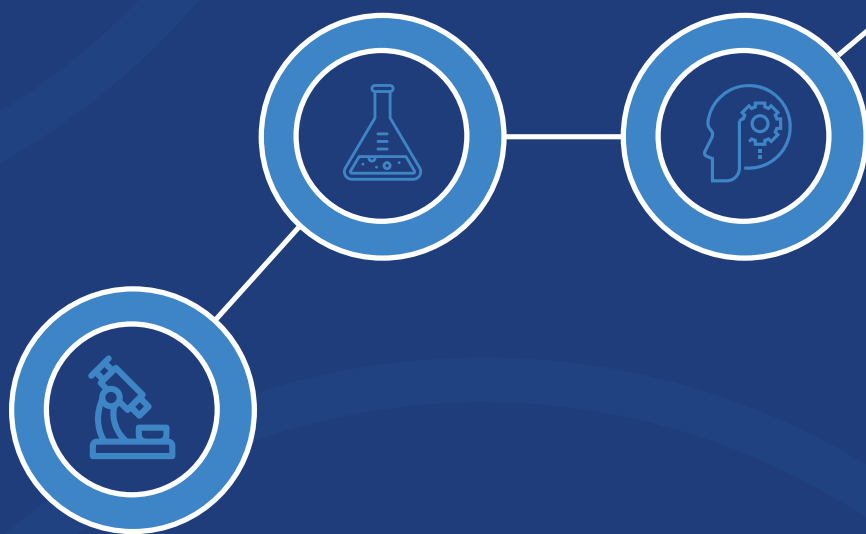


2021-2023 CATALOG



THE SCHOOL OF HEALTH SCIENCES
OF TOURO COLLEGE



**SCHOOL
OF HEALTH
SCIENCES**

TOURO UNIVERSITY

Catalog

2021-2023

Revised and reissued September 2023.

shs.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 Clinical Mental Health Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 500 Montgomery Street, Suite 350, Alexandria, VA 22314; (703) 535-5990; <https://www.cacrep.org/>. The Nursing Program is accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street NW, Suite 750, Washington, DC 20001; www.aacnursing.org/CCNE. The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929; (301) 652-2682; www.acoteonline.org. The Doctor of Physical Therapy Program at Touro University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Avenue, Suite 100, Alexandria, VA 22305; (703) 706-3245; accreditation@apta.org; <http://www.capteonline.org>. The Physician Assistant Programs are accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA), 3325 Paddocks Parkway, Suite 345, Suwanee, GA, 30024; (770) 476-1224; www.arc-pa.org. The Master of Science (M.S.) education program in Speech-Language Pathology at Touro University is accredited by the Council on Academic Accreditation in Audiology and Speech Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498- 2071 or 301-296-5700; [the ASHA accreditation webpage](#). The Applied Behavior Analysis program course sequence has been verified by the Association for Behavior Analysis International (ABAI), 550 W. Centre Avenue Portage, MI 49024, (269) 492-9310, <https://www.abainternational.org/welcome.aspx>, as meeting the 5th Edition, 315-hour coursework requirement for students taking the Board Certified Behavior Analyst (BCBA) examination. Applicants will need to meet additional requirements before they can be deemed eligible to take the examination.

POLICY OF NON-DISCRIMINATION

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

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

IMPORTANT NOTICE

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

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

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

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

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

GENERAL DISCLAIMER

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

COVID-19 Related Clinical Procedures

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

TABLE OF CONTENTS

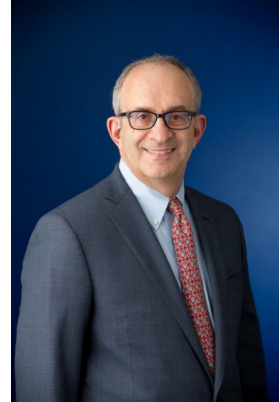
MESSAGE FROM THE PRESIDENT	1
DR. BERNARD LANDER, FOUNDING PRESIDENT OF THE TOURO COLLEGE AND UNIVERSITY SYSTEM.....	2
MESSAGE FROM THE SENIOR VICE PRESIDENT FOR ACADEMIC AFFAIRS AND PROVOST, GRADUATE AND PROFESSIONAL DIVISIONS.....	3
MESSAGE FROM THE VICE PRESIDENT OF THE DIVISION OF GRADUATE STUDIES	4
MESSAGE FROM THE DEAN OF THE SCHOOL OF HEALTH SCIENCES	5
TOURO UNIVERSITY MISSION STATEMENT	6
Goals.....	6
INTRODUCTION.....	6
2021-2023 CALENDARS	7
TOURO UNIVERSITY	9
SCHOOL OF HEALTH SCIENCES PROFILE	12
SHS VISION, MISSION, AND GOALS.....	12
PROGRAMS OFFERED BY THE SCHOOL OF HEALTH SCIENCES	13
SHS LOCATIONS	15
ADMISSIONS.....	19
Applying to the School of Health Sciences	19
Application Status and Admission Decisions.....	19
Preferred Admission from the Lander Colleges	20
Integrated Health Science Honors Track.....	20
Transfer Students	20
International Students.....	21
Criminal Background Check.....	21
TUITION AND FEES	22
Tuition Liability for Withdrawal.....	22
FINANCIAL AID.....	23
Standards of Satisfactory Academic Progress.....	31
ACADEMIC SERVICES.....	32
The Touro University Libraries.....	32
Computer Laboratories.....	33
STUDENT SERVICES	34
TouroOne	34
Office of the Registrar	34
Office of the Bursar	35
Office of Financial Aid.....	36
Office of Student Affairs.....	36
Office of Student Disability Services.....	36
Academic Advisement	38
Alumni Relations	38
ACADEMIC RULES AND REGULATIONS.....	39
New York State Proof of Immunization Requirement.....	39
Annual Student Health Examination.....	39
Student Health Insurance.....	39
The Registration Process	40
Registration	40
Prerequisites and Co-requisites	40
Size of Program – Credit Load	40
Adding a Course	40
Dropping a Course.....	40
Community Service Requirement	40

Course Options.....	41
Online Courses	41
Earning Outside Credit	44
Auditing a Course.....	44
Grades	45
Attendance and Class Participation	45
Grade Definitions	45
Grade Values	45
Grade Point Average (GPA).....	46
Grade of “Incomplete”	46
Dean’s List	47
Repeating a Failed Credit-Bearing Course	47
Repeating a Passed Credit-Bearing Course	48
Credits and Semester Hours.....	48
Contact Hours	48
Leaving the University	49
Graduation	49
Degree Works	50
Leaves of Absence and Readmission.....	50
Withdrawal from the University	51
Transcripts.....	51
ACADEMIC DEPARTMENTS.....	52
Department of Behavioral Science.....	52
M.S. in Clinical Mental Health Counseling	52
M.S. in Industrial-Organizational Psychology.....	61
M.S. in Applied Behavior Analysis and Advanced Certificate in Behavior Analysis.....	66
Department of Nursing	71
Occupational Therapy Department.....	78
Physical Therapy Department	91
Doctor of Physical Therapy Program.....	91
Post-Professional Doctor of Physical Therapy Program.....	98
Orthopedic Physical Therapy Residency Program	103
Physician Assistant Department.....	107
Long Island/NUMC Physician Assistant Program	111
Manhattan Campus Physician Assistant Program.....	121
Middletown Physician Assistant Program.....	131
Physician Assistant Master’s Completion Program.....	131
Speech-Language Pathology Department.....	133
COURSE DESCRIPTIONS	141
Department of Behavioral Science.....	141
Department of Nursing	150
Occupational Therapy Department.....	155
Physical Therapy Department	170
Physician Assistant Department.....	188
Speech-Language Pathology Department.....	207
UNIVERSITY CODES AND POLICIES	214
Touro University Code of Conduct	214
Touro University Social Media Policy.....	215
Adjudication of University Code of Conduct Violations	215
Touro University Academic Integrity Policy	218
Violations of Academic Integrity	219
Sanctions.....	222
Procedures in Response to Violations of Academic Integrity	222
Alternative Dispute Resolution	226
Failure to Educate and Liability Disclaimer	227

Touro Policy on Bias-Related Crimes.....	228
Policy on Title IX and Sexual Misconduct	229
Title IX Grievance Policy	229
Sexual Misconduct	230
Student Complaints.....	231
Touro University Campus Security Policies	232
Policy on Drugs and Controlled Substances	233
STUDENT RESPONSIBILITIES AND RIGHTS	234
Campus Citizenship	234
Standards of Classroom Behavior	234
Acceptable Use Policy for Information Technology	234
Internet Services and User-Generated Content Policy.....	234
Dress Code.....	234
Anti-Hazing Regulations	235
No-Smoking Policy.....	235
Professional Conduct.....	235
Academic Performance	236
Suspension	236
Hearing and Appeals Procedure.....	236
CONFIDENTIALITY OF STUDENT EDUCATION RECORDS	238
The Family Educational Rights and Privacy Act of 1974 (FERPA).....	238
Authorization for Non-Disclosure of Directory Information	239
TOURO UNIVERSITY BOARD OF TRUSTEES	240
TOURO BOARD OF GOVERNORS	240
UNIVERSITY ADMINISTRATION	241
Office of the President	241
Senior Leadership	241
Office of Academic Affairs.....	241
Office of Institutional Research.....	242
Library.....	242
School of Health Sciences Administration.....	243
SCHOOL OF HEALTH SCIENCES FULL-TIME FACULTY	244
SCHOOL OF HEALTH SCIENCES ADJUNCT FACULTY	249
SCHOOL OF HEALTH SCIENCES DIRECTORY.....	254

MESSAGE FROM THE PRESIDENT

In the four decades that have passed since Dr. Bernard Lander founded Touro College, our institution has grown significantly and achieved remarkable success. When launched with its first class of 35 students, Touro was envisioned as a great experiment in higher education, blending the best of Jewish and secular scholarship in an atmosphere of personal attention and academic excellence. Our mandate was to respond in innovative ways to the educational needs of the growing Jewish communities of New York and elsewhere, and to provide accessible and quality academic opportunities to underserved populations. Today, Touro 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 to education to law and to the health sciences – including outstanding programs for students pursuing careers in medicine and the allied health professions.



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

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

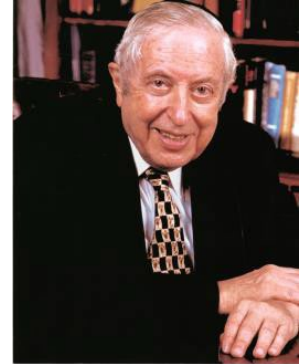
Sincerely,

Alan Kadish, M.D.

DR. BERNARD LANDER

FOUNDING PRESIDENT OF THE TOURO COLLEGE AND UNIVERSITY SYSTEM

Dr. Bernard Lander was an inspirational leader and visionary who revolutionized the field of education. As an educator and preeminent scholar, Dr. Lander devoted his life to Jewish and general higher education. Dr. Lander founded Touro College in 1970 and served as its first president until his passing in February 2010. Under his stewardship, Touro underwent significant growth, becoming an institution with multiple campuses and international reach. Today, Touro 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 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 health care professions, you will have unique inter-professional education experiences that are offered in the context of a university system that graduates more than 7,000 students annually in medicine, health sciences, pharmacy and related disciplines. Our other graduate schools include social work, education, technology, law and Jewish studies – all providing robust opportunities and exposure to traditional and cutting-edge curricula.

It is, indeed, the people who make the place. At Touro 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 Salkin, J.D., Ph.D.

MESSAGE FROM THE VICE-PRESIDENT OF THE DIVISION OF GRADUATE STUDIES

I am proud to present to you the 2021-2023 School of Health Sciences Catalog. The School of Health Sciences (SHS) is one of six graduate schools that make up the Touro University Division of Graduate Studies, which is approximately 5,000 students strong.



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

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

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

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

Cordially,

Nadja Graff, Ph.D.

MESSAGE FROM THE DEAN OF THE SCHOOL OF HEALTH SCIENCES

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



Sincerely,

Louis H. Primavera, Ph.D.

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 College. For this reason, they are expected to acquaint themselves with the contents of this catalog and to read regularly the notices posted on the Touro website.

In addition, individual programs within the Touro 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. Students should regularly check SHS website for changes.

2021-2023 CALENDARS

2021-2022 SHS HOLIDAY SCHEDULE			
DATE	HOLIDAY	CLASSES	BUILDING
Thurs-Fri, June 10 & 11	Fast of Tamuz	Yes*	Open
Monday, July 5	Independence Day	No	Closed
Sunday, July 18	Tish B'Av	No	Open
Monday, July 19	Day After Tish B'Av**	Yes*	Open
Monday, September 6	Labor Day	No	Closed
Monday, September 6	Rosh Hashana Eve*	Yes*	Open No Testing
Tuesday, September 7	Rosh Hashana	Yes*	Open No Testing
Wednesday, September 8	Rosh Hashana	No	Closed
Thursday, September 9	Fast of Gedalia	Yes*	Open No Testing
Wednesday September 15	Eve of Yom Kippur	Yes*	Closes at 12 Noon
Thursday September 16	Yom Kippur	No	Closed
Monday September 20	Eve of Sukkot	Yes*	Closes at 12 Noon
Tuesday, September 21	Sukkot	No	Closed
Wednesday September 22	Sukkot	No	Closed
Thurs-Sun, September 23-26	Days after Sukkot	Yes*	Open No Testing
Monday, September 27	Hoshana Rabba	Yes*	Closes at 2PM
Tuesday, September 28	Shmini Atzeret	No	Closed
Wednesday, September 29	Shmchat Torah	No	Closed
Thursday, November 25	Thanksgiving	No	Closed
Friday, November 26	Day after Thanksgiving	No	Closed
Tuesday December 14	Fast Day (Tenth of Tevet)	Yes*	Open No Testing
Friday December 31	New Year's Day	No	Closed
Monday January 17	Martin Luther King Day	No	Closed
Monday February 21	Presidents' Day	No	Closed
Wednesday March 16	Fast of Esther*	Yes to 5:00	Open
Thursday March 17	Purim	No	Closed
Friday April 15	Eve of Passover,	No	Closed
Sunday-Wed April 17 - 20	Passover, first days	No	Closed
Friday – April 15- 22	Spring Break	No	Open
Thursday April 21	Eve of Last Days	No	Close at 2:00
Friday April 22	Passover, last days	No	Closed
Saturday June 4	Shavuot Eve	Yes	Close at 12:00
Sunday June 5	Shavuot	No	Closed
Monday June 6	Day after Shavuot**	Yes	Open
Monday May 30	Memorial Day	No	Closed
<p>Please note that the school buildings close at 2:00 p.m. on Fridays and are closed on all Saturdays.</p> <p>*Preferably no tests are given</p> <p>**No tests to be given</p>			

*Winter and Spring breaks may be on different dates in some programs.

2022-2023 SHS HOLIDAY SCHEDULE			
DATE	HOLIDAY	CLASSES	BUILDING
Monday July 4	Independence Day	No	Closed
Sunday July 17	Fast of Tamuz*	Yes	Open
Sunday August 7	Tish B'Av	No	Open
Monday September 5	Labor Day	No	Closed
Sunday September 25	Rosh Hashana Eve*	Yes to 12:00	Close at 2:00
Mon-Tuesday September 26 & 27	Rosh Hashana	No	Closed
Wednesday September 28	Fast of Gedalia**	Yes	Open
Tuesday October 4	Yom Kippur Eve*	Yes to 12:00	Close at 12:00
Wednesday October 5	Yom Kippur	No	Closed
Thursday October 6	Day after Yom Kippur	Yes	Open
Sunday October 9	Sukkot Eve	Yes to 12:00	Close at 12:00
Wed – Saturday October 12-15	Sukkot	No	Closed
Sunday October 16	Hoshana Rabba*	Yes to 12:00	Close at 2:00
Monday October 17	Shmini Atzeret	No	Closed
Tuesday October 18	Simchat Torah	No	Closed
Wednesday October 19	Day after Simchat Torah**	Yes	Open
Thursday November 24	Thanksgiving	No	Closed
Friday November 25	Day after Thanksgiving	No	Closed
Sunday January 1	New Year's Day	No	Closed
Monday January 16	Martin Luther King Day	No	Closed
Sunday February 19	Presidents' Day Eve	No	Closed
Monday February 20	Presidents' Day	No	Closed
Monday March 6	Fast of Esther	Yes to 5:00	Open
Tuesday March 7	Purim	No	Open
Wednesday March 8	Day After Purim**	Yes	Open
Wednesday April 5	Eve of Passover,	Yes to 12:00	Close at 12:00
Thursday April 6	Passover, first days	No	Closed
Wed –Thurs April 5 – 13th	Spring Break	No	Open
Wednesday April 12	Eve of Last Days	No	Close at 2:00
Thursday April 13	Passover, last days	No	Closed
Friday April 14	Day after Passover	Yes	Open
Thursday May 25	Shavuot Eve	No	Closed
Friday-Saturday May26 & 27	Shavuot	No	Closed
Sunday May 28	Day after Shavuot**	Yes	Open
Monday May 29	Memorial Day	No	Closed
<p><i>Please note that the school buildings close at 2:00 p.m. on Fridays and are closed on all Saturdays.</i></p> <p>*Preferably no tests are given</p> <p>**No tests to be given</p>			

*Winter and Spring breaks may be on different dates in some programs.

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 HEALTH SCIENCES PROFILE

History

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

The School has shown steady growth, innovation, and excellence over the years, and has established a number of campuses in the New York area. offering a variety of Associate's, baccalaureate, Master's and doctoral-level programs in the health professions: MS in Clinical Mental Health Counseling, MS in Industrial-Organizational Psychology, MS in Applied Behavior Analysis, AAS, BS and AAS/BS in Nursing, BS/MS in Occupational Therapy, Doctor of Physical Therapy, Orthopedic Physical Therapy Residency, BS/MS in Physician Assistant Studies, MS in Physician Assistant Studies and MS in Speech-Language Pathology and an Advanced Certificate in Behavior Analysis.

Supportive Personal Environment

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

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

SCHOOL OF HEALTH SCIENCES VISION, MISSION, AND GOALS

VISION STATEMENT

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

MISSION STATEMENT

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

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

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

GOALS OF THE SCHOOL OF HEALTH SCIENCES

The programs offered at the School of Health Sciences reflect the stated goals of Touro University in that they:

- promote academic and clinical excellence in the health sciences
- foster ethical values and humanistic ideals of service
- foster critical thinking and analytical competencies
- foster effective communication
- foster leadership skills

- promote lifelong learning and scholarly contributions through the development of information literacy and research skills
- produce graduates who will contribute to the betterment of society through health promotion, disease prevention and the healing arts.

PROGRAMS OFFERED BY THE SCHOOL OF HEALTH SCIENCES

Touro's School of Health Sciences offers programs registered with the New York State Education Department in the following professions and fields:

- Clinical Mental Health Counseling
- Industrial-Organizational Psychology
- Applied Behavior Analysis
- Nursing
- Occupational Therapy
- Physical Therapy
- Physician Assistant
- Speech-Language Pathology

DEPARTMENT OF BEHAVIORAL SCIENCE

Clinical Mental Health Counseling. A graduate program leading to a Master of Science degree.

Industrial-Organizational Psychology. A graduate program leading to a Master of Science degree.

Applied Behavior Analysis. A graduate program leading to a Master of Science degree.

Behavior Analysis. A certificate program leading to an Advanced Certificate in Behavior Analysis. The program meets the academic requirements for licensure as a Behavior Analyst in accordance with Subpart 79-17 of the New York State Commissioner's Regulations.

NURSING DEPARTMENT

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

OCCUPATIONAL THERAPY DEPARTMENT

Occupational Therapy Program. An upper-division undergraduate/graduate dual-degree program leading to a Bachelor of Science in Health Sciences (BSHS) and a Master of Science in Occupational Therapy (MSOT). The BSHS/MSOT Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929, 301-652-2682, www.acoteonline.org.

PHYSICAL THERAPY DEPARTMENT

Doctor of Physical Therapy (DPT) Program. An upper-division undergraduate/graduate program leading to dual Bachelor of Science in Health Sciences/Doctor of Physical Therapy degrees. The Doctor of Physical Therapy Program at Touro University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Avenue, Suite 100, Alexandria, Virginia 22305; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org/home.aspx>.

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

Orthopedic Physical Therapy Residency Program. A clinical residency program designed for physical therapists who wish to pursue a post-graduate specialization in orthopedics, leading to a certificate in orthopedic physical therapy.

PHYSICIAN ASSISTANT DEPARTMENT

Long Island Campus/NUMC Physician Assistant Program.

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

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

SPEECH-LANGUAGE PATHOLOGY DEPARTMENT

Graduate Program in Speech-Language Pathology. The Master of Science (M.S.) education program in speech-language pathology at Touro University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.



SCHOOL OF HEALTH SCIENCES LOCATIONS

LONG ISLAND CAMPUS

The main campus of the School of Health Sciences is situated in Central Islip, Long Island. The Long Island campus houses programs in Occupational Therapy, Physical Therapy, and Physician Assistant Studies. The mailing address and phone number of the campus are:

School of Health Sciences
of Touro University
225 Eastview Drive
Central Islip, NY 11722
(631) 665-1600

Students can reach the campus:

By Train

Eastbound LIRR trains arrive frequently at the Central Islip station, about 2½ miles from campus, with the trip from Penn Station or Atlantic Terminal (Brooklyn) taking a little more than an hour. For the current Central Islip schedule, please [click here](#). Students can access the free shuttle bus service to/from the Central Islip Train Station, the shuttle schedule can be found here: [Shuttle Bus Schedule](#)

By Bus

Students can access the [Suffolk County Transit 3C bus line](#).

The Office of the Dean is located on the fourth floor. Student Administrative Services (Admissions, Bursar, Financial Aid, and Registrar) are located on the third floor.

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

Sunday – Thursday	8:00 a.m. to 11:30 p.m.
Friday	8:00 a.m. to 3:00 p.m.

The building is closed at 3:00 PM on Fridays and all day on Saturday. In addition, the School is closed on various holidays and during vacation periods. The building is accessible to people with disabilities.

Library

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

Computer Laboratories

Two computer labs also are available on the third floor. The computer labs are open for use by current law students, faculty, and staff. Study rooms and study tables are equipped with power for laptops.

MANHATTAN CAMPUS

The School of Health Sciences in Manhattan is located at Touro's Main Campus, 3 Times Square, Cross River Campus. The Touro University Main Campus is within walking distance from many New York City attractions, such as the Empire State Building and Grand Central Station. There are abundant restaurants, attractions and shops in the area. The building is accessible from the nearby Port Authority Bus Terminal and the Times Square subway station (1, 2, 3, 7, A, C, E, N, Q, R, W and Shuttle lines.) Public parking lots are located on the south side of 40th Street and on surrounding blocks. Nearby buses run uptown, downtown and crosstown.

The Manhattan Campus houses the programs in Behavioral Sciences, Occupational Therapy, Physical Therapy, and Physician Assistant studies.

The buildings are accessible to people with disabilities.

Library

Touro University's main library is located on the 3rd floor of 3 Times Square, and is connected by interlibrary loan and computer referencing to Touro libraries at several satellite sites throughout the metropolitan area, including the Health Science Library at Long Island. The library serves the teaching, reference, and research needs of faculty, students, and staff of the various schools of the University.

Computer Laboratories

Computer laboratories are located on the 4th floor of the Manhattan campus building at 3 Times Square. These laboratories are equipped with smart projectors, workstations, printers, and PCs that are connected by a Local Area Network, and provide Internet access through the Touro University Wide Area Network. Technical assistants are available to students during the laboratories' hours of operation.

BROOKLYN CAMPUS

SPEECH - LANGUAGE PATHOLOGY

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

Library

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

Computer Laboratories

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

Clinic

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

NURSING

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

Library

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

Computer Laboratories

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

Nursing Skills Laboratory

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

Parking

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

LONG ISLAND CAMPUS

NASSAU UNIVERSITY MEDICAL CENTER

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

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

Library

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

Parking

At Nassau University Medical Center, hospital-based parking is available to students for an additional fee. Off-street parking and metered parking are also available.

CLINICAL AFFILIATION SITES

Touro University is affiliated with more than 300 clinical sites located throughout the New York area including Long Island, Westchester, New Jersey and Connecticut, as well as sites across the United States. Current health and malpractice insurance are required for clinical affiliations. Some clinical affiliation sites may also require background checks and drug testing. For specific clinical affiliations, please refer to individual program handbooks.



ADMISSIONS

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

APPLYING TO THE SCHOOL OF HEALTH SCIENCES

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

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

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

- **Application for Admission**

Completed and signed:

- ✓ Touro University School of Health Sciences web-based application, apply.touro.edu, along with a non-refundable application fee, if applicable **OR**
- ✓ Application provided by a centralized application service, if indicated in the program-specific Admissions Requirements and Procedures section.

- **Official transcripts of high school and college work**

Official transcripts should be sent to the Office of Admissions, 225 Eastview Drive Central Islip, NY 11722 either (1) directly by the issuing institution, or (2) in an envelope sealed by the issuing institution. Transcripts submitted via the web-based application, fax or in any other form cannot be considered official documents. Applicants should arrange to send transcripts of all college-level work, degree or non-degree, even if they do not intend or expect to transfer credit. Applicants must provide documentation of high school graduation or a GED, unless they have earned a degree from a college.

- **Standardized Test Scores**

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

- **Supplementary Materials**

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

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

APPLICATION STATUS AND ADMISSION DECISIONS

The length of the application review process varies from program to program. Each program within the School of Health Sciences establishes its own admission criteria, and is responsible for final admission decisions. Decisions are based on an assessment of a candidate's academic ability, character, and potential for making a contribution to the health care field. Applicants are informed in writing of the decisions on their application. Decisions cannot be communicated over the telephone.

Applicants who do not meet a program's established grade-point standards may petition the program's Admissions Committee for consideration. The petition must be in writing and must accompany the completed application. It must clearly explain extenuating circumstances that have prevented the applicant from meeting existing grade-point standards, and describe elements of the applicant's background that would indicate the potential for success in the

program. The Admissions Committee may choose to admit students who have not met established admission requirements, based on the student's petition, application, interview and other supporting documents required as part of the application process.

PREFERRED ADMISSION FROM THE LANDER COLLEGES

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

INTEGRATED HEALTH SCIENCE HONORS TRACK

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

TRANSFER STUDENTS

Transfer students are welcome members of the Touro learning community. Transfer students, upon applying to Touro, should submit official transcripts from all prior colleges or universities attended. Official transcripts should be sent from the issuing school directly to the Office of Admissions, 225 Eastview Drive Central Islip, NY 11722. Requests for advanced standing or for transfer credit equivalent to courses taken within a professional program are evaluated by the program's Admissions Committee at the request of the applicant at the time of application.

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

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

Applicants who have completed an Associate's degree at an accredited institution are assured a minimum of 60 credits, but must also meet admission requirements for total transferable credits and specific course prerequisites if applying to one of the School's professional programs. In order to graduate, they must meet the individual course and liberal arts requirements (if any) of their selected certificate or degree program.

To be eligible for an Associate's degree, a transfer student must successfully complete at least 24 credits in residence at Touro University. The baccalaureate degree requires at least 45 credits in residence at Touro.

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

INTERNATIONAL STUDENTS

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.

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

Students whose native language is not English, or who did not graduate from high school or college in the USA or other English-speaking country, must also demonstrate proficiency in English through satisfactory performance on one of the following English proficiency examinations:

- Test of English as a Foreign Language (TOEFL) – minimum score of either 550 (paper-based), 213 (computer-based), or 80 (Internet-based)
- International English Language Testing System (IELTS) – minimum Band score of 6
- Pearson's Test of English – Academic (PTE) – minimum score of 58

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

Foreign Transcript Evaluation

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

CRIMINAL BACKGROUND CHECK

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

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

TUITION AND FEES

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

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 and setting up payment plans 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 TouroOne Helpdesk at help@touro.edu.

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

Please note that a \$100 late fee will be incurred each month tuition is not paid in full or you do not enroll in a payment plan. A hold will be placed on student accounts with balances preventing future registration.

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.

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 opt into 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 apply 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 program's withdrawal policy, please check the TouroOne Portal.

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

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

FINANCIAL AID

GENERAL INFORMATION

The School of Health Sciences offers Financial Aid representatives at the Long Island, Brooklyn, and Manhattan campuses for guidance throughout your course of study:

Long Island (Occupational Therapy, Physical Therapy and Physician Assistant): 225 Eastview Drive
Central Islip, NY 11722

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

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

Manhattan (Behavioral Science, BS Nursing, Occupational Therapy, Physical Therapy, Physician Assistant students): 3 Times Square, New York, NY 10036

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

PLEASE NOTE: Because of the nature of federal, state and institutional guidelines affecting financial aid programs, the information contained in this catalog is subject to change.

APPLICATION PROCEDURE

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

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

- **Federal Pell Grants**

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

- **Federal SEOG Grants**

The Federal Supplemental Educational Opportunity Grant is awarded by the institution to undergraduate students who demonstrate exceptional financial need relative to other applicants at the institution with priority given to Pell Grant recipients. Awards are based on student financial need and availability of funds and are granted at the discretion of the institution. A student may only receive grants during the period required to complete a first baccalaureate degree. Because these funds are limited, there is no guarantee that every eligible student will receive an FSEOG award.

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

The Federal College Work-Study Program provides both on- and off- campus jobs to eligible undergraduate and graduate students who wish to earn money to help cover their educational expenses. Students who work on campus are employed by the University. Students who receive off-campus placements will usually be employed by a private non-profit organization or a local, state or federal public agency. The work performed must be in the public interest. If the off-campus job is with a private-sector employer, then the job should be related to the student's course of study.

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

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

- **Veterans Administration (VA) Benefits**

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

- **Federal Perkins Loan Program**

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

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

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

Graduate Students may be awarded up to \$8,000 for the year

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

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

- **Federal Direct Loans Programs (Stafford Loans)**

After you graduate, leave school, or drop below half-time enrollment, you have six months before you begin repayment. This period of time is called a grace period.

During the grace period on a subsidized and unsubsidized loan, you do not have to pay any principal, but you will be charged interest. You can either pay the interest or it will be capitalized to the original loan amount.

After you leave school or drop below half-time enrollment, your lender will send you information about repayment and you will be notified of the date repayment begins. However, you are responsible for beginning repayment on time, even if you do not receive this information. Failing to make payments on your loan is likely to have a negative effect on your credit rating.

- **Subsidized Federal Direct Stafford Loan**

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

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

Unsubsidized Federal Direct Stafford Loan

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

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

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

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

- **Federal Direct Parent Loans for Undergraduate Students**

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

- *Students and parents should note that the School can refuse to certify a loan application, or can certify a loan for an amount less than the students' parents would be eligible for, if the School documents its reason*

for the action and informs the parents of the reason in writing. The School's decision in such cases is final and cannot be appealed to the U.S. Department of Education.

For detailed information regarding the rights and responsibilities of a borrower, deferment, or cancellation, please visit <https://studentaid.gov/> or consult with a financial aid administrator.

- **Federal Direct Parent Loans for Undergraduate Students**

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

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

For detailed information regarding the rights and responsibilities of a borrower, deferment, or cancellation, please visit <https://studentaid.gov/> or consult with a financial aid administrator.

- **Federal Direct Graduate PLUS Loans**

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

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

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

All students are required to complete an Entrance Counseling <https://studentaid.gov/entrance-counseling/> prior to receiving Federal Direct Loans. Students who borrow are required to complete an Exit Counseling <https://studentaid.gov/exit-counseling/> when they graduate, cease enrollment, or drop below half-time.

ELIGIBILITY

Eligibility for financial aid is based upon the credits that are required for degree or certificate completion. If you enroll in classes that are not required for your degree/certificate those credits may not be used to determine the amount of financial aid. For example, if you register for six credits, three of which are not required for your degree, your financial aid eligibility is based upon three credits. In this situation you will not be eligible for a student loan because the loan programs require that you are enrolled for a minimum of six credits that are applicable to your degree/certificate.

Requirements for Federal Student Aid

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

- Must be accepted into one of Touro University’s degree granting programs and must be fully matriculated in that program.
- Must have a high school diploma or its recognized equivalent, such as a general educational development or GED certificate or has completed home schooling at the secondary level as defined by state law.
- Must be making satisfactory academic progress toward their degree.
- Must be enrolled at least half time to receive aid from the Stafford and PLUS loan programs.
- Must not have been convicted of possession or sale of illegal drugs for an offense that occurred while receiving federal financial aid (see Question 23 on the FAFSA for additional information).
- 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. Requirement is eliminated as of June 17th, 2021.
- Must not be in default on a prior federal student, parent loan or grant overpayment.
- Must be a U.S. citizen or permanent resident or other eligible non-citizen.
- Must have a valid Social Security Number.
- Male students are required to be registered with Selective Service to be eligible for federal financial aid funds. (A male student does not have to register if the student is below the age of 18, or was born before January 1, 1960.) Requirement is eliminated as of June 17th, 2021.
- With the exception of unsubsidized Stafford Loans and PLUS Loans, all other federal student aid requires students to demonstrate financial need.

Aggregate Limits – Federal Direct Loans have aggregate limits. The limits are as follows:

	Subsidized	Combined Subsidized & Unsubsidized
Dependent Undergraduates (except students whose parents are unable to obtain Plus Loans.)	\$23,000	\$31,000
Independent Undergraduates	\$23,000	\$57,500 No more than \$23,000 may be subsidized.
Graduate	\$65,500	\$138,500 No more than \$65,500 may be subsidized.

Interest Rates for New Direct Loans

Under the *Higher Education Act of 1965*, as amended, interest rates are determined each spring for new Direct Loans being made for the upcoming award year, which runs from July 1 to the following June 30. Each loan has a fixed interest rate for the life of the loan.

The following table provides the fixed interest rates for new Direct Loans first disbursed on or after July 1, 2021, and before July 1, 2022. These rates will apply to new Direct Subsidized Loans, Direct Unsubsidized Loans, and Direct PLUS Loans made during this time.

Interest Rates for Direct Loans First Disbursed on or After July 1, 2021, and Before July 1, 2022	
	Interest Rate
Undergraduate Subsidized Stafford	3.73%
Undergraduate Unsubsidized Stafford	3.73%
Graduate Unsubsidized Stafford	5.28%
Parent PLUS	6.28%
Graduate PLUS	6.28%

Most federal student loans have loan fees that are a percentage of the total loan amount. The loan fee is deducted proportionately from each loan disbursement you receive while enrolled in school. This means the money you

receive will be less than the amount you actually borrow. You're responsible for repaying the entire amount you borrowed and not just the amount you received.

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

Loan Fees for Direct Subsidized Loans and Direct Unsubsidized Loans	
First Disbursement Date	Loan Fee
On or after 10/1/20 and before 10/1/22	1.057%
On or after 10/1/19 and before 10/1/20	1.059%
Loan Fees for Direct PLUS Loans	
First Disbursement Date	Loan Fee
On or after 10/1/20 and before 10/1/22	4.228%
On or after 10/1/19 and before 10/1/20	4.236%
Loans first disbursed prior to Oct. 1, 2019, have different loan fees.	

OTHER EDUCATIONAL LOAN PROGRAMS

PRIVATE LOANS

OTHER FINANCING OPTIONS

PRIVATE ALTERNATIVE LOANS

- Alternative or Private Loans are designed to supplement federal, state, and institutional financial aid. Borrowers must be credit worthy and may require a co-signer. The loan programs may vary widely and should only be considered after your eligibility for all other types of aid are exhausted.
- We believe the information presented on this site is unbiased, thorough, and clearly presented but you may choose any participating program or lender you wish. Please note that neither Touro University nor any of its employees have received benefits of any kind in exchange for providing this list of lenders on the website.
- **ELM Select is a tool that may aid you in selecting a private educational loan.**
- The ELM Select [website](#) allows you to compare private loan terms and rates side-by-side. The site will give you an overview of loan options before requesting an application and credit check. The application and credit check will occur once you select the loan of your choice.
- Borrowers have the right and ability to select the education loan provider of their choice and are not required to use any of the suggested lenders. You can find additional private loan information and suggestions from [US News and World Report](#).

New York Tuition Assistance

The New York Tuition Assistance Program (TAP) helps eligible New York residents pay for their college tuition.

Awards vary according to applicant's school, level of study, tuition, and net taxable income as reported on your TAP application and FAFSA.

Eligibility

In order to qualify, students must meet certain requirements:

- U.S. citizen or eligible non-citizen
- Legal resident of New York State resident for at least one year prior to the start of the term
- Enrolled as a full-time, taking twelve or more credits applicable toward the degree program, per semester
- Graduated from high school in the United States, earned a high school equivalency diploma by passing a Test Assessing Secondary Completion (TASC) formally known as a GED, or passed a federally approved "Ability to Benefit" test as defined by the Commissioner of the State Education Department
- Cannot be in default on any state or federal student loans and not be in default on any repayment of State awards
- Compliance with the terms of any service condition imposed by a NYS award
- A cumulative "C" average after receipt of two annual payments of state-sponsored student financial aid
- Completed FAFSA
- Matriculated in an approved program of study and be in good academic standing with at least a "C" average as of the 4th semester payment
- Meet the income requirement

Average annual TAP awards range between \$500 and \$5,665 for dependent students and independent students who are married or have tax dependents. Awards range between \$500 and \$3,525 for independent students who are single with no tax dependents, and independent students who are married and have no other tax dependents.

Students can receive up to eight payments of TAP for full-time study in an undergraduate program.

Academic Standing Chart for Financial Aid Eligibility

To determine the number of credits students must complete and the minimum grade point average they must achieve to remain in good academic standing and eligible for financial aid, students should consult the [Touro University Satisfactory Academic Progress Policy](#) (see Appendix A-2).

TAP Waiver

Students may not be eligible to receive their TAP Award without a TAP waiver if, in the previous semester, they:

- Withdrew from all courses sometime after the add/drop period; OR
- Completed less than 6 credits in each semester of the first year of awards, less than 9 credits in each semester of the second year of awards, and less than 12 credits in each semester of the third and fourth year of TAP awards; AND/OR
- Earned fewer credits and have less Grade Point Average (GPA) than required in order to be eligible to receive further TAP awards for subsequent semesters.

According to state guidelines, students may receive only one TAP waiver from these guidelines during their undergraduate career.

The "C" Waiver

Students must maintain a cumulative GPA of 2.0 or higher to be eligible for a fifth TAP payment. However, students who fall below a 2.0 may petition the Committee on Academic Standing for a "C" waiver. A student can receive more than one "C" waiver, providing the circumstances are not the same.

Effective for the 2007-08 academic year and thereafter, TAP is available for students attending SUNY, CUNY and not-for-profit independent degree-granting colleges on a part-time basis. To be eligible for Part-time TAP you must have been a first-time freshman in the 2006-07 academic year or thereafter, have earned 12 credits or more in each of two consecutive semesters, and maintain a "C" average.

Aid for Part-Time Study (APTS)

APTS is a campus-based program rather than an entitlement program. This means that the college selects recipients and determines their individual award amounts, based on funding levels and the number of eligible applicants.

Eligibility

In order to be eligible for APTS awards students must meet the TAP eligibility requirements, but must:

- be enrolled on a part-time basis (at least 3 but less than 12 semester hours per semester);
- be matriculated in an approved undergraduate degree program, at a degree-granting institution in New York State;
- have remaining Tuition Assistance Program (TAP) eligibility.

Eligibility for an APTS award is based on New York State net taxable income, Federal, State or local pension income and private pension and annuity income, if applicable, from the preceding calendar year.

Students who wish to apply must complete the APTS Application, available in the Financial Aid Office, and should submit it at least 30 days prior to the start of the semester for which the application is being made. Awards for less than half-time study are available only when funding permits.

The Enhanced Tuition Awards (ETA) program

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

Eligibility includes New York state residency, income eligibility, and course-load requirements. Students must graduate on time and live and work in New York state after graduation for as many years as they receive the award or the ETA award amount will revert to a loan that must be repaid. Students interested in the ETA program should read all of the [eligibility criteria](#) and post-graduation requirements.

You can contact the New York State Higher Education Services Corporation Scholarship Unit at 888-697-4372 or scholarships@hesc.ny.gov with questions about ETA

ALTERNATE SOURCES OF AID

EMPLOYEE BENEFITS/TUITION REMISSION

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

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

Once the financial aid office verifies eligibility, has the Pell and TAP awards on hand and can verify registration, the tuition remission amount will be entered. Tuition Remission is extended to full-time faculty and staff, their spouses and dependent children. Anyone in default of a student loan is excluded from receiving this benefit.

Employees taking classes in an undergraduate program will receive 100% tuition remission. Employees taking classes in a professional or graduate level program will receive up to 25% tuition remission.

FINANCIAL AID TERMS

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

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

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

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

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

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

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

Satisfactory Academic Progress (“SAP”) requires that students are able to complete their academic program in a timely manner while achieving and maintaining compliance with minimum academic standards. Federal regulations mandate that all students are required to conform to SAP standards as they work toward a degree in order for them to qualify to receive financial assistance through all Touro 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 as described below. These standards are for Title IV Federal Financial Aid purposes only, and neither replace nor override academic policies outlined by Touro, other state or Federal benefit programs (i.e., NYS Tuition Assistance Program) or individual program requirements. However, these standards are intended to be at least as rigorous as Touro University academic policies.

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

ACADEMIC SERVICES

THE TOURO UNIVERSITY LIBRARIES

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

Branches

The Long Island library, located at 225 Eastview Drive Central Islip, NY 11722, is supervised by a Chief Librarian and is open Monday through Thursday from 8 AM to 10 PM, Friday from 8 AM to 2 PM, and Sunday from 8 AM to 4 PM. It has more than 8,500 books and media items and 50 current periodicals on pre-clinical and clinical medicine, occupational therapy, physical therapy and physician assistant.

The Main Campus library, located at 3 Times Square in Manhattan, is supervised by a Chief Librarian and is open Monday through Thursday from 9 AM to 9 PM, Friday from 9 AM to 2 PM, and Sunday from 10 AM to 6 PM (except during August). It has more than 13,000 books and media items and 45 current periodicals on pre-clinical and clinical medicine, occupational therapy, physical therapy, and physician assistant.

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

Touro University Library Services

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

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

COMPUTER LABORATORIES

The Touro University Academic Computing Department provides computer laboratory facilities to support a variety of course offerings. Emphasis is placed upon software to support courses in computer science, mathematics and business, as well as support for the computing needs of School of Health Sciences programs.

Computer laboratories are available at twenty-two locations with a total of more than 1,200 PCs and associated peripherals. The computers at each location are connected by a Local Area Network. All computer labs are equipped with a current version of the Microsoft Office suite, and provide Internet access through the Touro University Wide Area Network. Headphones and laser printers are available at each lab.

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

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

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

STUDENT SERVICES

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

Web: <https://www.touro.edu/students/>

Email: studentservices@touro.edu

Phone: 212-463-0400 x55736

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

- Register for courses (in programs which allow online registration)
- Add/drop courses during the registration period
- View and print grades
- View and print class schedules
- Search current course offerings
- Check to see whether there is a "hold" against your name
- Accept your financial aid
- Check your financial aid status
- Download financial aid forms
- Access *TouchNet*® for student account activity
- Order an official transcript
- Access your Touro email
- Access Canvas
- View textbook information (titles, authors, ISBNs, prices)

OFFICE OF THE REGISTRAR

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

- processes "Drop/Add," "Change of Name," "Leave of Absence" "Application for Graduation," and other official forms
- processes transfer credit requests
- verifies enrollment status for insurance, certification, or other purposes
- handles matters pertaining to veterans
- addresses all matters related to student visas
- verifies fulfillment of academic graduation requirements
- prepares official transcripts
- issues diplomas upon graduation

The School of Health Sciences offers Registrar's Office representatives at our Long Island, Brooklyn, and Manhattan campuses:

- Manhattan (Behavioral Science, Occupational Therapy, Physical Therapy, Physician Assistant):
3 Times Square
New York, NY 10036
- Long Island (Occupational Therapy, Physical Therapy, Physician Assistant):
225 Eastview Drive
Central Islip, NY 11722
- Avenue J, Brooklyn (BS in Nursing, MS Speech-Language Pathology):
1602 Avenue J
Brooklyn, NY 11230

CHANGES IN NAME OR ADDRESS

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

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

OFFICE OF THE BURSAR

The Bursar’s Office, as part of Student Services, is responsible for maintaining all student 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.

The School of Health Sciences offers Bursar office representatives at our Long Island, Brooklyn, and Manhattan campuses:

- Manhattan (Behavioral Science, BS in Nursing, Occupational Therapy, Physical Therapy, Physician Assistant):
3 Times Square
New York, NY 10036
- Long Island (Occupational Therapy, Physical Therapy, Physician Assistant):
225 Eastview Drive
Central Islip, NY 11722
- Kings Highway, Brooklyn (Speech-Language Pathology):
946 Kings Highway, 2nd floor
Brooklyn, NY 11223

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^{®1}(Ch. 33) or Veteran Readiness and Employment (Ch. 31) benefits, while payment to the University is pending from the VA, Touro University will not:

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

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

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

¹ "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.

OFFICE OF FINANCIAL AID

The mission of the Financial Aid Office is to provide efficient and effective services, financial aid counseling, and support during a student's academic career. The Office assists students in understanding, applying for, and securing financing for their education. The Financial Aid Office operates in compliance with the Department of Education Financial Aid rules and regulations.

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

- Manhattan (Behavioral Science, BS in Nursing, Occupational Therapy, Physical Therapy, Physician Assistant):
3 Times Square
New York, NY 10036
- Long Island (Occupational Therapy, Physical Therapy, Physician Assistant):
225 Eastview Drive
Central Islip, NY 11722
- Avenue J, Brooklyn (AAS in Nursing.):
1602 Avenue J
Brooklyn, NY 11230
- Kings Highway, Brooklyn (MS Speech-Language Pathology):
946 Kings Highway, 2nd floor
Brooklyn, NY 11223

OFFICE OF STUDENT AFFAIRS

The Office of Student Affairs supports the academic mission of the University. It is located on the Long Island campus, and is managed by the Director of Student Affairs. Its chief role is student advocacy. It assists students through a number of support services and a variety of organized student activities.

OFFICE OF STUDENT DISABILITY SERVICES

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

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

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

Students seeking reasonable accommodations must:

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

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

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

A copy of the *Application for Accommodations & Services* may be available by contacting the Office of Student Disability Services Coordinator for SHS, Rivka Molinsky, Rivka.Molinsky@touro.edu.

STUDENT RIGHTS AND RESPONSIBILITIES

Student Rights

- Confidentiality of all information pertaining to a student's disability, except where disclosure is required by law.
- Equal access to courses, programs, services, jobs, activities, and facilities available through the 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 college catalog or student handbook. A similar procedure can be followed by a student to appeal the University's response to a request for reasonable accommodations.

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

ACADEMIC ADVISEMENT

The School of Health Sciences attempts to maximize each student's professional, intellectual and personal growth. To this end, each program within the School of Health Sciences assigns its students to faculty advisors who follow the students' progress throughout their academic programs. Advisors assist students with academic problems, course registration, career planning, and graduate and professional school options. All students have the responsibility to:

- make regular appointments to see their advisors;
- become knowledgeable about University rules and procedures as well as graduation requirements;
- file the appropriate forms at the scheduled times;
- take full responsibility for planning and carrying out their program of study;
- register for appropriate courses and meet all prerequisites in a timely fashion.

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

ALUMNI RELATIONS

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

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

ACADEMIC RULES AND REGULATIONS

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

NEW YORK STATE PROOF OF IMMUNIZATION REQUIREMENT

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

Students must submit acceptable medical proof of immunization. Immunization forms can be obtained in the Office of the Registrar at various campus locations or [downloaded](#) from the Touro website.”

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

ANNUAL STUDENT HEALTH EXAMINATION

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

STUDENT HEALTH INSURANCE

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

THE REGISTRATION PROCESS

REGISTRATION

Students register for courses during designated registration periods in the fall and spring, and in summer for some programs. Depending on their semester of study and/or program, students' courses are either input directly by the Registrar's Office or entered online by the student through the TouroOne portal; consult your program office to find out which method applies to you. Individual programs will have schedules and the list of course offerings as well as other pertinent registration information prior to the registration period. Students who are not officially registered are not permitted to attend classes.

PREREQUISITES AND CO-REQUISITES

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

SIZE OF PROGRAM – CREDIT LOAD

During the Fall and Spring semesters, the minimum load for a full-time undergraduate student to qualify for financial aid is 12 semester hours.

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

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

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

Adding a Course

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

Dropping a Course

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

Courses dropped during the official add/drop period will not appear on the student's academic transcript. Courses dropped after this time will appear on the transcript with the grade of "W." "W" grades are not included in the calculation of a student's GPA. Courses with "W" grades will be counted in calculating "credits attempted" when determining a student's rate of progress and maximum time-frame for Satisfactory Academic Progress purposes.

For some government programs, financial aid eligibility is dependent on full-time enrollment status. The student is strongly urged to consult with the Office of Financial Aid before withdrawing to find out his/her status and to understand what the financial effect of the change might be. Please note that any student adding or dropping a

course should also consult with the Bursar prior to submitting the form to the Registrar's office. Charges may apply to dropped courses, in accordance with the tuition refund schedule.

COMMUNITY SERVICE REQUIREMENT

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

COURSE OPTIONS

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

Directed Study

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

Independent Study

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

Tutorials

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

ONLINE COURSES OFFERED THROUGH THE DEPARTMENT OF ONLINE EDUCATION

The School of Health Sciences offers certain courses via an online format; students should check with their advisors regarding their eligibility to take a specific online course.

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

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

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

Student Identity Verification Procedures for Distance Learners

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

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

There are additional costs associated with taking an online proctored exam. Students testing at a distance are informed in advance of these additional costs, both through e-mail and on our website <http://nycas.touro.edu/academics/course-schedules/online-courses/> (See link at bottom of homepage for additional details regarding Online Exams.)

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

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

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

Identity Verification for New Students

1. All students who enroll at the University are required to create a user account in Touro's portal (with secure student user name and password) and are authenticated through an identity management system. Students must go through this system in order to register for online courses.
2. Students access Canvas after they are authenticated by the portal and set up an avatar. The avatar is a picture of the student that appears next to their names in each of their courses.

Identity Verification for Exam Takers

Online exams

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

General Information Concerning Touro University's Online Courses

Online course offerings for each semester will be available to Touro students at registration. Touro students who are interested in taking online courses should read the Online Student Guide, which is available on the Touro website https://nyscas.touro.edu/media/schools-and-colleges/lander-college-for-men/content-assets/documents/bulletins/Online_Student_Guide_2020-2021.pdf

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

Student Eligibility for Taking Courses Online

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

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

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

Registering for an Online Course

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

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

Technical Requirements for an Online Course

A current list of technical requirements for an online course can be found in the Online Student Guide on the Touro website https://nyscas.touro.edu/media/schools-and-colleges/lander-college-for-men/content-assets/documents/bulletins/Online_Student_Guide_2020-2021.pdf

Getting in Touch with Your Instructor

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

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

Course Outlines

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

Announcements and Assignments

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

Textbooks and Course Material

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

Homework and Exams

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

Midterm Exams

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

Final Exams

- Final exam dates are announced on the first day of class and in the syllabus. Students who have extenuating circumstances that prevent them from taking the exam on the designated days may reach out to their instructor for further direction.
- Final exams are administered online through an online proctoring company.
- The final exam fee is included with the registration fee for each online course.
- Final exams must be taken using a desktop or laptop computer; iPads and tablets cannot be used. A microphone, webcam, and hi-speed internet are required as well.

More information about online testing, including any additional technical requirements, can be found in the Canvas course once you are registered.

EARNING OUTSIDE CREDIT

Off-Campus Credit

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

AUDITING A COURSE

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

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

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

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

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

GRADES

ATTENDANCE AND CLASS PARTICIPATION

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

Credit Courses

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

GRADE DEFINITIONS

P: Passing

F: Student attended/participated in 60% or greater of scheduled classes per semester, but did not achieve passing grades on examinations and assignments, or stopped attending/participating after 60% or greater of scheduled classes in the given semester.

W: (No penalty.) This grade is assigned when a student officially withdraws from a course after the add/drop period by filing an Add/Drop form with the Office of the Registrar, signed by an academic advisor. A student who does not file this form will receive a failing grade of F or WU, depending on the number of class sessions attended and the amount of work completed. Time periods for official withdrawal vary by semester.

WU: Student stopped attending/participating before 60% or less of the scheduled classes per semester; calculated as a failing grade.

WNA: Student never attended class. This grade is not included in calculating the student's grade point average (GPA). The administration reserves the right to grant WNA grade in limited circumstances in their sole and absolute discretion.

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

N: No grade assigned.

GRADE VALUES

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

Excellent

A+ = 4.000 A = 4.000 A- = 3.667

Good

B+ = 3.333 B = 3.000 B- = 2.667

Average

C+ = 2.333 C = 2.000 C- = 1.667

Poor but Passing

D+ = 1.333 D = 1.000 D- = 0.667

Failing

F and WU = 0

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

Grade Point Average (GPA)

The GPA is obtained by dividing the total number of grade (or quality) points earned in the student's program in the School of Health Sciences by the total number of course credits attempted, except for those with the grade of "P".

Example: A student receives the following credits and grades:

Grade	Credit Hours	Grade Value	Grade Points
A	4 x	4.000 =	16.000
A-	3 x	3.667 =	11.001
B+	4 x	3.333 =	13.332
B-	3 x	2.667 =	8.001
C	4 x	2.000 =	8.000
Totals	18		56.334

Calculated GPA is $56.334 \div 18 = 3.130$

GRADE OF "INCOMPLETE"

For courses in the Nursing Department:

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

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

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

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

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

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

A grade of “Incomplete” (INC) may be given to students who have acceptable levels of performance for a given course, but have not completed all course requirements, such as an examination, a paper, a field work project, or time on a clinical rotation. “Incomplete” grades are routinely allowed only for the completion of a relatively small percentage of work in a course (e.g., 25%). Grades of “Incomplete” are not issued to students who are doing substandard work in order to give them the opportunity to redo their projects/exams so that they can achieve an acceptable grade.

The procedure for granting an “Incomplete” begins with the student requesting a meeting with the faculty member in which the faculty member will review the student’s progress and decide whether it is appropriate for the student to receive the grade of “Incomplete.” If the faculty member decides that the student does not meet the requirements for the grade of Incomplete, she or he may deny the student’s request. The student may contest the faculty member’s decision by appealing in writing to the department/program chair. Policies regarding the consequences of missing a final exam may differ in individual schools or programs, and will govern the student’s right to request a grade of “Incomplete.”

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

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

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

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

DEAN’S LIST

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

REPEATING A FAILED CREDIT-BEARING COURSE

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

REPEATING A PASSED CREDIT-BEARING COURSE

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

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

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

CREDITS AND SEMESTER HOURS

Contact Hours

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

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

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

Class Standing

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

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

LEAVING THE UNIVERSITY

GRADUATION

Application for Graduation

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

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

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

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

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

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

Graduation Requirements and Standards

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

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

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

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

Graduation Honors and Awards

Baccalaureate degree candidates are eligible for honors upon graduation. Honors are awarded to graduates who have earned a *cumulative* GPA of 3.4 or better.

Baccalaureate degree candidates who have completed at least 60 credits at Touro receive the following Latin honors at graduation:

Summa cum Laude – 3.80 to 4.00

Magna cum Laude – 3.60 to 3.79

Cum Laude – 3.40 to 3.59

Degree Works

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

The benefits of Degree Works include:

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

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

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

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

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

LEAVES OF ABSENCE AND READMISSION

A matriculated student enrolled at Touro who chooses to interrupt his/her attendance but intends to return and continue his/her study at Touro must submit to the Office of the Registrar a completed “Leave of Absence (LOA)” request form signed by all parties noted on the form. A LOA should be requested after the semester the student is in is completed and before the following semester starts. If extenuating circumstances arise, a student may request a leave of absence mid-semester and/or beyond one semester. These circumstances include, but are not limited to, a death in the family, medical reasons, military leave and personal well-being. Any LOA requested during the semester or for a period beyond one semester will be considered as a non-reportable LOA for purposes of administering federal financial aid. **PLEASE NOTE: This regulation may impact only students who wish to take leaves of absence extending beyond one semester.** Therefore, students receiving Title IV financial aid funds must meet with a Financial Aid officer to discuss their situation before filing a “Leave of Absence” request form.

A student whose leave of absence is approved, and who is registered for courses at the point of approval, is automatically withdrawn from all courses. Tuition will be refunded in accordance with Touro’s published refund policy.

Students who are on leave must contact the Office of the Registrar and submit a Petition to Return to Classes form at least 30 days prior to the start of the semester in which they wish to resume their studies. To return from a medical Leave of Absence, the student must also submit evidence, such as a letter from the student's physician or an evaluation by a responsible medical authority, that there is no medical impairment that would prevent the student from participating fully in all phases of the program.

WITHDRAWAL FROM THE UNIVERSITY

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

TRANSCRIPTS

Students can order official copies of their transcripts as follows:

1. Go to <https://tcus.service-now.com>.
2. Read carefully the information and instructions that appear.
3. Click on "Request an Official Transcript."
4. Scroll down to the link that reads "Click here to order an Official Transcript online."

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

RUSH Service

Same-day transcript request service is now available. Here's how the RUSH system works:

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

Viewing and Printing Your Unofficial Transcript from TouroOne:

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

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

ACADEMIC DEPARTMENTS

DEPARTMENT OF BEHAVIORAL SCIENCE

M.S. IN CLINICAL MENTAL HEALTH COUNSELING

Faye Walkenfeld, Ph.D., Department Chairperson

Kimberly Johnson, Ph.D., Program Director

ABOUT THE CLINICAL MENTAL HEALTH COUNSELING PROGRAM

The Touro Master of Science in Clinical Mental Health Counseling (CMHC) Program provides a supportive, learner-centered environment for academic rigor and integrity driven by scholarship and enhanced practice. The goal is to strive for excellence in faculty and graduates who contribute to the profession and the promotion of wellness and mental health across diverse communities.

