2022-2024
CATALOG

TOURO UNIVERSITY
GRADUATE SCHOOL OF SOCIAL WORK

TOURO UNIVERSITY

Graduate School of Social Work

Catalog

2022-2024

Revised and reissued September 2023.

gssw.touro.edu

Accreditation

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

Touro University is accredited by the Middle States Commission on Higher Education (MSCHE), 1007 N. Orange Street, MB #166 Wilmington, DE 19801, (267) 284-5011. The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the United States Secretary of Education and the Council for Higher Education Accreditation. This accreditation status covers Touro University and its branch campuses, locations and instructional sites in the New York Area, as well as branch campuses in Illinois, Berlin, Jerusalem, and Moscow. For additional information, visit Middle States Accreditation.

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

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

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

The Graduate School of Social Work is nationally accredited by the Council on Social Work Education.

Policy of Non-Discrimination

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

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

GENERAL DISCLAIMER

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

COVID-19 Related Clinical Procedures

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

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MESSAGE FROM THE PRESIDENT

In the five 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 University 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 and education to law and 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 serving humanity and building a better world, as well as 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 collectively with our students to make the world a better place for all. Our Graduate School of Social Work achieves these objectives by dedicating itself to preparing competent, empathetic and ethical practitioners who will effectively address the challenges that our youth and adults face in our society. Led today by its highly effective dean, Dr. Nancy Gallina, the school graduated its inaugural class in 2008 and achieved national accreditation from the Council on Social Work Education - the profession's national accreditation authority. Touro takes great pride in its social work faculty, curriculum, administration, support services and programs, which are making important contributions to a more caring and just society.

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, MD

DR. BERNARD LANDER
FOUNDING PRESIDENT OF TOURO UNIVERSITY

Dr. Bernard Lander was an inspirational leader and visionary who revolutionized the field of education. As an educator and preeminent scholar, Dr. Lander devoted his life to Jewish and general higher education. Dr. Lander founded Touro College in 1970 and served as its first president until his passing in February 2010. Under his stewardship, Touro underwent significant growth, becoming an institution with multiple campuses and international reach. In February 2022, Touro was granted University status by the New York State Board of Regents. Today, Touro University educates approximately 19,000 students across the United States and around the world.

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

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

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

MESSAGE FROM THE SENIOR VICE PRESIDENT FOR ACADEMIC AFFAIRS AND PROVOST, GRADUATE AND PROFESSIONAL DIVISIONS

Dear Touro University Students,

Congratulations on choosing Touro University 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 University-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 healthcare professions, you will have unique inter-professional education experiences that are offered in the context of a university that enrolls more than 3,000 students annually in medicine, health sciences, pharmacy, and related disciplines. Our other graduate schools include social work, education, technology, business, law and Jewish studies – all providing robust opportunities and exposure to traditional and cutting-edge curricula.

It is indeed the people that make the place. At Touro University, 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 E. Salkin, J.D., Ph.D.

MESSAGE FROM THE DEAN

As you may have come to realize by now social work is a profession that chooses you, not the other way around. It is truly a calling. In the current global climate, the demand for social workers continues to grow, and at Touro University we are meeting the call. Our Graduate School of Social Work has graduated more than 1,000 students and is currently educating more than 300 students who are pursuing the MSW degree in Manhattan and Brooklyn. The uniqueness of the Touro MSW program can be summarized in one word – diversity, reflected in our student body and our faculty. Students interact with a first-class group of educators – faculty and administrators who offer them personal guidance, both through the program and in career development. Although their primary mission is teaching, our faculty are also deeply involved in scholarly activity and community service. Yet you will find that their doors are always open: Students are encouraged to meet personally not only with faculty, but also with the Associate Dean, administrators and, of course, with me.

To help nurture the bonds of mutual care that lead to success, we sponsor numerous events in the course of the year, including Community Days, that bring students and faculty together. Many of our students are in the workforce and have returned to graduate school to enhance their careers. We have responded by offering flexible evening, weekend, and summer classes that enable students to pursue their degrees on their own schedules. Equally varied are the settings and locations at which students may choose to complete their supervised field work assignments.

Touro offers broad financial aid assistance, including HRSA grant opportunities and fellowships, an extensive library, outstanding computer facilities, and writing support to augment our academic programs. Faculty routinely partner to help students solve individual academic and personal problems and guide them to the right college services and community resources. But we don't stop there: We assist students in preparing for New York State licensure examinations and in transitioning into social work practice.

These approaches are the embodiment of a simple philosophy: Our students are our top priority. You are about to embark on a challenging career, where you will have the opportunity to succeed as a social work leader and to make a difference in people's lives. We look forward to getting to know you – as a student, as a professional and, ultimately, as a valued colleague.

All the best for your continued success,

Nancy Gallina, Ph.D., LCSW

ACADEMIC CALENDARS

The Touro University Graduate School of Social Work academic calendars can be found at https://gssw.touro.edu/master-of-social-work/academic-calendar/. **Students should regularly check the site for any calendar changes that may have been made.**

TOURO UNIVERSITY MISSION STATEMENT

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

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

The following goals support Touro's Mission:

1. To impart and enrich the Jewish heritage and its tradition of intellectual inquiry and to incorporate its ethos into the University's academic offerings

2. To promote inclusivity, ethical behavior, and social responsibility through the curriculum and community outreach

3. To advance the career interests and professional aspirations of our students through a broad range of academic programs and innovative approaches

4. To advance faculty and student research and scholarship

5. To promote educational opportunities and access, focused on the student experience and student success

INTRODUCTION

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

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

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

TOURO UNIVERSITY

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

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

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

Touro's schools serve a variety of communities, providing engaging courses in a range of fields - from medicine and pharmacy to law; business to education; and speech pathology to Jewish studies. The Touro educational experience reflects the Jewish intellectual tradition of commitment to the transmission of knowledge, social justice, and respect for applied knowledge and discovery. It is this commitment to a Jewish intellectual tradition that fuels the many outstanding achievements by faculty and students throughout Touro. At the same time, the Touro University experience goes beyond classroom instruction - Touro fosters an atmosphere of warmth, in which close faculty-student relationships, student camaraderie and individual attention are nurtured.

Enhancing the Jewish Heritage

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

practical applications in higher education for the ultra-orthodox community; and Touro College Los Angeles, which follows a curriculum modeled after The Lander Colleges. In 2015, Touro welcomed the Hebrew Theological College of Skokie, Illinois into the Touro system.

Fulfilling Needs - and Building Strength - in Healthcare

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

The Touro College of Osteopathic Medicine (TouroCOM) opened in 2007 in Harlem, committed to training underrepresented minorities and to practicing in underserved communities. Subsequently, in 2014, a second campus of TouroCOM opened in Middletown, New York and most recently, in 2023, a third TouroCOM campus opened in Great Falls, Montana - set to further TouroCOM's mission of educating underrepresented minorities in medicine and serving communities in need. The Touro College of Pharmacy, originally established in Harlem with a shared vision to promote wellness, especially among underserved populations, relocated to our new Cross River Campus in Times Square. In 2022, Lovelace Research Institute in Albuquerque, New Mexico joined the Touro system. Founded in 1947, Lovelace is one of the oldest not-for-profit biomedical research institutes in the country, noted for excellence in respiratory disease and neuroscience research, toxicology, drug development and protecting the nation against chemical, biological and nuclear threats.

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

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

Charting New Territory in Law, Business and Technology

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

Educating the Educators, Serving the Community

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

Forging Ties with Israel and Revitalizing Jewish Life in Europe

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

SCHOOL OF SOCIAL WORK MISSION

The mission of the Touro University Graduate School of Social Work is to educate graduates for clinical social work practice in an urban, multicultural and diverse environment. This is consistent with the general mission of Touro University, which is to provide professional education for the benefit of the individual and society. This general mission is an expression of the Jewish religious tenet of "Tikun Olam," the striving to make the world a better place for all people.

In accordance with the traditional social work values of social and economic justice, the Graduate School of Social Work is committed to providing accessible and affordable quality education to educationally underserved groups. This includes persons of color, immigrants, refugees, and the many components of the Jewish community, in neighborhood-based learning sites.

The MSW program's educational purpose is to prepare self-reflective and autonomous professionals who can meet the complex needs of New York City's diverse populations. The Graduate School of Social Work seeks to increase the number of culturally competent clinical social workers to serve this rapidly-increasing population in metropolitan New York.

The School's curriculum is informed by the person-in-environment, ecological, and strengths-based perspectives. The School will provide students with a social work education that offers a theoretical and evidence-based foundation in generalist social work, as well as advanced knowledge and skills for effective clinical social work. This education prepares graduates for leadership roles in clinical social work practice with at-risk and vulnerable populations in the contemporary service delivery environment.

The Touro University Graduate School of Social Work aspires to be:

- A leader in promoting cultural diversity;

- An advocate for an inclusive model of social work, which respects and nurtures diverse group values, traditions, and cultures;

- A learning/teaching community of excellence and warmth;

- A model academic environment that supports the most stimulating and innovative educational strategies.

COURSE OF STUDY

The Master of Social Work program is a 65-credit (67 credits for students who had been admitted provisionally) program that builds on a strong undergraduate foundation. The curriculum encompasses and reflects the mission of the School. It emphasizes generalist practice at the foundation level, providing the basis for the advanced level concentration in clinical social work practice. The sequence of graduate social work courses begins with foundation courses that provide the basis for the practice of social work in a broad spectrum of human service settings. After completing the foundation year courses, students in the advanced year of study continue a concentration in clinical social work practice.

In each year of the program, students complete 600 hours of field education (450 if employment based) in a social work agency, which facilitates the integration of social work theory and practice and the development of clinical skills for social work practice.

The curriculum for the MSW is accredited by the Council on Social Work Education, which is the accrediting body for all 50 states. Every state utilizes the exams set forth by the Association of Social Work Boards. Therefore, the curriculum meets all criteria necessary to take the licensing exam in all 50 states.[1]

The Graduate School of Social Work offers three program options for earning the MSW degree:

- Students may enter the two-year MSW program beginning in the fall semester. These students may complete the MSW program in four semesters from the time of matriculation. They are expected to enroll in a full complement of courses in each semester, and attend field work placement for a total of 15 or 21 hours per week, a total of 300 hours of field work placement per semester.

- Students may enter the MSW program and begin their program by taking the non-field sequence courses (SSWN 660, SSWN 662, SSWN 670). These students may complete the MSW program in either three of four years of matriculation. These students take a reduced academic load and may choose between attending field work placement for 15 hours or 21 hours per week.

- The Graduate School of Social Work offers a Spring Semester (January) Admissions option. Students who enter in the Spring semester must register for courses in a summer session in order to stay in sequence. Students entering Field I (SSWN 640) in January must attend field work placement for 21 hours per week. The 15 hour per week option is not available for those students beginning Field I in January.

FOUNDATION CURRICULUM

At the foundation level, students on the two-year program pathway are introduced to the values, knowledge and skills required for generalist practice. Generalist practice provides students with an eclectic knowledge base, and a range of skills to serve diverse client groups at multiple system levels. Consistent with its goals, the school prepares students for ethical and culturally competent practice in a diverse urban environment. Situated in one of the largest and most complex and vibrant multicultural centers in the United States, the Graduate School of Social Work is committed to preparing autonomous professionals to provide services to diverse populations residing within the five boroughs of New York City -- Manhattan, the Bronx, Brooklyn, Queens, and Staten Island -- and in the metropolitan suburban areas.

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[1] Statement effective July 1, 2020.

The generalist perspective grounds students, theoretically and philosophically, in the person-in-environment, ecological and strengths-based foundational framework for generalist practice with individuals, families, groups, communities and organizations. The generalist philosophical perspective immerses students in social work values, including a commitment to social justice, and an appreciation for the historical and political background of the social work profession.

In the foundation curriculum phase, students are introduced to basic research concepts, designs and methods. They learn research skills, which are utilized in the evaluation of clinical social work outcomes. The research sequence is anchored in evidence-based practice.

The foundation curriculum focuses on the historic and contemporary context of social welfare and social work; the profession's historic mission; its values and ethical standards; relevant theories and concepts to understand human behavior in the social environment; and practice interventions across multiple systems. The MSW program has designed its foundation curriculum to reflect a comprehensive definition of generalist practice. The generalist practice model consists of three major elements: social work skills with individuals, groups and communities; knowledge derived from a range of theories; and a focus on private issues and public concerns. Based on this comprehensive approach, MSW students at Touro University are prepared to:

- provide a range of interventions and skills
- perform multiple social work roles with various levels of social systems
- draw upon and utilize an eclectic theoretical orientation and knowledge base
- enhance psychosocial functioning among individuals, families and groups
- maintain a focus on broad issues of social justice and social change

FOUNDATION COURSES

(**Please note:** Not all courses are offered every semester.)

SSWN 640   Field Work I (3 credits, Corequisites: SSWN 642, 650)
SSWN 642   Integrative Practice Field Seminar (3 credits, Corequisites: SSWN 640, 650) *
SSWN 650   Foundations of Social Work Practice I (3 credits, Corequisites: SSWN 640, 642)
SSWN 660   Human Behavior and the Social Environment I (3 credits)
SSWN 662   Identity and Social Justice: Implications for Social Work Practice (3 credits)
SSWN 670   Social Welfare Policy and Service Delivery Systems I (3 credits)
SSWN 641   Field Work II (3 credits, Prerequisite: SSWN 640, Corequisites: SSWN 651, 642)
SSWN 651   Foundations of Social Work Practice II (3 credits, Prerequisite: SSWN 650; Corequisites: SSWN 641, 642)
SSWN 661   Human Behavior and the Social Environment II (3 credits, Prerequisite: SSWN 660)
SSWN 671   Social Welfare Policy and Service Delivery Systems II (3 credits, Prerequisite: SSWN 670)
SSWN 637   Social Work Research (3 credits)

NOTE: SSWN 642 meets over the course of two semesters.

All foundation-level courses (600-level courses) must be completed before students may progress to the advanced curriculum year, except where indicated.

ADVANCED CURRICULUM

The advanced curriculum prepares students for clinical social work practice. Students are expected to:

- use advanced theoretical perspectives and interventions in clinical social work practice across diverse client groups, particularly with vulnerable and at-risk populations

- critically evaluate practice approaches using evidence-based research

- understand and apply interventions and advocate for clients across practice settings within the framework of the National Association of Social Workers Code of Ethics

- demonstrate the ability to effectively use accepted professional standards of conduct and comportment to develop and maintain clinical relationships with clients from a variety of cultural, racial, religious and socio-economic backgrounds

Based on the knowledge acquired in the foundation year, the advanced year curriculum focuses on the knowledge, values and skills required for clinical social work practice. Advanced clinical social work skills and techniques are emphasized in all social work practice courses. Advanced human behavior and the social environment courses concentrate on the biopsychosocial factors associated with mental health and mental illness. All courses highlight the importance of diversity in the understanding of human behavior and its relevance in providing culturally-sensitive social work services. The field education learning experience offers students exposure to complex and challenging client emotional and social problems in a variety of agency settings. Classroom discussion is utilized to deal with clinical issues and challenges as they arise in the field.

By the end of the advanced year, students will have acquired a heightened sense of self-awareness and the ability to reflect on their developing role as a professional social worker.

All students in the advanced clinical curriculum are required to enroll in two advanced practice courses and three electives in various aspects of clinical social work, taken over two semesters. Courses also include intense discussion of issues in psychopathology including diagnosis and assessment, intervention planning, and treatment evaluation with diverse populations. Field work settings are selected to provide students the necessary experience to strengthen their clinical skills in a specialized clinical method or field of practice. Students also study the latest evidence-based research in psychosocial interventions from social work and allied fields and are expected to evaluate the efficacy of various interventions.

ADVANCED COURSES

(**Please note:** Not all courses are offered every semester.)

SSWN 740   Field Work III (3 credits, Prerequisites: SSWN 641, 642, 651; Corequisites: SSWN 742, 750)
SSWN 741   Field Work IV (3 credits, Prerequisites: SSWN 740, 750; Corequisites: SSWN 742, 751)

SSWN 742   Advanced Integrative Practice Field Seminar (2 credits, Prerequisites: SSWN 641, 642, 651;
Corequisites: SSWN 740, 750)
SSWN 750   Clinical Social Work Practice with Individuals (3 credits, Prerequisites: SSWN 641, 642, 651;
Corequisites: SSWN 740, 742)
SSWN 751   Clinical Social Work Practice with Couples and Families (3 credits, Prerequisites: SSWN 740, 750; Corequisite: SSWN 741, 742)
SSWN 730   Advanced Social Work Research (3 credits, Prerequisites SSWN 637)
SSWN 760   Human Behavior and the Social Environment III: Issues and Perspectives in Psychopathology (3 credits, Prerequisites: SSWN 650, 661)
SSWN 772   Values and Ethics for Social Work Practice and Service Delivery
(3 credits, Prerequisites: SSWN 651)
SSWN 799   Advanced Integrative Capstone in Social Work Knowledge and Practice (0 credits)

Three Clinical Social Work Practice electives (9 credits total), chosen from the list below

Selection of Clinical Social Work Practice electives, offered on a rotating basis during the Fall, Spring and Summer semesters:

SSWN 753   Clinical Social Work Practice with Groups
SSWN 780   Clinical Social Work Practice and Substance Abuse Disorders
SSWN 781   Social Work Practice in the Opioid Crisis with Adolescents and Adults
SSWN 782   Clinical Social Work Practice: Cognitive-Behavioral Therapy
SSWN 783   Clinical Social Work Practice with Children and Adolescents
SSWN 785   The Practice of School Social Work
SSWN 786   Clinical Social Work Practice in Health Care
SSWN 787   Clinical Social Work Practice with Survivors of Trauma
SSWN 788   Clinical Social Work Practice with the Military, Veterans and their Families
SSWN 789   Clinical Social Work Practice with Older Adults
SSWN 790   Arts Interventions in Social Work Practice
SSWN 791   Evidence-Based Practice for Adults with Serious Mental Illness
SSWN 792   Social Work Macro Practice Intervention at the Client, Agency, & Community Level
SSWN 793   A Psychodynamic Approach to Social Work Practice
SSWN 794   Advanced Clinical Social Work Practice in the Child Welfare System
SSWN 795   Social Work Practice with Vulnerable Populations
SSWN 796   Social Work Leadership and Management

EDDN 511   Seminar in Child Abuse Identification and Reporting *

* In addition to the course requirements set forth in this catalog (and as indicated on page 15), students who expect to apply for licensure as a Licensed Master of Social Work must complete EDDN 511, Seminar in Child Abuse Identification and Reporting. This one-session seminar must be taken either at the School or through an approved provider.

ONLINE COURSES AND BLENDED LEARNING

Certain courses are offered by the Touro University Graduate School of Social Work in an online format. The School also offers certain courses in both classroom and blended learning modes. Blended learning combines the best features of in-person instruction in a traditional classroom with Canvas's interactive, web-based, Learning Management System. Recent developments in technology now offer innovative ways of presenting course material while still fostering active and collaborative learning. In a blended learning course, students spend less seat time in an actual classroom and instead use comparable time to engage in a variety of interactive, on-line activities and assignments that generally can be completed at times of their own choosing. The total number of course hours is not reduced; the amount of time a student spends in a three-credit course is re-distributed between in-class and online activities.

TWO- YEAR PROGRAM – RECOMMENDED SEQUENCE OF COURSES

Foundation Year

YEAR I FALL SEMESTER	CREDITS	YEAR I SPRING SEMESTER	CREDITS
SSWN 640 Field Work I (Corequisites: SSWN650, SSWN 642)	3	SSWN641 Field Work II (Prerequisite: SSWN 640 Corequisites: SSWN 651, SSWN 642)	3
SSWN642 Integrative Practice Field Seminar, 2 semester course (Corequisites: SSWN 640, SSWN 650)	3	SSWN642 Integrative Practice Field Seminar (cont'd)	--
SSWN650 Foundations of Social Work Practice I (Corequisites: SSWN 640, SSWN 642)	3	SSWN651 Foundations of Social Work Practice II (Prerequisite: SSWN 650 Corequisites: SSWN 641, SSWN 642)	3
SSWN 660 Human Behavior and the Social Environment I	3	SSWN 661 Human Behavior and the Social Environment II (Prerequisite: SSWN 660)	3
SSWN 670 Social Welfare Policy and Service Delivery Systems I	3	SSWN 671 Social Welfare Policy and Service Delivery Systems II (Prerequisite: SSWN 670)	3
SSWN 662 Identity and Social Justice	3	SSWN 637 Social Work Research	3
Total credits	18	**Total credits**	15

Advanced Year

YEAR II FALL SEMESTER	CREDITS	YEAR II SPRING SEMESTER	CREDITS
SSWN 740 Field Work III (Prerequisites: SSWN 641, SSWN 642, SSWN 651 Corequisites: SSWN 742, SSWN 750)	3	SSWN741 Field Work IV (Prerequisite: SSWN 740 Corequisites: SSWN 742, SSWN 751)	3
SSWN 742 Advanced Integrative Practice Field Seminar (Prerequisites: SSWN 641, SSWN 642, SSWN 651 Corequisites: SSWN 740, SSWN 750)	2	SSWN751 Advanced Clinical Social Work Practice with Couples and Families (Prerequisite: SSWN 750 Corequisite: SSWN 741)	3
SSWN 750 Advanced Clinical Social Work Practice with Individuals (Prerequisites: SSWN 642, SSWN 651 Corequisites: SSWN 740, SSWN 742)	3	SSWN 772 Values and Ethics for Social Work Practice and Service Delivery (Prerequisites: SSWN 651)	3
SSWN 730 Advanced Social Work Research (Prerequisite: SSWN 637)	3	Clinical Social Work Practice Elective (Prerequisite: SSWN 651)	3
SSWN 760 Human Behavior and the Social Environment III - Issues in Psychopathology (Prerequisites: SSWN 650, SSWN 660, SSWN 661)	3	Clinical Social Work Practice Elective (Prerequisite: SSWN 651)	3
Clinical Social Work Practice Elective (Prerequisite: SSWN 651)	3	SSWN 799 Advanced Integrative Capstone in Social Work Knowledge and Practice	0
Total credits	17	**Total credits**	15

THREE-YEAR OPTION– RECOMMENDED SEQUENCE OF COURSES

YEAR I FALL SEMESTER	CREDITS	YEAR I SPRING SEMESTER	CREDITS
SSWN 660 Human Behavior and the Social Environment I	3	SSWN 661 Human Behavior and the Social Environment II (Prerequisite: SSWN 660)	3
SSWN 662 Identity and Social Justice	3	SSWN 637 Social Work Research	3
SSWN 670 Social Welfare Policy and Service Delivery Systems I	3	SSWN 671 Social Welfare Policy and Service Delivery Systems II (Prerequisite: SSWN 670)	3
Total Credits	9	**Total Credits**	9
YEAR II FALL SEMESTER		YEAR II SPRING SEMESTER	
SSWN 640 Field Work I (Corequisites: SSWN 650, SSWN 642)	3	SSWN 641 Field Work II (Prerequisite: SSWN 640 Corequisites: SSWN 651, SSWN 642)	3
SSWN 642 Integrative Practice Field Seminar, 2 Semester Couse (Corequisites: SSWN 640, SSWN 650)	3	SSWN 642 Integrative Practice Field Seminar (cont'd)	--
SSWN 650 Foundations of Social Work Practice I (Corequisites: SSWN 640, SSWN 642)	3	SSWN651 Foundations of Social Work Practice II (Prerequisite: SSWN 650 Corequisites: SSWN 641, SSWN 642)	3
SSWN 730 Advanced Social Work Research. (Prerequisite: SSWN 637)	3	SSWN 760 Human Behavior and the Social Environment III – Issues in Psychopathology (Prerequisites: SSWN 650, SSWN 660, SSWN 661)	3
Total Credits	12	**Total Credits**	9
YEAR III FALL SEMESTER		YEAR III SPRING SEMESTER	
SSWN 740 Field Work III (Prerequisites: SSWN 641, SSWN 642, SSWN651 Corequisites: SSWN 742, SSWN 750)	3	SSWN 741 Field Work IV (Prerequisite: SSWN 740 Corequisite: SSWN 742, SSWN 751)	3
SSWN 742 Advanced Integrative Practice Field Seminar (Prerequisites: SSWN 641, SSWN 642, SSWN 651 Corequisites: SSWN 740, SSWN 750)	2	SSWN 751 Advanced Clinical Social Work Practice with Couples and Families (Prerequisite: SSWN 750 Corequisite: SSWN 741)	3
SSWN 750 Advanced Clinical Social Work Practice Individual (Prerequisites: SSWN 642, SSWN 651 (Corequisites: SSWN 740, SSWN 742)	3	SSWN 772 Values and Ethics for Social Work Practice and Service Delivery. (Prerequisites: SSWN 651)	3
One Social Work Practice Elective (Prerequisite: SSWN 651)	3	One Clinical Social Work Practice Elective (Prerequisite: SSWN 651)	3
One Clinical Social Work Practice Elective (Prerequisite: SSWN 651)	3	SSWN 799 Advanced Integrative Capstone in Social Work Knowledge and Practice	0
Total Credits	14	**Total Credits**	12

