questions and debates in the field of psycholinguistics and related fields are discussed. Prerequisites: SPPN 610/COC 610, SPPN 611/COC 611, SPPN 612/COC 612, SPPN 615/COC 615, SPPN 630/COC 630. 3 credits

SPPN 728B Seminar on Topics in Language Disorders: Geriatrics (Normal and Abnormal Aging)
The typical effects of aging are compared with the manifestations of atypical aging on communication, cognition, and memory are topics presented in this elective course, along with strategies that the speech-language pathologist can employ to help the client compensate for, or ameliorate, negative manifestations. Prerequisites: SPPN 610/COC 610, SPPN 611/COC 611, SPPN 612/COC 612, SPPN 615/COC 615, SPPN 630/COC 630. 3 credits

SPPN 728C Seminar on Topics in Language Disorders: Multicultural & Bilingual Populations
Topics in this elective include norm- and criterion-referenced tools for assessing and differentiating between language impairment and language difference, particularly in pre-school and school-aged children. Methods and materials for intervention for individuals who are bilingual or have limited English proficiency are included, as are bilingual language development, teaching literacy, family/caregiver education, and cultural sensitivity in relation to one’s native language/culture. Foundations, history and practice of bilingualism, including legislation and educational program models, are addressed. Prerequisites: SPPN 610/COC 610, SPPN 611/COC 611, SPPN 612/COC 612, SPPN 630/COC 630. 3 credits

SPPN 729 Language Intervention Across the Lifespan
This elective, seminar-style course provides emerging trends in the assessment and treatment of language disorders as evidenced in research focusing on models of disordered language, including clinician-directed, child-centered, and collaborative approaches.
Prerequisites: SPPN 610/COC 610, SPPN 611/COC 611, SPPN 612/COC 612, SPPN 630/COC 630. 3 credits

SPPN 730 The Speech-Language Pathologist in the Public School
This elective provides an overview of practicing speech-language pathology within the context of public education. Among the highlights are the legislative foundations of special education and eligibility for related service, the development of the IEP, service delivery options, and response to intervention. Prerequisites: SPPN 610/COC 610, SPPN 611/COC 611, SPPN 612/COC 612, SPPN 630/COC 630, SPPN 640/COC 640. 3 credits

SPPN 731 Cluttering
This course introduces students to the theoretical and clinical competencies necessary to address the needs of individuals with cluttering. Major theories about the neural and linguistic bases of cluttering, and the symptoms, definitions, and prevalence of cluttering are presented. Differentiating cluttering from other disorders, such as stuttering, language, learning and articulatory disorders, autism, apraxia, ADHD, and cognitive disorders, is highlighted. The theoretical foundation is supplemented with an analysis of an evidence-based diagnosis and treatment of the multifaceted symptoms of cluttering, in both clinical and educational settings. 3 credits
SPPN 732 Augmentative and Alternative Communication Devices
The basis of AAC operation is the focus of this elective and includes the types of devices, their setup, programming, and demonstration. Methods of evaluating the suitability of AAC devices for individuals with disabilities within school and work settings are noted, along with switch technology, positioning, and different modalities. Field trips to Assistive Technology Centers are included.
Prerequisites: SPPN 610/COC 610, SPPN 611/COC 611, SPPN 612/COC 612, SPPN 630/COC 630. 3 credits

SPPN 733 Early Intervention
The etiology and assessment of communication and feeding disorders of the infant and toddler are explored in this elective course. Language development and language/feeding intervention techniques consistent with a family-centered plan of care and transition to the committee for pre-school educational services are examined.
Prerequisites: SPPN 610/COC 610, SPPN 611/COC 611, SPPN 612/COC 612, SPPN 630/COC 630. 3 credits

The following courses can be offered upon request:

SPPN 720 Rehabilitation of the Laryngectomee (upon request)
Compensatory methods by which the alaryngeal patient can produce a sound source with the remaining anatomy or with mechanical means subsequent to surgery are the topics covered in this elective course.
Prerequisites: SPPN 610/COC 610, SPPN 611/COC 611, SPPN 612/COC 612, SPPN 615/COC 615, SPPN 650/COC 650, SPPN 651/COC 651. 3 credits

SPPN 728D Language and Literacy: Reading and Writing Assessment and Intervention
This elective course presents an overview of the development of linguistic sub-skills, and the motor and visual-spatial processes involved in reading and writing, along with frequently-encountered anomalies in this process that challenge the individual's ability to advance academically. Prerequisites: SPPN 610/COC 610, SPPN 611/COC 611, SPPN 612/COC 612, SPPN 615/COC 615, SPPN 630/COC 630. 3 credits
UNDERGRADUATE STUDIES DEPARTMENT

BEHN 101 Principles of Macroeconomics
Theoretical models of the economy as a whole show what determines the level of national output, employment, and prices, and how these might be stabilized by the proper fiscal and monetary policies. The course also looks at the mechanisms by which our money supply changes, and considers the benefits and problems associated with international trade. Topics covered include the measurement of GNP, inflation and unemployment; Keynesian and classical theories of output and price determination; expenditures and money multipliers; the Federal Reserve System; the federal budget and the national debt; and the balance of payments. 3 credits

BIHN 101-102 Principles of Biology I & II
An introductory two-course sequence that presents the basic principles and processes of biological science. Principles of Biology I includes the structure and function of the cell, cellular metabolism, cell reproduction, plant physiology, genetics and molecular biology. Principles of Biology II includes viral genetics, endocrinology, immunology, animal development, and the circulatory, respiratory, digestive, excretory, reproductive and nervous systems. Laboratory exercises include microscopy, cellular reproduction, enzyme activity, DNA analysis, transformation, comparative studies of animal and plant cells, and vertebrates. 4 credits each

BIHN 202 Developmental Biology (Upon Request)
Basic principles of animal development, based primarily on development of the vertebrate body. Includes descriptive and experimental studies, readings and reports of classical experiments. (Lecture and laboratory course.) Prerequisites: BIHN 101-102. 4 credits.

BIHN 211 Genetics
Basic laws of heredity and their physical basis (classical genetics); structure and function of the gene (molecular genetics); and population genetics with some attention to human genetic abnormalities. The laboratory work familiarizes the student with basic techniques in genetic research including making crosses, analysis of data, recombinant DNA technology and problem-solving. (Lecture and laboratory course). Prerequisites: BIHN 101-102. 4 credits

BIHN 222-223 Anatomy and Physiology I & II
A two-course sequence which studies the structure and function of cells, tissues, organs and systems of the body. Emphasis is on the structural basis for function, and the coordinated functioning of all the organ systems for maintaining homeostasis. Recommended for students pursuing careers in allied health fields. (Lecture and laboratory course). Prerequisites: BIHN 101-102. 4 credits each

BIHN 250 Pharmacology (Upon Request)
This course is designed to introduce students to the structure and function of various classes of drugs. Included in the course are signal transduction pathways and ligand receptor interactions. Prerequisites: BIHN 102 and CHHN 102. 3 credits

BIHN 302 Immunology
The nature of the immune system and different aspects of natural defense systems are classified. Structural analogies between hematopoietic and lymphopoietic tissues are defined. The interrelationships between humoral, cell-mediated, and complement-mediated immunity are covered in-depth with particular attention to the regulation of the immune response by cell-cell interactions. The mechanisms, mediation, and control of allergic reactions by immunomodulatory agents is discussed. Current concepts of autoimmunity are covered and the mechanisms and consequences of immunodeficiency and immunoproliferative disorders are discussed as well. Prerequisites: BIHN 101-102. 3 credits
BIHN 304 Endocrinology
This course is designed to study the interactive physiology of mammals, with emphasis on the human organism, as regulated by the endocrine system. It will cover the following areas: (1) cellular endocrinology, including hormone-receptor interactions, second messenger systems, and hormone synthesis; (2) systemic endocrinology, including regulation of body metabolism and homeostasis, and reproductive endocrinology; (3) new trends in molecular endocrinology; (4) disease states due to endocrine malfunction. Prerequisites: BIHN 101-102. 3 credits

BIHN311 Human Genetics
Basic principles of human genetics, stressing human chromosome groups, clinical genetics, biochemical genetics, pharmacogenetics, somatic cell genetics, immunogenetics, and population genetics. The laboratory experiments include techniques used in both clinical and research genetics. Prerequisites: BIHN 101-102. 3 credits

BIHN 313 Topics in Biochemistry
A study of the chemistry of biomolecules, metabolic pathways and mechanisms of control that contribute to homeostasis and survival at the cellular, tissue, organ, organ system and whole-body levels. Although structured as a one semester course, all aspects of a two-semester lecture course in biochemistry are covered in detail. These topics include a description of the classes of biomolecules, functions of enzymes, major metabolic pathways, respiration and photosynthesis, and important aspects of molecular biology. This course counts as an elective towards a major in biology. It also fulfills the new American Chemical Society Committee on Professional Training Guidelines. Prerequisites: BIHN 102, CHHN 102. 3 credits

BIHN 318 Cellular and Molecular Biology
The main focus of this course is regulation of gene expression. It integrates advanced biotechnology, cell biology and genetics. The laboratory consists of experiments designed to support concepts presented in lecture. Prerequisites: BIHN 101-102. 4 credits

BIHN 321 Parasitology
This course is an introduction to the biochemistry, physiology, life cycles, classification, anatomy and ecology of parasites. Prerequisites: BIHN101-102. 4 credits

BIHN 322 Seminar in Selected Topics in Cell Biology (upon request)
Recent advances in cell and molecular biology and in mechanisms of differentiation of tissues are dealt with utilizing lectures, discussion, and student reports. Topics covered vary each year depending on recent significant advances and on student interest. Prerequisites: BIHN 101-102 and CHHN 201-202. 2 credits

BIHN 349 Nutrition
Nutritional science integrates many disciplines including, but not limited to, food science, anatomy and physiology, medicine, biochemistry, and psychology. An intensive study of functions, digestion/absorption, interrelationships, and cellular metabolism of the six classes of nutrients (carbohydrates, proteins, fats, vitamins, minerals, and water) will be presented. Nutritional requirements throughout the life cycle, meal planning essentials, and evaluation of diets for adequacy will be addressed. Acute and chronic diseases, having poor nutrition as a major risk factor for their development, will be discussed. Nutritional self-assessment will be incorporated through anthropometric studies and dietary analysis. Prerequisites: BIHN 101-102; CHHN 101-102. Recommended prerequisites: BIHN 222-223. 3 credits.

BIHN 355 Pathophysiology
Emphasis is placed on the relationship of usual health patterns of major body systems to changes that occur during the illness experience. Major pathophysiologic concepts are explored using a body systems approach. Theories relating etiology, pathogenesis, and clinical manifestations are used to study common disease processes. Concepts from anatomy and physiology provide the foundation for exploring human dysfunction. Prerequisites: BIHN 222-223. 3 credits
BIHN 481-482 Independent Study
Credits by arrangement.

BIHN 493 Research Topics in Biology
Prerequisite: Senior status. 3 credits

BIHN 494 Senior Honors Project in Biology (upon request)
Prerequisites: BIHN 493 and departmental permission. 3 credits

BUHN 100 Introduction to American Business
A survey of American business. The student is given an overview of business formations, management origins, and
the functional relationships of marketing, finance, personnel, systems analysis and production of the organization
and its environment. 3 credits

BUHN 101 Principles of Management
An introduction to the basic theory and practice of management. Examination of the managerial functions of
planning, organizing, staffing, directing and controlling, and analysis of environmental influences on decision-
making. Students will use micro-computer programs for business applications. Prerequisite BEHN 101. 3 credits

CHHN 101-102 Principles of Inorganic Chemistry I & II
Topics covered include nomenclature, stoichiometric relationships, atomic structure, bonding and states of
matter. In addition, topics treated include chemical equilibria, free energy and entropy, acid-base reactions,
oxidation reduction, electro-chemistry, complex ions, reaction rates, radioactivity, and elementary concepts of
organic chemistry. Laboratory work entails experiments illustrating the principles taught in lecture and qualitative
analysis. Prerequisite for CHHN 102: MAHN 120. 4 credits each

CHHN 201-202 Principles of Organic Chemistry I and II
Subjects covered include reactions, synthetic procedures, and methods for differentiation and identification.
Mechanisms of reactions, stereochemistry, and spectroscopy are emphasized. Details of the characteristics of
aliphatic and aromatic compounds with different functional groups are stressed. Laboratory work with the
methodology involved in synthetic and analytic procedures. (Lecture and laboratory course).

ENHN 100 Introduction to English Composition
Intensive practice in the composition of three paragraph essays, with special emphasis on writing in response to
selected readings. (Placement by departmental examination) 3 credits

ENHN 101-102 English Composition I & II
Extensive practice in the composition of clear, concise, and grammatically correct sentences and paragraphs with
special emphasis on the five-paragraph essay and the research paper (admission by assignment following
placement test.) 3 credits each

ENHN 220-221 Survey of Modern Literature I & II
A two-course survey of modern literature from the classical through the modern eras. LLE 220 readings include:
Sophocles, Beowulf, The Song of Roland, Chaucer, Shakespeare, Cervantes, and Moliere. LLE 221 readings include:
Prerequisite: ENHN 102 or exemption. 3 credits each

ENHN 371 American Literature Before 1900
Representative works from the colonial period to the end of the 19th century, with concentration on such later
writers as Poe, Melville, Hawthorne, and Twain. Prerequisites: permission of the instructor. 3 credits
ENHN 372 The Modern American Novel
Major twentieth-century novelists, with emphasis on James, Dreiser, Hemingway, Fitzgerald and Faulkner. Prerequisite: Permission of the instructor. 3 credits

HIAN 200 Medical Terminology
A study of the technical language of medicine through word construction utilizing roots, prefixes, suffixes and combining forms. This course includes accepted usage of anatomical, physiological, disease, therapeutic and procedural terms related to the delivery of health care. 3 credits

HIHN 141-142 The Emergence of the United States I & II
The interplay of the political and social forces in America from the Colonial Period to the 1990’s with special attention given to the rise of political parties, the development of sectionalism, the causes and results of the Civil War, industrial growth, Progressivism, the New Deal, and the Cold War. HIS 141 concludes with the end of Reconstruction (1877). 3 credits each

HIHN 202 Civilizations of the Ancient World
The history and philosophy of the ancient world from the beginning of recorded time through the rise of Christianity. The civilizations of Mesopotamia, Egypt, Greece, and Rome are investigated. 3 credits

HIHN 203 The Immigrant Experience in America
This course examines the unique immigrant experience of various ethnic groups. Students learn about conditions in foreign countries that gave impetus to emigration, difficulties in adjustment and acculturation, specific areas of achievement, attempts to preserve ethnic identity within the American mainstream, and contemporary issues and problems. 3 credits

HIHN 220-221 Survey of Modern History I & II
A two-course survey of modern European and world history. HIS 220 covers the Renaissance through Reformation and Scientific Revolution until the downfall of Napoleon. HIS 221 begins with political and intellectual currents in the nineteenth century, focuses on the two world wars, and concludes with the contemporary world scene. 3 credits each