MISSION AND PROGRAM OUTCOMES

The mission of the Clinical Mental Health Counseling (CMHC) Program of Touro University is to guide our students to develop into ethically and multi-culturally competent clinical mental health counselors, who strive to provide individual, group, family and marriage counseling services that empower change in client mental health, wellness, education, and career goals. The program integrates theoretical knowledge with practical counseling experiences that promote the development of the professional counseling skills needed to practice successfully in the field. Graduates of the program fully identify with the clinical mental health counseling profession and are well-prepared to function as mental health professionals in multiple roles including treatment, assessment, advocacy, and consultative modalities with diverse populations with a wide range of mental health concerns.

Touro University's Clinical Mental Health Counseling (CMHC) program objectives are to prepare Counselors-in-Training (CIT) to:

1. Present a strong professional counseling identity that is grounded in participation and contribution to the clinical mental health field.
2. Promote the wellness and mental health of clients from diverse and pluralistic communities, through the use of evidence-based, ethical counseling skills and techniques.
3. Function as clinical mental health professionals in multiple roles including treatment, assessment and consultative modalities addressing a wide range of mental health concerns.
4. Engage in a minimum of three semesters of supervised clinical experiences designed to effectively work with clients from a multicultural and pluralistic society.
5. Demonstrate knowledge in counseling theory, helping relationships, assessment, trauma/crisis, substance abuse, group work, career development, human development, social and cultural diversity, research and program evaluation, and the legal and ethical foundation of the counseling profession.
6. Meet the academic components required by the New York State Education Department, Office of the Professions to be eligible to apply for the limited permit, leading to clinical licensure.
7. Prepare students for successful outcomes on the National Clinical Mental Health Counselor Examination (NCMHCE), required to become employable as a Licensed Mental Health Counselors (LMHC) in the State of New York.
8. Educate students in accordance with the NYS Office of Addiction Services and Supports (OASAS) standards, with the option to apply for their Credentialed Alcoholism and Substance Abuse Counselor in Training (CASAC-T) credential.

CURRICULUM DESIGN

The Touro Clinical Mental Health Counselor Program is committed to educating clinicians to take on evidence-based, client-centered practice that promotes the basic tenets of wellness, mental health, and prevention. The program's curriculum is based upon educational standards set forth by the Council for the Accreditation of Counseling and Related Programs (CACREP) which are supported by the American Counseling Association (ACA) and American Mental Health Counselors Association (AMHCA), and are reflected in the educational requirements for licensure in New York State. The CMHC program focuses on training ethical professionals to contribute to the psychological, emotional, behavioral, and general well-being of the clients and communities with which they work. We accomplish

this by educating students with a strong foundation of evidence-based knowledge that reflects the current and projected needs of the counseling profession. The coursework is integrated with practical and applied skills achieved during a 100-hour practicum and 600 hours of supervised fieldwork, and the curriculum provides for student preparedness to provide counseling services in a multicultural and pluralistic society.

ADMISSION REQUIREMENTS AND PROCEDURES

(Also see general admission policies and procedures)

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

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

A passing score on the GRE may be submitted in conjunction with an in-depth review of other supporting documents/qualifications for consideration in cases where a candidate is missing some of the academic requirements.

TRANSFER CREDITS

Students who have taken relevant graduate-level courses at other accredited institutions may apply to transfer up to 12 credits with written permission of the Program Director or Department Chair, only upon successful completion of the student’s first semester of study. All transfer credit requests must be approved by the Director, Chair, Dean and the registrar.

TUITION AND FEES

Tuition and Fees reflecting 2021-2022 Academic Year

Tuition	\$835 per credit
Application Fee	\$60
Administrative Fee	\$100/semester - non-refundable
Program Equipment Fee (incoming students only)	\$750
Malpractice Insurance Annual Fee	\$20
AEI Training Fee	\$1,045 for MNHN 706
Late registration fee	\$50
Graduation fee (with final semester registration only)	\$200
Returned check fee	\$40
Transcript fee	(See “Transcripts”)
Technology fee (Fall & Spring only)	\$100

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

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

Tuition Refund Schedule

A student wishing to withdraw from classes must notify the administration of the School of Health Sciences and the Office of the Registrar by filling out an add/drop form. On approved applications, the [Bursar's refund schedule](#) will apply.

Semester Start and End dates

The 2020 -2022 academic calendar for M.S. in Clinical Mental Health Counseling can be found at <https://shs.touro.edu/programs/mental-health-counseling/academic-calendar/>. Students should regularly check the site for any calendar changes that have been made.

PROGRAM STRUCTURE

The Master of Science in Clinical Mental Health Counseling consists of 60 semester hours of required coursework in the areas of assessment, diagnosis, research, prevention, intervention, report-writing, counseling and consultation and multicultural issues. As part of their training, students in the CMHC program are required to participate in fieldwork and related assignments. The program may be completed in no less than three years of full-time study. Some summer-session coursework is required.

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

<http://www.op.nysed.gov/prof/mhp/section52-32.htm>

<http://www.cacrep.org/wp-content/uploads/2018/05/2016-Standards-with-Glossary-5.3.2018.pdf>

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

Classes are scheduled primarily in the evenings, and, in our Brooklyn location, also on Sundays, making outside employment possible for students. . In the internship experiences, the student must be supervised by either a licensed Mental Health Counselor (LMHC), licensed Clinical Social Worker (LCSW), or a licensed Psychologist, Physician's Assistant, Registered Nurse Practitioner or Nurse Practitioner who is also knowledgeable in the field of Mental Health Counseling. Please refer to the NYSED Office of Professions website to see updates <http://www.op.nysed.gov/prof/mhp/mhclhc.htm#exp>.

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

PLANS OF STUDY

The M.S. Program in Clinical Mental Health Counseling (CMHC) offers two study tracks:

- Fall Admission 2-Year Study Sequence (2-years, 5-semester course of study) [Please note that this sequence is intense and is not recommended for students who expect to work, especially in the second year when they are completing classes as well as a 600-hour internship.]
- Fall Admission 3-Year Study Sequence (3-year, 8-semester course of study)

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

STUDENTS MAY NOT TAKE FEWER THAN THE NUMBER OF CREDITS AS OUTLINED IN THE PLANS OF STUDY WITHOUT PRIOR PERMISSION FROM THE PROGRAM DIRECTOR. FAILURE TO TAKE THE REQUIRED COURSES/NUMBER OF CREDITS PER SEMESTER MAY RESULT IN ADMINISTRATIVE DISMISSAL FROM THE PROGRAM.

3-Year Plan	2-Year Plan
FALL YEAR 1	FALL YEAR 1
MNHN 600 Foundations of Mental Health Counseling and Consultation	MNHN 600 Foundations of Mental Health Counseling and Consultation
MNHN 611 Research and Program Evaluation	MNHN 611 Research and Program Evaluation
MNHN 630 Counseling I: Theories and Practice	MNHN 630 Counseling I: Theories and Practice
	MNHN 640 Professional, Legal and Ethical Issues in Counseling
SPRING YEAR 1	SPRING YEAR 1
MNHN 620 Human Growth and Development in Counseling	MNHN 620 Human Growth and Development in Counseling
MNHN 632 Counseling II: Theories and Practice	MNHN 632 Counseling II: Theories and Practice
MNHN 681 Psychopathology	MNHN 681 Psychopathology
	MNHN 702 Case Conceptualization, Documentation and Practicum
SUMMER YEAR 1	SUMMER YEAR 1
MNHN 691 Counseling the Culturally Diverse: Theory and Practice	MNHN 691 Counseling the Culturally Diverse: Theory and Practice
MNHN 678 Lifestyle and Career Development	MNHN 678 Lifestyle and Career Development
MNHN 692 Group Counseling Theory and Practice	MNHN 692 Group Counseling Theory and Practice555
FALL YEAR 2	FALL YEAR 2
MNHN 638 Principles of Addiction Counseling	MNHN 638 Principles of Addiction Counseling
MNHN 683 Assessment and Appraisal of Individuals, Couples, Families and Groups	MNHN 683 Assessment and Appraisal of Individuals, Couples, Families and Groups
MNHN 640 Professional, Legal and Ethical Issues in Counseling	MNHN 770 Internship I (4.5 cr)
	MNHN 706 Advanced Counseling Skills and Techniques
SPRING YEAR 2	SPRING YEAR 2
MNHN 694 Contemporary Issues in Couples and Family Therapy	MNHN 694 Contemporary Issues in Couples and Family Therapy
MNHN 705 Advanced Addiction Counseling and Techniques	MNHN 705 Advanced Addiction Counseling and Techniques
MNHN 702 Case Conceptualization, Documentation and Practicum	MNHN 771 Internship II (4.5 cr)
	MNHN 693 Trauma and Crisis Intervention: Theory, Response Models and Techniques
FALL YEAR 3	
MNHN 770 Internship I (4.5 cr)	
MNHN 706 Advanced Counseling Skills and Techniques	
SPRING YEAR 3	
MNHN 771 Internship II (4.5 cr)	
MNHN 693 Trauma and Crisis Intervention: Theory, Response Models and Techniques	

ALL COURSES CARRY 3 CREDITS UNLESS OTHERWISE NOTED.

COURSES OFFERED BY SEMESTER

FALL
MNHN 600 Foundations of Clinical Mental Health Counseling and Consultation
MNHN 611 Research and Program Evaluation
MNHN 630 Counseling I: Theories and Practice
MNHN 640 Professional, Legal & Ethical Issues in Counseling
MNHN 638 Principles of Addiction Counseling
MNHN 683 Assessment and Appraisal of Individuals, Couples, Families and Groups
MNHN 770 Internship I (4.5 credits)
MNHN 706 Advanced Counseling Skills and Techniques
SPRING
MNHN 620 Human Growth and Development in Counseling
MNHN 632 Counseling II: Theories and Practice
MNHN 681 Psychopathology
MNHN 702 Case Conceptualization, Documentation and Practicum
MNHN 694 Contemporary Issues in Family and Couples Therapy
MNHN 705 Advanced Addiction Counseling and Techniques
MNHN 771 Internship II (4.5 credits)
MNHN 693 Trauma and Crisis Intervention: Theory, Response Models and Techniques
SUMMER
MNHN 691 Counseling the Culturally Diverse: Theory and Practice
MNHN 678 Lifestyle and Career Development
MNHN 692 Group Counseling Theory and Practice

ALL COURSES CARRY 3 CREDITS UNLESS OTHERWISE NOTED.

PROFESSIONAL CERTIFICATION/LICENSURE

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

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

FIELD-BASED EXPERIENCES: PRACTICUM AND INTERNSHIP

General Guidelines

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

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

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

Practicum Eligibility and Guidelines

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

Supervision

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

Internship

Internship placements are competitive and often require application 6-9 months before the start of their placement. Students are encouraged to be proactive in seeking a placement that will further their professional goals.

Students must have successfully completed their practicum requirements (100 hours) with a satisfactory rating and MNHN 702 with a grade of B or higher to be eligible to begin their internship. Additionally, students must receive a satisfactory score on Comprehensive Exam #1 to proceed to Internship.

Any student who wishes to complete their internship MUST:

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

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

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

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

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

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

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

During the internship experience, students continue to receive University -based supervision and are introduced to new materials. Students interview for internships *during the academic year prior to the internship*; the requirements of different sites and the application deadlines vary. There are a limited number of highly competitive internships available in the New York City area, and students are encouraged to be prepared to begin seeking placement early.

Additional details on internships and the application process are available through the Director of the program or the Field Experience Coordinator.

COMPREHENSIVE EXAMS

Students must satisfactorily pass the following two exams to enter into the various levels of fieldwork and graduate from the program: Comprehensive Exam #1 (Comps #1) and Comprehensive Exam #2 (Comps #2).

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

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

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

REQUIREMENTS FOR COMPLETION OF THE CMHC PROGRAM

- A. Program:** The program may be completed within 5 to 7 semesters (including summers). Students requesting to complete the program in more than 5 years must obtain written permission from the Program Director. The program must be completed in the sequences outlined on the respective plans of study (see Plans of Study section).
- B. Grade Point Average:** Students must maintain a B (3.0) grade point average (GPA) in order to remain matriculated in the program and be eligible to receive financial aid. Students who fall below this GPA, will be placed on probation and must meet with their faculty advisor and the program administration to develop a plan to improve their GPA. Students will have 1 semester to demonstrate an improvement in their GPA. Students who fail to demonstrate improvement will be dismissed from the program.
- C. Student Advisement Meetings:** All students will be required to meet with their assigned faculty advisor at least once per semester to ensure that all program requirements are being met successfully.
- D. Seminars:** Students will be required to document attendance of a New York State approved child abuse identification and reporting seminar. The Clinical Mental Health Counseling program faculty will provide opportunities for student to enroll in this seminar.
- E. Requirements to Advance to Practicum and Internship:** Students must successfully complete all prerequisite coursework and relevant comprehensive exams needed to advance to practicum and internship. Eight courses require a minimum grade of B. Note that students are only permitted to get less than a B in one course (that does not require a B minimum grade). Students who receive more than one grade that is less than a B will have one opportunity to retake the class. However, the cumulative GPA of 3.0 must be maintained to remain in good academic standing. Please refer to the grading policies section in DBS Student Handbook for more specific details. NOTE: students may not begin their internship until they have successfully completed 100 practicum hours and the concurrent course. Students will also be required to successfully pass the Comprehensive exam #2 prior to being cleared to begin internship.

- F. **Student Professional Behavior:** Students must demonstrate professional academic and work characteristics including ethical and professional conduct. All students must follow the ACA Ethical Code found at: <http://www.counseling.org/resources/aca-code-of-ethics.pdf>. The Touro University Academic Integrity policy can be found at www.touro.edu/students/policies/academic-integrity/
- G. **Comprehensive Exams:** Two comprehensive exams are required for completion of the Clinical Mental Health Counseling program.
- H. **Continuity of Study:** Student leave or a break in continuity requires a review and approval by the program's administration before candidates can return to the program and resume study. These reviews may result in having to repeat outdated coursework or additional requirements to ensure that the competencies are maintained. Students who have more than 2 semesters where they were not registered for any courses must formally reapply to the Clinical Mental Health Counseling program and meet all requirements that are current in the present handbook.
- I. **Exit Interview:** All students will be required to complete a short exit interview with one of the Clinical Mental Health Counseling faculty members with the purpose of this interview being to provide an assessment of the student's overall program satisfaction as well as providing career guidance.



M.S. IN INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY

Amy Schmucker, Ph.D., Program Director

ABOUT THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY PROGRAM

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

MISSION

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

PROGRAM OUTCOMES

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

PROGRAM GOALS

The program goals for the I-O Psychology program are drawn from the Society of Industrial and Organizational Psychology (SIOP). For more information on these domains, please visit <https://www.siop.org/Events-Education/Graduate-Training-Program/Guidelines-for-Education-and-Training>

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

- (1) The graduate of the I-O Psychology program will demonstrate competency in the area of Data Collection and Analysis Skills
- (2) The graduate of the I-O Psychology program will demonstrate competency in the area of Ethical Practice & Learning in the Workplace
- (3) The graduate of the I-O Psychology program will demonstrate competency in the area of Communication
- (4) The graduate of the I-O Psychology program will demonstrate competency in the Core Industrial-Organizational Domains
- (5) The graduate of the I-O Psychology program will demonstrate competency in the area of Academic Development
- (6) The graduate of the I-O Psychology program will demonstrate competency in the area of Professional Development

CURRICULUM DESIGN

The I-O Psychology program consists of 36 semester credit hours of required coursework in the areas of: Statistics; Research Design; Psychometrics; Leadership; Social Psychology; I-O in Global Companies; Motivation; Performance Appraisal; Training & Development. As part of their training, students in the I-O Psychology program are required to participate in fieldwork and related assignments. The program typically takes 1.5 to 2 years to complete. Summer session coursework is required.

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

Campus classes are scheduled in the evenings making outside employment possible for students. We also offer a fully online, Canvas-based program.

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

ADMISSION REQUIREMENTS AND PROCEDURES

(Also see general admission policies and procedures)

Admission to the Master’s Program in Industrial-Organizational Psychology is highly competitive and on a selective basis. Meeting minimum requirements does not guarantee admission.

Requirements are as follows:

- Baccalaureate degree (or its equivalent) from an accredited academic institution
- A minimum undergraduate and/or graduate GPA of 3.0 (on a 4.0 scale).
- Undergraduate statistics course (with a grade of B or higher).
- Pre-requisite courses in introductory psychology, research design, and experimental psychology strongly recommended.
- Completed Application for Admission.
- Official undergraduate and graduate transcripts mailed directly from the issuing institutions (must be mailed directly to the **Office of Graduate Admissions, 3 Times Square, New York, NY 10036** or submitted electronically to: grad.admissions@touro.edu)
- An interview (individual or group) by faculty member(s). Applicants will be asked to provide a brief spontaneous writing sample.
- Two letters of reference from employers and/or professors. These letters should address the candidate’s ability to succeed in graduate school.
- A personal statement of goals and objectives, including reasons for choosing the field of I-O psychology and for applying to Touro University.

TRANSFER CREDITS

Students who have taken relevant graduate level courses at other accredited institutions may apply to transfer up to 12 credits with the written permission of the Program Director or Department Chair, only upon successful completion of the student’s first semester of study. All transfer credit requests must be approved by the Director, Chair, Dean and the registrar.

TUITION AND FEES

Tuition and Fees 2021-2022 Academic Year

Tuition	\$840 per credit
Application Fee	\$60
Administrative Fee/Registration Fee	\$100/semester - non-refundable
Late registration fee	\$50
Graduation fee (with final semester registration only)	\$200
Returned check fee	\$40
Transcript fee	(See “Transcripts”)
Technology fee (Fall & Spring only)	\$100

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

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

Students should obtain updated tuition and fees information at the time of their inquiry or application for admission to the program.

Tuition Refund Schedule

A student wishing to withdraw from classes must notify the administration of the School of Health Sciences and the Office of the Registrar by filling out an add/drop form. On approved applications, the [Bursar's refund schedule](#) will apply.

SEMESTER START AND END DATES

The 2020 -2022 academic calendar for M.S. in Industrial Organizational Psychology can be found at <https://shs.touro.edu/programs/i-o-psychology/academic-calendar/>. Students should regularly check the site for any calendar changes that have been made.

PROGRAM STRUCTURE / PLANS OF STUDY

The following are the courses of study required for completion of the M.S. in I-O Psychology at Touro University. Completion of 12 courses (36 credits) leads to the M.S. degree.

OPTION I – 3 COURSES PER SEMESTER

FALL - YEAR 1	Credits
PSGN 613: Social Psychology in Multicultural Organizations	3.0
PSGN 617: I/O Psychology in Global Organizations: Org Culture and Change (OD)	3.0
Elective Course	3.0
Term credit total:	9.0
SPRING - YEAR 1	
PSGN 604: Statistics for Behavioral Sciences	3.0
PSGN 645: Research Design Applied to Organizations	3.0
Elective Course	3.0
Term credit total:	9.0
SUMMER - YEAR 1	
PSGN 740: Consultancy Internship in Industrial/Organizational Psychology	3.0
PSGN 682: Facilitation, Process Consultation, High Performance Coaching: Use of Self (OD)	3.0
Elective Course	3.0
Term credit total:	9.0
FALL - YEAR 2	
PSGN 612: Psychometric Theory	3.0
Elective Course	3.0
Elective Course	3.0
Term credit total:	9.0
PROGRAM CREDIT TOTAL	36.0

OPTION II – 2 COURSES PER SEMESTER
REQUIRES TWO (2) ADDITIONAL SEMESTERS

ELECTIVE COURSES	Credits
PSGN 619: Business Foundations for I-O Professionals	3.0
PSGN 639: Theories of Leadership	3.0
PSGN 643: Motivation	3.0
PSGN 644: Personnel Selection and Assessment: Assessment-Interviewing-Succession	3.0
PSGN 655: Job Analysis and Performance Appraisal: Competency Modeling	3.0
PSGN 656: Training and Development	3.0
PSGN 680: Group Dynamics	3.0

INTERNSHIP

The internship course bridges the gap between theory and practice, between what students learn in the classroom and what students need to do on the job. The only I-O psychology master's program in NYC to require an internship, it's a cornerstone of the program.

Students have the opportunity to turn their newly acquired knowledge into skills, putting into practice what they learned in class, in a supervised environment.

A highly coordinated collaboration between the on-site supervisor, Touro's internship supervisor and the student, the internship provides tremendous opportunity. Each student finds their chosen location for the internship. Once approved by the I-O program director, Touro's internship supervisor coordinates with the on-site supervisor to make sure the learning objectives are clear. The internship supervisor, an active I-O psychologist themselves, works with the student early on to develop the final project, designing an experiment that the student will solve, such as high turnover rate or poor hires. The internship supervisor speaks regularly with the on-site coordinator and student to make sure they're focused on I-O tasks and understand what they're learning, gaining work experience and skills in areas like data analysis, job analysis, talent management, interviewing, personnel assessment, performance appraisals, people analytics and marketing research.

The internship is a total of 240-hours and students receive credit based upon the on-site coordinator's evaluation. All students gain tremendous experience, knowledge and skills through their internships. And some of them get hired full-time after graduation by the companies where they interned.

REQUIREMENTS FOR COMPLETION OF THE I-O PSYCHOLOGY PROGRAM
(Also see general graduation information)

- A. Program:** The program may be completed within 4 to 6 semesters (including summers). Students requesting to complete the program in more than 6 semesters must obtain written permission from the Program Director.
- B. Grade Point Average:** Students must maintain a B (3.0) grade point average in order to remain matriculated in the program and be eligible to receive financial aid. Students who fall below this GPA, will be placed on probation and must meet with their faculty advisor and the program administration to develop a plan to improve their GPA. Students will have 1 semester to demonstrate an improvement in their GPA. Students who fail to demonstrate improvement will be dismissed from the program.
- C. Culminating Experience—Professional Performance-Based Portfolio:** All students in their internship year will be required to prepare a Professional Performance-Based Portfolio for submission to the faculty. The requirements of the portfolio include:
 - a) Table of Contents, indicating to which standard(s) each work sample and reflection corresponds (see Programmatic Goals).

- b) Personal Statement, including description of current professional accomplishments, explanation of how they correspond to programmatic Goals, and statement of long-term professional goals.
 - c) The student's current résumé or CV.
 - d) A summary page at the beginning and end of each section.
- D. Student Professional Behavior:** Students must demonstrate professional academic and work characteristics including ethical and professional conduct. The Touro University Academic Integrity Policy can be found at: <https://www.touro.edu/students/policies/academic-integrity/>.
- E. Requirements to Advance to Internship(s):** Students must successfully complete a minimum of 9 course credits prior to starting the internship. All courses require a minimum grade of B with one C allowed for the entire program. However, the C cannot be in statistics or research design. A cumulative GPA of 3.0 must be maintained to remain in good academic standing. Please refer to the grading policies section in DBS Student Handbook for more specific details.
- F. Continuity of Study:** Students wishing to return to the program after a leave of absence or other break in continuity must first obtain the written approval of the Program Director. The student may be required to repeat outdated coursework or meet additional requirements to ensure that the student's competencies are maintained.



MS IN APPLIED BEHAVIOR AND ADVANCED CERTIFICATE IN BEHAVIOR ANALYSIS

Karrie Lindeman, Ed.D., Program Director

ABOUT BEHAVIOR ANALYSIS PROGRAMS

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

Our programs are among the first programs to meet the academic requirements for licensure as a Behavior Analyst in accordance with Subpart 79-17 of the New York State Commissioner's Regulations, and our graduates are eligible for both LBA and BCBA licensure.

MISSION

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

PROGRAM OUTCOMES

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

CURRICULUM DESIGN

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

The 36-credit master's program runs in lockstep and can be completed in four semesters. The 27 credit advanced certificate can be completed in three semesters. The curriculum is designed to comply with the guidelines established by the Office of the Professions of the New York State Education Department for licensure as a behavior analyst. Students are eligible to sit for the Board-Certified Behavior Analyst (BCBA) examination if they meet the Behavior Analyst Certification Board (BACB) requirements.

Classes are scheduled in the evenings, to accommodate the working student.

ADMISSION REQUIREMENTS AND PROCEDURES

(Also see general admission policies and procedures)

Admission to Applied Behavior Analysis programs is highly competitive and on a selective basis. Meeting minimum requirements does not guarantee admission.

Requirements are as follows:

MS in Applied Behavior Analysis

- Baccalaureate degree (or its equivalent) from an accredited institution
- Minimum undergraduate and/or graduate GPA of 3.0 (on a 4.0 scale)
- Undergraduate course in introductory psychology.
- Undergraduate course in research design or experimental methods (preferred)
- Completed Application for Admission.
- Official undergraduate and graduate transcripts mailed directly from the issuing institutions (**must be mailed directly to the Office of Graduate Admissions**, 3 Times Square, New York, NY 10036 or submitted electronically to: grad.admissions@touro.edu)
- An interview (individual or group) by faculty member(s). Applicants will be asked to provide a brief spontaneous writing sample.
- Two letters of reference from employers and/or professors. These letters should address the candidate's ability to succeed in graduate school.
- A personal statement of goals and objectives, including reasons for choosing the field of Applied Behavior Analysis and for applying to Touro University.

Advanced Certificate in Behavior Analysis

- Minimum of a Master's degree in psychology, education, or a related field from an accredited institution (please note that a degree in speech therapy does not meet this requirement)
- Minimum graduate GPA of 3.0 (on a 4.0 scale)
- Completed Application for Admission.
- Official undergraduate and graduate transcripts mailed directly from the issuing institutions (**must be mailed directly to the Office of Graduate Admissions**, 3 Times Square, New York, NY 10036 or submitted electronically to: grad.admissions@touro.edu)
- An interview (individual or group) by faculty member(s). Applicants will be asked to provide a brief spontaneous writing sample.
- Two letters of reference from employers and/or professors. These letters should address the candidate's ability to succeed in graduate school.
- A personal statement of goals and objectives, including reasons for choosing the field of Applied Behavior Analysis and for applying to Touro University.

TRANSFER CREDITS

MS in Applied Behavior Analysis: Students who have taken relevant graduate-level courses at other accredited institutions may apply to transfer up to 12 credits with written permission of the Program Director or Department Chair, only upon successful completion of the student's first semester of study. Advanced Certificate in Behavior Analysis: Students may request that up to 9 credits of coursework be reviewed for transfer. Transfer credits must be evaluated and approved by BACB and NYSED. All transfer credit requests must be approved by the Director, Chair, Dean and the registrar.

TUITION AND FEES

Tuition and Fees 2021-2022 Academic Year

Tuition	\$840 per credit
Application Fee	\$60
Administrative Fee/Registration Fee	\$100/semester - non-refundable
BDS Training Fee for PSGN 709 (Behavior Analysis Adv. Certificate Program Only)	\$290
Late registration fee	\$50
Graduation fee (with final semester registration only)	\$200
Returned check fee	\$40
Transcript fee	(See "Transcripts")
Technology fee (Fall & Spring only)	\$100

The Bursar's Office oversees tuition and fee payments, as well as refunds and loan disbursements.

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

Students should obtain updated tuition and fees information at the time of their inquiry or application for admission to the program.

Tuition Refund Schedule

A student wishing to withdraw from classes must notify the administration of the School of Health Sciences and the Office of the Registrar by filling out an add/drop form. On approved applications, the [Bursar's refund schedule](#) will apply.

SEMESTER START AND END DATES

The 2020 -2022 academic calendar for M.S. in Applied Behavior Analysis and Advanced Certificate in Behavior Analysis can be found at <https://shs.touro.edu/programs/behavior-analysis/academic-calendar/>. Students should regularly check the site for any calendar changes that have been made.

PROGRAM STRUCTURE / PLANS OF STUDY

The 36-credit master's program is a lockstep program that can be completed in four semesters. The 27 credit post-master's certificate can be completed in three semesters. Courses are offered in Fall, Spring, and Summer semesters.

Required Courses	Credits
PSGN 621: Ethical Considerations in Applied Behavior Analysis	3.0
PSGN 629: Behavior Management and Evidence Based Intervention Strategies	3.0
PSGN 704: Assessment and Intervention in Applied Behavior Analysis	3.0
PSGN 705: Research Methods, Measurement and Experimental Evaluation in Applied Behavior Analysis	3.0
PSGN 706: Topics in Applied Behavior Analysis: Focus on Autism	3.0
PSGN 708: Specific Procedures and Populations in Behavior Analysis	3.0
PSGN 709: Practicum in Behavior Analysis	1.0
PSGN 721: Maintenance of Client Records in Behavior Analysis	2.0
PSGN 722: Issues of Cultural and Ethnic Diversity in Behavior Analysis	3.0
PSGN 723: Functional Behavioral Assessment, Functional Analysis and Direct Observation	3.0
Total Credits:	27.0
Additional Required Courses for Master's	Credits
PSGN 604: Statistics for Behavioral Sciences	3.0
PSGN 626: Developmental Disabilities and Autism	3.0
PSGN 627: Behavioral Interventions in Behavior Analysis	3.0
Total Credits:	9.0

Plan of Study for MS in Applied Behavior Analysis

FALL I	Credits	Prerequisite(s)
PSGN 621: Ethical Considerations in Applied Behavior Analysis	3.0	None
PSGN 629: Behavior Management and Evidence Based Intervention Strategies	3.0	None
PSGN 723: Functional Behavioral Assessment, Functional Analysis, and Direct Observation	3.0	None
Term credit total:	9.0	
SPRING I		
PSGN 704: Assessments and Intervention in Applied Behavior Analysis	3.0	621
PSGN 705: Research Methods, Measurement and Experimental Evaluations in Applied Behavior Analysis	3.0	621
PSGN 722: Issues of Cultural and Ethnic Diversity in Behavior Analysis	3.0	621
Term credit total:	9.0	
FALL II		
PSGN 626: Developmental Disabilities and Autism	3.0	None
PSGN 708: Specific Procedures and Populations in Behavior Analysis	3.0	621, 629, 704, 705, 722
PSGN 706: Topics in Applied Behavior Analysis: Focus on Autism	3.0	621, 629, 704, 705, 722
Term credit total:	9.0	
SPRING II		
PSGN 709: Practicum in Behavior Analysis	1.0	621, 629, 704, 705, 722, NY Mandated Child Abuse
PSGN 721: Maintenance of Client Records in Behavior Analysis	2.0	621, 629, 704, 705, 722
PSGN 627: Behavioral Interventions in Behavior Analysis	3.0	621, 629, 704, 705, 722
PSGN 604: Statistics for Behavioral Sciences	3.0	621, 629, 704, 705, 722, 626
Term credit total:	9.0	
PROGRAM CREDIT TOTAL:	36.0	

PROFESSIONAL CERTIFICATION/LICENSURE

The School of Health Sciences at Touro Applied Behavior Analysis curriculum meets the educational requirements to receive licensure in the state of New York. While 31 other states have passed legislation to regulate behavior analysts, our MS in Applied Behavior Analysis Program and Advanced Certificate in Behavior Analysis programs do not yet meet the requirements for licensure in those states. Please visit the [Behavior Analyst Certification Board \(BACB\) website](#) for a full list of states that have passed legislation to regulate the licensure of behavior analysts.

Our programs are among the first programs in New York State to meet the academic requirements for licensure as a behavior analyst in accordance with Subpart 79-17 of the New York State Commissioner's regulations and our graduates are eligible for LBA licensure. Behavior analysis license applicants must also meet additional requirements as outlined by the [NYS Education Department](#).

The School of Health Sciences at Touro Applied Behavior Analysis curriculum does meet the educational requirements to sit for a certification exam in all 50 states. Accordingly, graduates are eligible to take the Board Certified Behavior Analyst® or Board Certified Assistant Behavior Analyst® examination.

Please note:

Acceptance into the MS in Applied Behavior Analysis Program or Advanced Certificate in Behavior Analysis Program is not a guarantee of licensure. Graduates must meet the requirements and standards of organizations or state licensing bodies.

Some authorities only recently passed laws requiring behavior analysts to be licensed and have not yet implemented an application system. In these cases, links are provided above to the regulatory law. Touro cannot warrant or guarantee the accuracy of the information conveyed in the links above as the information is frequently being updated.

PRACTICUM

Practicum in Behavior Analysis course focuses on students working toward practice competence in areas outlined by the New York State Education Department. The Practicum in Behavior Analysis provides students with opportunities to learn and practice the various roles of a behavior analyst and demonstrate competence as a beginning Behavior Analyst. It is designed to provide prospective clinicians with the opportunity to apply theoretical knowledge, and gain experience under the supervision of a licensed behavior analyst or authorized health care practitioner who currently diagnoses, prescribes, or orders treatment involving applied behavior analysis in his or her professional practice. The main objective is to prepare students to design, deliver, and evaluate individualized behavioral intervention independently. This course will integrate the practicum experiences with didactic course work to provide a meaningful repertoire of behavior analytic skills and to help prepare professionals for the New York State licensing exam in Behavior Analysis.

Students will work closely with an assigned university supervisor and a mentoring professional from their placement sites. The practicum requires on-site supervision and observations. The accompanying practicum seminar allows students to share experiences and knowledge gained in placement sites.

COMPREHENSIVE EXAM

A comprehensive Masters exam is administered twice a year: at the end of May and the end of December. Students become eligible to take the exam after successfully completing PSGN 621, 629, 704, 705, 706, 708, 721, 722 and 723.

REQUIREMENTS FOR COMPLETION OF THE BEHAVIOR ANALYSIS PROGRAMS

(Also see general graduation information)

- A. Program:** The master's program must be completed in the sequence outlined on the plan of study. Students requesting to complete the program in more than 2 years must obtain written permission from the Program Director. The advanced certificate program may be completed on a full-time, 1-year schedule (Fall, Spring, and Summer).
- B. Grade Point Average:** Students must maintain a B (3.0) grade point average in order to remain matriculated in the program.
- C. Comprehensive Exam:** A comprehensive Masters exam is administered twice a year: at the end of May and the end of December. Students become eligible to take the exam after successfully completing PSGN 621, 629, 704, 705, 706, 708, 721, 722 and 723.

Student Professional Behavior: Students must demonstrate professional academic and work characteristics including ethical and professional conduct. The Touro University Academic Integrity Policy can be found at: <https://www.touro.edu/students/policies/academic-integrity/>



DEPARTMENT OF NURSING

Department of Nursing – Bachelor of Science and R.N.-B.S. Degree
Dr. Sandra Russo, PhD, RN Department Chairperson/Program Director

DESCRIPTION OF THE PROFESSION

Nursing is an intellectually stimulating and caring profession. To be effective, the practitioner combines the art of caring with the science of nursing. Nursing focuses not only on particular health problems, but on the whole client and his/her response to treatment. Care of the client and a firm base of scientific knowledge are indispensable to nursing practice. Registered Nurses are licensed professionals with all the requisite professional and legal responsibilities that accompany licensure <https://www.ncsbn.org/14730.htm>. Those responsibilities include practicing according to the professional standards and ethics and within the laws and regulations that apply to the nursing profession. Registered Nurses are responsible for their own professional practice and for the performance and professional behavior of those they supervise and to whom they delegate aspects of nursing care.



PROGRAM DESCRIPTION

The School of Health Sciences offers the following programs in Nursing:

B.S. Program

The Bachelor of Science in Nursing program is designed to respond to professional demands for BS-prepared nurses. A bachelor degree program in nursing provides a foundation in liberal arts and sciences, along with a core health sciences curriculum. Nursing majors are introduced to the full array of nursing career opportunities, and can begin to focus their interests in the second year of the four-year program. This degree may be used for those who wish to progress to the graduate level of education. The Bachelor of Science in Nursing is designed for students who wish to gain the education, experience, and clinical skills needed to pursue New York State RN licensure. Graduates of the program are qualified to take the NCLEX-RN. Our BS Program is offered at our Brooklyn, NY campus. Admits once a year in September.

R.N.-to-B.S. Program

The RN to BS program is for licensed registered nurses who have graduated from accredited associate degree or diploma nursing programs. The nurse graduate can apply those credits towards a Bachelor of Science degree at Touro University. The RN to BS program is designed to strengthen community health and leadership abilities of nurses who already have a foundation in the profession. Students earning this degree are equipped to progress to the graduate level of education. Our RN-BS program is offered at two campuses, Brooklyn, NY and Valhalla, NY on the New York Medical College campus. Admits once a year in September.

MISSION AND PHILOSOPHY

Mission of the Nursing Program

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

Philosophy and Organizing Framework

The Department of Nursing shares the mission and philosophy of the University, which focuses on education, scholarly activity, and service. The Program's philosophy is dedicated to the pursuit of higher learning grounded in the arts, sciences and humanities.

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

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

Education is an interactive experiential process that involves teacher, learner and the environment with an emphasis on student-centered learning. A variety of educational experiences is essential and allows the learner to integrate knowledge and skills while exhibiting professional comportment. The faculty is responsible for facilitating, maintaining, and evaluating the learning process. Learners are expected to be active inquirers, self-directed, and responsible for their own learning and the evaluation of their educational experiences. Learners move from relative dependence to greater independence in preparation for assuming the professional role and promoting growth as a

life-long learner. The curriculum is founded on the philosophical concepts and framework of the Nursing Department and is reviewed each year according to the systematic evaluation plan. This foundation has facilitated learning experience development while providing a platform of stability and consistency across the curriculum. The faculty has retained a broad philosophy and flexible curriculum framework to support and maintain stability and consistency in a changing healthcare field. The selection and sequence of content in the nursing courses range from simple to complex needs. The students are taught to assess their client's needs using the nursing process.

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

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

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

STUDENT LEARNING OUTCOMES

Graduates will be able to:

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

Program Outcomes

1. Seventy percent of students who enter the nursing sequence will complete the program.
2. Graduates will pass the NCLEX-RN on their first attempt at a rate equal to or greater than the New York State NCLEX-RN pass rate for first time candidates.
3. Seventy percent of new graduates who are available for employment will be employed as RNs within one year of graduation.
4. An overall rating of eighty-five percent will be achieved on the graduate satisfaction survey.

ADMISSION REQUIREMENTS AND PROCEDURES

(Also see general admission policies and procedures)

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

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

The completed application and supporting documentation should be submitted as early as possible, since admission is competitive, and decisions are made on a rolling basis.

FOR THE B.S. PROGRAM:

Who Should Apply

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

BS Admission Process

Recommended Coursework

The following high school or college-level coursework is recommended for admission to the nursing program:

- 1 year of Math
- 1 year of Biology
- 1 year of Chemistry

What do we look at in the application?

Applicants to all programs are evaluated based on information in the application and accompanying materials. Of primary importance in determining an applicant's suitability for admission are the high school and/or college academic record and NLN-PAX (National League for Nursing Pre-Entrance Exam) scores.

- Minimum required college GPA of 2.75. For those without college coursework, a minimum required high school cumulative average of 85%
- Required minimum NLN-PAX composite score of 120
- Applicant's character, personality, and contribution to school and community life are also factors considered for admission

Admission to the program is highly competitive and on a selective basis. Meeting minimum requirements does not guarantee admission.

FOR THE R.N.-to-B.S. PROGRAM:

Who Should Apply

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

Admission Process and Requirements

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

Admission Requirements

- A completed application accompanied by the \$50 application fee.
 - Official transcript(s) indicating completion of Diploma or Associate's-level Nursing program*
 - Personal Statement
 - Two letters of recommendation
 - Current licensure as a Registered Nurse in the State of New York or eligibility for licensure endorsement
- *The R.N.-to-B.S. Program is structured so that a minimum of 24 credits of liberal arts courses are needed in transfer from an Associate's degree program. Students with fewer than 24 transfer credits in liberal arts will be required to take additional liberal arts courses during the program.*

FOR the BS and RN to BS PROGRAMS:

Confidentiality

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

Placement Exams

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

Admission Contact Information

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

If a current School of Health Sciences nursing student fails out of the nursing program, regardless of track, they cannot reapply to any other track within the nursing program.

TUITION, FEES AND EXPENSES

Tuition and Fees 2021-2022 Academic Year:

Tuition, per semester (12-18 credits)	\$14,500
Tuition, per credit (less than 12 or more than 18 credits, or for repeated courses)	\$1,210
Program fee, per semester	\$650
Malpractice insurance fee (annually in fall semester)	\$85
Late registration fee	\$50
Graduation fee (with final semester registration only)	\$200
Returned check fee	\$40
Transcript fee	(See "Transcripts")
Technology fee (Fall & Spring only)	\$100

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

Additional fees:

- Upon entering the program: EXXAT account set-up (\$220.00 as of June 2021 for background check, Mandatory Clinical Form Monitoring, and drug test)
- Upon entering the program, and every two years: mandatory BCLS Certification (\$75 - \$80 as of 6/2021)
- When filing for graduation: \$200 to Touro University with "Application for Graduation" by designated due dates

Expenses:

- Textbooks (approximately \$200/semester)
- Transportation costs (varies widely by individual)
- Before first clinical semester: uniforms for use in hospitals, agencies, and skills lab (approximately \$100)
- Before first clinical semester: Prep-U Testing for nursing courses
- Upon graduation: NCLEX-RN Licensure Application (as of 2/2021: \$138)
- Upon graduation: Pearson NCLEX-RN Registration (as of 2/2021: \$200)

SEMESTER START AND END DATES

The 2020-2022 academic calendar for the Department of Nursing can be found at <https://shs.touro.edu/programs/nursing/academic-calendar/>. Students should regularly check the site for any calendar changes that have been made.

RECOMMENDED SEQUENCE OF COURSES FOR THE B.S. PROGRAM

Semester 1	Semester 2
<input type="checkbox"/> LLEN 101: English Composition I (3cr) <input type="checkbox"/> HISN/GHSN: History Course (3cr) <input type="checkbox"/> MATN 111 College Math or MATN 120 Pre-calculus (3cr) <input type="checkbox"/> Elective (3cr) 12 cr	<input type="checkbox"/> LLEN 102: English Composition II (3cr) <input type="checkbox"/> HISN/GHSN: History Course (3cr) <input type="checkbox"/> BIHN 248: Nutrition for Nursing Majors (3cr) <input type="checkbox"/> MATN 261 Statistics for Social Science Majors (3cr) <input type="checkbox"/> Elective (3cr) 15 cr
Semester 3	Semester 4
<input type="checkbox"/> BIHN 120 Human A&P for Nursing I (4cr) <input type="checkbox"/> LLEN/GLLN: Literature (3cr) <input type="checkbox"/> MCON/ GCON: Computer Course (3cr) <input type="checkbox"/> SPLN 101: Fundamentals of Speech (3cr) <input type="checkbox"/> PSYN– Psychology Course (3cr) 16 cr	<input type="checkbox"/> BIHN 122 Human A&P for Nursing II (4cr) <input type="checkbox"/> LLEN/GLLN: Literature (3cr) <input type="checkbox"/> BIHN 229 Applied Microbiology (4cr) <input type="checkbox"/> SASN/GSON: Sociology (3cr) 14 cr
Semester 5 – NUR Semester I (Fall)	Semester 6 – NUR Semester II
<input type="checkbox"/> NURN 110 Fundamentals of Nursing (7cr) <input type="checkbox"/> NURN 320 Introduction to Professional Nursing (2cr) <input type="checkbox"/> BIHN 355 Pathophysiology (3cr) <input type="checkbox"/> NURN 411 Health Assessment and Promotion (4cr) 16 cr	<input type="checkbox"/> BIHN 314 Genetics and Genomics (3cr) <input type="checkbox"/> NURN 130 Pharmacology in Nursing (3cr) <input type="checkbox"/> NURN 200 Medical-Surgical Nursing I (8cr) <input type="checkbox"/> NURN 420: Professional Nursing Practice (3cr) <input type="checkbox"/> HSBN201: Community Service (1) 18 cr
Semester 7 – NUR Semester III	Semester 8 – NUR Semester IV
<input type="checkbox"/> NURN 300 Medical Surgical Nursing II (5cr) <input type="checkbox"/> NURN 330 Mental Health Nursing (5cr) or NURN310 Maternal Child Nursing (5cr) <input type="checkbox"/> NURN 440 Community Health (3cr) <input type="checkbox"/> NURN 450 Nursing Research and Evidence-Based Practice (3cr) 16 cr	<input type="checkbox"/> NURN 301 Medical Surgical Nursing III (5cr) <input type="checkbox"/> NURN 310 Maternal Child Nursing (5cr) or NURN 330 Mental Health Nursing (5cr) <input type="checkbox"/> NURN 410 Populations at Risk (2cr) <input type="checkbox"/> NURN 485 Advanced Leadership (3cr) <input type="checkbox"/> NURN 430 Client Education Across the Lifespan(3cr) 18 cr
Total Credits: 125	

RECOMMENDED SEQUENCE OF COURSES FOR THE RN-BS PROGRAM

Semester 1	Semester 2
<input type="checkbox"/> BIHN 355 Pathophysiology (3cr) <input type="checkbox"/> MATN 111/MATN 120 College Math or Precalculus (3cr) <input type="checkbox"/> NURN 411 Health Assessment and Promotion (3cr) <input type="checkbox"/> NURN 430 Client Education Across the Lifespan (3cr) <input type="checkbox"/> Liberal Arts Elective (3cr) Total semester credits: 15	<input type="checkbox"/> BIHN 314 Genetics and Genomics (3cr) <input type="checkbox"/> MATN 261 Statistics for Social Science Majors (3cr) <input type="checkbox"/> LLEN 102 English Composition 2 (3cr) <input type="checkbox"/> NURN 410 Populations at Risk (2cr) <input type="checkbox"/> NURN 420 Professional Nursing Practice (3cr) <input type="checkbox"/> Liberal Arts Elective (3cr) Total semester credits: 17
Semester 3	Semester 4
<input type="checkbox"/> SASN/GSON Sociology Course (3cr) <input type="checkbox"/> HISN/GHSN History Course (3cr) <input type="checkbox"/> LLEN/GLLN Literature Course (3cr) <input type="checkbox"/> MCON/GCON Computer Course (3cr) <input type="checkbox"/> NURN 440 Community Health Nursing (3cr) Total Semester Credits: 15	<input type="checkbox"/> HISN/GHSN History Course (3cr) <input type="checkbox"/> LLEN/GLLN Literature Course (3cr) <input type="checkbox"/> HSBN 201 Community Service (1cr) <input type="checkbox"/> NURN 450 Nursing Research and Evidence Based Practice (3cr) <input type="checkbox"/> NURN 485 Advanced Leadership (3cr) Total Semester Credits: 13
Total Program Credits: 60 Total Credits for the Bachelor of Science with a major in Nursing: 125 PLEASE NOTE: Students may transfer up to 90 credits (including liberal arts and sciences courses) toward the Bachelor of Science degree in Nursing, with department approval.	

GRADUATION REQUIREMENTS

(Also see general graduation information)

- Students must complete all Nursing courses, BIO 314, and BIO 355 with a grade of B- or higher.*
- Students must achieve a cumulative GPA of 2.65 or higher.
- Students must complete HS 201 (Independent Study-Community Service) according to the requirements of the Department.
- Students must take at least one course in residence at the Manhattan main campus to meet the residency requirement of Touro University.
- During each of the last two semesters of the program, students must meet with their Nursing faculty advisors for graduation conferences to review their progress toward meeting graduation requirements.
- After the graduation conference, the student must complete the "Application for Graduation" and the "Major or Concentration" forms and submit them to the Office of the Registrar by the appropriate deadline, together with the graduation fee.

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

Familiarity with and completion of requirements for graduation are the responsibility of the student. Students are responsible for filing appropriate forms with the Registrar by posted deadlines. Graduates of the program qualify to take the NCLEX-RN which is administered by the states and territories of the United States. Registered Nurses are licensed professionals with all the requisite professional and legal responsibilities that accompany licensure <https://www.ncsbn.org/14730.htm>.

OCCUPATIONAL THERAPY DEPARTMENT

Stephanie Dapice Wong, DPT, PT, OTR/L, CAPS, Department Chairperson and Director, Occupational Therapy Program

Michelle Buccinna, OTD, OTR/L, Director, Long Island campus

Elizabeth Chiariello, Ph.D., OTR/L, Director, Manhattan campus

DESCRIPTION OF THE PROFESSION

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

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

The profession of occupational therapy offers a diverse, interesting, and rewarding career. Occupational therapists work in mental health, pediatrics, gerontology, physical disabilities, and many other areas such as hand rehabilitation, drug and alcohol abuse, and vocational rehabilitation. Career opportunities abound for occupational therapists in hospitals, public and private schools, rehabilitation centers, nursing homes, and home health programs. Experienced therapists also may become private practitioners or choose to work in business and industrial settings. In addition to clinical practice, occupational therapists may choose to become involved in administration, education, or research.



BSHS/MSOT OCCUPATIONAL THERAPY PROGRAM

The Occupational Therapy programs offer a three-year curriculum leading to the dual degrees, Bachelor of Science in Health Sciences (B.S.H.S.) and Master of Science in Occupational Therapy (M.S.O.T.). The program is offered at two campuses:

- Classes begin in February (Spring semester) of each year and are presented in six sequential academic semesters. Fieldwork is incorporated by way of three strategically-placed full-time clinical experiences during the three-year commitment.

EXTENDED-STUDY OPTION

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

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

Note: The extended-study option will be paused during the transition to a new curriculum.

FIELDWORK EXPERIENCE: BSHS/MSOT PROGRAM

Fieldwork experience is an integral part of the student's occupational therapy education at Touro University. It provides students with opportunities for clinical reasoning and reflective practice, to transmit the values and beliefs that enable ethical practice, and to develop professionalism and competence in career responsibilities. Fieldwork is integrated throughout the curriculum and must be completed in the established sequence. Level I fieldwork consists of exposure to the role of occupational therapy practitioners with several populations and is intended as preliminary exposure and exploration opportunities. Time for Level I fieldwork is built into the student's schedule. Level II fieldwork is a full-time placement in a setting under the supervision of an experienced occupational therapist. Level II fieldwork is generally twelve or thirteen weeks full-time in a single site, although special alternative placements may be arranged from time to time. Students on Level II fieldwork develop skills to perform as entering professionals, abiding by the legal, ethical, procedural standards and assigned schedule of the center, the profession, and the school. Students are placed in one of the many facilities and organizations with which Touro has a contract.

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

OCCUPATIONAL THERAPY VISION, MISSION, AND OUTCOMES

Touro University Occupational Therapy Department Vision Statement

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

Touro University Occupational Therapy Department Mission Statement

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

Departmental Outcomes

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

TECHNICAL STANDARDS

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

I. Motor Skills

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

II. Communication Skills

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

III. Intellectual/Conceptual, Integrative and Qualitative Skills

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

IV. Sensory/Observational Skills

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

V. Behavioral/Social Skills and Professionalism

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

ADMISSION REQUIREMENTS AND PROCEDURES

(Also see general admission policies and procedures in this catalog)

Application for Admission

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

Application Deadlines and Important Dates

The Occupational Therapy Department offers the BS/MS Occupational Therapy Program in two New York locations: The Long Island campus in western Suffolk County and the Manhattan Main Campus. There are two separate admission cycles for application, depending on your choice of location. Applications are reviewed as they are received and students are accepted on a rolling basis starting with applications received and verified in June of each year. All new students are expected to attend a full-day orientation, usually held the Thursday in late January or early February prior to the date classes begin.

Admission requirements

Prerequisites:

Satisfactory completion of 60 credits in liberal arts and sciences is required and must include specified prerequisites as listed below. Only coursework completed with a grade of "C" or better can be accepted as prerequisites. No more than 15 prerequisite credits in total, and no more than 4 credits in prerequisite laboratory sciences, may be outstanding at the time of application. All outstanding prerequisites must be scheduled to be completed before the first day of classes at the OT program location where the student will be attending. Science courses completed more than 5 years prior to application cannot be accepted as prerequisites.

SCIENCE PREREQUISITE REQUIREMENTS FOR SPRING 2022 APPLICANTS:

- 4 credits Anatomy and Physiology with lab, for science majors, taken within 5 years of program start date
- 4 additional credits for science majors, with lab, taken within 5 years of program start date. We strongly recommend Anatomy and Physiology II. Chemistry & Physics will also be accepted.

SCIENCE PREREQUISITE REQUIREMENTS FOR FALL 2022 APPLICANTS:

- 8 credits Anatomy and Physiology with lab, for science majors, taken within 5 years of program start date
- 4 additional credits for science majors, with lab, taken within 5 years of program start date. We recommend you take Chemistry, Physics, or Biology.

ADDITIONAL PREREQUISITE REQUIREMENTS FOR ALL APPLICANTS, ALL CYCLES:

- 3 credits Sociology or Cultural Anthropology
- 6 credits English or Communication with a writing component
- 3 credits Statistics (NOT Business Statistics)

- 3 credits General Psychology or Introduction to Psychology
- 3 credits Developmental Psychology/Human Development. Course(s) should address development across the lifespan and may be taken in 1 or more course.
- 3 credits Abnormal Psychology
- Additional credits in liberal arts and sciences to total 60 prerequisite credits (There is a cap of 12 credits per subject area, such as history, that can be counted toward the liberal arts and sciences credits.)

Students with previous occupational therapy experience or courses are not exempt from satisfying all admission requirements and completing all courses in the BS/MS degree program.

Additional requirements:

(Also see general admission requirements)

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

Selection Process

The Occupational Therapy Admissions Committee evaluates applications, selects qualified candidates for an on-campus interview, and makes decisions regarding admission to the program based on a rigorous and competitive review process. Therefore, meeting only minimum requirements cannot guarantee selection for an interview or admission to the program.

Candidates who are selected for an on-campus interview will be asked to produce a spontaneous writing sample during their interview visit.

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

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

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

For information, contact:

Office of Admissions – OT Program
 School of Health Sciences
 Touro University
 225 Eastview Drive
 Central Islip, NY 11722
 (866) TOURO-4-U
Enrollhealth@touro.edu

TUITION, FEES AND EXPENSES

The majority of students attend the OT Program on a full-time basis. This requires a major commitment of both time and resources.

Tuition and Fees 2021-2022 Academic Year:

Full-time tuition per semester (12 or more credits)	\$16,000
Extended study program (per credit fee)	940
Per credit tuition (less than 12 credits, other than extended study)	1,450
Tuition deposit (non-refundable , applied to 1st semester tuition)	1,000
Administrative fee (per semester)	100
Student Activity fee (per year)	350
Clinical rotation fee (per year)	400
Program Equipment fee (incoming students only)	750
Late registration fee	\$50
Graduation fee (with final semester registration only)	\$200
Returned check fee	\$40
Transcript fee	(See “Transcripts”)
Technology fee (Fall & Spring only)	\$100

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

Students should obtain updated tuition and fees information at the time of their inquiry or application for admission to the program.

Students are encouraged to meet with the Financial Aid Counselor early in the application process to plan for the following added expenses:

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

SEMESTER START AND END DATES

The 2020 -2022 academic calendar for Occupational Therapy can be found at <https://shs.touro.edu/programs/occupational-therapy/academic-calendar/>.

Students should regularly check the site for any calendar changes that have been made.

OCCUPATIONAL THERAPY CURRICULUM

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

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

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

Core Curriculum Thread A: The Art and Science of Occupation

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

Core Curriculum Learning Outcomes:

It is intended that graduates will implement occupational therapy practice with the ability to:

- I. Synthesize the science of human occupation with the artistry of occupation as a therapeutic agent of change.
- II. Create opportunities to promote health and justice through participation and engagement in purposeful and meaningful occupation within a variety of contexts and cultures.

Core Curriculum Thread B: Professional Ethics and Responsibilities

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

Core Curriculum Learning Outcomes:

It is intended that graduates will implement occupational therapy practice with the ability to:

- III. Apply ethics and values in keeping with the philosophies and standards of the profession, regulations, and respect for individual dignity and diversity.
- IV. Apply activism, advocacy, and foresight to the varied roles of the occupational therapist in traditional and emerging areas of practice.
- V. Apply effective and sensitive communication, collaboration, and administration strategies with diverse populations, cultures, and professions (including OTA), within various service delivery models, and through a range of media.

Core Curriculum Thread C: Occupational Therapy Theory and Practice

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

Core Curriculum Learning Outcomes:

It is intended that graduates will implement occupational therapy practice with the ability to:

- VI. Apply knowledge, theories, and practice models of occupational therapy to client-centered evaluation, intervention formulation and implementation.
- VII. Apply the knowledge of structure, function, and development of the human body and mind, integrated with the human spirit, to achieve outcomes related to occupational performance with populations that are well and with disabilities.
- VIII. Select, analyze, and adapt preparatory methods, occupations and activities, incorporating therapeutic use of self, to optimize skills for client-centered occupational performance and participation.

Core Curriculum Thread D: Scholarly Practices

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

Core Curriculum Learning Outcomes:

It is intended that graduates will implement occupational therapy practice with the ability to:

- IX. Critically appraise and participate in scholarly activities required for evidence-based practice, program evaluation, quality improvement, and professional development.
- X. Seek out, acquire, and reflect on knowledge and skills to enable lifelong enhancement of learning, professional competence, and quality.