FOUR- YEAR OPTION– RECOMMENDED SEQUENCE OF COURSES

YEAR I-FALL SEMESTER	CREDITS	YEAR I-SPRING SEMESTER	CREDITS
SSWN 660 Human Behavior and the Social Environment I	3	SSWN 661 Human Behavior and the Social Environment II (Prerequisite: SSWN660)	3
SSWN 670 Social Welfare Policy and Service Delivery Systems I	3	SSWN 671 Social Welfare Policy and Service Delivery Systems II (Prerequisite: SSWN 670)	3
Total Credits	6	**Total Credits**	6
YEAR II-FALL SEMESTER		**YEAR II-SPRING SEMESTER**	
SSWN 640 Field Work I (Corequisites: SSWN650, SSWN 642)	3	SSWN 641 Field Work II. (Prerequisite: SSWN 640; Corequisites: SSWN 651, SSWN 642)	3
SSWN 642 Integrative Practice Field Seminar 2 Semester Course (Corequisites: SSWN 640, SSWN 650)	3	SSWN 642 Integrative Practice Field Seminar (cont'd)	--
SSWN 650 Foundations of Social Work Practice I. (Corequisites: SSWN 640, SSWN 642)	3	SSWN 651 Foundations of Social Work Practice II (Prerequisite: SSWN 650 Corequisites: SSWN 641, SSWN 642)	3
SSWN 662 Identity and Social Justice	3	SSWN 637 Social Work Research	3
Total Credits	12	**Total Credits**	9
YEAR III-FALL SEMESTER		**YEAR III-SPRING SEMESTER**	
SSWN 740 Field Work III (Prerequisites: SSWN 641, SSWN 642 & SSWN 651; Corequisites: SSWN 742 & SSWN 750)	3	SSWN 741 Field Work IV (Prerequisite:SSWN 740; Corequisites: SSWN 742, SSWN 751)	3
SSWN 742 Advanced Integrative Practice Field Seminar (Prerequisites: SSWN 641, SSWN 642, SSWN 651; Corequisites: SSWN 740, SSWN 750)	2	SSWN 751 Clinical Social Work Practice IV (Prerequisite: SSWN 750 Corequisite: SSWN 741)	3
SSWN 750 Clinical Social Work Practice III (Prerequisites: SSWN 642, SSWN 651 Corequisites: SSWN 740, SSWN 742)	3	SSWN 760 Human Behavior and the Social Environment III – Issues in Psychopathology (Prerequisites: SSWN 650, SSWN 660, SSWN 661)	3
SSWN 730 Advanced Social Work Research (Prerequisite: SSWN637)	3		
Total Credits	11	**Total Credits**	9
YEAR IV-FALL SEMESTER		**YEAR IV-SPRING SEMESTER**	
Clinical Social Work Practice Elective (Prerequisite: SSWN 651)	3	SSWN 772 Values and Ethics for Social Work Practice and Service Delivery. (Prerequisite: SSWN 651)	3
Clinical Social Work Practice Elective (Prerequisite: SSWN 651)	3	Clinical Social Work Practice Elective (Prerequisite: SSWN 651)	3
		SSWN 799 Advanced Integrative Capstone in Social Work Knowledge and Practice	0
Total Credits	6	**Total Credits**	6

THREE YEAR HYBRID OPTION

YEAR I SEMESTER I	MODALITY	CREDITS
SSWN 637 Social Work Research	Videoconference	3
SSWN 660 Human Behavior and the Social Environment I	Videoconference	3
SSWN 670 Social Welfare Policy and Service Delivery Systems I	Videoconference	3
Total Credits		**9**
YEAR I SEMESTER II		CREDITS
SSWN 661 Human Behavior and the Social Environment II (Pre-requisite: SSWN 660)	Videoconference	3
SSWN 662 Identity and Social Justice	Hybrid	3
SSWN 671 Social Welfare Policy and Service Delivery Systems II (Pre-requisite: SSWN 670)	Videoconference	3
Total Credits		**9**
YEAR II SEMESTER III		CREDITS
SSWN 640 Field Work I (Co-requisites: SSWN 650, SSWN 642)	Placement Hours	3
SSWN 642 Integrative Practice Field Seminar, 2 Semester Course (Co-requisites: SSWN 640, SSWN 650)	Hybrid	3
SSWN 650 Foundations of Social Work Practice I (Co-requisites: SSWN 640, SSWN 642)	Hybrid	3
SSWN 760 Human Behavior and the Social Environment III – Issues in Psychopathology (Pre-requisites: SSWN 650, SSWN 660, SSWN 661)	Videoconference	3
Total Credits		**12**
YEAR II SEMESTER IV		
SSWN 641 Field Work II (Pre-requisite: SSWN 640 Co-requisites: SSWN 651, SSWN 642)	Placement Hours	3
SSWN 642 Integrative Practice Field Seminar (cont'd)	Hybrid	--
SSWN651 Foundations of Social Work Practice II (Pre-requisite: SSWN 650 Co-requisites: SSWN 641, SSWN 642)	Hybrid	3
SSWN 730 Advanced Social Work Research. (Pre-requisite: SSWN 637)	Hybrid	3
Total Credits		**9**

YEAR II **SEMESTER V**		
One Social Work Practice Elective (Pre-requisite: SSWN 651)	Videoconference	3
One Clinical Social Work Practice Elective (Pre-requisite: SSWN 651)	Videoconference	3
Total Credits		**6**
YEAR III **SEMESTER VI**		
SSWN 740 Field Work III (Pre-requisites: SSWN 641, SSWN 642, SSWN 651 Co-requisites: SSWN 742, SSWN 750)	Placement Hours	3
SSWN 742 Advanced Integrative Practice Field Seminar (Pre-requisites: SSWN 641, SSWN 642, SSWN 651 Co-requisites: SSWN 740, SSWN 750)	Videoconference	2
SSWN 750 Advanced Clinical Social Work Practice Individual (Pre-requisites: SSWN 642, SSWN 651 (Co-requisites: SSWN 740, SSWN 742)	Hybrid	3
One Clinical Social Work Practice Elective (Pre-requisite: SSWN 651)	Videoconference	3
Total Credits		**11**
YEAR III **SEMESTER VII**		
SSWN 741 Field Work IV (Pre-requisite: SSWN 740 Co-requisite: SSWN 742, SSWN 751)	Placement Hours	3
SSWN 751 Advanced Clinical Social Work Practice with Couples and Families (Pre-requisite: SSWN 750 Co-requisite: SSWN 741)	Videoconference	3
SSWN 772 Values and Ethics for Social Work Practice and Service Delivery. (Pre-requisites: SSWN 651)	Hybrid	3
SSWN 799 Advanced Integrative Capstone in Social Work Knowledge and Practice	Videoconference	0
Total Credits		**9**

FLEX OPTION-RECOMMENDED SEQUENCE OF COURSES

Foundation Year Fall

Course	Credits	Format
SSWN 640, Field Work I (Corequisites: SSWN 650, SSWN 642)	3	Fieldwork
SSWN 642, Integrative Practice Field Seminar, 2 semester course (Corequisites: SSWN 640, SSWN 650)	3	Classroom (9 meetings)
SSWN 650, Foundations of Social Work Practice I (Corequisites: SSWN 640, SSWN 642)	3	Classroom
SSWN 660, Human Behavior and the Social Environment I	3	Online
SSWN 670, Social Welfare Policy and Service Delivery Systems I	3	Online
SSWN 662, Identity and Social Justice	3	Classroom
Total Credits	**18**	

Foundation Year Spring

Course	Credits	Format
SSWN 641, Field Work II (Prerequisite: SSWN 640; Corequisites:SSWN 651, SSWN 642)	3	Fieldwork
SSWN 642, Integrative Practice Field Seminar (cont'd)	-	Classroom (6 meetings)
SSWN 651, Foundations of Social Work Practice II (Prerequisite:SSWN 650; Corequisites: SSWN641, SSWN 642)	3	Classroom
SSWN 661, Human Behavior and the Social Environment II (Prerequisite: SSWN 660)	3	Online
SSWN 671, Social Welfare Policy and Service Delivery Systems II (Prerequisite: SSWN 670)	3	Online
SSWN 637, Social Work Research	3	Classroom
Total Credits	**15**	

Summer Session

Course	Credits	Format
Clinical Social Work Practice Elective (Prerequisite: SSWN 651)	3	Hybrid
Clinical Social Work Practice Elective (Prerequisite: SSWN 651)	3	Hybrid
Total Credits	**6**	

Advanced Year Fall

Course	Credits	Format
SSWN 740, Field Work III (Prerequisites: SSWN 641, SSWN 642, SSWN 651 Corequisites: SSWN 742, SSWN 750)	3	Fieldwork
SSWN 742, Advanced Integrative Practice Field Seminar (Prerequisites: SSWN 641, SSWN 642, SSWN 651 Corequisites: SSWN 740. SSWN 750), 2 semester course	2	Classroom (6 meetings)
SSWN 750, Advanced Clinical Social Work Practice with Individuals (Prerequisites: SSWN 642, SSWN 651; Corequisites: SSWN 740, SSWN 742)	3	Classroom
SSWN 760, Human Behavior and the Social Environment III - Issues in Psychopathology (Prerequisites: SSWN 650, SSWN 660, SSWN 661)	3	Hybrid
Clinical Social Work Practice Elective (Prerequisite: SSWN 651)	3	Classroom
Total Credits	**14**	

Advanced Year Spring (in Manhattan only)

Course	Credits	Format
SSWN 741, Field Work IV (Prerequisite: SSWN 740; Corequisite:SSWN 751)	3	Fieldwork
SSWN 742, Advanced Integrative Practice Field Seminar (cont'd)	–	Classroom (4 meetings)
SSWN 751, Advanced Clinical Social Work Practice with Couples and Families (Prerequisite: SSWN 750; Corequisite: SSWN 741)	3	Hybrid
SSWN 772, Values and Ethics for Social Work Practice and Service Delivery (Prerequisite: SSWN 651)	3	Hybrid
SSWN 730, Advanced Social Work Research (Prerequisite: SSWN 637)	3	Classroom
Strategies and Skills for the LMSW Exam, SSWN 799	---	Classroom
Total Credits	**12**	

JANUARY ADMISSIONS OPTION – RECOMMENDED SEQUENCE OF COURSES

January-May (First Semester)	CREDITS	May-July/August (Second Semester)	CREDITS
SSWN 640 Field Work I (Corequisites: SSWN 650, SSWN 642)	3	SSWN 641 Field Work II (Prerequisite: SSWN 640 Corequisites SSWN 651, SSWN 642)	3
SSWN 642 Integrative Practice Field Seminar, 2 Semester Course (Corequisites: SSWN 640, SSWN 650)	3	SSWN 642 Integrative Practice Field Seminar (cont'd)	--
SSWN 650 Foundations of Social Work Practice I (Corequisites: SSWN 640, SSWN 642)	3	SSWN 651 Foundations of Social Work Practice II (Prerequisite: SSWN 650 Corequisites: SSWN 641, SSWN 642)	3
SSWN 660 Human Behavior and the Social Environment I	3	SSWN 661 Human Behavior and the Social Environment II (Prerequisite: SSWN 660)	3
SSWN 670 Social Welfare Policy and Service Delivery Systems I	3	SSWN 671 Social Welfare Policy and Service Delivery Systems II (Prerequisite: SSWN670)	3
SSWN 662 Identity and Social Justice	3	SSWN 637 Social Work Research	3
Total Credits	**18**	**Total Credits**	**15**
September-December (Third Semester)		**January-May (Fourth Semester)**	
SSWN 740 Field Work III (Prerequisites: SSWN 641, SSWN 642, SSWN 651; Corequisites: SSWN 742, SSWN 750)	3	SSWN741 Field Work IV (Prerequisite: SSWN 740 Corequisite: SSWN 742, SSWN 751)	3
SSWN 742 Advanced Integrative Practice Field Seminar (Prerequisites: SSWN 641, SSWN 642, SSWN 651; Corequisites: SSWN 740, SSWN 750)	2	SSWN 751 Advanced Clinical Social Work Practice with Couples and Families (Prerequisite: SSWN 750; Corequisite: SSWN 741)	3
SSWN 750 Advanced Clinical Social Work Practice with Individuals (Prerequisites: SSWN 642, SSWN 651 Corequisites: SSWN 740, SSWN 742)	3	SSWN 772 Values and Ethics for Social Work Practice and Service Delivery (Prerequisites: SSWN 651)	3
SSWN 730 Advanced Social Work Research (Prerequisite: SSWN 637)	3	One Social Work Practice Elective (Prerequisite: SSWN 651)	3
SSWN 760 Human Behavior and the Social Environment III – Issues in Psychopathology (Prerequisites: SSWN 650, SSWN 660, SSWN 661)	3	One Social Work Practice Elective (Prerequisite: SSWN 651)	3
Social Work Practice Elective (Prerequisite: SSWN 651)	3	SSWN 799 Advanced Integrative Capstone in Social Work Knowledge and Practice	0
Total Credits	**17**	**Total Credits**	**15**

The sequence of courses outlined above is the suggested program for students who matriculate in and wish to complete the program in 16 months.

FIELD EDUCATION AND ADVISEMENT

Field Education (often referred to as field work, field internship or field practicum) is a vital component of the graduate social work curriculum. All students are required to complete four semesters of field education. The School selects agencies which present the best possible opportunities for student learning. All field placement assignments are arranged and coordinated by the Field Education Department; students are prohibited from coordinating their own placements. Students are expected to be available a minimum of one weekday for field hours. Field Placement Planning Forms must be completed and filed with the office.

In first-year placements, consideration is given both to the needs of the agency and the educational opportunity for the student. Other considerations are the distance and accessibility of the agency for the student, the student's interests and special needs, and the student's prior experience.

In the second year, every effort is made to provide the student with an agency setting whose focus is different from that in the first year. In making this selection, consideration is again given to the distance and accessibility of the agency for the student, to educational needs, and to any recommendations of the first-year field liaison and field instructor. Emphasis in the second year is on development of clinical skills.

ROLE OF THE ACADEMIC ADVISOR

Each student is assigned an Academic Advisor whose role is to guide the student through the educational program. Advisors are responsible for:

- connecting with students during advisement periods
- orienting students to:
    - the educational program and its requirements
    - academic expectations
    - use of resources to promote professional development

EMPLOYMENT-BASED FIELD PLACEMENTS

Employment-based internships must be approved by the Director of Field Education. Approval is based on the following criteria:

- The student's job at the agency is a social service position.
- The agency provides an educational setting fitting the student's needs.
- There is a qualified MSW field instructor to provide weekly supervision.
- The field instructor is not the student's work supervisor.
- The agency can provide service assignments that serve the educational needs of the student when he/she is able to fulfill the time requirements for field work hours.
- The field practicum is different from the student's regular job assignments.

FIELD PLACEMENT PLANNING FORM

Each student is provided with a field placement planning form used to plan the field placement experience. The form includes space for the student to indicate a range of special interests re: age groups, nature of problems, clients, types of agencies etc. The Field Education Department will begin seeking placement once the Field Placement Planning Form has been submitted to the Field Education Department and the student has registered for the requisite field work courses.

Students are also asked to indicate any special factors relevant to field placement (e.g. geography, time, physical condition, religious observance, family commitments). The form also asks for a listing of all previous experience (paid or volunteer) in social welfare agencies.

PLEASE NOTE: Students are expected to be flexible regarding field placements. Although every effort is made to accommodate student agency preferences, one's first choice may not be available. Students may also need to adjust their schedules to meet the needs of the agency.

ROLE OF THE FIELD LIAISON

Each student is assigned a Field Liaison whose role is to guide the student through the field practicum. Field Liaisons are responsible for orienting students to:

- the student's responsibilities to field instructors and field agencies
- the process of socialization to the profession
- the use of resources to promote professional development in the field such as the proper use of field instructors and agency experts

Students are encouraged to contact their field liaisons if issues/difficulties arise in the field. Students' grades for field work are determined by the Director of Field Education in conjunction with the field liaison.

FIELD INSTRUCTIONS IN THE FIELD AGENCY

In the placement, the student works under the supervision of a field instructor who is selected by the agency and approved by the school. Students meet with the field instructor for 1-1.5 hours per week. The agency and the school work toward agreement on educational goals. The agency invests its professional resources and staff in the training of social work practitioners. In addition to structured field instruction, it is anticipated that students will be able to take advantage of other learning opportunities at the agency, such as staff meetings, in-service trainings, student group supervision, and seminars.

The field instructor's role is to guide the student's development of the practice skills and self-understanding necessary for effective practice. Field instructors receive training from the school to assist them in their dual roles of teaching and supervising students in their field work. Touro offers the Seminar in Field Instruction ("SIFI") course for instructors needing this certification.

INTERACTION BETWEEN FIELD LIAISON AND FIELD INSTRUCTOR

In order to provide students with a stimulating and relevant field work experience, the field liaisons from the School serve as links to the students' field work agencies and as consultants to students and field instructors. The field liaison and field instructor work collaboratively to guide the student through the program. Field liaisons schedule on-site visits and telephone conferences with the field instructor and the student to discuss the student's assignments, to assess any educational problems and to set and maintain clear goals for the student's growth and development.

FIELD WORK EVALUATION

Professional judgments about the student's abilities and potential are conveyed through written evaluations by the field instructor after an evaluation conference between the field instructor and the student. The conference provides the opportunity for student and field instructor to mutually develop an assessment of the student's performance. The meeting is used to address significant learning issues and themes for their future work together. An evaluation conference is held at the mid-point and again at the end of each academic year and is followed by a formal evaluation written by the field instructor. The formal evaluation describes:

- the student's practice
- the student's involvement in the field instruction process and in the agency
- the student's process recordings as they indicate strengths and weaknesses in his/her learning style; the ability to record significant data critically and with self-reflection; the ability to use theory to inform practice
- issues of self-awareness and use of self
- the student's relationships with other staff members
- the student's mastery of the ethics and values of the profession of social work

CRIMINAL BACKGROUND CHECKS

Field agencies, state social work licensing entities, and future employers may choose to conduct criminal background checks. The Touro University Graduate School of Social Work does not cover any expenses incurred in such checks.

FIELD EDUCATION ACADEMIC INTEGRITY

In their field internships, students are required to follow field agency practices and procedures and to adhere to the NASW Code of Ethics (see Appendix B).

See the Graduate School of Social Work Field Education Manual for more detailed information about field education. (https://gssw.touro.edu/media/schools-and-colleges/graduate-school-of-social-work/forms/GSSW_2022-2023_Field_Manual.pdf)

ADMISSIONS

The Touro University Graduate School of Social Work seeks to admit students committed to working with underserved and diverse populations in an urban environment. Admission is open to all persons having the requisite academic preparation necessary to succeed in the Master of Social Work (MSW) degree program.

ADMISSION REQUIREMENTS

At a minimum, applicants must have earned a baccalaureate degree from a college or university accredited by a recognized national or regional accrediting association or its foreign equivalent. A strong undergraduate record demonstrating the ability to complete graduate education and a cumulative Grade Point Average (GPA) of 3.0 is preferred. In addition, applicants must have a commitment to social work values and clinical service delivery.

Applicants are evaluated on their ability to succeed in the MSW program and potential for making a contribution to the academic and student life at the School. Successful applicants are expected to have good written and oral communication skills, as well as the personal characteristics necessary for professional social work practice. Such characteristics include social and emotional maturity, adaptability, respect for diversity, concern for other people, and the capacity for self-reflection. Though not required, applicants are strongly encouraged to have some prior experience in human services or social work (paid, volunteer, research or internship) before pursuing graduate social work education.

ADMISSION PROCESS

Applicants should visit http://apply.touro.edu to complete our online application and follow the directions found there. Applications for admission are accepted for the Fall and Spring semesters. Completed applications are reviewed on a rolling basis. It is strongly recommended, therefore, that prospective students submit their applications as early as possible and no later than two months prior to the semester in which they plan to begin study.

In addition to the application for admission, applicants are required to submit the following:

- An application of $60.00 paid online.
- Official transcript(s) of the applicant's undergraduate work and (if applicable) transcripts of any graduate-level work. These transcripts must be sent directly to the School by the issuing institution(s), or provided by the student in an envelope sealed by the issuing institution, or uploaded through the online application.
- Two letters of reference from instructors, employers, or supervisors **(letters cannot be accepted from family members, friends, or mental health professionals who are treating or have treated the applicant)**.
- Proof of immunization (Measles, Mumps, and Rubella – acronym: MMR) and submission of the meningitis response form prior to registration.
- An autobiographical statement discussing the applicant's motivations, interests, and goals for pursuing graduate social work study.

- Applicants whose native language is not English or who did not attend secondary school or college in an English-speaking country must show proficiency in the English language. This can be demonstrated in one of three ways:
  - On the TOEFL examination, achieving a minimum score of either 80 (internet-based) (Touro's code is 6737), 213 (computer-based), or 600(paper-based)
  - An IELTS – Academic examination with a minimum Band score of 6
  - On the Pearson TE Academic examination, a minimum score of 58

Prospective students should take great care in completing the application for admission. Applicants should print legibly and answer all questions completely and accurately. The School may refuse to consider any application until it is complete. Completed applications received lessthan two months prior to the semester in which the applicant desires to begin study may not be processed in time for the applicant to commence his or her studies as planned.

All documents should be sent directly to:

Touro University
Graduate School of Social Work
3 Times Square
New York, NY 10036
Attn: Admissions Office

Selected applicants whose admission files are complete may be invited to the School for a personal interview.

INTERNATIONAL STUDENTS

Non-U.S. citizens who wish to enroll in the Graduate School of Social Work and do not hold a green card need an F-1 (student) visa issued by the U.S. Department of State. Applicants accepted to the School will need to furnish documentation required for Touro to issue an I-20 form, one of the items needed for the F-1 visa application. For detailed information, please visit the Touro International Students website at
http://www.touro.edu/departments/international-students/.

Foreign Transcript Evaluation

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

Foreign Student Disclaimer

Foreign scholars and students' responsibilities include, but are not limited to, applying for a visa, fulfilling the initial report requirement, maintaining legal status in the United States, obtaining health insurance, and fulfilling residency requirements, if any. It is the student's responsibility to comply with all immigration requirements and deadlines. Assistance by the Responsible Officer

("RO") or Alternate Responsible Officer ("ARO") is advisory only and is not a substitute for professional immigration guidance, which is recommended.

By participating in any Touro program as a foreign student, you waive and Touro further disclaims any liability in contract and tort, including negligence, in connection with any action or inaction of the RO, ARO or Touro in connection with your immigration status or failure to maintain such status.

ADMISSION DECISIONS

Decisions on admission and readmission to the school are made by the Admissions Committee, chaired by the Director of Social Work Career Development & Enrollment Management. Applicants are notified in writing of their acceptance. When an offer of admission is made, applicants have twenty (20) calendar days from the date they receive notification of the decision to accept the offer. Applicants who fail to notify the School that they accept the offer of admission within that time-frame may be deemed to have withdrawn their application.

In some instances, applicants— particularly those with undergraduate GPAs lower than 3.0 — may be admitted to the three- or four-year MSW program options on a provisional basis. As a condition of admission, provisional students must achieve a cumulative GPA of 3.0 or higher by the end of semester two. Students admitted into the MSW program provisionally are required to take Writing for Social Work I (SSWN 619). This course carries 2 credits that are in addition to the 65 credits required to complete the MSW program.