HIHN 262 The Holocaust
The role of Nazism in the destruction of European Jewry, 1933 - 1945, is studied, with special attention given to the reactions of world Jewry and foreign governments to the catastrophe. Ghetto and concentration camp existence, as well as, Jewish resistance movements are also analyzed. Prerequisites: HIS 156 or permission of the instructor. 3 credits

HIHN 450 American Cultural History
The evolution and development of American culture from colonial times to the present. Topics include Puritanism and its effect on American life and literature, the American Revolution and the spirit of individualism in American life, the Civil War, African-American literature, theater, film, music and art. 3 credits

HSUN 101 The U.S. Health Care System
This course introduces students to the many facets of the U.S. health care system, including how it is financed, managed and delivered. There will be a strong emphasis on class discussion, using students’ personal experiences as a vehicle for exploring the details, the issues and the controversies. At the end of the class, students will gain skills in critical reading and thinking about the health care system. 3 credits

HSUN 201 Introduction to Health Service Facilities
This course will provide an overview of health care facilities in the United States. Students will examine the roles and responsibilities of the personnel that work in those institutions, and how they are organized to make decisions, ensure quality and solve problems.
Students will visit different health care facilities and observe personnel at work. Classes will be interactive, with student participation driving much of the discussion. Classes will also focus on the exploration of case studies. Prerequisite: HSB 101. 3 credits

**HSUN 211 Human Resources I**
This is an introduction to the study of the Human Resource Department and its function in various health care facilities. Personnel and their essential functions in each type of facility will be presented. Regulatory agency requirements and compliance issues also will be covered. Prerequisite: HSUN 101. 3 credits

**HSUN 212 Human Resources II**
Continuation of HSB 211, with a more in-depth look at specific Human Resource positions in various facilities as well as communication and motivational techniques used in organizational settings. Prerequisite: HSUN 211. 3 credits

**HSUN 251 Patient Services I**
An overview of patient services provided by various facilities will be given. Roles of personnel involved with each service will be reviewed along with the function, purpose and outcome of each service. Access issues regarding each service will be covered. Prerequisite: HSUN 101. 3 credits

**HSUN 252 Patient Services II**
This course describes what the patient and family need to know in order to negotiate the current health care delivery system. Available services as well as rights and process of care will be discussed. Prerequisite: HSUN 251. 3 credits

**HSUN 260 Research Methods**
Students will gain knowledge and skill in research methodology, experimental design, statistical analysis, and critical evaluation of health science literature. Students will develop the skills to formulate research questions, evaluate research protocols, hypotheses, study designs, and discuss their comparative strengths and limitations. Students will gain the knowledge and skills to effectively use and analyze BIHN-statistics in different research design and data analysis, to conduct computerized searches, and to understand, review and critically analyze professional journal articles. Topics include choosing correct statistical methods and study designs in research and practice, descriptive statistics, probability and probability distributions, estimation and hypothesis testing. Ethical issues in research will be discussed, including informed consent and the function of an Institutional Review Board (IRB). Prerequisite: HSUN 101. 3 credits

**HSUN 301 Finance and Marketing in Health Care**
This course presents the fundamentals of accounting according to generally accepted accounting principles (GAAP). The coursework will be concrete, with extensive use of workbooks and specific case studies and problems as related to the health care industry. Prerequisite: HSUN 101. 3 credits

**HSUN 302 Advanced Finance in Health Care**
This course briefly reviews HSB 301 and then delves into the specific financial workings of health care facilities and the interpretation of financial reports for further planning and budgeting. A link will be made with data processing and health information management. Financial reports of real institutions will be used whenever practical. Prerequisite: HSUN 301. 3 credits

**HSUN 310 Staffing of Personnel and Scheduling**
An overview of various health care facilities and their personnel and scheduling requirements. The reasoning for the personnel requirements for the various facilities is reviewed. Comparisons of the needs of the different facilities will be discussed. Software packages for personnel scheduling will be studied. Prerequisites: HSUN 101, HSUN 211. 3 credits
HSUN 312 Governmental Regulations
Presentation of all regulatory agencies governing health care facilities will be given. Structure, power and jurisdiction will be emphasized. Agendas of each agency will be reviewed and compared. History and changes in health care regulation will be discussed. Prerequisite: HSUN 101. 3 credits

HSUN 320 Medicare and Medicaid
Guidelines for Medicare and Medicaid will be studied in detail. Differences and similarities will be discussed. Eligibility, financial rewards, hardships and compliance are issues that will be presented, in addition to descriptions of services that are covered. Prerequisite: HSUN 101. 3 credits

HSUN 322 Case Management and Insurance
This course covers the definitions and functions of case management, its relationship to the insurance companies, the patient, physicians and facilities. It will also discuss the effects of case management on the quality and quantity of health care in the United States. Prerequisite: HSUN 320. 3 credits

HSUN 341 Health Information Systems I
An overview of data processing is presented. This course emphasizes hardware systems but also considers some general software programs. General computer terms and functions will be explained. Students will acquire hands-on experience in computer operation. Mainframe and desktop exposure will be included. Networks will be reviewed. Systems of health information management will be discussed in terms of data acquisition, storage and retrieval. Internet access will be reviewed. Prerequisites: HSUN 101, MCHN 140. 3 credits

HSUN 342 Health Information Systems II
This course reviews HSB 341 and presents the data processing needs of health care facilities. It will also discuss those software programs currently on the market that are specifically designed for health care facilities. Each program will be reviewed and compared to the needs of various health care facilities. Prerequisite: HSUN 341. 3 credits

HSUN 347 Legal Issues in Health Care
This is a law survey course. From health care insurance and patient rights, to public health preparedness and workplace safety, students will explore the institutions, mechanisms and controversies that comprise the legal aspects of the U.S. health care system. Prerequisite: HSUN 101. 3 credits

MAHN 001 Developmental Math
Review of basic arithmetic skills. Topics include whole numbers, order of operations, rounding and factoring, fractions, mixed numbers and decimals. Also a review of basic algebraic skills. Topics include substitution and evaluation, linear equations, ratios and proportions, percentages, word problems and signed numbers. Required of all students who do not pass the placement test or have appropriate transfer credit for mathematics. May be repeated. Prerequisite: placement by examination. 0 credits

MAHN 111 College Mathematics
An introductory course in mathematical skills and techniques necessary for further collegiate study. This course addresses fundamental principles of algebraic calculations such as operations with signed numbers, exponents, negative exponents and operations with fractions, verbal problems and solution of equations, graphical methods and systems of linear equations. Prerequisite: Placement by departmental examination. 3 credits

MAHN 120 Pre-Calculus
Functions, solution of equations and systems of equations, the trigonometric functions and their graphs, addition theorems and identities, logarithmic and exponential functions, and elementary analytic geometry. Prerequisite: MAHN 111 or exemption. 3 credits
MAHN 121-122 Calculus I, II
Continuity, limits, differentiation and integration of polynomial, exponential and trigonometric functions are discussed. Applications are made in fields of geometry, physics and other areas. Prerequisite: MAHN 120. 4 credits each

MAHN 261 Statistics for Social Science Majors
Basic concepts in descriptive and inferential statistics including measurement scales, frequency distributions, measures of central tendency and distribution, correlation coefficients, linear regression, probability theory, binomial distribution, and parametric and non-parametric tests of significant differences and other topics. Prerequisite: MAHN 111 or examination. 3 credits

MCHN 140 Computer Concepts with Microcomputer Applications
This course introduces students to basic computer topics and terminology. Computer hardware and software are discussed along with personal computer (PC) applications. Office applications are taught as well. Students will complete this course with a solid understanding of computers, how to use computers, and how to access information on the World Wide Web. This course is not a required course or approved elective for a Computer Science or MIS degree. 3 credits

PHHN 101 Introduction to Philosophy
Classical and contemporary writings in such areas as ethics, epistemology, metaphysics, political and social philosophy, philosophy of science, and aesthetics. Emphasis on techniques of critical analysis. 3 credits

PHHN 233 Biomedical Ethics
An examination of ethical issues that arise in the context of medicine. The relevance of ethical theory to such issues as abortion, euthanasia, the allocation of medical resources and research on patients is discussed. 3 credits

PSHN 101 American Politics
This course studies (i) the current state of American politics, including the leading issues of the day, (ii) the historical and constitutional foundations of the national government, and (iii) the major institutions of the federal government, including Congress, the presidency and the judiciary. In-depth analysis of the Congress probes policymaking and organization of Congress and it evaluates the performance and functioning of Congress as a representative institution. Additional segments of the course deal with public opinion, the media and the American political economy. 3 credits

PSHN 103 International Relations
How nations and transnational actors interact in the international arena and why they behave the way they do with reference to power, balance of power, deterrence, imperialism, diplomacy and negotiations, international law, international organization, collective security, war and the interrelationship between international economic issues and international politics. 3 credits

PSHN 201 Introduction to Political Theory
A survey of political theory from Aristotle to the present. The development of political ideas and the writings of major political theorists in their historical and institutional contexts. 3 credits

PSHN 101 Introduction to Psychology
Psychology as a biological, behavioral, and social science. Topics include: critical and scientific analysis of human behavior, fundamentals of psychological research, biological bases of behavior, states of consciousness, learning, thought, memory and intelligence, social behavior and personality, mental health and adjustment, diagnosis and treatment of abnormal behavior. 3 credits
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Description</th>
<th>Prerequisites</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSHN 102</td>
<td>Social Psychology</td>
<td>Social influences on values, attitudes, and behavior. Determinants of social perceptions and cognition. Bases for friendship, love, prejudice and anti-social behavior. Group dynamics involved in conformity, conflict and cooperation. Prerequisite or co-requisite: PSHN 101. 3 credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSHN 201</td>
<td>Developmental Psychology</td>
<td>Stages of life: infancy, childhood, adolescence, adulthood and old age, mental, emotional and personality changes during development, and the physiological hurdles overcome. Prerequisite: PSHN 101. 3 credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSHN 205</td>
<td>The Psychology of Motivation</td>
<td>Motivation for human behavior from the basic psychological drives to higher drives such as achievement, self-fulfillment and altruism. Emphasis on contemporary research as well as classical theories. Prerequisite: PSHN 101. 3 credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSHN 210</td>
<td>Learning</td>
<td>Models of animal and human learning including classical and operant conditioning, as well as contemporary theories drawn from information processing and cognitive science. Applications to education, social and clinical psychology. Prerequisite: PSHN 101. 3 credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSHN 221</td>
<td>Industrial Psychology</td>
<td>Psychological techniques for selecting and training employees, enhancing morale of workers and improving their relationship with management. Psychology of marketing and advertising. Prerequisite: PSHN 101. 3 credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSHN 225</td>
<td>Psychology of Aging</td>
<td>Physical, cognitive, sensory and personality changes that occur due to aging. Topics include theoretical perspectives, lifestyle changes, family relationships, age-related diseases, health care, as well as death and dying. Prerequisite: PSHN 101. 3 credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSHN 231</td>
<td>Psychological Testing</td>
<td>Theoretical and statistical foundations of psychological testing. Measurement of intelligence, aptitudes, academic skills, personality, and behavior. Includes formal and informal tests and rating scales. Prerequisite: PSHN 101. 3 credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSHN 301</td>
<td>Experimental Psychology</td>
<td>Methodological and experimental approaches to human behavior focusing on sensation, perception, learning and memory. Experiments conducted in class, results analyzed, and scientific reports written. Students also design and write a proposal for an experimental project. Prerequisites: PSHN 101 and MAHN 261. 3 credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSHN 301L</td>
<td>Experimental Psychology Lab</td>
<td>1 credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSHN 302</td>
<td>Advanced Experimental Psychology</td>
<td>More advanced research design and experimental approaches to human behavior including learning, perception, and problem solving. Scientific reports including possible honors thesis proposal prepared by students. Prerequisite: PSHN 301. 3 credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSHN 310</td>
<td>Personality</td>
<td>Description and assessment of personality. Classical approaches of psychoanalysis tract theory, humanism, behaviorism and cognitive theorists as well as contemporary research and practical applications. Prerequisite: PSHN 101. 3 credits</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PSHN 311 Psycholinguistics
Psychology of language and the higher mental processes. Modern conceptions of syntactic, semantic, and lexical structure of language. Prerequisite: PSHN 101. 3 credits

PSHN 312 Cognition and Memory
Overview of approaches to thinking, reasoning, problem solving, and decision making. Memory theories and process and neurological underpinnings. Interplay of memory and cognition. Prerequisite: PSHN 101. 3 credits

PSHN 313 Language/Speech Development
This course examines acquisition of communicative behavior in normal children during the first decade of life; development of syntax, semantics, pragmatics, cognition; clinical laboratory experience with young children. Prerequisite: PSHN 101. 3 credits

PSHN 325 Drugs and Behavior
Behavioral effects of biochemical mechanisms of psychoactive drugs, including prescription, recreational, and illegal drugs. Topics include psychopharmacological treatment of abnormal behaviors and moods, addiction and tolerance, and the treatment of addictions. Prerequisite: PSHN 101. 3 credits

PSHN 332 History and Systems of Psychology
The origin of modern psychology within philosophy during the 19th century. Founding and growth of experimental psychology in Germany and its spread to the United States. Developments in psychoanalysis, Gestalt psychology, humanistic psychology, behaviorism, and new trends. Prerequisite: PSHN 101. 3 credits

PSHN 335 Abnormal Psychology
Description and diagnosis of abnormal behavior. Causes, symptoms and treatments of mental illness. Basic principles of psychotherapy. Prerequisite: PSHN 101. 3 credits

PSHN 340 Introduction to Counseling and Therapy
Theories and techniques of counseling. Course includes practice in interviewing and development of basic skills necessary for successful treatment. Prerequisites: PSHN 101, PSHN 335. Strongly recommended: PSHN 310. 3 credits

PSHN 345 Psychology of Health and Illness
This course will examine psychological influences on how people stay healthy, why they become ill, and how they respond when they are ill. Topics include the mind-body relationship, stress and stress management, chronic pain, headaches, biofeedback and the patient in various treatment settings. The course also examines changes in lifestyle and psychological issues faced by individuals dealing with stroke, arthritis, diabetes, heart disease, cancer and AIDS. Prerequisite: PSHN 101. 3 credits

PSHN 351 Biological Psychology
The biological bases of behavior and methods of study. Topics include: anatomy and physiology of the nervous system and sense organs, drugs and behavior, sleep and dreaming, eating and drinking, memory and language, brain disorders and abnormal behavior. Prerequisite: BIHN 101 or PSHN 101. 3 credits

PSHN 401 Psychology of the Exceptional Child
Special problems of children who differ markedly from the average: mentally retarded, brain damaged, psychologically disturbed, sociopathic, physically handicapped, culturally deprived, and gifted children. Genetics, neurophysiological, and sociological aspects as well as causes, assessment, and remediation. Prerequisite: PSHN 101 (PSHN 335 strongly recommended). 3 credits

PSHN 402 Clinical Psychology
Overview of clinical psychology as both an art and a science. Roles of the clinical psychologist and the scientific foundation of assessment and treatment. Prerequisites: PSHN 340 or Departmental permission. 3 credits
PSHN 420 Psychology of Eating Disorders
The etiology, description, and treatment of anorexia nervosa, bulimia nervosa, and binge eating disorder associated with obesity. Relation between eating disorders and other psychopathology. Prerequisite: PSHN 335. 3 credits