COURSE SEQUENCE

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

The Foundation Level of the OT curriculum (300-level courses)

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

The Skill Development Level of the OT curriculum (400-level courses)

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

The Enrichment Level of the OT curriculum (600-level courses)

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

RECOMMENDED SEQUENCE OF COURSES FOR FULL-TIME ENROLLMENT FOR STUDENTS ENTERING THE PROGRAM UNTIL 2020

FULL TIME COURSE SEQUENCE					
	Semester	COURSE	COURSE CREDIT	CO-REQUISITE COURSE(S)	PRE-REQUISITE(S)
300 level courses	I	OTHN 332 Human Structure and Movement	7		Admission prerequisites
		OTHN 333 Brain, Behavior and Occupation	5		Admission prerequisites
		OTHN 334 Human Movement, Behavior and Occupation Lab	3		Admission prerequisites
		HSBN 390 Neuroscience	4		HS304/305, HS301
	II	OTHN 323 Occupation Across the Lifespan	3		
		OTHN 331 Psychosocial Studies/Group Process II*	3		OT330
		OTHN 335 Substance Abuse Seminar	1		
		HSBN 352 Kinesiology	4		HS304/305, HS301
		OTHN 376 Foundations of Occupational Therapy	3		OT371
		OTHN 380 Professional Journey I	1		
		OTHN 302 Level II fieldwork & Seminar (12 weeks in a psychosocial setting). All other 300 level courses must be successfully completed for clearance to begin FW.	3		<i>*OT331 must immediately precede OT302</i>
Fieldwork	HSBN 440 Human Conditions and Impact on Occupation I	3		OT302	
400 Level Courses	III	OTHN 415 Pediatrics	3	OT470	OT302
		OTHN 460 Prosthetics and Orthotics	3		OT302
		OTHN 470 OT Theory and Practice: Pediatrics	4	OT415	OT302
		OTHN 475 OT Theory and Practice: Physical Disabilities I	3	HS440 (Co- or pre-requisite)	OT302
		OTHN 495 Research Design & Statistics I	2		OT302
		HSBN 441 Human Conditions and Impact on Occupation II	2		OT302, HS440
	IV	HSBN 447 Health Promotion/Patient and Professional Education	2		OT302
		OTHN 405 Gerontology	2		OT302, OT475
		OTHN 465 Rehabilitation Design	2		OT302
		OTHN 476 OT Theory and Practice: Physical Disabilities II*	3	HS441 (co- or pre-requisite)	OT302
		OTHN 480 Professional Journey II	1		OT380
		OTHN 496 Research Design & Statistics II	2		OT495
			OTHN 402 Level II fieldwork and seminar (12 weeks in adult physical disability setting). All other 400 level courses must be successfully completed for clearance to begin FW.	3	
Fieldwork	HSBN 651 Administration/Health Care Delivery	2	OT640	OT402	

600 Level Courses	V	OTHN 640: Current Trends in Occupational Therapy Practice	2	HS651	OT402
		Choice of two **:			OT402
		OTHN 660 Advanced Clinical Neurology	3		
		OTHN 661 Cognitive Rehabilitation	3		
		OTHN 662 Vocational Readiness	3		
		OTHN 663 Advanced Clinical Orthopedics	3		
		OTHN 664 Occupational Therapy Practice in Schools	3		
		OTHN 665 Vision, Perception, and Cognition	3		
		OTHN 670 Advanced Activity Analysis and Synthesis	3		OT402
	OTHN 675 (Manhattan Campus): Advanced OT Theory & Practice ***	3		OT402	
	OTHN 695 Research I	3		OT496, OT402	
	OTHN 649 Graduate Independent Study	1		Dictated by content of course	
	VI (10-week semester)	OTHN 650 Specialty Seminar (select one)**	3		OT402
		Hand Therapy School-Based Gerontology Adult Rehabilitation Pediatrics Pediatric Rehabilitation Developmental Disabilities Adult Psychosocial Rehabilitation Child Psychosocial Rehabilitation Population-Based Practice			
		OTHN 655 Advanced Clinical Reasoning	3		OT402
		OTHN 675 (Long Island Campus): Advanced OT Theory & Practice ***	3		OT402
OTHN 696 Research II		3		OT695	
OTHN 602 Advanced fieldwork elective (8 weeks full-time in elective area). All other 600 level courses must be successfully completed for clearance to begin FW.	2		OT402		
Fieldwork	HSBN 668 Community Service or OTHN 385 Service Learning in Elder Care	1		1 st semester coursework	
OPEN					

* OTHN 331 must immediately precede OTHN 302.

* OTHN 476 must immediately precede OTHN 402.

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

*** OTHN 675 Offered in semester V on the Manhattan campus and in semester VI on the Long Island campus.

Program Totals for BSBS/MSOT FOR STUDENTS ENTERING THE PROGRAM UNTIL 2020	
Total prerequisite credits	60 (minimum)
Total Touro OT undergraduate credits	75
Total Touro OT graduate credits	31
Total credits for Community Service requirement	1
TOTAL CREDITS	167

RECOMMENDED SEQUENCE OF COURSES FOR FULL-TIME ENROLLMENT FOR STUDENTS ENTERING THE PROGRAM 2021 OR LATER

Term 1 (Long Island) Fall, Long Island Campus only*			
Course Number and Title		Credit	R/E* Required or Elective
OTHN332	Human Structure and Movement	4 cr	R
OTHN333	Brain, Behavior and Occupation	5 cr	R
OTHN334	Human Movement, Behavior, and Occupation & Lab	3 cr	R
Term Total		12 cr	

Term 1 (Manhattan); 2 (Long Island) Spring			
Course Number and Title		Credit	R/E *
OTHN310	Fundamentals and Foundation of Occupational Therapy	3 cr	R
OTHN320	Clinical Reasoning about Occupation	3 cr	R
OTHN325	Teaching & Learning in Occupational Therapy	3 cr	R
OTHN390	Professional Development: Introduction to Fieldwork, Communication & Professionalism	3 cr	R
OTHN385	Community Service	1 cr	R
Term Total		13 cr	
*Note: OTHN334 may be offered in Spring Term as needed			

Term 2 (Manhattan) Summer, Manhattan Campus only* (14-weeks)			
Course Number and Title		Credit	R/E*
OTHN332	Human Structure and Movement	4 cr	R
OTHN333	Brain, Behavior and Occupation	5 cr	R
OTHN334	Human Movement, Behavior, and Occupation Lab	3 cr	R
Term Total		12 cr	

Term 3 Fall			
Course Number and Title		Credit	R/E*
OTHN336	Human Conditions and Lifespan Occupations: Behavioral and Mental Health	3 cr	R
OTHN337	Human Conditions and Lifespan Occupation: Physical Health	3 cr	R
OTHN392	Level I Fieldwork – Mental Health	1 cr	R
OTHN604	Lifespan Occupations and Mental Health	3 cr	R
OTHN605	Occupations Analysis & Skills lab - Mental Health	2 cr	R
OTHN651	Introduction to Research, Scholarship, and Evidence-Based Practice	3 cr	R
Term Total		15 cr	

Term 4 Spring			
Course Number and Title		Credit	R/E*
OTHN615	Occupations and Physical Health	3 cr	R
OTHN616	Occupations Analysis & Skills Lab - Physical Health	2 cr	R
OTHN641	Occupations of Children & Adolescents	3 cr	R
OTHN642	Occupations Analysis & Skills Lab – Children & Adolescents	2 cr	R
OTHN643	Occupations of Older Adults	3 cr	R
OTHN644	Occupations Analysis & Skills Lab – Older Adults	1 cr	R
OTHN652	Quantitative Research and Scholarly Mentorship	3 cr	R
		Term Total	17 cr

Term 5 Summer (14-weeks)			
Course Number and Title		Credit	R/E*
OTHN621	Prosthetics and Orthotics	3 cr	R
OTHN622	Orthopedics and Lifespan Occupation	2 cr	R
OTHN645	School-Based Occupational Therapy Practice	2cr	R
OTHN623	Rehabilitation Design Through the Lifespan	2 cr	R
OTHN653	Qualitative Research & Scholarly Mentorship	3 cr	R
OTHN606	Level I Fieldwork (sequence option 2)	1cr	R
		subtotal	12 or 13 cr

Term 6 Fall			
Course Number and Title		Credit	R/E
OTHN624	Health Promotion	3 cr	R
OTHN691A	Level II Fieldwork – Mental Health	Choice of 1; 12 weeks total	R
OTHN692A	Level II Fieldwork – Physical Health		
OTHN693A	Level II Fieldwork – Specialty		
		Term Total	9 cr

Term 7 Spring			
Course Number and Title		Credit	R/E*
OTHN610	Advanced Occupational Therapy Theory and Practice	3 cr	R
OTHN691B	Level II Fieldwork – Mental Health	Choice of 1; 12 weeks total; Must be different practice area from Level II Fieldwork completed in term 6	R
OTHN692B	Level II Fieldwork – Physical Health		
OTHN693B	Level II Fieldwork – Specialty		
		Term Total	9 cr

Capstone Term 8 Summer (14 weeks)			
Course Number and Title		Credit	R/E*
OTHN620	Special Topics: Nontraditional and Emerging Practice	2 cr	R
OTHN625	Management and Leadership in Occupational Therapy Service Provision	3 cr	R
OTHN690	Professional Development II: Capstone Course	2 cr	R
Elective options available			
		Term Total	7 cr
		Newly modified BSHS/MSOT Curriculum Credit Total	95 cr

Program Totals for BSHS/MSOT FOR STUDENTS ENTERING THE PROGRAM 2021 or later	
Total prerequisite credits	60 (minimum)
Total Touro OT undergraduate credits	32
Total Touro OT graduate credits	63*
TOTAL CREDITS	155

*Note: 32 of the 63 Graduate credits apply to both, the graduate and undergraduate degree. The 32 graduate credits that apply to both degrees, provide the students with a broad overview of all practice areas of occupational therapy through the lifespan including mental health, physical health, children, adolescents, and older adults, as well as an introduction to research and scholarship. The 31 graduate credits that apply exclusively to the MS degree dive deeper into specialty focuses within those practice areas of occupational therapy, including prosthetics, orthotics, orthopedics, school-based practice, rehabilitation design, non-traditional and emerging practice, management, leadership, as well as fieldwork, and a capstone project.

CERTIFICATION AND LICENSURE

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

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



PHYSICAL THERAPY DEPARTMENT

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

DOCTOR OF PHYSICAL THERAPY (DPT) PROGRAM

Jill Horbacewicz, PT, Ph.D., Program Director

Robert Troiano, PT, DPT, CHT, Associate Director, Long Island campus

Laura Hagan PT, Ph.D., DPT, MS, Associate Director, Manhattan campus

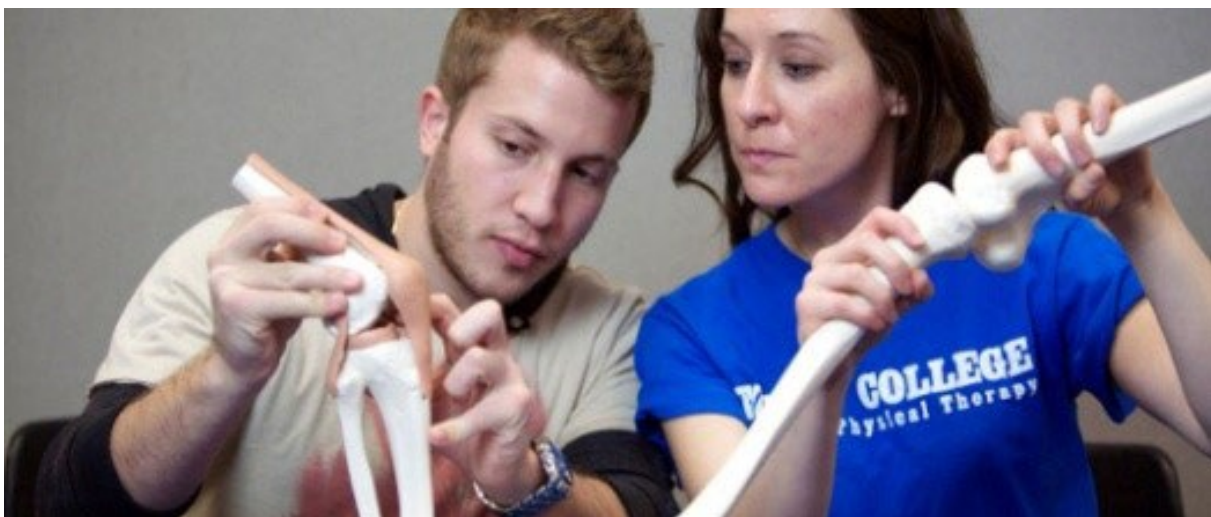
DESCRIPTION OF THE PROFESSION

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

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

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

The American Physical Therapy Association's (APTA) vision statement for the physical therapy profession is "Transforming society by optimizing movement to improve the human experience." (www.apta.org). Physical Therapists are the experts in human movement, and can help improve a person's quality of life and improve the health of society.



PROGRAM DESCRIPTION

The Touro University School of Health Sciences offers a three-year graduate-level program curriculum leading to the dual degrees, Bachelor of Science (BS) in Health Sciences and a Clinical Doctoral degree in Physical Therapy (DPT). The Touro University PT Program was established in 1984, and transitioned to a DPT program in 2005. The DPT program is offered at two campuses—Long Island and Manhattan. Both campuses offer full-time day programs: The Long Island program holds classes Monday through Friday, while the Manhattan program holds its classes Sunday through Thursday. The program begins in the fall of each year and is divided into six academic semesters, including four full-time clinical experiences.

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

ACCREDITATION

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

PHYSICAL THERAPY DEPARTMENT MISSION STATEMENT

In keeping with the mission of Touro University and the School of Health Sciences, and in consideration of the American Physical Therapy Association's mission of physical therapist professional education, the mission of the Doctor of Physical Therapy Program is to:

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

PHYSICAL THERAPY PROGRAM GOALS:

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

PHYSICAL THERAPY FACULTY GOALS:

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

PHYSICAL THERAPY STUDENT GOALS:

1. EMBODY THE CORE VALUES OF THE PHYSICAL THERAPY PROFESSION

Objectives

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

2. DEMONSTRATE THE SKILLS NECESSARY TO PRACTICE AS A SAFE AND COMPETENT ENTRY-LEVEL THERAPIST

Objectives

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

3. DEMONSTRATE A COMMITMENT TO HIS/HER OWN PROFESSIONAL GROWTH

Objectives

- a. Seek opportunities for advancement of knowledge and skills through lifelong learning
- b. Seek opportunities for career advancement and leadership roles

ADMISSION REQUIREMENTS AND PROCEDURES

(Also see general admission policies and procedures)

The Doctor of Physical Therapy program at Touro University participates in the Physical Therapist Centralized Application Service (PTCAS). All applicants must apply online using the PTCAS application. The program has a rolling admission policy, and applicants are encouraged to apply early. For further information regarding application deadlines and procedures, please visit <http://www.ptcas.org/home.aspx>. Entry into the program is in the fall semester only.

Decisions on admission are made by a committee of the faculty based on assessment of the applicant's past academic performance, standardized test scores, references, essay, and commitment to the profession of physical therapy.

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

Specific course prerequisites include:

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

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

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

Other requirements for admission include:

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

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

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

For further information, contact:

Office of Admissions
Touro University School of Health Sciences
225 Eastview Drive
Central Islip, NY 11722
Phone: 866-TOURO-4-U
Fax: 646-495-3880
Email: enrollhealth@touro.edu

TUITION, FEES AND EXPENSES

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

Tuition and Fees 2021-2022 Academic Year

Full-time tuition (12 or more credits), per semester	\$17,250
Per-credit tuition (fewer than 12 credits)	\$1,325
Tuition deposit (non-refundable, applied to year 1 tuition)	\$500
Administrative fee, per semester	\$100
Laboratory fee, per year	\$50
Clinical fee, per semester (years 2 and 3)	\$50
Program Equipment fee (for incoming students only)	\$750
Late registration fee	\$50
Graduation fee (with final semester registration only)	\$200
Returned check fee	\$40
Transcript fee	(See "Transcripts")
Technology fee (Fall & Spring only)	\$100

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

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

SEMESTER START AND END DATES

The 2020-2022 academic calendar for Physical Therapy can be found at <https://shs.touro.edu/programs/doctor-of-physical-therapy/academic-calendar/>. Students should regularly check the site for any calendar changes that have been made.

CURRICULUM

The curriculum combines academic and clinical coursework with an emphasis on critical inquiry, clinical problem-solving, education, professionalism, and cultural competency. Research courses in the last two years of study culminate in the completion of formal academic research studies organized as group projects and mentored by faculty. Students may go on to present their research in local, state, and national forums. The clinical affiliations culminate in a clinical education project. Students are also required to participate in structured community and professional service as part of the curriculum. The DPT Program curriculum is designed to prepare the student to be a leader in any practice area of the physical therapy profession, including clinical practice, research, education, administration, and professional service.

Clinical Education

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

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

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

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

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

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

SECOND YEAR	
Semester III – Summer/Fall	Credits
DPTN 600 Clinical Education Affiliation 1 (6 Weeks)	3
DPTN 602 Basic & Clinical Neurosciences	6
DPTN 603 Physical Therapy Interventions III	2
DPTN 604 Physical Therapy Examination	3
DPTN 605 Research Methods	2
DPTN 606 Cardiopulmonary System Evaluation & Management I	2
DPTN 607 Integument System Evaluation & Management	2
TOTAL	20
Semester IV – Spring	
DPTN 610 Clinical Education Affiliation II (8 weeks)	4
DPTN 612 Musculoskeletal System Evaluation & Management I	6
DPTN 613 Neuromuscular System Evaluation & Management	5.5
DPTN 615 Statistical Applications for Research	2
DPTN 620 Professional Development II/III	2
DPTN 654 Physical Therapy Interventions IV	3
HSBN 668 Independent Study - Community Service	1
TOTAL	23.5
THIRD YEAR	
Semester V – Fall	Credits
DPTN 614 Lifespan – Late Adulthood through End of Life	2
DPTN 616 Integrative Case-Based Recitation II	0.5
DPTN 650 Clinical Education Affiliation III (8 weeks)	4
DPTN 652 Musculoskeletal System Evaluation & Management II	3.5
DPTN 653 Neuromuscular System Evaluation & Management II	4.5
DPTN 655 Research Project	2
DPTN 657 Pharmacology	2
HSBN 667 Administration	3
TOTAL	21.5

Semester VI - Spring	Credits
DPTN 660 Clinical Education Affiliation IV (16 weeks)	8
DPTN 661 Professional Development IV	1
DPTN 662 Cardiopulmonary System Evaluation & Management II	2
DPTN 663 Integrative Case-Based Recitation III: The Complex Patient	2
DPTN 664 Professional Service	1
DPTN 665 Research Seminar	2
Elective	2
TOTAL	18
TOTAL CREDITS IN PROGRAM	121.5

GRADUATION REQUIREMENTS

(Also see general graduation information)

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

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

LICENSURE AND REGISTRATION

Graduates of the DPT Program are eligible to sit for the National Licensing Examination, offered by the Federation of State Boards of Physical Therapy (FSBPT). Graduates can then apply for physical therapy licensure, which is required to practice physical therapy in any state <https://shs.touro.edu/programs/doctor-of-physical-therapy/program-statistics/>.

The program administers a comprehensive test prior to graduation to prepare students for the licensing examination. The program also hosts a review course for the licensing exam. The FSBPT provides information about pass rates and scores (<http://www.fsbpt.org/>).

POST-PROFESSIONAL DOCTOR OF PHYSICAL THERAPY PROGRAM

Frances Corio, PT, Ph.D. OCS, Program Director

ABOUT THE POST-PROFESSIONAL DPT DEGREE (PDPT)

The American Physical Therapy Association describes PDPT as follows:

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

ABOUT THE POST-PROFESSIONAL DPT PROGRAM

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

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

The 30-credit curriculum prepares students for leadership roles in clinical practice, administration, research, and professional service. Students have the opportunity to develop specialized skills in a clinical area, including orthopedic and geriatric physical therapy. All students complete a doctoral research project or case study.



ACCREDITATION

The PDPT program is registered with the New York State Department of Education, Office of the Professions. Graduates of the program receive a Doctor of Physical Therapy degree.

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

MISSION STATEMENT

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

GOALS AND OBJECTIVES

1. The program will provide Physical Therapy practitioners the opportunity to advance their professional degrees.
 - a. Students will be able to complete successfully all requirements of the curriculum leading to a degree.
 - b. Students will be able to acquire leadership skills enhancing their professional status.
2. The program will provide the theoretical and applied expertise to participate in clinical research.
 - a. Students will be able to design and execute a research project.
 - b. Students will be able to assess and critically analyze literature relevant to their topic.
 - c. Students will be able to formulate and present an effective presentation of their research material.
3. The program will develop critical thinking and problem-solving skills in the area of health care administration.
 - a. Students will be able to integrate and apply management principles as they relate to the health setting.
 - b. Students will be able to compare and contrast leadership styles in the management of health.
 - c. Students will be able to identify various components (agencies) relevant to current health care delivery.
4. The program will enhance communication skills and information literacy through evidence-based practice.
 - a. Students will be able to integrate research evidence and clinical expertise into patient care.
 - b. Students will be able to demonstrate skills in the use of technology to locate research evidence.
5. The program will provide the professional student with theories of teaching and learning as they apply to classroom and clinic.
 - a. Students will be able to integrate theories of adult development into teaching methods that address characteristics of learners.
 - b. Students will be able to choose appropriate teaching strategies based on environment and characteristics of the learners.
 - c. Students will be able to integrate information on learning theories, motivation, memory, and learning styles, and apply it to actual teaching situations.
6. The program will enhance clinical expertise.
 - a. Students will be able to critically analyze their clinical skills.
 - b. Students will be able to demonstrate advanced skills in various treatment areas.

ADMISSION REQUIREMENTS AND PROCEDURES
(Also see general admission policies and procedures)

Who Should Apply

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

Admission Requirements

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

Admission Process

The completed School of Health Sciences application and the Supplemental Application for the Post-Professional DPT Program should be mailed to the School of Health Sciences Office of Admissions, 225 Eastview Drive Central Islip, NY 11722.

The following documentation must be included with the application:

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

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

TUITION AND FEES

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

Tuition and Fees 2021-2022 Academic Year

Per-credit tuition	\$800
Portfolio fee	\$1,200
Administrative fee, per semester	\$100
Test-out fee	\$400
Late registration fee	\$50
Graduation fee (with final semester registration only)	\$200
Returned check fee	\$40
Transcript fee	(See “Transcripts”)
Technology fee (Fall & Spring only)	\$100

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

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

Estimated Annual Expenses

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

SEMESTER START AND END DATES

The 2020-2022 academic calendar for Post-Professional Doctor of Physical Therapy can be found at <https://shs.touro.edu/programs/post-professional-dpt/academic-calendar/>. Students should regularly check the site for any calendar changes that have been made.

CURRICULUM OVERVIEW

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

REQUIRED COURSES (19 credits)		
Course	Title	Credits
DPTN 710	Research Methods / Statistics	4
DPTN 715	Principles and Methods of Evidence-Based Practice	1
DPTN 716	Clinical Reflections I	0
DPTN 717	Clinical Reflections II	0
DPTN 718	Clinical Reflections III	0
DPTN 723	Advanced Strategies for Teaching and Learning	1
DPTN 724	Advanced Teaching and Learning: Clinical Instructor (CI) Credentialing	1
DPTN 725	Management and Health Care Delivery	1
DPTN 730	Management II: Physical Therapy in Private Practice	1
DPTN 740	Professional Service	1
DPTN 745	Ethics in Physical Therapy Practice	1
DPTN 750	Clinical Medicine	2
DPTN 760	Anatomic Basis for Differential Diagnosis of Somatic Dysfunction	1
DPTN 763	Fundamentals of Diagnostic Imaging	1
DPTN 795	Doctoral Project I	2
DPTN 796	Doctoral Project II	2
AREAS OF ELECTIVE CONCENTRATION (11 credits in total)		
General		
APTN 812	Advances in Prosthetics and Orthotics	1
APTN 832	Advanced Treatment of the Hand	1
APTN 858	Independent Study	1 or 2
DPTN 719	Clinical Reflections IV	0
DPTN 734	Integration of Modalities into Clinical Decision-Making	1
DPTN 736	Clinical Reflections V	0
DPTN 739	Wellness	1
DPTN 769	Physical Therapy Practicum	2

DPTN 771	The Psychology of Aging	2
DPTN 774	Documentation Essentials for Physical Therapists	1
DPTN 781	Motor Science and Motor Learning: Implication for Physical Therapy	2
DPTN 782	Treatment of the Patient with Chronic Pain	2
DPTN 794	Management and Treatment Following a Diagnosis of Parkinson's Disease	1
DPTN 798	Treatment and Prevention of Wounds	1
DPTN 799	Management and Treatment of the Hemiplegic Patient	1 or 2
DPTN 800	Essentials of Physical Therapy	1
Orthopedics		
DPTN 761	Spinal Stabilization Training	2
DPTN 762	Treatment of Lumbar / Pelvic Dysfunction	2
DPTN 764	Advanced Skills in Extremity Treatment I	2
DPTN 765	Back Education Training	2
DPTN 766	Functional Mobilization I	2
DPTN 767	Foot and Ankle	2
DPTN 768	Treatment of Cervical / Thoracic Dysfunction	2
DPTN 777	Sports Physical Therapy	1
DPTN 780	Proprioceptive Neuromuscular Facilitation (PNF)	2
PTRN 730	Advanced Skills in Extremity Treatment II	1
Geriatrics		
DPTN 772	Geriatrics I: Physiology of Aging & Clinical Implications	2
DPTN 773	Geriatrics II: Special Topics in Geriatrics	2
DPTN 775	Geriatrics III: Geriatric Nutrition for Physical Therapists in Clinical Practice	1
DPTN 778	Geriatric Balance	1
DPTN 779	Geriatric Physical Therapy Practice	1
DPTN 797	Geriatric Rehabilitation	1
DPTN 801	Evaluation and Treatment of the Geriatric Patient	2
TOTAL CREDITS IN PROGRAM		30

REQUIREMENTS FOR GRADUATION

(Also see general graduation information)

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

ORTHOPEDIC PHYSICAL THERAPY RESIDENCY PROGRAM

The American Physical Therapy Association describes clinical residencies as follows:

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

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

The program features:

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



ABOUT THE OPTR PROGRAM

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

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

ACCREDITATION

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

MISSION STATEMENT

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

GOALS AND OBJECTIVES

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

The objectives of the residency program (OPTR) are:

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

ADMISSION REQUIREMENTS AND PROCEDURES

(Also see general admission policies and procedures)

Requirements for Admission

Graduates of APTA-accredited programs in Physical Therapy may apply to the program. Applicants must be eligible for and obtain licensure as a physical therapist in the state in which they will do their clinical residency. Recent physical therapy graduates, as well as experienced clinicians, are encouraged to apply. <https://shs.touro.edu/programs/doctor-of-physical-therapy/program-statistics/>

Admission Process

All applications are submitted through the RF-PTCAS. The application link can be found on the OPTR website (<https://shs.touro.edu/programs/orthopedic-pt-residency/admissions/>).

The following documentation must be included with the application:

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

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

TUITION AND FEES

Students are admitted to the program on a part-time basis and pay a per-credit fee.

Tuition and Fees 2021-2022 Academic Year:

Per credit tuition	\$800
Administrative fee, per semester	\$100
"Testing-out" fee (see Recommended Sequence of Courses)	\$400
Late registration fee	\$50
Graduation fee (with final semester registration only)	\$200
Returned check fee	\$40
Transcript fee	(See "Transcripts")
Technology fee (Fall & Spring only)	\$100

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

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

Estimated Additional Expenses

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

SEMESTER START AND END DATES

The 2020 -2022 academic calendar for The Orthopedic Physical Therapy Residency Program can be found at <https://shs.touro.edu/programs/orthopedic-pt-residency/academic-calendar/>. Students should regularly check the site for any calendar changes that have been made.

CURRICULUM

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

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

RECOMMENDED SEQUENCE OF COURSES*

Fall Semester (September - January)

DPTN 762 Treatment of Lumbar/Pelvic Dysfunction.....	2 credits
DPTN 763 Fundamentals of Diagnostic Imaging.....	1 credit
DPTN 764 Advanced Skills in Extremity Treatment I	2 credits
DPTN 766 Functional Mobilization I	2 credits
OR PTRN 737 Integrated Orthopedics: Theory and Practice	2 credits
PTRN 729 Differential Diagnosis in Orthopedics	1 credit

Spring Semester (February – June)

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

Summer Semester (July–August)

PTRN 733 Orthopedic Clinical Residency..... 1 credit

OR

PTRN 734 Orthopedic Clinical Residency I..... 0.5 credit

PTRN 735 Orthopedic Clinical Residency II0.5 credit

TOTAL CREDITS IN PROGRAM..... 18 CREDITS

***PLEASE NOTE:** Students who have taken a Continuing Education course identical to any one of the six 2-credit courses offered have the opportunity, for a fee, to “test out” of *one* of those courses by taking a challenge exam administered by the program. (Also see Tuition and Fees on p. 105.)

COMPLETION CRITERIA

To qualify for a Certificate of Completion of the Orthopedic Physical Therapy Residency Program, a student must:

1. Successfully complete all courses required by the OPTR curriculum
2. Achieve a grade of B- or better in all courses
3. Comply with a Code of Professional Behavior
4. Comply with affiliation criteria

APPLICATION FOR CERTIFICATION

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

PHYSICIAN ASSISTANT DEPARTMENT

Joseph Faiella-Tommasino, Ph.D., PA-C, FACC. Vice President PA Program Development and Operations, Department Chairperson

Mary G. Flanagan-Kundle, M.S., PA-C. Department Co-Chairperson, Chair Remediation and Assessment

Zhanna Roit, M.D., Medical Director, Long Island campus/ Nassau University Medical Center Extension Center

Zachary Gerut, M.D., Medical Director, Manhattan campus

Kenneth Steier, DO., MBA., MPH., MHA., MGH., Medical Director, Middletown Campus

Daleo, Joseph, MPAS., PA-C. Director of Clinical Operations

Michael Weber, MPAS., PA-C. Director of Remediation and Academic Development

LONG ISLAND CAMPUS/

NASSAU UNIVERSITY MEDICAL CENTER (NUMC) EXTENSION CENTER PHYSICIAN ASSISTANT PROGRAM

Matthew Tommasino M.S., PA-C. Program Director

MANHATTAN CAMPUS PHYSICIAN ASSISTANT PROGRAM

Paula Boyle MS., PA-C. Program Director

MIDDLETOWN PHYSICIAN ASSISTANT PROGRAM

Patti Hee, MPH., PA-C. Program Director

DESCRIPTION OF THE PROFESSION

Physician assistants are academically and clinically prepared to provide health care services as a member of collaborative health care teams. PAs make clinical decisions and provide a broad range of diagnostic, therapeutic, preventive, and health maintenance services. The clinical role of PAs includes primary and specialty care in medical and surgical practice settings. PA practice is centered on patient care and may include educational, research, and administrative activities. The clinical role of PAs includes primary and specialty care in medical and surgical practice settings. PA practice is centered on patient care and may include educational, research, and administrative activities.

The role of the PA demands intelligence, sound judgment, intellectual honesty, appropriate interpersonal skills, and the capacity to react to emergencies in a calm and reasoned manner. An attitude of respect for self and others, adherence to the concepts of privilege and confidentiality in communicating with patients, and a commitment to the patient's welfare are essential attributes of the graduate PA. The professional curriculum for PA education includes basic medical, behavioral, and social sciences; introduction to clinical medicine and patient assessment; supervised clinical practice; and health policy and professional practice issues. (<http://www.arc-pa.org/about/pas/>)

Physician Assistants are health care professionals licensed to practice medicine in collaboration with physicians. Physician Assistants are qualified by graduation from an accredited Physician Assistant educational program and certification by the National Commission on Certification of Physician Assistants (NCCPA). Within the physician/PA relationship, Physician Assistants exercise autonomy in medical decision making and provide a broad range of diagnostic and therapeutic services. The clinical role of Physician Assistants includes primary and specialty care in medical and surgical practice settings in rural and urban areas. Physician Assistant practice is centered on patient care and may include educational, research and administrative activities.

The Physician Assistant is generally responsible for the following duties:

1. Eliciting a detailed and accurate medical history, performing a complete physical examination and recording all pertinent data and development of a treatment plan.
2. Utilize critical thinking skills in patient evaluation with analytical interpretation of health care information including pertinent labs and diagnostic data.

3. Performing therapeutic procedures, including injections, immunizations, wound care, suturing, incision and drainage of superficial infections, insertion of nasogastric and bladder catheters, cast application and providing follow-up care for simple fractures.
4. Counseling patients regarding physical and mental health, as well as providing patient information on diet, health promotion, disease prevention, normal growth and development, and family planning.
5. Assisting the physician in inpatient settings by performing patient rounds, recording patients' progress notes, and determining and implementing therapeutic treatment plans.
6. Generate appropriate referrals to specialists, therapists, social workers, other members of the health care team and provide information on community resources where indicated
7. Facilitating the appropriate referral of patients and maintaining awareness of existing health delivery systems and social welfare resources.
8. Demonstrate professional behavior in all encounters to the highest ethical and legal standards.
9. Formulate an appropriate therapeutic management plan that uses evidence-based medicine and problem base-learning for patient care across the life span for emergent, acute, chronic and ongoing conditions.

The role of the PA demands intelligence, sound judgment, intellectual honesty, the ability to react to emergencies in a calm and reasoned manner, the ability to function autonomously, and a firm commitment to continuing education. An attitude of respect for others and self, adherence to the concepts of privacy and confidentiality in communicating with patients, and a commitment to the patient's welfare are essential PA attributes.

ACCREDITATION AND REGISTRATION

The Touro University Physician Assistant programs are accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA), and are registered by the New York State Education Department.

Long Island and NUMC Extension Center

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

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

Manhattan

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

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

TECHNICAL STANDARDS

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

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

Required mental and physical abilities fall into five major categories: sensory, communication, motor, intellectual, and behavioral/social. (A3.13e)

1. **Sensory:** PA students must have sufficient visual and auditory ability to observe in lecture-learner, laboratory and patient care settings. Sensory skills required in the performance of complete physical examinations utilizing inspection, percussion, palpation and auscultation include adequate vision, hearing, smell and tactile sensation. All senses must be sufficient to observe a patient’s condition and elicit information through history and physical examination.
2. **Motor:** Sufficient physical stamina is required to complete the rigorous didactic and clinical portions of the program. The didactic phase of the program requires extended sitting, in contrast to the clinical phase which requires extended standing and moving about various clinical facilities. PA students must be able, with or without accommodation, to elicit information from patients and perform a physical examination. In addition, they must be able to perform therapeutic and diagnostic procedures in addition to negotiating various health care environments, such as outpatient facilities, laboratories and hospitals. Students must have sufficient motor function to execute movement’s essential to provide general and emergency care to patients. Some examples of emergency care reasonably required of physician assistants is cardiopulmonary resuscitation, administration of intravenous medication, the application of pressure to stop bleeding, the opening of obstructed airways, the suturing of simple wounds, the handling of surgical instruments and the performance of basic obstetrical maneuvers. Additionally, the ability to use the electronic medical record as well as take the national physician assistant certification examination which does not offer paper testing necessitate that students are able, with or without reasonable accommodations, to use computer and other electronic devices.
3. **Communication:** PA students must be able to read, understand, write and speak English for effective and efficient classroom and laboratory communication. PA students must be able to record and communicate information in a timely, effective and sensitive manner to patients and other members of the health care team. Effective communication needs to be clear and unambiguous. Communication includes face to face contact, reading, legible writing and completion of electronic medical records in a timely manner. While eliciting information from patients, the student must be able to identify and describe changes in mood, activity and posture and perceive nonverbal communication.
4. **Intellectual:** PA students must be able to sustain attention, calculate, reason, analyze, assimilate, and recall technically detailed and complex information. Correlating information and problem-solving to arrive at a reasonable clinical conclusion in a timely fashion is a basic tenet of clinical practice. Students must be able to learn through a variety of teaching modalities including classroom instruction, small group and collaborative activities, simulated and clinical environments. With rapidly expanding avenues of clinical information, the ability to extract valid, useful and relevant information from the medical literature is also required to formulate accurate diagnoses and treatment plans. In addition, students should be able to comprehend three-dimensional relationships and understand the spatial relationships of structures.

5. Behavioral and Social Attributes: PA students must be able to relate and perform professionally in all aspects of PA training and in the clinical environment with patients and other members of the health care team. Students must possess emotional health and maturity for full utilization of intellectual abilities. They need to exercise good judgement, empathy, integrity and honesty in all academic settings and possess sufficient interpersonal skills to develop mature, effective, compassionate and respectful relationships with peers, patients, patient families and caregivers and all member of the health care team. Students must be able to tolerate physically taxing workloads, changing environments and rotating schedules. They must display flexibility and learn to function in the face of uncertainties inherent in the practice of medicine. Students should take responsibility for their own learning and recognize insufficiencies in knowledge or skills and seek assistance as they strive for excellence. Students are expected to accept suggestions and criticisms and respond by appropriate modification of behavior.

CERTIFICATION AND LICENSURE

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

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

DESCRIPTION OF THE PROGRAMS

The **LONG ISLAND CAMPUS PHYSICIAN ASSISTANT PROGRAM**, like the PA profession itself, was developed in response to a shortage of providers in primary health care, with a mandate to educate students to provide primary health care services in medically under-represented areas. The subsequent establishment of the Extension Center affiliated with the Nassau University Medical Center located in East Meadow increased access to PA education for individuals from the metropolitan New York area.

The **Long Island and NUMC extension center** are equivalent programs whose curriculum is designed to educate students to function as Physician Assistants delivering high quality health care to all patient populations. Students at the extension center take a portion of their classes at the Long Island Campus.

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

The program consists of 7-semesters over 28-months, including 14-15-week summer sessions, and the program is a lockstep curriculum. All students must complete the same coursework throughout the 28 months regardless of past degrees. No student can be exempted from any coursework.

The first 12 months, divided into three consecutive semesters, are devoted to didactic work in the basic sciences, medicine, behavioral sciences, and research methodologies. The clinical phase is divided into four consecutive semesters over 16 months, during which students are provided with supervised clinical practice experiences through nine rotations, each lasting five weeks, at clinical sites such as hospitals, clinics, and private practices. During this clinical phase, students also complete didactic graduate coursework and a required master's research project. The

seventh semester includes graduate coursework, a culminating semester elective, and completion of a capstone Master's project and preparation for the Physician Assistant National Certification Exam (PANCE).

The program provides a nurturing learning environment, and stresses the importance of continuing medical education.

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

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

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

The final culminating semester includes graduate coursework, an elective and completion of a capstone Master's project and preparation for the Physician Assistant National Certification Exam (PANCE).

LONG ISLAND CAMPUS/NASSAU UNIVERSITY MEDICAL CENTER PHYSICIAN ASSISTANT PROGRAM **Matthew Tommasino, M.S., PA-C. Program Director**

MISSION OF THE PHYSICIAN ASSISTANT PROGRAM

The mission of the Physician Assistant Programs is to educate capable students from diverse backgrounds to meet the challenges of practicing medicine in collaboration with physicians and other members of the health care team. The curricula are formulated to sensitize the student to diverse populations and the complexities of healthcare delivery that influence patients and their families. Students engage in community service to foster effective communication, compassion and dedication. We encourage research and create life-long learners trained to utilize evidence to deliver safe, effective patient- centered care to patients and their communities.

PROMGRAM GOALS

- Recruit capable applicants for PA education who will provide healthcare services as part of the healthcare team.
- Deliver a quality educational experience that provides students with knowledge and skills for employment and entry into clinical practice.
- Engage all students in community outreach activity to foster community service.
- Encourage and prepare students to provide medical care to patients from diverse and underserved populations.
- Foster research and the application of evidence-based scientific information to improve patient-centered care and promote life-long learning.
- Provide students with the requisite knowledge to pass the PANCE and have a Five-Year First-Time Taker average PANCE pass rate that is within 5% of the national average.

COMPETENCIES

INTRODUCTION

In 2004, the National Commission on Certification of Physician Assistants (NCCPA), the Accreditation Review Commission for Education of the Physician Assistant (ARC-PA), Physician Assistant Education Association (PAEA), and the American Academy of Physician Assistants (AAPA), defined Physician Assistant competencies. The document was reviewed and revised in 2012.

Between 2003-2004, the National Commission on Certification of Physician Assistants (NCCPA) led an effort with three other national PA organizations (Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), American Academy of Physician Assistants (AAPA), and Physician Assistant Education Association (PAEA) - formerly Association of Physician Assistant Programs (APAP)) to define PA competencies in response to similar efforts conducted within other health care professions and the growing demand for accountability and assessment in clinical practice. The resultant document, Competencies for the Physician Assistant Profession, provided a foundation from which physician assistant organizations and individual physician assistants could chart a course for advancing the competencies of the PA profession. This document was updated in 2012 and then approved in its current form by the same four organizations. (<https://www.aapa.org/wp-content/uploads/2017/02/PA-Competencies-updated.pdf>.)

This document, Competencies for the Physician Assistant Profession, is the foundation from which each of those four organizations and individual Physician Assistants can acquire and maintain throughout their careers. This document serves as a map for the individual PA student that is committed to completing the educational process needed to enter the PA profession.

Professional competencies for Physician Assistant students include the effective and appropriate application of medical knowledge, communication skills, patient care, professionalism, as well as an unwavering commitment to continual learning, professional growth and the physician-PA team. The following are the adopted expected competencies for our Physician Assistant Students and Graduates.

1. MEDICAL KNOWLEDGE

Medical knowledge includes the synthesis of pathophysiology, patient presentation, differential diagnosis, patient management, surgical principles, health promotion, and disease prevention. Physician assistants must demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care in their area of practice. In addition, physician assistants are expected to demonstrate an investigative and analytic thinking approach to clinical situations. Physician assistants are expected to understand, evaluate, and apply the following to clinical scenarios:

- evidence-based medicine
- scientific principles related to patient care
- etiologies, risk factors, underlying pathologic process, and epidemiology for medical conditions
- signs and symptoms of medical and surgical conditions
- appropriate diagnostic studies
- management of general medical and surgical conditions to include pharmacologic and other treatment modalities
- interventions for prevention of disease and health promotion/maintenance
- screening methods to detect conditions in an asymptomatic individual
- history and physical findings and diagnostic studies to formulate differential diagnoses

2. INTERPERSONAL & COMMUNICATIONS SKILLS

Interpersonal and communication skills encompass the verbal, nonverbal, written, and electronic exchange of information. Physician assistants must demonstrate interpersonal and communication skills that result in effective information exchange with patients, patients' families, physicians, professional associates, and other individuals within the health care system. Physician assistants are expected to:

- create and sustain a therapeutic and ethically sound relationship with patients

- use effective communication skills to elicit and provide information
- adapt communication style and messages to the context of the interaction
- work effectively with physicians and other health care professionals as a member or leader of a health care team or other professional group
- demonstrate emotional resilience and stability, adaptability, flexibility, and tolerance of ambiguity and anxiety
- accurately and adequately document information regarding care for medical, legal, quality, and financial purposes

3. PATIENT CARE

Patient care includes patient- and setting-specific assessment, evaluation, and management. Physician assistants must demonstrate care that is effective, safe, high quality, and equitable. Physician assistants are expected to:

- work effectively with physicians and other health care professionals to provide patient-centered care
- demonstrate compassionate and respectful behaviors when interacting with patients and their families
- obtain essential and accurate information about their patients
- make decisions about diagnostic and therapeutic interventions based on patient information and preferences, current scientific evidence, and informed clinical judgment
- develop and implement patient management plans
- counsel and educate patients and their families
- perform medical and surgical procedures essential to their area of practice
- provide health care services and education aimed at disease prevention and health maintenance
- use information technology to support patient care decisions and patient education

4. PROFESSIONALISM

Professionalism is the expression of positive values and ideals as care is delivered. Foremost, it involves prioritizing the interests of those being served above one's own. Physician assistants must acknowledge their professional and personal limitations. Professionalism also requires that PAs practice without impairment from substance abuse, cognitive deficiency or mental illness. Physician assistants must demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population, and adherence to legal and regulatory requirements. Physician assistants are expected to demonstrate:

- understanding of legal and regulatory requirements, as well as the appropriate role of the physician assistant
- professional relationships with physician supervisors and other health care providers
- respect, compassion, and integrity
- accountability to patients, society, and the profession
- commitment to excellence and on-going professional development
- commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices
- sensitivity and responsiveness to patients' culture, age, gender, and abilities
- self-reflection, critical curiosity, and initiative
- healthy behaviors and life balance
- commitment to the education of students and other health care professionals

5. PRACTICE-BASED LEARNING & IMPROVEMENT

Practice-based learning and improvement includes the processes through which physician assistants engage in critical analysis of their own practice experience, the medical literature, and other information resources for the purposes of self- and practice-improvement. Physician assistants must be able to assess, evaluate, and improve their patient care practices. Physician assistants are expected to:

- analyze practice experience and perform practice-based improvement activities using a systematic methodology in concert with other members of the health care delivery team
- locate, appraise, and integrate evidence from scientific studies related to their patients' health
- apply knowledge of study designs and statistical methods to the appraisal of clinical literature and other information on diagnostic and therapeutic effectiveness

- utilize information technology to manage information, access medical information, and support their own education
- recognize and appropriately address personal biases, gaps in medical knowledge, and physical limitations in themselves and others

6. SYSTEMS-BASED PRACTICE

Systems-based practice encompasses the societal, organizational, and economic environments in which health care is delivered. Physician assistants must demonstrate an awareness of and responsiveness to the larger system of health care to provide patient care that balances quality and cost, while maintaining the primacy of the individual patient. PAs should work to improve the health care system of which their practices are a part. Physician assistants are expected to:

- effectively interact with different types of medical practice and delivery systems
- understand the funding sources and payment systems that provide coverage for patient care and use the systems effectively
- practice cost-effective health care and resource allocation that does not compromise quality of care
- advocate for quality patient care and assist patients in dealing with system complexities
- partner with supervising physicians, health care managers, and other health care providers to assess, coordinate, and improve the delivery and effectiveness of health care and patient outcomes
- accept responsibility for promoting a safe environment for patient care and recognizing and correcting systems-based factors that negatively impact patient care
- apply medical information and clinical data systems to provide effective, efficient patient care
- recognize and appropriately address system biases that contribute to health care disparities
- apply the concepts of population health to patient care

Adopted 2012 by ARC-PA, AAPA, NCCPA, and PAEA

<https://www.aapa.org/wp-content/uploads/2017/02/PA-Competencies-updated.pdf>

To review the competency standards as set forth by the National Commission for Certification of Physician Assistants (NCCPA); Accreditation Review Commission for Education of Physician Assistant (ARC-PA); American Academy of Physician Assistants (AAPA) and the Physician Assistant Education Association (PAEA) please refer to the web address: <https://www.aapa.org/wp-content/uploads/2017/02/PA-Competencies-updated.pdf>

WHO SHOULD APPLY

Applicants to the PA Program should have a desire to practice medicine and to provide health care with compassion and empathy to patients of diverse ethnic, cultural, and religious backgrounds. Applicants should be comfortable with the concept of the PA as a member of the healthcare team, a role that demands intelligence, sound judgment, intellectual honesty, and the ability to relate to people.

Applicants to the BS/MS Physician Assistant Program must, by the time of enrollment, have completed a minimum of 90 college credits that include specific prerequisite coursework, as described in the Admission Requirements and Procedures section below.

Some factors to consider are the following:

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

ADMISSION REQUIREMENTS AND PROCEDURES

The Long Island Campus / NUMC Physician Assistant Program participate in the Central Application Service for Physician Assistants (CASPA). Applicants must complete the online application at:

<https://caspa.liaisoncas.com/applicant-ux/#/login>.

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

Deadlines for receipt of the application and all accompanying documentation:

- Spring-start classes at the NUMC extension - October 1st of every year
- Fall-start classes at the Long Island campus – January 15th of every year

The following are required for consideration for admission:

- Completed and verified CASPA application must include the following:
 - A written personal statement (see CASPA application for guidelines)
 - 3 letters of recommendation (one must be from a physician assistant)
 - Documentation of a minimum of 200 hours of direct patient contact health care experience, either volunteer or paid (patient contact form can be found in CASPA under "Documents" section).
 - PA shadowing is recommended but not required (documentation forms can be found in the Supplemental Application on CASPA).

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

Distribution of 52 credits of specific prerequisites:

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

* Advanced Placement courses taken in high school must have scores of 4 or 5 to transfer.

**Applicants who completed two Anatomy & Physiology courses for less than a total of 8 credits must satisfy the credit requirement by completing an additional elective in Biology or Chemistry.

+ Applicants must provide catalog descriptions for English courses not taught by an English department (e.g. through a core curriculum or honors program).

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

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

- Quality and content of the personal statement
- Strength of recommendations (minimum of three letters)
- Strength of academic history
- Cumulative GPA
- Science GPA
- Nature and extent of health care experiences
- Leadership skills/experiences

Based on this evaluation, selected applicants are invited for an interview, at which time they are assessed with regard to their understanding of the PA role, their motivation, maturity, intellectual qualities, insights, and interpersonal skills. Interviews are conducted in person but may be remote depending on circumstances.

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

Admissions Appeals

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

For information, please contact:

Physician Assistant Program/ Office of Admissions
 Touro University School of Health Sciences
 225 Eastview Drive
 Central Islip, NY 11722
 Phone: 866-TOURO-4-U
Enroll.health@touro.edu

TUITION, FEES AND EXPENSES

Students are admitted to the program on a full-time basis. This requires a major commitment of both time and resources. Estimated total program cost, based on tuition and fees for the 2021- 2022 academic year, would be \$133,500 for new enrolled students. For a list of fees which have been incorporated in the tuition per semester cost, please see below.

Tuition and fees 2021-2022 Academic Year

Full-time tuition for new and current enrolled students, per semester (Fall, Spring, Summer)	\$ 19,290
Technology Fee (Per Fall & Spring Semesters)	\$100
Tuition deposit (non-refundable, applied to 1 st semester tuition)	\$1,500

List of Fees Incorporated in Tuition for 21-22 Academic Year

Administrative fee, per semester (Fall, Spring, Summer)	\$100
Malpractice insurance fee, per semester (Fall, Spring, Summer)	\$30
Laboratory fee, per semester (Fall, Spring, Summer)	\$650
Clinical Site fee, per semester (Fall, Spring, Summer)	\$1750
Occupational Medicine fee, per semester (Fall, Spring, Summer)	\$145
Membership fee, per semester (Fall and Spring)	\$75

Other fees- 2021-2022 Academic Year

Per-credit tuition (for repeated courses)	\$1,380
Late payment fee (monthly unless enrolled in payment plan)	\$100
Stop payment fee	\$50
Late registration fee	\$50
Returned check fee	\$40
Transcript fee	(See "Transcripts")

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

Professional Expenses

Personal expenses for books, travel, housing, food, uniforms, supplies, and other items vary greatly from individual to individual. All students are required to carry health insurance and [have a laptop](#). Students are encouraged to meet with a financial aid counselor early in the application process to plan for these expenses.

A breakdown of estimated professional expenses is as follows:

Medical supplies (including lab coat)	\$975 (1 st semester)
Books	\$2,500 (total of 2 years)
Laptop (with recommended specs)	\$1500 (total of 2 years)

SEMESTER START/END DATES

The 2021 -2022 academic calendar for Physician Assistant Department - Long Island Campus and NUMC can be found at <https://shs.touro.edu/programs/physician-assistant/physician-assistant-long-island/academic-calendar/>. Students should regularly check the site for any calendar changes that have been made.

CURRICULUM

The first 12 months, divided into three consecutive semesters, are devoted to didactic work in the basic sciences, medicine, behavioral sciences, and research methodologies.

The [clinical phase](#) is divided into three semesters over 16 months, which consists of three clinical semesters and one culminating semester. During this phase, students are provided with supervised clinical practice experiences through nine rotations, each lasting five weeks at clinical sites such as hospitals, clinics, and private practices. The culminating semester also includes PANCE preparation, an elective course, didactic graduate coursework, a required master's research project, and community service.

RECOMMENDED SEQUENCE OF COURSES, DIDACTIC PHASE SEMESTER I		Credits
PAMN 411	Physiology	4
PAMN 419	Introduction to Pharmacology	1
PAMN 422	Medical Microbiology/Immunology	3
PAMN 423	Psychosocial/Cultural Aspects of Health Care & the PA Role	3
PAMN 431	PA Physical Diagnosis I Lecture	3
PAMN 431L	PA Physical Diagnosis I Lab	1
PAMN 432	Clinical Molecular Mechanism of Disease	2
PAMN 434	Clinical Human Anatomy Lecture	3
PAMN 434L	Clinical Human Anatomy Lab (offered at Long Island campus only)	1
	TOTAL	21
SEMESTER II		
PAMN 421	Pharmacology	3
PAMN 427	Patho-Physiology	2
PAMN 428	Clinical Procedures and Diagnostic Modalities	2
PAMN 429L	Advanced Physical Diagnosis II Lecture/Lab – H&Ps	3
PAMN 430	OB/GYN Note: Students enrolled in the NUMC program take this course in the third semester.	2
PAMN 610	Pediatrics	2
PAMN 619	Introduction to Surgery	1
MPAN 670	Clinical Medicine I	4
MPAN 671	Clinical Medicine II	3
	TOTAL	22
SEMESTER III		
PAMN 623	General Surgery	3
PAMN 630	Geriatrics	1
PAMN 634	Emergency Medicine	1
MPAN 645	Health Science Epidemiology & Biostatistics	2
MPAN 646	Medical Research Methods & Literature Review	3
MPAN 672	Clinical Medicine III	4
MPAN 673	Clinical Medicine IV	2
	TOTAL	16

CLINICAL PHASE

SEMESTER IV		Credits
PACN 660-687	Clinical Rotations	15
TOTAL		15
SEMESTER V		
PACN 660-687	Clinical Rotations	15
MPAN 647	Medical Ethics, Health Policy, and Professional Practice	3
Total		18
SEMESTER VI		
PACN 660-687	Clinical Rotations	15
MPAN 664	Evidence-Based Medicine	3
TOTAL		18
SEMESTER VII		
MPAN 659	Master's Capstone Project	3
MPAN 642	Health Care Delivery Systems	3
MPAN 694	Culminating Semester Elective	5
PAMN 636	Clinical Skills/Summative Evaluation	1
HSBN 668	Independent Study - Community Service	1
TOTAL		13

Second Year (Clinical) DisciplinesRequired Core Disciplines

PACN 670 Primary Care Medicine
PACN 671 Pediatrics
PACN 672 Emergency Medicine
PACN 673 Surgery
PACN 674 Internal Medicine
PACN 675 Geriatric Medicine
PACN 676 OB/GYN
PACN 678 Behavioral Health

Main Discipline Electives (choose 1)

PACN 660 Primary Care Elective
PACN 662 Emergency Medicine Elective
PACN 663 Surgery Elective
PACN 664 Internal Medicine Elective
PACN 665 Long Term Care Elective
PACN 666 OB/GYN Elective
PACN 687 Cardiology

General Electives (choose 1)

PACN 677 Psychiatry
PACN 680 Pediatric Subspecialty
PACN 682 Orthopedics
PACN 688 Medicine Subspecialty (Dermatology/Infectious Diseases)
PACN 689 Surgical Subspecialty (SICU/CTV)
PACN 686 Forensics
MPAN 694 Culminating Semester Elective

(TOTAL CLINICAL PHASE CREDITS = 63)**TOTAL CREDITS IN PROGRAM = 123**

Course descriptions can be found in this catalog.

GRADUATION REQUIREMENTS

(Also see general graduation information)

To qualify for graduation with a BS in Health Sciences and MS in Physician Assistant Studies, a student must fulfill all of the following:

Successful completion of all courses and rotations, totaling 123 credits, which includes

- Successful completion of the summative evaluation (PAMN 636)
- Successful completion of the Master's project
- Overall program GPA of 2.667 or better

The above requirements are reviewed by the Academic Progress Committee, which informs the Registrar's Office that the student is certified for graduation.



MANHATTAN CAMPUS PHYSICIAN ASSISTANT PROGRAM

Paula Boyle, PA-C, MS, Program Director

The mission of the Physician Assistant Programs is to educate capable students from diverse backgrounds to meet the challenges of practicing medicine in collaboration with physicians and other members of the health care team. The curricula are formulated to sensitize the student to diverse populations and the complexities of healthcare delivery that influence patients and their families. Students engage in community service to foster effective communication, compassion and dedication. We encourage research and create life-long learners trained to utilize evidence to deliver safe, effective patient- centered care to patients and their communities.

MISSION STATEMENT

The mission of the Physician Assistant Programs is to educate capable students from diverse backgrounds to meet the challenges of practicing medicine in collaboration with physicians and other members of the health care team. The curricula are formulated to sensitize the student to diverse populations and the complexities of healthcare delivery that influence patients and their families. Students engage in community service to foster effective communication, compassion and dedication. We encourage research and create life-long learners trained to utilize evidence to deliver safe, effective patient- centered care to patients and their communities.

The Manhattan Campus PA Program offers a traditional program with an alternative evening and Sunday schedule. This has enabled the program to broaden access to PA education to persons who prefer this scheduling format because of family commitments or the need to work part-time to finance their education.

PROGRAM GOALS

- Recruit capable applicants for PA education who will provide healthcare services as part of the healthcare team.
- Deliver a quality educational experience that provides students with knowledge and skills for employment and entry into clinical practice.
- Engage all students in community outreach activity to foster community service.
- Encourage and prepare students to provide medical care to patients from diverse and underserved populations.
- Foster research and the application of evidence-based scientific information to improve patient-centered care and promote life-long learning.
- Provide students with the requisite knowledge to pass the PANCE and have a Five-Year First-Time Taker average PANCE pass rate that is within 5% of the national average.

COMPETENCIES

INTRODUCTION

In 2004, the National Commission on Certification of Physician Assistants (NCCPA), the Accreditation Review Commission for Education of the Physician Assistant (ARC-PA), Physician Assistant Education Association (PAEA), and the American Academy of Physician Assistants (AAPA), defined Physician Assistant competencies. The document was reviewed and revised in 2012.