DEFERMENT OF ADMISSION

The School strongly prefers that applicants who have been accepted to the MSW program enroll in the academic year for which they have applied. However, situations sometimes arise where students may need to delay their enrollment. In these cases, the School will grant an admission deferral for up to one academic year (two semesters) with the following conditions:

1. Deferrals can be granted only to admitted applicants who have reserved their place in the program by paying the $200 non-refundable matriculation fee (see p. 63).

2. Deferred admission may be requested for a maximum of two semesters. Students who have been granted deferrals must notify the Director of Social Work Career Development & Enrollment Management in writing *no later than 15 (fifteen) calendar days* before the start of the semester in which they intend to enroll.

3. Students granted deferrals who do not enroll after two semesters must reapply to the School and pay the reapplication fee.

4. Financial aid offers cannot be deferred. Students who enroll after having been granted a deferral must reapply for financial aid by the appropriate deadlines.

TRANSFER OF CREDITS

Upon acceptance into the MSW program, students may request transfer credit for previous relevant graduate-level work. All students requesting transfer credits must notify the admissions office in writing, via email or signed letter that they wish to have previous relevant coursework reviewed. Students requesting an evaluation of previous coursework for transfer credits must supply the admissions office with copies of a course description and the syllabus from each course evaluated as well as a copy of the transcript from the school at which these courses were taken. The MSW Program Director will review the student's request for transfer credits and will inform the student in writing of the recommendation within 90 days of the student's request. No student may be approved for more than 32 transfer credits for previous graduate study. *Award of transfer credits is entirely within the discretion of the School.*

Transfer credits may only be awarded for courses:

- with content comparable to the School's social work courses

- in which grades received were "A", "B", or "pass" (The issuing institution must confirm that "pass" is equivalent to the grade of "B" or better or the student must submit copies of graded course work (i.e. field education evaluations) for consideration. The instructor's confirmation is insufficient.)

Please note credit for undergraduate courses can only be awarded to students via their admission to the Advanced Standing track (see below). MSW credit cannot be awarded for courses in graduate programs from which the student has been granted a degree. Also note that no academic or transfer credit can be awarded for life experience or previous work experience.

ADVANCED STANDING

The Council on Social Work Education (CSWE) considers the last two years of a baccalaureate degree in social work from a CSWE-accredited college or university's equivalent to the foundation year of an MSW program. Applicants from a CSWE accredited baccalaureate program in social work or its equivalent may enter directly into the advanced concentration year in the MSW program. Students who are admitted as Advanced Standing students are typically granted up to one year of credit for academic and field work.

The Advanced Standing track is available to highly qualified candidates. Applicants should visit http://apply.touro.edu and choose Master of Social Work (Advanced Standing) from the Degree Program drop-down menu. Specific criteria for acceptance as an Advanced Standing student include the following:

1. Applicants must have earned a baccalaureate degree in social work or social work program equivalent from a CSWE accredited program, with a 3.0 overall GPA, a 3.2 in social work major courses and a minimum of 3.0 in any other courses under consideration for transfer.

2. Students in the Advanced Standing track may receive up to 32 credits towards the MSW degree. All credits being considered for transfer must have a grade of B or better. In the case of Pass/Fail grading, students must provide evidence that the passing grade is the equivalent of B or better.

3. In addition to completing the application requirements for the general MSW program, applicants to the Advanced Standing track must include senior year field evaluations and paper from a senior year practice course.

4. Advanced Standing applicants must provide at least one letter of reference from either the baccalaureate Program Director, baccalaureate Director of Social Work Field Education, or a faculty member from the college or university from which the applicant graduated.

5. Advanced Standing students are admitted for the Fall semester only.

PLEASE NOTE:

- Students may not transfer more than 50% of the credits required to complete the Touro University Graduate School of Social Work's program.
- Advanced Standing students must complete one academic year or two semesters of MSW field placement hours.

NON-MATRICULATED STUDENTS

Along with its Master of Social Work program, the Graduate School of Social Work also offers graduate-level courses that students may take on a non-matriculated basis. These courses are equivalent to those offered during the foundation year of the MSW program, and provide the opportunity for students to:

- Explore the field of social work in an effort to determine whether they would like to apply to an MSW program.
- Enhance their eligibility for admission to an MSW program.

Applicants for non-matriculated courses are required to have completed a baccalaureate degree from an accredited institution. To apply as a non-matriculated student, please submit the following:

- An online application (please visit http://apply.touro.edu) – choose "Non-Matric Graduate School of Social Work Program" from the "Degree Program" drop-down menu
- A $60.00 application fee
- An official copy of your undergraduate transcript (in a sealed envelope, or sent directly to the School by the issuing institution)
- Prior to registration, Touro University Student Immunization Forms and MeningococcalMeningitis Vaccination Response Form (All documents should be sent directly to:

Touro University
Graduate School of Social Work
3 Times Square
New York, NY 10036
Attn: Admissions Office

PLEASE NOTE: *Admission to Touro University Graduate School of Social Work as a non-matriculated student does not guarantee later acceptance as a matriculated student into a degree or certificate program at Touro University or any other institution of higher education.* ***Also, be advised that students enrolled in the Graduate School of Social Work on a non-matriculated basis* are not permitted to repeat courses taken in the School.**

ACADEMIC POLICIES AND PROCEDURES

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. Forms are available with registration materials or from the Registrar's office. Students who fail to provide the required proof of immunization will not be permitted to register or to attend classes until a properly completed form has been submitted to the Office of the Registrar. Immunization forms and the Meningococcal Meningitis Vaccination Response Form can be obtained in the Office of the Registrar at various campus locations, or downloaded at:

- https://tcop.touro.edu/media/schools-and-colleges/tourocop/documents/registrar/TC_Immunization_Form.pdf
- https://las.touro.edu/media/schools-and-colleges/lander-college-for-arts-and-sciences/documents/Meningitis_Form_fillable.pdf

THE REGISTRATION PROCESS

Students register for courses for each semester through the TouroOne computerized registration system. Students are assigned Touro University student ID numbers and create a password; these areused to access the TouroOne portal throughout the student's career at the University. Students who were previously enrolled in another Touro University division will continue to use the same studentID number and TouroOne password that they have used in the past.

Before registration, students are expected to complete and sign a *Graduate School of Social Work Curriculum Planning Form.* This form contains a list of all courses required in the MSW program. Students should consult TouroOne to confirm courses completed and use this information to fill out the Curriculum Planning Form. They should also consult the course sequences in this Catalog (see pp. 17 ff.) to determine what they are required to take in the following semester(s). After the Curriculum Planning Form has been reviewed with, approved and signed by the faculty advisor, the student is issued a PIN number allowing them to access the online registration system. **PLEASE NOTE:** PIN numbers can be issued *only to students who have completed the advisement process.*

Taking courses out of sequence is not usually allowed. However, in some instances, the Director of Advisement may grant permission for doing so. A student should request and complete an *Out of Sequence Course Authorization Form,* available from the Director of Advisement's office.

Registration is not finalized until recorded in the University's computer system. It is the student's responsibility to ensure that he or she is properly registered. **After completing the online registration process, students should print out a copy of their registration confirmation, ensure that it is accurate, and keep that copy for reference.** Students who are not registered may *NOT* attend classes under any circumstances or for any reason. Students attempting to attend a class for which they are not registered will be immediately referred by the faculty member to the Director of Administrative Services.

ADDING AND DROPPING COURSES

Adding a Course

A student may add or change a section of a course online through the TouroOne portal during the designated registration period. Any such changes must be made within the guidelines indicated on the student's Curriculum Planning Form. Students who experience any problem with the online method should contact their advisor.

After the registration period ends, students who wish to add or change a section of a course must complete an **ADD-DROP FORM** available on the TouroOne portal. The form must be signed by the student and sent to the Program Liaison, Associate Dean, or Director of Student Advancement. The form will be submitted to the Office of the Registrar for processing. **NOTE:** Changing sections of a course is subject to space availability.

Dropping a Course

During the designated registration period, a student may drop a course online through the TouroOne portal. After the registration period ends, 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 (see above), signed by the Director of Administrative Services or their designee. The following policies apply:

- Courses dropped through the second week of the Fall or Spring semesters or first week during Summer sessions will not appear on the student's official transcript.
- Courses dropped from the third week through the eighth week of the Fall or Spring semesters or the second week during Summer session appear on the transcript with the grade of "W" (withdrawal, not counted in the GPA).
- After the eighth week, students may withdraw from a course only for the most urgent reasons and only with the written permission of the Dean or Associate Dean.

Students who stop attending/participating before 60% or less of the scheduled classes per semester without withdrawing officially receive the grade of "WU (Unauthorized Withdrawal)," which is calculated as an "F." Students who stop attending after those points receive the grade of "F."

The official date of the withdrawal is the date on which a completed Add/Drop form with required signatures is received by the Registrar's Office. Non-attendance, non-participation, or notification to the instructor/program director *does not* constitute an official withdrawal. The official date of withdrawal will determine students' financial responsibility for the course(s) they withdraw from. Based on this date, the Offices of Financial Aid and Bursar will adjust students' accounts accordingly (see "Tuition Refund Schedule," p. 64). Regardless of when courses are dropped, the Administrative fees are non-refundable.

For some government programs, financial aid eligibility is dependent on full time enrollment status. The student is strongly urged to consult with the Offices of Financial Aid and the Bursar before withdrawing from some or all of his/her courses to find out his/her status and to understand what the financial effect of the change might be. Regardless of circumstances, Administrative fees are non- refundable.

ATTENDANCE

Since the classroom experience is an essential aspect of the MSW program, students are expected to attend lecture and all other instructional sessions on a regular and punctual basis. To receive credit for a course, a student must be in regular attendance and satisfactorily complete assignments in a timely fashion in order to obtain the educational benefits that each meeting affords. Classes begin promptly at the time indicated on the schedule. Arriving to class late is disrespectful and disturbs other students. 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 University. Students are still responsible for material presented on days absent. Faculty may require students to submit extra assignments to make up for material missed on days absent.

CREDIT LOAD

In order to be considered full-time, a Graduate School of Social Work student must be registered for 9 credits or more in a given semester. Students registered for minimum of 6 credits qualify for certain Financial Aid programs. (For further information please see pp. 66 ff.)

CONTACT HOURS

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

In accord with academic practice, Touro University will also award collegecredit 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.

GRADING POLICY AND SYSTEM

Grades are given on the basis of written assignments, class participation, examinations and in-class presentations. A student must maintain a 3.0 GPA in order to graduate. The following grades are assigned to graduate courses:

A =   4.000
A- =   3.667
B+ =   3.333
B =   3.000
B- =   2.667
C+ =   2.333
C =   2.000
C- =   1.667
F =   0
WU=   0

(also see below)

Other Grade Definitions

P: Passing (not calculated in the GPA)
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.
INC: Students may be granted a grade of "Incomplete" if they did not complete all course assignments and received the instructor's permission to complete course requirements at a later date, to be specified in a written contract between the student and instructor (see "Grade of Incomplete," below).
W: (No penalty.) This grade is assigned when a student officially withdraws from a course after the add/drop period by filing an Add/Drop form with the Office of the Registrar, signed by an academic advisor. A student who does not file this form will receive a failing grade of F or WU, 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; calculated as a failing grade.
WNA: Student never attended class. Not included in calculating the student's GPA, but appears on the transcript.

Grade Point Average (GPA)

The Grade Point Average (GPA) is obtained by dividing the total number of quality points earned in graduate Social Work courses at Touro University by the total number of graduate Social Work course credits attempted and not otherwise excluded from the GPA computation.

Example: A student receives the following grades during a semester of study:

GRADE IN ONE 3-CREDIT COURSE	NUMERIC VALUE OF GRADE	(GRADE MULTIPLIED BY 3 = # OF QUALITY POINTS)
A	4.000	12.000
B+	3.333	9.999
B	3.000	9.000
		30.999

GPA = 30.999 quality points ÷ 9 credits = 3.444

Grade of "Incomplete"

A grade of "Incomplete" (INC) may be given to students who have acceptable levels of performance for a given course, but have not completed all course requirements – such as an examination, a paper, 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 University, but will notinitially 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.

REPEATING A COURSE

With the permission of the Associate Dean, a matriculated student may repeat a course in which the grade of "B-" or lower (including the grade of "F") was received. The course for whichthe student registers as a repeat must be the same (i.e., course number and title) as that in which the original grade was received. (In rare cases, under unusual circumstances, the Dean may authorize that a different course, with similar content, be substituted.)

In these instances, *both* courses and the grades received appear on the student's official transcript, but:

- **if the grade received in the earlier course was "F":**
    - *both grades received* are calculated in the student's GPA. These additional guidelines apply:
    - A student whose cumulative GPA falls below 3.0 at any point because of a failed course, and is placed on probation, *must attain a 3.0 cumulative GPA during the specified probationary period* (see "Satisfactory Academic Progress Policy" p. 41 and "Academic Probation and Dismissal," p. 42.)
    - **No *individual failed course* may be repeated more than once.**

- **if the grade received in the earlier course was "B-", "C+", "C", or "C-":**
    - The code "E" ("Excluded") will be added to the earlier course entry on the transcript, indicating that the grade received *will not* be calculated in the student's GPA.
    - The code "I" ("Included") will be added to the repeated course entry, indicating that the grade received *will* be calculated in the GPA.
    - Therefore, only the second grade received – whether higher or lower than the original one – is calculated in the student's GPA.
    - *Only **one** such passed course may be repeated* during the student's tenure in the MSW program.

IMPORTANT: At the time of registration, the student must file a completed "Request to Repeat a Course" form – with the necessary approvals from the Senior Associate Dean and the Financial Aid Office – with the Office of the Registrar. If a passed course was repeated, *failure to file this*

form may result in the exclusion of the second grade received, and the inclusion of the original grade, in the GPA calculation. Please also be aware that passed courses not calculated in a student's GPA *may affect his/her eligibility to receive financial aid.* Therefore, students should consult with the Financial Aid Office before submitting a course repeat form.

PLEASE NOTE: Students enrolled in the Graduate School of Social Work on a non-matriculated basis *are not permitted* **to repeat courses.**

GRADE APPEAL

A student who receives a grade that he or she believes does not reflect the quality of work that was performed should contact the course instructor and attempt to resolve the matter informally. If the student is not satisfied with the outcome, a grade appeal may be initiated by submitting a written request for a change of grade to the Director of Student Advancement. **This request must be filed within fifteen (15) business days of the posting of the final grade.**

In a grade appeal, the burden of proof rests with the student to demonstrate that the instructor's decision was erroneous, arbitrary or capricious. The student's appeal must be typed (no e-mails or faxes) and include the following:

- A statement identifying the course, the course number, the semester the course was taken, and the name of the instructor.
- The grade being appealed and the reason for the appeal.
- The date, time and place of the student's discussion about the grade with the instructor, and the results of this conversation. In the event that the student was unable to contact the instructor, documentation of such attempts should be provided to the committee. All documentation of attempts to contact instructors should be either e-mails or written communication.
- Any documentation (such as written assignments) that the student wishes to submit on his or her behalf.

The Director of Student Advancement will appoint an ad hoc grade appeal committee to review the student's appeal request. The committee may solicit further information both from the student and from the instructor in the process of making a determination. The committee's recommendation will be submitted to the Director of Student Advancement for final approval. The Director of Student Advancement's office will convey the decision to the student in writing within ten (10) business days of receipt of the appeal. The decision of the Director of Student Advancement is final.

SATISFACTORY ACADEMIC PROGRESS POLICY

[Also see **"Standards of Satisfactory Academic Progress,"** p. 86]

To remain enrolled in the Graduate School of Social Work and eligible for financial aid, students must maintain Satisfactory Academic Progress (SAP). The two fundamental components of the School's SAP policy are:
- Students must maintain a 3.0 cumulative GPA as calculated according to the School's grading system.

- The MSW program requires 65 credits (67 credits for those students who had been admitted provisionally— see p. 31) for graduation. All requirements are expected to be completed within four calendar years, not to exceed five calendar years from the date of the student's first term of enrollment.

SAP measurements are made at the end of every term. Students who do not maintain a minimum of a 3.0 GPA, do not qualify for financial aid in the following semester. In the second semester of the probation period, students are prohibited from registering for subsequent semesters until GPA can be calculated and the status of SAP can be assessed. **NOTE: Grades of Incomplete ("INC") are not final. Students uncertain of their status should consult with their faculty advisor and the Director of Student Advancement. [**The complete Touro University Satisfactory Academic Progress Policy can be found on the Touro website at
https://www.touro.edu/students/policies/satisfactory-academic-progress-policy/.**]**

ACADEMIC PROBATION AND DISMISSAL

A student is placed on academic probation if he or she fails to meet the School's standard for Satisfactory Academic Progress. The Director of Student Advancement and the student's faculty advisor monitor students' academic performance and probationary status. Students placed on academic probation may register for no more than nine credits. The Director of Student Advancement, in consultation with the student's faculty advisor, will determine the specific number of credits allowed. A student placed on probation must attain a 3.0 cumulative GPA either (1) within two semesters or (2) by the completion of their next 15 credits, whichever comes first. Failure to do so may result in dismissal from the program. In the second semester of the probation period, students are prohibited from registering for subsequent semesters until GPA can be calculated and the status of SAP can be assessed.

Since not all Social Work courses are offered every semester, students on probation also may find themselves "out of sequence" in their progression through the MSW program, an issue that should be discussed with their faculty advisors.

TOURO UNIVERSITY ACADEMIC INTEGRITY POLICY

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

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

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

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

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

- Properly acknowledge and cite all use of the ideas, results, or words of others, including the use of AI tools and other emerging technologies;
- Properly acknowledge all contributors to a given piece of work;
- Make sure that all work submitted as their own in a course or other academic activity is produced without the aid of unsanctioned materials or unsanctioned collaboration;
- Treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.

Adherence to these principles is necessary to ensure that:
- Everyone is given proper credit for their own ideas, words, results, and other scholarly accomplishments;

- All student work is fairly evaluated and no student has an inappropriate advantage over others;
- The academic and ethical development of all students are fostered;
- The reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.

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

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

VIOLATIONS OF ACADEMIC INTEGRITY

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

Plagiarism

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

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

Intentional Plagiarism

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

- Purchasing a paper;
- Commissioning another to draft a paper on one's behalf;
- Intentionally copying a paper regardless of the source and whether or not that paper has

been published;
- Copying or cutting and pasting portions of others' work (whether a unique phrase, sentence, paragraph, chart, picture, figure, method or approach, experimental results, statistics, etc.) without attribution;
- Using computer-generated material via artificial intelligence (AI) and other emerging technologies without attribution;
- In the case of clinical documentation, copying clinical notes/materials without personally performing the patient examination.

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

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

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

Unintentional Plagiarism

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

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

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

Cheating on Examinations and Other Class/Fieldwork Assignments

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

Examples of cheating include, but are not limited to:

- Giving or receiving unauthorized assistance to or from another person on quizzes, examinations, or assignments;
- Using another learner's audience response device/i-clicker;

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

Examples of unauthorized assistance include:

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

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

Research Misconduct

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

These terms are defined as follows:

(a) *fabrication* - making up data or results and recording or reporting them;
(b) *falsification* - manipulating research materials, equipment or processes, or changing or omitting data or results such that the research is not accurately represented in the research record;

(c) *plagiarism* - the appropriation of another person's ideas, processes, results, or words without giving appropriate credit.

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

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

Other Unethical Conduct

Misleading or Fraudulent Behavior

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

Examples include, but are not limited to:

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

Tampering

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

Examples include, but are not limited to:

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

Copyright Violations

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

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

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

Please contact your campus librarian to get copyright clearance for required reading materials.

SANCTIONS

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

Class A Sanctions:

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

Class B Sanctions:

- Suspension (up to twenty-four months)
- Indication of the violation in a letter of reprimand, in reference letters, licensure and regulatory forms, etc.
- Notification of the violation to the other schools within the Touro 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 or to do an alternative assignment, which may include a grade reduction

PROCEDURES IN RESPONSE TO VIOLATIONS OF ACADEMIC INTEGRITY

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

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

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

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

Reporting a Case of Suspected Plagiarism or Cheating

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

Depending on the school or program, faculty or students may report an alleged incident to: Department Chair, Department Deputy Chair, Program Chair, Sequence Chair, Program Director, Department Director, Academic Dean, Preclinical Dean, Dean, or CAI Officer directly.

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

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

Faculty members, students, or other members of the Touro community who encounter suspected academic integrity violations should contact the relevant "Chair". The "Chair" will consult with the faculty member, and if a violation is identified, the faculty member will inform the student. The "Chair" will also report all suspected violations in writing (using the *Academic Integrity Violation Reporting Form)* to the CAI Officer, who will advise the "Chair" on whether to pursue an informal or a formal resolution. For first-time suspected violations, CAI Officers and faculty

are strongly encouraged to seek an informal resolution with the student. No permanent grade may be entered onto the student's record for the course in question before the issue is resolved.

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

Resolution of Academic Integrity Violations

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

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

Informal Resolution

After consulting with the Chair and the CAI Officer (as per "Reporting a Case of Suspected Plagiarism or Cheating"), the faculty member may attempt to resolve the issue informally with the student. Once an informal resolution is agreed to between the faculty member and the student, the faculty member must present such resolution to the department Chair for approval. The faculty member, in consultation with the Chair, may impose any range of Class C sanctions, but must include requiring the student to take additional ethics tutorials intended to assist that student to avoid future misconduct. Once accepted by the student, the informal resolution is binding on both the student and faculty member, and cannot be appealed by the student.

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

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

Formal Resolution

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

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

- The Chief Academic Integrity Officer receives a written statement from the instructor, proctor, student, or any other complainant, as the case may be.

- The written statement must include the name of the involved student(s), the name and position of the reporting person, and the nature of the alleged act.

- The CAI Officer shall arrange a hearing which, generally speaking, should take place no earlier than five (5) calendar days and no later than twenty (20) calendar days after notification that informal resolution was unsuccessful or not pursued.

- The hearing shall take place before the Graduate Student Review Committee.[3]

- All persons involved in a hearing shall be given notice of all hearing dates, times and places. Such notice, which will be sent by e-mail will be given at least two (2) business days prior to any hearing, unless waived by the parties involved.

- Postponements of Committee hearings may be made at the discretion of the Committee Chair. Either party may be granted a postponement only if pertinent information or interested parties cannot, for good cause, be present at the appointed time. Any postponement may not extend beyond a one-month period and any delay may affect the student's ability to progress in the program.

- The accused student and the accuser will be afforded the following opportunities:

  ◦ To review, but not copy, all pertinent information to be presented to the Committee. The length of time for review shall be reasonable, as determined by the Committee Chair.

  ◦ To present fully all aspects of the issue before the Committee.

[See http://www.touro.edu/students/policies/academic-integrity for Committee Hearing Proceedings and Decision Guidelines[3]]

APPEAL PROCESS

- Following a Formal Resolution Hearing and notification of the Committee decision, either party may appeal the decision. An appeal may only be granted on the basis of: 1) evidence of bias of one or more of the members of the Committee; 2) new material documenting information that was not available at the time of the decision; 3) procedural error.

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[3] **PLEASE NOTE:** For purposes of this GSSW Catalog the relevant Committee on Academic Integrity (as referenced in the global Touro University Academic Integrity Policy) is the Graduate Student Review Committee ("GSRC"). The GSRC not only deals with academic matters but also hears program-specific matters including, but not limited to, ensuring compliance with accreditor requirements and may have procedures that go beyond that of a Committee on Academic Integrity as described in Touro University's global Academic Integrity policy as found at http://www.touro.edu/students/policies/academic-integrity.

- The appellant has three (3) business days within which to submit a formal written appeal of the decision to the Appeals Dean for the School. The appeal should be accompanied by the Hearing Committee's letter and by a narrative explaining the basis for the appeal. The narrative should fully explain the appellant's position and substantiate the reason(s) for their appeal.
- The Appeals Dean may request to meet with the appellant.
- After consideration of the Appeal, the Appeals Dean may accept, reject or modify the Committee's decision, and will notify the student in writing of the decision.
- The Appeals Dean, when notifying the student of the decision, shall inform the student of his/her right to appeal an adverse decision to the Chief Academic Officer.