PSHN 432 Neuropsychology
Cognitive function in the normal and brain-injured adult. Methods of neuropsychological assessment in clinical and research situations. Topics include consciousness, body sense, spatial understanding, language encoding, attention, memory, perceptual processing including vision, and personality. Strategies for remediation. Prerequisite: PSHN 351. 3 credits

PSHN 481-482 Independent Study (Upon Request)
Directed study in subject matter not offered in a standard course or independent research study of a new topic. Prerequisite: Junior or higher status with appropriate Psychology GPA and departmental permission. 3 credits

PSHN 485 Internship in Psychology (Upon Request)
Opportunity to work as an intern in an approved organization such as a clinic, school or hospital. The customary requirement is to work 1 day per week, keep a log of daily activity, read relevant texts and journal articles, and write a brief paper linking observations to the literature. Coordinated by a site supervisor and Touro faculty member. Prerequisite: Senior status and departmental permission. 3 credits

PSHN 492 Senior Honors Seminar
This course is oriented to teaching students how to prepare a thesis, helping them to decide on a research topic by discussing issues with the seminar coordinator and visiting faculty, finding a mentor, preparing the outline of the project, presenting their ideas orally and in writing to peers and the seminar coordinator, and writing the literature review for their proposal. It is intended to produce the first part of the Senior Honors Project. Prerequisites: 21 credits of psychology, including PSHN 301. 3 credits

PSHN 493 Advanced Topics in Psychology
Senior status or department permission. With department permission, may be taken more than once on different topics. 3 credits

PSHN 494 Senior Honors Project in Psychology
Independent research study including literature review, protocol, methods and implementation, statistical analysis, results and discussion, supervised by a Touro faculty member or appropriate substitute. Prerequisite: PSY 492. 3 credits

SAHN 103 Introduction to Sociology
The unique perspectives and methods of social science for understanding the social realities of everyday life; the concept of culture, socialization, social perception and cognition; semiotics and anthropological linguistics; the sociology of knowledge, social ethics and norms; groups and stratification, culture continuity and change; human ecology. 3 credits

SAHN 301 Sociology of the Family
Family structure and the family’s relationship to other aspects of society. Family cycle and mate selection. Factors contributing to family instability and disorganization. Emphasis on American society, but with some comparison to other cultures. 3 credits

SAHN 322 Sociology of Healthcare
Social roots and consequences of changes in health. The structure and functions of health care institutions. The roles and relationships of patients and health care practitioners. Normative issues in health care. 3 credits.
SAHN 332 Crime and Juvenile Delinquency
The nature, types, and extent of crime. Causes of crime. The social functions of criminal law, the police, the courts, the prison community, punishment, rehabilitation, and crime prevention programs. 3 credits

SPHN 101 Fundamentals of Speech
Techniques of public speaking. Includes the delivery of several speeches during the course of the program. 3 credits
THE TOURO COLLEGE CODE OF CONDUCT

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

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

**ADJUDICATION OF COLLEGE CODE OF CONDUCT VIOLATIONS**

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

Any member of the college community may notify the Dean of the School of Health Sciences or his/her designated representatives of a Code of Conduct infraction by submitting a written statement describing the alleged violation within ten (10) school days of the alleged violation or within ten (10) school days from the time the charging individual learned of the alleged code violation, but no later than within three (3) months of the violation. The Dean, or one of his/her designated representatives, shall inform the individual charged with the infraction, in writing, of the nature of the charges against him/her and designate a time and place for a meeting.

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

- dismiss the charges;
- bring the parties together for informal mediation;
- impose any of the disciplinary sanctions listed in the section entitled “Sanctions,” except that the Dean (and/or his/her representatives) cannot require payment of restitution or order expulsion;
- upon consultation with the College’s legal counsel, suspend a student for an interim period not to exceed fourteen (14) school days, pending disciplinary hearing by the SHS Committee on Academic Standing;
- refer the charges to the Committee on Academic Standing for a disciplinary hearing.

Determinations by the committee may be made in the absence of the student, as long as adequate notice is provided. The committee’s decisions are final.

**Disciplinary Hearings**

The Dean may institute disciplinary proceedings by referring a matter to the SHS Committee on Academic Standing within fourteen (14) school days of notification of the alleged infraction. Once a matter is referred to the Committee on Academic Standing, 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**

The SHS Committee on Academic Standing may take one or more of the following actions:

1. **Dismiss the Charges:** After reviewing all relevant information and student record materials, the Committee on Academic Standing 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, not to exceed one year. While on probation, students may not hold office in student government organizations, clubs, or societies, or represent the College in any capacity. Further violations while on probationary status will result in suspension or expulsion from the College. A copy of the probation notice becomes a part of the student’s file.
c. Counseling and Treatment – A student’s continued enrollment at Touro College may be conditioned on his/her participation in counseling or treatment at outside counseling and treatment agencies. A student’s failure to participate in such a program after being advised that his/her enrollment is conditioned on participation may result in other disciplinary sanctions.

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

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

f. Expulsion – This is termination of the student’s enrolled status at the College. A student who is 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. Additional Sanctions – The Committee on Academic Standing may impose the following sanctions in addition to those listed above:

a. A fine of to be paid to the college, in addition to restitution.

b. Service to the College community for a designated number of hours. The required service cannot interfere with the individual’s course schedule.

4. Legal Action – The Committee on Academic Standing in consultation with the Office of Institutional Compliance 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 Institutional Compliance.

5. Other Sanctions – The Committee on Academic Standing 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 or his/her representatives for a violation of the Code of Conduct may be appealed by filing a written appeal with the Committee on Academic Standing within ten (10) school days of the disciplinary action decision. The copy of the appeal should be submitted to the Dean.

The Committee on Academic Standing will set a date for a hearing within fourteen (14) school days of receipt of the student’s written appeal. The burden of proof is on the student to demonstrate that the decision of the Dean was erroneous, arbitrary, or capricious.

In cases in which the disciplinary sanction was initially imposed by the Committee on Academic Standing, the student may file a written appeal with the Dean within ten (10) school days of the committee’s decision. The Dean 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 Committee on Academic Standing only if it determines that the committee’s action was clearly erroneous, arbitrary or capricious.
Protocols for Disciplinary Hearings
Hearings conducted by the Committee on Academic Standing 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 supporting information they deem relevant, to make opening and closing statements and to ask questions during the proceedings.
e. The preponderance-of-evidence rule will govern the decision-making process.
f. Decision will be made by a majority of participating members.
g. The committee deliberations will be in camera.
TOURO COLLEGE AND UNIVERSITY SYSTEM ACADEMIC INTEGRITY POLICY

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

Academic dishonesty undermines our shared intellectual culture and our ability to trust one another. Faculty and administration bear a major responsibility for promoting a climate of integrity, both in the clarity with which they state their expectations and in the vigilance with which they monitor students. Students must avoid all acts of dishonesty, including, but not limited to, cheating on examinations, fabricating, tampering, lying, and plagiarizing, as well as facilitating or tolerating the dishonesty of others. Academic dishonesty lowers scholastic quality and defrauds those who will eventually depend on the knowledge and integrity of our graduates.

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

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

The International Center for Academic Integrity (ICAI), of which the Touro College and University System is a member, identifies five fundamental values of academic integrity that must be present if the academic life of an institution is to flourish: Honesty, Trust, Fairness, Respect, and Responsibility. To sustain these values, the TCUS Academic Integrity Policy,¹ requires that a student or researcher:

- Properly acknowledge and cite all ideas, results, or words originally produced by others;
- Properly acknowledge all contributors to any piece of work;
- Obtain all data or results using ethical means;
- Report researched data without concealing any results inconsistent with student’s conclusions;
- Treat fellow students in an ethical manner, respecting the integrity of others and the right to pursue educational goals without interference. Students may neither facilitate another student’s academic dishonesty, nor obstruct another student’s academic progress;
- Uphold ethical principles and the code of the profession for which the student is preparing.

Adherence to these principles is necessary to ensure that:

- Proper credit is given for ideas, words, results, and other scholarly accomplishment;
- No student has an inappropriate advantage over others;
- The academic and ethical development of students is fostered;
- The Touro College and University System is able to maintain its reputation for integrity in teaching, research, and scholarship.

¹ This policy is modeled after that of Rutgers University.
Failure to uphold the principles of academic integrity threatens not only the reputation of Touro, but also the value of each and every degree awarded by the institution. All members of the Touro community bear a shared responsibility for ensuring that the highest standards of academic integrity are upheld.

The Touro College and University System administration is responsible for working with faculty and students to promote an institutional culture of academic integrity, for providing effective educational programs that create a commitment to academic integrity, and for establishing fair procedures to deal with allegations of violations of academic integrity.

Violations of Academic Integrity
The following are considered to be violations of academic integrity and are prohibited by the Touro College and University System. Students, faculty, and other members of the Touro College and University System community who 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. 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; and, 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, computer programs, CD-ROM video/audio sources, emails, and material from social media sites and blogs, as well as assignments completed by other students at Touro College and University System and elsewhere. A more subtle, but equally flagrant, form is paraphrasing or attempting to put in one’s own words the theories, opinions, or ideas of another without proper citation.

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 College and 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 materials or devices not specifically authorized during any form of a test or examination;
- Exceeding the restrictions put in place for “take home” examinations, such as unauthorized use of library sources, intranet or Internet sources, or unauthorized collaboration on answers;
- Sitting in for someone else or permitting someone to sit in for a student on any form of test or examination;
- Working on any form of test or examination beyond the allotted time;
- Hiding, stealing, or destroying materials needed by other students;
- Altering and resubmitting for re-grading any assignment, test or examination 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.

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;
- Using crib sheets or unauthorized notes (unless the instructor provides explicit permission);
- Copying from another individual’s exam.

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

**Research Misconduct and Other Unethical Conduct**

The integrity of the scientific enterprise requires adherence to the highest ethical standards in the conduct of research and research training. Therefore, students and other trainees conducting research are bound by the same ethical guidelines that apply to faculty investigators, 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.

**Misleading or Fraudulent Behavior**

Misleading or fraudulent behavior, put simply, is lying, and includes acts contributing to or associated with lying. It takes on any form of fabrication, falsification or misrepresentation. Examples include, but are not limited to:

- Reporting false information to gain an advantage;
- Omitting information or data resulting in misrepresenting or distorting findings or conclusions;
- Providing false information to explain lateness or to be excused from an assignment, class, or clerkship function;
- Falsely accusing another of misbehavior, or otherwise misrepresenting information about another;
- Providing false information about oneself, such as on an application or as part of some competition;
- Taking credit for accomplishments achieved by another;
- Omitting relevant information about oneself.

**Tampering**

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

Examples include, but are not limited to:

- Tearing out the pages of an article from a library journal;
- 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 (such as a Netter® or Adam® anatomical drawing)
- Copying large sections of a book

The “fair use doctrine” regarding use of copyrighted materials can be found at the following link: [http://law.cornell.edu/uscode/text/17/107](http://law.cornell.edu/uscode/text/17/107).
Sanctions
The following sanctions may be imposed for violation of this policy. Sanctions of one class may be accompanied by sanctions of a lesser or greater class. 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.

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 the Touro College and University System
- 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

Repeat offenders may be subject to more stringent sanctions.

Procedures in Response to Violations of Academic Integrity
This Touro College and 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 statement.

The Dean of each school shall designate a member of the 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 must be an assistant dean or higher, or another appropriate responsible individual approved by the Provost or Vice President. The Provost 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
Faculty members, students, or other members of the Touro community who encounter suspected academic integrity violations should contact the chair of the relevant department. 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 violations in writing (using the Academic Integrity Violation Reporting Form) to the CAI Officer. 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 chairperson, 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 College and 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 department 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.

Informal Resolution

After consulting with the department chair (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 and the sanctions imposed to the department chair for approval. The faculty member, in consultation with the department 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 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.

The outcome of the informal resolution should be reported in writing by the department Chair to the CAI Officer, who will maintain the record for the duration of the student’s academic career.

The informal resolution process is not available to individuals who have been previously reported.

Formal Resolution

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

The Touro College and University System has developed the following formal method of resolution to deal with academic integrity allegations and complaints.

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

- The Chief Academic Integrity Officer receives a written statement from the instructor or any other complainant, as the case may be.
- The written statement must include the name of the involved student, the name and status of the reporting person, and the nature of the alleged act.
- The 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 receipt of the complaint.
- The hearing shall take place before the Standing Committee on Academic Integrity of the School.
- All persons involved in a hearing shall be given adequate notice of all hearing dates, times and places. Such notice, which will be sent both by e-mail and mail, will be given at least two business days prior to any hearing, unless waived by the parties involved.
- Postponements of Committee hearings may be made by the interested parties or the administration. The student may be granted a postponement if pertinent information or interested parties cannot, for good cause, be present at the appointed time. Any postponement may not extend beyond a three-month period.
- The reported student and the person who reported the student 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, 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, papers, 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.
- All decisions shall be made by majority vote.
- The student has the right to appear in person before the Committee in order to present his/her case, but, after proper notice of a hearing, the Committee may proceed, notwithstanding the student’s absence.
- The hearing is academic in nature and non-adversarial. Student representation by an attorney or other counsel is not permitted.
- Audio recordings of the hearing are not permitted.
- The chair of the Committee shall prepare an executive summary that includes a written record of the charges that were reviewed, evidence that was considered, the decision that was made, and any instructions for follow-up.
- 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 this issue, submitting to the Committee information that he/she chooses to submit to support the student’s stance or position. The CAI Officer, his or her designee, or other members of the administration may also meaningfully participate in this information exchange. Pursuant to the Touro College and University System Code of Conduct, the student is expected not to obstruct the investigation or proceedings. The student, his/her accuser, the Committee, and/or Touro College and University System’s representatives may raise questions about the information under review so that all aspects of the case are clarified.

The Committee shall reach a decision using the following guidelines:

- The Committee will meet in closed session to reach a decision, including recommended sanctions, if applicable. Such meeting will generally be held within one school day following the hearing.
- If the Committee seeks additional information following commencement of its deliberations, it will notify the parties within two school days, and reconvene the hearing within five school days of the conclusion of the original hearing. The Committee’s final decision must then be made.
- The Committee may impose a range of Class A, B, or C sanctions.
- The Committee’s decision must be based solely on the evidence presented at the hearing and will be the final disposition of the issues involved, including sanctions. The decision of the Committee will be presented in writing to the CAI Officer, the student, and the department chair. The Committee’s letter will contain the following elements: Charge; Hearing Date; Findings; List of Sanctions; and the Right to Appeal and to whom.

Appeal Process

- Following a formal resolution hearing and notification of the Committee decision, a student 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 student 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 student’s situation and substantiate the reason(s) for advocating a reversal or modification of the decision by the Committee.

- The Appeals Dean may request to meet with the student.
- 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 department chair.

A student has three (3) business days from receipt of written notification to submit a formal written appeal of the decision to the respective Chief Academic Officer (CAO) (e.g., the Provost or Senior Provost) or his/her designee. The CAO may grant an appeal only on the basis of one of the following:

- Evidence of bias of one or more of the members of the Committee or of the 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 conduct interviews and review materials, as appropriate. 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.