Between 2003-2004, the National Commission on Certification of Physician Assistants (NCCPA) led an effort with three other national PA organizations (Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), American Academy of Physician Assistants (AAPA), and Physician Assistant Education Association (PAEA) - formerly Association of Physician Assistant Programs (APAP)) to define PA competencies in response to similar efforts conducted within other health care professions and the growing demand for accountability and assessment in clinical practice. The resultant document, Competencies for the Physician Assistant Profession, provided a foundation from which physician assistant organizations and individual physician assistants could chart a course for

advancing the competencies of the PA profession. This document was updated in 2012 and then approved in its current form by the same four organizations. (<http://www.nccpa.net/uploads/docs/pacompetencies.pdf>)

This document, Competencies for the Physician Assistant Profession, is the foundation from which each of those four organizations and individual Physician Assistants can acquire and maintain throughout their careers. This document serves as a map for the individual PA student that is committed to completing the educational process needed to enter the PA profession.

Professional competencies for Physician Assistant students include the effective and appropriate application of medical knowledge, communication skills, patient care, professionalism, as well as an unwavering commitment to continual learning, professional growth and the physician-PA team. The following are the adopted expected competencies for our Physician Assistant Students and Graduates.

1. MEDICAL KNOWLEDGE

Medical knowledge includes the synthesis of pathophysiology, patient presentation, differential diagnosis, patient management, surgical principles, health promotion, and disease prevention. Physician assistants must demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care in their area of practice. In addition, physician assistants are expected to demonstrate an investigative and analytic thinking approach to clinical situations. Physician assistants are expected to understand, evaluate, and apply the following to clinical scenarios:

- evidence-based medicine
- scientific principles related to patient care
- etiologies, risk factors, underlying pathologic process, and epidemiology for medical conditions
- signs and symptoms of medical and surgical conditions
- appropriate diagnostic studies
- management of general medical and surgical conditions to include pharmacologic and other treatment modalities
- interventions for prevention of disease and health promotion/maintenance
- screening methods to detect conditions in an asymptomatic individual
- history and physical findings and diagnostic studies to formulate differential diagnoses

2. INTERPERSONAL & COMMUNICATIONS SKILLS

Interpersonal and communication skills encompass the verbal, nonverbal, written, and electronic exchange of information. Physician assistants must demonstrate interpersonal and communication skills that result in effective information exchange with patients, patients' families, physicians, professional associates, and other individuals within the health care system. Physician assistants are expected to:

- create and sustain a therapeutic and ethically sound relationship with patients
- use effective communication skills to elicit and provide information
- adapt communication style and messages to the context of the interaction
- work effectively with physicians and other health care professionals as a member or leader of a health care team or other professional group
- demonstrate emotional resilience and stability, adaptability, flexibility, and tolerance of ambiguity and anxiety
- accurately and adequately document information regarding care for medical, legal, quality, and financial purposes

3. PATIENT CARE

Patient care includes patient- and setting-specific assessment, evaluation, and management. Physician assistants must demonstrate care that is effective, safe, high quality, and equitable. Physician assistants are expected to:

- work effectively with physicians and other health care professionals to provide patient-centered care
- demonstrate compassionate and respectful behaviors when interacting with patients and their families
- obtain essential and accurate information about their patients
- make decisions about diagnostic and therapeutic interventions based on patient information and preferences, current scientific evidence, and informed clinical judgment

- develop and implement patient management plans
- counsel and educate patients and their families
- perform medical and surgical procedures essential to their area of practice
- provide health care services and education aimed at disease prevention and health maintenance
- use information technology to support patient care decisions and patient education

4. PROFESSIONALISM

Professionalism is the expression of positive values and ideals as care is delivered. Foremost, it involves prioritizing the interests of those being served above one's own. Physician assistants must acknowledge their professional and personal limitations. Professionalism also requires that PAs practice without impairment from substance abuse, cognitive deficiency or mental illness. Physician assistants must demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population, and adherence to legal and regulatory requirements. Physician assistants are expected to demonstrate:

- understanding of legal and regulatory requirements, as well as the appropriate role of the physician assistant
- professional relationships with physician supervisors and other health care providers
- respect, compassion, and integrity
- accountability to patients, society, and the profession
- commitment to excellence and on-going professional development
- commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices
- sensitivity and responsiveness to patients' culture, age, gender, and abilities
- self-reflection, critical curiosity, and initiative
- healthy behaviors and life balance
- commitment to the education of students and other health care professionals

5. PRACTICE-BASED LEARNING & IMPROVEMENT

Practice-based learning and improvement includes the processes through which physician assistants engage in critical analysis of their own practice experience, the medical literature, and other information resources for the purposes of self- and practice-improvement. Physician assistants must be able to assess, evaluate, and improve their patient care practices. Physician assistants are expected to:

- analyze practice experience and perform practice-based improvement activities using a systematic methodology in concert with other members of the health care delivery team
- locate, appraise, and integrate evidence from scientific studies related to their patients' health
- apply knowledge of study designs and statistical methods to the appraisal of clinical literature and other information on diagnostic and therapeutic effectiveness
- utilize information technology to manage information, access medical information, and support their own education
- recognize and appropriately address personal biases, gaps in medical knowledge, and physical limitations in themselves and others

6. SYSTEMS-BASED PRACTICE

Systems-based practice encompasses the societal, organizational, and economic environments in which health care is delivered. Physician assistants must demonstrate an awareness of and responsiveness to the larger system of health care to provide patient care that balances quality and cost, while maintaining the primacy of the individual patient. PAs should work to improve the health care system of which their practices are a part. Physician assistants are expected to:

- effectively interact with different types of medical practice and delivery systems
- understand the funding sources and payment systems that provide coverage for patient care and use the systems effectively
- practice cost-effective health care and resource allocation that does not compromise quality of care
- advocate for quality patient care and assist patients in dealing with system complexities
- partner with supervising physicians, health care managers, and other health care providers to assess, coordinate, and improve the delivery and effectiveness of health care and patient outcomes

- accept responsibility for promoting a safe environment for patient care and recognizing and correcting systems-based factors that negatively impact patient care
- apply medical information and clinical data systems to provide effective, efficient patient care
- recognize and appropriately address system biases that contribute to health care disparities
apply the concepts of population health to patient care

Adopted 2012 by ARC-PA, AAPA, NCCPA, and PAEA

<https://www.aapa.org/wp-content/uploads/2017/02/PA-Competencies-updated.pdf>

To review the competency standards as set forth by the National Commission for Certification of Physician Assistants (NCCPA); Accreditation Review Commission for Education of Physician Assistant (ARC-PA); American Academy of Physician Assistants (AAPA) and the Physician Assistant Education Association (PAEA) please refer to the web address: <https://www.aapa.org/wp-content/uploads/2017/02/PA-Competencies-updated.pdf>

WHO SHOULD APPLY

Applicants to the PA Program should have a desire to practice medicine and to provide health care with compassion and empathy to patients of diverse ethnic, cultural, and religious backgrounds. Applicants should be comfortable with the concept of the PA as a member of the healthcare team, a role that demands intelligence, sound judgment, intellectual honesty, and the ability to relate to people.

Applicants to the BS/MS Physician Assistant Program must, by the time of enrollment, have completed a minimum of 90 college credits that includes specific prerequisite coursework, as described in the Admissions Requirements and Procedures section.

Some factors to consider are the following:

- The rigorous 32-month professional, graduate-level program requires personal as well as financial sacrifices, and demands a high degree of self-sufficiency and well-developed study skills.
- During the first 16 months of the program, students may be able to maintain part-time employment. However, during the remainder of the program, employment is precluded.
- During the clinical phase, students must be adaptable to variations in scheduling, location of clinical sites, and scope of responsibilities.
- The profession necessitates working with those who are ill, and interacting effectively and cooperatively with doctors, nurses, and other members of the health care team.

ADMISSION REQUIREMENTS AND PROCEDURES

(Also see general admission requirements)

The Manhattan Campus Physician Assistant Program participates in the Central Application Service for Physician Assistants (CASPA). Applicants must complete the online application at <https://caspa.liasoncas.com/applicant-ux/#/login>.

A new class of students is admitted to the program and enrolled each fall. Decisions on admission are made by a committee of Manhattan Campus PA Program faculty, and are based on an assessment of the applicant's past academic performance and potential for success in the program, as well his/her understanding of, and commitment to, the PA profession. Classes in the BS/MS program at the Manhattan campus begin in late August.

The final deadline for applications and accompanying documents is January 15th of every year.

The following are required for consideration for admission:

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

*Documentation of a minimum of 20 hours "shadowing" a physician assistant is recommended (shadowing form can be found in CASPA under "Documents" Section).

All Official transcript(s) indicating (1) a minimum cumulative GPA of 3.0, (2) a minimum GPA of 3.0 in science courses, and (3) successful completion of 90 transferable credits – 60 of which must be in general liberal arts and sciences and specifically include 52 credits of prerequisites listed below – with grades of "C" or better* at an accredited college, university, or its equivalent.

Please note: An applicant may apply to the program with prerequisite coursework in progress. **However, pending coursework may delay review of the candidate's application.** All prerequisites, including 90 total credits, should be completed by the application deadline, and must be completed prior to entering the program.

Distribution of 52 credits of specific prerequisites:

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

* *Advanced Placement courses taken in high school must have scores of 4 or 5 to transfer.*

***Applicants who completed two Anatomy & Physiology courses for less than a total of 8 credits must satisfy the credit requirement by completing an additional elective in Biology or Chemistry.*

+ *Applicants must provide catalog descriptions for English courses not taught by an English department (e.g. through a core curriculum or honors program).*

- For applicants who do not hold a degree from an accredited college, university, or its equivalent, an official high school transcript or proof of GED will be required upon acceptance.

Please note:

- All prerequisite science courses must be designed for science majors. Transfer of science courses designed for non-science majors, e.g., liberal arts, nursing, respiratory therapy, is at the discretion of the Admissions Committee.
- Applicants whose sciences prerequisites are more than 10 years old may be required to take refresher courses unless exempted by the PA Program Admissions Committee.
- All prerequisite courses are offered by Touro's Lander Colleges and its New York School of Career and Applied Studies.
- The PA program does not award academic credit for experiential learning.
- Meeting the minimum requirements listed above does not guarantee an interview or admission to the program.

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

- Quality and content of the personal statement
- Strength of recommendations (minimum of three letters)
- Strength of academic history
- Cumulative GPA
- Science GPA
- Nature and extent of health care experiences
- Leadership skills/experiences

Based on this evaluation, selected applicants are invited for an interview, at which time they are assessed with regard to their understanding of the PA role, their motivation, maturity, intellectual qualities, insights, and interpersonal skills. Interviews are conducted in person but may be remote depending in circumstances.

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

Admissions Appeals

Students who do not meet established grade point standards or other established admission requirements detailed above may petition the PA Admissions Committee in writing for consideration. The petition must accompany the application. It should clearly explain extenuating circumstances that have prevented the student from meeting existing grade point standards or other requirements, and describe elements of the applicant's background that would indicate the potential for success in the program. The Admissions Committee may choose to admit students who have not met established admission requirements, based on the student's petition, application, interview, and other supporting documents required as part of the application process.

For information, please contact:

Physician Assistant Program/Office of Admissions
 Touro University School of Health Sciences
 225 Eastview Drive
 Central Islip, NY 11722
 Phone: 866-TOURO-4-U
Enroll.health@touro.edu

TUITION, FEES AND EXPENSES

Students are admitted to the program on a full-time basis. This requires a major commitment of both time and resources. Estimated total program cost, based on tuition and fees for the 2021- 2022 academic year, would be \$150,440* for newly enrolled students.

For a list of fees which have been incorporated in the tuition per semester cost, please see below.

Tuition and fees 2021-2022 Academic Year

Full-time tuition for newly and currently enrolled students, per semester (Fall, Spring, Summer)	\$ 18,730
Technology Fee (Per Fall & Spring)	\$100
Tuition deposit (non-refundable, applied to 1st semester tuition)	\$1,500

List of Fees Incorporated in Tuition for 2021-2022 Academic Year

Administrative fee, per semester (Fall, Spring, Summer)	\$100
Malpractice insurance fee, per semester (Fall, Spring, Summer)	\$30
Laboratory fee, per semester (Fall, Spring, Summer)	\$650
Clinical Site fee, per semester (Fall, Spring, Summer)	\$1750
Occupational Medicine fee, per semester (Fall, Spring, Summer)	\$145
Membership fee, per semester (Fall and Spring)	\$75

Other fees- 2021-2022 Academic Year

Per-credit tuition (for repeated courses)	\$1,330
Late payment fee (monthly unless enrolled in payment plan)	\$100
Stop payment fee	\$50
Late registration fee	\$50
Returned check fee	\$40
Transcript fee	(See "Transcripts")

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

Professional Expenses

Personal expenses for books, travel, housing, food, uniforms, supplies, and other items vary greatly from individual to individual. All students are required to carry health insurance and [have a laptop](#). Students are encouraged to meet with a financial aid counselor early in the application process to plan for these expenses.

A breakdown of estimated professional expenses is as follows:

Medical supplies (including lab coat)	\$975 (1 st semester)
Books	\$2,500 (total 32- months)
Laptop (with recommended specs)	\$1500 (total 32- months)

In some cases, students may be responsible for covering the cost of background checks performed by clinical affiliation sites

SEMESTER START/END DATES

The 2021 -2022 academic calendar for Physician Assistant Department - Manhattan Campus can be found at <https://shs.touro.edu/programs/physician-assistant/physician-assistant-manhattan/academic-calendar/>. Students should regularly check the site for any calendar changes that have been made.

CURRICULUM

The 32-month professional curriculum is composed of eight 15-week semesters, organized into a didactic phase, a clinical phase, and a culminating semester. The didactic phase consists of a “lock-step” curriculum divided into four consecutive semesters (Fall, Spring, Summer, Fall) that take place over 16 months. Courses are scheduled Monday through Thursday 4pm-9pm, and Sundays 9am-5pm. All lectures are held at the Manhattan campus. The curriculum sequencing enables the progressive development of clinical knowledge and competence, and the reinforcement of clinical information from varying perspectives of medical, surgical, and emergency management.

The next 12 months, divided into three consecutive semesters (Spring, Summer, Fall), is the clinical phase, during which students are provided with supervised clinical practice experiences through nine rotations, each lasting five weeks. Eight of the nine rotations are core rotations, which all students must complete. There is one elective rotation during this phase, which students can choose in an area of interest. During the clinical phase supervised experiences, each student develops his/her identity as a health care practitioner and a member of the professional health care team. The rotations take place in hospitals, clinics, or private settings, and entail a full-time commitment during regular working hours. Rotation sites are in the metropolitan area, including, but not limited to, Manhattan, Brooklyn, Queens, the Bronx, Westchester, Nassau and Suffolk counties. Students should be prepared to travel to their assigned rotation sites.

No advanced standing can be granted in the PA Program. This is true whether equivalent courses have been taken in another PA training program or in medical school.



RECOMMENDED SEQUENCE OF COURSES**SEMESTER I (Fall)**

Course #	Course Title	Credits
PAMN 409	Human Anatomy	4
PAMN 411	Physiology	4
PAMN 413	Clinical Biochemistry	2
PAMN 417	Physical Diagnosis I	4
PAMN 423	Psychosocial/Cultural Aspects of Health Care & the PA Role	3
TOTAL		17

SEMESTER II (Spring)

Course #	Course Title	Credits
PAMN 414	Microbiology/Immunology	2
PAMN 416	Pathology	3
PAMN 418	Physical Diagnosis II	2
PAMN 420	Introduction to Clinical Pharmacology	2
PAMN 426	Diagnostic Modalities (3 modules - Lab Medicine, Diagnostic Imaging, ECG)	2
PAMN 600	Medicine I (1 module – Pulmonary Medicine)	1
PAMN 605	Psychiatry & Behavioral Medicine	2
PAMN 611	Obstetrics/Gynecology	2
TOTAL		16
PAMN 608	Behavioral Health Advanced Seminar I-elective	2

SEMESTER III (Summer)

Course #	Course Title	Credits
PAMN 601	Medicine II (2 modules - Cardiology, Hematology)	3
PAMN 602	Medicine III (3 modules - Gastroenterology, Dermatology, Rheumatology)	3
PAMN 603	Medicine IV (2 modules – Neurology, Ophthalmology)	2
PAMN 606	Pharmacology I	2
PAMN 610	Pediatrics	2
PAMN 620	Surgery I	2
PAMN 625	Emergency Medicine I	1
PAMN 630	Geriatrics	1
TOTAL		16
PAMN 609	Behavioral Health Advanced Seminar II-elective	2

SEMESTER IV (Fall)

Course #	Course Title	Credits
PAMN 604	Medicine V (3 modules – Nephrology, Endocrinology, Infectious Diseases)	2
PAMN 607	Pharmacology II	2
PAMN 621	Surgery II	2
PAMN 622	Surgery III (3 modules - Orthopedics, ENT, Special Topics)	2
PAMN 626	Emergency Medicine II	2
PAMN 635	Clinical Procedures and Correlations	2
MPAN 640	Applied Epidemiology & Biostatistics	2
MPAN 641	Research Methods & Literature Review	3
TOTAL		17

SEMESTER V (Spring)

Course #	Course Title	Credits
PACN 660-PACN 687	Rotation #1	5
	Rotation #2	5
	Rotation #3	5
TOTAL		15

SEMESTER VI (Summer)

Course #	Course Title	Credits
PACN 660-PACN 687	Rotation #4	5
	Rotation #5	5
	Rotation #6	5
MPAN 643	Medical Ethics, Health Policy, and Professional Practice	2
TOTAL		17

SEMESTER VII (Fall)

Course #	Course Title	Credits
PACN 660-PACN 687	Rotation #7	5
	Rotation #8	5
PACN 660-PACN 687	Rotation #9 (Elective Rotation)	5
MPAN 665	Evidence-Based Medicine	2
TOTAL		17

SEMESTER VIII (Spring)

Course #	Course Name	Credits
HSBN 668	Community Service	1
MPAN 642	Health Care Delivery Systems	3
MPAN 659	Master's Project	3
PACN 700	Culminating-Elective	4
PAMN 637	Clinical Skills/Summative Evaluation	1
TOTAL		12

TOTAL CREDITS IN PROGRAM = 127Required Core Disciplines

PACN 670 Primary Care Medicine
PACN 671 Pediatrics
PACN 672 Emergency Medicine
PACN 673 Surgery
PACN 674 Internal Medicine
PACN 675 Geriatric Medicine
PACN 676 OB/GYN
PACN 678 Behavioral Health

Main Discipline Electives

PACN 660 Primary Care Elective
PACN 661 Pediatrics Elective
PACN 662 Emergency Medicine Elective
PACN 663 Surgery Elective
PACN 664 Internal Medicine Elective
PACN 665 Long-Term Care Elective
PACN 666 OB/GYN Elective

General Electives

PACN 650 Behavioral Health Elective
PACN 677 Psychiatry
PACN 680 Pediatric Subspecialty
PACN 681 Infectious Disease
PACN 682 Orthopedics
PACN 683 Medicine Subspecialty

PACN 684 Surgical Subspecialty
PACN 685 Critical Care Medicine
PACN 686 Forensics
PACN 687 Cardiology

Culminating Elective

PACN 700 Culminating Elective

Community Service Requirement

In keeping with the Touro University mission to serve the larger community and to sensitize its students to the realities of living with a serious health problem or disability, the School of Health Sciences requires that all students complete at least one credit of Community Service - Independent Study (HSN 668) before graduation. This course may be completed at any point after program admission and before graduation.

Behavioral Health Track

The Behavioral Health Track is unique *elective* opportunity for physician assistant students in the PA-Manhattan program.

Across the nation, there is a lack of professional behavioral health providers addressing the needs of underserved patients with acute and chronic psychiatric illnesses. Mental Health PA professionals are not only needed to treat chronically ill persons who suffer with psychological disorders, but also promote behavioral changes that can positively impact treatment for all patients. This need prompted the Touro University Manhattan PA Program to establish an elective track in Behavioral Health. The Behavioral Health Track offers advanced didactic and clinical electives to students with a strong interest in this field. This enhanced instruction will offer students in the track an additional skill set to identify and address the mental health needs of the patients they serve and can be integrated into all aspects of practice, regardless of clinical setting. These electives will have no effect on the length of our current program nor will they distract students from the student's standardized PA education. Rather, students who complete this track will be awarded the dual degrees of BS in Health Sciences and MS in Physician Assistant Studies and will graduate with a certificate of completion in Behavioral Health. This certificate of completion is not transferable to any other Touro or non-Touro program.

Recommended Course Sequence for the Behavioral Health Track

- Semester II (Spring)
PAMN 605 Psychiatry & Behavioral Medicine*
- Semester III (Summer)
PAMN 608 Behavioral Health Advanced Seminar I
- Semester IV (Fall)
PAMN 609 Behavioral Health Advanced Seminar II
- Semesters V-VIII
PACN 650 Behavioral Health Elective
PACN 678 Behavioral Health*

*Required coursework for all Manhattan PA Students

GRADUATION REQUIREMENTS

(Also see general graduation information)

To qualify for graduation with a BS in Health Sciences and an MS in Physician Assistant Studies, a student must successfully complete all courses and rotations totaling 127 credits, which includes:

- Successful completion of the summative evaluation (PAMN 637)
- Successful completion of the capstone Master's project
- Maintaining an overall program GPA of 2.667 or better

MIDDLETOWN CAMPUS PHYSICIAN ASSISTANT PROGRAM

Patti L. Hee, MPH, PA-C., Program Director

The ARC-PA has granted **Accreditation-Provisional** status to the **Touro University Middletown Physician Assistant Program** sponsored by **Touro University Middletown**.

Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA *Standards* or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the *Standards* as it prepares for the graduation of the first class (cohort) of students.

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

The program's accreditation history can be viewed on the ARC-PA website at <http://www.arc-pa.org/accreditation-history-touro-college-middletown/>.

The Touro University PA-Middletown program is currently pending approval from the New York State Education Department.

PHYSICIAN ASSISTANT MASTER'S COMPLETION PROGRAM

Shahzad Zeb, PA-C, Program Director
Christin Paglen, JD, Co-Director

This program is geared towards graduates of bachelor of science in physician assistant programs who meet our admission requirements and would like to continue working while increasing their academic credentials. The 30-credit curriculum can be completed in one year. Our program is flexible and affordable, with our trademark quality education and experienced faculty. Upon completion, you will earn a Master of Science degree.

RECOMMENDED SEQUENCE OF COURSES

SEMESTER I

MPAN 645 Health Science Epidemiology and Biostatistics	2 credits
MPAN 646 Medical Research Methods and Literature Review	3 credits
MPAN 653 PA Master's Project I	1 credit
MPAN 647 Medical Ethics and Healthcare Policy	3 credits

SEMESTER II

MPAN 654 Master's Project II	1 credit
MPAN 642 Health Care Delivery Systems	3 credits
MPAN 664 Evidence Based Medicine	3 credits
MPAN 655 PA Master's Project III	1 credit

The 30 credit CURRICULUM includes the 17 didactic credits in the courses listed above and the 13 advanced placement graduate credits achieved and approved prior to program entry. Candidate must document a minimum of 2600 hours of post-baccalaureate clinical experience with submission and approval of the Candidate Clinical Hours Verification and Attestation form provided once the candidate's application is received by the Office of Admissions. This must be completed and approved prior to entry into the Program. The candidate will be awarded 13 advanced placement graduate credits for these 2600 hours.

ADMISSION REQUIREMENTS

The Physician Assistant Master's Completion Program is designed as a one-year program, culminating in a Master of Science degree. Admission requirements include a bachelor's degree from a regionally-accredited college or university.

- A bachelor's degree from a regionally-accredited college or university. You will need to have graduated from an ARC-PA accredited Physician Assistant program. Applicants who have graduated from a university outside the United States must provide a degree-level equivalency evaluation for admission from an approved agency.
- Certification by the National Commission on Certification of Physician Assistants (NCCPA).
- Two letters of recommendation from a Physician or supervising Physician Assistant.

Official transcripts from all colleges / universities attended, including the PA program you attended. You must supply transcripts regardless of the number of credits earned or the type of school you attended.

Send transcripts to:

Touro University, Office of Admissions
Attn: Jennifer Christie
225 Eastview Drive
Central Islip, NY 11722

TUITION AND FEES 2021-2022 Academic Year

Tuition	\$8,670
Deposit (non-refundable, applied to first-semester tuition)	\$1,500
Remainder of Installment due first semester	\$4,590
Installment due second semester	\$4,080
Stop-payment fee	\$50
Late registration fee	\$50
Returned check fee	\$40
Transcript fee	(See "Transcripts")

An initial deposit as indicated on your acceptance letter must be submitted in order to enroll in the first semester. This deposit will be applied to the full tuition cost. If they qualify, students are eligible to receive financial aid. Tuition refunds are subject to the Bursar's withdrawal schedule.

Students are required to purchase textbooks and will need a high-speed Internet connection to view coursework. Tuition and fees are subject to change annually. The Board of Trustees of Touro University reserves the right to change tuition and fees without prior written notice.

SEMESTER START/END DATES

The 2021 -2022 academic calendar for Physician Assistant Department – Master's Completion can be found at <https://shs.touro.edu/programs/physician-assistant/pa-masters-completion/academic-calendar/>. Students should regularly check the site for any calendar changes that have been made.

CONTACT

Shahzad Zeb, PA-C, MPAS, Director, Physician Assistant Master's Completion Program, (631) 665-1600, ext. 6260 shahzad.zeb@touro.edu.

SPEECH-LANGUAGE PATHOLOGY DEPARTMENT

GRADUATE PROGRAM IN SPEECH-LANGUAGE PATHOLOGY

Hindy D. Lubinsky, M.S., CCC/SLP, Department Chairperson/Program Director

DESCRIPTION OF THE PROFESSION

Speech-Language Pathologists treat children and adults with a wide variety of speech and language disorders. These may include individuals with disorders of articulation, language, hearing, voice or fluency, as well as individuals with cleft palate, aphasia, laryngectomy, dysphagia, developmental delays, and/or neurological impairments.

Speech-language pathologists are in great demand. They obtain employment in schools, nursing homes, agencies, rehabilitation centers, hospitals, private practice, and home care.

PROGRAM DESCRIPTION

The Graduate Program in Speech-Language Pathology offers a curriculum leading to a Master of Science degree in Speech-Language Pathology, the entry-level credential in this field. The program provides a broad-based and comprehensive education in the theoretical and clinical aspects of the field, and the curriculum is designed to promote critical thinking and academic excellence in order to prepare students to provide high-quality professional service. Under the direction of devoted and experienced faculty, students gain knowledge and skills needed to assess and treat individuals with diverse needs.

The service-delivery functions of the program are centered in the Speech and Hearing Center. The primary function of the Center is to provide speech, language, voice, and fluency assessment and treatment services to pediatric through adult populations. The Center also provides audiology services. The Center plays a fundamental role in the clinical training of students by providing intensive, hands-on clinical experience to the students. The Program is able to provide services to the underserved and diverse segments of the community.

The Master's in Speech-Language Pathology is a 58-60 credit program usually completed within 2-2.5 years. Students complete 400 practicum hours in order to fulfill the hour requirements for clinical care experience established by New York State and by the American Speech-Language-Hearing Association (ASHA).

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



ACCREDITATION

The Master of Science (M.S.) education program in speech-language pathology at Touro University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

The Program is also registered with the New York State Education Department. As an accredited program, Touro's Graduate Speech-Language Pathology Program abides by all ASHA standards. Its graduates meet the academic and clinical requirements for ASHA certification in Speech-Language Pathology, and are eligible to apply for state licensure.

MISSION STATEMENT

The Graduate Program in Speech-Language Pathology shares Touro University's mission in keeping with the "Jewish commitment to intellectual inquiry, the transmission of knowledge, social justice and service to society." It fosters professional career interests in the field through scholarship, research and community service. The program is committed to "quality education for all; the treatment, with integrity and respect of all students, faculty and staff; the role of ethics in the professions; and the building of a responsive and responsible society." A fundamental component of the Speech-Language Pathology program is the acquisition of knowledge and skills, analysis and synthesis of the vast knowledge acquired and the development of critical thinking skills. The program is characterized by the pursuit of academic rigor and integrity, excellence in instruction, intellectual accomplishment and research and service to the community, within a supportive, diverse and caring environment. It is designed to broaden students' perspectives so they may be better equipped to provide services to meet the needs of a changing society. Specifically, the program's mission is to prepare highly qualified professionals who can impact the health care environment and enhance the quality of life for individuals and the families they serve. The graduate program provides a variety of educational and clinical experiences that are essential to integrating knowledge and skills in preparation for becoming a professional.

GOALS AND OBJECTIVES

1. Provide in-depth knowledge of communication and swallowing disorders across the lifespan

Students will be able to:

- a. describe the functional communication and swallowing impairments as well those associated with anatomical, physiological, and neurological anomalies and syndromes.
- b. obtain knowledge of a variety of communicative and swallowing impairments and associated risk factors.

2. Develop critical thinking and problem-solving skills

Students will be able to:

- c. apply knowledge of research literature to evaluate and treat individuals with communication and swallowing impairments.
- d. differentially evaluate individuals with communication and swallowing disorders.
- e. analyze their own clinical skills, respond appropriately to constructive criticism from others, and develop strategies for improvement.
- f. design and execute research under the direction of faculty.

3. Enhance written and oral communication skills and information literacy

Students will be able to:

- a. develop evaluation reports that reflect the nature of the individual's communicative and/or swallowing disorder.
- b. formulate written treatment plans with objectives and goals that, when implemented, are likely to result in a change in communication and/or swallowing behaviors.
- c. develop appropriate individualized education programs (IEPs) and collaborate with the interdisciplinary teams within school settings.
- d. describe the research literature relevant to the specific disorder.
- e. understand and use computer technology and application software.

4. **Provide the theoretical and applied expertise to select, use, and analyze the methodology available to evaluate and treat individuals with communication and swallowing disorders**

Students will be able to:

- a. collect and interpret background information relevant to the assessment process from available sources.
- b. select, administer, and/or adapt standardized and non-standardized measures of communicative abilities to meet individual client needs.
- c. determine an individual's need for services, the level of service needed, the appropriate intervention model required, and referral services as appropriate.
- d. construct a functional, ecologically-valid intervention plan that includes specific short- and long-term objectives to meet the needs of the "whole client."
- e. select and consistently implement appropriate intervention techniques to meet the client's identified needs and modify these as needed.
- f. evaluate and treat a diverse population, taking into account individual differences and needs.

5. **Prepare students for a career in the profession of Speech-Language Pathology**

Students will be able to:

- a. identify local, state, and federal regulatory guidelines governing service delivery.
- b. select appropriate materials and methods relevant to the evaluation and treatment of individuals with specific communication and swallowing disorders across the lifespan.
- c. be prepared for the national examination in Speech-Language Pathology (Praxis).
- d. document and communicate intervention outcomes to supervisors, clients, family members, classroom teachers, and other educational personnel, as well as other professionals, effectively.
- e. establish and maintain an effective relationship with the client's family, educators, and other professionals to improve services to the client.
- f. recognize and respect cultural variations and individualized differences in family systems/functions.

6. **Provide the concepts and model the behaviors indicative of ethical practice within the profession of Speech-Language Pathology**

Students will be able to:

- a. identify social, ethnic, cultural, and environmental variations that influence speech and language development, use, and test performance.
- b. understand and be able to apply the ethical principles outlined in the ASHA code of ethics, ASHA scope of practice for Speech-Language Pathologists, NYS practice guidelines, including confidentiality and privacy of information regarding the client.
- c. refer the client to other appropriate professionals when needed, and understand how to advocate for clients.

ADMISSION REQUIREMENTS AND PROCEDURES

(Also see general admission requirements)

Prerequisite Requirements

Admission to the Graduate Program in SLP is on a selective basis. Requirements are as follows:

- A baccalaureate degree with a major in Speech from a regionally-accredited institution
- OR**
- A baccalaureate degree in a related field, provided that the following prerequisites have been completed (numbers shown in parentheses are for undergraduate courses offered in Touro's Lander Colleges of Arts and Sciences - descriptions may be found in their catalog, either in print or online at <https://www.touro.edu/>.
 - Phonetics (SPLN 208)
 - Anatomy and Physiology of Speech (SPLN 209)
 - Normal Speech and Language Development (SPLN 210)
 - Speech and Hearing Science (SPLN 308)
 - Audiology (SPLN 309)
 - Communication Disorders (SPLN 310)

- Speech Pathology/Rehabilitation (SPLN 401)
- In addition, basic coursework in the behavioral, Biological and physical sciences, as well as a course in statistics, are required.
- Highly recommended:
 - Course in Psycholinguistics
 - Course in Speech of the Hearing Impaired

Other requirements include:

- A minimum undergraduate grade point average of 3.0. Applicants should arrange to have official transcripts submitted directly to the Office of Admissions from all post-secondary institutions attended.
- An official score report for the Graduate Record Examination (GRE) General Test
- Three letters of reference from professors and/or employers. Two of the letters must come from college instructors who are Speech-Language Pathologists.
- A personal statement
- A personal interview and a writing sample (may be required). The Program reserves the right to randomly interview students.

Transfer Credits

A maximum of 12 credits may be transferred from an accredited graduate program. The acceptance of courses is at the program's discretion. Please see the **School of Health Sciences Bulletin** for further information on transfer credits.

Application Forms

Fall 2021:

The application deadline for the 2018-2019 academic year is February 15, 2021. Applicants should follow the instructions provided by CSDCAS and arrange to have official transcripts from all post-secondary institutions attended submitted directly to CSDCAS at <https://csdcas.liaisoncas.com>.

- **LOA Apply Online**

For more information, please contact the Admissions Office at 225 Eastview Drive Central Islip, NY 11722, 866-868-7648 (866-TOURO4U), email: enroll.health@touro.edu.

TUITION AND FEES

Tuition and Fees 2021-2022 Academic Year

Tuition - per credit (1 st year)	\$930
Tuition - per credit continuing current students	\$920
Laboratory Fee (per course)	\$50
Administrative Fee	\$100
Late registration fee	\$50
Graduation fee (with final semester registration only)	\$200
Returned check fee	\$40
Transcript fee	(See "Transcripts")
Technology fee (Fall & Spring only)	\$100

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

SEMESTER START/END DATES

The 2021 -2022 academic calendar for Speech-Language Pathology can be found at <https://shs.touro.edu/programs/speech-language-pathology/academic-calendar/>. Students should regularly check the site for any calendar changes that have been made.

Touro University's Graduate Program in Speech-Language Pathology is a proud participant in the New York City Department of Education Scholarship Program (TEACH). For information on this and scholarships available, please go to <http://www.teachnycprograms.net/> or call (718) 935-2449, ext. 12296.

CURRICULUM

The academic coursework includes a broad spectrum of essential knowledge and skills that will prepare the student for the field. The student will complete 58 credits of coursework and practice for the Master of Science degree. For a sample 2-year sequence of course offerings, see below. If additional field hours are needed, the total credits for the program may be 60.

In addition to the coursework, unique projects help promote critical thinking and independent research. These include 1) a formative project, begun in the first semester and continuing until graduation, which is a longitudinal study of the speech and language development of a typically-developing child aged 12 to 22 months, and 2) a research project, begun during the second semester and continuing until the final semester, that requires students to review relevant literature, develop and submit an IRB, develop research questions/design, conduct experiments, analyze the data, apply research literature to clinical procedures, and recognize issues regarding the evidence-based practices.

During the final semester of the program, students sit for a Comprehensive Examination, which is an assessment of their ability to integrate knowledge in communication disorders.

CLINICAL PRACTICUMS

Practicums are designed to enable students to fulfill the hour requirements for clinical care experience established by New York State and the American Speech-Language-Hearing Association. A seminar attached to each practicum covers the subject matter pertinent to that practicum, and students complete a total of 400 clock hours. The first therapy and diagnostic practicums (SPPN 621A, SPPN 621B) are done in-house, at the University's clinic. Subsequent practicums (SPPN 621C, SPPN 621E, SPPN 621F) take place in various settings arranged by the University, such as schools, clinics, and hospitals. Students are directly supervised for no less than 25% of their treatment practicum hours and 50% of diagnostic practicum hours, in all settings.

RECOMMENDED SEQUENCE OF COURSES

FIRST YEAR

SEMESTER I (Fall)

Course #	Course Title	Credits
SPPN 610	Clinical Methods	3
SPPN 611	DX, Measurement & Evaluation	3
SPPN 612	Articulation & Phonology	3
SPPN 615	Neuroanatomy	3
SPPN 630	Lang D/O preschool & School age	3
TOTAL		15

SEMESTER II (Spring) TRACK 1

Course #	Course Title	Credits
SPPN 621.1	Seminar Clinic	2
SPPN 627	Research	3
SPPN 645	Aphasia	3
SPPN 633	Autism	3
SPPN 637	Fluency	3
TOTAL		14

SEMESTER II (Spring) TRACK 2

Course #	Course Title	Credits
SPPN 621.2	Seminar DX	2
SPPN 627	Research	3
SPPN 645	Aphasia	3
SPPN 650	Voice	3
SPPN 637	Fluency	3
TOTAL		14
*EI may be offered with permission T2 only		

SEMESTER III (Summer)

Course #	Course Title	Credits
SPPN 632	Lang D/o /Learning Dis	3
SPPN 7xxx	Elective	3
TOTAL		6

SECOND YEAR**SEMESTER IV (Fall) TRACK 1**

Course #	Course Title	Credits
SPPN 621.2	Seminar DX	2
SPPN 621.3	Seminar Externship	2
SPPN 621.7	Seminar Research	1
SPPN 651	Dysphagia	3
SPPN 650	Voice	3
SPPN 7xxx	Elective	3
TOTAL		14

SEMESTER IV (Fall) TRACK 2

Course #	Course Title	Credits
SPPN 621.1	Sem Clinic	2
SPPN 633	Autism	3
SPPN 7xxx	**Elective (Psycholinguistics, if not already taken)	3
SPPN 621.7	Sem Research	1
SPPN 640	Adv. Audiology	3
SPPN 621.4	Sem in Audiology	1
TOTAL		13

SEMESTER V (Spring) TRACK 1

Course #	Course Title	Credits
SPPN 621.5	Seminar Externship II	2
SPPN 640	Adv. Audiology	3
SPPN 621.4	Seminar in Audiology	1
SPPN 7xxx	Elective	3
TOTAL		9

SEMESTER V (Spring) TRACK 2

Course #	Course Title	Credits
SPPN 621.3	Sem Ext 1	2
SPPN 651	Dysphagia	3
SPPN 7xxx	*Elective (Speech of the Hearing-Impaired, if not already taken)	3
TOTAL		8

SEMESTER VI (Summer) TRACK 2

Course #	Course Title	Credits
SPPN 621.5	Seminar Ext II	2

Total Credits for M.S.: 58-60 credits (generally 58 credits; 60 credits if an extra summer externship, SPPN 621F, is needed to complete hour requirements).

Electives

- SPPN 710..... Speech of Hearing-Impaired
- SPPN 712..... Neurogenic and Motor Speech Disorders
- SPPN 715..... Cleft Palate and Craniofacial Anomalies
- SPPN 725..... Cerebral Palsy and Developmental Disorders
- SPPN 728..... Seminar on Topics in Language Disorders: Memory and Cognition as Factors in Language Acquisition (Psycholinguistics)
- SPPN 728C Seminar on Topics in Language Disorders: Multicultural and Bilingual Populations
- SPPN 728F..... Seminar on Topics in Language Disorders: Contemporary Issues in Speech-Language Pathology
- SPPN 729..... Language Intervention Across the Life Span
- SPPN 730..... Speech Pathologist in the School Setting
- SPPN 731..... Cluttering
- SPPN 732..... Augmentative and Alternative Communication
- SPPN 733..... Early Intervention

The following courses can be offered upon request:

- SPPN 728B Seminar on Topics in Language Disorders: Geriatrics (Normal and Abnormal Aging)
- SPPN 728D Seminar on Topics in Language and Literacy: Reading and Writing Assessment and Intervention

ADDITIONAL REQUIREMENTS FOR TEACHER OF STUDENTS WITH SPEECH AND LANGUAGE DISABILITIES CERTIFICATE (TSSLD)

An education course with emphasis in Literacy in Language, Reading, and Writing (such as EDU 301) if needed.

- A seminar in:
 - Child Abuse (EDDN 511)
 - S.A.V.E: school violence prevention (EDDN 513)
 - Autism (SEDN 565)
 - Seminar in Bullying and Harassment (Dignity for All Students Act- DASA)
 - The following tests need to be successfully completed:
 - EAS
 - A grade of 162 or higher on the Praxis examination
 - Additional requirements:
 - Fingerprinting
 - TEACH account and application for TSSLD
 - University Recommendation
 - Once all requirements are met, the University Recommendation will be entered on your TEACH account, found on the TEACH (NYSED.gov) website

For course descriptions, please see the Lander Colleges of Arts and Sciences Catalog.

GRADUATION REQUIREMENTS

(Also see general graduation information)

Students are recommended for graduation after they complete the following:

- All coursework
- All workshops
- The required number of clinical hours

- The Formative project
- The Research project
- File the KASA forms
- Pass the Comprehensive examination
- Meet with their advisor
- Meet with the Dept. Chair and the Clinic Director to ensure that all of the above requirements have been completed

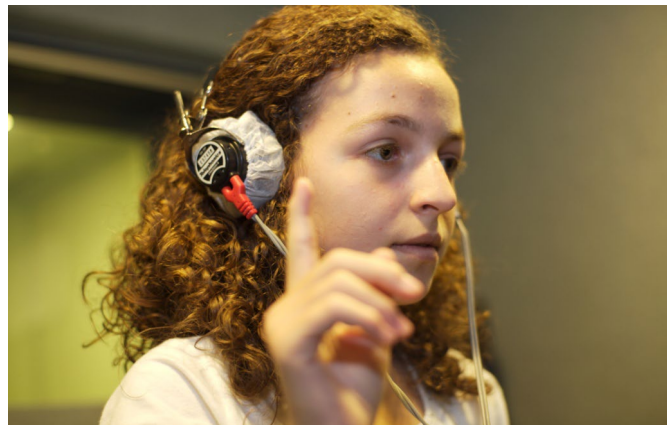
Students are required to file an "Application for Graduation" with the Registrar's Office and submit the applicable fee. The Registrar's office audits the student's record for completion of all requirements.

PRAXIS EXAMINATION

The PRAXIS examination assesses a broad range of knowledge critical for a speech-language pathologist working in a variety of settings. A qualifying score of 162 is necessary for ASHA certification and state licensure. Additional information regarding the PRAXIS examination can be obtained at <http://www.ets.org/>. Although not a requirement for graduation, many students find it helpful to take close to when all coursework has been completed.

LICENSURE AND CERTIFICATION

Students who complete the Master's degree program and the subsequent clinical fellowship experiences and who pass the applicable examination are eligible to apply for ASHA certification (CCC) and NYS licensure <https://shs.touro.edu/programs/speech-language-pathology/certification--licensure/>. Touro University has been approved by the New York State Education Department to recommend students for the Teacher of Students with Speech and Language Disabilities Certificate (TSSLD) on the Master's level. Students who complete the Master's degree program may also be recommended for the NYS teacher certification, TSSLD, after completion of prescribed education content, required seminars, and exams. Employment positions require some or all of the above.



COURSE DESCRIPTIONS

DEPARTMENT OF BEHAVIORAL SCIENCES

IMPORTANT NOTE: ALL coursework must be taken in accordance with the plan of study, unless otherwise approved by the program director. Please note that not every course is offered every semester, so it is important that students work to earn the required minimum grades necessary to progress to subsequent courses. Failure to do this may result in not being able to start field experiences (e.g., internship) in a timely manner and/or graduate on time.

CLINICAL MENTAL HEALTH COUNSELING

MNHN 600 Foundations of Clinical Mental Health Counseling and Consultation

This course is designed to provide a comprehensive overview of the foundations of Clinical Mental Health Counseling, the history of the profession, the scope of practice, licensing requirements, ethical concerns, and an introduction to Clinical Mental Health Counseling and Consultation approaches. Counselors-in-Training (CITs) will learn about accessing community resources, the role of case management in treatment, various certification options, the role of the counselor in various settings, and the role of supervision in client and counselor care. The resources and care of various special and diverse populations will also be addressed; including (but not limited to): addiction, trauma, diversity of culture and/or faith, chronic illness, forensic considerations, and disability. 3 credits

MNHN 611 Research and Program Evaluation

Introduction to principles, concepts and operations that are necessary for an understanding of individual group, and program assessment and evaluation, and of empirical research methodology; derivation of standard scores and other attributes of normative test construction; correlation; reliability; validity; presentation of data in tables and graphs; descriptive statistics and their computation; fundamentals of inferential statistics, including comparison of mean differences by t-tests, simple analysis of variance; chi-square; individual differences and their measurement; and reading and interpreting research reports. 3 credits

MNHN 620 Human Growth and Development in Counseling

This course focuses on the theories of human development across the lifespan, how those theories stand up to the latest research and their application to real world, culturally diverse settings. It lays the foundation for how the individual develops from conception through old age and gives insight to what the developmental factors are in normal and abnormal development with relation to socialization, cognition and physical development. The course introduces the Counselor-in-Training (CIT) to theories of learning, personality development, etiology of addictions and addictive behaviors, and provides a general framework for understanding differing abilities and strategies for differentiated interventions. There is a focus on ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan. 3 credits

MNHN 630 Counseling I: Theories and Practice

This course covers evidence based cognitive and behavioral counseling theories and techniques as they relate to building a helping relationship, assessment, case conceptualization and treatment approaches. Counselors-in-Training (CITs) will be introduced to Behavioral Therapy, Cognitive-Behavioral Therapy, Dialectical Behavior Therapy, and more. Lectures will stress theory and case conceptualization. Exercises will address both theory and application. CITs will participate in class exercises that will include operationalizing the problem, relevant interviewing and assessment, case conceptualization, treatment planning, practicing specific techniques (in the roles of therapist and client), and considering high risk factors. CITs will develop an understanding of the ethical and practical methods of utilizing these theoretical approaches and techniques among diverse populations, including clients with histories of trauma, addiction, and chronic health complications.

This course partners with *Counseling II: Theories & Practice*, which covers psychodynamic approaches, to provide a firm foundation in contemporary counseling theories and techniques. These courses provide CITs with the basis upon which to explore their personal theory and unique style of counseling in preparation for professional clinical practice. 3 credits

MNHN 632 Counseling II: Theories and Practice

This course will focus on psychodynamic techniques which remain widely used in private and institutional practice, especially in outpatient settings. A thorough understanding of these techniques and the underlying theories is an essential component of graduate training. At a minimum, the course would cover Psychoanalytic, Psychodynamic, Existential, Gestalt, and short-term psychodynamic approaches. Lectures will stress theory and case conceptualization. Exercises will address both theory and application. Counselors-in-Training (CITs) will participate in class exercises that will include operationalizing the problem, case conceptualization, treatment planning, practicing specific techniques (in the roles of therapist and client), and considering special issues for certain populations.

This course partners with *Counseling I: Theories & Practice*, which covers cognitive and behavioral approaches, to provide a firm foundation in contemporary counseling theories and techniques. These courses provide CITs with the basis upon which to explore their personal theory and unique style of counseling in preparation for professional clinical practice. 3 credits

MNHN 638 Principles of Addiction Counseling

This course will provide Counselors-in-Training (CITs) with a broad understanding of the field of addiction and addiction counseling, and its history. The etiology, diagnosis, and variety of treatment interventions for addictions and co-occurring disorders will be explored, as well as various assessment and treatment tools. CITs will gain an understanding of the connection between addiction and psychopathology, the role of psychopharmacology, the scope of addiction, role of biology, substance classes, and the relative impact of these on the psycho-social well-being of the individual. 3 credits

MNHN 640 Professional, Legal & Ethical Issues in Counseling

This course provides an overview of the major legislative decisions that have influenced the practices of psychology and counseling, a review of the federal and state laws regulating the practice of counseling, and an introduction to the principles of professional ethical conduct as outlined by the American Counseling Association, CASAC Canon of Ethics, and other related professional organizations. Additionally, Counselors-in-Training (CITs) will address contemporary professional and practice issues, emphasizing the rules and regulations pertaining to professional conduct and the scope of practice for counselors. Legal and ethical responsibilities of counselors are examined as they apply to such topics as: diverse populations, risk management, addictions, crisis intervention and chronic medical conditions. The role of clinical supervision, ethical decision-making, technology, counselor violations, and integrating with community resources will be discussed. 3 credits

MNHN 678 Lifestyle and Career Development

This course provides a comprehensive overview of theoretical and practical aspects of career development across the lifespan. Major career development theories will be presented, as well as treatment implications for counseling and psych-educational interventions. Particular attention will be directed to a review of current theories of career development, the implications of existing counseling theories in career development and exploration, integration of career counseling into practice, and career counseling for diverse and multicultural populations. The use of career assessments and technology will also be addressed. 3 credits

MNHN 681 Psychopathology

This course will provide an in-depth review of a broad spectrum of the psychopathological conditions defined in the DSM-5. This review will include the etiology of the disorder, prevalence, signs and symptoms, and criteria for diagnosis. Specific attention will be directed to the process of assessing a client for diagnostic criteria, intake interviewing, and appropriate/ethical documentation of diagnostic determinations, impact of substances and medical condition, and trauma. All levels of the DSM-5 documentation system will be reviewed and practiced, as well as a strong emphasis on the differential diagnosis process, particularly as it applies to substances, medical, addiction, social and cultural factors. As applicable, empirical literature will be introduced and discussed as it applies to our current understanding of psychopathology and best practices. This class will consist of lecture presentations of basic concepts, class discussions, and practice activities. Every attempt will be made to ensure that this course is both informative and practical for professional applications. 3 credits

MNHN 683 Assessment and Appraisal of Individuals, Couples, Families and Groups

This unique course integrates different perspectives in individual and group assessment while providing an overview of the complex dynamics involved in the assessment and appraisal of individuals, couples, families and groups. Counselors-in-Training (CITs) focus on the different processes involved in assessing the needs of these individuals/groups as well as the provision of counseling and the different counseling techniques. Special attention given via practical and lecture activities to address special issues such as: intake screening, substance abuse, addictive behaviors, high risk behaviors, readiness for change and additional referral needs. 3 credits

MNHN 691 Counseling the Culturally Diverse: Theory and Practice

This course is designed to provide an overview of the history, theories, and issues related to multiculturalism in our society, especially with regards to the provision of counseling services. Counselors-in-Training (CITs) will be introduced to a wide variety of cultural perspectives and experiences, as well as explore the unique responses of these communities to various psychosocial stressors, including addiction, trauma, and chronic medical conditions. CITs will develop skills in cross-cultural communication, self-awareness, and worldview; knowledge of differences as they impact the counseling process; and management of cross-cultural ethical conflicts. CITs will also be introduced to various referral sources, assessment consideration, and case management services. 3 credits

MNHN 692 Group Counseling Theory and Practice

This course provides an overview of Group counseling theory. Counselors-in-Training (CITs) will explore and practice various counseling group techniques. CITs will be introduced to facilitator roles, group therapeutic factors, basic group skills, stages of group development, and integrate them with decision making, problem-solving, and conflict resolution. 3 credits

MNHN 693 Trauma and Crisis Intervention: Theory, Response Models and Techniques

This course covers the theory, response models and techniques used in assessing and treating trauma and crisis-response issues among diverse people of all ages. Counselors-in-training (CITs) will learn skills of identification, intervention, and treatment of people experiencing traumatic stress, through the use of individual and group work. Special issues that impact vulnerability (e.g.: addictions, social supports, chronic illness, culture) are also reviewed. This course will also explore the impact of trauma on the counselor, issues of compassion fatigue, secondary trauma, and counselor wellness and self-care. 3 credits

MNHN 694 Contemporary Issues in Couples and Family Therapy

The course introduces Family Systems theory and explores the family and couple's culture and cultural beliefs as they pertain to the ways in which they interact and develop. The course further addresses the interactions between family members, especially within socio/economic and cultural contexts, and its impact on mental health and wellness. 3 credits

MNHN 702 Case Conceptualization, Documentation, and Practicum

This course integrates basic intake and information gathering techniques, documentation, and case conceptualization with a practical fieldwork experience. Within the classroom setting, Counselors-in-Training (CITs) will learn the skills of intake interviewing, psychosocial screenings, documentation writing (biopsychosocial, treatment planning and progress notes), referral needs, and case management. CITs will integrate addiction and other specialty screenings, mental status exams, medical data and client history to form treatment plans and biopsychosocial reports. Added into every class session is 1.5 hours of group supervision.