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

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

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

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

NOTE: The complete Touro University Academic Integrity Policy can be found at www.touro.edu/students/policies/academic-integrity/

PROFESSIONAL PERFORMANCE

Students are expected to perform at a high level both academically and in their field placements. Evaluations are made of students' professional behavior in relationship to faculty, staff, peers, clients, and field practice personnel. Each course syllabus states the criteria for evaluation of students' academic and professional performance. Specific criteria for evaluation of students' performance in the field practicum are listed in the Field Education Manual.

Honesty is expected regarding information provided in any forms submitted, as well as with regard to any documents prepared, related or unrelated to class work. All written assignments submitted by students are expected to be original work. Any instance of student presentation of the work of others as their own may be grounds for dismissal from the School, on the basis of plagiarism. Any assignment prepared for one course may not be presented as original work for another course. Work that has been prepared for one course may be included in an assignment for another course only if it is clearly cited as such.

Students in the Graduate School of Social Work are preparing for roles as professionals in the field. Students are expected to conduct themselves in all interactions with classmates, faculty, and administrative staff in an appropriate ethical, professional manner adhering to the NASW Code of Ethics, outlined below. Any student or prospective student may be refused admittance to a course or program, or be dismissed from a course or program, because of inappropriate, unprofessional or unethical behavior.

Any suspected deviation from honest or ethical conduct detected by a faculty member, staff member or classmates should be reported to the student's faculty advisor for review and discussion, who will review the allegation and discuss it with the student. In most instances, after the initial consultation the advisor will refer the matter to the Director of Student Advancement for further review. If indicated, the Director of Student Advancement may convene a meeting of the Graduate Student Review Committee (GSRC), pursuant to its "Procedures" (see below), to consider the matter. Based on its deliberations, the GSRC may take action, which might include a warning, placement on probation, mandating a leave of absence, or dismissal from the program.

Social work students are expected to act in accordance with professional social work ethics and values as expressed in the *National Association of Social Workers (NASW, 1996; revised 2008) Code of Ethics (complete document as Appendix B)*. Violation of this code may be reason for disciplinary action and possible dismissal from the School. Examples of violations include:

- Conduct that is potentially dangerous to current or future clients.
- Unprofessional behaviors as covered by the NASW Code of Ethics.

Violations also include, but are not limited to:

- Sexual harassment
- Sexual interaction with clients
- Physical threats and actions directed at clients, students, faculty or staff
- Acceptance of gifts or money from clients that are not standard payment for services received
- Plagiarism or other forms of academic dishonesty

Students are also expected to demonstrate tolerance and respect for human diversity and to strive to meet the *NASW Standards for Cultural Competence on Social Work Practice* (see Appendix C).

GRADUATE STUDENT REVIEW COMMITTEE

The function of the Graduate Student Review Committee (GSRC) is to assess and provide a disposition on problems or issues concerning students enrolled in the MSW program. TheGraduate Student Review Committee consists of the Director of Student Advancement, who acts as chairperson; two full-time faculty members; and the Director of Field Education and Advisement. Problems or issues considered by the GSRC may include matters related to the Academic Integrity Policy (see p. 43 ff.), academic issues, field education concerns or professional performance.

PROCEDURES

- Referrals of concern that fall within the purview of the GSRC should be made to the student's faculty advisor who, in turn, notifies and consults with the Director of Student Advancement.

- The result of the consultation will be a determination as to whether to initiate the GSRC process.

- The student's faculty advisor and the Director of Student Advancement, alone or together, may meet with the student and provide information regarding the GSRC process. This will serve as the notice to the student.

- Hearings conducted by the GSRC are governed by the following protocols:
  - All hearings are confidential and closed to the public.
  - Attorneys are not allowed to be present at any hearings.
  - Students have the right to present any evidence they deem relevant, to make opening and closing statements, and to ask questions during the proceedings.
  - The rules of evidence will not strictly apply to the proceedings. The preponderance-of-evidence burden will govern the decision-making process.
  - Decisions will be made by a majority of the participating committee members.
  - The committee deliberations will result in a written decision. Actions may include, but are not limited to, issuance of a warning, placement on probation,or dismissal from the program.
  - A written summary of the GSRC decision will be placed in the student's fileand a copy given to the student.
- Students wishing to appeal a GSRC decision should do so in a letter addressed to the Dean within ten (10) business days of receiving notification of the GSRC decision. See also "Appeal of Academic Dismissal," below.

- The Dean then reviews the appeal and renders a decision.

APPEAL OF ACADEMIC DISMISSAL

A student may appeal any dismissal decision by filing a written appeal with the Dean of the School within ten (10) business days of receiving notification of the GSRC decision. See GSRC "Procedures," above. The Dean may grant the appeal and overturn the decision of the GSRC only if the decision was clearly erroneous, arbitrary or capricious. The burden of proof is on the student to demonstrate that the decision of the GSRC was clearly erroneous, arbitrary or capricious.

An academic dismissal may be reversed if the student can demonstrate that the failure to maintain Satisfactory Academic Progress resulted from a significant mitigating hardship such as a major health issue affecting the student or his/her dependent, an unexpected military deployment, or other serious circumstances outside of the student's control.

In filing any appeal, the student should provide a detailed written explanation of the mitigating circumstances, include appropriate documentation (e.g., doctor's affidavit, military orders) or other relevant evidence, and indicate the prospects for resolution of the matter.

All appeals are reviewed by the Dean, who will render a decision on behalf of the Graduate School of Social Work. A written response will be provided to the student within thirty (30) days of receipt of the appeal and all documentation. If the dismissal is reversed, the response will includeany conditions of re-enrollment.

Any dispute, claim or controversy arising out of or related to a decision on behalf of the Graduate School of Social Work, 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.

LEAVE OF ABSENCE

Students who maintain Satisfactory Academic Progress (good academic standing) may interrupt their graduate studies for personal reasons. A student may request permission to take a leave of absence for a period not to exceed one academic year. Students considering a leave of absence from the School should complete a "Request for a Leave of Absence" form and consult with the Director of Student Advancement. If the Director of Student Advancement approves the leave, he or she will submit it to the Office of the Dean for final approval.

Before taking a Leave of Absence, students should meet with the Financial Aid Office to become familiar with the financial aid implications of taking such a leave. If a student has any outstanding student loans taken out while at Touro University, a loan exit counseling session must be completed.

If the student is a recipient of Title IV financial aid funds, the leave of absence, together with any additional leaves or absences, must not exceed a total of 180 calendar days in any 12-month period. This 12-month period begins with the first day of the first leave of absence. PLEASE NOTE: *This regulation may impact students who wish to take leaves of absence extending beyond one semester.* Therefore, students receiving Title IV financial aid funds should meet with a Financial Aid officer to discuss their situation before filing a "Leave of Absence" request form.

Students may return from a Leave of Absence by informing the Director of Student Advancement in writing by November 1 if they wish to return in the Spring semester, March 1 if they wish to return in the Summer semester, or April 1 if they wish to return in the Fall semester. Students must also complete the "Petition to Return" form available on the website. Failure to adhere to these deadlines may result in the student being unable to register for desired courses.

PLEASE NOTE: For students granted an official leave of absence, the time period of the leave is *not included* in the five-year maximum time for completing all degree requirements (see "Maximum Time-Frame," p. 58). Additionally, a maintenance of status fee will be applied.

WITHDRAWAL

Students who are on probation and have not maintained Satisfactory Academic Progress cannot be granted a leave of absence. If students in this status wish to interrupt their graduate studies, they may "stop out" by not registering for courses, or by filling out an ADD-DROP FORM to withdraw from their current courses (see p. 36).

Students who are on probation and who have interrupted their graduate studies may return to the program if their application for readmission is approved. For readmission procedures, see below.

When considering withdrawing from the School, students should consult with the Director of Student Advancement. Before withdrawing, students should meet with the Financial Aid Office to become familiar with the financial aid implications of withdrawal. If the student has any outstanding student loans taken out while at Touro University, a loan exit counseling session must becompleted. Please note that regardless of circumstances, Administrative fees are non-refundable.

PLEASE NOTE: Students who elect to "stop out" in this manner must still complete all requirements for the degree *within five years of their first semester of enrollment* (see "Maximum Time-Frame," p. 58).

MANDATED WITHDRAWALS

Although withdrawals and leaves may be voluntary, involuntary withdrawals and leaves are sometimes mandated by the School. Students may be asked to leave the program if they are:

- dangerous to themselves, others or School property.
- in need of medical and/or mental health treatment that prevents their continuation at the School.

READMISSION

- Students who have interrupted their studies for two consecutive semesters or more, ("stop out", mandated or involuntary withdrawal) must follow the readmission protocol.

- Students seeking readmission to the Graduate School of Social Work must complete the application and pay a fee of $60. Students must supply the following documentation to the Admissions Committee:

- A formal written request for readmission, which must include:
  - an explanation for the withdrawal/leave of absence
  - the reason for wanting to return to the program
  - a summary of activities (social work and non-social work) engaged in duringabsence from the program
  - transcripts of any coursework completed during absence from the program
  - if they came before the Graduate Student Review Committee, evidence ofsuccessful completion of the specific requirements requested of them
- Students' requests for readmission must be submitted six weeks prior to the beginning of the semester in which they wish to re-enter the program.

- Applications for readmission will not be accepted if they would result in the student taking more than five calendar years to complete the program. (see below)
  All readmission requests are reviewed by the Admissions Committee.

REQUIREMENTS FOR GRADUATION

It is the student's responsibility to schedule a graduation conference with an academic advisor during the semester before completing his/her 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, under the "Academic" tab in the Degree Works portlet at any point during the student's study at Touro University.

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

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

To apply for graduation online, students need to click the "Apply to Graduate" button under the "Academic" tab located on the TouroOne portal and follow the prompts. Students 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 Division of Graduate Studies commencement exercises.

Participation in commencement exercises does not necessarily mean that the student has graduated. Graduation is certified by the Office of the Registrar only after auditing the student's record for completion of all certificate or degree requirements. PLEASE NOTE: Touro University's official degree conferral dates normally do not correspond to the dates on which commencement exercises take place.

PLEASE NOTE: In addition to the course requirements set forth in this catalog (and as indicated on page 15), students who expect to apply for licensure as a Licensed Master of Social Work must complete EDDN 511, Seminar in Child Abuse Identification and Reporting. This one-session seminar must be taken either at the School or through an approved provider.

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
- 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 Help Desk 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.

MAXIMUM TIME-FRAME

All students are required to complete the MSW program within five calendar years (not including leaves of absence) from the date of the student's first term of matriculation.

STUDENT SERVICES

FACILITIES

The School's headquarters are part of an overall Touro University Main Campus that also houses graduate programs in Business, Education, Jewish Studies, and Technology, as well as programs of the School of Health Sciences, along with the New York School of Career and Applied Studies, one of Touro's undergraduate schools. The Graduate School of Social Work is located on the 7th floor of this building, conveniently located in midtown Manhattan at 3 Times Square a short walk from the A, C, E, and 1, 2, 3, 7 subway lines and numerous bus routes. Touro's main library, with its extensive holdings, occupies the 3rd floor of the building, while computer laboratories and workstations devoted specifically to graduate students are available on the 4th floor.

The School also offers courses in its well-equipped Brooklyn learning center, conveniently located in the Midwood section of Brooklyn at 902 Quentin Road, a short walk from the B, F and Q subway lines and numerous bus routes. Library access at the Brooklyn learning center is available online at http://tourolib.org. Additionally, computer laboratories and workstations are available in the Brooklyn learning center, on the 3rd and 4th floors. **PLEASE NOTE**: *Students cannot complete a full program at the Brooklyn Center. Additional coursework and seminars must be taken at the Main Campus in Manhattan.*

TOURO UNIVERSITY WEB-BASED STUDENT SERVICES (TOUROONE)

Touro University's TouroOne portal, https://touroone.touro.edu enables students to do thefollowing:
- Search current course offerings
- Register for courses
- Add/drop courses during the registration period
- View and print class schedules
- View grades
- Check for any holds on their accounts
- Check financial aid status
- Download financial aid forms
- Access TouchNet for online e-bills and tuition payments
- Print unofficial transcripts
- Order official transcripts
- Access their Touro email accounts
- Access the Canvas learning management system

OFFICE OF THE REGISTRAR

The Office of the Registrar supports teaching and learning at Touro University by maintaining and acting as the custodian of students' academic records, coordinating the registration process, and providing the following services:

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

The Office of the Registrar for the Graduate School of Social Work is located at the Touro University Main Campus, 3 Times Square, in Manhattan. The office is open to students five days a week: Mondays through Thursdays from 9:00 am to 5:30 pm, and Fridays from 9:00 to 2:00 pm, unless otherwise posted.

TRANSCRIPTS

Ordering official transcripts

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

Processing

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

Transcript Fees

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

Shipping Fees

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

(cont'd)

Viewing and Printing Unofficial Transcripts

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

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

OFFICE OF FINANCIAL AID

The goal of the Financial Aid Office at the Graduate and Professional Divisions of Touro University is to offer financial aid guidance, counseling, and assistance during a student's academic career. These services are available both online and in-person. The Office assists students in understanding, applying for, and securing financing for their education. Touro University participates in Federal, state, and local programs, some of which may include Federal Direct Unsubsidized Loans, Federal Direct Graduate Plus Loans, the GI Bill[®2], and the Federal Work Study Program. Students also have the option to apply for private loans. The Financial Aid Office operates in compliance with applicable Federal and state rules and regulations.

The Graduate School of Social Work Office of Financial Aid in Manhattan is located at 3 Times Square. The Brooklyn office is located at 946 Kings Highway. Hours of operation at both locations are Monday through Thursday, 9:00 a.m. to 5:30 p.m. and Friday 9:00 a.m. to 2:00 p.m.

OFFICE OF THE BURSAR

The Graduate School of Social Work Bursar's Office is located on the 2nd floor of 3 Times Square, in Manhattan. Hours of operation are Mondays through Thursdays 9:00 a.m. to 5:30 p.m. and Fridays 9:00 a.m. to 1:00 p.m.

The Bursar's Office, as part of Student Services, is responsible for maintaining all students' tuition accounts and the University's receivables. This includes reviewing charges and payments, issuing refunds, collection activities and providing support and guidance to create a seamless experience for our students. These functions are accomplished while servicing the needs of our students within the framework of Touro's policies and legal guidelines.

Tuition Payments

You will not be sent a bill! *TouchNet* is Touro's means of providing our student body 24-hour access to account activity, making payments, enrolling in payment plans and direct deposit online. To access *TouchNet*, login to TouroOne at www.touroone.touro.edu following the user and password guidelines, and then select "TouchNet" from the menu. For questions or issues with access, please contact the TouroOne Helpdesk at help@touro.edu

Payment methods accepted through *TouchNet* include all major credit cards or by E-Check usinga checking account. Please be advised that payments on student accounts made online by creditor debit card will be charged a 2.85% non-refundable convenience fee by our third-party provider,

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

TouchNet® Pay Path. Students can *avoid this fee* by simply choosing to pay with our electronic check (**E-check**) option. To pay by E-check, log into your online student account, select electronic check for your method of payment and provide your bank routing number and account number.

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

To make a tuition payment, students should log in to the TouroOne portal https://touroone.touro.edu/, using their portal credentials. (Follow the Account Management steps, if necessary.)

- Select the "Financial Services" tab on the top of the home page. Select "TouchNet" in the Student Accounts box.
- Select "My Account."
- Select Applicable Terms and Verify Amount.
- Select Date and Continue. Select Payment Method.
- Enter your credit card information or your checking or savings account information and Select "Continue."
- Review payment and click "Schedule Payment."
- A message will be sent that states "Thank you, you have successfully scheduled your payment(s) for MM/DD/YY."

If you are an Authorized User (other than the student) log in here: https://secure.touchnet.net/C21513_tsa/web/login.jsp

The bank account holder must have knowledge and authorize this transaction. To authorize a third party, such as a parent or spouse, to access the student's TouchNet account and make a payment on his/her behalf, select "Authorize Payers," then select "Add New." Enter the authorized payer's name and email address, then create a username and password. The authorized payer will receive the TouchNet link and their personal username and login information via email.

Student Refunds

Any student in overpayment of tuition will receive a refund. All refunds are issued within 14 days of the credit balance posted to their student account (check your TouchNet account activity to confirm the posting). Refunds may be processed via paper check or E-check directly to the student's bank account of choice. We *strongly recommend* that students enroll in the Direct Deposit option, which allows you to receive your refund faster via electronic deposit to the bank account of your choice. To sign up, access student account via *TouchNet*. Select Refund and follow the instructions.

Please ensure that you update your account information. The University is not responsible for delays in payments due to incorrect information entered by the student or their representatives. If paid by credit card, that credit card will be refunded.

If you applied for Federal Direct Loans, you will be notified via email of the date your loan funds have been received and credited to your student account. If you wish to cancel all or a portion of your loan please return the notification to the Financial Aid Office within 14 days.

Tuition Liability for Withdrawal

For information regarding your individual programs' withdrawal policy please check the TouroOne portal at https://gssw.touro.edu/admissions/tuition--fees/

Section 103 Provisions for Veteran Students: Pending Payment Compliance for Eligible Students

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

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

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

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

TUITION AND FEES

ACADEMIC YEAR 2022-2023*

Tuition (matriculated students)	$795 per credit
Tuition (non-matriculated students)	$425 per credit
Application Fee (non-refundable)	$60
Administrative Fee (non-refundable)	$200 per semester (Spring, Summer & Fall)
Technology Fee	$100 per semester (Fall & Spring)
Instructional Fee	$400 per semester
Transcript Fee	$10
Returned Check Fee	$40
Maintenance of Status Fee	$50 per semester – for students on a Leave of Absence or otherwise not registering for classes in any given semester
Graduation Fee	$200

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

TUITION REFUND SCHEDULE

Policy for Withdrawing from All Classes

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

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

The Office of the Registrar is the only Designated Campus Official for all official withdrawals. Official notification to the school occurs when a student notifies the Registrar of his or her intention to withdraw. Intent to withdraw means that the student indicates he or she has either ceased to attend the school and does not plan to resume academic attendance or believes at thetime he or she provides notification that he or she will cease to attend the school. Notification isnot considered provided until the Registrar receives the notification.

Students who wish to withdraw from all courses in a given semester without officially withdrawing from a program must complete an Add/Drop form (see "Dropping a Course, p. 36).

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

Summer Semester (up to 8 weeks in length)

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

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

Fall & Spring semesters - When withdrawing from all courses:

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

The Administrative Fee is non-refundable for all semesters.
All other fees are refundable during the Add/Drop period only.

Policy for Withdrawing from a Partial Load

Students are required to submit an add/drop form or other written notification (email from the official Touro email address will be acceptable) listing all of the courses that they wish to withdraw from to initiate the process. The form must be approved by the appropriate program advisor (department chair, or dean). The add/drop form must be submitted to the Office of the Registrar by the deadline set by the student's school in order to be processed in the Student Information System (SIS). Students must refer to their school's academic calendar and/or college catalog for withdrawal dates and submission deadlines. The official date of withdrawal from the course(s) is the date on which a completed add/drop form is submitted and time stamped at the Office of the Registrar.

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

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

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

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

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

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

Fall & Spring Semesters – When withdrawing from a Partial Load

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

    The Administrative Fee is non-refundable for all semesters.

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

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

GRADUATE FINANCIAL AID

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

It is the student's responsibility to request, complete, and submit all forms with necessary documentation for all financial aid programs, including scholarships, in a timely manner. Students who would have otherwise been eligible may not receive funding when they fail to timely submit documents. All financial aid programs are subject to availability and funding levels.

Financial aid awards are not guaranteed and may be reduced or cancelled after being offered or disbursed to students. Financial aid awards are subject to all revisions in federal, state and institutional policies, availability of funds, changes in enrollment, changes in housing status, as well as updates in FAFSA information, failure to meet minimum grade requirements, failure to complete the semester, and failure to timely submit all required documentation.

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

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://studentaid.gov/h/apply-for-aid/fafsa - federal website for submitting the Free Application for Federal Student Aid
https://studentaid.gov - federal website for student and parent loan applications and information
https://nslds.ed.gov/npas/- federal website for reviewing the student's financial aid history
https://www.csac.ca.gov/cal-grants - state website for California students to apply for various grants
http://www.isac.org/students/ - state website for Illinois students to apply for various grants
https://www.hesc.ny.gov/ - state website for New York students to apply for various grants

Financial Aid Self-Service & Student Administrative Services Help Desk

Financial aid is an enabling element in your educational pursuit. To that end, Touro has implemented the Touro One student portal. With this system, you can review your financial aid awards in real-time, accept or reject loan-based financial aid, gain insight into what might be delaying your financial aid, and much more. You can also register and pay your bill via the student portal. Visit https://touroone.touro.edu/

As part of our Financial Aid Self-Service tool, our student services helpdesk aims to assist all students at the Touro University with their student services questions. To assist you off-campus or for general financial aid inquiries, please contact TouroOne Helpdesk at help@touro.edu, via phone at 844-868-7666 or via Zoom. To schedule a meeting with our specialist, visit https://tcus.service-now.com/sp

FEDERAL APPLICATION REQUIREMENTS AND PROCEDURES

All 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 U.S. Department of Education (ED) once for each academic year. The FAFSA can be completed online at https://studentaid.gov/h/apply-for-aid/fafsa. Applications become available on October 1 for the upcoming school year that begins with the following summer semester. For example, for the 2022-2023 academic year (which includes the summer 2022, fall 2022 and spring 2023 semesters) the FAFSA was available on October 1, 2021.

Financial aid funding is designed to help bridge the gap between the cost of attending a college and the student's (and parent's, when applicable) available resources. Most awards are determined by need. Please note, financial need has no bearing on admission decisions. Touro administers federal, state, institutional and local sources of aid, as detailed in the following pages.

Students who wish to apply for scholarships, grants, work-study and/or parent and student loans are required to complete the FAFSA. The college codes to be used on the FAFSA for Touro's locations are listed below.

State	Touro Location	College Code
California	Touro University California (TUC)	041426
California	Touro University Worldwide (TUW)	041425
Illinois	Hebrew Theological College (HTC)	001685
Nevada	Touro University Nevada (TUN)	041426
New York	New York Medical College (NYMC)	002784
New York	All locations except NYMC	010142

The FAFSA is available online at https://studentaid.gov/h/apply-for-aid/fafsa. For maximum consideration for all types of financial aid, students should file their FAFSA applications as soon as possible after October 1st of each year at https://studentaid.gov/h/apply-for-aid/fafsa.

Requirements for Title IV (Federal) Financial Aid
In order to qualify for federal financial aid, students:

- Must be accepted into one of Touro's degree granting programs and must be fully matriculated in that program.

- Must have a high school diploma or its recognized equivalent, such as a general educational development or GED certificate or have completed home schooling at the secondary level as defined by state law.

- Must be making satisfactory academic progress toward their degree.

- Must be enrolled at least half time to receive to receive federal loans.

- Must not have been convicted of possession or sale of illegal drugs for an offense that occurred while receiving federal financial aid (see Question on the FAFSA for additional eligibility information).

- Incarcerated students are not eligible for federal student loans but are eligible for Federal Work Study and Federal Supplemental Educational Opportunity Grants. They are also eligible for Pell Grants if not incarcerated in a federal or state penal institution.

- Must not be in default on a prior federal student or parent loan that has not been rehabilitated. Contact the Office of Financial for loan rehabilitation information.

- Must be a U.S. citizen or permanent resident or other eligible non-citizen.

- Must have a valid Social Security Number.

- With the exception of unsubsidized Loans and PLUS Loans, all other federal student aid requires students to demonstrate financial need.

- agree to use any federal student aid received solely for educational purposes.

- sign a statement of educational purpose/certification statement on refunds and defaults.

Federal Verification Requirements

When the FAFSA is filed, the federal government reviews the data submitted and selects certain applications for a process called Verification. Generally, approximately thirty percent of FAFSA applications are selected for verification. The verification process helps the federal government to ensure that students' information is accurate and that they receive all funds for which they qualify. If a student's application is selected, the student, his or her spouse and/or parents must submit documents that support the information supplied on the FAFSA to the Touro's Office of Financial Aid. This usually includes copies of the appropriate year's IRS Tax Transcripts, a Verification Worksheet (supplied by Touro) and other supporting documentation as required.

In its review of financial aid files Touro also selects students for verification. Students who are selected for institutional verification are subject to the same rules as those who were selected by the federal government.