**Status of Student Pending Action**

Pending resolution on charges, the status of the student will not be altered except in cases where the student may be considered a danger in a clinical setting. Such a student may be suspended only from the clinical aspect of their program pending the outcome of a formal resolution. If a student is suspended for any reason, all as-yet-undisbursed financial aid may be withheld unless or until the action is fully resolved and the student is reinstated. If reinstated, the financial aid funds can be released to the student. If the student is dismissed, the funds will be returned to the proper agency or lender.

**Recordkeeping**

The CAI Officer of each school will maintain records of all violations and resolutions, both informal and formal. On an annual basis, the CAI Officer will submit data on academic integrity violations to the TCUS Academic Integrity Council.

Such records shall be kept in accordance with the Record Retention Policy as it relates to student records.

A student may see his/her file in accordance with Touro College and University System regulations concerning inspection of records as spelled out in *Guidelines for Access to and Disclosure of Educational Records Maintained by the Touro College and University System*.

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

**ALTERNATIVE DISPUTE RESOLUTION**

Touro College’s Alternative Dispute Resolution (“ADR”) policy was created with the intention of providing a program for the quick, fair, and accessible resolution of disputes (see definition below) between Touro College and Touro College’s current and former students (as well as applicants) related to or arising out of a current, former or potential academic relationship with Touro College. The policy is intended to provide an exclusive mechanism for the final and binding resolution of all disputes that cannot otherwise be resolved internally through the academic and disciplinary methods described elsewhere in this catalog.
A student’s acceptance, registration, enrollment, matriculation, and/or petition for graduation and matriculation at Touro College acts as his or her consideration and consent to these terms. Students agree that he or she will pay for their own fees and expenses related to or arising out of the ADR.

All disputes (as defined below) between Touro College, on the one hand, and any current or former student or applicant on the other, which cannot be resolved internally, shall be submitted to non-binding mediation with a neutral mediator affiliated with an established and reputable organization engaged in alternative dispute resolution (“ADR Organization”). The parties shall select the mediator jointly, or if they cannot agree, the ADR Organization will provide a list of mediators from which one shall be selected pursuant to the ADR Organization’s rules or other procedure mutually agreed upon. If upon completion of mediation, all or any part of the dispute is still unresolved, the remaining dispute shall be submitted to final and binding arbitration as set forth 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 mediation shall be exclusively conducted and heard by an ADR Organization, designated by Touro in its sole and absolute discretion, before a single arbitrator who shall be an attorney. "Dispute" means all legal and equitable claims, demands, and controversies, of whatever nature or kind, whether in contract, tort, under statute or regulation, or some other law or theory; the application, potential enrollment, enrollment, matriculation, continued enrollment and matriculation, and graduation (or denial thereof), suspension, dismissal, expulsion, separation or any other academic, disciplinary or other action or termination of such student by Touro College; any other matter related to or concerning the relationship between the student and Touro College including, by way of example and without limitation, allegations of: discrimination 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 College.

**ADR Procedures**

To initiate Alternative Dispute Resolution, the Touro College 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 College 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 College and the ADR Organization 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, Touro College shall file the ADR demand with the appropriate office of the ADR Organization. The parties then shall engage in mediation, and, to the extent that any dispute remains thereafter; the dispute will be referred to final and binding arbitration.

The 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. 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.

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

Touro College’s liability (as well as 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 providing 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 the Campus Security Director, Lydia Perez, at 500 7th Avenue, 4th Floor, New York, NY 10018; office number (646) 565-6134; or by calling 1-88-Touro-911 (1-888-687-6911); or your Campus Security Department in your state.

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

**POLICY ON SEXUAL OFFENSES, BIAS, HARASSMENT, AND DISCRIMINATION**

This policy applies to all members of the Touro College (“Touro”) community, including students, faculty, and administrators as well as third parties (i.e. vendors, and invitees).

**Title IX**

Touro College 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, discrimination, or harassment of any kind in regard to a person's sex is unacceptable behavior and will not be tolerated. Information and/or training regarding this policy is available online to students, faculty, and staff.

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

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 makes a complaint will not be tolerated.

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

If the alleged perpetrator is a faculty member of the college, the Office of the Dean of Students will refer the charges to the Dean of Faculties. Allegations against non-teaching employees of the college will be referred to the Director of Personnel. In all such instances, student victims will be guided and assisted by a staff member of the Office of the Dean of Students.
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 Title IX coordinator 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 is available to students, faculty, and staff. In addition, information about this policy will be available on Touro’s website.

**Title IX Coordinator**

The Title IX Coordinator or his/her designee (“Title IX Coordinator”) is trained and knowledgeable about enforcement, compliance, communication, and implementation of Touro’s anti-harassment and anti-discrimination policy.

Complaints may be filed by contacting the Title IX Coordinator:

Matthew Lieberman  
Title IX Coordinator  
Touro College  
500 7th Avenue, 4th floor  
New York, NY 10018  
646-565-6000, ext. 55667  
matthew.lieberman@touro.edu

or alternatively, the Chief Compliance officer at compliance@touro.edu and 646-565-6000 x55330.

**For Further Information**

Students are strongly urged to read the full policy at https://touro.app.box.com/v/titleixpolicy

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

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

Students are also urged to read the Annual Security and Fire Report at: https://www.touro.edu/departments/campus-security-department/clery-reports/
STUDENT COMPLAINTS

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

This student complaint procedure is available to any Touro College 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 College community while acting in an official capacity (e.g., faculty member, administrator, or staff) in contravention of the written policies of the College or the school in which the student is enrolled.

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

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

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

Additionally, this policy is separate and distinct from the Touro College or program-specific grade appeals polices. Therefore, this policy may not be used for appealing grades, dismissals, or academic decisions by any Touro College programs. Such appeals are governed by the student handbook or catalog for the program in which the student is enrolled.

All students are urged to read the entire policy at https://touro.app.box.com/v/studentgrievancepolicy
TOURO COLLEGE CAMPUS SECURITY POLICIES

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

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

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

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

The security officers may detain individuals who engage in illegal and criminal actions until New York City Police officers and/or your local law enforcement agency arrives. They are empowered to enforce Touro’s regulations, to investigate incidents, and to apprehend those who violate Touro regulations or commit crimes on campus. Criminal violators who are apprehended are turned over to the police. Our security officers are not peace officers or police officers and have no power of arrest.

Our security director meets regularly with police commanders to help ensure the safest environment for our campus community.

Reporting Criminal Incidents & Other Emergencies
All students, employees, and guests should promptly report criminal incidents, accidents, and other emergencies to the Department of Campus Security by dialing 1-88-Touro911 (1-888-687-6911). This service allows you to speak to a live operator, twenty-four hours a day, seven days a week, to report any incidents or occurrences. The service refers all calls to the appropriate agencies (i.e. fire, police, etc.) for assistance, as well as to the appropriate College authorities. Additionally, you may report any incidents to any security officer at your site, the Campus Security Director, and/or Operations. If you are located in a Student Residence Hall, you can also report any incident to your Resident Director, Assistant Resident Director, or R/A at your facility. The Campus Security Administrative office is located at 500 Seventh Avenue, 4th Floor, and can be reached at (646) 565-6134 or via email at security@touro.edu. If assistance is required in completing or reporting an incident/occurrence to local law enforcement agencies, we at Touro Campus Security will be glad to render any assistance needed.

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

Students are urged to read the Annual Security and Fire Report at: https://www.touro.edu/departments/campus-security-department/clery-reports/
POLICY ON DRUGS & CONTROLLED SUBSTANCES

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

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

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

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

Touro College 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

STUDENT RESPONSIBILITIES AND RIGHTS

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

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

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 College, unless they have obtained specific authorization in advance from the dean of their division/school.


ACCEPTABLE USE POLICY FOR INFORMATION TECHNOLOGY
In the interests of learning and research, and to support its academic, research, and administrative functions, Touro provides students, faculty, staff, and guests (hereafter referred to as “the Touro Community”) with access to computer and network resources. Touro seeks to promote and facilitate the proper use of information technology (IT). However, while the tradition of academic freedom will be respected fully, so, too, will the requirement of responsible and legal use of the technologies and IT facilities that are made available to the Touro Community. This Acceptable Use Policy is intended to provide a framework for the use of Touro’s IT resources and should be interpreted to have the widest application. This Acceptable Use Policy addresses the entire Touro Community. Institutional technology resources, facilities, and/or equipment include all technology-based resources, facilities, and/or equipment that are owned and/or operated by Touro as part of its mission. The basic rules for use of the institutional technology resources, facilities, and/or equipment are to act responsibly, to abide by Touro’s policies as specified in the Touro Handbooks, 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. Touro technology resources, facilities, and/or equipment may only be used by current members of the Touro Community (hereafter referred to as “users”) unless otherwise authorized by the Dean of Faculties, Dean of Students, the Senior Vice President for Administration, or the Senior Vice President and Chief Financial Officer, or their designated alternates. Users may not allow other person(s) to utilize Touro’s technology resources, facilities, and/or equipment. All users of Touro technology resource users must sign, upon commencement of their relationship with Touro, or at another appropriate time, the Acceptable Use Policy (AUP), and submit the signed AUP form to the Chief Information Security Officer (CISO). A copy of the form is also available online. In submitting the AUP Acknowledgement Form, each individual will be certifying that he/she has read and will comply with the AUP. This policy contains elements that intersect with other policies at Touro. Should there be questions as to which policy applies; requests for clarifications should be addressed, in writing, to the CISO at CISO@touro.edu.

Touro-provided email is considered the primary official communication mechanism recognized by Touro for communication with the Touro Community.
Internet Services and User-Generated Content Policy
Touro recognizes that emerging Internet-based services offer both potential organizational opportunity and risk and, therefore, requires use of these services in ways that improve the commitment to our community of students, faculty, and staff. These Internet services encompass a broad spectrum of online activity. For the purposes of this document, “Internet-based services” is defined as those that allow for user-generated content. These would include, but would not be limited to: “wikis,” “blogs” (for which you write entries or comments); “live”-blogging tools such as “Twitter”; social networks such as “Facebook” and “MySpace”; professional networks such as “LinkedIn”; streaming media such as “YouTube”; discussion forums such as “listservs”; instant messaging; and social bookmarking tools such as “Digg.” Internet-based services extend to services that are not owned, operated, or controlled by Touro, as well as those that we do control, such as our websites and our Web portal and any networking sites paid to host a presence on Touro’s behalf. 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 that 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. Recognizing the benefits and risks associated with using these services, we have developed a policy to provide guidance to students, faculty and staff of Touro. This policy does not replace other policies or guidelines of Touro; it is in addition to specific policies such as the Information Security Policy, Code of Conduct, or the Acceptable Use Policy. This policy will be reviewed periodically and will be updated, as necessary. You are responsible for keeping current on any changes to this or any other Touro policy and acting accordingly.

Student are urged to read the entire policy at https://touro.app.box.com/v/InternetService-UserGenContent

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

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. Characteristics key to the development of a health care provider include, but are not limited to:

1. ethical conduct and honesty;
2. integrity;
3. ability to recognize one’s limitations and accept constructive criticism;
4. concern for oneself, others, and the rights of privacy;
5. appropriate value judgment with respect to interpersonal relationships with peers, superiors, patients, and their families;
6. responsibility to duty;
7. an appearance consistent with a clinical professional;
8. punctual attendance at all program scheduled activities and adherence to deadlines set by the faculty and preceptors.

Each program within the School of Health Sciences has established standards of ethical and professional behavior. The standards are set forth in greater detail in the programs’ student handbook. 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 are 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 Program 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 ensure fairness to all parties concerned, and to ensure against arbitrary and capricious decisions. The student has a right to contest the Program Director’s decision by utilizing the program’s internal appeal process, as described in the program’s Student Handbook. Finally, the student has a right to appeal the program’s decision, utilizing the Hearing and Appeal Procedures outlined below.

ACADEMIC PERFORMANCE
In addition to the standards for student conduct outlined above, each program in the School of Health Sciences has established standards for academic performance. These standards are set forth in greater detail elsewhere in this catalog and/or in each program’s student handbook. A student whose academic performance falls below the minimum acceptable standards may be placed on academic probation or dismissed from the program. If a student is placed on probation, the duration and conditions of the probationary period will be determined by program committees 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 student’s education in the program.

The student has the right to contest the program’s decisions by utilizing the program’s internal appeal process, as described in the program’s student handbook. If still not satisfied, the student has a right to appeal the program’s decisions by utilizing the Hearing and Appeal Procedures as outlined below.

SUSPENSION
A student may be removed immediately from participation in school activities (i.e., didactic or clinical affiliations) and recommended for suspension if the student’s continued participation appears to be detrimental to the best interests of patients, peers, or the School of Health Sciences.

The Program Director may suspend a student on the Program Director’s own accord or on the recommendations of the program faculty, the student’s peers, or satellite clinical site professionals who supervise the student, at any time when there is/are (i) serious academic deficiencies, (ii) a serious error in professional judgment on the part of the student, or (iii) a breach of professional ethics or general rules of conduct.
In such cases, the Program 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.

HEARING AND APPEALS PROCEDURE

The student has the right to appeal a decision made for unprofessional conduct or unacceptable academic performance if there is good reason for the appeal, as described below. It is the policy of the School of Health Sciences that appeals be handled expeditiously.

The student who is appealing a decision made for unprofessional conduct or unacceptable academic performance must first complete the appeals procedure within the student’s program.

Following the student’s completion of the appeals process within the program, the Program Director will inform the student in writing of its decision. A copy of the notice will be sent to the office of the Dean.

To appeal a program decision, the student must send a written request to the Chair of the SHS Committee on Academic Standing (CAS) within fourteen (14) school days of receiving the program decision. This request must include the basis for the appeal. An appeal will be granted only if there is good reason for the appeal. Good reason for an appeal only exists if there is reason to believe that the student may have been treated unfairly, the decision was capricious, or there were extenuating circumstances that were not given adequate consideration. The Committee on Academic Standing will determine whether a hearing is justified by the request. If not justified, the Chair of the CAS will inform the student in writing that the appeal is denied. If the CAS determines that there is justification for the appeal, the Chair of the CAS will appoint a Faculty Committee to conduct a formal hearing. The Faculty Committee will consist of at least three members of the School of Health Sciences who have had no involvement in the decision that is under appeal. The Chair of the CAS will notify the student and the Program Director in writing of: (1) the date, time, and place of the hearing, (2) the members of the Faculty Committee, and (3) a brief description of the basis for the appeal.

The Faculty Committee will rely primarily on the Program Director (or the Director’s designee) and the student to present the case for and against the charges; however, other information may be relied upon as deemed necessary by the Committee. Each party may be assisted by an advisor from within or outside the program, provided that the advisor is not an attorney and does not represent the office of an attorney. 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 fourteen (14) school days following the conclusion of the hearing, the Faculty Committee will submit to the Committee on Academic Standing a written decision, with a brief explanation of the reasons for the decision. The decision will be limited to those issues on appeal. Within seven (7) school days, the Chair of the SHS Committee on Academic Standing will notify the student and the Program Director, in writing, of the Faculty Committee’s decision.