In the field, CITs will participate in a placement experience of a minimum of 100 hours of counselor-related experiences. This will include 75 clock hours of on-site experience, comprising at least 40 hours of direct client contact, 15 hours of on-site individual or dyadic supervision, and 20 hours of indirect client contact opportunities. An additional 25 hours of in-class group supervision is required. 3 credits

MNHN 705 Advanced Addiction Counseling and Techniques

This course will examine advanced substance abuse counseling and techniques, with focus on the application of various evidence-based intervention techniques within various treatment venues. Counselors-in-Training (CITs) will explore the impact of addiction on the family, medical wellbeing, mental health, and engagement of clients. Issues

of toxicity, medication interventions, various treatment modalities, assessments and screenings, treatment planning and outcome measurement will be addressed. The course learning activities will include observational activities, demonstrations, and role playing of advanced counseling skills. 3 credits

MNHN 706 Advanced Counseling Skills and Techniques

This course is designed to offer a balance between theory and practice. In addition to mastering the material presented through the readings, lectures and discussions, Counselors-in-Training (CITs) will be actively engaged in the learning process through simulated clinical experiences. CITs will be introduced to a variety of techniques through the observation and critique of videotapes of master clinicians, in-class role plays, taping and transcription of interviews, and in-class demonstrations. The CIT's own personal growth, self-insight, and self-awareness will be an integral component to this course. 3 credits

MNHN 770 Internship I

Counselors-in-Training (CITs) complete 20 to 25 hours per week (300 hours total) of clinical practice in a community placement while continuing to come to class for support, consultation, and further training. CITs receive a minimum of one hour per week of individual supervision by a licensed mental health professional. Eligibility for this course requires having satisfactorily completed all other coursework in the Master of Science in Clinical Mental Health Counseling program and the approval of the chair. 4.5 credits

MNHN 771 Internship II

Counselors-in-Training (CITs) complete an additional 300 hours as outlined in MNHN 770 Internship I. Per MNHN 770 -CITs complete 20 to 25 hours per week (300 hours total) of clinical practice in a community placement while continuing to come to class for support, consultation, and further training. CITs receive a minimum of one hour per week of individual supervision by a licensed mental health professional. Eligibility for this course requires having satisfactorily completed all other coursework in the Master of Science in Clinical Mental Health Counseling program and the approval of the chair. 4.5 credits

INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY

PSGN 604 Statistics for Behavioral Sciences

This course covers general statistical concepts related to behavioral science. Students work on basic statistical analysis using various numeric and algebraic techniques. Students learn the advantages and disadvantages of the various tools used in inferential statistics and how and when to apply those methods. Topics to be covered include: descriptive statistics, basic inferential statistics, analysis of variance methods, and nonparametric statistics for categorical data. 3 credits

PSGN 612 Psychometric Theory

Introduces the student to basic and advanced concepts in psychometric theory, including technical principles of psychological testing, reliability, validity, and test item considerations. Emphasis is placed on the application of psychometric theory to measurement problems in applied settings. Statistical concepts related to test theory, such as correlation and regression, are also reviewed. Prerequisites: PSGN 604, PSGN 645. 3 credits

PSGN 613 Social Psychology in Multicultural Organizations

Examines psychological theories and social influences associated with individual thought and behavior in organizations around the world. Students analyze foundation social psychological models and interactive processes including conformity, creation of attitudes, organizational citizenship behavior, counterproductive work behaviors, social exchange teaming, persuasion, agency, and team dynamics from a global business perspective. Emphasis is placed on evaluating the impact of theories, models, and processes on diversity, inclusion, and teaming relative to culture formation and organizational productivity. 3 credits

PSGN 617 I-O Psychology in Global Organizations: Org Culture and Change (OD)

This course is an introduction to I-O Psychology at a graduate level. The course uses a broad I-O textbook to introduce students to 12 topic areas including motivation, research, teams, leadership, job analysis and others. Students are expected to discuss & summarize chapters weekly. 3 credits

PSGN 619 Business Foundations for I-O Professionals

This course will be an area of I-O Psychology specifically tied to the practical application and research specialty of the visiting professor. The goal of the course will be to expose students to a niche within the job market of I-O that may relate to Talent Management, Conflict Resolution, Employment Law, or another interesting and relevant topic. Students will be advised in advance of the topic theme and the faculty teaching it. 3 credits

PSGN 639 Theories of Leadership

The psychology of leadership in its rational, emotive, and behavioral dimensions. Learners explore the psychology of leadership through the cognitive-behavioral work of Dr. Albert Ellis. Evaluates the influence of rationality, emotion, and behavior on leaders as they attempt to make informed decisions concerning the roles of human capital management, organizational design, and organizational strategy relative to business, organizational, and cultural goals. 3 credits

PSGN 643 Motivation

Understanding what motivates an organization's employees is central to the study of I-O psychology. Motivation is a person's internal disposition to approach positive incentives and avoid negative incentives. While motivation can often be used as a tool to help predict behavior, it varies greatly among individuals, and must often be combined with ability and environmental factors to actually influence behavior and performance. This course reviews the models of motivation and theories used within the workplace. 3 credits

PSGN 644 Personnel Selection and Assessment: Assessment-Interviewing-Succession

This course builds on students understanding of competency modeling and job analysis. Students will learn different methods of assessment and how to apply these methods to selection, development and succession. 3 credits

PSGN 645 Research Design: Applied to Organizations

In this advanced level course, various approaches and techniques for conducting behavioral and social research are covered with stronger emphasis on experimental methods. The course also includes a basic review of statistical methods used to analyze the data from these research studies. In applications, designs which explore differences in needs and outcomes for minority group members are highlighted. Students complete a series of culminating individual research papers which integrate skills taught. 3 credits

PSGN 655 Job Analysis and Performance Appraisal: Competency Modeling

An overview of techniques used to measure employee performance. Topics include: Job analysis methods and use of results, criterion development, performance appraisal methods, job evaluation, rater training, bias and accuracy in performance appraisal, organizational and contextual issues. The course reviews current research, rating formats in relation to criteria relevance and legal considerations and distinctions between subjective ratings and objective measures of performance. This course also reviews research and practice of competency modeling in the workplace. 3 credits

PSGN 656 Training and Development

Students learn how to develop and deliver a training program related to performance and employee development in the work environment. The overarching objective of this course is for each student to learn how to assess, develop, carry out, and evaluate a training program. To get to this objective, students review the field of training and development, as well as the broader area of human resource development (HRD). Topics include: motivation and learning theory, needs assessment, and the evaluation of training. 3 credits

PSGN 680 Group Dynamics

The course builds on theories introduced in the PSGN 682 Use of Self course and applies these theories to diagnosing key challenges in organizations. Students learn to use a consultative approach to affect change. Case studies are employed as a primary method of instruction. PSGN 682 is a prerequisite for this course. 3 credits

PSGN 682 Facilitation, Process Consultation, High Performance Coaching: Use of Self (OD)

The course is designed to increase behavioral understanding at the individual, group, intergroup and organizational level. Methods of instruction include: semi-structured experiential exercises and assignments, focused observation, self-disclosure, targeted readings and short lectures. Strong emphasis is placed on attendance, participation, and reflection. The course is rooted in the belief that increased awareness improves leadership and followership, and that, to work most effectively within organizations, one must have an awareness of the self and the self within the system. One important note about this course - we will be discussing difficult topics that are often not explicitly raised in organizational settings. These include conversations about group identities such as race, gender, ethnicity, religious affiliation, etc. Maintaining respect for all class members, including the instructor, is paramount. 3 credits

PSGN 740 Consultancy Internship Industrial-Organizational Psychology

This is a three-month internship (paid or unpaid) within Manhattan and the surrounding boroughs. You will apply the theories and skills learned in the program in a supervised internship relevant to IO Psychology or Organizational Development. Using Touro's alumni, faculty, existing students, and organizations looking to partner with our program, students will be assisted in the search for placements, with ultimate responsibility falling on them to secure the work. Internship is monitored by the program director, and must be completed in order to graduate. This leads to students graduating with real IO or OD experience, and an excellent education which gives them leverage over other graduates who lack experience in the field. Prerequisite: 9 credits (3 courses) in IO Psychology. 3 credits

MS IN APPLIED BEHAVIOR ANALYSIS AND

ADVANCED CERTIFICATE PROGRAM IN BEHAVIOR ANALYSIS

PSGN 604 Statistics for Behavioral Sciences

The objective of this course is to provide students with an overview of the content and basic skills necessary to understand the techniques of entering and analyzing data. This course will cover the application of parametric tests: T test and analysis of variance, as well as identifying relationships through correlations. Students will be critically evaluating statistical techniques taught during the course to further their ability to make informed decisions about research outcomes. Students will be required to: conceptualize problems that require further research in their field of interest, create data sets, apply different statistical techniques and make decisions based on the results obtained. 3 credits

PSGN 621 Ethical Considerations in Applied Behavior Analysis

The purpose of this course is to introduce students to the ethical issues of Applied Behavior Analysis. Ethical issues covered include: professional certification standards, guidelines for responsible conduct for behavior analysts. Specifically, students will learn to practice within ethical guidelines established by the Behavior Analyst Certification Board (BCAB) and American Psychological Association (APA) by analyzing cases that address: a) responsibility to clients (e.g., confidentiality and informed consent), b) self-monitoring of own professional behavior (e.g., practicing within boundaries of competence, professional development, and avoiding conflicts of interest), c) conducting assessments and developing behavior change programs that are based on behavior analytic principles (e.g., use of least restrictive procedures, ongoing data collection, and termination of services), d) teaching and supervision (e.g., providing objectives and feedback, and utilizing principles of behavior analysis in supervision), (e) promoting the general welfare of society through the application of the principles of behavior (e.g., presenting a behavioral alternative to other procedures or methods). The student will also learn to incorporate The Health Insurance Portability Accountability Act (HIPAA) privacy and security rules in their practice as behavior analysts. 3 credits

PSGN 626 Developmental Disabilities and Autism

The objective of this course is to provide students with an overview of developmental disabilities, discussing evidence based information. Areas of focus will include: different disabilities, co-morbid diagnosis, autism, mental retardation, and society supports. Ethical considerations in regard to treating different disabilities will be addressed throughout the course. 3 credits

PSGN 627 Behavioral Interventions in Behavior Analysis

The objective of this course is to provide students with an overview of the principles of applied behavior analysis and their use with students with autism. Areas of focus will include: use of reinforcement and development of reinforcement systems, shaping and chaining, task analysis, developing self-management strategies, data collection analysis, behavioral intervention in the classroom, and ways to promote generalization. Ethical considerations in regard to behavior change interventions will be addressed throughout the course. 3 credits

PSGN 629 Behavior Management and Evidence Based Intervention Strategies

This course is designed to introduce students to basic theory and practice in the applications of behavioral principles. Students will be introduced to evidence-based practice, and will begin to learn to apply the material studied. Students will be required to think about the issues throughout the course and learn to think about assessment and intervention in an integrated manner. Students will gain theoretical and practical knowledge about the evaluation approaches concerning overt behavior manifestations, assessment methods, identification of behavioral disturbances through behavioral assessment tools, and determination of appropriate evidence-based intervention techniques. This course will train students to perform appropriate analyses based on behavioral manifestations, examine which assessment tools to employ for various disorders and behavior functions, and consider appropriate research-based intervention procedures following functional behavior assessment. 3 credits

PSGN 704 Assessment and Intervention in Applied Behavior Analysis

This course will focus on assessment methods used for behavioral assessment and interventions in the application of behavior analysis. Students will learn how to conduct their own assessments and develop interventions based on those assessments. These will include preference assessments, reinforcer assessments, and indirect and descriptive assessments. Collecting, graphing, and interpreting data will be addressed. Students will learn to complete comprehensive Functional Behavior Assessments and Functional Behavior Analyses and learn the difference between the two. 3 credits

PSGN 705 Research Methods, Measurement and Experimental Evaluation in Applied Behavior Analysis

The purpose of this course is to introduce students to the use of the scientific method in evaluating assessment and intervention techniques in behavior analysis. Topics include measurement techniques, single subject experimental design, selection of dependent and independent variables, graphical presentation and evaluation of results, and ethics pertaining to working with human subjects. Principles and procedures involved in the experimental analysis of reinforcement schedules, stimulus control, and stimulus equivalence are included. Additionally, by the end of this course, students will gain comfort in presenting their work in both poster and research report for publication format. These principles will be enforced by requiring all students to complete an individualized research project which incorporates techniques in ABA and involves measurement and evaluation of the intervention used with one human participant who provides consent to participating in this project. 3 credits

PSGN 706 Topics in Applied Behavior Analysis: Focus on Autism

This course will address various topics in behavior analysis with a specific focus on working with individuals with Autistic Spectrum Disorders (ASD). Students will review applicable ethics, principles, processes and concepts of behavior analysis, behavioral assessment, and selection of intervention strategies as they apply to individuals with Autism. Also reviewed and elaborated on will be measurement procedures and methods for the display and interpretation of collected data, behavior change procedures and systems support. Additionally, this course will focus on the history and culture of autism along with specific assessment tools and interventions for use with children, adolescents and adults with varying severity of ASD. Students will become familiar with procedures for establishing, organizing, and implementing Applied Behavior Analysis (ABA) programs. 3 credits.

PSGN 708 Specific Procedures and Populations in Behavior Analysis

This course will address specific procedures in behavior analysis including respondent conditioning, operant contingencies, stimulus control and generalization, designing instructional programming for early reading skills, teaching verbal behavior, and interventions for increasing desirable behavior and decreasing problem behavior. Additionally, subspecialties such as behavioral approaches to education, treatment of autism, teaching safety skills, pediatrics, treatment of drug addiction, and gerontology will be addressed. Finally, this course will address specific behavior change procedures such as matching to sample procedures, errorless learning procedures, and pairing procedures. 3 credits

PSGN 709 Practicum in Behavior Analysis

This course focuses on students working toward practice competence in areas outlined by the New York State Education Department. The Practicum in Behavior Analysis provides students with opportunities to learn and practice the various roles of a behavior analyst and demonstrate competence as a beginning Behavior Analyst. It is designed to provide prospective clinicians with the opportunity to apply theoretical knowledge and gain experience under the supervision of a licensed behavior analyst or authorized health care practitioner who currently diagnoses, prescribes, or orders treatment involving applied behavior analysis in his or her professional practice. The main objective is to prepare students to design, deliver, and evaluate individualized behavioral intervention independently. This course will integrate the practicum experiences with didactic course work to provide a meaningful repertoire of behavior analytic skills and to help prepare professionals for the New York State licensing exam in Behavior Analysis.

Students will work closely with an assigned university supervisor and a mentoring professional from their placement sites. The practicum requires on-site supervision and observations. The accompanying practicum seminar allows students to share experiences and knowledge gained in placement sites. 1 credit

PSGN 721 Maintenance of Client Records in Behavior Analysis

This course focuses on maintenance of client records as it applies to the behavior analyst. A specific emphasis is placed on privacy rights of clients and related laws. NYS laws as well as HIPAA, FERPA, APA record-keeping guidelines and NYSED Office of Professions record-keeping guidelines will be discussed. Maintenance and privacy related to electronic records will be addressed, along with related practitioner responsibilities in ensuring that client rights are not violated. 2 credits

PSGN 722 Issues of Cultural and Ethnic Diversity in Behavior Analysis

This course focuses on issues of cultural differences and ethnic diversity within the realm of applied behavior analysis. Students will learn about cultural differences and the application of ABA with culturally- and ethnically-diverse children and families. Topics include cross-cultural provision of services, understanding racism and prejudice, culturally-sensitive treatment, bias in service delivery, and working with various linguistically- and culturally-diverse populations. There will be a focus on working with Latino, Asian-American, African-American, Muslim, and White ethnic clients. 3 credits

PSGN 723 Functional Behavioral Assessment, Functional Analysis, and Direct Observation

This course will provide the student with intensive instruction in functional assessment procedures and direct observation methods to be used by the behavior analyst in service delivery mechanisms in mental health and education settings. The following terms will be defined, described, compared, and contrasted: functional assessment, functional analysis, functional behavior assessment, descriptive assessment, and descriptive analysis. Direct observation methods, observer reactivity, and appropriate selection and implementation of time-sampling techniques will be described. Examples of their appropriate and inappropriate use will be analyzed. Assessment procedures to identify generalization and maintenance of behavior change will be identified, described, and analyzed. 3 credits

DEPARTMENT OF NURSING

BIHN120 Human Anatomy and Physiology for Nursing I

This course is designed for pre-professional students as an introduction to a basic understanding of the structural organization of the human body starting with the tissues, integumentary, skeletal, muscular, digestive, and nervous systems. The course focuses on the cellular organization and on the tissue and organ levels of each system. In laboratory exercises, students study and learn structures from various available anatomical models. 4 credits

BIHN 122 Human Anatomy and Physiology for Nursing II

This is the second of the series offered to pre-professional students. The course focuses on the organization of the cardiovascular, respiratory, lymphatic, endocrine, urinary, and reproductive systems. Class discussions deal with the basic cellular, tissue-level and organ-level organization of each system. Functional significance as well as clinical correlations of some structures are covered. Special focus is on fertilization and reproduction, pregnancy and lactation, coronary and cerebrovascular circulation. Laboratory exercises include studying structures from available anatomical models. Prerequisite: BIHN 120. 4 credits

BIHN 229 Applied Microbiology

This course covers the structure, reproduction, physiology, biochemistry, genetics, and identification of microorganisms. It includes a study of their relationship to each other and to other living organisms, their distribution in nature, and their beneficial and disease-causing effects on humans. 4 credits

BIHN 248 Nutrition for Nursing Majors

This course offers a specialized review of the principles of sound nutrition and the effects of diet on personal well-being. Environmental, social, physical, and psychological reasons underlying poor diet are examined. Not for science majors. 3 credits

BIHN 314 Genetics and Genomics

A study of human genetics in order to elucidate the basic laws of heredity and their physical basis (classical genetics); structure and function of the gene (molecular genetics); and population genetics, with attention to human abnormalities as illustrations of these principles. Prerequisite: BIHN 122. 3 credits

BIHN 355 Pathophysiology

Emphasis is placed on the relationship of usual health patterns of major body systems to changes that occur during the illness experience. Major pathophysiologic concepts are explored using a body systems approach. Theories relating etiology, pathogenesis, and clinical manifestations are used to study common disease processes. Concepts from anatomy and physiology provide the foundation for exploring human dysfunction. Prerequisite: BIHN 122. 3 credits

GCON 120 Fundamentals of Computers with Microcomputer Applications (Fall, Spring)

This course discusses the basic principles of computer literacy. The student is exposed to extensive computer terminology and a thorough discussion of computer theory, including the Internet. In addition, a hands-on computer lab is incorporated into the course. The student will learn Windows operating systems, word processing, spreadsheet, and presentation application software. Outside lab time is required for class assignments. The software will be updated to reflect the constantly changing technologies available. 4 credits

GLLN 121 College Writing I (Fall, Spring)

The course is based on planning, drafting, writing, and rewriting critical and expository essays utilizing argument, compare/contrast, cause/effect, definition, and summary/analysis. A short critical paper with cited sources in APA format will be assigned. Prerequisite: GLLN 110 or placement. 4 credits

GLLN 122 College Writing II (Fall, Spring)

Continued practice in expository writing.

The capstone project is a 5-7page research paper in MLA format. Prerequisite: GLLN 121 or placement. 4 credits

GSMN 130 College Mathematics (Fall, Spring)

Algebraic topics including linear equations and inequalities, systems of equations, quadratic equations, all including word problems. Exponents and radicals, operations with polynomials, factoring, and graphing⁷⁵. Prerequisite: GSMN 001 or placement. 3 credits

GSMN 134 Pre-Calculus (Fall, Spring)

Functions, solution of equations and systems of equations, the trigonometric functions and their graphs, addition theorems and identities, logarithmic and exponential functions, and elementary analytic geometry. Prerequisite: GSMN 130 or placement. 3 credits

GSMN 261 Statistics for the Social Sciences (Fall, Spring)

This course surveys the basics of descriptive and inferential statistics, the standard normal probability distribution, sampling, estimation and hypothesis testing, probability theory, correlation and regression. Designed for students majoring in social sciences and health-related fields. Cannot be taken if student has credit for GSMN 140. Prerequisite: GSMN 130 or exemption. 3 credits

HSBN 201 Community Service

This one-credit course is a requirement of the School of Health Sciences. The student explores the concepts and principles of community service and nursing as they apply to individuals, families, and the community as a whole. Students examine and recommend services and teaching available to their client(s) through independent study. This course builds on Orem's Self-Care Theory as students document a reflection paper that includes a comprehensive health assessment. This course must be completed by senior year. 1 credit

LLEN 101-102 English Composition I & II

Extensive practice in the composition of clear, concise, and grammatically-correct sentences and paragraphs with special emphasis on the five-paragraph essay and the research paper. Admission by assignment following placement test. 3 credits

MATN 111 College Mathematics

An introductory course in mathematical skills and techniques which are necessary for further undergraduate college study. Fundamental principles of algebraic calculations such as operations with signed numbers, exponents, negative exponents and operations with fractions; verbal problems and solution of equations; graphical methods; linear equations and systems of linear equations. Prerequisite: Placement by departmental examination. 3 credits

MATN 120 Pre-Calculus

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

MAT 261 Statistics for Social Science Majors

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

MCON 122 Computer Literacy and Information Retrieval

Students examine basic computer topics and terminology, with a special emphasis on electronic information retrieval, as they explore ways to apply information retrieval technology to teaching the various academic disciplines. To this end, computer hardware and software are discussed, along with personal computer applications such as Word, Excel and PowerPoint. Internet topics, such as advanced search techniques, constructing deep searches, finding specialty information, newsgroups and mailing lists, are examined in detail. A capstone project is the preparation of a research project, which should use both traditional as well as electronic methods of research. This course is not a required course or approved elective for a Computer Science or MIS degree. 3 credits

MCON 140 Computer Concepts with Microcomputer Applications

This course introduces students to basic computer topics and terminology. Computer hardware and software are discussed along with personal computer (PC) applications. Office applications are taught, as well. Students will

complete this course with a solid understanding of computers, how to use computers, and how to access information on the World Wide Web. This course is not a required course or approved elective for a Computer Science or MIS degree. 3 credits

NURN 110 Fundamentals of Nursing

Introduces students to basic nursing principles, including concepts that form the theoretical basis for their roles as Registered Professional Nurses. Students develop nursing skills to meet the BIHN-psychosocial needs of a selected population, e.g. the elderly. The steps of the nursing process are introduced as the framework for nursing care and practice. The didactic (classroom) portion of this course includes the theoretical principles of: therapeutic communication, vital signs, infection control practices, body mechanics and safety, hygiene, comfort measures, skin integrity and wound care, nutrition, elimination, oxygenation, fluid and electrolytes, pain assessment, medication administration, care of the dying, introduction to the health care system and health care team, and legal and ethical issues that affect professional nursing practice. Students learn to initiate nursing actions in response to identification of self-care deficits, utilizing Orem's Self-Care Deficit model. In the Nursing Skills Laboratory component of this course, students practice basic psychomotor skills related to theoretical topics introduced in the classroom. They then move on to the clinical component, applying these skills utilizing the nursing process within the framework of Orem's Theory, with patients in the traditional setting of medical-surgical hospital units. Prerequisite: BIHN 122. 7 credits

NURN 130 Pharmacology in Nursing

Topics addressed include major drug classifications, pharmacokinetics, pharmacodynamics, pharmacotherapeutics, indications, uses, contraindications, cautions, side and adverse effects, toxicities, drug-drug, drug-food interactions and allergies. Prerequisite: NURN 110. 3 credits

NURN 200 Medical-Surgical Nursing I (formerly NURN 120)

Establishes the basis for application of critical thinking skills in utilizing the nursing process and Orem's Self-Care Theory in organizing nursing care. The course focuses on nursing management of adult patients with acute health problems. Emphasis is on the acute stages of disease, as well as health promotion and prevention, nutrition, diagnostics, and treatments. Nursing care issues are addressed in physiological, pathophysiological, and psychosocial contexts. Prerequisite: NURN 110. 8 credits

NURN 300 Medical-Surgical Nursing II (formerly NURN 240)

Designed to advance the theoretical and clinical knowledge of the student for managing care of the adult medical-surgical patient. Emphasis is placed on identifying specific universal, developmental, and health deviation self-care requisites and deficits, as well as gerontological changes that interfere with the adult patient's ability to manage increasingly complex self-care needs. Both the nursing and medical management associated with meeting the needs of patients with various medical-surgical conditions are discussed. The nursing process continues to be incorporated utilizing Orem's Self-Care Deficit Theory as a framework for the organization and provision of care for the adult medical-surgical patient. The course also introduces the nurse's role as manager of care. Clinical experiences include opportunities for students to care for adult medical-surgical patients in the acute care setting. Integration of the nursing process, as well as the psychosocial, physiological, and socio-cultural needs of the adult medical-surgical patient population, are investigated during each clinical experience. Prerequisite: NURN 200 and NURN 130. 5 credits

NURN 301 Medical-Surgical Nursing III (formerly NURN 241)

This course is designed to advance and refine the theoretical and clinical knowledge of the student when managing care of the adult medical-surgical patient. Emphasis is placed on evaluating specific universal, developmental, and health deviation self-care requisites and deficits, as well as gerontological changes that interfere with the adult patient's ability to manage increasingly complex self-care needs. Both the nursing and medical management associated with meeting the needs of patients with complex medical-surgical conditions are discussed. The nursing process continues to be incorporated utilizing Orem's Self-Care Deficit Theory as a framework for the organization and provision of care for the adult medical-surgical patient. This course focuses on the student's assimilation of knowledge related to nursing, liberal arts, health, and social sciences in the care of a complex adult medical-surgical patient. Students are expected to be pro-active participants in both the theoretical and clinical components of this course. Clinical experiences include opportunities for students to care for adult patients with complex medical-surgical needs. The focus of the clinical experience will be to facilitate the transition of the student to the role of the

professional Registered Nurse. Integration of the nursing process, as well as the psychosocial, physiological, and socio-cultural needs of the adult medical-surgical patient population, will be assessed during each clinical experience. Prerequisite: NURN 300. 5 credits

NURN 310 Maternal Child Nursing (formerly NURN 210)

Builds upon the foundation acquired in NURN 110, NURN 130, and NURN 200. Uses the nursing process, Orem's model of self-care, and a developmental approach to build upon principles of humanity, health and environment as they affect nursing care of women, infants and children. Emphasis is placed on health teaching and providing care to obstetrical, newborn, and pediatric patients with complex problems, from the prenatal period through adolescence. Clinical experiences are provided in a structured multicultural medical center with a parent-child focus. Other learning experiences will occur in the classroom with assigned activities in the computer and skills lab. Prerequisite: NURN 200 and NURN 130. 5 credits

NURN 320 Trends in Nursing (formerly NURN 260)

Current issues and trends that impact the practice of nursing in the 21st century are addressed, as is the influence of the holistic model of health care. Nursing practice related to complementary healing techniques, and evidence-based practice in the art and science of healing, act as catalysts for class discussion and debate. Economic and political influences, the health care environment, and various aspects of nursing practice are discussed. 2 credits

NURN 330 Mental Health Nursing (formerly NURN 230)

Builds upon and expands basic psychosocial knowledge and skills acquired in PSY 101, NURN 110 and NURN 200. Progression to more complex mental health patterns as they relate to nursing practice provides students with the opportunity to expand their understanding of human-environmental interactions and evolving mental-health patterns within diverse cultures. Behavioral patterns as they appear in normative growth and developmental perspectives as well as alterations in these patterns, with the resulting nursing implications, are addressed. An intertwining of the nursing process and Orem's Self-Care Deficit Theory forms the framework for the assessment of self-care deficits and interventions necessary to meet the self-care needs of psychiatric patients, their families and significant others. Prerequisite: NURN 200 and NURN 130. 5 credits

NURN 410 Populations at Risk

This course is designed to study populations at risk, such as the aged and those diagnosed with cancer or HIV, with emphasis on variables that may be modified to increase quality of care and life. An epidemiological model is used to study health status as it is affected by environment, lifestyle, heredity, and community. Students observe and participate in managing the care of a patient being followed by agencies that are selected for their interdisciplinary approach. Prerequisite: BIHN 355; 2 credits

NURN 411 Health Assessment and Promotion

Focuses on the development of comprehensive health assessment skills, including measures of physical and functional status, documentation of the assessment findings, and health promotion strategies for each body system. Considerations of racial and cultural differences are discussed with respect to health assessment as well as health-promotion strategies. Prerequisite: BIHN 122; 4 credits

NURN 420 Professional Nursing Practice

Explores the history and development of professional nursing, including past and current issues and trends relevant to the profession. The role of the Registered Nurse, as well as values and ethical and legal issues, are also included. Students become acquainted with health care systems within which professional nurses practice. Prerequisite: NURN 110. 3 credits

NURN 430 Client Education Across the Lifespan

Builds upon the roles played by core concepts of teaching-learning principles, therapeutic communication, and the nurse-client relationship in meeting the learning needs of clients and their families/significant others throughout the life-span. A client-centered and nursing-process-driven approach is employed, with emphasis on assessing learner readiness and preference, cultural and spiritual practices, developmental level, and cognitive and language considerations. Bloom's taxonomy of learning domains provides a framework for the development of effective

nursing interventions. Theories of client education including the health belief model, locus of control, cognitive dissonance, and diffusion theories will be explored in terms of their impact on the learning process. Prerequisite: NURN 200; 3 credits

NURN 440 Community Health

Focuses on community assessment, environmental factors affecting health and illness, concepts and principles of epidemiology, and problems of the urban environment. In collaboration with home care agencies, community outreach agencies and selected ambulatory clinics, and under faculty supervision, students provide nursing care in patients' home settings. Prerequisite: NURN 200, NURN 130. 3 credits

NURN 450 Nursing Research and Evidence-Based Practice

The conceptual and research development of nursing knowledge that forms the basis for evidence-based practice. Current areas of nursing inquiry are presented. The validity of quantitative methods and the conformability of qualitative methods used to formulate answers to nursing research questions are discussed. Students evaluate current nursing research and assess applicability to clinical practice. Prerequisite: MAT 261, NURN 300. 3 credits

NURN 485 Advanced Leadership

Emphasizes leadership and management theories. Students utilize organizational behavior, educational administration, and business theories to analyze content related to leadership and management. Integrated into the course are legal and ethical issues. This course requires a senior capstone project, assigned in the final semester prior to graduation, in which the nursing process is used to promote, restore, and maintain the health states of individuals, families, and groups. Students develop their leadership ability under the direct guidance of a selected agency preceptor. Students cultivate the development of their professional role and use leadership skills to become active members of the health care team. This course must be taken as part of the student's final semester of Nursing courses. Prerequisites: NURN 300, 310 (or co-req), 330 (or co-req), 440. 3 credits

PSYN 101 Introduction to Psychology

Psychology as a biological, behavioral, and social science. Topics include: critical and scientific analysis of human behavior, fundamentals of psychological research, biological bases of behavior, states of consciousness, learning, thought, memory and intelligence, social behavior and personality, mental health and adjustment, diagnosis and treatment of abnormal behavior. 3 credits

SPLN 101 Fundamentals of Speech

Techniques of public speaking. Includes the delivery of several speeches during the course of the program. 3 credits

OCCUPATIONAL THERAPY DEPARTMENT

HSBN 301 Physiology

This course provides an understanding of the physiological mechanisms by which the human body functions in health and in disease. Particular emphasis is given to the neuromuscular, cardiovascular, respiratory, renal, and endocrine systems. 5 credits

HSBN 304 Human Gross Anatomy

This course is designed for the occupational therapy curriculum as an introduction to the structure and function of the human body. The entire human body is covered in lecture and laboratory. The musculoskeletal system is studied in detail. Laboratory experiences and cadaver dissection complement course material. The initial presentations are systemic. Basic anatomic terminology, osteology, arthrology, angiology, and neurology are covered to provide a background for the subsequent regional lectures. 7 credits

HSBN 305 Human Gross Anatomy

This course is designed for the occupational therapy curriculum as an introduction to the structure and function of the human body. The entire human body is covered in lecture and laboratory. The musculoskeletal system is studied in detail. Multimedia computer simulations, anatomical models, and other types of audiovisual materials complement course material. The initial presentations are systemic. Basic anatomic terminology, osteology, arthrology, angiology, and neurology are covered to provide a background for the subsequent regional lectures. 7 credits

HSBN 352 Kinesiology

Kinesiology is the study of the human motion. This lecture/laboratory course includes the study and evaluation of joint motion and muscle function. Students learn to palpate joints, bony prominences, and muscles, as well as to test muscle strength and range of motion. Analysis of functional movement is also included.

Prerequisites: HSNB 304 or HSNB 305, HSNB 301. 4 credits

HSBN 390 Neuroscience

This course provides the student with an integrated understanding of the organization of the nervous system, including structure and function. The brain is studied from a gross point of view, in sections, and also using a systems approach. Relevant clinical problem-solving is incorporated into the lectures. Prerequisites: HSNB 304 or HSNB 305, HSNB 301. 4 credits

HSBN 440 Human Disease Processes I

This is the first of two courses covering medical terminology, pathology, etiology, pharmacology, diagnosis, and treatment of medical conditions commonly seen by occupational therapists. Emphasis is placed on the impact of the disease on the individual's sensorimotor, cognitive, psychosocial, and occupational performance. Included in the sequence are general medical, surgical, orthopedic, neurological, and cardiopulmonary conditions.

Prerequisite: OTHN 302. 3 credits

HSBN 441 Human Disease Processes II

This is the second of two courses covering medical terminology, pathology, etiology, pharmacology, diagnosis, and treatment of medical and conditions commonly seen by occupational therapists. Emphasis is placed on the impact of the disease on the individual's sensorimotor, cognitive, psychosocial, and occupational performance. Included in the sequence are general medical, surgical, orthopedic, neurological, and cardiopulmonary conditions.

Prerequisites: OTHN 302, HSNB 440. 2 credits

HSBN 447 Health Promotion/Patient and Professional Education

This course and laboratory are designed to present concepts related to health and wellness, disease management, disease prevention, and health promotion, in the context of contemporary health care delivery. Students are exposed to public health concepts and principles and refine their knowledge about health promotion in order to improve health and foster wellness. Students explore occupational therapy approaches within the framework of health promotion. In addition, this course refines students' skills in developing effective strategies for the

communication and teaching of information and procedures to patients, consumers, professionals, and others responsible for patient and consumer care. Prerequisite: OTHN 302. 2 credits

HSBN 651 Administration/Health Care Delivery

Two important challenges for the occupational therapists are administration and health care management. In addition to clinical skills, therapists must have specific knowledge and skills needed in administration and health care management. This course introduces students to basic concepts of regulations and standards, managed care, management theories, organizational structure, personnel, public relations, marketing strategies, program and facility planning, financial management, ethics, quality assurance measures, outcome measures, supervision and written and verbal communication skills, risk management, and team building. Prerequisite: OTHN 402. 2 credits

HSBN 668, 669 Independent Study-Community Service

In keeping with the Touro University mission to serve the larger community, students in the School of Health Sciences are required to complete an independent study that involves a minimum of twenty-five (25) hours of community service with individuals disadvantaged due to illness, disability, or other circumstance. The purpose of this requirement is to (1) provide students in the School of Health Sciences with an opportunity to learn from, and give back to, the larger community; (2) enhance awareness of how a disability or illness impacts the individual, family, friends, caregivers, and community. Through this experience, students may interact with people from different cultural and socioeconomic backgrounds, with people who have impairments leading to functional limitations in the physical, cognitive, and/or social-emotional domains, or with people who struggle with issues related to poverty, homelessness, and hunger. The specifics of the experience and project undertaken are negotiated on an individual basis between the student and the department faculty advisor. HSBN 669 may be taken as an additional elective, upon approval of the student's advisor, in the same or subsequent semesters. 1 credit each

OTHN 302 Level II Fieldwork and Seminar

This is the first full-time 12-week clinical experience for students and takes place at selected psychosocial treatment facilities. Students have the opportunity to practice their new knowledge and clinical skills under the supervision of a registered/licensed occupational therapist. Students have completed their psychosocial studies and the basic science courses. Students are able to assess, evaluate, develop goals, treatment plan, and document patient care efficiently and effectively by the end of this fieldwork placement. A seminar is scheduled periodically to help students and faculty to maintain contact, to work on areas of weakness, and to pre-empt potential problem areas (i.e. communication problems between the student and/or the faculty, and the clinical placement). Students have this forum to discuss their concerns and positive experiences. 3 credits

OTHN 323 Occupations Across the Lifespan

This course is designed to provide occupational therapy students with knowledge of developmental theories and factors influencing the normal developmental processes. The students will examine developmental norms and sequences with an emphasis on sensory-motor, cognitive, and psychological domains from prenatal development through adolescence. It also examines developmental norms and sequences from adolescence through older adulthood, with an emphasis on physical, cognitive, and psychosocial tasks. Through community assignments, the students will begin to develop clinical observation skills based on interaction with typical children and adults. 3 credits

OTHN 331 Psychosocial Studies and Group Process II

This course is the continuation of OT 330. It continues to integrate theory and practice in the psychosocial setting. The students further explore the frames of reference, terminology, and diagnoses utilized, and integrate the interview, evaluation, and treatment techniques available, pharmacological information, and current ethical and social issues regarding mental illness and other psychosocial issues. Analysis of modalities and the development of group treatment designs are incorporated into the coursework. Level I fieldwork experiences for this course include observation of, and participation in, the evaluation and treatment of individuals with mental illness and other psychosocial issues. Prerequisite: OTHN 330. 3 credits

OTHN 335 Substance Abuse Seminar

This seminar focuses on the physiological, sociological, and psychological effects of substance abuse on the abuser and those around him/her. Trends, treatment models and methods are examined. Exploration of the occupational therapist's role in the evaluation and treatment of the substance abuser will be included. 1 credit

OTHN 349 Undergraduate Independent Study

This is an elective course in which the student may do individual work on a topic of interest. The student works with an instructor in a tutorial manner. The student and instructor develop a plan of activities, assessment strategies, and criteria commensurate with the credits and topic agreed upon. This agreement is filed in the student's OT department records. Upon successful completion of these activities, the student receives a grade for the course. This course may be taken pass/fail. 1-3 credits

OTHN 376 Foundations of Occupational Therapy

This course introduces the occupational therapy student to major occupational therapy theories and models, theorists, approaches, terminology, and selected treatment modalities. Major theoretical models used in occupational therapy across disability and developmental levels will be discussed, compared, and contrasted. The occupational therapy processes of evaluation, treatment planning, documentation, and activity analyses are incorporated through lecture, discussion, and lab activities. Media laboratories in modern industrial and technological occupations will provide students with an opportunity to learn and practice basic skills in these crafts and expand their abilities to analyze human occupations used for work, leisure and therapy. Written assignments and exercises will integrate the course sections with each other and with previous and concurrent coursework. 3 credits

OTHN 380 Professional Journey I: Professional Responsibility and Communication

This is the first of a series of professional development courses that are designed to enhance knowledge, self-reflection, and application of professional responsibilities in the academic and professional setting. This course focuses on deepening the student's understanding of the OT profession generally and in his/her state of practice, and how to integrate self and culture into personal practice; the use of assertive verbal and non-verbal communication; and the initiation of developing solid therapeutic relationships. 1 credit

OTHN 385 Service Learning in Elder Care

This elective course provides students with an opportunity to participate in an experiential learning program in elder care. Students will provide a minimum of 25 hours of volunteer service and will participate in monthly 1½-hour seminars to gain insight and understanding about issues related to aging and the needs/concerns of elders, and the impact of institutions, economics, and social policy on elders. This course may be utilized to meet the community service requirement, HSBN 668. 1 credit

OTHN 386 Special Topics-Undergraduate

This course number is for use with special coursework offered by the department on a special-case or experimental basis. Courses using this designation will be given a descriptive suffix and will have a regularly-prepared course outline filed with the OTHN office. 2-4 credits

OTHN 402 Level II Fieldwork and Seminar

This is the second full-time, 12-week clinical experience under the supervision of a registered/licensed occupational therapist. The focus is on physical disabilities. Students will have completed the studies necessary to integrate theory and practice into clinical skills. The student is able to treat the "whole" person, acknowledging the psychological impact of his/her impairment, and utilizing newly-acquired clinical skills to treat the physical activity limitations or participation restrictions. By the end of the clinical experience, the student should be able to assess, evaluate, plan goals, develop treatment plans, and treat and document patient care efficiently and effectively. A seminar is scheduled periodically to maintain contact between the student and faculty, in order to work on areas of weakness, pre-empt problem areas among the student, faculty, and clinical site, and allow a forum for students to discuss their concerns and/or positive experiences. 3 credits

OTHN 405 Gerontology

This course focuses on the aging process and its physiological, sociological, and psychological effects. Students will learn to connect theories of gerontology relevant to occupational therapy and incorporate them into entry-level practice. The course focuses on the role of occupational therapy with this specialty population, with emphasis on principles of geriatric rehabilitation (in-patient, out-patient, and home care), long-term care, wellness and safety programs, hospice, and community-based programs (socialization, day treatment, and day care programs). Students learn necessary tools to conducting evaluations with older adults. Students will gain insight into how treatment plans can differ with older adults, as well as how the use of adaptive equipment, assistive technology, and environmental modifications improve the quality of life of older persons. Students also address the role of OT with community-dwelling older adults, with attention to their heterogeneity and strengths and capabilities, through the required service learning experience. Prerequisites: OTHN 302, HSBN 440. 2 credits

OTHN 415 Pediatrics

This course introduces the student to the roles occupational therapists assume in pediatrics in a variety of service environments. The influence of legislation, family social and cultural values and their influence on goal selection in a client-centered focus are examined. Students learn about the multiple causes, issues and effects of abnormal development, acute and chronic medical conditions (including orthopedic and neuromuscular conditions) and psychosocial disorders as they relate to pediatric occupational therapy. Prerequisite: OTHN 302. 3 credits

OTHN 460 Prosthetics and Orthotics

This course is designed to provide students with the background and experience in orthotic fabrication and prosthetic management. The class is divided into lecture and lab. The lecture section incorporates anatomical, biological and kinesiological concepts, as well as biomechanical principles relating to orthosis design and fabrication. Common diagnoses and indications for selected orthoses are reviewed. The lab section focuses on orthotic design and fabrication. Students are exposed to a variety of orthoses equipment, tools, supplies, and low temperature thermoplastics. Prerequisite: OTHN 302. 3 credits

OTHN 465 Rehabilitation Design

This course centers on adapting the environment to improve the quality of life of individuals of all ages who are challenged by physical, cognitive and/or sensory impairments. It examines the therapist's ability to help individuals with disabilities reintegrate into the community. This involves the use of wheelchairs and other mobility equipment, adaptive ADL equipment, resolution of architectural barriers, environmental and seating designs, and the use of microcomputers and current technologies as they apply to patient care and treatment. Prerequisite: OTHN 302. 2 credits

OTHN 470 Occupational Therapy Theory and Practice: Pediatrics

This course focuses on occupational therapy frames of reference, key concepts, treatment principles and modalities in pediatric occupational therapy. It integrates several of the predominant models in current practice with material from previous courses in development, biological, and social sciences, and with concurrent courses, particularly Pediatrics. Evaluation, treatment principles, planning and modality analysis are incorporated through lecture and discussion, laboratory, and Level I Fieldwork activities. Prerequisite: OTHN 302; Co-requisite: OTHN 415. 4 credits

OTHN 475 Occupational Therapy Theory and Practice: Physical Disabilities I

This is the first of two courses that address the role of occupational therapy in the evaluation and restoration of performance in areas of occupation to individuals recovering from illness, surgery, or with chronic medical conditions that result in physical impairments and/or disabilities. The nature of the subject matter is both theoretical and applied, relying heavily on the basic medical courses as prerequisites. The lecture and lab address evaluation and treatment principles and procedures necessary to effectively assess and treat performance in areas of occupation, performance skills, performance patterns, and body functions of those with physical impairment and disability. This course will integrate prerequisite course knowledge to provide the occupational therapy student with the basic skills necessary for entry-level practice in the area of physical dysfunction. Prerequisite: OTHN 302. 3 credits

OTHN 476 Occupational Therapy Theory and Practice: Physical Disabilities II

This is the second of two courses that address the role of occupational therapy in the evaluation and restoration of function in individuals recovering from illness, surgery or with chronic medical conditions that result in physical impairments and/or limitations or dysfunction. The subject matter is both theoretical and practical, relying heavily on the basic medical courses and OT 475 as prerequisites. This course addresses the evaluation procedures necessary to effectively assess occupational performance and performance components, and the treatment principles and procedures necessary to effectively restore function and/or support compensatory abilities in people with physical impairment, disability or handicaps. This course includes Fieldwork I experiences and required seminar, and will integrate prerequisite course knowledge to provide the occupational therapy student with the basic skills necessary for entry-level practice in the area of physical dysfunction. Prerequisite: OTHN 475. 3 credits

OTHN 480 Professional Journey II: Professional Leadership and Service

This is the second of a series of professional-development courses that are designed to enhance knowledge, self-reflection, and application of professional responsibilities in the academic and professional setting. The focus of this course is the development of professional integrity as it relates to the occupational therapy students' professional ethics, professional boundaries in the clinic and classroom, and cultural competence and ethical practice. 1 credit

OTHN 495 Research Design and Statistics I

This is the first course in a series of four (4) required research courses within the curriculum. Students are introduced to, and develop an appreciation for, the essential components of research within the occupational therapy profession. Emphasis is on the development of skills required for the student to become competent in their essential role as an entry-level therapists, consumers of research, and members of research teams. Ethical considerations pertaining to research are addressed. The major focus of this course will be collaborating with classmates on a research project led by the course instructor. This will include formulating research questions, selecting research design(s), and writing a critical review of the literature in occupational therapy and related fields. Prerequisite: OTHN 302. 2 credits

OTHN 496 Research Design and Statistics II

This is second course in a series of four (4) required research courses within the curriculum. Students are introduced to, and develop an appreciation for, the essential components of research within the occupational therapy profession. Emphasis is on the development of skills required for the students to become competent in their essential roles as entry-level therapists, research consumers, and members of research teams. Ethical considerations pertaining to the research scholarship are addressed. The major focus of this course will be collaborating with classmates on a research project led by the course instructor. The course will include data collection and analysis and the completion of research reports.

Prerequisite: OTHN 495. 2 credits

OTHN 602 Advanced Fieldwork Elective

Students spend eight weeks full-time in a clinical experience of their choice (preferably a specialty area). This may be done either under the supervision of a registered/licensed occupational therapist, or under the supervision of someone approved by the OT program director, if done in a non-traditional setting. Students reaching this level are expected to integrate theory and practice easily, to communicate well in a professional manner and to present a professional image, to demonstrate good problem-solving skills with the ability to initiate self-learning, and to exhibit the basic skills of an entry-level occupational therapist. 2 credits

OTHN 640 Current Trends in Occupational Therapy Practice

This course provides students with an opportunity to explore innovative areas of occupational therapy practice. Students have the opportunity to learn from occupational therapists who have developed private practices, consulting firms, or have branched out into innovative areas of occupational therapy practice. Students explore a variety of work settings and/or types of practice, including OT role delineations in community-based and non-traditional settings. Ethical and legal issues and professional advocacy are also addressed. Prerequisite: OTHN 402. 2 credits

OTHN 649 Graduate Independent Study

This is a graduate-level course in which the student performs scholarly activities focusing upon a specified area of interest. The student works with the instructor in a tutorial manner. The student and instructor develop a plan of activities and assessment strategies appropriate for the credits and topics agreed upon. This course may be taken as a pass/fail. 1-3 credits

OTHN 650 Specialty Area Seminar

The student is expected to select one of the specialty areas listed, and to be involved in seminars focusing on that specialty. Highly skilled clinicians provide input into the specialty area through case discussion, enhancement of treatment techniques, review of literature, and current trends. Based on enrollment and availability of clinical experts, specialty sections of the course may include, but are not limited to: Hand Therapy; School-Based Occupational Therapy; Gerontology; Adult Rehabilitation; Child Rehabilitation; Psychosocial Adult; Psychosocial Child; Developmental Disabilities. Fieldwork and field trips related to the subject area discussed are integrated with readings and discussions. Level I Fieldwork experiences are customized for the student. Prerequisite: OTHN 402. 3 credits

OTHN 655 Advanced Clinical Reasoning

This course focuses on the development of clinical reasoning skills with a strong emphasis on case examples in all areas of practice. Learning experiences allow students the opportunity to practice advanced evaluation techniques, lead group discussions, and critique theories of practice. Prerequisite: OTHN402. 3 credits

OTHN 660 Advanced Clinical Neurology

This course presents a survey of treatment methods and modalities used in clinical practice by occupational therapists working with neurologically-impaired populations. This course reviews neurophysiological, neurobiological, and neuropsychological concepts stressing implications for the management of major sensory-perceptual-motor deficits encountered in everyday clinical practice. The lab includes discussion, guided exploration, assessment, and practice, critique and skill development in assessment and treatment approaches and modalities. Prerequisite: OTHN 402. 3 credits

OTHN 661 Cognitive Rehabilitation

This course focuses on the principles and techniques for rehabilitation of visual, perceptual, and cognitive dysfunction after brain injury. Emphasis is on clinical reasoning, theoretical rationale, and specific skills needed to evaluate and treat a wide range of visual, perceptual, and cognitive deficits, using a variety of treatment approaches within the framework of OT practice. Prerequisite: OTHN 402. 3 credits

OTHN 662 Vocational Readiness

This course presents concepts and principles related to vocational evaluations, treatment planning, and program development relevant to occupational therapy. General issues, such as the development of occupational preferences, the significance of work, the impact of disabilities on the worker's role and its social implications are discussed. Specific methods of evaluations and treatment planning are presented. Students have the opportunity to administer a number of standardized and non-standardized evaluations. Prerequisite: OTHN 402. 3 credits

OTHN 663 Advanced Clinical Orthopedics

This is an advanced occupational therapy course focusing on the orthopedic population across the lifespan. The main emphasis is placed on the rehabilitation principles and protocols with the orthopedic patient population. Practical hands-on skills are taught in regard to therapeutic techniques and the use of physical agent modalities. Prerequisite: OTHN 402. 3 credits

OTHN 664 Occupational Therapy Practice in Schools

This elective course is directed toward students who have a specific interest in school-based occupational therapy. Students integrate previously-learned material including the Occupational Therapy Practice Framework 2nd Edition (Framework-II; AOTA, 2008), pediatric frames of reference, and pediatric evaluation and treatment strategies. and apply them to a variety of student populations commonly seen in schools. Additional topics covered include current laws, practice trends, and education initiatives such as Response to Intervention (RTI), Positive Behavior Intervention

and Supports (PBIS), Common Core Standards, and transition, among others. Students examine and contrast school-based service delivery models (both direct and indirect), analyze evidence on a variety of school-based interventions, and discuss ethical and management consideration, including supervising OTA's, documentation, workload vs. caseload, advocacy, and more. Prerequisite: OTHN 402. 3 credits

OTHN 670 Advanced Analysis and Synthesis of Activity

This course expands the student's knowledge about the development, adaptation and use of therapeutic occupations in relation to occupational therapy theory. Specifically, the course reviews theories and models exploring influences of performance contexts on role performance in all occupational areas including work, self-care, and leisure. This course is taught in a seminar format with lab experiences. Students lead discussions, present, and critique related literature, analyze a variety of activity analyses, and prepare lab activities. Prerequisite: OTHN 402. 3 credits

OTHN 675 Advanced Occupational Therapy Theory and Practice

This course is designed to deepen students' understanding of contemporary local and global occupational therapy theories and enhance their competencies in critically applying these theories to diverse situations, including traditional and emerging practice settings. Prerequisite: OTHN 402. 3 credits

OTHN 686 Special Topics-Graduate

This course number is for use with coursework offered at the graduate level by the OT department on a special-case or experimental basis. Courses may be developed because of special student or faculty interest in a given topic, as special electives, or in response to the needs of clinical faculty. Courses using this designation will be given a descriptive suffix and have a regularly-prepared course outline filed with the OT department. 2-4 credits

OTHN 695 Research I

This is the third course in a series of four (4) required research courses within the curriculum. Working in groups, students serve as co-investigators in research studies or capstone projects led by faculty mentors who serve as principal investigators. The research projects and capstone projects are in areas of interest related to occupational therapy practice. The students participate in a variety of research and scholarship activities, including development of a research proposal and IRB application, literature review, needs assessments, tool development, data collection and analysis, development of education and information products, and the completion of research reports. Emphasis is on the development of skills required for the students to become competent members of research teams. Ethical considerations pertaining to research and scholarship are addressed. Weekly meetings include participation in research and scholarship activities, meetings with research mentor and class instructor to review and coordinate the group work, and whole class lectures and discussions in a seminar format. Prerequisites: OTHN 402, OTHN 496. 3 credits

OTHN 696 Research II

This is the fourth course in a series of four (4) required research courses within the curriculum. Working in groups, students serve as co-investigators in research studies or capstone projects led by faculty mentors who serve as principal investigators. The research projects and capstone projects are in areas of interest related to occupational therapy practice. The students participate in a variety of research and scholarship activities, including development of a research proposal and IRB application, literature review, needs assessments, tool development, data collection and analysis, development of education and information products, and the completion of research reports. Emphasis is on the development of skills required for the students to become competent members of research teams. Ethical considerations pertaining to research and scholarship are addressed. Weekly meetings include participation in research and scholarship activities, meetings with research mentor and class instructor to review and coordinate the group work, and whole class lectures and discussions in a seminar format. Prerequisite: OTHN 695. 3 credits

Course Descriptions for Students Entering 2021 or Later

OTHN332 Human Structure and Movement

This course provides an anatomical review of all body systems and kinesiology of human movement in the context of function and environment. Students acquire the skills to observe and analyze how people move and about the effect of movement dysfunction. Students establish an understanding of the impact of the sociocultural and environmental contexts on what occupations are performed and on the manner in which they are performed. Prerequisite: Program admission prerequisite Anatomy and Physiology. 4 credits

OTHN333 Brain, Behavior and Occupation

This course provides the student with an integrated understanding of human body functions, and the functional anatomy, structure and organization of the nervous system. The brain is studied from a gross point of view, in sections, and also using a systems approach. Relevant problem-solving is incorporated into the course as students hypothesize about the effect of body system dysfunction on performance. Prerequisite: Program admission prerequisite Anatomy and Physiology. 5 credits

OTHN334 Human Movement, Behavior, and Occupation Lab

This course provides students with the skills to measure human movement, and to hypothesize about the effect of body system dysfunction on performance of occupations. Students establish an understanding of the impact of movement, behavior, and environments on the manner in which occupations are performed. Co-Requisite or Prerequisite: OTHN332 or equivalent course with comparable anatomy and kinesiology content. 3 credits

OTHN310 Fundamentals and Foundation of Occupational Therapy

This course serves as an introduction to the occupational therapy profession. This course presents an historical view of the development of occupational therapy as a profession and field of study. The course includes an introduction to the basic tenets, philosophical, theoretical, and conceptual foundations of occupational therapy. A primary focus is a study of the importance of occupation across the lifespan for health and wellbeing. Occupation as the profession's core is explored in terms of factors including roles, meaning, cultures, motivations and societal factors in the various arenas in which an occupational therapist practices. The occupational therapy process, and person-centered care is introduced as a framework for assessment and intervention. The course explores the profession's core documents and major occupation-based theoretical models underpinning the profession. Prerequisites program admission requirements. 3 credits

OTHN320 Clinical Reasoning about Occupation

This course explores concepts and processes related to clinical reasoning and the analysis of occupations. Students use familiar and unfamiliar activities to learn foundational concepts of the profession including activity and occupational analysis, and the impact of roles, habits, culture, and context on occupational engagement. Students also begin the critical thinking and clinical reasoning processes associated with the practice of occupational therapy and distinguish between novice and more advanced clinical reasoning skills. 3 credits

OTHN325 Teaching and Learning in Occupational Therapy

This course introduces theories of teaching and learning as they relate to occupational therapy education and practice. Students develop knowledge of their own, and other, learning styles, and explore strategies that can maximally benefit the learner. A variety of learning theories and strategies across the lifespan are reviewed in detail as they relate to occupational therapy practice. Students develop and apply teaching skills appropriate for varying audiences and settings, as well as effective strategies for the communication of information and procedures to clients, consumers, professionals and others responsible for client and consumer care. Prerequisites program admission prerequisites. 3 credits

OTHN390 Professional Development I: Introduction to Fieldwork, Communication and Professionalism

This is the first of a series of two professional development courses that are designed to enhance knowledge, self-reflection, and application of professional responsibilities and behaviors in the academic and professional setting. This course introduces the student to aspects of Level I and Level II fieldwork and focuses on deepening the student's understanding of the OT profession generally and of his/her own developing professionalism. Using the Touro

University OT Fieldwork Handbook as a resource, students focus on professionalism and professional integrity as they relate to students' professional ethics, professional boundaries and behaviors in professional settings and classroom; the use of assertive verbal and non-verbal communication; cultural competence and ethical practice; and the initiation of developing solid therapeutic relationships. Completion of this course includes necessary required elements for fieldwork sites such as immunizations, CPR, HIPAA, medical terminology, which may be site specific and/or Touro University Policy. Prerequisites program admission prerequisites. Co-requisite: OTHN385. 3 credits

OTHN385 Level I FW-Community Service

In keeping with the Touro University mission to serve the larger community, students in the School of Health Sciences are required to complete an independent study that involves a minimum of twenty-five (25) hours of community service with individuals disadvantaged due to illness, disability, or other circumstance. The purpose of this requirement is to (1) provide students in the School of Health Sciences with an opportunity to learn from, and give back to, the larger community; (2) enhance awareness of how a disability or illness impacts the individual, family, friends, caregivers, and community. Through this experience, students may interact with people from different cultural and socioeconomic backgrounds, with people who have impairments leading to functional limitations in the physical, cognitive, and/or social-emotional domains, or with people who struggle with issues related to poverty, homelessness and hunger. The specifics of the experience and project undertaken are negotiated on an individual basis between the student and the department faculty advisor. 1 credit

OTHN336: Human Conditions and Lifespan Occupation – Behavioral and Mental Health

This is the first of two courses covering medical terminology, pathology, etiology, pharmacology, and diagnoses for lifespan clinical conditions that are commonly seen by occupational therapists. Emphasis is placed on the impact of the condition on the individual's functional and occupational performance. Included in this sequence are the multiple causes, issues and effects of conditions affecting behavioral and mental health throughout the lifespan. Prerequisites: OTHN332 OTHN333. 3 credits

OTHN337: Human Conditions and Occupation – Physical Health

This is the second of two courses covering medical terminology, pathology, etiology, pharmacology, diagnosis for lifespan clinical conditions that are commonly seen by occupational therapists. Emphasis is placed on the impact of the condition on the individual's functional and occupational performance. Included in this sequence are the multiple causes, issues and effects of conditions affecting physical health throughout the lifespan. Prerequisites: OTHN332 OTHN333. 3 credits

OTHN604: Lifespan Occupations and Mental Health

This course integrates the theory and practice of occupational therapy in the area of mental and behavioral health. It introduces mental health terminology and diagnoses, and reviews applicable behavioral and psychological theories. Students explore the psychological and social factors that impact engagement in occupations and examine the frames of reference and models of practice used by occupational therapists in addressing occupational engagement related to mental health. The course includes current ethical and social issues regarding mental and behavioral health and discusses pharmacological and other interventions, with a focus on the occupational therapy interview, evaluation, and intervention to maximize engagement on occupations. Co-or Pre-requisite: OTHN336. 3 credits

OTHN605: Occupation Analysis and Skills Lab – Mental Health

This course focusses on the development of competencies needed in the practice of occupational therapy in mental health settings. This lab course incorporates hands-on learning experiences focusing on occupational therapy evaluations and interventions. Included in this course are evaluation methods, administration and interpretation; treatment techniques, analysis of modalities and the development of group treatment designs, application of frames of reference/models of practice, treatment planning, documentation, clinical reasoning, context, and safety awareness. Co or Pre-requisite: OTHN604. 2 credits

OTHN392: Level I Fieldwork – Mental Health

This course introduces the student to fieldwork addressing practice in mental or behavioral health. The experience provides an opportunity for the student to develop an understanding of the needs of clients and of the psychological

and social factors that influence engagement in occupation. Fieldwork is an integral part of the learning process, and presents the students with opportunities to practice professionalism, critical thinking, and clinical reasoning through interactions with clients and with their assigned fieldwork educator. Level I fieldwork experiences are mostly observational in nature, allowing the student to begin to apply knowledge to practice in relation to populations impacted by mental health diagnoses. Corequisite: OTHN605. 1 credit

OTHN651: Introduction to Research, Scholarship, and Evidence-Based Practice

This is the first course in a series of three (3) required research courses within the curriculum. Students develop an appreciation for the essential roles and components of research, scholarship, and evidence-based practice within the occupational therapy profession. A focus of the course is on a comprehensive introduction to basic terminology and characteristics of research and evidence-based practice, which will be further studied in depth in subsequent courses. Elements taught include philosophical and theoretical foundations, experimental and qualitative research designs, and concepts including sampling, reliability, validity, generalization, and trustworthiness among others. Ethical considerations pertaining to research are also addressed.