Usually, graduate students are only required to complete verification if they are selected and plan to participate in the Federal Work-Study Program.

At times students submit documents and information that contradicts that already provided to Touro. When contradictory information is submitted, the Office of Financial Aid is required by law to resolve the conflict. Resolution of contradictory information typically requires that the student submit additional documents, which lengthens the verification process.

As part of the federal Verification process, Touro may also request proof of High School Completion (or its recognized equivalent), proof of the receipt of Supplemental Nutritional Assistance Program benefits (SNAP), and/or proof of child support payments. Students may also be requested to appear in person and provide government issued photo identification and sign a Statement of Educational Purpose.

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

Students are advised as to due dates for submission of their documents and information in individual communications about verification. Students (and parents, if applicable) who fail or refuse to complete verification are ineligible for financial aid, including loans.

Requirements for Determination of Independent Student Status for Financial Aid

To be considered an independent student for any federal (and some state) financial aid programs, students must meet one of the following criteria:

A. Age 24 or older as of Dec. 31 of the award year

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

Touro reserves the right to revise its financial aid programs. All programs are subject to change due to modifications in government or institutional policies. Additional criteria and information may be obtained from the Office of Financial Aid. Students are responsible for reading the Financial Aid Terms & Conditions before deciding to accept or reject their financial aid. View the disclosures at "View the disclosures" within your account in the Touro One Portal.

Apply for Aid in 6 Steps

Step 1: Create an FSA ID
If you haven't done so previously, you will need to create your own FSA ID account to complete federal student aid tasks.

Step 2: Complete the Free Application for Federal Student Aid (FAFSA) on or after October 1st or download the FAFSA mobile app on IOS or Android.
- Documents you will need
- Transfer Tax Information to your FAFSA using the data retrieval tool (DRT).
- **Do not select** "Will File" status
- Touro University Main Campus Code is 010142

Step 3: Review the Tuition Costs
The maximum amount of aid applied for in a year cannot exceed the cost of attendance (COA) for that year. The Cost of Attendance is an estimate of a student's educational expenses for their period of enrollment in the academic year. Students are not required to take out the maximum allowable amount and are able to determine their specific needs based on their own circumstances. Please consult with your financial aid counselor to discuss your specific needs.

Step 4: Complete the Entrance Counseling
First time borrowers at Touro University must complete the Entrance Counseling. This will ensure you understand the terms and conditions of your loan and your rights and responsibilities. You will learn what a loan is, how interest works, your options for repayment, and how to avoid delinquency and default. Make sure to complete the Entrance Counseling for Graduate and Professional students.

Step 5: Sign Master Promissory Note (MPN)
First time borrowers taking out a Direct Unsubsidized Loan must complete and sign an MPN.

Step 6: For the Graduate Plus loan, please complete:
- Direct Grad PLUS Loans require a separate MPN.
- Apply for the Direct Plus loan; credit check is required
- Complete the PLUS Loan Credit Counseling if your credit is denied and contact the Financial Aid Office for further instructions.

Once all steps are completed you will receive your financial aid offer and instructions through your Touro University student email. Please monitor your Touro email account daily.

Notes on Financial Aid

In reviewing your application, we may request additional documentation. Loan funds are disbursed directly to the University to cover the cost of tuition. The Bursar's Office distributes refunds within 14 days of receiving the funds.

We verify enrollment and satisfactory academic progress before disbursing funds. For information on fund distribution, please contact the Bursar at bursar@touro.edu.

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

Federal Work-Study: Undergraduate and Graduate Students
Federal Work-Study (FWS) Program

Touro participates in the federally funded Federal Work-Study (FWS) Program. The FWS 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 Touro. 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, available funding and job availability. Touro is responsible for selecting recipients and determining award amounts. The FWS hourly wage is 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.

Interested students should complete the Free Application for Federal Student Aid (FAFSA) at https://studentaid.gov/h/apply-for-aid/fafsa and indicate a desire to participate in the Federal Work Study Program on the FAFSA application. The Office of Financial Aid determines the student's eligibility based on demonstrated financial need and availability of FWS funds. Eligible students who would like to participate in the FWS Program must accept the offer of assistance and contact the Office of Financial Aid. If a student fails to contact the Office of Financial Aid by the first week in October for the fall semester, or the first week in February for the spring semester, there is a risk that the FWS award may be cancelled. Funds are limited and there is usually a waiting list of students who would like to obtain positions.

Please be aware that the amount of FWS indicated in the student's portal is not deducted from the student's tuition bill, but rather reflects the amount of money available for the student to earn under the program. It is the student's responsibility to obtain a job through the Office of Financial Aid. Renewal is dependent upon continued demonstration of financial need, availability of federal funds and maintenance of the minimum academic standards established by the U.S. Department of Education and Touro. Students are required to file the FAFSA and indicate a desire to participate each year for continued determination of eligibility.

In order to begin working in the FWS program students must complete and submit various documents and information. The documents and information must be reviewed and approved by the Office of financial aid and other Touro departments. Students who complete hours before being officially approved to participate in the FWS program will not have been added to the payroll system and any hours will be considered to have been volunteered. Students cannot be retroactively paid for any hours they completed before their eligibility to work was established. Until students have received official approval (as detailed in FWS documents and instructions) from Touro to begin working they cannot and will not be paid for any hours they might voluntarily complete.

LOANS: UNDERGRADUATE AND GRADUATE STUDENTS

Federal Perkins Loans

Touro previously participated in the Federal Perkins Loan Program, which ended on June 30, 2018. Perkins was a fixed-rate, 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). Eligibility was based on financial need as determined by federal calculations from the FAFSA. Legislated loan limits were up to $5,500 for each year of undergraduate study (undergraduate aggregate limit was $27,500).

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. For first-time loans disbursed after Oct. 1, 1992, the borrower will make minimum monthly payments of $40. Borrowers are allowed up to ten years to repay the loan depending on the amount borrowed. An additional extension is permitted for low-income borrowers.

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 Stafford Loans

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

As a result of regulatory changes affecting loans first disbursed on or after July 1, 2012 through July 1, 2014, the federal government has eliminated the grace period interest subsidy on Federal Direct _Subsidized_ Stafford loans (the period immediately following graduation, withdrawal or less than half-time attendance and prior to the repayment start date). The federal government will continue to pay interest that accrues on the Direct Subsidized Stafford Loan during in-school and other eligible deferment periods.

The federal government does not pay interest on Direct Unsubsidized Stafford Loans at any time. Students have the option to pay interest on the unsubsidized portion of a Direct Stafford loan while in school, or during other eligible periods of deferment or let interest accrue until repayment begins. Deferred interest payments on Direct Unsubsidized Stafford Loans will be added to the principal loan amount and capitalized by the lender (meaning accrued interest will be added to the principal amount borrowed at repayment).

Applicants must be enrolled at least half-time to be eligible for a Federal Direct Stafford Loan and to maintain eligibility for in-school deferments (minimum six credits per semester, with all credits applicable to the degree program of study).

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 for 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.

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.

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

Annual and Aggregate Federal Direct Stafford Loan Limits

Dependent Undergraduate

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

Independent Undergraduate/Dependent Undergraduate with PLUS Denial

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

Graduate

	Graduate Limit	Aggregate Limit
Unsubsidized Stafford	$20,500*	$138,500

Federal Perkins Loan Program

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

Through the possible combination of Subsidized and Unsubsidized Direct Stafford Loans, every student meeting all academic and eligibility requirements should be able to participate in the Federal Direct Stafford Loan Program.

Regulations also require the Office of Financial Aid to offer financial aid based on the results of the needs analysis from the FAFSA (calculated by the federal government) and to perform an eligibility file review for every student applying for the Federal Direct Stafford Loan. The Office of Financial Aid must review each application and will recommend an amount according to the number of credits attempted, the number of credits completed, the grade level, the cost of attendance, the outside resources available to each student and the expected family contribution (as derived from the FAFSA). Loan repayment will not be required while the student maintains at least half-time attendance (minimum six credits per semester, with all credits applicable to the

degree program of study). Repayment of principal and interest begins six months after the student leaves school or drops below half-time attendance.

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

Below is a table of current interest rates (as of July 1, 2020) and origination fees, by loan type:

	Origination Fee	Interest Rate
Undergraduate Subsidized Stafford	1.057%	2.75%
Undergraduate Unsubsidized Stafford	1.057%	2.75%
Graduate Unsubsidized Stafford	1.057%	2.75%
Parent PLUS	4.228%	5.30%
Graduate PLUS	4.228%	5.30%

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

Information about the William D. Ford Federal Direct Loan Program can be found at https://studentaid.gov/ or by contacting the Office of Financial Aid.

Federal Direct PLUS Loan Program

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

Creditworthy borrowers (Graduate students or the parents of Dependent students) may borrow up to the full Cost of Attendance (COA) minus any other aid received by the student. Repayment begins 60 days after the last disbursement is made and can be deferred by contacting your loan servicer to request a deferment. Direct PLUS Loans can be deferred while the parent borrower or child, or graduate student is enrolled at least half-time and for an additional six months after the child or graduate student ceases to be enrolled at least half-time. If the Direct PLUS Loan is deferred, interest will accrue on the loan during the deferment. You may choose to pay the accrued interest or allow the interest to capitalize when the deferment period ends. Your loan servicer will notify you when your first payment is due. Information about the William D. Ford Federal Direct Loan Program can be found at https://studentaid.gov/.

Previous PLUS loan borrowing will be governed by rate rules in effect at the time of borrowing. There is an origination fee that will be deducted from the principal amount borrowed. When denied, applicants may reapply with a creditworthy endorser. Alternatively, students whose parents have been denied the Direct PLUS loan (based on credit), may apply for an additional $4,000 (first-year and second-year students) or $5,000 (third-year students and beyond) Direct Unsubsidized Stafford Loan (described under the subheading for Federal Direct Stafford Loans). The benefit of additional Unsubsidized Stafford eligibility does not apply to Graduate students whose Direct Graduate PLUS application has been denied due to credit.

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 Touro can refuse to certify a loan application, or can certify a loan for the amount less than the students' parents would be eligible for, if the institution documents its reason for the action and informs the parents of the reason in writing. Touro'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://studentaid.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.

Private Loans

In addition to the above loans, students and parents may apply for private loan programs. These loans are not need-based, require a credit check and may require other evaluations of the borrower's credit-worthiness. Alternative loans may require that the borrower apply with a co-signer.

Students who owe balances from prior years or who are ineligible for federal loans may wish to explore private loan funding. **ELM Select is a tool that may aid you in selecting a private educational loan.**

Touro is not affiliated with any private educational lender and encourages students to use all federal and state funding prior to seeking funds from private educational lenders. The Office of Financial Aid will offer advice to students on resources to finance their educational expenses.

ALTERNATE SOURCES OF AID

Financial Aid for Consortium Agreements

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

AmeriCorps

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

Veterans Benefits

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

- U.S. Department of Veterans Affairs (VA), https://www.va.gov

- GI Bill®, http://www.gibill.va.gov

- Office of Financial Aid at Touro

Yellow Ribbon GI Education Enhancement Program

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

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

Eligible students fit the criteria as follows:

- Served an aggregate period of active duty after Sept. 10, 2001 of at least 36 months.

- Were honorably discharged from active duty for a service-related disability and served 30 continuous days after Sept. 10, 2001.

- Are dependents eligible for Transfer of Entitlement under the Post-9/11 GI Bill® based on his/her service under the eligibility criteria listed above.

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

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

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

1. Have at least 6 years of service in the Armed Forces (active duty and/or selected reserve) on the date of approval and agree to serve four additional years in the armed forces from the date of election.

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

3. Are or will become eligible for retirement during the period from Aug. 1, 2009 to July 31, 2012 and agree to serve an additional period of service noted in bulleted points a to d (see list below). Service members are considered eligible for retirement if they have completed 20 years of active federal service or 20 qualifying years as computed pursuant to section 12732 of title 10 U.S.C. This will no longer be in effect on Aug. 1, 2013; on or after this date, all members must comply with items 1 and 2.

   a. For individuals eligible for retirement on Aug. 1, 2009, no additional service is required.

   b. For individuals eligible for retirement after Aug. 1, 2009 and before Aug. 1, 2010, one year of additional service is required.

   c. For individuals eligible for retirement on or after Aug. 1, 2010 and before Aug. 1, 2011, two years of additional service is required.

   d. For individuals eligible for retirement on or after Aug. 1, 2011 and before Aug. 1, 2012, three years of additional service is required.

4. Such transfer must be requested and approved while the member is in the Armed Forces.

Eligible Dependents

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

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

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

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

Nature of Transfer

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

Spouse:

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

Child:

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

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

New York State Aid

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

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

Academic Standard Chart

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

Touro University Employee Benefits/Tuition Remission

Touro University full-time employees who wish to attend classes at Touro University 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 (Pell and TAP awards are limited to undergraduate students) 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.

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

In-House Scholarships

A minimum undergraduate GPA of 3.0 or its equivalent is required to be eligible for Touro University graduate School of Social Work scholarships. Students not awarded a scholarship upon their initial enrollment may reapply for a scholarship for the following academic year if their first-year program GPA is at least 3.0. Scholarship amounts are determined by the Dean based on merit.

Scholarships must be renewed annually, each fall. Students must submit a new scholarship application to apply for scholarship renewal. A student whose cumulative GPA falls below 3.0 is not eligible for scholarship renewal, by may reapply for the following academic year.

Should a refund check generated by Institutional funds which is issued to a student remain unclaimed for one ("1") year, Touro reserves the right, in its sole discretion, to make adjustments to any internal funds which remain on a student's account as unclaimed. The student shall not have any right to the adjusted funds.

WITHDRAWAL POLICY, FEDERAL RETURN TO TITLE IV (R2T4)

Objective

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

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

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

Background

Title IV or federal financial aid is awarded to students based upon the assumption that they will complete their semesters of enrollment and earn satisfactory grades. When students fail to complete their classes, they may lose eligibility for federal funds that they already received or could have received.

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

Policy

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

Withdrawal Date

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

Official Notification Provided

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

- In the event that a student begins Touro's withdrawal process,* the date the student begins the process is the date of withdrawal.

- In the event that a student sends written notification of intent to withdraw, the date Touro receives the written notice is the date of withdrawal.

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

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

Official Notification Not Provided

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

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

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

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

Date of Official Notification Provided
This is the date the student provides official notification to Touro or begins the withdrawal process, whichever is later.

Date of Official Notification Not Provided
This is the date that Touro learns the student has ceased attendance. Touro will perform the Return to Title IV Funds calculation and return any unearned funds no later than 45 days after the end of the payment period determining the withdrawal date. For a student who withdraws without providing notification to Touro, the institution must determine the withdrawal date no later than 30 days after the end of the earliest:
- Payment period or period of enrollment (as appropriate)
- Academic year
- Educational program

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

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

Post-Withdrawal Disbursements

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

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

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

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

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

Refund of Unearned Funds to Title IV

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

Refunds by the University

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

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

Refunds by the Student

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

In some cases, both the student and Touro are each responsible for returning funds to the U.S. Department of Education under the R2T4 regulations.

Payment Period or Enrollment Period

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

Documentation

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

ADDITIONAL FINANCIAL AID POLICIES FOR GRADUATE STUDENTS

High School Diploma

If you enroll in higher education for the first time on or after July 1, 2012, in order to be eligible for federal student aid, you must have either a high school diploma or a recognized equivalent (such as a General Educational Development certificate (GED) or a *home school* education). You no longer have the option of becoming eligible for federal student aid by passing an approved test or completing at least six credit hours or 225 clock hours of postsecondary education. This may also apply to state grant and other state funded programs.

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

Transfer Students

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

The financial aid package will be prepared based on the number of accepted transfer credits. If a financial aid package is prepared prior to the final transfer credit evaluation, federal loans will be awarded based on the grade level for which the transfer credits have been accepted. If additional transfer credits are accepted, the Office of Admissions will notify the Office of Financial Aid. In addition, a student must contact the Office of Financial Aid to determine if he/she is eligible for an increase in federal student loans based on academic grade level.

Financial Aid for Repeated Coursework: Financial Aid Impact

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

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

- May repeat a previously passed course only once (and receive aid for the repeated course).

- May repeat a failed course until it is passed (aid eligibility will be limited to one repeat).

- May not repeat a previously passed course due only to a student's failure to pass other coursework.

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

This SAP policy applies to all Touro students including undergraduate, graduate and professional students. 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's academic policies.

PHOTO I.D. CARD

All Touro University students are required to obtain a photo ID card. Students in the Graduate School of Social Work should bring their TouroOne registration printout and at least one piece of positive identification (e.g. driver's license, passport, etc.) to one of the following locations:

In Brooklyn:
1602 Avenue J, Room C2
(718) 252-7800 x 298

1726 Kings Highway, Admissions, 2nd Floor
(917) 816-1062

360 Neptune Ave, 4th Floor
(718) 885-8544

In Manhattan:
3 Times Square
New York, NY 10036
(212) 463-0400 x 55429

NOTE: Students should call in advance to confirm that photo ID staff at the location they wish to visit will be available on the day/time they expect to arrive. *Students who will be attending classes in Brooklyn should inform the ID office that they need swipe privileges for the facility at 902 Quentin Road.*

LIBRARY

Graduate students, School of Social Work faculty, and administrative staff have access to all the collections and services provided by Touro University libraries. The gateway to these resources is the libraries' web site, http://tourolib.org/. There is a substantial and growing social work collection.

Important library links include: an *Information Literacy* page, which leads to a general "Library Guide" on finding information at Touro University, to tutorials on education and psychology, and to a "Research & Writing" guide with a sample outline and examples of how to avoid plagiarism; an *Online Catalog*, which identifies print and non-print items located throughout the libraries' collections, with links to over 2,300 eBooks; a *Periodicals* page, which leads to full-text periodicals databases with 500 e-journals; *EReserves*, with links to required electronic course reserves; *Web & Search Sites*, a directory of links to over 1,800 hand-picked resources; and *Ask a Librarian*, a feature providing reference assistance and research advice via e-mail. To access the libraries' proprietary (subscription) resources, contact any library where staff will provide you with the login and password. If you wish to request that the Library purchase a particular resource for the School of Social Work, please contact the Associate Dean.

STUDENT SUPPORT

A student who may need personal or professional counseling may consult his/her faculty advisor or the Director of Student Advancement for assistance and referrals.

WRITING FOR SOCIAL WORKERS

In recognition of the need to promote quality writing at the graduate level, the School of Social Work offers:

- A writing workshop, available to students on a weekly basis. Students may elect to participate in this non-credit workshop or be referred by a faculty member. The workshop will help students recognize common mistakes, improve their writing style, and learn the proper usage of the American Psychological Association (APA) reference style.

- SSWN 619, Writing for Social Work, a 2-credit, semester-long writing course for students admitted to the MSW program provisionally and identified as in need of writing support. This course will benefit students who need systematic assistance with grammar, syntax, critical thinking, and the proper use of APA reference style. Grading is on a pass/fail basis. Students must pass this course to remain in the school.

STUDENTS WITH DISABILITIES

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

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

STUDENT RIGHTS AND RESPONSIBILITIES

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

Student Responsibilities

- Request reasonable accommodations as necessary and appropriate.
- Meet University and programmatic qualifications, technical, academic, and institutional standards set for all students.
- Identify themselves as an individual with a disability when seeking reasonable accommodation (please note that the approval process takes some time, and as such students are urged to file their paperwork as soon as possible).
- Provide documentation (i.e. diagnosis, diagnostic exam results, etc.) from an appropriate professional source(s) to verify the nature of the disability and functional limitations as related to the requested accommodation(s).
- Respond in a timely fashion to the Office of Student Disability Services' requests for additional information.
- Follow specific procedures for obtaining reasonable accommodations.

- Attend all classes for enrolled courses, unless otherwise medically excused.
- Immediately report to the OSDS coordinator if previously-approved accommodations are not being made.
- Report to the OSDS coordinator if previously-approved accommodations require modification, which will result in an interactive dialogue and may result in modifications to reasonable accommodations.
- Understand that accommodations are never provided on a retroactive basis.
- Understand that receiving reasonable accommodations is not a guarantee of academic success.
- Keep a copy of their submitted documentation. Touro is not the custodian of the student's application or medical records.

GRIEVANCE POLICY

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

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

LICENSURE

After earning the MSW degree, the next step in your professional journey is to obtain state licensure, which allows you to practice as a social worker. During their final year in the program, as a requirement of graduation, GSSW students must register for SSWN 799, Advanced Integrative Capstone in Social Work Knowledge and Practice, an exam prep course. SSWN 799 is a 0-credit, multi-session seminar designed to prepare students for the Licensed Master of Social Work Exam.

To find out more about SSWN 799, Advanced Integrative Capstone in Social Work Knowledge and Practice, please contact:

Eric Levine, DSW, LMSW
Email: eric.levine@touro.edu
Phone: 212-463-0400, ext. 55195

According to the NASW, the National Association of Social Workers, professional development is an essential activity for ensuring quality social work services. Professional development and continuing education is a self-directed process, which requires each social worker to assume responsibility for the growth of his or her own professional knowledge. Every Licensed Master Social Worker (LMSW) and Licensed Clinical Social Worker (LCSW) must complete approved continuing education courses in order to renew the license. Requirements differ by state and the New Jersey and New York State requirements may be accessed on their respective websites.

ALUMNI ASSOCIATION

Social workers are ethically required to keep informed of current research, theory, and techniques that guide social work practice to better serve clients and constituents. The Touro Social Work Alumni Association offers extensive and low-cost licensing test prep, including courses, tutorials, and personal consultation to graduates of the program. GSSW and its Alumni Association also provide alumni/alumnae with opportunities to advance their careers through mentoring, case consultation, continuing education, professional educational programs and other activities.

To find out more on how to participate in our alumni continuing education programs, our licensing exam prep courses, or any other questions about licensure/renewal, please contact:

Eric Levine, DSW, LMSW
Director of Social Work Alumni Engagement and Continuing Education
Email: eric.levine@touro.edu
Phone: 212-463-0400, ext. 55195.

PROFESSIONAL LIABILITY (MALPRACTICE) INSURANCE

The Touro University Graduate School of Social Work provides professional liability (malpractice) insurance for all students in field placement without cost to the student. Contact the Director of Field Education and Advisement for information about the coverage.

ACADEMIC COMPUTING

Computer lab time is available to all graduate students, Graduate Division faculty and administrative staff at the Main Campus and at the Graduate Division's other locations throughout the city. For more information regarding specific lab schedules and locations, contact the Main Campus computer lab (3 Times Square, Manhattan) at (212) 463-0400, ext. 55240.

CLASS CANCELLATIONS

If a decision is made for an unscheduled closing of a Touro NY location, students will be notified via the TUAlert system.

Closing information for the New York campuses will be available on the telephone system of the Main Campus, the main Touro website, http://touro.edu/, the portal website, http://touroone.touro.edu, 1010WINS and WCBS880 radio stations, and News Channel 4. Additionally, signage may be posted on the doors of the affected building(s) advising students of the closing and if appropriate where to get additional information.

COURSE DESCRIPTIONS

SSWN 511 Seminar in Child Abuse Identification and Reporting
Identification and reporting of child abuse and neglect. Signs and symptoms to look for; ways to approach children; understanding the variety of ways children may convey that they are being abused or neglected; social worker concerns regarding reporting abuse or neglect; rationalizations for not reporting; working with systems; and the aftermath of reporting abuse or neglect. One session, must be taken either at the School or through an approved provider. Required by Touro's MSW program and for New York State licensing. 0 credits.

SSWN 619 Writing for Social Work I
This course is designed for students admitted to the MSW program on a provisional basis and for some students enrolled on a non-matriculated basis. This course offers systematic assistance with grammar, syntax, critical thinking, and the proper use of APA reference style. 2 credits.

SSWN 637 Social Work Research
This first semester course, of the one-year (two-semester) research sequence, examines the role of social workers as both consumers and practitioners of research. This course elaborates on the mission of Touro University Graduate School of Social Work by preparing students to become effective social workers capable of utilizing evidence-based principles and theories in their practices. This first semester will introduce students to the foundation of sound research concepts as a basis for the expansion of social work knowledge and an opportunity for strengthening practice skills. This course will instruct students on ways to harness information and use it to augment one's effectiveness as a social work practitioner. The students will learn how to utilize library and on-line resources to strengthen the ability to focus on understanding discrete policy and practice issues. It will train students to develop critical thinking skills, especially the ability to understand how knowledge (theory) is developed and critiqued. Transcending specific content areas, students will learn how to utilize knowledge-building methods with an emphasis on the steps required to conduct a literature review, how to understand key issues presented, how to formulate research questions, with associated hypotheses, and how to write effectively so as to communicate one's findings from reviews of the literature. 3 credits.