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 fourteen (14) school days of receiving notice of the decision of the Faculty Committee. The Dean may conduct a further investigation after which he/she will notify the Chair of the Committee on Academic Standing, Program Director, and the student of the decision to support or reject the appeal. The Dean’s decision is final.
CONFIDENTIALITY OF STUDENT EDUCATION RECORDS
The Family Educational Rights and Privacy Act of 1974 (FERPA)

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

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

1. The right to inspect and review the student’s education records within a reasonable period of time, but not more than 45 days after the College receives a request for access. Students should submit to the 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 College 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 College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide signed and dated written consent before the College discloses personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.
   a. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
b. A second exception that permits disclosure without consent is disclosure of Directory Information. Directory Information is information that is generally not considered harmful or an invasion of privacy if released.

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

- 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 College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605.

Authorization for Non-Disclosure of Directory Information
Enrolled students may refuse to permit disclosure of Directory Information. To do so, they must submit a completed “Authorization for Non-Disclosure of Directory Information” form to the Registrar 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.
**REGISTERED PROGRAMS**

The following table provides a complete list of all Touro College programs registered with the New York State Education Department at this time. Note: Enrollment in programs other than those listed below may jeopardize a student’s eligibility for certain student aid awards. Not all programs are available at all locations.

<table>
<thead>
<tr>
<th>Program Title</th>
<th>HEGIS Code</th>
<th>Degree Awarded</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>0502</td>
<td>BS</td>
<td>F, K, M</td>
</tr>
<tr>
<td>Accounting</td>
<td>0502</td>
<td>MS</td>
<td>M</td>
</tr>
<tr>
<td>Accounting</td>
<td>0502/0502</td>
<td>BS/MS</td>
<td>K/M</td>
</tr>
<tr>
<td>Accounting</td>
<td>0502/0502</td>
<td>BS/MS</td>
<td>M, F</td>
</tr>
<tr>
<td>Accounting</td>
<td>5002</td>
<td>Cert.</td>
<td>F, M</td>
</tr>
<tr>
<td>Accounting</td>
<td>5002</td>
<td>AAS</td>
<td>M</td>
</tr>
<tr>
<td>Aging and Longevity Law</td>
<td>1499</td>
<td>LLM</td>
<td>C</td>
</tr>
<tr>
<td>American Law for Foreign Lawyers</td>
<td>1499</td>
<td>LLM</td>
<td>C</td>
</tr>
<tr>
<td>Basic Medical Sciences/Dentistry (with New York Medical College)</td>
<td>0401/1204</td>
<td>MS/DDS</td>
<td>V</td>
</tr>
<tr>
<td>Behavior Analysis</td>
<td>2099</td>
<td>Adv. Cert.</td>
<td>M</td>
</tr>
<tr>
<td>Bilingual General Education</td>
<td>0899</td>
<td>Adv. Cert.</td>
<td>M</td>
</tr>
<tr>
<td>Bilingual PPS: ITI</td>
<td>0899.60</td>
<td>Adv. Cert.</td>
<td>M</td>
</tr>
<tr>
<td>Bilingual Special Ed: ITI</td>
<td>0899.60</td>
<td>Adv. Cert.</td>
<td>M</td>
</tr>
<tr>
<td>Bilingual Speech and Language Dis: ITI</td>
<td>0899.60</td>
<td>Adv. Cert.</td>
<td>M</td>
</tr>
<tr>
<td>Bilingual/Bicultural Education</td>
<td>0899</td>
<td>Adv. Cert.</td>
<td>M</td>
</tr>
<tr>
<td>Biology</td>
<td>0401</td>
<td>BS</td>
<td>B, F, K, M</td>
</tr>
<tr>
<td>Biology Education – Grades 7-12</td>
<td>0401.01</td>
<td>MS</td>
<td>M, V</td>
</tr>
<tr>
<td>Business Administration</td>
<td>0506</td>
<td>MBA</td>
<td>M</td>
</tr>
<tr>
<td>Business Administration/Law</td>
<td>0506/1401</td>
<td>MBA/JD</td>
<td>M/C</td>
</tr>
<tr>
<td>Business Administration/Law (with C.W. Post Campus of Long Island University)</td>
<td>0506/1401</td>
<td>MBA/JD</td>
<td>C</td>
</tr>
<tr>
<td>Business Administration/Law (with Stony Brook University)</td>
<td>1499/1401</td>
<td>MBA/JD</td>
<td>C</td>
</tr>
<tr>
<td>Business Management</td>
<td>5004</td>
<td>Cert.</td>
<td>F, M</td>
</tr>
<tr>
<td>Business Management and Administration</td>
<td>0506</td>
<td>BS</td>
<td>F, M</td>
</tr>
<tr>
<td>Business Management and Administration</td>
<td>5004</td>
<td>AS</td>
<td>F, M</td>
</tr>
<tr>
<td>Business Management and Administration/Accounting</td>
<td>5002</td>
<td>Cert.</td>
<td>F, M</td>
</tr>
<tr>
<td>Business Management and Administration/Data Processing</td>
<td>5101</td>
<td>Cert.</td>
<td>F, M</td>
</tr>
<tr>
<td>Business Management and Administration/Office Management</td>
<td>5004</td>
<td>Cert.</td>
<td>F, M</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1905</td>
<td>BS</td>
<td>F, M</td>
</tr>
<tr>
<td>Childhood Education</td>
<td>0802</td>
<td>BA</td>
<td>M</td>
</tr>
<tr>
<td>Childhood Education/Teaching Students with Disabilities</td>
<td>0808</td>
<td>MS</td>
<td>F, M</td>
</tr>
<tr>
<td>Clinical Mental Health Counseling</td>
<td>2104.10</td>
<td>MS</td>
<td>M</td>
</tr>
<tr>
<td>Program Title</td>
<td>HEGIS Code</td>
<td>Degree Awarded</td>
<td>Campus</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>------------</td>
<td>----------------</td>
<td>--------</td>
</tr>
<tr>
<td>Computer Science</td>
<td>0701</td>
<td>BS</td>
<td>F, K, M</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>5505</td>
<td>AS</td>
<td>M</td>
</tr>
<tr>
<td>Dentistry</td>
<td>1204</td>
<td>DDS</td>
<td>V</td>
</tr>
<tr>
<td>Digital Multimedia Design</td>
<td>5004</td>
<td>AS</td>
<td>F</td>
</tr>
<tr>
<td>Digital Multimedia Design</td>
<td>5012</td>
<td>AS</td>
<td>M</td>
</tr>
<tr>
<td>Digital Multimedia Design</td>
<td>5008</td>
<td>AOS</td>
<td>F</td>
</tr>
<tr>
<td>Digital Multimedia Design</td>
<td>5012</td>
<td>AAS</td>
<td>M</td>
</tr>
<tr>
<td>Digital Multimedia Design</td>
<td>5012</td>
<td>Cert.</td>
<td>F, M</td>
</tr>
<tr>
<td>Digital Multimedia Design</td>
<td>0605</td>
<td>BS</td>
<td>F, M</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>0823</td>
<td>BA</td>
<td>M</td>
</tr>
<tr>
<td>Ecommerce Technology</td>
<td>0799</td>
<td>MS</td>
<td>M</td>
</tr>
<tr>
<td>Economics</td>
<td>2204</td>
<td>BA</td>
<td>F, K, M</td>
</tr>
<tr>
<td>English</td>
<td>1502</td>
<td>BA</td>
<td>F</td>
</tr>
<tr>
<td>English to Speakers of Other Languages</td>
<td>1508</td>
<td>Adv. Cert.</td>
<td>M</td>
</tr>
<tr>
<td>English to Speakers of Other Languages</td>
<td>1508</td>
<td>MS</td>
<td>F, M</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>1999.10</td>
<td>MS</td>
<td>M</td>
</tr>
<tr>
<td>Finance</td>
<td>0504</td>
<td>BS</td>
<td>F, K, M</td>
</tr>
<tr>
<td>Finance</td>
<td>5003</td>
<td>AOS</td>
<td>F</td>
</tr>
<tr>
<td>Finance</td>
<td>5003</td>
<td>AS</td>
<td>F, M</td>
</tr>
<tr>
<td>Finance</td>
<td>5003</td>
<td>AAS</td>
<td>M</td>
</tr>
<tr>
<td>Forensic Accounting</td>
<td>0502</td>
<td>Adv. Cert.</td>
<td>M</td>
</tr>
<tr>
<td>Forensic Psychology</td>
<td>2099</td>
<td>Adv. Cert.</td>
<td>M</td>
</tr>
<tr>
<td>General Psychology</td>
<td>2001</td>
<td>MA</td>
<td>B, M</td>
</tr>
<tr>
<td>Gifted and Talented Education</td>
<td>0811</td>
<td>Adv. Cert.</td>
<td>M</td>
</tr>
<tr>
<td>Health Care Administration</td>
<td>1202</td>
<td>BS</td>
<td>B</td>
</tr>
<tr>
<td>Health Care Administration/Law</td>
<td>1202/1401</td>
<td>MPA/ID</td>
<td>C</td>
</tr>
<tr>
<td>Healthcare Management</td>
<td>1202</td>
<td>MS</td>
<td>M</td>
</tr>
<tr>
<td>Health Science/Occupational Therapy Dual</td>
<td>1201/1208</td>
<td>BS/MS</td>
<td>B, M</td>
</tr>
<tr>
<td>Health Science/Physical Therapy Dual</td>
<td>1201/1212</td>
<td>BS/DPT</td>
<td>B, M</td>
</tr>
<tr>
<td>Health Science/Physician Assistant Studies Dual</td>
<td>1201/1299.10</td>
<td>BS/MS</td>
<td>B, M</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>1201</td>
<td>BS</td>
<td>B</td>
</tr>
<tr>
<td>Hebrew Language and Literature</td>
<td>1111</td>
<td>BA</td>
<td>M</td>
</tr>
<tr>
<td>History</td>
<td>2205</td>
<td>BA</td>
<td>M</td>
</tr>
<tr>
<td>Human Resource Management</td>
<td>0506</td>
<td>MS</td>
<td>M</td>
</tr>
<tr>
<td>Human Services</td>
<td>2101</td>
<td>BS</td>
<td>F, M</td>
</tr>
<tr>
<td>Human Services</td>
<td>5506</td>
<td>AS</td>
<td>F, M</td>
</tr>
<tr>
<td>Program Title</td>
<td>HEGIS Code</td>
<td>Degree Awarded</td>
<td>Campus</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>------------</td>
<td>---------------</td>
<td>--------</td>
</tr>
<tr>
<td>Human Services</td>
<td>5508</td>
<td>AAS</td>
<td>M</td>
</tr>
<tr>
<td>Human Services</td>
<td>5508</td>
<td>AOS</td>
<td>F</td>
</tr>
<tr>
<td>Humanities</td>
<td>4903</td>
<td>BA</td>
<td>F, M</td>
</tr>
<tr>
<td>Industrial/Organizational Psychology</td>
<td>2008</td>
<td>MS</td>
<td>M</td>
</tr>
<tr>
<td>Information Systems</td>
<td>0701</td>
<td>MS</td>
<td>F, M</td>
</tr>
<tr>
<td>Information Systems-Data Communication</td>
<td>5104</td>
<td>AAS</td>
<td>M</td>
</tr>
<tr>
<td>Information Technology-Data Communication</td>
<td>5104</td>
<td>AOS</td>
<td>F</td>
</tr>
<tr>
<td>Information Technology: Network Administration and Security</td>
<td>5199</td>
<td>AS</td>
<td>F, M</td>
</tr>
<tr>
<td>Instructional Technology</td>
<td>0899.02</td>
<td>MS</td>
<td>F, M</td>
</tr>
<tr>
<td>Interdisciplinary Liberal Arts and Sciences</td>
<td>4901</td>
<td>BS</td>
<td>F, K, M</td>
</tr>
<tr>
<td>Interdisciplinary Liberal Arts and Sciences</td>
<td>4901</td>
<td>BA</td>
<td>F, K, M</td>
</tr>
<tr>
<td>Interdisciplinary Studies in Biological and Physical Sciences</td>
<td>4902</td>
<td>MS</td>
<td>O</td>
</tr>
<tr>
<td>Interdisciplinary Studies in Biological and Physical Sciences</td>
<td>5499</td>
<td>MS</td>
<td>U</td>
</tr>
<tr>
<td>International Business Finance</td>
<td>0504</td>
<td>MS</td>
<td>M</td>
</tr>
<tr>
<td>Jewish Childhood Education/Special Edu</td>
<td>0808</td>
<td>MS</td>
<td>M</td>
</tr>
<tr>
<td>Jewish Law</td>
<td>5603</td>
<td>Cert.</td>
<td>M</td>
</tr>
<tr>
<td>Jewish Studies</td>
<td>0399</td>
<td>Ph.D.</td>
<td>M</td>
</tr>
<tr>
<td>Jewish Studies</td>
<td>0399</td>
<td>MA</td>
<td>M</td>
</tr>
<tr>
<td>Judaic Studies</td>
<td>0399</td>
<td>BA</td>
<td>F, K, M</td>
</tr>
<tr>
<td>Law</td>
<td>1401</td>
<td>JD</td>
<td>C</td>
</tr>
<tr>
<td>Legal Studies for Non-Law Professionals</td>
<td>1499</td>
<td>MPS</td>
<td>C</td>
</tr>
<tr>
<td>Liberal Arts and Sciences</td>
<td>4901</td>
<td>BA</td>
<td>M</td>
</tr>
<tr>
<td>Liberal Arts and Sciences</td>
<td>5649</td>
<td>AA</td>
<td>F, M</td>
</tr>
<tr>
<td>Literature “English”</td>
<td>1502</td>
<td>BA</td>
<td>M</td>
</tr>
<tr>
<td>Management</td>
<td>0506</td>
<td>BS</td>
<td>F, K, M</td>
</tr>
<tr>
<td>Management</td>
<td>5004</td>
<td>AS</td>
<td>F, M</td>
</tr>
<tr>
<td>Management</td>
<td>5004</td>
<td>AOS</td>
<td>F</td>
</tr>
<tr>
<td>Management</td>
<td>5004</td>
<td>AAS</td>
<td>M</td>
</tr>
<tr>
<td>Management Info Sys: Data Communication</td>
<td>0702</td>
<td>BS</td>
<td>K</td>
</tr>
<tr>
<td>Management Info Systems: Programming</td>
<td>0702</td>
<td>BS</td>
<td>K</td>
</tr>
<tr>
<td>Management: Marketing</td>
<td>0509</td>
<td>BS</td>
<td>K</td>
</tr>
<tr>
<td>Marketing</td>
<td>5004</td>
<td>AAS</td>
<td>M</td>
</tr>
<tr>
<td>Marketing</td>
<td>5004</td>
<td>AOS</td>
<td>F</td>
</tr>
<tr>
<td>Master of Laws-General Studies</td>
<td>1499</td>
<td>LLM</td>
<td>C</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1701</td>
<td>BS</td>
<td>F</td>
</tr>
<tr>
<td>Mathematics Education</td>
<td>0833</td>
<td>MS</td>
<td>M</td>
</tr>
<tr>
<td>Medical Office Coding and Billing</td>
<td>5005</td>
<td>Cert.</td>
<td>F</td>
</tr>
<tr>
<td>Micro Software: Support Technician</td>
<td>5101</td>
<td>Cert.</td>
<td>F</td>
</tr>
<tr>
<td>Program Title</td>
<td>HEGIS Code</td>
<td>Degree Awarded</td>
<td>Campus</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>------------</td>
<td>----------------</td>
<td>--------</td>
</tr>
<tr>
<td>Networking</td>
<td>5101</td>
<td>Cert.</td>
<td>F</td>
</tr>
<tr>
<td>Nursing</td>
<td>5208.10</td>
<td>AAS</td>
<td>M</td>
</tr>
<tr>
<td>Nursing</td>
<td>1203</td>
<td>BS</td>
<td>M</td>
</tr>
<tr>
<td>Nursing RN</td>
<td>1203.10</td>
<td>BS</td>
<td>M, V</td>
</tr>
<tr>
<td>Nursing/Nursing RN</td>
<td>1203/1203.10</td>
<td>AAS/BS</td>
<td>M</td>
</tr>
<tr>
<td>Osteopathic Medicine</td>
<td>1210</td>
<td>DO</td>
<td>O, U</td>
</tr>
<tr>
<td>Paralegal Studies</td>
<td>5099</td>
<td>AS</td>
<td>F, M</td>
</tr>
<tr>
<td>Paralegal Studies</td>
<td>5099</td>
<td>Cert.</td>
<td>M</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>1211</td>
<td>Pharm.D</td>
<td>O</td>
</tr>
<tr>
<td>Philosophy</td>
<td>1509</td>
<td>BA</td>
<td>M</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>1212</td>
<td>DPT</td>
<td>B</td>
</tr>
<tr>
<td>Political Science</td>
<td>2207</td>
<td>BA</td>
<td>F, K, M</td>
</tr>
<tr>
<td>Programming</td>
<td>5103</td>
<td>Cert.</td>
<td>F</td>
</tr>
<tr>
<td>Psychology</td>
<td>2001</td>
<td>BA</td>
<td>B, F, K, M</td>
</tr>
<tr>
<td>Public Health</td>
<td>1214</td>
<td>MS</td>
<td>B</td>
</tr>
<tr>
<td>Public Health</td>
<td>1214</td>
<td>MPH</td>
<td>O</td>
</tr>
<tr>
<td>Radiologic Technology</td>
<td>5207</td>
<td>AAS</td>
<td>M</td>
</tr>
<tr>
<td>Radiologic Technology</td>
<td>5207</td>
<td>Cert.</td>
<td>M</td>
</tr>
<tr>
<td>Residential Real Estate Entrepreneurship</td>
<td>0511</td>
<td>Adv. Cert.</td>
<td>M</td>
</tr>
<tr>
<td>School Building Leader</td>
<td>0828</td>
<td>MS</td>
<td>M</td>
</tr>
<tr>
<td>School Counseling</td>
<td>0826</td>
<td>MS</td>
<td>M</td>
</tr>
<tr>
<td>School District/School Building Dual Cer</td>
<td>0828</td>
<td>MS</td>
<td>M</td>
</tr>
<tr>
<td>School Psychology</td>
<td>0826.02</td>
<td>MS</td>
<td>B, M</td>
</tr>
<tr>
<td>Social Science</td>
<td>2201</td>
<td>BA</td>
<td>F, M</td>
</tr>
<tr>
<td>Social Work</td>
<td>2104.10</td>
<td>MSW</td>
<td>M</td>
</tr>
<tr>
<td>Social Work/Law (Stony Brook University)</td>
<td>2104/1401</td>
<td>MSW/JD</td>
<td>C</td>
</tr>
<tr>
<td>Sociology</td>
<td>2208</td>
<td>BA</td>
<td>M</td>
</tr>
<tr>
<td>Software Development</td>
<td>0799</td>
<td>MS</td>
<td>M</td>
</tr>
<tr>
<td>Special Education</td>
<td>0808/0808</td>
<td>BS/MS</td>
<td>M</td>
</tr>
<tr>
<td>Special Education: Childhood Education</td>
<td>0808</td>
<td>BS</td>
<td>F, M</td>
</tr>
<tr>
<td>Special Education: Early Childhood Education</td>
<td>0808</td>
<td>BS</td>
<td>F, M</td>
</tr>
<tr>
<td>Speech and Communication</td>
<td>1220</td>
<td>BS</td>
<td>F, M</td>
</tr>
<tr>
<td>Speech-Language-Pathology</td>
<td>1220</td>
<td>MS</td>
<td>F, M</td>
</tr>
<tr>
<td>Teacher of Speech and Hearing Hand</td>
<td>0815</td>
<td>MS</td>
<td>F</td>
</tr>
<tr>
<td>Teaching Childhood Education/ Teaching Students with Disabilities GR 1 – 6</td>
<td>0808</td>
<td>MS</td>
<td>B</td>
</tr>
<tr>
<td>Teaching Early Childhood Education/ Teaching Students with Disabilities B – GR 2</td>
<td>0808</td>
<td>MS</td>
<td>B, F, M</td>
</tr>
<tr>
<td>Teaching Literacy</td>
<td>0830</td>
<td>MS</td>
<td>F, M</td>
</tr>
<tr>
<td>Program Title</td>
<td>HEGIS Code</td>
<td>Degree Awarded</td>
<td>Campus</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>------------</td>
<td>----------------</td>
<td>------------</td>
</tr>
<tr>
<td>Teaching Middle Childhood/ Teaching Students with Disabilities Middle Childhood</td>
<td>0804</td>
<td>MS</td>
<td>B, F, M</td>
</tr>
<tr>
<td>Teaching Students with Autism &amp; Severe or Multi Disabilities</td>
<td>0820</td>
<td>Adv. Cert.</td>
<td>B, F, M</td>
</tr>
<tr>
<td>Teaching SWD Generalist, Grades 7 – 12</td>
<td>0804</td>
<td>MS</td>
<td>B, F, M</td>
</tr>
<tr>
<td>Web and Multimedia Design</td>
<td>1099</td>
<td>MA</td>
<td>F, M</td>
</tr>
</tbody>
</table>