An additional focus is the development of skills required for writing and disseminating scholarly papers. Skills include utilizing library and technology tools for literature search, applying APA style guidelines for writing, developing products for dissemination, and using social media for scholarship activities. While working in small groups to support each other's writing efforts, students develop skills required for collaborative research and scholarship. 3 credits

OTHN615 Occupations and Physical Health

This course addresses the role of occupational therapy in the evaluation and restoration of function and performance of occupations with individuals recovering from illness, surgery or with chronic medical conditions that result in physical impairments and/or disabilities, and teaches the procedures necessary to effectively restore function and/or support compensatory abilities in people with physical impairment, disability or handicaps. Prerequisite: OTHN337. 3 credits

OTHN616 Occupations Analysis and Skills Lab – Physical Health

This course focusses on the development of competencies needed in the practice of occupational therapy in physical health settings. This lab course incorporates hands-on learning experiences focusing on occupational therapy evaluations and interventions. Included in this course are evaluation methods, administration and interpretation; treatment techniques, analysis of modalities, application of frames of reference/models of practice, treatment planning, documentation, clinical reasoning, context, and safety awareness. Co- or Pre-requisite: OTHN615. 2 credits

OTHN641 Occupations of Children and Adolescents

This course explores application of theories, practice models, and clinical reasoning used in occupational therapy for conditions typically seen in children and adolescents. The student develops evidence-based practice skills and investigate a wide scope of childhood related conditions that impact the occupational performance of children. The course also focuses on the various child-based practice environments and approaches. Prerequisites: OTHN336, OTHN337. 3 credits

OTHN642 Occupations Analysis and Skills Lab – Children and Adolescents

This course focusses on the development of competencies needed in the practice of occupational therapy with children and/or adolescents. This lab course incorporates hands-on learning experiences focusing on occupational therapy evaluations and interventions. Included in this course are evaluation methods, administration and interpretation; treatment techniques, analysis of modalities, application of frames of reference/models of practice, treatment planning, documentation, clinical reasoning, context, and safety awareness. Co- or Pre- requisite: OTHN641. 2 credits

OTHN643 Occupations of Older Adults

This course focuses on the aging process and its physiological, sociological, and psychological effects. Students learn to connect theories of gerontology relevant to occupational therapy and incorporate them into entry-level practice. The course focuses on the role of occupational therapy with this specialty population, with emphasis on principles

of geriatric rehabilitation (in-patient, out-patient, and home care), long term care, wellness and safety programs, hospice, and community-based programs (socialization, day treatment, and day care programs). Students gain insight into how treatment plans can differ with older adults, as well as how the use of adaptive equipment, assistive technology, and environmental modifications improve the quality of life of older persons. Students also address the role of OT with community-dwelling older adults, with attention to their heterogeneity and strengths and capabilities. Prerequisite OTHN336 OTHN337. Co- or Pre- requisite: OTHN616. 3 credits

OTHN644 Occupations Analysis and Skills Lab – Older Adults

This course focusses on the development of competencies needed in the practice of occupational therapy with older adults. This lab course incorporates hands-on learning experiences focusing on occupational therapy evaluations and interventions. Included in this course are evaluation methods, administration and interpretation; treatment techniques, analysis of modalities, application of frames of reference/models of practice, treatment planning, documentation, clinical reasoning, context, and safety awareness. Co- or Pre- requisite: OTHN643. 1 credit

OTHN652 Quantitative Research & Scholarly Mentorship

This is the second course in a series of three (3) required research courses within the curriculum. Students are further introduced to and develop an appreciation for the essential components of research within the occupational therapy profession. Emphasis is on the development of skills required for the students to become competent in their essential roles as entry-level therapists, research consumers, and members of research teams. The main focus of this course is on quantitative research methods, including research designs, sampling approaches, measurement, and data analysis using statistical tools. Experiential learning component will include working in small groups and serving as co-investigators in research studies led by faculty mentors who serve as principal investigators. The research projects are in areas of interest related to occupational therapy practice. The students participate in a variety of research and scholarship activities, including development of a research proposal and IRB application, literature review, needs assessments, tool development, data collection and analysis, development of education and information products, and the completion of research reports. Prerequisite: OTHN651. 3 credits

OTHN621 Prosthetics and Orthotics

This course is designed to provide students with the background and experience in orthotic fabrication and prosthetic management, skills that apply to all practice areas. The class is divided into lecture and lab. The lecture section incorporates anatomical, biological and kinesiological concepts, as well as biomechanical principles relating to orthoses design and fabrication. Common diagnoses and indications for selected orthoses are reviewed. The lab section focuses on orthotic design and fabrication. Students are exposed to a variety of orthoses equipment, tools, supplies, and low temperature thermoplastics. Prerequisite: OTHN616. 3 credits

OTHN622 Orthopedics and Lifespan Occupation

This course focuses on occupational therapy evaluation and intervention in orthopedic diagnoses affecting occupation across the lifespan. The emphasis is on rehabilitation principles and protocols, specifically therapeutic techniques and the use of physical agent modalities, skills that apply to all practice areas. Prerequisite: OTHN616. 2 credits

OTHN623 Rehabilitation Design Through the Lifespan

This course centers on adapting the environment to improve the quality of life of individuals of all ages who are challenged by physical, cognitive and/or sensory impairments. It examines the therapist's ability to help individuals with disabilities integrate or reintegrate into the community across all practice areas. This involves the use of wheelchairs and other mobility equipment, adaptive ADL equipment, resolution of architectural barriers, environmental and seating designs and the use of microcomputers and current technologies as they apply to patient care and treatment. Prerequisites: OTHN616 and OTHN642. 2 credits

OTHN645 School-Based Occupational Therapy Practice

This course explores application of theories, practice models, and clinical reasoning used in occupational therapy in school-based practice. This course provides students with the opportunity to examine and contrast various service models and evaluation and intervention strategies used with diverse students commonly seen in schools. Prerequisite: OTHN642. 2 credits

OTHN653 Qualitative Research & Scholarly Mentorship

This is the third course in a series of three (3) required research courses within the curriculum. Students are further introduced to and develop an appreciation for the essential components of research within the occupational therapy profession. Emphasis is on the development of skills required for the students to become competent in their essential roles as entry-level therapists, research consumers, and members of research teams. The main focus of this course is on qualitative research methods, including research designs, data collection and analysis approaches and writing strategies used to report qualitative data. Experiential learning component includes working in small groups and serving as co-investigators in research studies led by faculty mentors who serve as principal investigators. The research projects are in areas of interest related to occupational therapy practice. The students participate in a variety of research and scholarship activities, including development of a research proposal and IRB application, literature review, needs assessments, tool development, data collection and analysis, development of education and information products, and the completion of research reports. The work will culminate in dissemination activities for the group research projects including creating posters, conference proposals and presentations. Prerequisite: OTHN652. 3 credits

OTHN606 Level I Fieldwork

This course introduces the student to fieldwork addressing practice in one of several areas (physical health, orthopedics, hands/upper extremity, gerontology, pediatrics, simulation, other). The experience provides an opportunity for the student to develop an understanding of the needs of clients and of the physical, psychological and social and other factors that influence engagement in occupation. Fieldwork is an integral part of the learning process, and presents the students with opportunities to practice professionalism, critical thinking, and clinical reasoning through interactions with clients and with their assigned fieldwork educator. Level I fieldwork experiences are mostly observational in nature, allowing the student to begin to apply knowledge to practice in relation to populations impacted by specific diagnoses. Prerequisites: OTHN310, OTHN320, OTHN325, OTHN390. Co- or Prerequisites: OTHN615, OTHN616, OTHN641, OTHN642. 1 credit

OTHN624 Health Promotion

This course is designed to present concepts related to health and wellness, disease management, disease prevention, and health promotion, in the context of contemporary health care delivery. Students are exposed to public health concepts and principles and refine their knowledge about health promotion in order to improve health and foster wellness. Students explore occupational therapy approaches within the framework of health promotion. In addition, this course refines students' skills in developing effective strategies for the communication and teaching of information to clients, consumers, professionals and others responsible for client and consumer care. Prerequisites: OTHN615, OTHN641, OTHN643. 3 credits

OTHN691A Level II Fieldwork – Mental Health

Fieldwork education is a crucial part of the occupational therapy student's professional preparation. This experience is designed for students to carry out professional responsibilities with the mental health population, under supervision.

Level II fieldwork includes an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and/or research, administration and management of occupational therapy services. Students are expected to gain practice skills in client-centered evaluation and treatment utilizing occupation-based interventions and utilizing treatment methods that are backed by solid scientific evidence. The experience promotes clinical reasoning and reflective practice while developing a repertoire of assessment/treatment interventions related to human performance. Students will practice under the supervision and role modeling of an occupational therapist in an actual clinical environment. Development of professionalism will emphasize application of ethical principles and values. The student is expected to achieve entry-level clinical expertise in the mental health practice arena by the completion of the second Level II experience. Pre-requisites: OTHN390, OTHN392, OTHN385, OTHN 604, OTHN605, OTHN606, OTHN643, OTHN644, OTHN651, OTHN652, OTHN653. Co-or Pre Requisite: OTHN624. 6 credits

OTHN692A Level II Fieldwork – Physical Health

Fieldwork education is a crucial part of the occupational therapy student's professional preparation. This experience is designed for students to carry out professional responsibilities with the adult and older adult population, under supervision.

Level II fieldwork includes an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and/or research, administration and management of occupational therapy services. Students are expected to gain practice skills in client-centered evaluation and treatment utilizing occupation-based interventions and utilizing treatment methods that are backed by solid scientific evidence. The experience promotes clinical reasoning and reflective practice while developing a repertoire of assessment/treatment interventions related to human performance. Students practice under the supervision and role modeling of an occupational therapist in an actual clinical environment. Development of professionalism will emphasize application of ethical principles and values. The student is expected to achieve entry-level clinical expertise in the physical health practice arena by the completion of the second Level II experience. Pre-Requisites: OTHN390, OTHN392, OTHN385, OTHN 604, OTHN605, OTHN606, OTHN615, OTHN616, OTHN643, OTHN644, OTHN621, OTHN622, OTHN623, OTHN651, OTHN652, OTHN653. Co-or Pre Requisite: OTHN624. 6 credits

OTHN693A Level II Fieldwork – Specialty

Fieldwork education is a crucial part of the occupational therapy student's professional preparation. This experience is designed for students to carry out professional responsibilities in practice in a specialty area (orthopedics, hands/upper extremity, gerontology, pediatrics, simulation, other), under supervision.

Level II fieldwork includes an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and/or research, administration and management of occupational therapy services. Students are expected to gain practice skills in client-centered evaluation and treatment utilizing occupation-based interventions and utilizing treatment methods that are backed by solid scientific evidence. The experience promotes clinical reasoning and reflective practice while developing a repertoire of assessment/treatment interventions related to human performance. Students practice under the supervision and role modeling of an occupational therapist in an actual clinical environment. Development of professionalism emphasize application of ethical principles and values. The student is expected to achieve entry-level clinical expertise in the specialty practice arena by the completion of the second Level II experience. Pre-Requisites: OTHN390, OTHN392, OTHN385, OTHN604, OTHN605, OTHN606, OTHN615, OTHN616, OTHN641, OTHN642, OTHN643, OTHN644, OTHN621, OTHN622, OTHN623, OTHN645, OTHN651, OTHN652, OTHN653. Co-or Pre-Requisite: OTHN624. 6 credits

OTHN610 Advanced Occupational Therapy Theory & Practice

This course is designed to deepen students' understanding of contemporary local and global occupational therapy theories and enhance their competencies in critically applying these theories to diverse situations, including traditional and emerging practice settings. The sequence of learning experiences is intended to empower students as creators and assemblers of theory best suited to their professional interests and mandates for evidence-based and socially responsive practices. For the final course presentation, students will apply theory to a real-life situation; they will also critically evaluate their applications with respect to considerations of evidence-based and socially responsive practices, views of occupation, political, historical, spiritual and cultural influences, the profession's core ethos, and situation-specific occupational reasoning processes. Pre-Requisite: OTHN691A/692A/or 693A and/or Co-Requisite: OTHN691B/692B/or 693B. 3 credits

OTHN691B Level II Fieldwork – Mental Health

Fieldwork education is a crucial part of the occupational therapy student's professional preparation. This experience is designed for students to carry out professional responsibilities with the mental health population, under supervision. Level II fieldwork includes an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and/or research, administration and management of occupational therapy services. Students are expected to gain practice skills in client-centered evaluation and treatment utilizing occupation-based interventions and utilizing treatment methods that are backed by solid scientific evidence. The experience promotes clinical reasoning and reflective practice while developing a repertoire of assessment/treatment interventions related to human performance. Students will practice under the

supervision and role modeling of an occupational therapist in an actual clinical environment. Development of professionalism will emphasize application of ethical principles and values. The student is expected to achieve entry-level clinical expertise in the mental health practice arena by the completion of the second Level II experience. Prerequisites OTHN691A/692A/or693A. 6 credits

OTHN692B Level II Fieldwork – Physical Health

Fieldwork education is a crucial part of the occupational therapy student's professional preparation. This experience is designed for students to carry out professional responsibilities with the adult and older adult population, under supervision.

Level II fieldwork includes an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and/or research, administration and management of occupational therapy services. Students are expected to gain practice skills in client-centered evaluation and treatment utilizing occupation-based interventions and utilizing treatment methods that are backed by solid scientific evidence. The experience promotes clinical reasoning and reflective practice while developing a repertoire of assessment/treatment interventions related to human performance. Students practice under the supervision and role modeling of an occupational therapist in an actual clinical environment. Development of professionalism will emphasize application of ethical principles and values. The student is expected to achieve entry-level clinical expertise in the physical health practice arena by the completion of the second Level II experience. Prerequisites OTHN691A/692A/or693A. 6 credits

OTHN693B Level II Fieldwork – Specialty

Fieldwork education is a crucial part of the occupational therapy student's professional preparation. This experience is designed for students to carry out professional responsibilities in practice in a specialty area (orthopedics, hands/upper extremity, gerontology, pediatrics, simulation, other), under supervision.

Level II fieldwork includes an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and/or research, administration and management of occupational therapy services. Students are expected to gain practice skills in client-centered evaluation and treatment utilizing occupation-based interventions and utilizing treatment methods that are backed by solid scientific evidence. The experience promotes clinical reasoning and reflective practice while developing a repertoire of assessment/treatment interventions related to human performance. Students practice under the supervision and role modeling of an occupational therapist in an actual clinical environment. Development of professionalism emphasize application of ethical principles and values. The student is expected to achieve entry-level clinical expertise in the specialty practice arena by the completion of the second Level II experience. Prerequisites: OTHN691A/692A/or693A. 6 credits

OTHN620 Special Topics - Nontraditional and Emerging Practice

This course provides students with an opportunity to explore innovative and emergent non-traditional practice arenas and entrepreneurship in occupational therapy, and to learn about a variety of work settings, and/or types of practice including OT role delineations in community based and non-traditional settings. Students have the opportunity to: hear and learn from occupational therapists that have developed private practices, consulting firms, or have branched out into innovative areas of occupational therapy practice; apply the principles of designing a therapeutic group activity within an environment that does not traditionally provide occupational therapy services; advocate for occupational therapy issues and underserved populations. Co-Requisite or Pre-requisite: OTHN691A or B, or 692A or B, or 693A or B. 2 credits

OTHN625 Management and Leadership in Occupational Therapy Service Provision

This course provides basic knowledge and skills necessary for the development, management and administration of occupational therapy services in a variety of practice settings. It explores leadership theories, styles, and practice in various organizational structures and settings. Specific focus areas include impact of political forces, regulatory agencies, health and social policy decisions, ethical dispute resolution, use of personnel and space, time management, fiscal and resource management, and quality improvement of services. Theoretical discussions as well as practical applications are emphasized. Co-Requisite or Pre-requisite: OTHN691A or B, or 692A or B, or 693A or B. 3 credits

OT690: Professional Development II: Capstone Course

This is the second of a series of two professional development courses that are designed to enhance knowledge, self-reflection, and application of professional responsibilities in the academic and professional setting. This course focuses on: advancement of knowledge of clinical reasoning; appraisal and synthesis of the students' professionalism, professional direction and goals in relation to professional practice and clinical experiences; exploration into how these goals align with the goals of the profession; and includes a final comprehensive project with simulation involving application of clinical and theoretical knowledge, along with current evidence, to occupational therapy practice. This course also includes National Board for Certification in Occupational Therapy (NBCOT) examination preparation and review. Pre-Requisites: OTHN691B/692B/or 693B. 2 credits

OTHN393 Level I Fieldwork – Elective

This course provides the student with an additional fieldwork opportunity addressing practice in one of several areas (mental health, physical health, orthopedics, hands/upper extremity, gerontology, pediatrics, simulation, other). The experience allows the student to further develop an understanding of the needs of clients and of the physical, psychological and social and other factors that influence engagement in occupation. Fieldwork is an integral part of the learning process, and presents the students with opportunities to practice professionalism, critical thinking, and clinical reasoning through interactions with clients and with their assigned fieldwork educator. Level I fieldwork experiences are mostly observational in nature, allowing the student to begin to apply knowledge to practice in relation to populations impacted by specific diagnoses. Prerequisites determined based on practice area. 1 credit

OTHN394 Level I Fieldwork – Elective

This course provides the student with an additional fieldwork opportunity addressing practice in one of several areas (mental health, physical health, orthopedics, hands/upper extremity, gerontology, pediatrics, simulation, other). The experience allows the student to further develop an understanding of the needs of clients and of the physical, psychological and social and other factors that influence engagement in occupation. Fieldwork is an integral part of the learning process, and presents the students with opportunities to practice professionalism, critical thinking, and clinical reasoning through interactions with clients and with their assigned fieldwork educator. Level I fieldwork experiences are mostly observational in nature, allowing the student to begin to apply knowledge to practice in relation to populations impacted by specific diagnoses. Prerequisites determined based on practice area. 1 credit

OTHN694 Level I Fieldwork – Elective

This course provides the student with an additional fieldwork opportunity addressing practice in one of several areas (mental health, physical health, orthopedics, hands/upper extremity, gerontology, pediatrics, simulation, other). The experience allows the student to further develop an understanding of the needs of clients and of the physical, psychological and social and other factors that influence engagement in occupation. Fieldwork is an integral part of the learning process, and presents the students with opportunities to practice professionalism, critical thinking, and clinical reasoning through interactions with clients and with their assigned fieldwork educator. Level I fieldwork experiences are mostly observational in nature, allowing the student to begin to apply knowledge to practice in relation to populations impacted by specific diagnoses. Prerequisites determined based on practice area. 1 credit

OTHN695 Level II Fieldwork – Elective

Fieldwork education is a crucial part of the occupational therapy student's professional preparation. This course provides the student with an additional fieldwork opportunity addressing practice in a specialty area (orthopedics, hands/upper extremity, gerontology, pediatrics, simulation, other), under supervision.

Level II fieldwork includes an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and/or research, administration and management of occupational therapy services. Students are expected to further develop practice skills in client-centered evaluation and treatment utilizing occupation-based interventions and utilizing treatment methods that are backed by solid scientific evidence. The experience promotes clinical reasoning and reflective practice while developing a repertoire of assessment/treatment interventions related to human performance. Students practice under the supervision and role modeling of an occupational therapist in an actual clinical environment. Development of professionalism emphasize application of ethical principles and values. The student is expected to achieve entry-level clinical expertise in the specialty practice arena by the completion of the second Level II experience.

Passing the course requires that all twelve weeks are completed at the site – no partial credit of hours will be granted in the event a student elects to leave or is removed from the fieldwork site. Prerequisites determined based on practice area. 1 credit

PHYSICAL THERAPY DEPARTMENT

DPTN 401 Lifespan – Birth through Middle Adulthood

This is the first course of a two-course Lifespan sequence. The central themes include: growth and development, gender differences, psychosocial factors, and health and wellness. Provides an overview of human development and an introduction to the principles of normal growth and development through adulthood. It is designed for physical therapy students to examine various development theories and the multitude of factors influencing the normal development process. Students integrate developmental norms and sequences in the cognitive, psychosocial, motor, speech and language, play and moral development domains, both longitudinally and horizontally. Students observe children's development, and plan and problem-solve age-appropriate activities for the typically-developing child. Students summarize the effects of environmental and cultural factors on normal development, and explore development across the lifespan from a variety of perspectives (personal, cultural, ethnic, and historical) through readings, observations, interviews and reflective assignments. 3 credits

DPTN 404 Professional Development I

This course is a preparation for clinical practice and a basis for one's growth as a physical therapist. The course will consist of various units of relevance to physical therapy practice. Course design is aimed at introducing physical therapy students to the essential aspects of their role as health care practitioners. Some areas included for discussion are definition of roles, patient/client and therapist communication, patient/client rights, accessibility issues, physical therapy practice settings, legislative issues in physical therapy, the APTA, and documentation formats, the disablement model, the Guide to Physical Therapist Practice, professional practice expectations, the health care system. 3 credits

DPTN 412 Exercise Physiology

The discipline of exercise physiology provides a frame of reference for the scientific evaluation of the limits of human performance across a wide spectrum of individual differences. The principle of specificity and its effects on the physiological response to exercise, conditioning and training programs is assessed in individuals with reference to age, gender, and level of physical fitness. Exercising for general fitness to improve health and wellness is differentiated from training for physiological capabilities to improve physical performance in specific sports or activities. Special attention is given to exercise and sports-related injuries, and the assessment of the physiological response to rehabilitation exercise. In addition, the physiological consequences of inactivity, detraining, and immobilization are evaluated. Emphasis is placed on the evaluation of health-related fitness goals, especially the effects of aerobic training and conditioning on endurance performance and cardiovascular health. The laboratory sessions provide in-depth, hands-on experience to analyze and evaluate the physiological response of young men and women to various forms of work and exercise. The laboratory also provides an opportunity to evaluate tests that measure strength, muscular power and endurance, maximum anaerobic power, maximum aerobic capacity, maximum physical work capacity, and cardiovascular fitness. 3 credits

DPTN 416 Education

This education course is designed to optimize the efficacy of physical therapists in their role as clinical educators facilitating patient-centered care. Effectively teaching patients, caregivers, other clinicians, and the public about impairments, physical therapy interventions, exercise, wellness, and injury prevention is an important skill for physical therapists. Utilizing principles of learning, developing varied teaching strategies and participating in structured groups prepares students to interact successfully with diverse audiences. Motivational techniques provide students with additional strategies for behavior change. Reflection and feedback foster refinement of physical therapists' expertise both as practitioners and as clinical educators. Throughout the course, clinical scenarios are used to challenge the skills being developed. 3 credits

DPTN 600 Clinical Education Affiliation I (6 weeks)

This is the first affiliation for the Doctor of Physical Therapy students following three semesters of academic training. It is a six-week, full-time affiliation in selected health care settings that will enable the student to develop professional behavior and to practice early clinical decision-making skills as they apply the patient/client management model in direct patient care. 3 credits

DPTN 602 Basic and Clinical Neurosciences

This course serves as an introduction to the structure and function of the human nervous system. The anatomy and physiology of primary neurologic systems will be presented, followed by an analysis of how impairments in these systems result in abnormal movement, dysfunction, and disability. Special attention will be paid to understanding the diagnoses that physical therapists are most likely to encounter, such as stroke, spinal cord injury, traumatic brain injury, multiple sclerosis and Parkinson's disease. 6 credits

DPTN 603 Physical Therapy Interventions III

Physical Therapy Interventions III is a clinical course designed to provide the student with guidance and direction in understanding the principles of therapeutic exercise and designing exercise programs for a variety of patients. Students will develop the ability to utilize therapeutic exercise as an intervention designed to eliminate or reduce the severity of impairments, functional limitations and disabilities, and prevent or minimize future impairments, functional limitations and disabilities for the patient/client. The course is designed to guide the student through the cognitive process in the selection of and the use of goal-oriented exercises in the intervention plan. The sequence of intervention planning and progression of exercise programs from simple to complex will be analyzed throughout the course. Various types of symptom clusters will be presented, and students will develop exercise programs accordingly. 2 credits

DPTN 604 Physical Therapy Examination

This course is specifically designed for the entry-level physical therapy student preparing for their first clinical affiliations. Comprehension and application of the techniques covered in this course are basic to the broad practice of physical therapy. The course will combine the knowledge gained from previous courses with the theory and practice of physical therapy examinations. The theoretical foundations and practical applications of various tests and measures will provide the student with the tools to perform a systems review and examine patients with cardiopulmonary, neurological, musculoskeletal, and integument dysfunction. Lectures, discussions, audio-visual presentations, laboratory demonstrations and practice will be incorporated to provide the student with a firm understanding of the basic evaluative test and measures used in physical therapy as used in individuals across the lifespan. This course will provide a base upon which subsequent courses will build with more advanced evaluative techniques. 3 credits

DPTN 605 Research Methods

During this course, students will explore research methodologies including analytical, descriptive, experimental, and qualitative. Methodological and evaluative research studies will be examined, and ethical issues in research raised. Informed consent will be discussed, along with the purpose and function of the Institutional Review Board (IRB) Committee. Topics include: principles of measurement, populations and samples, probability and non-probability sampling techniques, experimental control and design, and research hypotheses. Students will read the research literature in order to identify areas of interest as well as significant and meaningful clinical problems that may serve as potential research topics for the research project. Student research study groups will formulate the initial phases of the comprehensive research proposal including the introduction and part of the methodology that includes subject selection and the elements of informed consent where human subjects are involved. Student research groups will select and/or be assigned a faculty research advisor who will work with them to refine research proposals, prepare documents for submission to the IRB Committee, and carry out research projects during the third year. 2 credits

DPTN 606 Cardiopulmonary System Evaluation and Management I

This course is designed to integrate the physiology and pathophysiology of the cardiopulmonary system and to relate these foundation sciences to intervention and prevention strategies for cardiopulmonary impairments, limitations, and disabilities. Emphasis will be placed on basic examination and evaluation of the cardiopulmonary system, differential diagnosis of cardiopulmonary practice patterns, prognoses, therapeutic interventions, wellness and prevention programs. Basic ECG interpretation and other cardiopulmonary diagnostic testing will be introduced. Students will be able to plan and implement Phase I cardiopulmonary rehabilitation plans of care including intervention strategies for well and compromised clients of all ages and all backgrounds in settings that include general acute care and ICU/CCU. To facilitate this process, a problem-solving approach will be utilized throughout the course, in addition to lecture and laboratory sessions. 2 credits

DPTN 607 Integument System Evaluation and Management

This course is a clinical course designed to provide the student with the knowledge, skills, and analytical abilities to examine, evaluate, diagnose, formulate a plan of care with prognosis, and manage patients with integument disorders such as impaired integument integrity, burns, edema, and restricted lymphatic drainage. A thorough exploration of connective tissue layers, connective tissue repair, and wound healing will precede discussion of the principles and techniques of massage, myofascial release, wound care intervention, and ulcer prevention. Lecture, demonstration, and group problem-solving activities will help the student use critical thinking to synthesize available case information into a well-designed plan of care. Laboratory practice will develop the manual skills necessary for the student to execute the plan of care skillfully, with special focus on massage and myofascial release. 2 credits

DPTN 609 Physical Therapy Interventions II

This course is designed to introduce the physical therapy student to the use of modalities, including both physical agents and electrotherapy, as interventions in clinical practice. This course will provide the student the guidance to evaluate literature regarding thermal and physical modalities. Through collaborative efforts, students will review literature and apply information to case studies and present to fellow classmates and course instructors. Students will participate in role-play with therapeutic modalities. This will provide the experience needed to develop proficiency in the practical use of modalities as a physical therapy direct intervention. The physics, chemistry, physiological effects, indications and contraindications along with the application of each modality will be studied. 2.5 credits

DPTN 610 Clinical Education Affiliation II (8 weeks)

This is the second affiliation for Physical Therapy students following two years of didactic and clinical training. The affiliation provides students with the opportunity to enhance their clinical decision-making skills in the application of the patient/client management model. Application and practice allow the student to build confidence in all aspects of patient care. Students are encouraged to explore their role as well as the role of various members of the health care team as they design and implement the plan of care for their patients. As students progress through the Clinical Education sequence, they develop an understanding of the PT's role as a consultant and as a team member working with PTAs and other supportive personnel. Students should demonstrate the initial ability to function professionally in these roles. 4 credits

DPTN 612 Musculoskeletal System Evaluation & Management I

This course will emphasize examination, evaluation, and intervention for dysfunction in the musculoskeletal system. Emphasis will be placed on an understanding of the pathophysiological basis for musculoskeletal dysfunction and the integration of the therapeutic process for the restoration of function of the patient with dysfunction of the musculoskeletal system. This class presents the physical therapy student with the fundamental principles and concepts as they relate to musculoskeletal clinical practice and will progress to exposure to, and integration of, accepted intervention and advanced therapeutic techniques. The role of joint mobilization as a type of intervention is introduced. Through lecture, laboratory, and problem-solving sessions, students will investigate all musculoskeletal practice patterns. 6 credits

DPTN 613 Neuromuscular System Evaluation & Management I

When given the responsibility of being part of the rehabilitation team working with a patient with a neurological dysfunction, the physical therapist performs an examination, evaluates the result of the examination, formulates a physical therapy diagnosis, determines the prognosis, develops a plan of care, and performs interventions that lead to enhancement of function. Via lecture, group activity, literature search, and laboratory practice, the student will learn the theories and applications of these processes. 5.5 credits

DPTN 614 Lifespan – Late Adulthood through End of Life

This final course in the Lifespan series is intended to inform the student about the particular physical issues associated with aging. Information provided in this course about how the aging process affects the systems of the body will prepare the student to evaluate and manage the physical-therapy-related issues and movement dysfunctions found in the aging population. As this population is expected to increase at an extremely fast rate over the next decade, it is of great importance that graduating physical therapists develop an understanding of the specific conditions that face the aging individual, and learn to utilize the appropriate evaluative, assessment, and intervention skills. 2 credits

DPTN 615 Statistical Applications for Research

Students study a broad spectrum of research methodologies including analytical, descriptive, experimental, qualitative, methodological and evaluative research studies, as well as ethical issues in research, informed consent, and the purpose and function of the IRB Committee. Principles of measurement, populations and samples (probability and non-probability sampling techniques), experimental control and design, and research hypotheses will be emphasized. Students will read the research literature in order to identify areas of interest as well as significant and meaningful clinical problems that may serve as potential research topics for the research project. Student research study groups will formulate the initial phases of the comprehensive research proposal including the introduction and part of the methodology that includes subject selection and the element of informed consent where human subjects are involved. 2 credits

DPTN 616 Integrative Case-Based Recitation II

The purpose of this course is to continue the training of the physical therapy student to utilize a problem-solving process when confronted with a patient. A case study will be presented to groups of students who will, over the course of the term, determine the appropriate evaluations, assessments, treatments, interventions, and goals. The problems that students are expected to solve in this case study will be more complex, reflecting the additional coursework and clinical experiences that they have received. The students will present their cases to the rest of the class on the last day. 0.5 credits

DPTN 618 Physical Therapy Interventions I

Physical Therapy Interventions I is a clinical course designed to introduce the physical therapy student to common physical therapy interventions. The student will participate in interactive learning activities that will guide the development of proficiency in basic physical therapy interventions. Through lecture, laboratory, role playing, and group problem-solving, the student will learn to use critical thinking to analyze the situation, identify the problem, synthesize the solution, and communicate this sequence with other health care professionals and patients/clients. Problems introduced are representative of those the first-year student will encounter in clinic. Interventions learned will be useful for situations both simple and complex. 2 credits

DPTN 619 Kinesiology

Kinesiology presents the physical therapist with information to analyze normal human motion. The ability to examine, evaluate and design a plan of care is dependent upon a therapist's thorough understanding of kinesiology. Kinesiology is the study of normal human motion. This course will emphasize the analysis and examination of normal motion and muscle function to prepare the student for understanding pathologic function as well as to provide a foundation for understanding current trends in rehabilitation. This course covers the topics of biomechanics, joint structure and function, muscle structure and function, with emphasis on the extremity joints as well as the vertebral column. Students will learn about human gait and posture, and will participate in human movement analysis and activity analysis. This course will provide a comprehensive overview of the principles needed to understand human function and dysfunction. 4.5 credits

DPTN 620 Professional Development II/III

This is the second course of the Professional Development (PD) series, the bridge between the academic and the clinical experience. The PD courses are designed to enhance students' success during the clinical internships and to enable students to mature in their future roles as Doctors of Physical Therapy. Additionally, the PD sequences serve to advance students' commitment to the physical therapy profession and promote the knowledge and clinical decision-making skills in five pertinent areas: communication, professionalism, professional development, cultural competence, and ethics. PD II/III will help students prepare for their roles as Doctors of Physical Therapy and begin the process of professional interaction using culturally-effective communication styles befitting interactions with patients/clients, caregivers, members of the health care team, and clinical supervisors on Physical Therapy. 2 credits

DPTN 650 Clinical Education Affiliation III (8 weeks)

This is an eight-week, full-time affiliation scheduled in the middle of the third year of the Doctor of Physical Therapy curriculum. It is the third of four full-time affiliations. Students are encouraged to progressively assume a caseload and to develop flexibility in their patient/client management approaches. Students should be able to treat progressively more complex patients competently, and to progress their patients appropriately. The learning experiences allow students to screen, examine, diagnose, prognosticate, and design a plan of care for various patient

populations across the lifespan utilizing increasingly higher-level problem-solving skills. Students are encouraged to incorporate health and wellness programs into all aspects of their patient care and to utilize skills learned in educating consumers and the public about health and prevention activities. 4 credits

DPTN 652 Musculoskeletal System Evaluation and Management II

This course will cover the examination, evaluation, diagnosis, and prognosis of disorders of the vertebral column; including cervical, thoracic, and lumbar spines, the sacrum and the sacroiliac joints. Students will learn spinal mobilization techniques and other interventions such as postural re-education. Body mechanics and industrial rehabilitation, as well as rehabilitation of temporomandibular disorders, will be covered. 3.5 credits

DPTN 653 Neuromuscular System Evaluation and Management II

This is an advanced hands-on course in the physical therapy curriculum designed to help the student synthesize information on normal and abnormal development, anatomy and pathophysiology as it relates to the pediatric patient. This course is designed to foster an understanding of pediatric disorders affecting the neuromuscular, cardiopulmonary, and musculoskeletal systems. Students will explore the various physical therapy examination, evaluation and intervention approaches to be able to determine appropriate physical therapy diagnoses and prognoses and ultimately prepare a plan of care for the pediatric patient. Various intervention methodologies will be analyzed and appropriate plans designed for the pediatric patient population. It is expected that, after completing this course, students will be able to integrate information from this course and its prerequisite courses in examining and evaluating the pediatric patient to provide a diagnosis and prognosis, as well as plan and implement appropriate treatment interventions for children with specific diagnoses and impairments. Students will be able to prescribe assistive devices and adaptive equipment when necessary. Finally, students will understand and value the role of each team member, including the parent or caregiver, in the multidisciplinary treatment of the pediatric patient. 4.5 credits

DPTN 654 PT Interventions IV

PT Interventions IV presents information on prosthetics and orthotics. This includes information on artificial limbs and braces, and allows the physical therapist to help in the selection of the proper devices for their patients and to train them in the uses of these devices. This course presents information on the design, biomechanical principles, fit, and function of prostheses, and an introduction to the principles of orthotics. In addition, patient treatment, training, and prosthetic care are discussed. 3 credits

DPTN 655 Research Project

Peer research study groups complete research projects under the supervision of their faculty advisors, including data collection, data analysis, and preparation of the written research report. Student research groups will schedule regular meetings with their faculty advisors during each phase of the research project in order to ensure reasonable progress toward successful completion of the study. In addition, periodic seminar meetings will be scheduled with the entire class to provide a forum for students to share their research experiences, both positive and negative, with each other. As opposed to a typical thesis, the written research report will take the form of a journal article prepared for submission for publication and/or a research paper prepared for submission for presentation at a professional conference. 2 credits

DPTN 657 Pharmacology

Pharmacology is the comprehensive understanding of how a single chemical mechanism can stop or reverse a disease process and restore normal biochemical and physiological function. Students are introduced to principles of pharmacology, including pharmacokinetics, pharmacodynamics, and classifications of drugs used in the treatment of disease. Physical therapy implications of pharmacological treatment are addressed, including recognition of adverse drug effects in patients commonly treated by physical therapists. 2 credits

DPTN 660 Clinical Education Affiliation IV (16 weeks)

DPT 660 represents the fourth and final clinical rotation for the graduating entry-level Doctor of Physical Therapy student. Scheduled after the completion of academic coursework, this full-time, supervised clinical experience in selected health care settings takes place in two stages spread over 16 weeks: Stage I occurs during the initial 8 weeks, and Stage II is completed after the last 8 weeks. The affiliation will culminate with a clinical education doctoral project that explores, in depth, one aspect of the physical therapy profession, and addresses the needs of the clinical affiliation site. 8 credits (formerly 10 credits)

DPTN 661 Professional Development IV

This final seminar series will help prepare the graduating Doctor of Physical Therapy to contribute to the field of physical therapy in any area of professional practice, including clinical practice, education, administration, professional service, and research. Students will reflect upon and analyze the role these areas of practice play in shaping clinical education and the profession of physical therapy. Students will also explore current professional issues such as ethics, evidence-based practice, and generic professional abilities, as well as prepare for entry into the professional job market. The seminars will provide a rich source of ideas for the development of a culminating clinical education project to be implemented during Stage II of the final affiliation (see DPT 660) and for the development of their future careers as potential leaders in the profession. 1 credit

DPTN 662 Cardiopulmonary System Evaluation & Management II

This course in the advanced evaluation and intervention for the cardiovascular and pulmonary patient will include advanced ECG interpretation including stress testing. Recent advances in cardiopulmonary care, as well as ischemic cardiac conditions, cardiac muscle dysfunctions, COPD and restrictive lung dysfunctions and their implications for physical therapy, will be discussed. Students will be able to create Phase II and III cardiac and pulmonary rehabilitation plans of care. 2 credits

DPTN 663 Integrative Case-Based Recitation III: The Complex Patient

This course will focus on the consideration of multiple systems when examining and designing a plan of care for complex multi-symptom patients across the lifespan. Guided self/group study, research of the literature that forms the relevant evidence base, and discussion with expert and novice clinicians will lead to professional demonstrations and presentations. Self-reflection, constructive criticism, and new or emerging information will be incorporated to allow a global approach to the individual and complex patient. Groups will meet with faculty mentors on a scheduled basis to discuss each week's independent work. 2 credits

DPTN 664 Professional Service

This course is designed to promote the importance of professional participation and service. Through participation in professional activities, students will understand the organization of the physical therapy profession and how the governance of physical therapy practice and education affects physical therapists and the care of their patients. Students will have an opportunity to become advocates of the profession at the local, state, and national level, witness and participate in the governance of the profession; take part in discussions of professional issues such as ethics and direct access; and interact with physical therapy professionals at different career levels and in varied clinical specialties. Students and their faculty advisors will customize and conduct the student experience as an independent study, following the guidelines established here. Every student in the Touro University Physical Therapy Program is required to be a member in good standing of the American Physical Therapy Association (or other professional PT association) as well as attend three professional physical therapy meetings. 1 credit

DPTN 665 Research Seminar

Student research study groups present the results of their research projects. While students have the major responsibility for research presentations, faculty advisors may assist in the presentations. All presentations in the research seminar will follow a format similar to professional conferences, and students are expected to make use of audio-visual materials (e.g. slides, overheads, PowerPoint, handouts, etc.), and be subject to the usual time constraints of approximately 15-20 minutes per presentation including questions, comments and discussion. Students engage in a comprehensive evaluation of the entire research experience. Students will be asked to reflect on and share their individual and group experiences in all phases of the research project. Self, peer and faculty assessments will be required in this course. 2 credits

DPTN 690 The Foot and Ankle (formerly PT 357)

This elective focuses on advanced skills in the evaluation and management of foot and ankle and related lower extremity dysfunction. A sound biomechanical approach that addresses lower-extremity dysfunction will be presented as a major focus in considering examination and intervention. The biomechanical analysis of the lower extremity is integrated with manual therapy, exercise intervention, and foot orthotic management (including trial orthosis fabrication and casting), for patients throughout the lifespan who present with multiple dysfunctions. This elective requires program approval. 1 credit

DPTN 691 Introduction to Hand Therapy (formerly PT 371)

A senior elective course aimed at refining the student's ability to critically examine and evaluate patients/clients with hand injury and/or dysfunction. The student will compare and contrast new examination and intervention techniques related to the hand, wrist, and forearm. Students will also have several opportunities to design intervention programs and fabricate upper-extremity splints. This elective requires program approval. 1 credit

DPTN 692 Advanced Spinal Manual Therapy

This 30-hour advanced spinal course emphasizes the use of osteopathic muscle energy technique (MET) in the management of Type I and II somatic dysfunction of the vertebral column. In addition, sacral dysfunction will be evaluated and treated with specific muscle energy procedures as described in the osteopathic literature. This course will include formal lectures, as well as supervised lab sessions. Thrust procedures will be demonstrated for various impairments covered. This course requires program approval. 2 credits

DPTN 693 Vestibular Rehabilitation

This course provides working definitions of balance and mobility, explores the sensory and motor components of upright posture, and addresses the role of balance assessment and treatment in the medical management process. Students learn clinical tools needed to screen for instability and to provide appropriate treatment intervention. Students also learn specific assessments to identify different impairments and functional limitations pertinent to the elderly population and in patients with vestibular disorders. The course will broadly outline the development of postural control and will identify the effects of aging on each system. This course will also identify pharmacological effects on balance and how to assess and treat these effects as well as common central and peripheral vestibular disorders, and will cover decision-making for treatment and/or referral. Students will learn about vestibular diagnostic testing and how this affects physical therapy treatment and best care approaches. Students will be able to perform an oculomotor and functional vestibular examination and perform canalith and cupulolith repositioning maneuvers. This elective requires program approval. 1 credit

DPTN 694 Pediatrics Elective

This course is specifically designed for physical therapy students in the sixth and final semester of the DPT program who will be attending a pediatric clinical experience and/or who would like to pursue specialized pediatric physical therapy practice. This course will focus on evidence-based advanced intervention techniques. Students will participate in lecture and laboratory sessions. This elective requires program approval. 1 credit

HSBN 402 Anatomy

This course is designed for the physical therapy curriculum as an introduction to the structure and function of the human body and is a prerequisite for most of the other courses. The entire human body is covered in lecture. The cardiopulmonary, neuromuscular, and integumentary systems are studied as they relate to their anatomic structures. Palpation laboratories introduce the student to the practical application of surface anatomy. At the Long Island campus, the laboratory involves cadaver dissection and prosection. The initial presentations are systemic. Basic anatomic terminology, osteology, arthrology, angiology, and neurology are covered to provide a background for the subsequent regional lectures. 7 credits

HSBN 403 Physiology

In this course, the PT student will learn the physiological processes of the body systems and their dynamic inter-relationships. Correlation between didactic information and clinical examples will be incorporated to promote critical thinking and prepare students for medical conditions encountered in the clinic. HS 403 provides the necessary prerequisites for other basic science courses that follow in the program. Students are encouraged to deal with the body as a series of interrelated systems that constantly impact one another. Bioinformatics are introduced to prepare the student for future courses in which literature reviews and research are required. 5 credits

HSBN 418 Clinical Medicine

This course is designed to introduce the physical therapy students to the field of clinical sciences. It uses a systems approach to describe the material needed to understand diseases that require direct intervention of a physical therapist and to analyze pharmacological management. The course is an integrated approach to clinical problem-solving, and will utilize histology and pathology in the evolution of diseases that affect physical therapy practice. The course will first focus on basic histology and pathology so that the student can build on this knowledge in

understanding the pathophysiology of different diseases. The course will focus on the pathophysiology, etiology, signs and symptoms, diagnosis, prognosis, and pharmacological management of common medical disorders encountered in hospital and other patient settings. The mechanisms of action, therapeutic uses, side effects and drug interactions will be explored. This course is designed as an integrated approach of histology, pathophysiology, medicine, and pharmacology, with special attention to situations encountered in physical therapy practice. 5.5 credits

HSBN 667 Administration

This course is designed to provide the student with health care administration and management principles. During the course, the students will identify and analyze current issues in the health care setting. The students will compare and contrast different practice settings, and will problem-solve situations from rehabilitation environments. The focus will be on contemporary, relevant managerial and leadership issues, with “real life” examples from the rehabilitation environment. Critical topics to be explored will include managerial principles and functions; leadership and decision making; quality assurance and accountability; organizational structure, financial and reimbursement concerns; marketing and customer relations; and the regulatory and external environment. 3 credits

HSBN 668, 669 Independent Study-Community Service

In keeping with the Touro University mission to serve the larger community, students in the School of Health Sciences are required to complete an independent study that involves a minimum of twenty-five (25) hours of community service with individuals disadvantaged due to illness, disability, or other circumstance. The purpose of this requirement is to (1) provide students in the School of Health Sciences with an opportunity to learn from, and give back to, the larger community; (2) enhance awareness of how a disability or illness impacts the individual, family, friends, caregivers, and community. Through this experience, students may interact with people from different cultural and socioeconomic backgrounds, with people who have impairments leading to functional limitations in the physical, cognitive, and/or social-emotional domains, or with people who struggle with issues related to poverty, homelessness, and hunger. The specifics of the experience and project undertaken are negotiated on an individual basis between the student and the department faculty advisor. HSNB 669 may be taken as an additional elective, upon approval of the student’s advisor, in the same or subsequent semesters. 1 credit each

POST-PROFESSIONAL DOCTOR OF PHYSICAL THERAPY AND ORTHOPEDIC PHYSICAL THERAPY DEPARTMENT

APTN 812 Advances in Prosthetics and Orthotics

This course addresses the biomechanical principles underlying the application of orthotics and prosthetics, and the evaluation of the most appropriate use of orthotic and prosthetic components and interventions, taking into account a wide variety of patient scenarios. Consideration of the whole individual is critical to the assessment of any individual who will receive and use an orthotic or artificial limb. This course trains the Physical Therapist to 1) determine the biomechanical principles that make up the clinical decision-making and orthotic/prosthetic prescription process of the patient/client management model for orthotic/prosthetic interventions, 2) make appropriate recommendations for the selection of the best orthotic/prosthetic components for each patient, taking into account individual characteristics, physical and medical status and 3) teach patients successful strategies for optimal function with orthoses/prostheses through the careful analysis of normal and prosthetic gait and activities of daily living. 1 credit

APTN 832 Advanced Treatment of the Hand

An elective course aimed at refining the student's ability to critically examine and evaluate patients/clients with hand injury and/or dysfunction. The student will compare and contrast new examination and intervention techniques related to the hand, wrist, and forearm. The student will also have several opportunities to design intervention programs and prescribe upper extremity orthotics. 1 credit

APTN 858 Independent Study

This course is a self-driven course for the student with a special interest in a chosen topic, field of study or patient population. The student is partnered with an instructor who is a specialist in the field and is tasked to complete journal articles, discussions and case studies related to the topic. In this online and distance learning course, the instructor will guide the student toward the goal of understanding both basic concepts and advanced problem-solving, clinical reasoning and treatment planning associated with the topic or patient population chosen. 1 or 2 credits

DPTN 710 Research Methods/Statistics

Introduces students to the process of interpretation, analysis and evaluation of research in physical therapy; to the development of a scientific approach to problem-solving in clinical practice; and to critical thinking in the assessment of new and established intervention protocols. Emphasis is placed on the integration of research methodology with the appropriate statistical treatments that logically complement specific research designs in clinical research. Preference is given to the analysis and evaluation of research studies that examine significant clinical problems, including the efficacy of new and established intervention protocols, in order to assess the relationship of research to clinical evidence-based practice. Students are expected to integrate basic and advanced statistical treatments with various research design strategies utilized in clinical research in physical therapy. Emphasis is placed on the ability to select and evaluate the appropriate parametric and/or non-parametric statistical tests for use with normal and/or special and non-normal sample populations, respectively. With the integration of advanced statistical procedures that make use of non-parametric tests, students assess the limitations of statistical inference, especially where categorical qualitative or subjective data and/or non-normal populations are considered. Special attention is given to ethical considerations in the use of human subjects in clinical research. In addition, this course is designed to prepare qualified students to carry out independent research work in DPTN 795/796 (Doctoral Project). 4 credits

DPTN 715 Principles and Methods of Evidence-Based Practice

Introduces the concept of evidence-based practice and explores this concept as it relates to clinical practice. Strategies for the development of this type of practice, including the introduction and maintenance of an evidence-based practice in various settings, are examined. Students critically analyze available scientific evidence, utilize the principles of evidence-based practice to evaluate a patient case, integrate research evidence and clinical expertise into patient care, demonstrate skill in the use of technology to locate research evidence, and efficiently initiate and carry out a web-based search. 1 credit

DPTN 716 Clinical Reflections I

Through clinical practice and participation in professional activities, students will be able to integrate clinical skills presented during course work into clinical practice, as well as enhance their awareness of Physical Therapy as a profession. The student will utilize reflection regarding their clinical work as a means of enhancing the educational experience, making on-going clinical practice an integral part of the curriculum. This course is designed as a series of 4 courses which culminate in DPT740 Professional Service. This is the initial course and designed as an independent study course with oversight by the course coordinator. Each course in this series is designed such that students will complete assignments throughout the curriculum at the end of each semester that will be integrated into one final capstone project in their final semester. Every student in the Post Professional Touro University DPT Program is required to be a member in good standing of the American Physical Therapy Association (or other approved professional PT association). 0 credits

DPTN 717 Clinical Reflections II

Through clinical practice and participation in professional activities, students will be able to integrate clinical skills presented during course work into clinical practice, as well as enhance their awareness of Physical Therapy as a profession. The student will utilize reflection regarding their clinical work as a means of enhancing the educational experience, making on-going clinical practice an integral part of the curriculum. This course is designed as a series of 4 courses which culminate in DPT740 Professional Service. This is course, which is second in the series, is designed as an independent study course, and is reviewed by the course coordinator. Each course in this series is designed such that students will complete assignments throughout the curriculum at the end of each semester that will be integrated into one final capstone project in their final semester. Every student in the Post Professional Touro University DPT Program is required to be a member in good standing of the American Physical Therapy Association (or other approved professional PT association). 0 credits

DPTN 718 Clinical Reflections III

Through clinical practice and participation in professional activities, students will be able to integrate clinical skills presented during course work into clinical practice, as well as enhance their awareness of Physical Therapy as a profession. The student will utilize reflection regarding their clinical work as a means of enhancing the educational experience, making on-going clinical practice an integral part of the curriculum. This course is designed as a series of 4 courses which culminate in DPT740 Professional Service. This is course, which is third in the series, is designed as an independent study course, and is reviewed by the course coordinator. Each course in this series is designed such that students will complete assignments throughout the curriculum at the end of each semester that will be integrated into one final capstone project in their final semester. Every student in the Post Professional Touro University DPT Program is required to be a member in good standing of the American Physical Therapy Association (or other approved professional PT association). 0 credits

DPTN 719 Clinical Reflections IV

Through clinical practice and participation in professional activities, students will be able to integrate clinical skills presented during course work into clinical practice, as well as enhance their awareness of Physical Therapy as a profession. The student will utilize reflection regarding their clinical work as a means of enhancing the educational experience, making on-going clinical practice an integral part of the curriculum. This is an elective course, which is part of the clinical reflection series, is designed as an independent study course, and is reviewed by the course coordinator. The goal of this course is to provide continuity between Spring and Fall semesters and assist the student as they continue to integrate didactic information with clinical practice. It is intended for students who would like further feedback about the effect of their course work on their clinical practice. This is an optional course and like the other courses in the series is designed such that students will complete assignments throughout the curriculum at the end of the Summer semester. Every student in the Post Professional Touro University DPT Program is required to be a member in good standing of the American Physical Therapy Association (or other approved professional PT association). This requirement will be monitored during this course series.