SSWN 640 Field Work I
The first semester required field practicum in an approved field education site. The practicum offers students the opportunity, while under the guidance of an approved MSW field instructor, to integrate theory and practice and to apply foundation year knowledge and skills in an internship. Foundations of Social Practice I and Integrative Practice Field Seminar are required concurrently. Corequisites: SSWN 642, SSWN 650. 3 credits.

SSWN 641 Field Work II
The second semester foundation year field practicum. Students continue to intern at their first semester (Field I) site. In the second semester students are given the opportunity to further apply theory to practice and to develop more advanced skills in their work with a variety of client systems. Required concurrent courses are Foundations of Social Work Practice II and the continued Integrative Practice Field Seminar. Prerequisite: SSWN 640. Corequisites: SSWN 642, SSWN 651. 3 credits.

SSWN 642 Integrative Practice Field Seminar
Integrative Practice Field Seminar is designed to augment Foundation Year Field Education in conjunction with the Practice I and II courses. The seminar assists students in transitioning into their professional roles as social work interns in field. The seminar offers skills and learning necessary for students to develop a sense of professional self and introduces them to the concepts of self-reflection and autonomy as practitioners. Students will learn to integrate generalist social work practice and theory while furthering their social work skills. Seminar content focuses specifically on professional growth and representation, the complex and multifaceted roles of social work, and the challenges of transitioning as student, intern and social worker. Students will have the opportunity to openly explore ethical dilemmas and role conflicts along with personal and professional values. The integrative seminar prepares students for proactive learning and explores the many issues surrounding difference as it relates to gender, age, sexual orientation, religion etc. Corequisites: SSWN 640, SSWN 650. 3 credits.

SSWN 650 Foundations of Social Work Practice I
The first of a two-course sequence, this foundation practice course is designed to provide students with an integrative framework that combines direct practice with individuals, groups, families, organizations and communities. Content in this generalist course stresses the strengths, capacities and resources of client systems and incorporates core concepts from social work practice theory, methods and techniques. Students are taught the skills to develop appropriate client-worker relationships and how to facilitate psychosocial data collection and assessment. Knowledge for culturally competent practice at the micro, mezzo and macro level will be stressed. An additional focus will be on increasing the students' knowledge and sensitivity to specific vulnerable populations and traditionally oppressed groups. Students will learn to identify, analyze and implement evidenced-based intervention and to evaluate outcomes and practice effectiveness. Corequisites: SSWN 640, SSWN 642. 3 credits.

SSWN 651 Foundations of Social Work Practice II
This course is a continuation of the skills learned in Foundations of Social Work Practice I and specifically addresses the middle and ending phases of practice. The course teaches students that social work practice in its broadest sense and within a specific session, proceeds through "phases of work." Generalist middle-phase practice concepts such as: tuning in, implementing the plan, prioritizing goals, partializing a problem, facilitating elaboration and communicating empathy will be taught. The course will also concentrate on the dynamics and skills involved in transitions and endings. Students learn specific techniques that can be used to facilitate the problem-solving work at each step.

Throughout the course we explore several factors that can profoundly affect practice such as agency culture, professional values and ethics, issues of social and economic justice and diversity. Practice principles for social work with oppressed and vulnerable people will be explored. Emphasis is on skills necessary for generalist practice in working with individuals, families, groups, communities and organizations all within the person and environment, strengths-based perspectives. Prerequisite: SSWN 650. Corequisite: SSWN 641, SSWN 642. 3 credits.

SSWN 660 Human Behavior and the Social Environment I
As a component of preparing students for clinical practice in an urban, multicultural and diverse environment, the first semester of the one-year (two-semester) foundation HBSE course examines

the person-in environment matrix with a specific focus on diversity. This semester will focus on developing understanding of the complex interactions of biological, psychological, spiritual, economic, political, and socio-cultural forces operating at different system levels. We will examine theory and empirical evidence to provide a multidimensional perspective on these systems. Included in this study is an exploration of contemporary challenges and mechanisms of oppression facing individuals, families, social groups, communities, social networks, formal organizations, and social institutions in a multicultural society.

We will also look at the fundamental ways in which the lifelong development of individuals is shaped by the fact that personal growth occurs within given social-cultural systems and institutions during particular periods of history and by the fact that individuals act back on these social-cultural systems and institutions in a reciprocally influencing manner.

Many theories of person-and-environment exist today, each one spurred by a different ideology or worldview. Applicable theories range from psychodynamic approaches to modern social systems theories, to feminist theories and social constructionism. Focusing on the intersectionality of race, gender and class allows us to critically examine past theoretical frameworks in the context of these newer ideologies. Diversity, social work ethics and values, and the profession's fundamental interest in promoting social and economic justice and in addressing the needs of populations at risk, underlie much of this understanding.

The application of this HBSE foundation knowledge to the process of assessment in social work will be illustrated. HBSE I contributes to the foundation knowledge necessary for the emerging self-awareness of the student-practitioner. It also lays the groundwork for students to consider the changing configurations of persons and environments across the life course that is the focus of HBSE II. 3 credits.

SSWN 661 Human Behavior and the Social Environment II
As a component of preparing students for clinical practice in an urban, multicultural and diverse environment, the second semester of the one-year (two-semester) foundation HBSE course examines the person-in environment matrix with a specific focus on diversity. This semester will focus on developing understanding of the complex interactions of biological, psychological, spiritual, economic, political, and socio-cultural forces operating at different system levels. We will examine theory and empirical evidence to provide a multidimensional perspective on these systems. Included in this study is an exploration of contemporary challenges and mechanisms of oppression facing individuals, families, social groups, communities, social networks, formal organizations, and social institutions in a multicultural society.

We will also look at the fundamental ways in which the lifelong development of individuals is shaped by the fact that personal growth occurs within given social-cultural systems and institutions during particular periods of history and by the fact that individuals act back on these social-cultural systems and institutions in a reciprocally influencing manner.

Many theories of person-and-environment exist today, each one spurred by a different ideology or worldview. Applicable theories range from psychodynamic approaches to modern social systems theories, to feminist theories and social constructionism. Focusing on the intersectionality of race, gender and class allows us to critically examine past theoretical frameworks in the context of these

newer ideologies. Diversity, social work ethics and values, and the profession's fundamental interest in promoting social and economic justice and in addressing the needs of populations at risk, underlie much of this understanding.

HBSE II considers the changing configurations of persons and environments across the life course. Prerequisite SSWN 660. 3 credits.

SSWN 662 Identity and Social Justice: Implications for Social Work Practice
Throughout this course, we will explore how elements of the social structure construct categories of race, ethnicity, class, gender, sexuality, disability and religious affiliation have been transformed into systems of oppression and privilege. The course will assist social work students in understanding the complex nature of the person in the environment taking into consideration the dynamics of social oppression, diversity and social functioning. Students will explore their own personal values, beliefs, and behaviors that may limit their ability to practice effective social work with people of diverse backgrounds, in particular, from disadvantaged and oppressed groups.

Cultural competence is needed at all levels of practice. Understanding the relationship between social oppression and diversity requires recognition of the centrality of diversity as a reflection of the world views of diverse people, the nature of multiple diversities, the cultural strength and richness that is in inherent in all people, the power of personal experience and the inter-relatedness and inter-connectedness of human experience. Various principles for developing cultural competence are presented throughout the course. With an awareness of diversity, social workers aim to bring this awareness to action, which can lead to change resulting in economic and social justice. This approach reflects the need for multi-system analysis, anti-racist and affirmative practice and action on the micro, mezzo, macro levels. 3 credits.

SSWN 670 Social Welfare Policy and Service Delivery Systems I
SSWN 670 is the first of two courses in a sequence that introduces social policies and service delivery. Students will become familiar with basic issues, concepts, values, terminology, frameworks and ethical issues that define social welfare policy and that influence their ability to work with diverse groups and populations at risk and to think critically. Students will learn about the core policies that comprise our social response to difficulties faced by individuals, families, groups and communities. This course focuses on: the development of social work as a profession, the historic social, economic and philosophical trends which have shaped and influenced the emergence of social welfare institutions, the intersection of the role and history of social work and social welfare institutions and policies in defining and reducing social problems, and contemporary and global shifts in social welfare. 3 credits.

SSWN 671 Social Welfare Policy and Service Delivery Systems II
SSWN671 is the second social policy and service delivery course in a two-course sequence. This course has a contemporary focus and further enhances the student's ability to analyze, design, and advocate for social policies based on an understanding contemporary social problems and the politics of issue-framing. This course is designed to familiarize students with the major social policies currently in effect and proposals to revise them and introduce students to advocacy skills for social workers. The major organizing themes of the course are: the divisions among Americans based on income, race, ethnicity and gender, the relationship between social constructions of the

problems of the disadvantaged and the "realities" of their conditions, collective efforts to close the gaps in income, human rights, and social justice. The impact of social welfare policies and a social work perspective on addressing social problems is prioritized. Prerequisite: SSWN 670. 3 credits.

SSWN 730 Advance Social Work Research
This second semester course, of the one-year (two-semester) research sequence, continues to examine the role of social workers as both consumer and practitioners of research. This semester differs from the first in its increased emphasis on the development of practitioner focused research skills, including single subject design and program evaluation. In addition, students will complete a research project and engage in activities such as generating research questions and hypotheses; data collection and analysis; and write up of methods, results, and discussion of results with implications for social work practice. Similar to the first semester, there will be a continued emphasis on social work values and ethics, and research ethics, to guide social work research.

Concepts associated with quantitative, qualitative and mixed methods research will be reviewed and expanded upon. Students will understand the role of measurement, research design, hypothesis testing, sampling methodology, probability, and statistical analysis in their ownresearch projects. Students will understand how to draw conclusions from their research projectsand will develop proficiency in communicating these conclusions in written reports and class presentations. Prerequisite SSWN 637. 3 credits.

SSWN 740 Field Work III
The first half of the Advanced Concentration Year field practicum. During this semester, the focus is on developing clinical skills within a social work milieu. Interning within various fields of practice, students will have the opportunity to apply current best practices and to integrate the theoretical material that is taught in year two required and elective practice courses. Clinical Social Work Practice with Individuals and Advanced Practice Field Seminar are required concurrently. Prerequisites: SSWN 641, SSWN 642, SSWN 651. Corequisites: SSWN 742, SSWN 750.
3 credits.

SSWN 741 Field Work IV
The second half of the Advanced Concentration Year field practicum and the final field practicum requirement. This semester focuses on further honing clinical skills within a social work environment with the opportunity to integrate advanced theoretical material within various fields of practice. Advanced Clinical Social Work Practice IV is required concurrently. Prerequisites: SSWN 740, SSWN 750. Corequisites: SSWN 742, SSWN 751. 3 credits.

SSWN 742 Advanced Integrative Practice Field Seminar
This seminar is designed to augment Advanced Concentration Year Field Education in conjunction with the Practice III (Clinical Social Work Practice with Individuals), and Practice IV (Clinical Social Work Practice with Families and Groups) courses. Seminar content focuses specifically on professional growth and representation, the complex and multifaceted roles of social work, and the challenges provided in their evolving clinical role. Students will have the opportunity to openly explore ethical dilemmas and role conflicts along with personal and professional values. Students will apply concepts and principles taught within the advanced practice year to their client populations while furthering their professional development. Seminar content focuses specifically

on conceptualizing their roles as social work interns within a social service delivery organization. In addition, students will further their professional development through case presentations and discussions. Prerequisites: SSWN 641, SSWN 642, SSWN 651. Corequisites: SSWN 740, SSWN 750. 2 credits.

SSWN 750 Advanced Clinical Social Work Practice with Individuals
This course is designed to progress student's clinical social work skills by broadening students understanding of work with individuals within the person and environment, ecological and strengths-based perspectives. Students will build upon foundation level practice skills by exploring the principles and concepts associated with clinical social work such as, the working relationship, use of professional self, obstacles to change and negotiating difference. The course immerses students into the multifaceted nature of the therapeutic alliance positioning students for meaningful and life changing clinical work.

In an effort to prepare students for leadership roles in clinical social work practice students will be exposed to various theoretical models of assessment and intervention. Students will explore the traditional model of psychodynamic theory. Student's exploration of this model will provide a sound basis for understanding and provide a common reference point among other professionals. Time limited therapies will be the second concentration area of study. Prerequisites: SSWN 642, SSWN 651. Corequisites: SSWN 740, SSWN 742. 3 credits.

SSWN 751 Advanced Clinical Social Work Practice with Couples and Families
This course provides the opportunity for students to learn the concepts and theories currently informing work with couples and family systems. The course is designed to give students an immersion through class lecture, video demonstration and class exercises into the prominent theories utilized in contemporary practice. Common factors and differences amongst theories are explored as well as best practices strategies. Students will have the opportunity to critically analyze the strengths and challenges of different theoretical models as they apply to modern day society. Students will also be immersed in the sub specialty of working with couples, which will include conflict resolution and working with different types of family organizations i.e. single parents, divorced families, blended families as well as the complexities of inter cultural couples/ families. Prerequisite: SSWN 750. Corequisite SSWN 741. 3 credits.

SSWN 753 Clinical Social Work Practice with Groups (elective)
This course focuses on the development of knowledge and skills in the use of group methods in clinical social work practice. The course emphasizes: forming the group, assessing member problems, setting goals, structuring group tasks, activities and experiences, understanding and enhancing group functioning, enabling problem-solving processes, facilitating transfer of change, evaluating individual and group change, and terminating the group. Particular attention is given to utilizing group methods in clinical social work with clients/client systems from high risk and vulnerable populations and from varying racial, cultural, socio-economic backgrounds. Prerequisite: SSWN 651. 3 credits.

SSWN 760 Human Behavior and the Social Environment III: Issues and Perspectives in Psychopathology

As a component of preparing students for clinical practice in an urban, multicultural and diverse environment, this course expands on the foundation content introduced in HBSE I & II.

Cognizant of the critical impact of culture, class, ethnicity, race, age, sexual orientation, gender identity, spirituality, ability, and gender upon the process of diagnosis and social work practice interventions, concepts of mental health and illness are viewed in the context of biopsychosocial factors which impact the person-environment interface. Multiple meanings of "normal" and "pathological" behavior are explored in depth.

Theories underpinning the construction and application of psychiatric diagnostic categories and treatment processes are studied and related to social work roles and functions. The theoretical justification for social work methods of assessment and intervention are presented within the context of the values of the profession and with a focus on the profession's fundamental interest in promoting social and economic justice and in addressing the needs of populations at risk. How the way in which services are organized and administered impacts how we see (assessment) and what we do (intervention) is explored throughout the course. Prerequisite SSWN 650, SSWN 660, SSWN 661. 3 credits.

SSWN 772 Values and Ethics for Social Work Practice and Service Delivery

This final course in the policy sequence focuses on the ethics of professional social work in its organizational context. It draws on foundational skills and knowledge from social welfare policy, HBSE, research and practice courses, as well as field experience and integrative seminar reflections. In this first part of this course, students reflect upon how social welfare organizations are vehicles for implementing policy to correct or eliminate social problems. They learn that social welfare organizations operate in environments that contain laws, policies, ethics, scarce resources and diverse vulnerable groups who have been unfairly treated; they learn how all of these elements are reflected in program design, grant-making, program evaluation, and strategic planning of social welfare interventions. Recognizing the evolving organizational context of social work practice, students will be exposed to the basics of organizational structure, strategic planning and program logic models, and fundraising/grant development. Relying on theories about human behavior and within an empirical framework, students learn that leadership, administrative supervision and personnel administration coordinate, direct and evaluate the energy of staff to solve and correct social problems and promote fairness. Students apply the principles learned about organizations, management and evaluation to their field instruction or employment settings, or to propose new programs to fill an organizational gap and meet an existing need. The second part of the course builds upon students' capacity to apply ethical frameworks to a range of complex ethical dilemmas encountered in social welfare organizations in particular fields of practice including child welfare, gerontology, mental health, school social work, medical, and criminal justice services. Students will strengthen their knowledge of the National Association of Social Worker's Code of Ethics, and examine conflicting and congruent personal, professional, and cross-cultural values. Students will also analyze more fully concepts such as confidentiality, conflict of interest, professional boundaries, and informed consent in the organizational context. Prerequisites: SSWN 651. 3 credits.

SSWN 780 Clinical Social Work Practice and Substance Abuse Disorders (elective)

This course will introduce students to the different models available to understand and treat substance abuse and addiction. These models will be integrated into a biopsychosocial approach for practice. Skills for the beginning phase of treatment will be emphasized. These include: diagnosis and assessment, working with denial, motivational interviewing, developing a treatment plan and utilizing the different modalities of treatment. Prerequisite: SSWN 651. 3 credits.

SSWN 781 Social Work Practice in the Opioid Crisis with Adolescents and Adults (elective)

Opioid use has been on the rise since the 1990's. With the increase in use, there has been an increase in social problems. The most notable is overdose death related to opioid use. The wide availability of prescription opioids fueled the growth of Opioid Use Disorder (OUD) and has contributed to the emergence of heroin and fentanyl in communities across America. This course will teach social work students the knowledge needed to effectively provide integrated, interdisciplinary OUD and other Substance Use Disorder (SUD) prevention, treatment, and recovery services to a varied client population in high need and high demand areas. The student will acquire knowledge and understanding of the specific concerns of children, adolescents, and transitional-age youth. The course will cover adults and specialty populations including LGBTVQ, women, and persons with mental illness. The course will also explore the development of community-based services, recovery-oriented systems of care and the importance of addressing social determinants of health to create a recovery from OUD and other SUD in high need and high demand areas for people at risk for behavioral health disorders.

The current opioid crisis will be reviewed to understand the policy and social changes that occurred which enabled the widespread availability of opiates to the general population. Opioid use disorder (OUD) will be discussed to deepen the student's understanding of the biopsychosocial aspects of OUD. Class readings and discussions will focus on how varied populations have been affected by this crisis and look at effective social work interventions to address the needs of those they serve. Prerequisite: SSWN 651. 3 credits.

SSWN 782 Clinical Social Work Practice: Cognitive-Behavioral Therapy (elective)

This course will provide an overview of the genesis and ongoing development of cognitive-behavioral treatments for a large number of DSM-IV mental health disorders. Further specific applications in treatment will be taught for each diagnostic category. Scientifically validated CBT treatments, ethical issues including informed consent and the basic concepts and application of CBT will be taught. The diagnosis and treatment of seven AXIS I mental disorders for which CBT efficacy has been clearly demonstrated will be discussed. These disorders include depression, panic disorder with agoraphobia, obsessive-compulsive disorder, post-traumatic stress disorder, and generalized anxiety disorder, social phobia and hypochondriasis. These disorders will be discussed in the context of childhood and adolescence as well as adulthood. In addition, treatment of several disorders specific to childhood, including separation anxiety and selective mutism, will be taught. Prerequisite: SSWN 651. 3 credits.

SSWN 783 Clinical Social Work Practice with Children and Adolescents (elective)

This course is designed to heighten students' awareness of the struggles unique to children, adolescents and their families in today's environment. Emphasis is on assessment using the bio-psycho-social-spiritual framework that incorporates an exploration of risk and protective factors to promote resiliency. The social and organizational context which frames the service delivery

systems for children and adolescents are explored. Students explore the etiology and treatment for prevalent child and adolescent struggles such as eating disorders, mental health concerns, suicide, grief, gangs, child abuse, and addiction. Prerequisite: SSWN 651. 3 credits.

SSWN 785 The Practice of School Social Work (elective)
School social work is a complex and specialized field of practice that is affected by changes in education policy, research, and practice models that continue to evolve. Social workers working within school systems provide services to students to enhance their emotional well-being and improve their academic performance. School social workers seek to ensure equitable education opportunities; ensure that students are mentally, physically, and emotionally present in the classroom; and promote respect and dignity for all students. School social workers work in a variety of settings including public, private, alternative, charter, and religious schools providing services to K-12th grade students. School social workers are often called on to help students, families, and teachers address problems such as truancy, social withdrawal, overaggressive behaviors, bullying and victimization, and the effects of physical, emotional, or economic problems. School social workers also address issues such as substance abuse and sexuality.

This elective course is designed to help students acquire knowledge, values and skills appropriate for social work practice within primary and secondary school settings. This course will provide the student with an overview of social work practice in the school systems. Students will examine the history of school social work, state and federal education laws, school context and educational issues and policies, conceptual frameworks (such as the Ecological Approach, Response to Intervention Framework), and service delivery models. Evidence-informed assessment, interventions and practices, particularly those that optimize the student's potential for growth and learning, will be discussed. The course is intended to develop the student's awareness and understanding of the unique role that the school social worker has and how it impacts the lives of children, families, school staff and communities.

The concept of diversity will be integrated into the context, content and processes of school social work practice. Special attention will be given to working with students, teachers, parents, administrators and interfacing with the community. Selected service modalities (i.e. advocacy, interpersonal processes, indirect processes, team work, outreach, parent involvement, case management, conflict resolution) will be examined. Emphasis will be placed on the tasks of: social assessment for educational planning purposes; goal and objective formulation, school procedures; record keeping; accessing internal school resources and external referrals. Prerequisite: SSWN 651. 3 credits.

SSWN 786 Clinical Social Work Practice in Health Care (elective)
This course examines current and critical issues in social work practice in health care. Building on core knowledge common to all fields of practice, the course explores advanced practice skills and strategies for work with individuals, families, groups, interdisciplinary teams, and service providers in a variety of health care settings. Social work practice is examined in the context of psychosocial consequences of illness, current health care delivery systems, technological advances, and changing regulatory approaches and organizational structures. Prerequisite: SSWN 651. 3 credits.

SSWN 787 Clinical Social Work Practice with Survivors of Trauma (elective)
Drawing from an ecological perspective, this course covers the nature and impact of trauma across an individual's lifespan as well as trauma's influence within a family system. The course will review types of traumatic events, the spectrum of posttraumatic distress and examine comprehensive evaluation and assessment of posttraumatic response. Student will explore methods and models for clinical intervention with traumatized youth, adults and families including evidence-based practice models and other resources for treating trauma. Throughout the course, the impact of co-occurring "disorders" and the influence of gender, culture and class on posttraumatic response and trauma treatment will be discussed. Methods and techniques for managing a practitioner's "Compassion Fatigue" will conclude the course. Prerequisite: SSWN 651. 3 credits.

SSWN 788 Clinical Social Work Practice with the Military, Veterans and their Families (elective)
This course explores the role of social work within the military in meeting the needs of active duty service members, veterans and their families. The course begins with an exploration of social work practice within the military from an historical perspective. The changing demographic makeup of the military and the implications for social work practice are also a part of this exploration. Issues related to the development of cultural competence and culture. The challenges being faced by social workers in meeting the needs of military women, single parents, gay and lesbian soldiers and immigrant soldiers and their family members are also explored. Students analyze and critique current methods of intervention at all levels of practice and consider ways that the social work profession could further contribute to meeting the needs of active duty service members, veterans, and their families. Prerequisite: SSWN 651. 3 credits.

SSWN 789 Clinical Social Work Practice with Older Adults (elective)
This course is designed to prepare students to work competently with older adults and their families. The course begins with an overview of the aging process, attitudes towards aging and aging theory. Mental health is also covered in detail, beginning with assessment, then moving towards various mental health issues that commonly affect older adults, such as depression, delirium and anxiety. Substance abuse and suicide are also highlighted. A range of different treatments is also taught, including traditional psychotherapy models to alternative and complementary models, such as pet therapy. Students will explore other clinical issues such as caregiving, ethics, elder abuse and end-of-life care. The course ends with attention to community resources, policy and the long-term-care continuum. Prerequisite: SSWN 651. 3 credits.