B = Registered at Bay Shore Branch Campus, Long Island
C = Registered at Central Islip Branch Campus, Long Island
F = Registered at Flatbush Branch Campus, Brooklyn
K = Registered at Kew Gardens Branch Campus, Queens
M = Registered at Manhattan Main Campus
O = Registered at Harlem Branch Campus
U = Registered at Middletown Branch Campus
V = Registered at Valhalla Branch Campus
TOURO COLLEGE BOARD OF TRUSTEES

Dr. Mark Hasten, Chairman
Rabbi Doniel Lander, Chancellor
Dr. Alan Kadish, President
Abraham Biderman
Shmuel Braun
Dr. Benjamin Chouake
Allen Fagin
Howard Tzvi Friedman
Gilles Gade
Rabbi Menachem Genack
Solomon Goldfinger
Abraham Gutnicki

Leah Karfunkel
Brian Levinson
David Lichtenstein
Martin Oliner
Lawrence Platt
Margaret Retter
Stephen Rosenberg
Zvi Ryzman
Israel Sendrovic
Jack Weinreb
Rabbi Shabsai Wolfe

TOURO BOARD OF GOVERNORS

Rena Barta
Harvey Blitz
Stephen Brown
Rabbi Alan Ciner
John Crepsac
Manuel de Torres
Dr. Hazel Dukes
Sam Epstein
Alan Fuchsberg
Charles Ganz
Adam Geiger
Bruce Gould
David Grunblatt
Dr. Mark Hasten
Michael Hasten
Aaron Herzog
Robin Jacobs
Dr. Alan Kadish
Dr. Martin Katzenstein
Lloyd Keilson

Rabbi Moshe Krupka
Rabbi Doniel Lander
Bruce Lilker
Joshua Manaster
Robert Marcus
Meryl Maybruch
Ira Nutis
Joseph Popack
David Portal
David Raab
Robert Rechnitz
Daniel Retter
Alex Rovt
Nathan Sklar
Howard Stein
Andrew Tananbaum
Dr. A. M. Tannenberg
Gary Torgow
Marvin Weitz
Dr. Rachel Yehuda
COLLEGE ADMINISTRATION

OFFICE OF THE PRESIDENT

Rabbi Doniel Lander, Chancellor
Alan Kadish, M.D., President
Rabbi Moshe Krupka, M.S., Executive Vice President, University Ombudsman
Melvin M. Ness, B.S., C.P.A., Senior Vice President, Chief Financial Officer
Michael Newman, J.D., Senior Vice President of Legal Affairs, Secretary to the Board of Trustees
Jeffrey Rosengarten, B.A., Senior Vice President for Operations
Paul Glasser, B.A., Vice President of Institutional Advancement
Patricia E. Salkin, J.D., Provost, Graduate and Professional Divisions
Franklin M. Steen, Ph.D., Vice President, Chief Information Officer
Sabine Charles, M.S., CRISC, CFE, Internal Auditor

SENIOR LEADERSHIP

Raymond W. Alden III, Ph.D., Provost, Touro University Nevada
Salomon Amar, D.D.S., Ph.D., Provost for Biomedical Research
Shelley Berkley, J.D., Senior Provost and CEO, Touro University Western Division
Matthew F. Bonilla, M.S., Vice President of Student Administrative Services
Stanley L. Boylan, Ph.D., Vice President of Undergraduate Education and Dean of Faculties
Richard A. Braunstein, J.D., Vice President of Legal Affairs
Rabbi Alan G. Ciner, M.A., Vice President of Community Engagement
Simcha Fishbane, Ph.D., Liaison, European Branch Campuses
Robert Goldschmidt, M.A., L.L.D., Vice President for Planning and Assessment, Dean of Students
Nadja Graff, Ph.D., Vice President, Division of Graduate Studies
Edward Halperin, M.A., M.D., Chancellor and CEO, New York Medical College and Touro Provost for Biomedical Affairs
Marty Katzenstein, M.D., Vice President of Community Affairs
Yoram Neumann, Ph.D., CEO, Touro University Worldwide
Patricia E. Salkin, J.D., Provost, Graduate and Professional Divisions
Rabbi Shmuel Schuman, M.A., CEO, Hebrew Theological College
Israel Singer, Ph.D., Vice President for International Affairs
Marian Stoltz-Loike, Ph.D., Vice President, Online Education and Dean, Lander College for Women
Sarah Sweitzer, Ph.D., Provost and Chief Academic Officer, Touro University California
Judah Weinberger, M.D., Ph.D., Vice President for Collaborative Medical Education

TOURO COLLEGE OFFICE OF ACADEMIC AFFAIRS

Stanley L. Boylan, Ph.D., Vice President of Undergraduate Education and Dean of Faculties
Robert Goldschmidt, M.A., L.L.D., Vice President for Planning and Assessment, Dean of Students, Executive Dean, Lander College of Arts and Sciences
Nadja Graff, Ph.D., Vice President, Division of Graduate Studies
Henry Abramson, Ph.D., Dean, Lander College of Arts and Sciences
Harry Ballan, J.D., Ph.D., Dean, Jacob D. Fuchsberg Law Center
Barry Bressler, Ph.D., Dean, Undergraduate Business Programs
Sabra Brock, Ph.D., Interim Dean, Graduate School of Business
Michael Clearfield, D.O., Dean, College of Osteopathic Medicine, Touro University California
Henry Cohen, Pharm.D., Dean, Touro College of Pharmacy
John Dougherty, D.O., Dean, College of Osteopathic Medicine, Touro University Nevada
Jacob Easley II, Ph.D., Dean, Graduate School of Education
David Forstein, D.O., Dean, Touro College of Osteopathic Medicine, New York
Rabbi Yitzchak Handel, Ph.D., Dean, Touro College Israel
Issac Herskowitz, Ed.D., Dean, Graduate School of Technology and Chief Computer Instruction Officer
Steven Huberman, Ph.D., Dean, Graduate School of Social Work
David Jacobson, Ph.D., Dean, Touro College Los Angeles
Shelia Lewis, Ph.D., Provost, Touro University Worldwide
Rae Matsumoto, Ph.D., Dean, College of Pharmacy, Touro University California
Ronnie Myers, D.D.S., Dean, Touro College of Dental Medicine
Lisa Norton, Ed.D., Dean, College of Education and Health Sciences, Touro University California
Andrew Priest, Ed.D., PT, Dean, College of Health and Human Services, Touro University Nevada
Louis H. Primavera, Ph.D., Dean, School of Health Sciences
Moshe Z. Shmidman, Ph.D., Dean, Graduate School of Jewish Studies
Kenneth Steier, D.O., Executive Dean, Touro College of Osteopathic Medicine, New York and Middletown
Marian Stoltz-Loike, Ph.D., Dean, Lander College for Women/The Anna Ruth and Mark Hasten School
Judah Weinberger, M.D., Ph.D., Associate Vice President of Undergraduate Education and Interim Dean, NYCAS
OFFICE OF ADMISSIONS

Benjamin Enoma, Ph.D., Director of Graduate Admissions
Brian Diele, B.A., Director of Admissions, Interim Director of Student Administrative Services, Bay Shore campus

OFFICE OF THE REGISTRAR

Lidia Meindl, M.S., University Registrar
Erin Werner, M.S., Assistant to the Registrar
Sun Hee Choi, M.A., Director of International and Veteran Student Affairs
Nataliya Grigoryuk, B.S., Senior Degree Audit Specialist
Eleanor Moquete, B.A., Transcript Coordinator

OFFICE OF THE BURSAR

Inbal Haimovich, M.P.A., Executive Director of Student Finances and Bursar
Loraine Benjamin, Student Account Representative SHS
Simon Kaplun, Collections Manager
Yelena Kukuy, Director of Bursar Daily Operations

OFFICE OF FINANCIAL AID

Aquila Galgon, B., A., Executive Director of Financial Aid and Compliance
Yelena Volis, M.B.A., Senior Financial Aid Director
Lola Yukhayeva, Financial Aid Administrator

OFFICE OF INSTITUTIONAL RESEARCH

Evan Hoberman, M.S., Interim Director of Institutional Research & Effectiveness
Aryeh Morgulis, B.S., Chief Data Analyst
Erica Kaplan, M.Ed., Institutional Research Analyst
James N. Ligorski, M.B.A., Manager of Institutional Effectiveness

LIBRARY

Bashe Simon, M.L.S., M.A., Director of Library Services
Michoel Rotenfeld, M.S.I.L.S., Associate Director of Libraries
Salvatore Anthony Russo, M.L.S., Assistant Director of Libraries for Public Services
Sara Tabaei, M.L.S, Library Information Literacy Services Director
Philip R. Papas, M.L.S., Archivist
Sarah Nakar, B.S., Library Loan Coordinator
Marina Zilberman, M.L.I.S., Chief Midtown Librarian
Carol Schapiro, M.L.S., M.S., J.D., Librarian, Midtown Main Campus
Toby Kraus, M.L.S., Judaica Librarian
Jamie Luise, M.L.S., Chief Bay Shore Librarian
SCHOOL OF HEALTH SCIENCES ADMINISTRATION