Through clinical practice and participation in professional activities, students will be able to integrate clinical skills presented during course work into clinical practice, as well as enhance their awareness of Physical Therapy as a profession. 0 credits

DPTN 723 Advanced Strategies for Teaching and Learning

Theories of teaching, learning, and adult development provide the foundation for constructing effective educational experiences both in the classroom as well as in the clinic. Students review assertive versus passive or aggressive communication strategies; translate technical information into layperson's language so that collaboration with patients, caregivers and other professionals is possible; integrate theories of adult development into teaching methods that address characteristics of individual learners; differentiate among various theories of learning as applied to adult learners; examine collaborative and active learning strategies; choose appropriate teaching strategies based on content to be taught, learning environment and characteristics of learners; integrate information on learning styles into teaching strategies; and integrate information on learning theories, motivation, memory, and learning styles. 1 credit

DPTN 724 Advanced Teaching and Learning: Clinical Instructor (CI) Credentialing

This course was designed by the APTA for physical therapists to understand and employ educational theories in their clinical practice. Theories of teaching, learning, and development provide the foundation for constructing effective educational experiences in the clinic. 1 credit

DPTN 725 Management and Health Care Delivery

Introduces students to health care administration and management principles. Students identify and analyze current issues in the health care setting, compare and contrast different practice settings, and problem-solve situations from rehabilitation environments. The focus is on contemporary, relevant managerial and leadership issues with "real-life" examples in the rehabilitation environment. Critical topics to be explored include managerial principles and functions; leadership and decision-making; quality assurance and accountability; organizational structure, financial, and reimbursement concerns; marketing and customer relations; and the regulatory and external environment. 1 credit

DPTN 730 Management II: Physical Therapy in Private Practice

Provides the participant with the theoretical basis for successful management principles, as well as practical implementation strategies for these principles as they apply to the field of physical therapy. Emphasis is on basic management principles, performance/quality management strategies, marketing and business plan development; and enhancement and maintenance of quality care, including outcome analysis. The objective is to equip students to effectively provide high-quality, efficient rehabilitation services in a changing marketplace. 1 credit

DPTN 734 Integration of Modalities into Clinical Decision-Making

This course is a hands-on course designed to provide the student with guidance and direction in comprehending therapeutic modalities and choosing appropriate modalities and parameters for a variety of patients and pathological conditions. Student will review the basic scientific and physiological principles underlying the application of physical agents. Students will be able to effectively utilize therapeutic modalities to enhance therapeutic outcomes, recognize indications and contraindications, and learn about current research supporting the use of therapeutic modalities in rehabilitation. The course will emphasize evidence-based rationale for selecting a modality and for the interventions. Various types of symptom clusters will be presented, and participants will be able to develop a highly-effective treatment plan for specific conditions. 1 credit

DPTN 736 Clinical Reflections V

The student will utilize reflection regarding their clinical work as a means of enhancing the educational experience, making on-going clinical practice an integral part of the curriculum. This is an elective course, which is part of the clinical reflection series, is designed as an independent study course, and is reviewed by the course coordinator. The goal of this course is to provide continuity in learning and assist the student as they continue to integrate didactic information with clinical practice. It is intended for students who would like further feedback about the effect of their course work on their clinical practice. This is an optional course, and like the other courses in the series, is designed such that students will complete assignments throughout the curriculum at the end of the semester. Every student in the Post Professional Touro University DPT Program is required to be a member in good standing of the American Physical Therapy Association (or other approved professional PT association). This requirement will be monitored during this course series. 0 credits

DPTN 739 Wellness

This course is designed to help students develop an altruistic and socially responsible attitude as set forth by the APTA Core Values. It is designed to help students learn how to reach outside their clinic and make changes in their community. In this course, each student learns a variety of ways to develop wellness programs in their community. They are also challenged to be creative so that they can stand out in a competitive environment of practitioners. This course also introduces students to the Functional Movement Screen (FMS). In addition, Students in this course are required to search, read, and appraise peer reviewed articles pertaining to preventative medicine. The course analyzes different means of educating the public about wellness. Students will be aware of different platforms for education such as, but not limited to, Facebook, Twitter, podcasts, blogs, and videos. 1 credit

DPTN 740 Professional Service

Promotes the importance of professional participation and service. Through participation in professional activities, students are familiarized with the organization of the physical therapy profession and how the governance of physical therapy practice and education affects physical therapists and the care of their patients. The student and the course coordinator customize and conduct the professional experience as an independent study. Every student in the Post-Professional DPT Program is required to be a member in good standing of the American Physical Therapy Association (or other professional PT association) and must attend two professional physical therapy meetings. 1 credit

DPTN 744 Documentation Essentials for Physical Therapists

The health care industry is being challenged in all practice settings to justify that services provided are effective and necessary to achieve the triple aim (better care, better health and lower costs) as defined by the Institute for Healthcare Improvement. As Medicare and commercial insurance companies look to reduce health care costs, the area of physical therapy is one area in particular that has been cut across the entire post-acute care continuum. This course will focus on documentation as it relates to justifying care provision and demonstrating conformance with federal law and regulation. The Centers for Medicare and Medicaid Services (CMS) has issued final rules related to objective testing requirements in home health and outpatient therapy practice settings which will be explored and defined. The practicing clinician must be knowledgeable of the regulations under which they are practicing and this course will inform therapist how to navigate the regulations and review the regulations as written in the federal register. Documentation to support care provision requires evidence of medical need, reasonable and necessary and interventions inherently complex that only a therapist can provide. 2 credits

DPTN 745 Ethics in Physical Therapy Practice

Introduces students to principles of ethics, addressing such matters as professional practice issues, ethical issues in research, and code of ethics and dilemmas in ethics (ethical decision-making). Students are challenged to apply these principles to selected cases, as well as to integrate the information into their professional practices. The course facilitates the use of ethical principles when dealing with various clinical and professional practice issues. 1 credit

DPTN 750 Clinical Medicine

Introduces students to the field of clinical sciences. Using a systems approach, students gain an understanding of diseases that require the direct intervention of a physical therapist. With its integrated approach to clinical problem-solving, this course focuses on etiology, signs and symptoms, diagnosis, prognosis, and management, including pharmacological treatment of common medical disorders encountered in both hospital and private-practice settings. 2 credits

DPTN 760 Anatomic Basis for Differential Diagnosis of Somatic Dysfunction

Emphasizes the application of systems analysis principles to clinical situations, thereby improving the clinician's ability to evaluate the patient's complaint and identify those patients who require additional medical evaluation. Students consider the context of patient care in their clinical setting; assess patient complaints in a logical deductive manner; obtain a complete history, including a review of systems; identify the basic skills of physical exam. In addition, students assess clinical scenarios as illustrated by relevant case studies. 1 credit

DPTN 761 Spinal Stabilization Training

Provides an understanding of the concept and application of the functional range of neutral in the cervical and lumbar spine as a basis for stabilization training, exercise prescription and ADL re-education in the spinal orthopedic

population. In addition, this course explores the interrelationship of anatomy, biomechanics, and neurophysiology for the neuromusculoskeletal system. Emphasis is placed on the evaluation of neuromotor regulation with identification of faulty movement patterns in both the upper and lower quarters. Emphasis is placed on the use of specific home exercises to complement manual therapy for acute and chronic musculoskeletal dysfunction. Joint mobilization, manual stretching, self-stretching exercises, and neuromotor retraining exercises are demonstrated and practiced by the participants. 2 credits

DPTN 762 Treatment of Lumbar/Pelvic Dysfunction

Builds upon clinical and didactic knowledge presented in basic courses relating to the lumbar spine, pelvic girdle, and lower extremities. A review of the anatomy, arthrokinematics, and pathomechanics of the articular and myofascial structures are included. Emphasis is placed on integrating, synthesizing, and sequencing techniques to specific dysfunction enumerated in the lower half. Further emphasis is placed on evaluation and treatment of the lower extremities, including gait mechanics as they relate to the pathogenesis of dysfunction in this region. Selected topics also include the integration of “functional technique” and “strain-counterstrain” as alternative approaches to “direct method.” An introduction to high velocity technique as related to lower half is also included. 2 credits

DPTN 763 Fundamentals of Diagnostic Imaging

This course is designed to introduce physical therapists to the basic science of imaging modalities, including plain film radiography, magnetic resonance imaging (MRI), conventional and computed tomography, ultrasound, and bone mineral density testing. The ability for physical therapists to communicate with referring physicians is integral to effective management of a patient’s case. Diagnostic imaging brings an entire realm of adjunct information to the therapist that can dramatically enhance understanding of the patient’s condition as well as improve monitoring and appropriate intervention selection. 1 credit

DPTN 764 Advanced Skills in Extremity Treatment I

Teaches examination, detailed assessment, biomechanics, and treatment techniques, including their effects, and rationale of the upper and lower extremity musculoskeletal systems, including relating them to spinal dysfunction and pathology. There is a focus on a practical, hands-on overview of safe, effective, and specific technique procedures. The emphasis is on techniques, which can be immediately integrated into the approach of each practitioner. The course provides the student with a review of the anatomy, physiology, arthrokinematics, osteokinematics, and pathomechanics of the articulation of the extremities. There is a strong emphasis on understanding the interrelationship between articulations and on reinforcing the concept of the joints of the extremities at an advanced level. Evaluation techniques include ligament stress test, joint mobility testing, and joint end feel evaluation. Treatment techniques emphasize re-establishing functional pain-free range, and include manual techniques, myofascial release, and muscle re-education. 2 credits

DPTN 765 Back Education Training

Back Education Training (BET) presents a methodical and unique functional assessment and treatment program for spine patients. This approach trains the therapist to directly correlate the patients presenting posture and movement patterns to the patient’s symptoms and pain behavior. The therapist is trained in five principles of posture and movement which promote efficient posture, movement, and the automatic-not volitional-activation of the core stabilizers. All activities such as sitting, standing, push-pull, and lifting are covered. To complete this dynamic approach to active functional rehabilitation, the therapist is trained in a progressive functional exercise program which addresses flexibility, coordination, strength stability, and functional movement patterns. 2 credits

DPTN 766 Functional Mobilization I

Emphasizes the principles and skills of soft-tissue evaluation and treatment and the integration of these skills with PNF and joint mobilization. The concept of the human body as an interconnected dynamic system is stressed. Observed changes in structure, posture, and movement are correlated to soft-tissue dysfunction. Emphasis is placed on the evaluation of the soft-tissue structures and the application of specific treatment techniques to normalize any identified dysfunction. 2 credits

DPTN 767 Foot and Ankle

An in-depth review of the anatomy, physiology, arthrokinematics, and pathomechanics of the foot and ankle, as related to the lower extremity kinetic chain. Emphasis is placed on the study of normal and abnormal mechanics of the foot and ankle in both the open and closed kinetic chains. Evaluation and treatment of various foot and ankle dysfunction are included, and the students are exposed to current methodologies regarding the evaluation for, and the fabrication of, neutral subtalar orthotic devices. 2 credits

DPTN 768 Treatment of Cervical-Thoracic Dysfunction

In this course, students learn advanced musculoskeletal examination skills of the cervical spine, thoracic spine, and costal cage, based upon a thorough review of relevant anatomy, physiology, and pathophysiology. Treatment options include myofascial techniques, joint mobilization, muscle energy, therapeutic exercises, and home program instruction. An equal amount of time is spent in lecture and supervised lab sessions. At the conclusion of this advanced manual therapy course, students will be able to manage complex patients seen in the clinic who present with significant impairment and functional limitation in the upper quarter and thoracic cage, including those patients who present with headache of cervical origin. 2 credits

DPTN 769 Physical Therapy Practicum

This course is utilized in order to award elective credits based on Life Experience of the student. Life Experience credit hours are submitted through a portfolio and evaluated by the proper Director based on a set number system. These credits can be awarded for experience in general Physical Therapy practice, Clinical Specialty practice or Clinical Specialty certifications. 2 credits

DPTN 771 The Psychology of Aging

A survey of major topics regarding the psychology of aging, this course takes a biopsychosocial approach to understanding human experience and behavior. Areas of focus include memory and cognition, sensation and perception, personality, emotion, physical and emotional health, spirituality, life transitions, and the older adult's social and cultural environments. Focus is on those aspects of aging that are of particular interest to physical therapists, namely, health/illness, psychopathology and clinical intervention. The course integrates important clinical issues such as psychological manifestations of physical diseases/illnesses/functional limitations and disabilities, with an overview of theories of change, behavior modification theory, and motivation. Individual and social/cultural factors, e.g., gender, race/ethnicity, health, and socioeconomic status, influence the experience of aging. Students gain an understanding of how these factors influence the older adult's experience of life and its transitions. 2 credits

DPTN 772 Geriatrics I: Physiology of Aging & Clinical Implications

This course explores the demographic composition of the aging population in the United States, from an historical perspective to the current status and on to forecasts for the next several decades. Understanding the various theories of aging, principally developmental-genetic and stochastic, can help physical therapists interpret the professional and lay literature as well as patients' histories and presentations. Probing the multiple dimensions of normal biological aging, with emphasis on the clinical implications for physical therapy, this course is designed to enhance the students' clinical effectiveness. Evidence-based practice will be emphasized. 2 credits

DPTN 773 Geriatrics II: Special Topics in Geriatrics

Physical therapists who treat older adults encounter both disorders not seen in younger patients and different manifestations of disorders which do occur in younger patients. By in-depth analysis of selected disorders, course registrants will have a model for approaching these and other clinical entities which arise among the elderly. Evidence-based practice will be emphasized. 2 credits

DPTN 775 Geriatrics III: Geriatric Nutrition for Physical Therapists in Clinical Practice

This course is designed for graduate students in physical therapy who are preparing to work with older adults. Geriatric Nutrition provides the practitioner with the knowledge, skills and abilities necessary to assume an active role as a member of the health care team that makes decisions regarding the nutritional health of older individuals. The overall theme of the course is successful aging, and the role of the health professional in helping older adults reach this goal. DPTN 775 presents the current thinking and emerging knowledge regarding the nutritional needs,

problems, and delivery of care in aging. In this regard, descriptive and experimental evidence are presented to encourage the therapist to critically evaluate the status of nutrient needs in older adults and to develop appropriate strategies to improve the nutritional health of older individuals. 1 credit

DPTN 777 Sports Physical Therapy

This course will address the evolution of sports physical therapy, and the physical therapist's role on the sports medicine team. This course will emphasize examination, evaluation and intervention for dysfunction that occur in sports physical therapy. Emphasis will be placed on an understanding of the pathophysiological basis for musculoskeletal dysfunction and the integration of the therapeutic process for the restoration of function of the patient with dysfunction of the musculoskeletal system. Recent trends in sport rehabilitation will be explored. This class presents the physical therapy student with the fundamental principles and concepts as they relate to sports musculoskeletal clinical practice and will progress to exposure to, and integration of, accepted intervention and advanced therapeutic techniques. Through lecture and problem-solving sessions we will investigate all sports musculoskeletal practice. 1 credit

DPTN 778 Geriatric Balance

This course provides working definitions of balance and mobility, explores the sensory and motor components of upright posture, and addresses the role of balance assessment and treatment in the medical management process. Students learn basic clinical tools needed to screen for instability and to provide appropriate treatment intervention. Students also learn specific assessments to identify different impairments and functional limitations pertinent to the elderly population. The course will broadly outline the development of postural control and will identify the effects of aging on each system. This course will also identify pharmacological effects on balance, and how to assess and treat these effects. 1 credit

DPTN 779 Geriatric Physical Therapy Practice – Assessment and Treatment for the Aging Cardiopulmonary and Musculoskeletal Systems

The United States Census predicts population growth for those over 60 steadily through 2050 and the age cohort of 85 or older is a fast-growing segment in the population. With aging, the musculoskeletal and cardiopulmonary systems undergo natural changes. The likelihood of clinicians working with the geriatric population is ever increasing and the need for knowledge of the population cohort is critical for therapists. This course will present age-related changes and diseases conditions affecting both the musculoskeletal and cardiopulmonary systems. The student will participate in interactive learning activities that will guide the development of proficiency in geriatric physical therapy assessment and intervention. Through lecture, laboratory, role playing, and group problem-solving the student will learn to use critical thinking to analyze the problem presented, synthesize the solution, and communicate this sequence with other health professionals and patients or clients. Problems introduced are representative of those that clinicians encounter in all practice settings. 1 credit

DPTN 780 Proprioceptive Neuromuscular Facilitation

Presents the principles, philosophy and procedures to be used as a component of the manual evaluation and treatment of orthopedic and neurological dysfunctions. The information presented asserts the basic premise that all given movement dysfunctions, regardless of prevailing diagnosis, respond better to treatment when the principles are applied, either within the PNF approach or with other manual therapy approaches. The content includes philosophy and principles of PNF, movement assessment and re-education of the trunk, posture and movement assessment and re-education, and sitting and gait assessment and re-education. 2 credits

DPTN 781 Motor Science and Motor Learning: Implication for Physical Therapy

Consists of fundamental principles, limitations, and clinical implications of the theories of motor control and motor learning influencing clinical practice. Incorporation of constructs from motor learning and motor control theories into therapeutic interventions for individuals with movement pathology resulting from movement dysfunction is included. 2 credits

DPTN 782 Treatment of the Patient with Chronic Pain

This course is designed to update students on the emerging research in the field of pain science and pain education. It will also teach students how to apply research into their clinical practice. This course will help students understand

the complexities of patients with chronic pain and help students learn how to treat this population more effectively. This course will challenge students to take into account the science behind the pain experience, the patient's history, and the patient's clinical presentation in order to improve their clinical reasoning when treating patients with chronic pain. The course will also include a lab component where students will implement regional interdependence principles, create treatment plans, and educational plans for their peers. The course in addition will include a cadaver portion where students can learn the impact of the nervous system anatomy and how it affects the pain experience. At the end of the course students will give a short presentation about how they will use the information from this course to treat a current patient of theirs. Students have the option to discuss a previous patient and how they would have treated that patient differently after taking this course. 2 credits

DPTN 794 Management and Treatment Following a Diagnosis of Parkinson's Disease

This course addresses the evolution of the management and treatment of a patient following being diagnosed with Parkinson's Disease. The goal of the course is to help a physical therapist in creating a unique approach as the patient goes through the different Hoehn and Yahr stages. Recent trends in rehabilitation will be explored. The most clinically significant current research will be discussed, and when appropriate demonstration with practice will be provided. Teaching will take place via lecture, group activity, literature search and laboratory practice, the student will learn the theories and applications of these processes. 1 credit

DPTN 795 Doctoral Project I

This course is the first of 2 courses representing the culmination of the transitional doctoral program in physical therapy in which students carry out a significant research project under the supervision of a faculty or clinical advisor as partial fulfillment for the requirements of the Post-Professional DPT Degree in Physical Therapy at Touro University. DPTN 795 is designed to both accommodate and encourage student interest in independent research. This course provides students with an opportunity for collaborative work with faculty and/or clinical mentors on important and significant clinical problems of common interest that can contribute to the body of knowledge in physical therapy and improve clinical practice. In this course, the students, working in groups, design a research project, write a proposal, and receive IRB approval for the study. 2 credits

DPTN 796 Doctoral Project II

This course is the second of 2 courses representing the culmination of the transitional doctoral program in physical therapy in which students carry out a significant research project under the supervision of a faculty or clinical advisor as partial fulfillment for the requirements of the Post-Professional DPT Degree in Physical Therapy at Touro University. DPTN 796 is designed to both accommodate and encourage student interest in independent research. This course continues to provide students with an opportunity for collaborative work with faculty and/or clinical mentors on important and significant clinical problems of common interest that can contribute to the body of knowledge in physical therapy and improve clinical practice. In this course, the student has the opportunity to carry out the project and present the results to the class. Prerequisite: DPTN 795. 2 credits

DPTN 797 Geriatric Rehabilitation

The United States Census predicts population growth for those over 60 steadily through 2050 and the age cohort of 85 or older is a fast-growing segment in the population. With aging, the neuromuscular and metabolic systems undergo natural changes. The likelihood of clinicians working with the geriatric population is ever increasing and the need for knowledge of the population cohort is critical for therapists. This course will present age-related changes and diseases conditions affecting both the neuromuscular and metabolic systems. The student will participate in interactive learning activities that will guide the development of proficiency in geriatric physical therapy assessment and intervention. Through lecture, laboratory, role playing, and group problem-solving the student will learn to use critical thinking to analyze the problem presented, synthesize the solution, and communicate this sequence with other health professionals and patients or clients. Problems introduced are representative of those that clinicians encounter in all practice settings. 1 credit

DPTN 798 Treatment and Prevention of Wounds

This course is a clinical course designed to provide the PDPT student with the knowledge, skills, and analytical abilities to examine, evaluate, diagnose, formulate a plan of care with prognosis, and manage patients with integument disorders such as impaired integument integrity, burns, edema, and sensory deficits. A thorough

exploration of connective tissue layers, connective tissue repair, and wound healing will precede discussion of the principles and techniques of wound care intervention, and ulcer prevention including self-care. 1 credit

DPTN 799 Management and Treatment of the Hemiplegic Patient

This course addresses the evolution of the management and treatment of a patient following the development of hemiplegia. The goal of the course is to help the physical therapist in creating a realistic and unique approach to treating an individual with hemiplegia. Recent trends in rehabilitation will be explored. The most clinically significant current research will be discussed, and when appropriate demonstration with practice will be provided. Teaching will take place via lecture, group activity, literature search and laboratory practice, the student will learn the theories and applications of these processes. 1 or 2 credits

DPTN 800 Essentials of Physical Therapy

This course is designed to provide the student with guidance and direction in comprehending the scope of practice for the doctoral level physical therapist. Student will review the basic scientific principles related to histology, genetics, and the immune response. Special topics will include the physical therapist role in the treatment of pain and the appropriate evaluation of the body systems treated. Students will learn the importance of interprofessional development, consultation services, supervision and delegation of activities, and discharge planning. The course will emphasize evidence-based rationale for selecting appropriate objective tests and for potential interventions. Various types of symptom clusters will be presented, and participants will be able to develop a highly effective treatment plan for specific conditions. 1 credit

DPTN 801 Evaluation and Treatment of the Complex Geriatric Patient

The United States Census predicts population growth for those over 60 steadily through 2050 and the age cohort of 85 or older is a fast-growing segment in the population. With aging, the neuromuscular and metabolic systems undergo natural changes. The likelihood of clinicians working with the geriatric population is ever increasing and the need for knowledge of the population cohort is critical for therapists. This course will present age-related changes and diseases conditions affecting both the neuromuscular and metabolic systems. The student will participate in interactive learning activities that will guide the development of proficiency in geriatric physical therapy assessment and intervention. Through lecture, laboratory, role playing, and group problem-solving the student will learn to use critical thinking to analyze the problem presented, synthesize the solution, and communicate this sequence with other health professionals and patients or clients. Problems introduced are representative of those that clinicians encounter in all practice settings. 2 credits

PTRN 729 Differential Diagnosis in Orthopedics

This comprehensive course helps the physical therapist recognize significant overlaps between common musculoskeletal or neuromuscular conditions and other medical pathologic problems or co-morbidities that can affect clinical decision-making. The knowledge and skills necessary for accurate screening of all clients is emphasized. The purpose of this course is to emphasize the application of systems analysis principles to clinical situations. The course goal is to improve the clinician's ability to evaluate the patient's complaint and identify those patients who require additional medical evaluation. 1 credit

PTRN 730 Advanced Skills in Extremity Treatment II

The course is designed to teach examination, detailed assessment, Biomechanics, and treatment techniques, including their effects and rationale, of the lower extremity musculoskeletal systems, including relating them to spinal dysfunction and pathology. There is a focus on a practical, hands-on overview of safe, effective and specific technique procedures. The emphasis is on techniques which may be immediately integrated into the approach of each practitioner. 1 credit

PTRN 731 Clinical Mentorship I

The Clinical Mentorship sequence is a 2-course sequence designed to provide the practicing licensed physical therapist expert clinical mentorship while he or she continues to practice in his or her current clinical setting. Clinical Mentorship provides the resident with the opportunity to apply newly-developed clinical skills from the courses taken during the academic module while having access to expert clinical mentorship by OPTR faculty. OPTR faculty mentor and assess the reflective processes and critical thinking of the residents remotely through online communication. 0.5 credits

PTRN 732 Clinical Mentorship II

The Clinical Mentorship sequence is a 2-course sequence designed to provide the practicing licensed physical therapist expert clinical mentorship while he or she continues to practice in his or her current clinical setting. Clinical Mentorship provides the resident with the opportunity to apply newly-developed clinical skills from the courses taken during the academic module while having access to expert clinical mentorship by OPTR faculty. OPTR faculty mentor and assess the reflective processes and critical thinking of the residents remotely through online communication. Prerequisite: PTRN 731. 0.5 credits

PTRN 733 Orthopedic Clinical Residency

The Orthopedic Clinical Residency course is a 180-hour mentored clinical experience. Designed for the licensed physical therapist enrolled in the Orthopedic Physical Therapy Residency (OPTR) program, the Orthopedic Clinical Residency is meant to complete the advanced training in orthopedics provided in the program. Residents work with a Clinical Residency Mentor, approved by the OPTR program in advance, with advanced qualifications that are recognized to demonstrate expertise in the care of orthopedics patients/clients. The Orthopedic Clinical Residency provides the resident with the opportunity to apply advanced skills developed in the program. As a part of the mentored clinical practice, residents are required to produce evidence of advanced quality in their clinical practice. This includes presenting a patient evaluation and writing a resident's case study from their clinical practice with decisions based on the available evidence to be submitted for peer-reviewed dissemination. 1 credit

PTRN 769 High Velocity: Manual and Manipulative Therapy of the Spine and Pelvis

Combining lectures, demonstrations, and hands-on laboratory sessions, this course emphasizes the application of evidence-based practice in all areas of spinal management. Where little evidence exists, a pragmatic approach integrating basic principles of biomechanics and pathokinesiology is used. An introduction to the biomechanics, dysfunction types, and their respective terminology is provided. An integrated model of physical therapy examination and evaluation of spinal disorders is presented. Then, a physical therapy management approach of manual therapy of the spine and pelvis combined with patient education and exercise is discussed and incorporated. The course devotes lab time to carefully monitor skills of palpation, examination, and interventions. 2 credits

PTRN 734 and PTR 735 Orthopedic Clinical Residency I and II

The two Orthopedic Clinical Residency courses (I and II) are designed to fulfill a total of 180 hours of mentored clinical experience throughout the resident's tenure in the program. Designed for the licensed physical therapist enrolled in the Orthopedic Physical Therapy Residency (OPTR) program, Orthopedic Clinical Residency I is meant to introduce advanced clinical training in general orthopedics as well as specialty topics such as hand, TMJ and spine. Residents will work with a Clinical Residency Mentor, approved by the OPTR program in advance, with advanced qualifications that are recognized to demonstrate expertise in the care of orthopedics patients/clients. The Clinical Residency I course provides the resident with the opportunity to begin to apply advanced skills developed in the didactic program, including clinical reasoning, critical thinking and concepts such as regional interdependence and the biopsychosocial model of care. As a part of the mentored clinical practice in Clinical Residency I, residents will be required to produce evidence of the advanced quality in their clinical practice. For instance, the resident will 1) perform a live patient evaluation and treatment 2) begin a resident's case study from their clinical practice with decisions based on the available evidence to be submitted in Clinical Residency II (in conjunction with Mentorship II) for peer-reviewed dissemination. 0.5 credits each

PTRN 737 Integrated Orthopedics: Theory and Practice

This course coordinates the science of anatomy with assessment and treatment of soft tissue dysfunction in common orthopedic and movement disorders. The course will introduce the student to appropriate manual techniques and therapeutic exercise interventions for soft tissue dysfunction based on an anatomical clinical assessment. The application of regional interdependence and references to EBP will be integrated in the decision-making process. Additionally, students will be introduced to various exercise modalities, including Pilates and Yoga, that are readily adapted to this population. This course emphasizes to both the novice and the expert clinician the importance of clinical decision in the realm of tissue causation and treatment options for common functional imbalances. 2 credits

PHYSICIAN ASSISTANT DEPARTMENT

HSBN 668, 669 Independent Study – Community Service

In keeping with the Touro University mission to serve the larger community, students in the School of Health Sciences are required to complete an independent study that involves a minimum of twenty-five (25) hours of community service with individuals disadvantaged due to illness, disability, or other circumstance. The purpose of this requirement is to (1) provide students in the School of Health Sciences with an opportunity to learn from, and give back to, the larger community; (2) enhance awareness of how a disability or illness impacts the individual, family, friends, caregivers, and community. Through this experience, students may interact with people from different cultural and socioeconomic backgrounds, with people who have impairments leading to functional limitations in the physical, cognitive, and/or social-emotional domains, or with people who struggle with issues related to poverty, homelessness, and hunger. The specifics of the experience and project undertaken are negotiated on an individual basis between the student and the department faculty advisor. HSBN 669 may be taken as an additional elective, upon approval of the student's advisor, in the same or subsequent semesters. 1 credit each

PAMN 634 Emergency Medicine

(Only for students enrolled in the Long Island/ NUMC program)

This course will explore the diagnostic and treatment options of severely injured and critically ill patients. Students are taught the key points of the epidemiology, pathophysiology, clinical features and differential diagnosis of many disease entities, as they may present in the Emergency Department. Topics include but are not limited to acute respiratory, toxicology, environmental, pediatric, and endocrine emergencies. In addition, burn care as well as child and elder abuse are also discussed. Students are also required to complete Basic Life Support as well as Advanced Cardiac Life Support during this course in order to progress to the clinical year.

MPAN 640 Applied Epidemiology and Biostatistics

(Only for students enrolled in the Manhattan program)

As the first course in the research module, which culminates with the Master's Project, this course introduces students to common research designs in epidemiology, issues of validity and reliability in medical testing, and common techniques for analyzing group statistics. Students are also introduced to concepts of risk, population distributions and factors associated with disease, analysis of costs and benefits of intervention, as well as the knowledge necessary to interpret statistical data and research results. The course will also familiarize students with statistical concepts of frequencies, within- and between-group variability, qualitative and quantitative data, common tests of statistical significance, and probability theory. 2 credits

MPAN 641 Research Methods and Literature Review

(Only for students enrolled in the Manhattan program)

As the second course in the research module, which culminates with the Master's Project, this course builds on the knowledge acquired in Applied Epidemiology & Biostatistics (MPAN 640), and further focuses on variations in research methodology and experimental design. Students are introduced to comparative strengths and weaknesses of study designs, appropriate statistical analysis for specific study designs, methods of control, measurement, data collection, and guidelines for the professional communication of results. Students will also learn to conduct computerized database searches of medical literature, evaluate evidence-based resources, and apply evidence-based criteria to medical decision-making. Emphasis is on the development of skills required to contribute to the development of the body of knowledge of the profession. Ethical issues in medicine and research are discussed, including Belmont Report standards and Institutional Review Board protocol. Students learn to utilize statistical analysis software and will have an opportunity to renew, critique, and produce work in accordance with scientific standards in the field. 3 credits

MPAN 642 Health Care Delivery Systems

Introduces students to general concepts of health care delivery and the characteristics and functions of some important delivery systems. Emphasis is placed on decentralized, community-based, and primary care systems, ambulatory care systems, as well as long-term care systems. Financial and ethical issues that challenge today's system and ways to address them are covered. 3 credits

**MPAN 643 Medical Ethics, Health Policy, and Professional Practice
(Only for students enrolled in the Manhattan program)**

In seminar format, topics in medical ethics that develop the analytical skills and reflective sensitivity required for responsive, responsible, and productive decision-making between patients and professional. Topics discussed include ethical decisions at both the beginning and the end of life, risk/benefit decision-making in medicine, confidentiality and privacy. Students also discuss and analyze a variety of professional practice issues, such as privilege and confidentiality in communicating with patients, political and legal issues, credentialing and licensure, professional liability, and the physician-PA team relationship. 2 credits

**MPAN 645 Health Science Epidemiology and Biostatistics
(Only for students enrolled in the Long Island/NUMC program)**

Students will develop the knowledge and skills to understand and apply epidemiological methods and bio-statistical analysis in the medical and/or public health setting. Students are introduced to the distribution and determinants of health and disease in the human population and the application of this study to the control and prevention of disease. The student will develop basic conceptual and analytical skills in the design and conduct of epidemiologic studies and understand the process of epidemiologic surveillance. In addition, this course will provide students with the basic concepts in biostatistics, such as measures of disease frequency, measures of effect, and statistical significance. Students will become familiar with standard techniques of data collection and analysis, and the content of vital statistics and mass data of the health field. 2 credits

**MPAN 646 Medical Research Methods and Literature Review
(Only for students enrolled in the Long Island/NUMC program)**

Students will gain knowledge and skill in research methodology, experimental design, statistical analysis, and critical evaluation of the medical literature. Students will develop the skills to formulate research questions, develop research protocols, hypotheses, study designs, and their comparative strengths and limitations. Students will gain the knowledge and skills to effectively use and analyze BIHN-statistics in different research design and data analysis, to conduct computerized searches, and to understand, review, and critically analyze medical literature and professional journal articles and its application to clinical practice. Topics include choosing correct statistical methods and study designs in research and practice, descriptive statistics, probability and probability distributions, estimation and hypothesis testing. Ethical issues in research will be discussed, including informed consent and the function of an IRB. 3 credits

**MPAN 647 Medical Ethics and Healthcare Policy
(Only for students enrolled in the Long Island/NUMC program)**

In seminar format, topics in medical ethics that develop the analytical skills and reflective sensitivity required for responsive, responsible, and productive decision-making between patients and professional. Topics discussed include ethical decisions at both the beginning and the end of life, risk/benefit decision-making in medicine, confidentiality and privacy. Students also discuss a variety of professional practice issues, such as privilege and confidentiality in communicating with patients, political and legal issues, credentialing and licensure, professional liability, and the physician-PA team relationship. 3 credits

MPAN 659 Master's Capstone Project

Students learn the structure of a research project, scientific prose and professional writing style that is appropriate for biomedical fields. Students understand how to interpret research findings reported in the literature; synthesize, draw conclusions and make recommendations; and to think critically about the applications to clinical practice. Students work with course instructor/advisor to formulate a research question, perform literature searches on the topics and produce an annotated bibliography with the end resulting in a research paper or a case study with a poster presentation of publishable quality that explores a research question thoroughly, draws novel conclusions and puts forth recommendations that impact health care delivery or practice. Selected students will have the opportunity to present their topic to an audience. The course consists of Advisory sessions, along with substantial independent-research time. 3 credits

MPAN 664 Evidence-Based Medicine**(Only for students enrolled in the Long Island/NUMC program)**

This course aims to introduce practitioners to principles of evidence-based practice and policy, practice guidelines, and information utilization for practice modeling. Increasingly, Physician Assistants are presented with new information about recent findings from research and professional consensus statements regarding best practice guidelines. This information pertains to practice assessment, intervention, and the evaluation of outcomes. This course focuses on preparing students to engage in evidence-based practice, providing the skills needed to critically evaluate new information that is available from research findings and professional consensus statements. Furthermore, the course provides skills for integrating this new information into the student's own, personalized approach to practice. 3 credits

MPAN 665 Evidence-Based Medicine**(Only for students enrolled in the Manhattan program)**

This course introduces physician assistant students to principles of evidence-based practice and policy, national practice guidelines and other best-practice paradigms. Various medical practice areas will be studied in an effort to demonstrate applicability of the evidence-based approach. This course teaches students to discern evidence-based approaches in the literature and apply appropriate findings to their future practice. The exercises, discussions, and readings offered in this course guide students in their development as clinicians capable of mindful critique. Furthermore, the course provides strategies for integrating this new information into the student's own, personalized approach to clinical practice. 2 credits

MPAN 670 Clinical Medicine I**(Only for students enrolled in the Long Island/ NUMC program)**

Clinical Medicine I is an intensive medicine course that covers the etiology, clinical manifestations, diagnosis, treatment, and prognosis of common diseases in Cardiology, Pulmonology and Hematology components. The pathophysiology of the organ systems in relation to the various disease processes is integrated with the clinical presentations, historical and physical findings, and laboratory and radiographic test results. Emphasis is placed on application of new medical knowledge to clinical situations, on diagnostic problem-solving and differential diagnosis, and on issues of patient education and preventive medicine. Students refine their ability to reason independently in developing treatment and management plans for various patient presentations. 4 credits

MPAN 671 Clinical Medicine II**(Only for students enrolled in the Long Island/ NUMC program)**

Clinical Medicine II is an intensive medicine course that covers the etiology, clinical manifestations, diagnosis, treatment, and prognosis of common diseases in Dermatology, Rheumatology and Ophthalmology components. The pathophysiology of the organ systems in relation to the various disease processes is integrated with the clinical presentations, historical and physical findings, and laboratory and radiographic test results. Emphasis is placed on application of new medical knowledge to clinical situations, on diagnostic problem-solving and differential diagnosis, and on issues of patient education and preventive medicine. Students refine their ability to reason independently in developing treatment and management plans for various patient presentations. 3 credits

MPAN 672 Clinical Medicine III**(Only for students enrolled in the Long Island/ NUMC program)**

Clinical Medicine III is an intensive medicine course that covers the etiology, clinical manifestations, diagnosis, treatment, and prognosis of common diseases found in Gastroenterology, Neurology, Psychiatry and Nephrology. The pathophysiology of the organ systems in relation to the various disease processes is integrated with the clinical presentations, historical and physical findings, and laboratory and radiographic test results. Emphasis is placed on application of new medical knowledge to clinical situations, on diagnostic problem-solving and differential diagnosis, and on issues of patient education and preventive medicine. Students refine their ability to reason independently in developing treatment and management plans for various patient presentations. 4 credits

MPAN 673 Clinical Medicine IV**(Only for students enrolled in the Long Island/ NUMC program)**

Clinical Medicine IV is an intensive medicine course that covers the etiology, clinical manifestations, diagnosis, treatment, and prognosis of common diseases in the modules of Endocrinology and Infectious Diseases as well as Correlative Medicine. The pathophysiology of the organ systems in relation to the various disease processes is integrated with the clinical presentations, historical and physical findings, and laboratory and radiographic test results. Emphasis is placed on application of new medical knowledge to clinical situations, on diagnostic problem-solving and differential diagnosis, and on issues of patient education and preventive medicine. Students refine their ability to reason independently in developing treatment and management plans for various patient presentations. 2 credits

MPAN 694 Culminating Semester Elective

This 5-week elective course gives students the opportunity to analyze and synthesize medical information, reinforce their clinical skills and apply the concepts of medical decision-making and problem-solving to patient-centered care. 5 Credits

PACN 650 Behavioral Health Elective**(Only for students enrolled in the Manhattan program)**

This elective clinical learning experience is available to students who have elected to complete the Behavioral Health Track and who have already completed the Psychiatry core rotation and the Behavioral Health Elective rotation. This elective rotation provides students with additional in-depth clinical training in the treatment of patients with behavioral health problems. Students learn with the supervision of licensed physicians and psychiatric physician assistants as well as other mental health professionals in clinical settings such as the Comprehensive Psychiatric Emergency Program (CPEP), and Behavioral Health Primary Care Outpatient Clinics. Students continue to build on the knowledge and skills they have acquired in their Behavioral Health Elective.

Prerequisites: PAMN 608/PAMN 609, PAC 678. 5 credits

PACN 660 Primary Care Medicine Elective

Students are assigned to an out-patient department, family medical clinic, or office practice, and work under supervision of licensed family medicine physicians and/or physician assistants and in conjunction with the health care team. This is a repeat of a core rotation in Family Medicine that provides students with another opportunity to acquire the skills and knowledge necessary to serve a diverse cross-section of the patient population, and to treat patients of all ages in an ambulatory care setting. Students learn psychosocial aspects of health care, as well as how to provide family-oriented family medicine services such as acute and chronic disease management, health promotion, maintenance, patient education, and disease prevention. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. In addition, students are familiarized with the differences in the coordination, management and follow-up of the outpatient as compared to the hospitalized patient, and with recognizing when to refer the patient for hospital admission. Students will be required to take a comprehensive exam upon completion of the rotation. Prerequisite: PACN 670. 5 credits

PACN 661 Pediatrics Elective

Students are assigned to work under the supervision of licensed physicians and/or physician assistants and in conjunction with the healthcare team, either in an inpatient or an outpatient pediatric department, clinic, or office. This is a repeat of a core rotation in Pediatrics that emphasizes the care of the child from birth to adolescence. Students learn to recognize and manage common childhood illnesses, assess variations in normal growth and development, and provide preventive health care services including immunizations, routine screening, parental and interventional counseling. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are required to attend daily rounds, grand rounds, scheduled lectures and conferences while on the pediatrics in-patient service. Students will be required to take a comprehensive exam upon completion of the rotation. Prerequisite: PACN 671. 5 credits

PACN 662 Emergency Medicine Elective

Students are assigned to work under the supervision of licensed physicians and/or physician assistants and in conjunction with the healthcare team in the emergency room setting. In this repeat of a core rotation in Emergency Medicine, students rotate through the various areas of the Emergency Department, including medical, surgical, pediatric, orthopedic, and fast track. Students learn to systematically evaluate and manage patients with acute medical and surgical emergencies, perform diagnostic and therapeutic procedures, and participate in cardiac and trauma resuscitations. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are expected to attend grand rounds and scheduled lectures. Students will be required to take a comprehensive exam upon completion of the rotation. Prerequisite: PACN 672. 5 credits

PACN 663 Surgery Elective

Students are assigned to work under the supervision of licensed surgeons and/or physician assistants and in conjunction with the healthcare team in the Department of Surgery. In this repeat of a core rotation in Surgery, students become involved in all phases of diagnosis and treatment of the surgical patient, including pre-operative, operative, and post-anesthesia care. They learn the practical management of fluid, electrolyte, and nutritional disturbances, post-operative infections, as well as wound healing and wound care. They scrub into the operating room and observe and assist in a variety of surgical procedures as assigned by the preceptor(s), and also become involved in the management of the critically-ill surgical patient. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are expected to attend daily rounds, grand rounds, morbidity & mortality conferences and scheduled lectures while on the surgery service. Students will be required to take a comprehensive exam upon completion of the rotation. Prerequisite: PACN 673. 5 credits

PACN 664 Internal Medicine Elective

Students are assigned to the Department of Medicine and work directly under the supervision of the medical house staff or work in an outpatient internal medicine setting. Emphasis is placed on the hospitalized, acute, non-surgical adult patient. In this repeat of a core rotation in Internal Medicine, students medically evaluate hospitalized patients and follow their daily progress. By doing so, students learn how to correlate history and physical findings with the patient's physiological and laboratory data and emotional state in order to arrive at a differential diagnosis, formulate a treatment plan, and appreciate how to provide continuity of care. Students develop skills and demonstrate competency in performing and interpreting a variety of medical procedures and tasks. Attendance at daily rounds, grand rounds, medical conferences and orientation to the medical intensive care unit is required. In certain settings, there are opportunities to work with the house-staff who are assigned to the medical clinic area, to monitor and follow up patient management problems, and to participate in the formulation of their management plans. If the student is in an out-patient setting, they will participate in in-patient rounds with the MD/ DO/PA/NP. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students will be required to take a comprehensive exam upon completion of the rotation. Prerequisite: PACN 674

PACN 665 Long-Term Care Elective

Students are assigned to work under the supervision of licensed physicians and/or physician assistants in conjunction with the healthcare team to gain practical clinical experience in working with the elderly and those patients who are suffering from chronic diseases. In this repeat of a core rotation in Long-Term Care, students are exposed to a wide variety of common geriatric and long-term care problems. This rotation stresses characteristics of the normal aging process, so that students may better identify and address deviations from the norm. Students gain exposure to end-of-life issues and psychosocial dynamics. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students should be able to differentiate the care of elderly and those patients who are suffering from chronic diseases. Emphasis is placed on the geriatric patient for both acute and ongoing care. Students are required to attend rounds, grand rounds, scheduled lectures, and conferences while on the Geriatric/Long-Term Care service. Students will be required to take a comprehensive exam upon completion of the rotation. Prerequisite: PACN 675. 5 credits

PACN 666 Obstetrics/Gynecology Elective

Students are assigned to work under the supervision of licensed physicians and/or physician assistants in conjunction with the healthcare team, either in an inpatient or an outpatient OB/GYN department, clinic, or office. In this repeat of a core rotation in OB/GYN, students gain practical experience in evaluating obstetrical and gynecological patients. Students become familiar with the care and management of ante-partum and post-partum patients, and occasionally assist in deliveries. Students perform pre-natal care, including routine examinations of expectant mothers as they progress through their pregnancies. Students also become familiar with the care and management of a wide variety of gynecological problems, as well as health promotion and disease prevention of the female reproductive tract. Students develop competency in the performance of annual exams and Pap smears, counseling for birth control, infertility, menstruation, and sexuality. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are expected to attend inpatient rounds, conferences, and scheduled lectures while on an inpatient service. Students will be required to take a comprehensive exam upon completion of the rotation. Prerequisite: PACN 676. 5 credits

PACN 670 Family Medicine

Students are assigned to an out-patient department, family medical clinic, or office practice, and work under supervision of licensed family medicine physicians and/or physician assistants and in conjunction with the health care team. This core rotation provides students with the opportunity to acquire the skills and knowledge necessary to serve a diverse cross-section of the patient population, and to treat patients of all ages in an ambulatory care setting. Students learn psychosocial aspects of health care as well as how to provide family-oriented primary care services, such as acute and chronic disease management, health promotion, maintenance, patient education, and disease prevention. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. In addition, students are familiarized with the differences in the coordination, management, and follow-up of the outpatient as compared to the hospitalized patient, and with recognizing when to refer the patient for hospital admission. Students will be required to take a comprehensive exam upon completion of the rotation. 5 credits

PACN 671 Pediatrics

Students are assigned to work under the supervision of licensed physicians and/or physician assistants and in conjunction with the healthcare team, either in an inpatient or an outpatient pediatric department, clinic, or office. This core rotation emphasizes the care of the child from birth to adolescence. Students learn to recognize and manage common childhood illnesses, assess variations in normal growth and development, and provide preventive health care services, including immunizations, routine screening, parental and interventional counseling. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students will become familiar with routine screening techniques and the diagnosis, treatment, and follow-up of childhood illnesses. Students are required to attend daily rounds, grand rounds, scheduled lectures and conferences while on the pediatrics in-patient service. Students will be required to take a comprehensive exam upon completion of the rotation. 5 credits

PACN 672 Emergency Medicine

Students are assigned to work under the supervision of licensed physicians and/or physician assistants and in conjunction with the healthcare team in the emergency room setting. In this core rotation, students rotate through the various areas of the Emergency Department, including medical, surgical, pediatric, orthopedic, psychiatric and fast track. Students learn to systematically evaluate and manage patients with acute medical and surgical emergencies, perform diagnostic and therapeutic procedures, and participate in cardiac and trauma resuscitations. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are expected to attend grand rounds and scheduled lectures. Students are expected to participate in daily rounds and to attend scheduled lectures and conferences. Students will be required to take a comprehensive exam upon completion of the rotation. 5 credits

PACN 673 Surgery

Students are assigned to work under the supervision of licensed surgeons and/or physician assistants and in conjunction with the healthcare team in the Department of Surgery. In this core rotation, students become involved in all phases of diagnosis and treatment of the surgical patient, including pre-operative, operative, and post-anesthesia care. They learn the practical management of fluid, electrolyte and nutritional disturbances, and post-operative infections, as well as wound healing and wound care. They scrub into the operating room and observe and assist in a variety of surgical procedures as assigned by the preceptor(s), and also become involved in the management of the critically-ill surgical patient. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are expected to attend daily rounds, grand rounds, morbidity and mortality conferences, and scheduled lectures while on the surgery service. Students are assigned to work directly with attending physicians and/or resident - PA staff in the Department of Surgery. Students will be required to take a comprehensive exam upon completion of the rotation. 5 credits

PACN 674 Internal Medicine

Students are assigned to the Department of Medicine and work directly under the supervision of the medical house staff or work in an outpatient internal medicine setting. Emphasis is placed on the hospitalized, acute, non-surgical adult patient.

In this core rotation, students medically evaluate hospitalized patients and follow their daily progress. By doing so, students learn how to correlate history and physical findings with the patient's physiological and laboratory data and emotional state, in order to arrive at a differential diagnosis, formulate a treatment plan and appreciate how to provide continuity of care. Students develop skills and demonstrate competency in performing and interpreting a variety of medical procedures and tasks. Attendance at daily rounds, grand rounds, medical conferences and orientation to the medical intensive care unit is required. In certain settings, there are opportunities to work with the house-staff who are assigned to the medical clinic area, to monitor and follow up patient management problems, and to participate in the formulation of their management plans. If the student is in an out-patient setting, they will participate in in-patient rounds with the MD/ DO/PA/NP. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students will be required to take a comprehensive exam upon completion of the rotation. 5 credits

PACN 675 Geriatric Medicine

Students are assigned to work under the supervision of licensed physicians and/or physician assistants in conjunction with the healthcare team to gain practical clinical experience in working with the elderly and those patients who are suffering from chronic diseases. In this core rotation, students are exposed to a wide variety of common geriatric problems. This rotation stresses characteristics of the normal aging process so that students may better identify and address deviations from the norm. Students gain exposure to end-of-life issues and psychosocial dynamics. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students should be able to differentiate the care of elderly and those patients who are suffering from chronic diseases. Emphasis is placed on the geriatric patient for both acute and on-going care.

Students are assigned to work directly with attending physicians and / or resident - PA staff while they gain practical clinical experience in working with patients across the life-span. There is a strong focus on geriatric care. Students should be able to differentiate the care of elderly and those patients who are suffering from chronic diseases. Emphasis is placed on the geriatric patient for both acute and on-going care. Students are exposed to a wide variety of common geriatric problems. Students are required to attend rounds, grand rounds, scheduled lectures, and conferences while on the Geriatric medicine. Students will be required to take a comprehensive exam upon completion of the rotation. 5 credits

PACN 676 Obstetrics/Gynecology

Students are assigned to work under the supervision of licensed physicians and/or physician assistants in conjunction with the healthcare team, either in an inpatient or an outpatient OB/GYN department, clinic, or office. In this core rotation, students gain practical experience in evaluating obstetrical and gynecological patients. Students become familiar with the care and management of ante-partum and post-partum patients, and occasionally assist in deliveries. Students perform pre-natal care, including routine examinations of expectant mothers as they progress

through their pregnancies. Students also become familiar with the care and management of a wide variety of gynecological problems, as well as health promotion and disease prevention of the female reproductive tract. Students develop competency in the performance of annual exams and Pap smears, counseling for birth control, infertility, menstruation, and sexuality. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are expected to attend inpatient rounds, conferences and scheduled lectures while on an inpatient service. Students will be required to take a comprehensive exam upon completion of the rotation. 5 credits

PACN 677 Psychiatry

(This is an elective rotation for the Long Island/NUMC program/Manhattan program)

Students are assigned to work under the supervision of licensed physicians and/or physician assistants in conjunction with the health care team in an inpatient psychiatric setting, where they will learn a biopsychosocial approach to mental illness. In this rotation, students will evaluate and manage patients with a variety of psychiatric problems, do follow-up evaluations of those patients seen in the Psychiatric Emergency Room, and develop skills in the performance of mental status exams and psychiatric interviews. Students study the diagnoses and treatment plans of child and adolescent patients, and the daily, intensive long-term treatment of severely disturbed out-patients, to gain an understanding of psychopathology, therapeutic community and team functioning. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are expected to attend scheduled lectures. Students will be required to take a comprehensive exam upon completion of the rotation. 5 credits

PACN 678 Behavioral Medicine

(This is a core rotation for the Long Island/ NUMC program/Manhattan Program)

Students are assigned to work under the supervision of licensed physicians and/or physician assistants in conjunction with the healthcare team in an inpatient and or outpatient behavioral health setting where they will learn a biopsychosocial approach to psychiatric, cognitive and behavioral problems. In this core rotation, students will evaluate and manage patients with a variety of behavioral health problems. The student will perform basic psychiatric evaluations, develop skills in performing mental status examinations and psychiatric interviews while incorporating behavioral dynamics in this patient population. The student will review and monitor medications and support the clinical management plan for patients receiving psychiatric evaluation and treatment. Students will incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of team-based medical problem-solving and patient-centered care decisions. Students are expected to attend interdisciplinary meetings, patient rounds and scheduled lectures. 5 credits

PACN 680 Pediatric Subspecialty

This elective rotation provides students with another pediatric clinical experience in a neonatal unit, and is available to those who have completed the required Pediatrics rotation. Students are assigned to work directly with pediatricians in a hospital setting. Students gain experience in analyzing historical and physical findings and diagnostic tests to formulate differential diagnoses, treatment plans, and counseling strategies in a neonatal unit. Students are expected to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex neonatal patient presentations. Students will be required to do a project and/or case presentation. Prerequisite: PACN 671. 5 credits

PACN 681 Infectious Diseases

This elective clinical learning experience takes place in both in-patient and out-patient settings. Students are assigned to work directly with attending physicians and/or physician assistants in conjunction with the health care team in the Department of Infectious Diseases. Students develop proficiency in anti-microbial therapy, immunizations, and the work-up and management of infectious diseases, with special emphasis on AIDS and AIDS-related illnesses. Also, students learn and apply infectious disease control measures. Students may attend rounds, grand rounds, scheduled lectures, and conferences while on the Infectious Diseases service. Students are expected to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students will be required to take a comprehensive exam upon completion of the rotation. Prerequisite: PACN 674. 5 credits

PACN 682 Orthopedics

This elective clinical learning experience takes place in both the clinic and hospital settings. Students are assigned to work directly with attending physicians and/or physician assistants in conjunction with the health care team in the Department of Orthopedic Surgery. Students develop proficiency in the evaluation, diagnosis, and management of orthopedic problems in the adult and pediatric populations. They have the opportunity to observe and “scrub in” to assist in orthopedic surgical cases, to reinforce knowledge of sterile technique and the proper use of surgical instruments, and to participate in preoperative and postoperative management of the orthopedic patient. Students attend rounds, grand rounds, scheduled lectures, and conferences while on the Orthopedic Surgery service. Students are expected to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students may be required to write a clinical research paper on a relevant topic or case or take a comprehensive exam. Prerequisite: PACN 673. 5 credits

**PACN 683 Surgical Subspecialty
(Only for Students enrolled in the Manhattan program)**

This elective rotation is available to students who have completed the General Surgery rotation. The surgical subspecialty rotations provide students the opportunity to concentrate on learning the work-up, diagnosis, and medical management of patients in a variety of surgical subspecialties, such as cardiothoracic surgery, plastic and reconstructive, neurosurgery, and surgical intensive care unit. Students are assigned to work directly with surgeons and/or physician assistants in conjunction with the healthcare team. They have the opportunity to “scrub in” to assist in surgical cases, and develop proficiency in the surgical work-up, intra-operative intervention, and post-operative management of patients. They also follow patients in the critical care setting and on the floors. Students are required to attend rounds, grand rounds, scheduled lectures, and conferences while on the service. Students are expected to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations.

In CT surgery, students will have the opportunity to observe and scrub in to assist in cardio-thoracic surgical cases. Students will develop proficiency in the surgical workup, intra-operative intervention, and post-operative management of cardio-thoracic patients. Students will follow patients in the critical care setting and on the floors. While in the critical care setting, students will become familiar with the placement, maintenance, monitoring and removal of central venous lines, Swan-Ganz catheters, chest tubes, and arterial lines. Students will understand fluid and electrolyte management, and will become familiar with the management of ventilator patients and the interpretation of arterial blood gas measurements. Students will also become familiar with the pharmacological agents utilized in the care of the critically ill. Students are required to attend rounds, grand rounds, scheduled lectures, and conferences while on the Cardio-thoracic Surgery service as well as any subspecialty service that the course requires. Students will be required to take a comprehensive exam in the respective surgical subspecialty. Prerequisite: PACN 673. 5 credits

**PACN 684 Medical Subspecialty
(Only for Students enrolled in the Manhattan program)**

This elective rotation is available to students who have completed the required Internal Medicine or Family Medicine rotation. The medicine subspecialty rotations provide students the opportunity to concentrate on learning the work-up, diagnosis, and medical management of patients with dermatological, gastrointestinal, endocrine, or neurological diseases respectively. Students work directly with attending physicians and/or physician assistants in conjunction with the health care team. Students attend rounds, grand rounds, scheduled lectures, and conferences while on the service. Students are expected to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are assigned to a clinic or private office practice in assigned medical subspecialty, and work directly with attending physicians and / or resident – P.A. staff. Students are required take a comprehensive exam in the respective discipline upon completion of the rotation. Prerequisite: PACN 670 or PACN 674. 5 credits

**PACN 685 Critical Care Management
(Only for Students enrolled in the Manhattan program)**

This elective clinical learning experience is available to students who have completed the General Surgery rotation and takes place in the Surgical Intensive Care Unit. Students are assigned to work directly with attending physicians

and/or physician assistants in conjunction with the health care team in the Surgical ICU, where they develop proficiency in the management of critically-ill surgical patients. Students become familiar with the placement, maintenance, monitoring, and removal of central venous lines, Swan-Ganz catheters, chest tubes and arterial lines. Fluid and electrolyte management, the management of ventilator patients, the interpretation of arterial blood gas measurements, and the pharmacological agents utilized in the care of the critically ill, are also practiced. Students may attend rounds, grand rounds, scheduled lectures, and conferences while assigned to the Surgical Intensive Care Unit. Students are expected to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are required take a comprehensive upon completion of the rotation. Prerequisite: PACN 673. 5 credits

PACN 686 Forensic Medicine

This elective rotation provides students with a clinical experience in which there is an interface between medicine and the law, especially regarding patient deaths, some of which will fall under the jurisdiction of the Medical Examiner. This rotation provides students with the opportunity to observe and perform the tasks associated with PAs who work as Forensic (medico-legal) Investigators. Working with Forensic Pathologists, students are exposed to, and participate in, the forensic autopsy, and also spend time in the forensic serology and toxicology labs. They are introduced to forensic anthropology, forensic odontology, and forensic photography. Through this rotation, students become familiar with the modern medical examiner system, the role of the Medical Examiner, and his/her relation to the criminal justice system. Students also learn the interpersonal skills necessary in dealing with families who are coping with sudden and unexpected death, public health and safety issues, and medicolegal issues. Students attend daily case review, scheduled lectures, and conferences while on the Forensic Medicine rotation. Students may be required to write a clinical research paper on a relevant topic or case or take a comprehensive exam. 5 credits

PACN 687 Cardiology

This elective rotation is available to students who have successfully completed the required Internal Medicine or Primary Care rotation. The rotation provides students the opportunity to learn the pathology, work-up, diagnosis, and medical management of patients with cardiac diseases. Students work directly with board-certified attending physicians and physician assistants in conjunction with the health care team. Students may attend rounds, grand rounds, scheduled lectures, and conferences while on the service. Students are expected to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are required to write a clinical research paper on a relevant topic or case. Prerequisite: PACN 670 or PACN 674. 5 credits

PACN 688 Medicine Subspecialty

(Only for students enrolled in the Long Island/ NUMC program)

This elective rotation is available to students who have completed the required Internal Medicine or Family Medicine rotation. The medicine subspecialty rotations provide students the opportunity to concentrate on learning the work-up, diagnosis, and medical management of patients with dermatological, gastrointestinal, endocrine, or neurological diseases respectively. Students work directly with attending physicians and/or physician assistants in conjunction with the health care team. Students attend rounds, grand rounds, scheduled lectures, and conferences while on the service. Students are expected to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are assigned to a clinic or private office practice in assigned medical subspecialty, and work directly with attending physicians and / or resident – P.A. staff. Students are required take a comprehensive exam in the respective discipline upon completion of the rotation. Prerequisite: PACN 670 or PACN 674. 5 credits

PACN 689 Surgical Subspecialty

(Only for students enrolled in the Long Island/ NUMC program)

This elective rotation is available to students who have completed the General Surgery rotation. The surgical subspecialty rotations provide students the opportunity to concentrate on learning the work-up, diagnosis, and medical management of patients in a variety of surgical subspecialties, such as cardiothoracic surgery, plastic and reconstructive surgery, neurosurgery, and surgical intensive care unit. Students are assigned to work directly with surgeons and/or physician assistants in conjunction with the healthcare team. They have the opportunity to "scrub

in" to assist in surgical cases, and develop proficiency in the surgical work-up, intra-operative intervention, and post-operative management of patients. They also follow patients in the critical care setting and on the floors. Students are required to attend rounds, grand rounds, scheduled lectures, and conferences while on the service. Students are expected to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations.

In CT surgery, students will have the opportunity to observe and scrub in to assist in cardio-thoracic surgical cases. Students will develop proficiency in the surgical workup, intra-operative intervention, and post-operative management of cardio-thoracic patients. Students will follow patients in the critical care setting and on the floors. While in the critical care setting, students will become familiar with the placement, maintenance, monitoring, and removal of central venous lines, Swan-Ganz catheters, chest tubes, and arterial lines. Students will understand fluid and electrolyte management, and will become familiar with the management of ventilator patients and the interpretation of arterial blood gas measurements. Students will also become familiar with the pharmacological agents utilized in the care of the critically ill. Students are required to attend rounds, grand rounds, scheduled lectures, and conferences while on the Cardio-thoracic Surgery service as well as any subspecialty service that the course requires. Students will be required to take a comprehensive exam in the respective surgical subspecialty.