SSWN 790 Arts Interventions in Social Work Practice (elective)
This course explores the ways in which music, drama, visual art, poetry and other creative writing, movement, and dance may be used in clinical social work practice with individuals, families and groups. The course will address a range of issues and client populations (i.e. movement groups for adults diagnosed with schizophrenia, the use of music to help grieving adolescents, creating illustrated storybooks with traumatized children and families). Additionally, participants will explore the use of the creative arts in inspiring social awareness, public dialogue, and social change. Students do not need to have any particular artistic talent to benefit from and fully participate in this course. Prerequisite: SSWN 651. 3 credits.

SSWN 791 Evidence-based Practices for Adults with Serious Mental Health Conditions (elective)

This course is aimed at developing the knowledge and skills necessary for working with individuals with a diagnosis of serious mental illness using recovery-oriented, evidence-based practices. Students will become familiar with evidence-based practices, within a recovery-oriented paradigm, as a general approach to practice as well as specific evidence-based interventions to use for individuals with a diagnosis of serious mental illness. It is assumed that students will have a basic knowledge of serious mental illness as a pre- or co-requisite, however a review will be provided. Students will learn to examine research literature to determine the various levels of support for specific interventions and essential principles for translating research into practice. In addition, they will identify the appropriate treatment outcomes that reflect effective, quality mental health practice. Each evidence-based practice presented will also be examined for its utility with diverse groups. Providing assessment and treatment to a diverse group of individuals with a diagnosis of serious mental illness is the focus of this course and will be discussed in detail. Prerequisite or Corequisite: SSWN 651, SSWN 760. 3 credits.

SSWN 792 Social Work Macro Practice Intervention at the Client, Agency, and Community Level (elective)

Social workers have a rich tradition and contribution to social reform, community organizing, community development and advocacy. Taken together, these are often referred to as "macro" practice. Even "micro" practitioners (clinicians and case managers) often take on macro roles; a holistic understanding of the needs of clients, communities, organizations and society as a whole is part and parcel of the social work perspective. The course presents an examination and application of the role of the social worker engaged in social change through community organization and social planning, community development, and political advocacy. The problem-solving model of social work practice is applied to the assessment and intervention challenges on the community level with particular attention to issues of diversity and the realization of client and citizen empowerment. The course will also examine the nature of the partnership among social workers, social agencies, community members and groups, and agency clients/consumers as well as other professionals in medicine, law, and public policy. We will also cover conflict resolution methods, task groups, work with coalitions, legal strategies, and draw on international perspectives. This is a knowledge and skills course, where students will gain historical and theoretical insights, apply knowledge to contemporary case studies, learn and practice skills and apply them to a social change project. Prerequisite: SSWN 651. 3 credits.

SSWN 793 A Psychodynamic Approach to Advanced Clinical Social Work Practice (elective)

This course provides an overview on psychodynamic approaches to Advanced Clinical Social Work with a combined focus on the classic psychoanalytic theories as well as the current trends that are informing our understanding of this valuable treatment modality. The classic theories reviewed will include Drive Theory, Object Relations Theory, Self-Psychology and Ego Psychology. The current trends that will be examined will include the resurfacing and viability of Attachment Theory and the contributions of Neuropsychology. The course will also focus on the application of these theories to individual and group psychotherapy. Prerequisite: SSWN 651.
3 credits.

SSWN 794 Advanced Clinical Social Work Practice in the Child Welfare System (elective)
This course is designed to increase students' clinical skills and knowledge of the child welfare system. The course will provide an overview of the history of child welfare and the two main perspectives on family preservation and child protection. Particular attention will be paid to the policies and practices that shape the child welfare systems. Safety, permanence and well-being defines the role of child welfare social workers and will be highlighted throughout the course with emphasis on culturally competent approaches; policy and organizational practices; role and function; as well as child focused and family focused best practices. The course will also address best practices for families and children with complicated issues such as family violence, substance use, mental health, juvenile justice, multiple placement and intergenerational placement. The course will also focus on appropriate engagement, assessment and interventions within preventative services, foster care and adoption services. Furthermore, students' knowledge will be enhanced in the areas of childhood complex trauma as a result of abuse/neglect and child welfare intervention; and secondary traumatization/burnout of child welfare social worker. Prerequisite: SSWN 651. 3 credits.

SSWN 795 Clinical Social Work with Vulnerable Populations (elective)
This course prepares students for social work practice with four vulnerable populations: the homeless, survivors of domestic violence, people living with HIV/AIDS, and undocumented individuals. In addition, this course is designed to examine (1) how societal views about these populations impact policy and services, (2) implications for micro, mezzo, and macro levels of social work practice, and (3) implications for political, economic and social inequality. Together, these factors shape individual behavior, how we think about prevention, and access to treatment. The course will attempt to answer five main questions: Who are these populations? How large is the problem? What are the causes? What has been the United States' policy response? What has been the primary focus of U.S. social work interventions? Finally, we will examine how social workers can become true change agents when working with these populations. We will attempt to answer these questions through selected readings, reflection papers, panel discussions, group presentations, an 8-10-page paper and discussions reviewing the strengths and limitations of policy, services, and interventions for these populations. 3 credits.

SSWN 796 Social Work Leadership and Management (elective)
The course will enable students to assess organizational performance and implement best practices, as well as train for financial management, supervision of employees and volunteers, resource development, and program development. The course includes an examination of leadership and management theory and practices including effective leadership styles, ethical and moral leadership, performance improvement, creating a positive organizational culture and promoting an organization through marketing, and creating outcome measures to demonstrate best practices.

SSWN 799 Advanced Integrative Capstone in Social Work Knowledge and Practice
This course is designed for social work students to help apply their social work graduate educational experiences and integrate them into a standardized format. Core concepts and knowledge acquisition related to graduate program curriculum such as: Knowledge of Human Diversity and the Social Environment, Assessment and Intervention Planning, Direct and Indirect Practice, and Professional Relationships, Values and Ethics will be applied to test-taking strategy. This course will have three primary purposes: (1) Review the basics for taking a standardized test; (2) Review core concepts and coursework related to social work practice; (3) Integrate this information into a standardized testing format. This course will build upon all previous courses in the curriculum and the field internship assisting the student to break down general social work information and apply it toward passing the licensing exam which is often required prior to beginning professional activity in the field of social work practice. 0 credits. Requirement for graduation.

APPENDIX A

UNIVERSITY CODES AND POLICIES

TOURO UNIVERSITY CODE OF CONDUCT

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

1. Theft of, or damage to, University records and property, caused by intentional, negligent or irresponsible conduct;

2. Unauthorized use of any University property, including, but not limited to, its name, property, offices, premises, equipment (computer equipment, telephones, fax machines, copying equipment, laboratories and misuse of student ID cards);

3. Conduct which interferes with or obstructs any University functions or which physically obstructs or threatens to obstruct or restrain members of the University community;

4. The physical or sexual abuse or harassment of any member of the University community (such incidents must also be reported to the Title IX coordinator);

5. Threatening or actual infliction of bodily injury, assault, emotional trauma against students, faculty or staff of the University (such incidents must also be reported to the Chief Security Officer);

6. Disorderly, disruptive or abusive conduct in the classroom or on University premises;

7. Refusal to follow the directives of University officials acting in performance of their duties;

8. Impersonating University faculty, University officials, or University staff;

9. Forging signatures or other information on registration forms, financial aid forms or any other University documents;

10. Computer abuse, including possession of unauthorized passwords, plagiarism of programs, unauthorized destruction of files, misuse of computer accounts and disruptive or annoying behavior on the University's computer system;

11. Unauthorized sale, distribution or consumption of alcoholic beverages on University premises;

12. Distribution, purchase or possession of barbiturates, amphetamines, marijuana, hallucinogens, opiates, or any other addictive or illegal drugs or paraphernalia on University premises;

13. Gambling in any form on University premises;

14. Possession, distribution or sale of weapons, incendiary devices, or explosives on University premises;

15. Tampering with or misusing fire-fighting equipment and/or safety equipment (such as alarm-boxes and extinguishers);

16. Participation in or furtherance of any illegal activity on Touro's premises;

17. Offensive or derogatory written or verbal statements intended to inflict harm on members of the University community, including, without limitation, racist, ethnic, or sexist remarks or references regarding any member or group of the University community;

18. Any abusive conduct or harassment directed at an individual or group of individuals in the University community on the basis of the actual or perceived race, gender, color, national origin, ethnicity, religion, age, disability, sexual orientation, marital or parental status, or citizenship status of such person(s);

19. Refusal to identify oneself to an official or security officer of the University or to present   proper identification upon entering the University premises;

20. Actions that are not harmonious with and supportive of the activities and functions of an educational institution; actions that harm the reputation of the University;

21. Aiding or abetting any conduct prohibited by this University Code;

22. Conviction of a felony crime while enrolled at the University;

23. Intentionally filing a false complaint under this University Code of Conduct;

24. Academic dishonesty and lack of academic integrity.

Touro University Social Media Policy

Touro University policies apply to students' online conduct. University staff members do not "police" online social networks and the University is firmly committed to the principle of free speech.

However, when the University receives a report of inappropriate online conduct it is obligated to investigate. This is true even when a student posts to a personal social media account using their own phone or computer while off-campus or during a break. The University has the right to discipline students for misconduct or lack of professionalism wherever it occurs, including online.

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

Adjudication of 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 beginning on p. 49 entitled "Procedures in Response to Violations of Academic Integrity."]

Any member of the University community may notify the Associate Dean of the Graduate School of Social Work 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 of the time the charging individual learned of the alleged code of conduct violation, but no later than within three (3) months of the alleged violation.

The Senior Associate Dean shall inform the individual charged with the infraction of the nature of the charges against him/her, officially notify the Graduate Student Review Committee (GSRC), and designate a time and place for a hearing.

Protocols for Disciplinary Hearings

Hearings conducted by the GSRC will be governed by the following protocols:
    a. All hearings are confidential and closed to the public.
    b. Attorneys are not allowed to be present at any hearings.
    c. Students have the right to present any supporting information they deem relevant, to make opening and closing statements, and to ask questions during the proceedings.
    d. The rules of evidence will not strictly apply to the proceedings. The preponderance-of-evidence burden will govern the decision-making process.
    e. Decisions will be made by a majority of the participating committee members.
    f. The committee deliberations will result in a short-written decision. Actions may include, but are not limited to, issuance of a warning, placement on probation, or dismissal from the program.
    g. A written summary of the GSRC disciplinary decision will be placed in the student's file and a copy given to the student.

Appeal of Disciplinary Sanctions

Students wishing to appeal a GSRC disciplinary decision should make a written request addressed to the Dean within ten (10) business days of the GSRC disciplinary decision. All appeals are reviewed thoroughly by the Dean, who will render a decision on behalf of the Graduate School of Social Work.

Any dispute, claim or controversy arising out of or related to a disciplinary decision, 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.

ALTERNATIVE DISPUTE RESOLUTION

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

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

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

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

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

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

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

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

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

ADR Procedures

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

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

FAILURE-TO-EDUCATE AND LIABILITY DISCLAIMER

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

Touro University's liability (as well as its faculty and staff, and including liability for action by, through or on its behalf by third parties) is limited in all respects, no matter the cause of action or theory of liability, to the amount of tuition actually paid by the student in the one year prior to which the claim is made. No award of incidental, consequential, punitive or lost profits damages may be awarded.

TOURO POLICY ON BIAS-RELATED CRIMES

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

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

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

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

A hate crime conviction may also subject the offender to monetary penalties pursuant to the Law of their state. Any incident or attempt to commit a hate crime should be reported to the Campus Security Director, Lydia Perez at 50 West 47th Street, 14th Floor, New York, NY 10036; phone number (646) 565-6134; or by calling 1-88-Touro-911 (1-888-687-6911); or your Campus Security Department in your state.

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

POLICY ON TITLE IX AND SEXUAL MISCONDUCT

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

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

Title IX Grievance Policy

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

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

Title IX Coordinator

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

Contact Information for the Title IX Coordinator:

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

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

When Title IX Applies

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

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

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

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

Sexual Misconduct

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

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

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

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

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

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

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

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

> Phone: 646-565-6000, ext. 55330
> Email: compliance@touro.edu

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

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

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

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

STUDENT COMPLAINTS

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

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

If any student believes that his or her rights have been violated or infringed upon, or that Touro's policies and procedures have not been followed, that student may file a formal complaint with the Dean of the school or division in which he/she is enrolled. When a complaint concerns an administrative function of the University, including, but not limited to, tuition refund and student financial assistance, a student may file a formal complaint with the University-wide director or supervisor of the administrative unit in question, or their designee. Prior to filing the formal complaint, the student should attempt to remedy the situation via an informal mediation (described in Phase One of "Student Complaint Procedure Phases," viewable on the Touro website at 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 University currently has a robust policy and procedure for dealing with such allegations. Therefore, all such incidents are considered under that anti-harassment policy/process. Other examples of exceptions to the Grievance Policy include, but are not limited to, race discrimination, Code of Conduct violations, and ADA Reasonable Accommodations requests and complaints.

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

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

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

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

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

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

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

TOURO UNIVERSITY CAMPUS SECURITY POLICIES

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

Access to the Campus

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

Security Services

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

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

The Security Officers may detain individuals who engage in illegal and criminal actions until New York City Police Officers arrive and/or your local Law Enforcement agency arrives. They are empowered to enforce Touro's regulations, to investigate incidents, and to apprehend those who violate Touro regulations or commit crimes on campus. Criminal violators that are apprehended are turned over to the police. Our Security Officers are not Peace Officers or Police Officers and have no power of arrest.

Our Security Director meets regularly with Police Commanders to help ensure the safest environment for our campus community.

Reporting Criminal Incidents & Other Emergencies

All students, employees, and guests should promptly report criminal incidents, accidents, and other emergencies to the Department of Campus Security by dialing 1-88-Touro911 (1-888-687-6911). This service allows you to speak to a live operator, twenty-four hours a day, seven days a week, to report any incidents or occurrences. The service refers all calls to the appropriate agencies (i.e. fire, police, etc.) for assistance, as well as to the appropriate University authorities. Additionally, you may report any incidents to any Security Officer at your site, the Campus Security Director, and/or Operations. If you are located in a Student Residence Hall, you can also report any incident to your Resident Director, Assistant Resident Director, or R/A at your facility. The Campus Security Administrative office is located at 50 West 47th Street, 14th Floor and can be reached at (646) 565-6000 ext. 55134 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 University campuses and sites is published in the *Touro University Campus Security Handbook*.

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

STUDENT RIGHTS AND RESPONSIBILITIES

CAMPUS CITIZENSHIP

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

STANDARDS OF CLASSROOM BEHAVIOR

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

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

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

Additionally, please see Touro's Policy on Weapons in the 2021 Annual Security and Fire Safety Report, https://www.touro.edu/departments/campus-security/clery-reports/TOURO_U-2022_ASFSR.pdf

ACCEPTABLE USE POLICY FOR INFORMATION TECHNOLOGY

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

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

Students are urged to read the complete policy, which can be seen at touro.app.box.com/v/AcceptableUsePolicy.

INTERNET SERVICES AND USER-GENERATED CONTENT POLICY

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

Students are urged to read the entire policy at 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 (INCLUDING THE USE OF ELECTRONIC CIGARETTES OR VAPOR DEVICES)

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

CONFIDENTIALITY OF STUDENT EDUCATION RECORDS

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

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

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

FERPA affords students certain rights with respect to their education records. These rights include:
1. The right to inspect and review the student's education records within a reasonable period of time, but not more than 45 days after the University receives a request for access. Students should submit to the Office of the Registrar written requests that identify the record(s) they wish to inspect. The Office of the Registrar will make arrangements for access and notify the student of the time and place the records may be inspected.

2. The right to request an amendment to the student's education records that the student believes contains information that is inaccurate, misleading, or in violation of the student's rights of privacy. Students may ask the University to amend a record that they believe is inaccurate. They should write to the Office of the Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide signed and dated written consent before the University discloses personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

a. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

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

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

- Name
- Address
- E-mail address
- Telephone listing
- Date and place of birth
- Photograph
- Major field of study
- Dates of enrollment
- Enrollment status
- Classification (freshman, etc.)
- Honors and awards
- Degrees and dates of conferral
- Most recent prior educational agency or institution attended

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

AUTHORIZATION FOR NON-DISCLOSURE OF DIRECTORY INFORMATION

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

APPENDIX B

CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS[3]

Approved by the 1996 NASW Delegate Assembly
and revised by the 2017 NASW Delegate Assembly

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:
- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers' conduct. The *Code* is relevant to all social

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workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards, and encourages all social workers to engage in self-care, ongoing education, and other activities to ensure their commitment to those same core features of the profession.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this *Code,* social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

The *Code* offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the *Code* must take into account the context in which it is being considered and the possibility of conflicts among the *Code*'s values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

*For information on the NASW Professional Review Process, see *NASW Procedures for Professional Review*.

Furthermore, the *NASW Code of Ethics* does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

In addition to this *Code,* there are many other sources of information about ethical thinking that

may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this *Code*. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this *Code* does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the *Code* would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The *NASW Code of Ethics* reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this *Code of Ethics* are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this *Code*, "technology-assisted social work services" include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail, and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual,

family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

Professional self-care is paramount for competent and ethical social work practice. Professional demands, challenging workplace climates, and exposure to trauma warrant that social workers maintain personal and professional health, safety, and integrity. Social work organizations, agencies, and educational institutions are encouraged to promote organizational policies, practices, and materials to support social workers' self-care.

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: *Service*
Ethical Principle: *Social workers' primary goal is to help people in need and to address social problems.*
Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: *Social Justice*
Ethical Principle: *Social workers challenge social injustice.*
Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: *Dignity and Worth of the Person*
Ethical Principle: *Social workers respect the inherent dignity and worth of the person.*
Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: *Importance of Human Relationships*
Ethical Principle: *Social workers recognize the central importance of human relationships.*
Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: *Integrity*
Ethical Principle: *Social workers behave in a trustworthy manner.*
Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social worker should take measures to care for themselves professionally and personally. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: *Competence*
Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*
Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society. Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients
Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination
Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent
(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third-party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

(e) Social workers should discuss with clients the social workers' policies concerning the use of technology in the provision of professional services.

(f) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients' capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.

(g) Social workers who use technology to provide social work services should assess the clients' suitability and capacity for electronic and remote services. Social workers should consider the clients' intellectual, emotional, and physical ability to use technology to receive services and the clients' ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.

(h) Social workers should obtain clients' informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.

(i) Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or others from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

1.04 Competence
(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

(d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.

(e) Social workers who use technology in providing social work services should comply with the laws governing technology and social work practice in the jurisdiction in which they are regulated and located and, as applicable, in the jurisdiction in which the client is located.

1.05 Cultural Competence
(a) Social workers should demonstrate understanding of culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should demonstrate knowledge that guides practice with clients of various cultures and be able to demonstrate skills in the provision of culturally informed services that empower marginalized individuals and groups. Social workers must take action against oppression, racism, discrimination, and inequities, and acknowledge personal privilege.

(c) Social workers should demonstrate awareness and cultural humility by engaging in critical self-reflection (understanding their own bias and engaging in self-correction) recognizing clients as experts of their own culture, committing to lifelong learning, and holding institutions accountable for advancing cultural humility.

(d) Social workers should obtain education about and demonstrate understanding of the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

(e) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients' use of and access to electronic technology and seek to prevent such potential barriers. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

1.06 Conflicts of Interest
(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

(e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.

(f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.

(g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker's presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.

(h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

1.07 Privacy and Confidentiality
(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that

social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or others. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) If social workers plan to disclose confidential information, they should (when feasible and to the extent possible) inform clients about the disclosure and the potential consequences prior to disclosing the information. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information, electronically or in person, in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semi-public areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

(m) Social workers should take reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.

(n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.

(o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker's electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.

(p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.

(q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.

(r) Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.

(s) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with applicable laws governing records and social work licensure.

(t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(u) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(v) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

(w) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is

compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files. Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records.

(b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships
(a) Social workers should under no circumstances engage in sexual activities, inappropriate sexual communications through the use of technology or in person, or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers--not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers--not their clients--who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact
Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

1.11 Sexual Harassment
Social workers should not sexually harass clients. Sexual harassment includes sexual advances; sexual solicitation; requests for sexual favors; and other verbal, written, electronic, or physical contact of a sexual nature.

1.12 Derogatory Language
Social workers should not use derogatory language in their written, verbal, or electronic communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

1.13 Payment for Services

(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

1.14 Clients Who Lack Decision-Making Capacity

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, disruptions in electronic communication, relocation, illness, mental or physical ability, or death.

1.16 Referral for Services

(a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that other services are required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

1.17 Termination of Services

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect
(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues in verbal, written, and electronic communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.02 Confidentiality
Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration
(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues
(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation
(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Sexual Relationships
(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact (including verbal, written, electronic, or physical contact) with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.07 Sexual Harassment
Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances; sexual solicitation; requests for sexual favors; and other verbal, written, electronic, or physical contact of a sexual nature.

2.08 Impairment of Colleagues
(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.09 Incompetence of Colleagues
(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Unethical Conduct of Colleagues
(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues, including unethical conduct using technology.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, the NASW National Ethics Committee, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation
(a) Social workers who provide supervision or consultation (whether in-person or remotely) should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee, including dual relationships that may arise while using social networking sites or other electronic media.

(d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training

(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student, including dual relationships that may arise while using social networking sites or other electronic media. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.04 Client Records

(a) Social workers should take reasonable steps to ensure that documentation in electronic and paper records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by relevant laws, agency policies, and contracts.

3.05 Billing

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

3.06 Client Transfer

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

3.07 Administration

(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.

(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers

(a) Social workers generally should adhere to commitments made to employers and employing organizations.

(b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.

(c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.

(d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.

(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes

(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

(b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

4.03 Private Conduct

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

4.04 Dishonesty, Fraud, and Deception

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation
(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations
(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

(b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

4.08 Acknowledging Credit
(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. Social Workers' Ethical Responsibilities to the Social Work Profession

5.01 Integrity of the Profession
(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research
(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.

(g) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

(h) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

(i) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(j) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(k) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(l) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(m) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(n) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(o) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(p) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

(q) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare
Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.02 Public Participation
Social workers should facilitate informed participation by the public in shaping social policies and institutions.

6.03 Public Emergencies
Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

6.04 Social and Political Action
(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

APPENDIX C

NASW STANDARDS FOR CULTURAL COMPETENCE IN SOCIAL WORK PRACTICE

Prepared by the NASW National Committee on Racial and Ethnic Diversity
Approved by the NASW Board of Directors June 23, 2001[4]

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Standards for Cultural Competence in Social Work Practice

Standard 1. Ethics and Values—Social workers shall function in accordance with the values, ethics, and standards of the profession, recognizing how personal and professional values may conflict with or accommodate the needs of diverse clients.

Standard 2. Self-Awareness—Social workers shall seek to develop an understanding of their own personal, cultural values and beliefs as one way of appreciating the importance of multicultural identities in the lives of people.

Standard 3. Cross-Cultural Knowledge—Social workers shall have and continue to develop specialized knowledge and understanding about the history, traditions, values, family systems, and artistic expressions of major client groups that they serve.

Standard 4. Cross-Cultural Skills—Social workers shall use appropriate methodological approaches, skills, and techniques that reflect the workers' understanding of the role of culture in the helping process.

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Standard 5. Service Delivery—Social workers shall be knowledgeable about and skillful in the use of services available in the community and broader society and be able to make appropriate referrals for their diverse clients.

Standard 6. Empowerment and Advocacy—Social workers shall be aware of the effect of social policies and programs on diverse client populations, advocating for and with clients whenever appropriate.

Standard 7. Diverse Workforce—Social workers shall support and advocate for recruitment, admissions and hiring, and retention efforts in social work programs and agencies that ensure diversity within the profession.

Standard 8. Professional Education—Social workers shall advocate for and participate in educational and training programs that help advance cultural competence within the profession.

Standard 9. Language Diversity—Social workers shall seek to provide or advocate for the provision of information, referrals, and services in the language appropriate to the client, which may include use of interpreters.

Standard 10. Cross-Cultural Leadership—Social workers shall be able to communicate information about diverse client groups to other professionals.

Introduction

The Standards for Cultural Competence in Social Work Practice are based on the policy statement "Cultural Competence in the Social Work Profession" published in Social Work Speaks: NASW Policy Statements (2000) and the NASW Code of Ethics (1997), which charges social workers with the ethical responsibility to be culturally competent. Both were originally adopted by the 1996 NASW Delegate Assembly.