Louis H. Primavera, Ph.D., Dean, School of Health Sciences
Frank L. Gardner, Ph.D., Associate Dean of Academic Affairs
Rivka Molinsky, M.A., OTR-L, Associate Dean of Students and Innovation
Holly Owens, M.Ed., Instructional Designer
Susan Powers, Executive Administrative Director
Lisa Thompson, M.B.A., Administrative Director
Robin Lynn Morrell, Associate Director for Fiscal Affairs
Marissa Esposito, M.A., Director of Alumni Affairs and Continuing Education
Christin Paglen, PH.D., Chairperson, Undergraduate Studies Department
Jill Horbacewicz, PT, Ph.D., Chairperson, Physical Therapy Department; Director, DPT Programs
Frances Corio, Ph.D., PT, O.C.S., Director, Post-Professional Physical Therapy Programs
Susan Jacobson, M.S., Associate Director of Post-Professional Physical Therapy Programs
Hindy Lubinsky, M.S., CCC/SLP, Chairperson, Speech Language Pathology Department, Director, Graduate Program in Speech-Language Pathology
Sandra Russo, RN, M.S., Chairperson, Department of Nursing
Stephanie Dapice Wong, DPT, PT, OTR, CAPS, Chairperson, Occupational Therapy Department; Director, Occupational Therapy Programs
Joseph Faiella-Tommasino, RPA-C, M.S., Ph.D., Chairperson, Physician Assistant Department
### SCHOOL OF HEALTH SCIENCES FULL-TIME FACULTY

*Note: CUNY - City University of New York
SUNY – State University of New York*

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
<th>Degree/Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>NYCOLE ABELA</td>
<td>Clinical Faculty, Physician Assistant Program</td>
<td>M.S., Touro College</td>
</tr>
<tr>
<td>ROBERT BAKER</td>
<td>Assistant Professor of Neuropsychology</td>
<td>Ph.D., Graduate Center, CUNY</td>
</tr>
<tr>
<td>MORRIS BENJAMINSON</td>
<td>Professor Emeritus</td>
<td>Ph.D., New York University</td>
</tr>
<tr>
<td>DANA BIGNAMI</td>
<td>Assistant Professor, Academic Coordinator,</td>
<td>M.S., Touro College</td>
</tr>
<tr>
<td>SUZAN BIGNAMI</td>
<td>Assistant Professor, Physician Assistant Program</td>
<td>M.S.P.A.S., University of Nebraska</td>
</tr>
<tr>
<td>STEVEN BLAUSTEIN</td>
<td>Associate Professor of Speech-Language Pathology</td>
<td>Ph.D., Graduate Center, CUNY</td>
</tr>
<tr>
<td>EDGAR BORRERO</td>
<td>Assistant Professor, Physician Assistant Program</td>
<td>M.D., New York Medical College</td>
</tr>
<tr>
<td>YOCHVED BENSINGER-BRODY</td>
<td>Assistant Professor of Physical Therapy</td>
<td>Ph.D., CUNY</td>
</tr>
<tr>
<td>JOSEPH BRUNI</td>
<td>Medical Director, Bay Shore Physician Assistant</td>
<td>Ph.D., New York Medical College</td>
</tr>
<tr>
<td>MICHELLE BUCCINNA</td>
<td>Assistant Professor, Occupational Therapy Program</td>
<td>M.S., OTR/L, Stony Brook University</td>
</tr>
<tr>
<td>PATRICIA BURKE</td>
<td>Associate Professor of Nursing</td>
<td>Ph.D., Cappella University</td>
</tr>
<tr>
<td>FRED CARTER II</td>
<td>Medical Director, Bay Shore (D) Physician Assistant</td>
<td>M.D., Columbia University</td>
</tr>
<tr>
<td>TARA CASIMANO</td>
<td>Assistant Professor, Occupational Therapy</td>
<td>Ph.D., OT/L, M.H.S., University of Florida</td>
</tr>
<tr>
<td>ELIZABETH CHIARIELLO</td>
<td>Associate Director &amp; Assistant Professor of</td>
<td>Ph.D., Capella University</td>
</tr>
<tr>
<td>NICOLE CIMINO</td>
<td>Academic Coordinator, Physician Assistant Program</td>
<td>M.S., Touro College</td>
</tr>
<tr>
<td>TARA COLLINS</td>
<td>Assistant Professor of Occupational Therapy;</td>
<td>M.H.S., University of Indianapolis</td>
</tr>
<tr>
<td>JOSEPH DALEO</td>
<td>Assistant Professor, Clinical Coordinator, Director</td>
<td>M.P.A.S., University of Nebraska</td>
</tr>
<tr>
<td>BENJAMIN ELMAN</td>
<td>Assoc. Professor and Program Director, Industrial-</td>
<td>Ph.D., Hofstra University</td>
</tr>
<tr>
<td>ROSEMARY FLANAGAN</td>
<td>Assistant Professor, Physician Assistant Program</td>
<td>D.H.Ed., A.T. Still University</td>
</tr>
<tr>
<td>HAROLD FELTON</td>
<td>Professor, Department of Behavioral Science</td>
<td>Ph.D., Hofstra University</td>
</tr>
</tbody>
</table>
MARY FLANAGAN-KUNDLE
Assistant Professor, Co-Chairperson, Associate Program Director, Physician Assistant Program
M.S., Stony Brook University

ARTHUR FREEMAN
Professor, Department of Behavioral Science
Ed.D., Columbia University

RALPH GARCIA
Associate Professor of Physical Therapy
Ph.D., New York University

ANTHONY GAROFALO
Assistant Professor, Clinical Research Director, Physician Assistant Program
Ph.D., New York College of Podiatric Medicine

ZACHARY GERUT
Medical Director, Manhattan Physician Assistant Program
M.D., University of Massachusetts Medical School

SALLYANN GIESS
Assistant Professor, Speech-Language Pathology Program
Ph.D., University of Florida

JACQUELINE GIL
Clinical Faculty, Physician Assistant Program
B.S., Touro College

JAMES A. GILCHRIEST
Assistant Professor of Biology
M.S., Touro College

JAMES SCOTT GOULD
Assistant Professor, Physician Assistant Program
M.S., Hofstra University

KATE GROSSMAN
Clinic Supervisor, Speech-Language Pathology Program
M.A., Hofstra University

LAURA HAGAN
Associate Director and Assistant Professor of Physical Therapy Program
D.P.T., Touro College

CATHERINE HAGERTY
Assistant Professor, Nursing
M.A., New York University

JOSEPH HAYES
Assistant Professor of Physical Therapy
D.P.T., Massachusetts General Hospital Institute of Health Professions

JILL S. HORBACEWICZ
Chair/Director and Associate Professor of Physical Therapy
Ph.D., Touro University International

JOSEPH INDELICATO
Associate Professor of Psychology
Ph.D., Hofstra University

KIMBERLY JOHNSON
Assistant Professor, Clinical Mental Health Counseling
Ph.D., Columbia University

MARCIA JONES-GEORGE
Assistant Professor of Nursing
M.S.N., Hunter College, CUNY

TROY JOSEPH
Assistant Professor, Academic Faculty, Physician Assistant Program
Ph.D., Hunter College, CUNY

JULIE KARDACHI
Associate Professor of Occupational Therapy
OTD, OTR/L, CLA, Rocky Mountain University of Health Professions

AMY KERULIS
Instructor, Industrial-Organizational Psychology
M.A., Elmhurst College

RACHELLE KIRSCHENBAUM
Associate Academic Director, Speech-Language Pathology Program
M.S., Columbia University

MENAHEM KIWAK
Field Experience Coordinator, Clinical Mental Health Counseling
M.S., Long Island University

BARBARA KILARITCH-VRANA
Assistant Professor of Chemistry
M.S., Long Island University
M.S., New York Institute of Technology
VIRGINIA E. KOENIG
Academic Fieldwork Coordinator and Assistant Professor of Occupational Therapy
OTD, M.S.A., Chatham University

STEPHANIE LANG
Assistant Professor, Physician Assistant Program
M.S., Pace University

VALERIE LEDERMAN
Assistant Professor, Clinical Coordinator, Physician Assistant Program
M.S., Touro College

REBECCA LEIBOWITZ
Academic Faculty, Physician Assistant Program
M.S., Touro College

SHIFRA K. LEISER
Occupational Therapy
OTD, Misericordia University

KARRIE LINDEMAN
Program Director, Behavior Analysis Certificate Program
Ed.D., Hofstra University

CATHERINE LORENZO
Assistant Professor of Nursing
M.S.N., Wagner College

PHILIP LOWENSTEIN
Academic Faculty, Physician Assistant Program
B.S., Long Island University

HINDY LUBINSKY
Program Director/Department Chair, Speech and Language Pathology
M.S., Brooklyn College, CUNY

MARY ELLEN LUCZUN
Assistant Professor of Nursing
M.S.N., Hunter College, CUNY

MARIE MADIGAN
Assistant Professor of Biology
M.S., Touro College

RICHARD MAHER
Assistant Professor of English
M.S., St. John’s University

TED MARKS
Assistant Professor of Physical Therapy
D.P.T., Stony Brook University

SONDRA MIDDLETON
Assistant Professor Associate Program Director,
Manhattan Physician Assistant Program
M.H.S., Duke University

ARIANA MURPHY
Assistant Professor, Academic Coordinator,
Physician Assistant Program
M.S., St. John’s University

CLARA NEUMANN
Assistant Professor of Physical Therapy
M.A., Teachers College-Columbia University

MEIRA ORENTLICHER
Associate Director of Research and Scholarship and Professor of Occupational Therapy
Ph.D., New York University

AMANDA PAGANO
Academic Coordinator, Physician Assistant Program
M.S., Touro College

CHRISTIN PAGLEN
Interim Chair of the Undergraduate Studies Program
Academic Faculty, Physician Assistant Program
J.D., Washington College of Law, American University

MICHAEL PAPETTI
Assistant Professor of Biology
Ph.D., Tufts University

JONATHAN PASCUCCI
Physician Assistant Program
Pharm.D., Albany College of Pharmacy

PAULA PASHKOFF
Assistant Professor, Director, Manhattan Physician Assistant Program
M.S., Touro College

JORGE PETITE
Physician Assistant Program
M.D., University of Buenos Aires (Argentina)
ANTOINETTE PORRETTA  
Assistant Professor, Nursing  
M.S., University of North Carolina

OFRA POTTORF  
Assistant Professor of Physical Therapy  
D.P.T., Touro College

RENA PUROHIT  
Assistant Professor of Occupational Therapy;  
Academic Fieldwork Coordinator  
J.D., Emory University School of Law

VANESSA REDDIN  
Assistant Professor of Physical Therapy  
Ph.D., Howard University

ISABELLA REICHEL  
Associate Professor of Speech-Language Pathology  
Ed.D., Nova Southeastern University

PATRICIA ROEHRIG  
Assistant Professor, Academic Coordinator,  
Physician Assistant Program  
M.S., Touro College

ZHANNA ROIT  
Medical Director, Nassau University Medical Center Extension, Physician Assistant Program  
M.D., Moscow Medical School

JOHN RONGO  
Associate Professor; Director, Bay Shore-NUMC  
Extension Center Physician Assistant Program  
M.S., Touro College

SANDRA RUSSO  
Chairperson Associate Professor of Nursing  
M.S.N., Wagner College

JAMIE SCHLESINGER  
Assistant Professor, Physician Assistant Program  
M.S., Pace University

KAREN SCHWARTZ  
Assistant Professor of Audiology  
Au.D., A.T. Still University

ARAH SHAIN  
Associate Clinic Director, Speech-Language Pathology Program  
M.S., Brooklyn College, CUNY

DAN SHARIR  
Associate Professor, Clinical Mental Health Counseling  
Ph.D., Touro University International

CORINNE SETTECASE-WU  
Assistant Professor of Nursing  
M.A., New York University

ROSLYN SOFER  
Assistant Professor of Physical Therapy  
D.P.T., Touro College

ARTHUR SULLIVAN  
Professor, Department of Behavioral Science  
Ph.D., Fordham University

ARTHUR P. SULLIVAN  
Undergraduate Studies Department  
M.S., Mercy College

JOHN SULLIVAN  
Assistant Professor, Physician Assistant Program  
M.D., New York Medical College

SUSAN TADDONIO  
Assistant Professor, Occupational Therapy Program  
D.P.T., M.A.P.T. Stony Brook University

REEMA THAKKAR  
Assistant Professor of Physical Therapy  
Physical Therapy Program  
D.P.T., Dominican College

JOSEPH FAIELLA-TOMMASINO  
Chairperson/Assistant Dean Physician Assistant Department  
Ph.D., City University of Los Angeles

MATTHEW TOMMASINO  
Academic Coordinator, Interim Associate Director,  
Physician Assistant Program  
M.S., Touro College

ROBERT TROIANO  
Associate Professor of Physical Therapy  
D.P.T., Massachusetts General Hospital Institute of Health Professions
ROSALIE UNTERMAN  
Clinical Director, Speech-Language Pathology Program  
Associate Professor of Speech-Language Pathology  
Ph.D., New York University

DANIELLE VARNEY  
Assistant Professor, Clinical Coordinator, Physician Assistant Program  
M.S., Touro College

MARIA VIGANO  
Assistant Professor of Nursing  
M.S.N., Hunter College, CUNY

CHRISTOPHER VOLTMER  
Assistant Professor of Physical Therapy  
D.P.T., New York Institute of Technology

FAYE WALKENFELD  
Associate Professor and Chair, Department of Behavioral Science  
Program Director, Clinical Mental Health Counseling  
Ph.D., Graduate Center, CUNY

RICHARD WAXMAN  
Associate Professor, Department of Behavioral Science  
Ph.D. Yeshiva University

MICHAEL WEBER  
Associate Chairperson, Physician Assistant Programs  
M.P.A.S., University of Nebraska

FRANCE WEILL  
Assistant Professor of Speech-Language Pathology  
Ph.D., Seton Hall University

SHIRA SCHECHTER WEINER  
Associate Professor of Physical Therapy  
Ph.D., New York University

GREGORY WELSH  
Assistant Professor, Physician Assistant Program  
M.S., Pace University

SUSAN EGNER-WHALEN  
Assistant Professor, Physician Assistant Program  
M.S., Touro College

CHAD WOODARD  
Assistant Professor of Physical Therapy  
Ph.D., Trident University

STEPHANIE DAPICE WONG  
Chairperson and Program Director and Associate Professor of Occupational Therapy  
D.P.T., O.T.R., Touro College

SHAZAD ZEB  
Assistant Director, Physician Assistant Master’s Completion Program  
M.P.A.S., University of Nebraska
SCHOOL OF HEALTH SCIENCES ADJUNCT FACULTY

Note: CUNY – City University of New York
SUNY – State University of New York

JOSEPH ADAMS
Physical Therapy Program
Doctor of Physical Therapy Program
D.P.T., Touro College

SCOTT AGNEW
Undergraduate Studies
M.S., Queens College, CUNY

FRANK ALBANO
Physician Assistant Program
Ph.D., Stony Brook University

MARK AMIR
Physical Therapy Program
M.A., Touro College

RICHARD ANCONA
Physician Assistant Program
M.D., University of Bonn (Germany)