NASW "supports and encourages the development of standards for culturally competent social work practice, a definition of expertise, and the advancement of practice models that have relevance for the range of needs and services represented by diverse client populations" (NASW, 2000b, p. 61). The material that follows is the first attempt by the profession to delineate standards for culturally competent social work practice.

The United States is constantly undergoing major demographic changes. The 1990 to 2000 population growth was the largest in American history with a dramatic increase in people of color from 20 percent to 25 percent (Perry & Mackum, 2001). Those changes alter and increase the diversity confronting social workers daily in their agencies. The complexities associated with cultural diversity in the United States affect all aspects of professional social work practice requiring social workers to strive to deliver culturally competent services to an ever-increasing broad range of clients. The social work profession traditionally has emphasized the importance of the person-in-environment and the dual perspective, the concept that all people are part of two systems: the larger societal system and their immediate environments (Norton, 1978). Social workers using a person-in-environment framework for assessment need to include to varying degrees important cultural factors that have meaning for clients and reflect the culture of the world around them.

In the United States, cultural diversity in social work has primarily been associated with race and ethnicity, but diversity is taking on a broader meaning to include the sociocultural experiences of people of different genders, social classes, religious and spiritual beliefs, sexual orientations, ages, and physical and mental abilities. A brief review of the social work literature in the past few years points to the range of potential content areas that require culturally sensitive and culturally competent interventions. These include addressing racial identity formation for people of color as well as for white people; the interrelationship among class, race, ethnicity, and gender; working with low-income families; working with older adults; the importance of religion and spirituality in the lives of clients; the development of gender identity and sexual orientation; immigration, acculturation, and assimilation stresses; biculturalism; working with people with disabilities; empowerment skills; community building; reaching out to new populations of color; and how to train for culturally competent models of practice.

Therefore, cultural competence in social work practice implies a heightened consciousness of how clients experience their uniqueness and deal with their differences and similarities within a larger social context.

Definitions

The NASW Board of Directors, at its June, 2001 meeting, accepted the following definitions of culture, competence, and cultural competence in the practice of social work. These definitions are drawn from the NASW Code of Ethics and Social Work Speaks.

CULTURE

The word culture is used because it implies the integrated pattern of human behavior that includes thoughts, communications, actions, customs, beliefs, values, and institutions of a racial, ethnic, religious, or social group. Culture often is referred to as the totality of ways being passed on from generation to generation. The term culture includes ways in which people with disabilities or people from various religious backgrounds or people who are gay, lesbian, or transgender experience the world around them.

The Preamble to the NASW Code of Ethics begins by stating:

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty.

And goes on to say, "Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice" (NASW, 2000a, p.1).

Second, culture is mentioned in two ethical standards:
Value: Social Justice and the Ethical Principle: Social workers challenge social injustice.

This means that social workers' social change efforts seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity.

Value: Dignity and Worth of the Person and the Ethical Principle: Social workers respect the inherent dignity and worth of the person.

This value states that social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity.

COMPETENCE

The word competence is used because it implies having the capacity to function effectively within the context of culturally integrated patterns of human behavior defined by the group.

In the Code of Ethics competence is discussed in several ways. First as a value of the profession:

Value: Competence and the Ethical Principle: Social workers practice within their areas of competence and develop and enhance their professional expertise.

This value encourages social workers to continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Second, competence is discussed as an ethical standard:

1.04 Competence

(1) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(2) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(3) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

Cultural competence is never fully realized, achieved, or completed, but rather cultural competence is a lifelong process for social workers who will always encounter diverse clients and new situations in their practice. Supervisors and workers should have the expectation that cultural competence is an ongoing learning process integral and central to daily supervision.

CULTURAL COMPETENCE

Cultural competence refers to the process by which individuals and systems respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, religions, and other diversity factors in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each.

Cultural competence is a set of congruent behaviors, attitudes, and policies that come together in a system or agency or among professionals and enable the system, agency, or professionals to work effectively in cross-cultural situations.

Operationally defined, cultural competence is the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services, thereby producing better outcomes (Davis & Donald, 1997). Competence in cross-cultural functioning means learning new patterns of behavior and effectively applying them in appropriate settings.

Gallegos (1982) provided one of the first conceptualizations of ethnic competence as "a set of procedures and activities to be used in acquiring culturally relevant insights into the problems of minority clients and the means of applying such insights to the development of intervention strategies that are culturally appropriate for these clients." (p. 4). This kind of sophisticated cultural competence does not come naturally to any social worker and requires a high level of professionalism and knowledge.

There are five essential elements that contribute to a system's ability to become more culturally competent. The system should (1) value diversity, (2) have the capacity for cultural self-assessment, (3) be conscious of the dynamics inherent when cultures interact, (4) institutionalize cultural knowledge, and (5) develop programs and services that reflect an understanding of diversity between and within cultures. These five elements must be manifested in every level of the service delivery system. They should be reflected in attitudes, structures, policies, and services.

The specific Ethical Standard for culturally competent social work practice is contained under Section 1. Social workers' ethical responsibilities to clients.

1.05 Cultural Competence and Social Diversity

(1) Social workers should understand culture and its functions in human behavior and society, recognizing the strengths that exist in all cultures.

(2) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

(3) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

Finally, the Code re-emphasizes the importance of cultural competence in the last section of the Code, Section 6. Social Workers Ethical Responsibilities to the Broader Society.

6.04 Social and Political Action

Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

GOALS AND OBJECTIVES OF THE STANDARDS

These standards address the need for definition, support, and encouragement for the development of a high level of social work practice that encourages cultural competence among all social workers so that they can respond effectively, knowledgeably, sensitively, and skillfully to the diversity inherent in the agencies in which they work and with the clients and communities they serve.

These standards intend to move the discussion of cultural competence within social work practice toward the development of clearer guidelines, goals, and objectives for the future of social work practice.

The specific goals of the standards are:

- to maintain and improve the quality of culturally competent services provided by social workers, and programs delivered by social service agencies
- to establish professional expectations so social workers can monitor and evaluate their culturally competent practice
- to provide a framework for social workers to assess culturally competent practice
- to inform consumers, governmental regulatory bodies, and others, such as insurance carriers, about the profession's standards for culturally competent practice
- to establish specific ethical guidelines for culturally competent social work practice in agency or private practice settings
- to provide documentation of professional expectations for agencies, peer review committees, state regulatory bodies, insurance carriers, and others.

STANDARDS FOR CULTURAL COMPETENCE IN SOCIAL WORK PRACTICE

Standard 1. Ethics and Values—Social workers shall function in accordance with the values, ethics, and standards of the profession, recognizing how personal and professional values may conflict with or accommodate the needs of diverse clients.

Interpretation:

A major characteristic of a profession is its ability to establish ethical standards to help professionals identify ethical issues in practice and to guide them in determining what is ethically acceptable and unacceptable behavior (Reamer, 1998). Social work has developed a comprehensive set of ethical standards embodied in the NASW Code of Ethics that " "address a wide range of issues, including, for example, social workers'' handling of confidential information, sexual contact between social workers and their clients, conflicts of interest, supervision, education and training, and social and political action" (Reamer, 1998, p. 2). The Code includes a mission statement, which sets forth several key elements in social work practice, mainly the social workers' commitment to enhancing human well-being and helping meet basic human needs of all people; client empowerment; service to people who are vulnerable and oppressed; focus on individual well-being in a social context; promotion of social justice and social change; and sensitivity to cultural and ethnic diversity. Social workers clearly have an ethical responsibility to be culturally competent practitioners.

The Code recognizes that culture and ethnicity may influence how individuals cope with problems and interact with each other. What is behaviorally appropriate in one culture may seem abnormal in another. Accepted practice in one culture may be prohibited in another. To fully understand and appreciate these differences, social workers must be familiar with varying cultural traditions and norms. Clients' cultural background may affect their help-seeking behaviors as well. The ways in which social services are planned and implemented need to be culturally sensitive to be culturally effective. Cultural competence builds on the profession's valued stance on self-determination and individual dignity and worth, adding inclusion, tolerance, and respect for diversity in all its forms.

Cultural competence requires social workers to recognize the strengths that exist in all cultures. Cultural competence also requires social workers to struggle with ethical dilemmas arising from value conflicts or special needs of diverse clients. For example, helping clients enroll in mandated training or mental health services that are culturally insensitive, or lack of informed consent when a client group's immigration status or language barriers are ignored in service planning.

It requires social workers to struggle with ethical dilemmas arising from value conflicts or special needs of diverse clients such as helping clients enroll in mandated training or mental health services that are culturally insensitive. Cultural competence requires social workers to recognize the strengths that exist in all cultures. This does not imply a universal nor automatic acceptance of all practices of all cultures. For example, some cultures subjugate women, oppress persons based on sexual orientation, and value the use of corporal punishment and the death penalty. Cultural competence in social work practice must be informed by and applied within the context of NASW's Code of Ethics and the United Nations Declaration of Human Rights.

Standard 2. Self-Awareness—Social workers shall develop an understanding of their own personal and cultural values and beliefs as a first step in appreciating the importance of multicultural identities in the lives of people.

Interpretation:

Cultural competence requires social workers to examine their own cultural backgrounds and identities to increase awareness of personal assumptions, values, and biases. The workers' self-awareness of their own cultural identities is as fundamental to practice as the informed assumptions about clients' cultural backgrounds and experiences in the United States. This awareness of personal values, beliefs, and biases inform their practice and influence relationships with clients. Cultural competence includes knowing and acknowledging how fears, ignorance, and the "isms" (racism, sexism, ethnocentrism, heterosexism, ageism, classism) have influenced their attitudes, beliefs, and feelings.

Social workers need to be able to move from being culturally aware of their own heritage to becoming culturally aware of the heritage of others. They can value and celebrate differences in others rather than maintain an ethnocentric stance and can demonstrate comfort with differences between themselves and others. They have an awareness of personal and professional limitations that may warrant the referral of a client to another social worker or agency that can best meet the clients' needs. Self-awareness also helps in understanding the process of cultural identity formation and helps guard against stereotyping. As one develops the diversity within one's own group, one can be more open to the diversity within other groups.

Cultural competence also requires social workers to appreciate how workers need to move from cultural awareness to cultural sensitivity before achieving cultural competence, and to evaluate growth and development throughout these different levels of cultural competence in practice.

Self-awareness becomes the basis for professional development and should be supported by supervision and agency administration. Agency administrators and public policy advocates also need to develop strategies to reduce their own biases and expand their self-awareness.

Standard 3. Cross-Cultural Knowledge—Social workers shall have and continue to develop specialized knowledge and understanding about the history, traditions, values, family systems, and artistic expressions of major client groups served.

Interpretation:

Cultural competence is not static and requires frequent relearning and unlearning about diversity. Social workers need to take every opportunity to expand their cultural knowledge and expertise by expanding their understanding of the following areas: "the impact of culture on behavior, attitudes, and values; the help-seeking behaviors of diverse client groups; the role of language, speech patterns, and communication styles of various client groups in the communities served; the impact of social service policies on various client groups; the resources (agencies, people, informal helping networks, and research) that can be used on behalf of diverse client groups; the ways that professional values may conflict with or accommodate the needs of diverse client groups; and the power relationships in the community, agencies, or institutions and their impact on diverse client groups" (Gallegos, pp. 7 - 8).

Social workers need to possess specific knowledge about the particular providers and client groups they work with, including the range of historical experiences, resettlement patterns, individual and group oppression, adjustment styles, socioeconomic backgrounds, life processes, learning styles, cognitive skills, worldviews and specific cultural customs and practices, their definition of and beliefs about the causation of wellness and illness, or normality and abnormality, and how care and services should be delivered. They also must seek specialized knowledge about U.S. social, cultural, and political systems, how they operate, and how they serve or fail to serve specific client groups. This includes knowledge of institutional, class, culture, and language barriers that prevent diverse client group members from using services.

Cultural competence requires explicit knowledge of traditional theories and principles concerning such areas as human behavior, life cycle development, problem-solving skills, prevention, and rehabilitation. Social workers need the critical skill of asking the right questions, being comfortable with discussing cultural differences, and asking clients about what works for them and what is comfortable for them in these discussions. Furthermore, culturally competent social workers need to know the limitations and strengths of current theories, processes and practice models, and which have specific applicability and relevance to the service needs of culturally diverse client groups.

Standard 4. Cross-Cultural Skills—Social workers shall use appropriate methodological approaches, skills, and techniques that reflect the workers' understanding of the role of culture in the helping process.

Interpretation:

The personal attributes of a culturally competent social worker include qualities that reflect genuineness, empathy, and warmth; the capacity to respond flexibly to a range of possible solutions; an acceptance of and openness to differences among people; a willingness to learn to work with clients of different backgrounds; an articulation and clarification of stereotypes and biases and how these may accommodate or conflict with the needs of diverse client groups; and personal commitment to alleviate racism, sexism, homophobia, ageism, and poverty. These attributes are important to the direct practitioner and to the agency administrator.

More specifically, social workers should have the skills to

- work with a wide range of people who are culturally different or similar to themselves, and establish avenues for learning about the cultures of these clients
- assess the meaning of culture for individual clients and client groups, encourage open discussion of differences, and respond to culturally biased cues
- master interviewing techniques that reflect an understanding of the role of language in the client's culture
- conduct a comprehensive assessment of client systems in which cultural norms and behaviors are evaluated as strengths and differentiated from problematic or symptomatic behaviors

- integrate the information gained from a culturally competent assessment into culturally appropriate intervention plans and involve clients and respect their choices in developing goals for service
- select and develop appropriate methods, skills, and techniques that are attuned to their clients' cultural, bicultural, or marginal experiences in their environments
- generate a wide variety of verbal and nonverbal communication skills in response to direct and indirect communication styles of diverse clients
- understand the interaction of the cultural systems of the social worker, the client, the particular agency setting, and the broader immediate community
- effectively use the clients' natural support system in resolving problems—for example, folk healers, storefronts, religious and spiritual leaders, families of creation, and other community resources
- demonstrate advocacy and empowerment skills in work with clients, recognizing and combating the "isms", stereotypes, and myths held by individuals and institutions
- identify service delivery systems or models that are appropriate to the targeted client population and make appropriate referrals when indicated
- consult with supervisors and colleagues for feedback and monitoring of performance and identify features of their own professional style that impede or enhance their culturally competent practice
- evaluate the validity and applicability of new techniques, research, and knowledge for work with diverse client groups.

Standard 5. Service Delivery—Social workers shall be knowledgeable about and skillful in the use of services available in the community and broader society and be able to make appropriate referrals for their diverse clients.

Interpretation:

Agencies and professional social work organizations need to promote cultural competence by supporting the evaluation of culturally competent service delivery models and setting standards for cultural competence within these settings. Culturally competent social workers need to be aware of and vigilant about the dynamics that result from cultural differences and similarities between workers and clients. This includes monitoring cultural competence among social workers (agency evaluations, supervision, in-service training, and feedback from clients).

Social workers need to detect and prevent exclusion of diverse clients from service opportunities and seek to create opportunities for clients, matching their needs with culturally competent service delivery systems or adapting services to better meet the culturally unique needs of clients. Furthermore, they need to foster policies and procedures that help ensure access to care that accommodates varying cultural beliefs.

For direct practitioners, policymakers, or administrators, this specifically involves

- actively recruiting multiethnic staff and including cultural competence requirements in job descriptions and performance and promotion measures

- reviewing the current and emergent demographic trends for the geographic area served by the agency to determine service needs for the provision of interpretation and translation services
- creating service delivery systems or models that are more appropriate to the targeted client populations or advocating for the creation of such services
- including participation by clients as major stakeholders in the development of service delivery systems
- ensuring that program decor and design is reflective of the cultural heritage of clients and families using the service
- attending to social issues (for example, housing, education, police, and social justice) that concern clients of diverse backgrounds
- not accepting staff remarks that insult or demean clients and their culture
- supporting the inclusion of cultural competence standards in accreditation bodies and organizational policies as well as in licensing and certification examinations
- developing staffing plans that reflect the organization and the targeted client population (for example, hiring, position descriptions, performance evaluations, training)
- developing performance measures to assess culturally competent practice
- including participation of client groups in the development of research and treatment protocols.

Standard 6. Empowerment and Advocacy—Social workers shall be aware of the effect of social policies and programs on diverse client populations, advocating for and with clients whenever appropriate.

Interpretation:

Culturally competent social workers are keenly aware of the deleterious effects of racism, sexism, ageism, heterosexism or homophobia, anti-Semitism, ethnocentrism, classism, and xenophobia on clients' lives and the need for social advocacy and social action to better empower diverse clients and communities.

As first defined by Solomon (1976), empowerment involves facilitating the clients' connection with their own power and, in turn, being empowered by the very act of reaching across cultural barriers. Empowerment refers to the person's ability to do for themselves while advocacy implies doing for the client. Even in the act of advocacy, social workers must be careful not to impose their values on clients and must seek to understand what clients mean by advocacy. Respectful collaboration needs to take place to promote mutually agreed-on goals for change.

Social workers need a range of skills and abilities to advocate for and with clients against the underlying devaluation of cultural experiences related to difference and oppression, and power and privilege in the United States. The empowerment tradition in social work practice suggests a promotion of the combined goals of consciousness raising, developing a sense of personal power, and skills while working toward social change. Best practice views this as a process and outcome of the empowerment perspective (Gutiérrez, 1990; Simon, 1994). Social workers using this standard will apply an ecosystems perspective and a strengths orientation in practice. This means that workers consider client situations as they describe needs in terms of transitory challenges

rather than fixed problems. According to Gutiérrez and Lewis (1999), empowerment is a model for practice, a perspective and a set of skills and techniques. The expectation is that culturally competent social workers reflect these values in their practice.

Standard 7. Diverse Workforce—Social workers shall support and advocate for recruitment, admissions and hiring, and retention efforts in social work programs and agencies that ensure diversity within the profession.

Interpretation:

Increasing cultural competence within the profession requires demonstrated efforts to recruit and retain a diverse cadre of social workers, many of whom would bring some "indigenous" cultural competence to the profession as well as demonstrated efforts to increase avenues for the acquisition of culturally competent skills by all social workers. Diversity should be represented at all levels of the organization, and not just among direct practitioners.

The social work profession has espoused a commitment to diversity, inclusion, and affirmative action. However, available statistics indicate that in the United States social workers are predominantly white (88.5 percent) and female (78.0 percent). The proportion of people of color has remained relatively stable in the social work membership of the National Association of Social Workers over a period of several years: 5.3 percent identify themselves as African American; Hispanics, including Mexican Americans, Puerto Ricans, and other Hispanic groups constitute about 2.8 percent of the membership; Asians and Pacific Islanders 1.7 percent; and American Indians/First Nations People 0.5 percent (Gibelman & Schervish, 1997).

Social work client populations are more diverse than the social work profession itself. In many instances, service to clients is targeted to marginalized communities and special populations, groups that typically include disproportionately high numbers of people of color, elderly people, people with disabilities, and clients of lower socioeconomic status.

Matching workforce to client populations can be an effective strategy for bridging cultural differences between social worker and client, although it cannot be the only strategy. The assumption is that individuals of similar backgrounds can understand each other better and communicate more effectively (Jackson & López, 1999). Yet an equally compelling fact is that "the majority of clinicians from the mainstream dominant culture will routinely provide care for large numbers of patients of diverse ethnic and/or cultural backgrounds increasing the numbers of culturally diverse social workers is not sufficient. Even these professionals will need to be able to provide care for patients who are not like themselves" (Jackson & Lopez, 1999, p. 8). In addition, culturally competent social workers who bring a special skill or knowledge to the profession, like bicultural and bilingual skills, or American Sign Language (ASL) skills, are entitled to professional equity and should not be exploited for their expertise, but should be appropriately compensated for skills that enhance the delivery of services to clients.

Standard 8. Professional Education—Social workers shall advocate for and participate in educational and training programs that help advance cultural competence within the profession.

Interpretation:

Cultural competence is a vital link between the theoretical and practice knowledge base that defines social work expertise. Social work is a practice-oriented profession, and social work education and training need to keep up with and stay ahead of changes in professional practice, which includes the changing needs of diverse client populations. Diversity needs to be addressed in social work curricula and needs to be viewed as central to faculty and staff appointments and research agendas.

The social work profession should be encouraged to take steps to ensure cultural competence as an integral part of social work education, training and practice, and to increase research and scholarship on culturally competent practice among social work professionals. This includes undergraduate, master's and doctoral programs in social work as well as post-master's training, continuing education, and meetings of the profession. Social agencies should be encouraged to provide culturally competent in-service training and opportunities for continuing education for agency-based workers. NASW should contribute to the ongoing education and training needs for all social workers, with particular emphasis on promoting culturally competent practice in continuing education offerings in terms of content, faculty, and auspice.

In addition, the NASW Code of Ethics clearly states, "Social workers who provide supervision and consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries." This highlights the importance of providing culturally sensitive supervision and field instruction, as well as the pivotal role of supervisors and field instructors in promoting culturally competent practice among workers and students.

Standard 9. Language Diversity—Social workers shall seek to provide and advocate for the provision of information, referrals, and services in the language appropriate to the client, which may include the use of interpreters.

Interpretation:

Social workers should accept the individual person in his or her totality and ensure access to needed services. Language is a source and an extension of personal identity and culture and therefore, is one way individuals interact with others in their families and communities and across different cultural groups. Individuals and groups have a right to use their language in their individual and communal life.

Language diversity is a resource for society, and linguistic diversity should be preserved and promoted. The essence of the social work profession is to promote social justice and eliminate discrimination and oppression based on linguistic or other diversities. Title VI of the Civil Rights Act clarifies the obligation of agencies and service providers to not discriminate or have methods of administering services that may subject individuals to discrimination.

Agencies and providers of services are expected to take reasonable steps to provide services and information in appropriate language other than English to ensure that people with limited English proficiency are effectively informed and can effectively participate in and benefit from its programs.

It is the responsibility of social services agencies and social workers to provide clients services in the language of their choice or to seek the assistance of qualified language interpreters. Social workers need to communicate respectfully and effectively with clients from different ethnic, cultural, and linguistic backgrounds; this might include knowing the client's language. The use of language translation should be done by trained professional interpreters (for example, certified or registered sign language interpreters). Interpreters generally need proficiency in both English and the other language, as well as orientation and training.

Social agencies and social workers have a responsibility to use language interpreters when necessary, and to make certain that interpreters do not breach confidentiality, create barriers to clients when revealing personal information that is critical to their situation, are properly trained and oriented to the ethics of interpreting in a helping situation, and have fundamental knowledge of specialized terms and concepts specific to the agency's programs or activities.

Standard 10. Cross-Cultural Leadership—Social workers shall be able to communicate information about diverse client groups to other professionals.

Interpretation:

Social work is the appropriate profession to take a leadership role not only in disseminating knowledge about diverse client groups, but also in actively advocating for fair and equitable treatment of all clients served. This role should extend within and outside the profession.

Guided by the NASW Code of Ethics, social work leadership is the communication of vision to create proactive processes that empower individuals, families, groups, organizations, and communities. Diversity skills, defined as sensitivity to diversity, multicultural leadership, acceptance and tolerance, cultural competence, and tolerance of ambiguity, constitute one of the core leadership skills for successful leadership (Rank & Hutchison, 2000). Social workers should come forth to assume leadership in empowering diverse client populations, to share information about diverse populations to the general public, and to advocate for their clients' concerns at interpersonal and institutional levels, locally, nationally, and internationally.

With the establishment of standards for cultural competence in social work practice, there is an equally important need for the profession to provide ongoing training in cultural competence and to establish mechanisms for the evaluation of competence-based practice. As the social work profession develops cultural competencies, then the profession must have the ability to measure those competencies. The development of outcome measures needs to go hand in hand with the development of these standards.

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Note: These standards build on and adhere to other standards of social work practice established by NASW, including, but not limited to, NASW Standards for the Classification of Social Work Practice, Standards for the Practice of Clinical Social Work, Standards for Social Work Case Management, Standards for Social Work Practice in Child Protection, Standards for School Social Work Services, Standards for Social Work in Health Care Settings, Standards for Social Work Personnel Practices, and Standards for Social Work Services in Long-Term Care Facilities. Visit the NASW Web site to view the standards online. Purchase full document from NASW Press at 1-800-227-3590.

APPENDIX D

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