ROBERT ANZIANO
Physical Therapy Program
M.B.A., New York Institute of Technology

PETER BARBOSA
Physician Assistant Program
Ph.D., Baylor College of Medicine

CLARIBELL BAYONA
Occupational Therapy Program
OTD, OTR/L, Quinnipiac University

OREN BERKOWITZ
Physician Assistant Program
Ph.D., University of Pittsburgh

BRUCE BERNS
Undergraduate Studies
D.C., New York Chiropractic College

JATINDER BIRDI
Occupational Therapy Program
M.S., Touro College

DARYLE BLACKSTOCK
Physician Assistant Program
M.P.H., NY Medical College

SIMEONE BLITMAN
Speech-Language Pathology Program
Ph.D., Columbia University

BARBARA SIMINOVIĆ-BLOK
Physical Therapy Program
MS, UNAM, Mexico

LINDA BLUMSTEIN-LANTER
Speech-Language Pathology Program
M.S., Brooklyn College, CUNY

ALLISON BOYLE
Instructor, Physician Assistant Program
M.S., King’s College Physician Assistant Studies

DANIEL BOYLE
Physician Assistant Program
Ph.D., Hofstra University

ROBERT BRESSLER
Physician Assistant Program
Ph.D., New York University

SUSAN BRILLHART
Nursing Program
M.S.N., College of New Rochelle

JOSEPHINE BRITANICO
Nursing Program
M.S., Hunter College, CUNY

CHRISTINE BURKE
Post-Professional Doctor of Physical Therapy Program
D.P.T., Touro College

DONALD CATALINO
Physician Assistant Program
B.S., St. John’s University

CAROL CHAMOFF
Occupational Therapy Program
B.S., SUNY at Buffalo

KAREN CORREIA
Physical Therapy Program
Ph.D., University of Strathclyde (U.K.)
RICHARD COSCI  
Undergraduate Studies  
M.S., Adelphi University

TERRIANN CRISP  
Post-Professional Doctor of Physical Therapy Program  
Ph.D., Marshall University School of Medicine

ROBERTA CURRY  
Nursing Program  
M.S., Wagner College

DEBRA CULLINANE  
Occupational Therapy Program  
O.T.D., Chatham University

JOSEPH D’AMBROSIO  
Physical Therapy Program  
M.S., Columbia University

ANTHONY A. D’ANTONI  
Occupational Therapy Program  
Ph.D., Seton Hall University

LISA DAVIS  
Occupational Therapy Program  
M.S., New York University

LARRY DEEMER  
Occupational Therapy Program  
M.A., New York University

MICHAEL DEMAREST  
Physician Assistant Program  
B.S., College of Staten Island, CUNY

LAWRENCE DE NOTO  
Occupational Therapy Program  
M.A., Touro College

FRANK DIGREGORIO  
Undergraduate Studies  
M.S., Long Island University

MARY JEAN DYBCZKO  
Speech-Language Pathology Program  
M.A., Queens College

ANDREW EISEN  
Physical Therapy Program  
Doctor of Physical Therapy Program  
D.P.T., Ithaca College

STEVEN EMMETT  
Physical Therapy Program; Physician Assistant Program  
D.O., Chicago College of Osteopathy

JILL ESTERSON  
Post-Professional Doctor of Physical Therapy Program  
M.S., Columbia University

FRAIDA FIAISHMAN  
Occupational Therapy Program  
M.A., New York University

ELIZABETH FILIPOWICZ  
Physician Assistant Program  
M.D., Xavier University

SHAWN E. FLYNN  
Occupational Therapy Program  
M.P.A., New York University

JAMES GALEGRO  
Physical Therapy Program  
Doctor of Physical Therapy Program  
D.Sc., Andrews University

LAUREN GARIN  
Nursing Program  
M.S.N., Walden University

MARIA GARRIDO  
Nursing Program  
M.S., Wagner College

SUSAN GILLEN  
Occupational Therapy Program  
A.A.S, OTA, Touro College

JONATHAN GLASBERG  
Physical Therapy Program  
Doctor of Physical Therapy Program  
D.P.T., Touro College

DAVID GODIN  
Physician Assistant Program  
M.D., SUNY Syracuse Upstate Medical Center

DUANE GRELL  
Physical Therapy Program  
Doctor of Physical Therapy Program  
D.P.T., Touro College
<table>
<thead>
<tr>
<th>Name</th>
<th>Program</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>HENRY HANIF</td>
<td>Occupational Therapy Program</td>
<td>M.A., New York University</td>
</tr>
<tr>
<td>BRIAN HOKE</td>
<td>Post-Professional Doctor of Physical Therapy Program</td>
<td>D.P.T., Boston University</td>
</tr>
<tr>
<td>THERESA INGENITO</td>
<td>Physical Therapy Program</td>
<td>M.S., Long Island University</td>
</tr>
<tr>
<td>STEVEN JACOBS</td>
<td>Physician Assistant Program</td>
<td>B.S., Touro College Physician Assistant Program</td>
</tr>
<tr>
<td>GREGG JOHNSON</td>
<td>Post-Professional Doctor of Physical Therapy Program</td>
<td>B.S., University of Southern California</td>
</tr>
<tr>
<td>VICKY SALIBA JOHNSON</td>
<td>Post-Professional Doctor of Physical Therapy Program</td>
<td>M.A., Medical College of Georgia</td>
</tr>
<tr>
<td>SARAH CLARKE JOYNER</td>
<td>Undergraduate Studies</td>
<td>M.A., St. John’s University</td>
</tr>
<tr>
<td>PETER JUDGE</td>
<td>Physician Assistant Program</td>
<td>M.D., Georgetown University School of Medicine</td>
</tr>
<tr>
<td>DORIS KAHN</td>
<td>Speech-Language Pathology Program</td>
<td>M.S., Brooklyn College, CUNY</td>
</tr>
<tr>
<td>STEVEN KASHULSKY</td>
<td>Occupational Therapy Program</td>
<td>M.S., OTR/L, Touro College</td>
</tr>
<tr>
<td>MICAH KATZ</td>
<td>Physician Assistant Program</td>
<td>M.H.S., Chatham University</td>
</tr>
<tr>
<td>ROCHELLE KERCHNER</td>
<td>Undergraduate Studies</td>
<td>M.S., SUNY at Buffalo</td>
</tr>
<tr>
<td>MICHELE KISSOUS-HUNT</td>
<td>Physician Assistant Program</td>
<td>M.S., Weill Cornell Medical College</td>
</tr>
<tr>
<td>CAROL KIDNEY</td>
<td>Nursing Program</td>
<td>M.S., Central Michigan University</td>
</tr>
<tr>
<td>STACY KINIRONS</td>
<td>Physical Therapy Program</td>
<td>Doctor of Physical Therapy Program</td>
</tr>
<tr>
<td>DEBORAH KNOLL</td>
<td>Occupational Therapy Program</td>
<td>A.A.S., Suffolk County Community College</td>
</tr>
<tr>
<td>SHAUL KOHN</td>
<td>Occupational Therapy Program</td>
<td>M.S., Touro College</td>
</tr>
<tr>
<td>JERRY KOLLER</td>
<td>Speech-Language Pathology Program</td>
<td>M.S., Lehman College, CUNY</td>
</tr>
<tr>
<td>TADEUSZ KORSZUN</td>
<td>Physician Program</td>
<td>M.D., Pomorska Akademia Medyczna (Poland)</td>
</tr>
<tr>
<td>JEN-MARIE KOVALEVICH</td>
<td>Undergraduate Studies</td>
<td>M.A., Stony Brook University</td>
</tr>
<tr>
<td>EVE KRASNER</td>
<td>Speech-Language Pathology Program</td>
<td>M.A. Kean University</td>
</tr>
<tr>
<td>SUSAN KRAVITZ</td>
<td>Undergraduate Studies</td>
<td>M.S., CW Post, Long Island University</td>
</tr>
<tr>
<td>FRANCISCUS KRONENBERG</td>
<td>Occupational Therapy Program</td>
<td>B.S., Hogeschool Limburg (Netherlands)</td>
</tr>
<tr>
<td>EMILIE KUTASH</td>
<td>Undergraduate Studies</td>
<td>Ph.D., New School of Social Research</td>
</tr>
<tr>
<td>BOJANA H. LIZNICKI</td>
<td>Occupational Therapy Program</td>
<td>M.F.A., Academy of Fine Art (Poland)</td>
</tr>
<tr>
<td>JACQUELINE LOPEZ</td>
<td>Physician Assistant Program</td>
<td>M.S., Touro College</td>
</tr>
</tbody>
</table>
CANDICE LORENTO
Occupational Therapy Program
M.S., Touro College

SARA LUBITZ
Physician Assistant Program
M.D., University of Medicine and Dentistry of New Jersey

GEORGETTE MACRINA
Undergraduate Studies
M.S., Adelphi University

JEANNE ANNE MAGUFFIN
Physical Therapy Program
Doctor of Physical Therapy Program
D.P.T., New York University

MARK MARINO
Physical Therapy Program
Doctor of Physical Therapy Program
M.S., Touro College

CHRISTOPHER MAROTTA
Occupational Therapy Program
M.S., OTR/L, Misericordia University

NICHOLAS MARTIN
Physician Assistant Program
M.S., Long Island University

MICHAEL MATILSKY
Physician Assistant Program
M.D., Stony Brook University

ERIN MAZZA
Physician Assistant Program
B.S., Touro College

JOSEPH McGOVERN
Occupational Therapy Program
M.S., Touro College

PATRICK MCQUADE
Post-Professional Doctor of Physical Therapy Program
M.A., Stony Brook University

EILEEN MEEHAN
Occupational Therapy Program
M.S., Touro College

MARIA MEIGEL
Post-Professional Doctor of Physical Therapy Program
D.P.T., Touro College

AMANDA MIRCHEL
Physician Assistant Program
M.S., Touro College

CONSTANCE MONAGHAN
Physical Therapy Program
D.P.T., Touro College

KAREN MONSTEIN
Physical Therapy Program
D.P.T., Touro College

REM NARAIN
Occupational Therapy Program
M.S., Touro College

KEVIN NILES
Physician Assistant Program
B.S., University of New Hampshire

NICOLE NOVECK
Physician Assistant Program
B.S., Touro College

GALINA OSKMAN
Physical Therapy Program
Ph.D., Moscow State University (Russia)

FRANCINE PASADINO
Nursing Program
M.A., New York University

EDWARD PASCUZZI
Undergraduate Studies
M.S., Stony Brook University

IVELINE PENNIE
Nursing Program
M.S., SUNY Downstate

JINGXIAN PI
Undergraduate Studies
M.A., Liao Ning Normal University (China)
M.L.S., Queens College, CUNY
JOHN PITROWSKI
Undergraduate Studies
Ed.D., Capella University

MARTIN POHRILLE
Occupational Therapy Program
M.S.W., Yeshiva University

MICHAEL POON
Medical Director, Manhattan Campus Physician Assistant Program
M.D., Mt. Sinai School of Medicine

JAMES PREGO
Undergraduate Studies
N.D., Bastyr University

ALAN RICE
Physician Assistant Program
M.S.W., Wurzweiler School of Social Work, Yeshiva University

EUGENIA ROGERS
Speech-Language Pathology Program
M.S., University of Connecticut

ZHANNA ROIT
Physician Assistant Program
M.D., University of Wisconsin Medical School

GARVIN ROMANE
Speech-Language Pathology Program
Ph.D., Fordham University

JENNIFER ROWLAND
Undergraduate Studies
M.S., Touro College

MICHELE ROY
Physical Therapy Program
M.A., McGill University (Canada)

ROCHELLE RUBIN
Nursing Program
M.A., New York University

CHRISTINE RYAN
Occupational Therapy Program
M.S., Touro College

ANDREA SANDERS
Speech-Language Pathology Program
M.S., Brooklyn College

SANTOSH SANGARI
Occupational Therapy Program
M.S., University of Delhi, India

ROBIN SCARLATA
Physician Assistant Program
M.D., George Washington University, School of Medicine

KAREN SCHECK
Physical Therapy Program
M.S., Touro College

MIRIAM SCHIFF
Speech-Language Pathology Program
M.S., Touro College

SUZANNE SCHIMATZ
Speech–Language Pathology Program
M.S., Adelphi University

DEBORAH SCHWARTZ
Occupational Therapy Program
O.T.D., Rocky Mountain University of Health Professions

JENNIFER SENDEROWITZ
Physical Therapy Program
Doctor of Physical Therapy Program
D.P.T., Touro College

HEVDA SHAMIR
Physician Assistant Program
M.D., NYU School of Medicine

KRISTI SHEPPARD
Physician Assistant Program
M.S., Pace University

STACEY SILVERS
Physician Assistant Program
M.D., Boston University School of Medicine

THEODORE SMIRLIS
Undergraduate Studies
M.S., Molloy College
M.S., Stony Brook University

MARCI STAMER
Physical Therapy Program
B.S., Ohio State University
ARUNABH TALWAR  
Physician Assistant Program  
M.D., All India Institute of Medical Sciences

WILLIAM TERENZI  
Undergraduate Studies  
M.S.W., Adelphi University

REEMA THAKKAR  
Physical Therapy Program  
D.P.T., Dominican College

SALVATORE TRAZZERA  
Physician Assistant Program  
M.D., Universidad Autonoma de Guadalajara  
(Mexico)

DANIELLE VARNEY  
Physician Assistant Program  
M.S., Touro College

LEAH VEREBES  
Physical Therapy Program  
Doctor of Physical Therapy Program  
D.P.T., Touro College

LUIS VIDAL  
Physical Therapy Program  
Ph.D., University of Puerto Rico

EDWARD WALLOWITZ  
Undergraduate Studies  
M.A., New School for Social Research

LARRY WAXMAN  
Physician Assistant Program  
B.S., University of Delaware

JEFFREY WEINBERG  
Physician Assistant Program  
M.D., University of Pennsylvania

MARY LOU WHALEN  
Nursing Program  
M.A., New York University

KIM WHITEHURST  
Physician Assistant Program  
M.S., University at Albany, SUNY

ISAAC YAKUBOV  
Physician Assistant Program  
M.S., Long Island University

THERESA YANG  
Assistant Professor of Speech-Language Pathology  
Ph.D., New York University

SHAWNI YEAGER  
Instructor, Physician Assistant Program  
M.S., Touro College School of Health Sciences
Office of the Dean of the School of Health Sciences
1700 Union Boulevard
Bay Shore, NY 11706
PH: 866-TOURO-4-U
PH: 631-665-1600, ext. 6221

Bay Shore Campus
1700 Union Boulevard
Bay Shore, NY 11706
PH: 631-665-1600
PH: 866-TOURO-4-U

Manhattan Campus
320 West 31st Street
New York, NY 10001
PH: 212 463-0400
PH: 866-TOURO-4-U

Department of Speech-Language Pathology
902 Quentin Road
Brooklyn, NY 11223
PH: 718-787-1602

Department of Nursing
902 Quentin Road
Brooklyn, NY 11223
PH: 718-236-2661

Nassau University Medical Center
2201 Hempstead Turnpike
East Meadow, New York 11554
PH: 866-TOURO-4-U

Department of Behavioral Science
232 W 40th St, 12th floor
New York, NY 10018
PH: 212-742-8770