Prerequisite: PACN 673. 5 credits

PACN 700 –Culminating Elective

This is a second elective learning experience of 5 weeks duration, scheduled during the last semester of the program, where the student develops a one-on-one relationship with the supervising physician. The student has the opportunity to gain a more advanced level of clinical experience in an area or specialty of future employment. Students are expected to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Pre-requisites: Any one of PACN 660 - PACN 689 4 credits

PAMN 409 Human Anatomy

(Only for students enrolled in the Manhattan program)

An integrated lecture-laboratory course in anatomy designed to provide an understanding of the structural and functional anatomy of the human body relevant to the needs of the physician assistant. Clinical problems are used to highlight the importance of anatomy to the understanding of the clinical sciences. Sections covered include general anatomical concepts, central nervous system, upper extremities, and back, head and neck, thorax and abdomen, perineum, pelvis, and lower extremities. The laboratory component of the course entails a selection of virtual dissection demonstrations using a variety of virtual anatomy programs and Anatomage® system in an active learning environment. 4 credits

PAMN 411 Physiology

A comprehensive course that provides an understanding of physiological mechanisms by which the human body functions in health and disease. Lectures analyze the physiological basis of fluid homeostasis, the role of excitable membranes, nerve and muscle function, the central nervous system, blood and hemostasis, the cardiovascular system, respiratory function, renal control of fluid and electrolyte balance, acid-base balance, endocrine and reproductive functions. In all topics, there is integration of physiological principles, pathophysiology, and clinical medicine. 4 credits

PAMN 413 Clinical Biochemistry

(Only for students enrolled in the Manhattan program)

A course in human biochemistry with relevant clinical correlations. Includes structure and function of proteins, carbohydrates, lipids, and nucleic acids. The metabolism of carbohydrates, lipids, proteins, amino acids, and nucleotides is studied. Also explored are effects of enzyme deficiencies, biochemical and genetic mechanisms of human disease (e.g. diabetes, hemoglobinopathies, and inborn errors of metabolism), nutrition, and vitamin deficiencies. 2 credits

PAMN 414 Microbiology/Immunology**(Only for students enrolled in the Manhattan program)**

Covers basic and clinical aspects of bacteriology, virology, mycology, parasitology, and immunology. Emphasis is placed on the application of microbiology concepts to clinical practice, including the systemic diseases caused by these organisms, control of microorganisms, antibiotics, the host-parasite relationship, and the establishment of disease. The immune system is discussed in detail, including topics on resistance to disease, immunity and serology, and immune disorders. 2 credits

PAMN 416 Pathology**(Only for students enrolled in the Manhattan program)**

The course explores the causes and mechanisms of disease and the associated alterations of structure and function of tissues. General concepts of disease are covered, including degeneration and necrosis, inflammation and repair, fluid and coagulation disturbances, and general aspects of neoplasia. Disease entities in each organ system are studied with regard to causation, evaluation, and morphology of pathological changes. 3 credits

PAMN 417 Physical Diagnosis I**(Only for students enrolled in the Manhattan program)**

The first semester of a 2-semester course consisting of lecture and laboratory. The lecture component introduces the student to the concepts and techniques of medical interviewing, obtaining an accurate history, and performing a physical examination system by system. The course covers the practical terminology utilized in recording a medical history and physical examination, and in describing clinical findings associated with common pathologies seen in each system. The laboratory portion, taught in small group settings, emphasizes the hands-on skills necessary to perfect the techniques of the physical exam. Emphasis is also placed on perfecting the written history and physical. The medical Spanish self-study portion of this course is designed to provide rudimentary knowledge of the language to aid in communication when interviewing Spanish-speaking patients. 4 credits

PAMN 418 Physical Diagnosis II**(Only for students enrolled in the Manhattan program)**

The second semester of a 2-semester course consisting of lecture and laboratory. The lecture component continues with general aspects of a normal physical exam, teaching the student to recognize normal and abnormal findings, understand their significance, accurately describe and notate them, and formulate a differential diagnosis. The laboratory portion, taught in small groups, emphasizes the hands-on skills necessary to perfect the techniques of the physical exam, performed efficiently and sensitively, in a system-by-system approach. H&P writing skills are also emphasized. Students learn to perform a comprehensive and integrated physical exam without the benefit of teaching aids and in a timely manner. Prerequisite: PAMN 417. 2 credits

PAMN 419 Introduction to Pharmacology**(Only for students enrolled in the Long Island/ NUMC program)**

This introduction to pharmacology course introduces the basic principles of pharmacokinetics and pharmacodynamics, and their application to clinical medicine. It will also explore the influence and mechanisms of action of drugs upon the body. Students will begin to learn the mechanisms of action, therapeutic uses, major side effects, warnings, and precautions for drugs used to treat diseases covered in the clinical medicine courses. Clinical case studies and problem-solving sessions are introduced. This course is intended to provide a basis for the preparation of PAMN 421 - Pharmacology. 1 credit

PAMN 420 Introduction to Clinical Pharmacology**(Only for students enrolled in the Manhattan program)**

The first course in the Pharmacology sequence that introduces the basic principles of pharmacokinetics and pharmacodynamics, and their application to clinical medicine. Also explores the influence and mechanisms of action of drugs upon the autonomic nervous system. Students begin to learn mechanisms of action, therapeutic uses, major side effects, warnings, and precautions for drugs used to treat diseases covered in the clinical medicine course(s) given during the semester. Students learn the basic principles of prescription-writing. Clinical case studies and problem-solving sessions are introduced. 2 credits

PAMN 421 Pharmacology**(Only for students enrolled in the Long Island/NUMC program)**

This course is a continuation of PAMN 419, in which students learn the clinical therapeutics essential in treating clinical conditions. It will provide the student with a detailed understanding of a drug category's mechanism of action, therapeutic uses, major side effects, warnings, and precautions. Classification of drugs is covered in depth. Clinical case studies and problem-solving sessions are also utilized. Practical prescription-writing and legalities of prescription-writing as they pertain to PA's are also covered. Prerequisite: PAMN 419. 3 credits

PAMN 422 Medical Microbiology/Immunology**(Only for students enrolled in the Long Island/NUMC program)**

This course covers basic and clinical aspects of bacteriology, virology, mycology, parasitology, and immunology. Emphasis is placed on the application of microbiology concepts to clinical practice, including the systemic diseases caused by these organisms, control of microorganisms, antibiotics, the host-parasite relationship, and the establishment of disease. The immune system is discussed in detail, including topics on resistance to disease, immunity and serology, and immune disorders. 3 credits

PAMN 423 Psychosocial/Cultural Aspects of Health Care and the PA Role

Students are introduced to concepts in health psychology and behavioral medicine, which identify the psychosocial factors contributing to health and physical and emotional well-being. Defenses and adaptations are discussed as related to the types of patients the student will work with. Other psychological responses to acute and chronic illness, end-of-life issues, and the psychology of the chronically ill are discussed as they relate to the patient and the medical practitioner. An integral part of this course focuses on the theory and method of the medical interview. Students are introduced to the techniques of modeling and role-playing, and are required to participate in the roles of health care practitioner, patient, and family member. Emphasis is placed on establishing a relationship and understanding the effects of cultural diversity and personality types. Cultural competence is introduced, and the students are asked to explore their own culture as well as other cultures that they will interact with. 3 credits

PAMN 426 Diagnostic Modalities (3 modules: Laboratory Medicine, Diagnostic Modalities, ECG)**(Only for students enrolled in the Manhattan program)**

Composed of three modules: laboratory medicine, diagnostic imaging, and ECG. Students gain competence in assessing and interpreting diagnostic tests, and learn basic clinical laboratory determinations and values and their correlation with normal and disease states. Practical sessions are given in urinalysis, hematology (CBC, hematocrit), and microbiology (Gram staining, pure culture techniques, antibiotic spectrum). Imaging modalities and their role in clinical medicine are introduced, with emphasis on conventional radiography and some discussion of ultrasound, CT, and MRI. Included are studies of the chest and abdomen, GI series, GU radiology, examination of extremities, and mammography. Basic concepts in ECG interpretation are taught, including principles of ECG tracings, rate and axis determination, and recognition of abnormal tracings. 2 credits

PAMN 427 Patho-Physiology**(Only for students enrolled in the Long Island/NUMC program)**

This course explores the causes and mechanisms of disease and the associated alterations of structure and function of tissues. General concepts of disease are covered, including degeneration and necrosis, inflammation and repair, fluid and coagulation disturbances, and general aspects of neoplasia. Disease entities in each organ system are studied with regard to causation, evaluation, and morphology of pathological changes. 2 credits

PAMN 428 Clinical Procedures and Diagnostic Modalities**(Only for students enrolled in the Long Island/NUMC program)**

This course will encompass laboratory medicine, diagnostic imaging, and the procedure-oriented skills that students will require on rotation. The student learns basic clinical laboratory determinations and values and their correlation with normal and disease states. The student is introduced to imaging modalities and their role in clinical medicine, with emphasis on conventional radiography, with some discussion of ultrasound, CT, and MRI. Included are studies of the chest and abdomen, GI series, GU radiology, examination of extremities, and mammography. In the lab portion, the student learns the principles of sterile technique and universal precautions. There are also hands-on sessions in phlebotomy, starting IVs, administering injections, and placing urinary catheters and nasogastric tubes. 2 credits

PAMN 429/429L Advanced Physical Diagnosis II Lecture/Lab
(Only for students enrolled in the Long Island/NUMC program)

This course consists of both lecture and laboratory sessions. The lecture component is a continuation of PA Physical Diagnosis I and will continue teaching the student the concepts and techniques of medical interviewing, obtaining an accurate history, and performing a complete and thorough physical examination. The course covers the practical terminology utilized to record a medical history and physical examination. The laboratory portion emphasizes the hands-on skills necessary to perfect the techniques of the physical exam. These sessions are taught in a small-group setting by the PA faculty. Sessions focusing on the examinations of the breast, genitalia, rectum, and Pap smears are also included. During this course, the student will also be performing, under direct supervision, histories and physicals on patients in hospital settings. 2 credits of lecture, 1 credit of lab

PAMN 430 OB/GYN
(Only for students enrolled in the Long Island/NUMC program)

The normal anatomy and physiology of the female reproductive system is reviewed. The student is taught how to perform an obstetrical history and physical, the process and management of normal pregnancy, labor, and delivery, and their associated complications. Clinical manifestations and treatment of common gynecological problems such as venereal diseases, menstrual disorders, and neoplasms are also discussed. Patient education is stressed as a crucial part of the management plan. 2 credits

PAMN 431/431L PA Physical Diagnosis I Lecture/Lab
(Only for students enrolled in the Long Island/NUMC program)

This is the first part of a 2-semester course consisting of both lecture and lab. The lecture component introduces the student to the concepts and techniques of medical interviewing, obtaining an accurate history, and performing a complete and thorough physical examination. The course covers the practical terminology utilized to record a medical history and physical examination. The laboratory portion emphasized the hands-on skills necessary to perfect the techniques of the physical exam. These sessions are taught in a small-group setting by the PA faculty. Emphasis is also placed on perfecting the written history and physical/SOAP note. 3 credits of lecture/1 credit of lab

PAMN 432 Clinical Molecular Mechanism of Disease
(Only for students enrolled in the Long Island/NUMC program)

This is a course in human biochemistry with relevant clinical correlations. Topics will include structure and function of proteins, carbohydrates, lipids, and nucleic acids. In addition, the metabolism of carbohydrates, lipids, proteins, amino acids, and nucleotides will also be studied. It will also explore the effects of enzyme deficiencies, biochemical and genetic mechanisms of human disease (e.g. diabetes, hemoglobinopathies, and inborn errors of metabolism), nutrition, and vitamin deficiencies. This course also includes an introduction to the scientific concepts related to genetics and molecular basis of disease. 2 credits

PAMN 434/434L Clinical Human Anatomy Lecture/Lab
(Only for students enrolled in the Long Island/NUMC program; offered at the Long Island campus only)

An integrated lecture-laboratory course in gross anatomy designed to provide an understanding of the structural and functional anatomy of the human body essential to the practicing Physician Assistant. Clinical problems are used to highlight the importance of anatomy to the understanding of the clinical sciences. Regional sections to be covered include general anatomical concepts, central nervous system, upper extremities and back, head and neck, thorax and abdomen, perineum, pelvis and lower extremities. The laboratory component of the course is taught with virtual pro-sections. When appropriate, clinical problems are reviewed to highlight the importance of anatomy as it pertains to clinical practice. 3 credits of lecture, 1 credit of lab

PAMN 600 Medicine I (1 module - Pulmonary Medicine)
(Only for students enrolled in the Manhattan program)

The first of a series of intensive medicine courses that cover the etiology, clinical manifestations, diagnosis, treatment, and prognosis of common disease entities in various areas of medicine. This course consists of the module in pulmonary medicine. The pathophysiology of the organ system in relation to the various disease processes is integrated with the clinical presentations, historical and physical findings, and laboratory and radiographic test results. Emphasis is placed on application of new medical knowledge to clinical situations, on

diagnostic problem-solving and differential diagnosis, and on issues of patient education and preventive medicine. Students refine their ability to reason independently in developing treatment and management plans for various patient presentations. 1 credit

PAMN 601 Medicine II (2 modules: Cardiology, Hematology)
(Only for students enrolled in the Manhattan program)

An intensive medicine course that covers the etiology, clinical manifestations, diagnosis, treatment, and prognosis of common diseases in the modules of cardiology and hematology. The pathophysiology of the organ systems in relation to the various disease processes is integrated with the clinical presentations, historical and physical findings, and laboratory and radiographic test results. Emphasis is placed on application of new medical knowledge to clinical situations, on diagnostic problem-solving and differential diagnosis, and on issues of patient education and preventive medicine. Students refine their ability to reason independently in developing treatment and management plans for various patient presentations. Common cardiac disorders seen in primary care, such as coronary artery disease, angina, cardiac enlargement, arrhythmias, myocardial infarction, and hypertension, are considered. Clinical case scenarios and ECG interpretation are utilized to reinforce the lecture material and to develop critical thinking skills. Students learn the clinical approach to hematologic disorders, such as anemias, hemoglobinopathies, and disorders of hemostasis, and are also introduced to hematologic oncology. 3 credits

PAMN 602 Medicine III (3 modules: Gastroenterology, Dermatology, Rheumatology)
(Only for students enrolled in the Manhattan program)

An intensive medicine course that covers the etiology, clinical manifestations, diagnosis, treatment, and prognosis of common diseases in the modules of gastroenterology, dermatology, and rheumatology. The pathophysiology of the organ systems in relation to the various disease processes is integrated with the clinical presentations, historical and physical findings, and laboratory and radiographic test results. Emphasis is placed on application of new medical knowledge to clinical situations, on diagnostic problem-solving and differential diagnosis, and on issues of patient education and preventive medicine. Students refine their ability to reason independently in developing treatment and management plans for various patient presentations. 3 credits

PAMN 603 Medicine IV (2 modules – Neurology, Ophthalmology)
(Only for students enrolled in the Manhattan program)

An intensive medicine course that covers the etiology, clinical manifestations, diagnosis, treatment, and prognosis of common diseases in the modules of neurology and ophthalmology. The pathophysiology of the organ systems in relation to the various disease processes is integrated with the clinical presentations, historical and physical findings, and laboratory and radiographic test results. Emphasis is placed on application of new medical knowledge to clinical situations, on diagnostic problem-solving and differential diagnosis, and on issues of patient education and preventive medicine. Students refine their ability to reason independently in developing treatment and management plans for various patient presentations. 2 credits

PAMN 604 Medicine V (3 modules: Nephrology, Endocrinology, Infectious Diseases)
(Only for students enrolled in the Manhattan program)

An intensive medicine course that covers the etiology, clinical manifestations, diagnosis, treatment, and prognosis of common diseases in the modules of nephrology, endocrinology, and infectious diseases. The pathophysiology of the organ systems in relation to the various disease processes is integrated with the clinical presentations, historical and physical findings, and laboratory and radiographic test results. Emphasis is placed on application of new medical knowledge to clinical situations, on diagnostic problem-solving and differential diagnosis, and on issues of patient education and preventive medicine. Students refine their ability to reason independently in developing treatment and management plans for various patient presentations. 2 credits

PAMN 605 Psychiatry and Behavioral Medicine
(Only for students enrolled in the Manhattan program)

Deals with psychiatric and mental health disorders frequently encountered in outpatient settings. Lectures cover basic human behavior, psychological development and personality functioning, and major mental illnesses. Topics include depression, anxiety, phobia, psychosis, neurosis, and personality disorders. Human sexuality, sexual concerns and dysfunction are also discussed, and the relationship between drugs, health, and society is examined. The course provides a basic framework for treating the common psychiatric disorders that are seen in general medical practices, and an understanding of when specialized referral is needed. Emphasis is placed on the

application of new medical knowledge to clinical situations, and on diagnostic problem-solving and differential diagnosis. Students refine their ability to reason independently in developing treatment and management plans for various patient presentations. 2 credits

PAMN 606 Pharmacology I

(Only for students enrolled in the Manhattan program)

A continuation of PAM 419, in which students learn the clinical therapeutics essential in treating clinical conditions. Provides the student with a detailed understanding of a drug category's mechanism of action, therapeutic uses, major side effects, warnings, and precautions of the drugs used to treat diseases covered in the clinical medicine course(s) given during the semester. Classification of drugs is covered in depth. Practical prescription writing and legalities of prescription writing as they pertain to PAs are incorporated into clinical case studies and problem-solving sessions. Prerequisite: PAMN 420. 2 credits

PAMN 607 Pharmacology II

(Only for students enrolled in the Manhattan program)

A continuation of PAM 606, in which students learn the clinical therapeutics essential in treating clinical conditions. Provides the student with a detailed understanding of a drug category's mechanism of action, therapeutic uses, major side effects, warnings, and precautions of the drugs used to treat diseases covered in the clinical medicine course(s) during the same semester. Classification of drugs continues to be covered in depth. Practical prescription writing and legalities of prescription writing as they pertain to PAs are further incorporated into clinical case studies and problem-solving sessions. Prerequisite: PAMN 420. 2 credits

PAMN 608 Behavioral Health Advanced Seminar I

(Only for students enrolled in the Manhattan program)

This course is designed to focus on and expand student knowledge base, skills, theories, research models, and critical issues in Behavioral Health. Topics in the seminar focus on advanced-level knowledge and skills regarding public-sector delivery systems, financing, collaborative/integrated care, and the impact of the Affordable Care Act (ACA) and Accountable Care Organizations (ACO). The role of mental health counseling, structures and operations of professional organizations, ethical and legal considerations related to counseling, and multicultural issues in mental health are explored. Behavioral Health Advanced Seminar I provides students with the integral knowledge and skills pertaining to the diagnosis, assessment, treatment, and prevention of behavioral health related issues. This course emphasizes the role of mental health counseling within the context of the community, strategies for community needs assessment, program interventions, and management of mental health services and programs. Prerequisite: PAM 605 and Approved Application into the Behavioral Health Elective Track. 2 credits

PAMN 609 Behavioral Health Advanced Seminar II

(Only for students enrolled in the Manhattan program)

This course presents the BIHN-psychosocial approach to human development, and the context for thinking about disorders of emotion and behavior that appear and play a role in outcomes across medical conditions and settings. Students are exposed to basic human behavior, major mental illnesses, psychological development, personality functioning, and cultural/social factors that may influence disease processes. The seminar provides a basic framework for understanding the assessment and treatment of common psychiatric disorders seen in general medical practices, and an understanding of when specialized consultation with behavioral health specialists is needed. Emphasis is placed on the application of new medical knowledge to clinical situations, diagnostic problem-solving, development of a clinical formulation, and differential diagnoses. Students refine their ability to reason independently in developing treatment and management plans for various patient presentations. Prerequisite: PAMN 608. 2 credits

PAMN 610 Pediatrics

Students learn the physiological and psychological fundamentals of normal growth and development as they pertain to the pediatric and adolescent patient. Topics covered include neonatology and infant nutritional requirements, preventive immunization schedules, child abuse and childhood injuries. Students are also introduced to the embryology of specific organ systems, which illustrates normal developmental anatomy and the embryological basis for congenital anomalies of the systems. Via a systems approach, students study common childhood illnesses and their signs, symptoms, and treatment. 2 credits

PAMN 611 Obstetrics/Gynecology**(Only for students enrolled in the Manhattan program)**

Students are instructed in the process and management of normal pregnancy, obtaining an obstetrical history and physical, labor and delivery, and their associated complications. Clinical manifestations, pathophysiology, diagnosis and treatment of common gynecological problems such as sexually-transmitted illnesses, menstrual disorders, and neoplasms are considered. Patient education is stressed as a crucial part of the management plan. 2 credits

PAMN 619 Introduction to Surgery**(Only for students enrolled in the Long Island/NUMC program)**

This course, together with the subsequent course in General Surgery, will provide the PA student with the academic preparation to evaluate and manage patients with surgical conditions. It will also provide students with a core understanding of mechanisms of wound healing, surgical techniques, and pre- and post-operative management of surgical problems. Additionally, illnesses that require surgical intervention, their signs and symptoms, diagnostic modalities, and outcomes are also discussed. This introduction will provide a foundation for further study in General Surgery and/or its subspecialties. 1 credit

PAMN 620 Surgery I**(Only for students enrolled in the Manhattan program)**

The first in a series of courses dealing with general surgical concepts in the management of the surgical patient. Provides students with a core understanding of mechanisms of wound healing, surgical techniques, and pre- and post-operative management of surgical problems. Included are illnesses that require surgical intervention, their signs and symptoms, diagnostic modalities, and outcomes. Also covered are basic concepts in anesthesiology. 2 credits

PAMN 621 Surgery II**(Only for students enrolled in the Manhattan program)**

A continuation of PAMN 620 and the second in a series considering topics in surgical subspecialties, providing students with the academic preparation to evaluate and manage patients with surgical conditions in a clinical setting. Areas covered are urology, cardiovascular surgery, pediatric surgery, plastic and reconstructive surgery, hand surgery, head and neck surgery, and transplant. Included is a practical session in suturing, knot-tying, and sterile technique. Students learn about critical-care management and how to function as members of a critical-care team in the ICU, CCU, and NICU. Topics covered include basic physiologic needs of critical-care patients, gas exchange kinetics and pathophysiology, management of multi-organ failure, burn trauma, and neonatal intensive care. An essential focus of the course is the development of skills in clinical reasoning, self-directed learning, teamwork, and communication. Emphasis is placed on the application of new medical/surgical knowledge to clinical situations. Prerequisite: PAMN 620. 2 credits

PAMN 622 Surgery III (3 modules – Orthopedics, ENT, Special Topics)**(Only for students enrolled in the Manhattan program)**

This advanced surgery course encompasses the surgical subspecialties of orthopedics, otolaryngology (ENT), and other special topics. The orthopedics section considers the diagnosis and treatment of sprains, fractures, and dislocations, preparation and application of bandages, splints, and casts. Common orthopedic problems of the hand, knee, shoulder, and back are covered. Included is a practical session in casting/splinting. The otolaryngology unit reviews the structure and function of the ears, nose, parotid glands, oral cavity, and larynx. Emphasis is placed on the recognition, diagnosis, and treatment of common ENT disorders. Normal growth patterns, abnormalities, and the special senses (hearing, taste, and smell) are presented as each unit is presented. Lectures also cover the use of such basic diagnostic modalities as audiograms, tympanograms, and direct and indirect nasopharyngoscopy. Special topics include lectures in neurosurgery, neoplasms, and degenerative spine disease. Emphasis is placed on application of new medical/surgical knowledge to clinical situations, and on diagnostic problem-solving and differential diagnosis. Students refine their ability to reason independently in assessing treatment options for various patient presentations. Prerequisite: PAMN 620. 2 credits

PAMN 623 General Surgery**(Only for students enrolled in the Long Island/NUMC program)**

General Surgery is a continuation of PAM 619 and covers components in surgery, otolaryngology and orthopedics. The surgery component will provide the PA student with the academic preparation to evaluate and manage patients with surgical conditions. Surgical diseases of the; Gastrointestinal, Circulatory, Cardio-Thoracic Systems, the Breast as well as surgical nutrition and pre/intra/post-operative care will be covered. Critical-care management will also be discussed. Included is a practical session in suturing that is intended to give the student the basic skills needed to succeed in primary wound closure. During the otolaryngology component, the student will become acquainted with the structures, functions, and examination of the ear, nose, and throat; and diagnosis and treatment of common ENT disorders. The orthopedics component instructs the student as to the diagnosis and treatment of sprains, fractures and dislocations, preparation and application of bandages, splints and casting. Common orthopedic problems of the hand, knee, shoulder and back are covered. In addition, it will include a practical session where the student will obtain hands-on experience in casting and splinting. 3 credits

PAMN 625 Emergency Medicine I**(Only for students enrolled in the Manhattan program)**

The first of a two-semester course sequence dealing with the management and treatment options of severely-injured and critically-ill patients. Students are taught the key points of the epidemiology, pathophysiology, clinical features, and differential diagnosis of many disease entities, as they may present in the Emergency Department. They will learn the art of drawing sufficient conclusions from insufficient resources. Topics include pulmonary and cardiac emergencies, GI emergencies, infections in the ED, renal and GU emergencies, GYN and obstetrical emergencies, psychosocial emergencies, and disaster management. 1 credit

PAMN 626 Emergency Medicine II**(Only for students enrolled in the Manhattan program)**

This is the second of a two-semester course sequence. Students are taught the key points of the epidemiology, pathophysiology, clinical features, and differential diagnosis of many disease entities as they may present in the Emergency Department. Also includes the recognition and appropriate early intervention and management of traumatic injuries. Other topics include toxicology, dental emergencies, environmental emergencies, ENT emergencies, burns, neurological emergencies, pediatric emergencies, hematologic and oncologic emergencies, and endocrine emergencies. Prerequisite: PAMN 625. 2 credits

PAMN 630 Geriatrics

Geriatrics is the study of normal aging, health and disease in the elderly population. The students will study long-term care and the social and societal aspects of aging in the United States. The students will be exposed to the complex issues arising in caring for the chronically-ill elderly. The course emphasizes development of communication skills to enhance the humanistic practice of geriatric medicine, and prepares the PA to provide quality health care to elderly individuals in the community, long-term care settings, and acute-care settings. Many core geriatric problems, i.e., dementia, depression, decubitus ulcers, and incontinence are covered. Students also explore the ethical/legal issues of geriatric care. 1 credit

PAMN 635 Clinical Procedures and Correlations**(Only for students enrolled in the Manhattan program)**

Enables the student to develop and perfect skills that will be required on clinical rotations. The course encompasses Clinical Experiences, Clinical Procedures, and Clinical Correlations. The Clinical Experiences component provides the students with direct patient contact wherein they can perfect their skills in history-taking, physical examination, and writing H&Ps. In the Clinical Procedures component, students learn the basic principles of sterile technique and universal precautions. There are hands-on sessions in phlebotomy, starting IVs, giving injections, placing urinary catheters and nasogastric tubes. The Clinical Correlations component allows students to fully assimilate and utilize their medical and basic sciences knowledge along with problem-oriented history and physical examination skills to analyze the types of patient health care problems that they may encounter in the clinical environment. This component utilizes the problem-based learning method as an instructional model wherein students work both in groups and individually to apply critical reasoning skills to the assessment of clinical problems and case scenarios. 2 credits

PAMN 636 Clinical Skills/Summative Evaluation**(Only for students enrolled in the Long Island/NUMC program)**

This formal course is designed to evaluate and test the student's ability to adequately perform a history and physical examination, develop an assessment and management plan, and critically think through a case scenario. Each student is required to demonstrate his/her ability to perform at least two problem-oriented physical examinations during the course of the clinical year. The student is also required to take and pass a comprehensive written examination (summative evaluation) at the conclusion of the clinical phase to be eligible for graduation and/or to sit for the boards. 1 credit

PAMN 637 Clinical Skills/Summative Evaluation**(Only for students enrolled in the Manhattan program)**

The Clinical Skills/Summative Evaluation course is designed to evaluate a student's readiness for the NCCPA board certification examination and for entry into clinical practice. This course includes the following components: a formative 200 question summative examination, patient logging requirements for each rotation, an Objective Structured Clinical Examination (OSCE), clinical writing documentation and attendance of a Board Review Course sponsored by the institution. The summative exam is based on the NCCPA content blueprint task and content areas. It is an exam that is given in the final semester of the clinical year, and is designed to provide students with feedback in content area strength and weakness. The clinical skills portion of PAM 637, the OSCE, will assess history taking skills, physical examination skills, patient-clinician communication as well as clinical reasoning and critical thinking. General principles of clinical observation, assessment, establishing of treatment goals, report writing, documentation and professional preparation will also be addressed. Students are required to successfully complete all medical documentation and writing assignments as required for each clinical rotation. Graduation from the BS/MS PA program and certification eligibility is contingent on the successful completion of this course. 1 credit

MPAN 690 Knowledge Integration for Clinical Practice

This 5-week course will provide additional academic support. The course will use various instructional techniques to enhance the student's medical knowledge, ability to synthesize medical information to demonstrate critical-thinking, communication and problem-solving skills. Participants will review the pathophysiology, epidemiology, etiology, clinical manifestations, diagnosis, treatment, and prognosis of medical and surgical conditions. Emphasis is placed on diagnostic problem-solving, differential diagnosis, developing a management plan, providing patient education and incorporating evidence-based care. This course will address the student's deficiency of knowledge and/or skills. Students review how to obtain information, perform focused history and physical examinations and generate appropriate differential diagnoses. 5 Credits

SPEECH-LANGUAGE PATHOLOGY DEPARTMENT

SPPN 610 Clinical Methods in Speech-Language Pathology

Introduces graduate students to professional issues and standards related to the discipline of Speech-Language Pathology, including scope of practice, ethics, and cultural and linguistic diversity. General principles of clinical observation, assessment, establishment of treatment goals, report writing, documentation, and service delivery in various facilities, including educational and medical settings, are emphasized. 3 credits

SPPN 611 Diagnosis, Measurement and Evaluation

Students will learn to evaluate and diagnose speech and language disorders in individuals across the lifespan. Administration of formal and authentic tests as well as the interpretation of results will be reviewed. The course will emphasize the diagnosis of children and adults with specific emphasis on test selection, related assessment procedures, psychometrics and analysis of results. Diagnostic report writing will be emphasized. Requirements for assessment and report writing for a variety of settings including medical and educational setting will be presented. Specific attention will be given to evaluations and reports for CPSE and CSE within school settings. 3 credits

SPPN 612 Articulation and Phonology

This course is designed to enable the student to gain theoretical and clinical knowledge and management of articulation and phonological disorders in pre-school and school-age population. Typically developing phonology and speech sound acquisition are presented in contrast to atypical development and articulation related to communication disorders. Articulation disorders which are influenced by languages other than standard English are differentiated from phonological disorders. Assessment and treatment procedures for the child and adult are addressed. The impact of phonology on development of literacy skills is examined. Clinical practice of speech language pathology in the public school setting (K-12) is discussed with respect to special education, models of service delivery, and referral and evaluation for services. 3 credits

SPPN 615 Neuroanatomy and Physiology of Speech (formerly Advanced Anatomy and Physiology)

This course serves as an introduction to the neurobiological bases of human communication. Topics focus on basic neuroanatomy and neurophysiology involved in sensory, motor and cognitive functions underlying respiration, phonation, articulation, resonance, hearing, and language. Structures and functions related to prenatal and acquired communication disorders are explored. 3 credits

SPPN 621A Seminar Clinic (Internship)

Clinical procedures are introduced, including planning and providing developmentally appropriate therapy sessions, maintaining records and completing reports. Knowledge regarding various disorders is applied to the treatment of individuals across the lifespan. Modification of instructional methods in response to behavioral issues are discussed. School-based, medical, home-based and other settings discussed, with emphasis on responsibilities of SLPs in these various settings. School-based techniques and curriculum-based content are discussed, including pull-out and push-in types of sessions, IEPs, RTI, collaboration with staff and various pedagogical approaches. Supervision is provided by licensed, ASHA certified Speech-Language Pathologists, with direct treatment hours recorded and applied as per ASHA requirements. Professional ethical behaviors are emphasized. 2 credits

SPPN 621B Seminar Diagnosis (Internship)

This seminar accompanies the student's initial assessment experience. Procedures for diagnostic evaluations are reviewed and students have the opportunity to select and administer appropriate evaluation procedures through the application, analysis and synthesis of psychometric principles with an understanding of the individual to be evaluated, presenting problem(s) to be addressed and best practices. Students interpret and integrate information to develop different diagnoses, make recommendations and complete written reports. Diagnostic evaluations assigned to students during internship will be reviewed and discussed in class. Students learn to conduct and complete diagnostic evaluations with full consideration of their use including determining referrals and recommendations and use by third party payers including Medicaid and Medicare. Attention is given to the function of diagnostic assessment within school systems including their role in IEP development, student placement and provision of services and relevant education law at Federal, State and local levels as it relates to assessment and diagnosis. 2 credits

SPPN 621C Seminar Externship I

This seminar accompanies the initial externship placement. Direct service hours for ASHA clock requirements are supervised by licensed, ASHA-certified Speech-Language Pathologists. Within the context of hands-on clinical activities at the practicum sites, the student discerns and applies evidence of the effectiveness of methods and materials selected for the evaluation and treatment of individuals with communication impairments. Students conduct treatment sessions with measurable (IEP) objectives and goals and response to intervention within a stated period of time. The seminar provides students the opportunity to discuss ethical issues, share case studies, exchange protocols, and identify and solve problems that arise in the effective treatment of clients. Prerequisite: SPPN 621.1
2 credits

SPPN 621D Seminar in Audiology

This seminar accompanies hands-on experience in the administration and interpretation of audiological procedures that fall within the scope of practice of speech-language pathologists. Technologies and techniques used within school settings and part of the child's IEP are presented. Students will practice hearing screening methods, screening for auditory processing disorders, measuring classroom acoustics and troubleshooting hearing aids, cochlear implants and assistive listening devices across the lifespan. Prerequisite: SPPN 640. 1 credit

SPPN 621E Seminar Externship II**SPPN 621F Seminar Externship III**

This seminar accompanies 2nd (or 3rd) externship. At practicum sites, students demonstrate knowledge of methods and materials to treat individuals with communication disorders under supervision. This seminar provides the opportunity to discuss treatment protocols, identify evidence-based practices for effective treatment, discuss professional and ethical issues related to professional practices in all settings (school, rehabilitation, hospital, private practice, clinic, etc.) and identify and solve problems that arise in the effective treatment of clients. Interprofessional collaboration (IPE) with the various disciplines is discussed and practiced. Externship experiences are presented and techniques and content in school settings are discussed including pull-out and push-in sessions, IEPs and RTI and various educational approaches. Supervision is provided by licensed, ASHA certified Speech-Language Pathologists, with direct treatment hours recorded and applied as per ASHA requirements. 2 credits each

SPPN 621G Seminar Research

This seminar provides mentoring for students during the final stages of their research requirement.
Prerequisite: SPPN 627. 1 credit

SPPN 627 Foundations of Research

Systematic and controlled observations of measurable behaviors pertinent to clinical, experimental, and applied research in the areas of typical and atypical human communication are the skills taught in this course and referenced in terms of the choices of data to be collected, evaluated, and interpreted. Students design and execute projects consistent with the principles of ethical research and carried out through the Institutional Review Board of the University. This course has been designed to enable the students to gain knowledge about the research development process in the field of speech language pathology, including systematic investigation of the research topics related to developmental norms for speech-language pathology, clinical issues for school-age children in the educational settings, and clinical challenges associated with the geriatric population. 3 credits

SPPN 630 Language Disorders in Pre-School and School-Age Children

The foundations of normal language development provide a comparative overview for the investigation of language disorders in children. The effects of language disorders upon emergent expressive and receptive language skills, cognition, information processing, communication, language form, content and use, phonology, decoding, reading comprehension and writing will be explored. Students will be guided in formulating evidence-based treatment plans subsequent to interpreting, synthesizing and analyzing information from assessments, case histories and videos. The role of the Speech-Language Pathologist in the school setting will be discussed. Various reading programs and strategies for effective writing skills will be presented. Prerequisites: SPPN 610, SPPN 611. 3 credits

SPPN 632 Language Disorders and Learning Disabilities

This course will focus on the relationship between language and learning disabilities and the impact of language and learning disabilities, in academic, social and work settings. It will examine the contributions of neuropsychology, learning theory, executive function and cognitive-perceptual development to the study of language-based learning disabilities. Interventions for language, learning, reading, math and writing disabilities will be covered. The speech and language pathologist's role in assessing and supporting the underlying skills necessary for learning, in discipline specific academic areas will be studied. The responsibilities of the speech language pathologist as a member of an interdisciplinary professional (IPP) school setting is emphasized from kindergarten through high school and higher education including instruction, adaptations and modifications, IEP compliance and individualized instruction. Prerequisites: SPPN 610, SPPN 611, SPPN 615, SPPN 630. 3 credits

SPPN 633 Autism Spectrum Disorders

This course is designed to provide the most updated knowledge about Autism Spectrum Disorders in children, adults and adolescents. You will learn current definitions, etiology, assessment, and diagnosis of ASD. You will explore the variety of treatments currently used, and the clinical and ethical dilemmas raised by in the context of evidence-based practice. This course will highlight the complex and varied needs and challenges of individuals across settings including home, school and the workplace. Prerequisites: SPPN 610, SPPN 611, SPPN 630. 3 credits

SPPN 637 Disorders of Fluency

This course provides students in speech-language pathology with an understanding of the complex multidimensional nature of fluency disorders and their successful diagnosis and management. By the end of this course, students must have acquired knowledge of the nature of stuttering and other fluency disorders, including etiology, characteristics of the disorder, the neurophysiological basis of fluency disorders, developmental features of fluency disorders across the lifespan, psychological correlates of fluency disorders, linguistic factors relating to fluency disorders, multicultural and social considerations in the management of fluency disorders, differential characteristics of individuals with fluency disorders, counseling parents/caregivers of children who stutter, as well as teenagers and adults who stutter. A special attention on impact of stuttering on the educational process in school-age children and how to address academic, communication and social issues for this population, will be provided. Prerequisites: SPPN 610, SPPN 611. 3 credits

SPPN 640 Advanced Audiology

Psychoacoustics of sound, anatomy and physiology and principles of audiologic assessment are presented. The relationship of hearing loss speech and language development and classroom performance are delineated in conjunction with a review of the behavioral and physiologic test batteries that provide evidence of auditory impairment across the lifespan. Special emphasis is placed on the educational significance of hearing impairment and roles and responsibilities of the speech-language pathologist in delivering speech services to children with hearing loss in the school system. Topics explored include auditory processing disorders, classroom accommodations, hearing aids, cochlear implants and assistive listening devices. Prerequisite: SPPN 615. 3 credits

SPPN 645 Aphasia

This seminar accompanies 2nd (or 3rd) externship. At practicum sites, students demonstrate knowledge of methods and materials to treat individuals with communication disorders under supervision. This seminar provides the opportunity to discuss treatment protocols, identify evidence-based practices for effective treatment, discuss professional and ethical issues related to professional practices in all settings (school, rehabilitation, hospital, private practice, clinic, etc.) and identify and solve problems that arise in the effective treatment of clients. Interprofessional collaboration (IPE) with the various disciplines is discussed and practiced. Externship experiences are presented and techniques and content in school settings are discussed including pull-out and push-in sessions, IEPs and RTI and various educational approaches. Supervision is provided by licensed, ASHA certified Speech-Language Pathologists, with direct treatment hours recorded and applied as per ASHA requirements. Prerequisites: SPPN 610, SPPN 611, SPPN 615. 3 credits

SPPN 650 Voice Disorders

This course addresses the nature, etiology, assessment and diagnosis, as well as treatment procedures for various types of voice disorders. Disorders, of children, adolescents and adults will be studied in detail. Included in the

discussions will be training techniques for teachers reduction of vocal abuse in the classroom as well as care of the professional voice. Children and adolescents with voice disorders will be discussed as voice disorders impacts individuals in various educational settings. The aspects of respiration, phonation and resonance in normal and abnormal voice production will be discussed. Specific instrumentation related to voice assessment will be introduced. Prerequisites: SPPN 610, SPPN 611, SPPN 615. 3 credits

SPPN 651 Dysphagia

This course will provide students with an in-depth understanding of normal and abnormal swallowing in children and adults. Included will be a review of pertinent anatomy and physiology, pathophysiology, etiological correlates, evaluation and treatment techniques for a wide range of swallowing disorders. Current research related to swallowing disorders involving complex pulmonary, airway, systemic, or neurogenic disorders will also be presented. Training for an in-depth standardized scoring of fluoroscopic swallow studies, the MBSImp, will be an integral part of the course and will be considered the laboratory component of the course. Certain information regarding pediatrics will be covered, but the majority of the course will focus on normal and disordered swallowing in adults. This course assumes a prior knowledge of basic head and neck anatomy, physiology, and basic neuroanatomy. Prerequisites: SPPN 610, SPPN 611/COC 611, SPPN 615. 3 credits

SPPN 710 Speech of the Hearing-Impaired

Assessment, remediation and prevention of the potential and deleterious effect of hearing impairment on auditory/oral communication across the lifespan is the focus of this elective course. Students explore how amplification devices, hearing assistive technology and cochlear implant technology provides individuals, particularly children, with access to acoustic signals. The contribution of the SLP in a collaborative service delivery model that is sensitive to a culturally and linguistically diverse population is addressed. This course also examines the key role of the SLP in developing an IEP and delivering school based aural rehabilitation services for students with hearing loss. Study of rehabilitative procedures including total communication, auditory training and communication strategies are presented. Collaboration between educators, audiologists, speech-language pathologists and parents to determine best educational placement and curriculum for a child with hearing loss is highlighted . Prerequisites: SPPN 610, SPPN 611 SPPN 612, SPPN 640. 3 credits

SPPN 712 Neurogenic and Motor Speech Disorders

This course provides speech-language pathology students with an understanding of the neuroanatomy and physiology of speech production and how they relate to motor speech disorders, including apraxia of speech and seven types of dysarthria. Students will be able to describe etiologies and basic characteristics of motor speech disorders, will be familiar with the standardized, instrumental and informal assessment tools of motor speech disorders, will be able to analyze and integrate medical history, motor speech examination, and auditory-perceptual assessment, and to derive an accurate diagnosis, prognosis and rationale for evidence-based treatments. An understanding of the impact of motor speech disorders upon the individuals and their families will be considered based on the World Health Organization (WHO) framework. Special attention will be provided to identifying and differentiating various types of dysarthria, using audio and video samples. The selection and implementation of appropriate intervention strategies for clients with apraxia and different types of dysarthria will be discussed as well and Childhood Apraxia of Speech (CAS) and Dysarthria in children will be included. An impact of motor speech disorders on the educational process in school-age children and how to address academic, communication and social issues for this population, will be covered. Educational service options and delivery systems will be identified with a focus on planning and managing learning environments, when teaching students with motor speech disorders. Prerequisites: SPPN 610, SPPN 611, SPPN 615. 3 credits

SPPN 715 Cleft Palate and Craniofacial Anomalies

This elective course includes the nature, etiology, embryology, assessment, and interprofessional medical and educational management of potential communication, resonance, and swallowing disorders experienced by individuals presenting with cleft lip, cleft palate and craniofacial anomalies across the lifespan. Specific genetic disorders and their medical , educational, social and psychological implications for infants, pre-schoolers, school-age children, adolescents and adults are discussed. Specific instrumentation related to assessment and treatment of resonance disorders will be introduced. Prerequisites: SPPN 610, SPPN 611, SPPN 615. 3 credits

SPPN 725 Cerebral Palsy

Etiologies and classifications of cerebral anomalies, with an emphasis on cerebral palsy, are reviewed. The evaluation and treatment of speech, language and hearing problems are the emphasized topics of this course. Concomitant neuromuscular deficits that may require classroom modifications and augmentative and alternative approaches to communication are referenced. This course will also cover developmental disabilities in children including Intellectual Disability, Fragile –X syndrome, Fetal Alcohol Syndrome, Neural Tube Defects and Down’s Syndrome. The impact of these disorders on development with an emphasis on speech, language, feeding and communication is emphasized. The impact of these communication disorders in educational settings is presented including individualizing learning and education modifications, classroom settings including inclusion and general education settings and more individualized classroom and specialized school environments. Relevant federal, state, and local statutes, laws, regulations and guidelines are included in course content. The understanding of IEPs, referrals, due process, appeals and the Speech language pathologist’s participation in each of these areas is also presented. Prerequisites: SPPN 610, SPPN 611, SPPN 612, SPPN 615, SPPN 630. 3 credits

SPPN 728 Seminar on Topics in Language Disorders: Memory and Cognition as Factors in Language Acquisition (Psycholinguistics)

This course is an introduction to psycholinguistics, an interdisciplinary field shaped by research in cognitive sciences, linguistics, artificial intelligence, and philosophy. This course is designed to address the current state of knowledge regarding the interaction of attention, perception and memory. We will discuss current questions and debates in the field of psycholinguistics and cognitive science. We will explore the role of memory and various aspects of cognition in language acquisition and in communication disorders. This class places an emphasis on the cognitive structures essentials for classroom learning, on identification of school-age students at risk for language-based learning disorders and on collaboration with teachers and therapists to support efficient learning and social-emotional development. Prerequisites: SPPN 610, SPPN 611, SPPN 612, SPPN 615, SPPN 630. 3 credits

SPPN 728C Seminar on Topics in Language Disorders: Multicultural & Bilingual Populations

Students must be knowledgeable in providing culturally and globally responsive services to culturally and linguistically diverse (CLD) children, adolescents and adults. The major topics in this seminar include understanding diversity and variability found among individuals as it impacts communication, social pragmatic communication and the development and use of language(s). Areas to be studied include methods available for providing least-biased and culturally responsive assessment practices for various communication disorders; use of portfolio assessment, narrative assessment and dynamic assessment methods, identifying the difference versus disorder aspect in second language speakers (ESL, ELL) and speakers of a language variation and understanding the dangers of over- and under-identification of children for services. Developing the ability to understand and synthesize the underlying beliefs, values, and assumptions of individuals of all ages and within the clinicians themselves will be discussed. Students must demonstrate the ability to collaborate with educators, health professionals, teachers, therapists and interpreters/translators in schools in order to provide the best strategies in conducting unbiased speech and language services for CLD individuals. The course will address the SLP’s role in educating the IEP team about delivering culturally responsive services and considering the diverse cultural aspects that can influence the assessment and intervention processes in CLD school-age students with communication disorders. Issues of CLD in an aging population will be presented with an emphasis on language and communication in adult language disorders including Aphasia and Dementia. Prerequisites: SPPN 610, SPPN 611, SPPN 612, SPPN 630. 3 credits

SPPN 728F Seminar on Topics in Language Disorders: Contemporary Issues in Speech-Language Pathology

This course will expose students to contemporary issues in the field of speech and language pathology for individuals across the lifespan. Each semester, critical issues and topics will be presented and explored with an emphasis on highlighting the latest skills, knowledge and practical applications to inform students about topics that are current, necessary and useful. Topics will vary by semester, reflecting latest contemporary issues as reflected in the most recent journals, ASHA position papers and newly-presented regulations and legislation affecting the field of speech-language pathology. The impact of current knowledge, skills and issues will be discussed as it directly affects assessment and interventions for individuals with communication disorders. Topics such as altered communication skills in the elderly and the impact of speech, language and communication disorders and differences in children and adolescents attending school will be addressed. 3 credits

SPPN 729 Language Intervention Across the Lifespan

This course provides emerging trends in the assessment and treatment of language disorders across the lifespan as evidenced in research and readings, focusing on models of disordered language, including clinician-directed and collaborative approaches to intervention. Prerequisites: SPPN 610, SPPN 611, SPPN 612, SPPN 630. 3 credits

SPPN 730 The Speech-Language Pathologist in the Public School

This course will introduce school-based speech-language pathology practices as a learning experience. Critical issues related to the practice of speech-language pathology in the public school setting (K-12) including legislative issues, special education, models of service delivery, Response to Intervention (RTI), referral and evaluation for services, development of the Individual Education Plan (IEP), New York State Common Core Standards, lesson planning and caseload management are focal targets of the course. Students will learn to interface effectively with teachers and other personnel in the schools. Students will explore curriculum and the impact of speech-language difficulties on academic performance. Students will understand the needs of students with speech, language and communication disorders and learn differentiating and individualizing instruction for children classified with IEPs across settings including general education. Current ASHA roles and responsibilities of the school-based clinician will also be reviewed. This course has been designed to enable an applicant for ASHA Certification, NYS SLP Licensure and NYS Certification for the TSSLD to demonstrate required knowledge and skill in working with speech-language impaired children in schools. Prerequisites: SPPN 610, SPPN 611, SPPN 612, SPPN 630, SPPN 640. 3 credits

SPPN 731 Cluttering

This course is geared to graduate speech-language pathology students, for the purpose of developing the theoretical and clinical skills necessary for clinical or academic careers which address the needs of individuals with cluttering. This course will introduce students to the major theories that exist in the development, etiology, prevalence, diagnosis, and treatment of cluttering. This theoretical foundation will be supplemented with clinical practice for the evidence-based diagnosis and treatment of cluttering. The above goals will be met by readings from a text, journal articles, and sharing experiences with people with cluttering. A special attention on impact of stuttering on the educational process in school-age children and how to address academic, communication and social issues for this population, will be discussed. 3 credits

SPPN 732 Augmentative and Alternative Communication Devices

This elective course will provide an introduction to and working knowledge of augmentative and alternative communication modes. Individuals of all ages (birth to geriatric) who would benefit from augmentative and alternative communication modes will be explored. School-age children in general education as well as inclusion settings will be discussed. It will examine the vast array of low, mid and high assistive technologies (philosophy and actual technology items) that improve communication, language and literacy skills of individuals that are unable to meet their daily linguistic/communication needs via speech or writing. Students will understand and become comfortable with using and exploring augmentative and alternative communication technologies for individuals with varied skills/needs (i.e.: positioning, access, multicultural considerations). Evaluation and training via evidence-based practice will be discussed. Students will understand the need for ongoing evaluation of augmentative and alternative communication technologies in order to ensure optimum benefit for the particular individual within all of his/her environments. Prerequisites: SPPN 610, SPPN 611, SPPN 612, SPPN 630. 3 credits

SPPN 733 Early Intervention

The etiology and assessment of communication and feeding disorders of the infant and toddler are explored in this elective course. Language development and language/feeding intervention techniques consistent with a family-centered plan of care and transition to the committee for pre-school educational services are examined. Prerequisites: SPPN 610, SPPN 611, SPPN 612, SPPN 630. 3 credits

The following courses can be offered upon request:

SPPN 728B Seminar on Topics in Language Disorders: Geriatrics (Normal and Abnormal Aging)

The typical effects of aging are compared with the manifestations of atypical aging on communication, cognition, and memory are topics presented in this elective course, along with strategies that the speech-language pathologist can employ to help the client compensate for, or ameliorate, negative manifestations. Prerequisites: SPPN 610, SPPN 611, SPPN 612, SPPN 615, SPPN 630. 3 credits

SPPN 728D Language and Literacy: Reading and Writing Assessment and Intervention

This elective course presents an overview of the development of linguistic sub-skills, and the motor and visual-spatial processes involved in reading and writing, along with frequently-encountered anomalies in this process that challenge the individual's ability to advance academically. Prerequisites: SPPN 610, SPPN 611, SPPN 612, SPPN 615, SPPN 630. 3 credits

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 UNIVERSITY CODE OF CONDUCT VIOLATIONS

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

Any member of the University community may notify the Dean of the School of Health Sciences or his/her designated representatives of a Code of Conduct infraction by submitting a written statement describing the alleged violation within ten (10) school days of the alleged violation or within ten (10) school days from the time the charging individual learned of the alleged code violation, but no later than within three (3) months of the violation. The Dean, or one of his/her designated representatives, shall inform the individual charged with the infraction, in writing, of the nature of the charges against him/her and designate a time and place for a meeting.

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

- dismiss the charges;
- bring the parties together for informal mediation;
- impose any of the disciplinary sanctions listed in the section entitled "Sanctions," except that the Dean (and/or his/her representatives) cannot require payment of restitution or order expulsion;
- upon consultation with the University's legal counsel, suspend a student for an interim period not to exceed fourteen (14) school days, pending disciplinary hearing by the SHS Committee on Academic Standing;
- refer the charges to the Committee on Academic Standing for a disciplinary hearing.

Determinations by the committee may be made in the absence of the student, as long as adequate notice is provided. The committee's decisions are final.

Disciplinary Hearings

The Dean may institute disciplinary proceedings by referring a matter to the SHS Committee on Academic Standing within fourteen (14) school days of notification of the alleged infraction. Once a matter is referred to the Committee on Academic Standing, a hearing must be commenced within twenty-one (21) school days, unless a disciplinary hearing date is adjourned for good cause. Once a disciplinary hearing is commenced, it must be completed within ten (10) school days.

Sanctions

The SHS Committee on Academic Standing may take one or more of the following actions:

1. **Dismiss the Charges:** After reviewing all relevant information and student record materials, the Committee on Academic Standing may decide to dismiss the charges against the student.
2. **Impose disciplinary sanctions, which include but are not limited to the following:**

- a. Warning – A written reprimand putting the student on notice that he/she has violated the Code of Conduct and indicating that further misconduct may result in a more severe disciplinary action. A copy of this warning will be placed in the student’s file.
 - b. Disciplinary Probation - A student may be placed on disciplinary probation for a definite period of time, not to exceed one year. While on probation, students may not hold office in student government organizations, clubs, or societies, or represent the University in any capacity. Further violations while on probationary status will result in suspension or expulsion from the University. A copy of the probation notice becomes a part of the student’s file.
 - c. Counseling and Treatment – A student’s continued enrollment at Touro University may be conditioned on his/her participation in counseling or treatment at outside counseling and treatment agencies. A student’s failure to participate in such a program after being advised that his/her enrollment is conditioned on participation may result in other disciplinary sanctions.
 - d. Restitution - A student may be required to pay restitution to the University or to fellow students for damages and losses resulting from his/her action.
 - e. Suspension – A student may be suspended and may be barred from attending classes for a definite period, not to exceed two years. Notification of the suspension will appear on the student’s academic transcript and will remain until the end of the suspension period. A notification of the suspension will remain in the student’s file. A student may not be automatically re-enrolled at the end of his/her suspension. He/she must apply to the Committee on Academic Standing for reenrollment authorization.
 - f. Expulsion – This is termination of the student’s enrolled status at the University. A student who is expelled from the University is not permitted to complete his/her courses and may not re-register for a future semester. Notification of the expulsion will appear on the student’s academic transcript.
3. Additional Sanctions – The Committee on Academic Standing may impose the following sanctions in addition to those listed above:
- a. A fine to be paid to the University, in addition to restitution.
 - b. Service to the University community for a designated number of hours. The required service cannot interfere with the individual’s course schedule.
4. Legal Action – The Committee on Academic Standing in consultation with the Office of Institutional Compliance may recommend that students be turned over to law enforcement authorities for legal action. The final decision on referring student cases to the authorities is made by the Office of Institutional Compliance.
5. Other Sanctions – The Committee on Academic Standing may impose other sanctions that it deems appropriate and fair.

Appeals of Disciplinary Sanctions Imposed for Code of Conduct Violations

Any disciplinary action taken by the Dean or his/her representatives for a violation of the Code of Conduct may be appealed by filing a written appeal with the Committee on Academic Standing within ten (10) school days of the disciplinary action decision. The copy of the appeal should be submitted to the Dean.

The Committee on Academic Standing will set a date for a hearing within fourteen (14) school days of receipt of the student’s written appeal. The burden of proof is on the student to demonstrate that the decision of the Dean was erroneous, arbitrary, or capricious.

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

Protocols for Disciplinary Hearings

Hearings conducted by the Committee on Academic Standing and the Special Appeals Panel will be governed by the following protocols:

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

TOURO 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 College and University System
- Indication of ‘disciplinary action for academic integrity violation’ on the permanent transcript

Class C Sanctions:

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

Procedures in Response to Violations of Academic Integrity

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

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

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

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

Reporting a Case of Suspected Plagiarism or Cheating

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

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

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

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

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

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

Resolution of Academic Integrity Violations

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

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

Informal Resolution

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

If the student is found to have committed an academic integrity violation, the outcome of the informal resolution should be reported in writing by the Chair to the CAI Officer, who will maintain the record for the duration of the

student's academic career. NOTE: Some Touro schools may be required to report the violation to outside licensing agencies.

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

Formal Resolution

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

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

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

Committee Hearings will proceed under the following guidelines:

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

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

The Committee shall reach a decision using the following guidelines:

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

Appeal Process

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

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

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

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

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

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

ALTERNATIVE DISPUTE RESOLUTION

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

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

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

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

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

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

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

If any provision of this ADR policy is determined by any arbitrator or court of competent jurisdiction to be invalid or unenforceable, said provision shall be modified to the minimum extent necessary to render it valid and enforceable,

or if modification is not possible, the provision shall be severed from the policy, and the remaining provisions shall remain in full force and effect, and shall be liberally construed so as to effectuate the purpose and intent of the policy.

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

ADR Procedures

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

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

FAILURE TO EDUCATE AND LIABILITY DISCLAIMER

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

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

TOURO POLICY ON BIAS-RELATED CRIMES

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

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

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

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

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

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

POLICY ON TITLE IX AND SEXUAL MISCONDUCT

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

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

Title IX Grievance Policy

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

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

Title IX Coordinator

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

Contact Information for the Title IX Coordinator:

Matthew Lieberman
50 W. 47th St., 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. The University does not condone unfair treatment of students by administration, faculty, and/or staff. Students who believe that they have been aggrieved by the University, and that such occurrence is not governed by another complaint mechanism, may seek redress through the complaint procedure outlined below. No adverse action will be taken against any person who files a complaint because of the filing of such complaint.

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

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

Limitation Period

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

Exception to Policy

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

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

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

TOURO UNIVERSITY CAMPUS SECURITY POLICIES

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

Access to the Campus

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

Security Services

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

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

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

Our security director meets regularly with police commanders to help ensure the safest environment for our campus community.

Reporting Criminal Incidents & Other Emergencies

All students, employees, and guests should promptly report criminal incidents, accidents, and other emergencies to the Department of Campus Security by dialing 1-88-Touro911 (1-888-687-6911). This service allows you to speak to a live operator, twenty-four hours a day, seven days a week, to report any incidents or occurrences. The service refers all calls to the appropriate agencies (i.e. fire, police, etc.) for assistance, as well as to the appropriate University authorities. Additionally, you may report any incidents to any security officer at your site, the Campus Security Director, and/or Operations. If you are located in a Student Residence Hall, you can also report any incident to your Resident Director, Assistant Resident Director, or R/A at your facility. The Campus Security Administrative office is located at 50 W. 47th St., 14th Floor, New York, NY 10036 and can be reached at (646) 565-6134 or via email at security@touro.edu. If assistance is required in completing or reporting an incident/occurrence to local law enforcement agencies, we at Touro Campus Security will be glad to render any assistance needed.

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

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

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

STUDENT RESPONSIBILITIES AND RIGHTS

CAMPUS CITIZENSHIP

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

STANDARDS OF CLASSROOM BEHAVIOR

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

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

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

Additionally, please see Touro's Policy on Weapons in the Annual Security and Fire Safety Report, https://www.touro.edu/departments/campus-security/clery-reports/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 found 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 <https://touro.app.box.com/v/InternetService-UserGenContent>.

DRESS CODE

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

ANTI-HAZING REGULATIONS

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

NO-SMOKING POLICY

(including the use of electronic cigarettes or vapor devices)

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

PROFESSIONAL CONDUCT

School of Health Sciences students are expected to conduct themselves in a manner consistent with the function of an institution of higher learning and with their role as future health care professionals. Students are required to abide by the highest standards of academic honesty, ethical fitness, and professional conduct. Characteristics key to the development of a health care provider include, but are not limited to:

1. ethical conduct and honesty;
2. integrity;
3. ability to recognize one's limitations and accept constructive criticism;
4. concern for oneself, others, and the rights of privacy;
5. appropriate value judgment with respect to interpersonal relationships with peers, superiors, patients, and their families;
6. responsibility to duty;
7. an appearance consistent with a clinical professional;
8. punctual attendance at all program scheduled activities and adherence to deadlines set by the faculty and preceptors.

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

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

It is the policy of the School of Health Sciences that procedures in disciplinary matters, which result in placing the student on professional probation, implementing disciplinary measures, or are serious enough to warrant dismissal from the program, be handled expeditiously and meet certain requirements to ensure fairness to all parties concerned, and to ensure against arbitrary and capricious decisions. The student has a right to contest the Program Director's decision by utilizing the program's internal appeal process, as described in the program's Student Handbook. Finally, the student has a right to appeal the program's decision, utilizing the Hearing and Appeal Procedures outlined below.

ACADEMIC PERFORMANCE

In addition to the standards for student conduct outlined above, each program in the School of Health Sciences has established standards for academic performance. These standards are set forth in greater detail elsewhere in this catalog and/or in each program's student handbook. A student whose academic performance falls below the minimum acceptable standards may be placed on academic probation or dismissed from the program. If a student is placed on probation, the duration and conditions of the probationary period will be determined by program committees on an individual basis and may require remedial study and/or repetition of a unit of study. This may result in extending the length of the student's education in the program.

The student has the right to contest the program's decisions by utilizing the program's internal appeal process, as described in the program's student handbook. If still not satisfied, the student has a right to appeal the program's decisions by utilizing the Hearing and Appeal Procedures as outlined below.

SUSPENSION

A student may be removed immediately from participation in school activities (i.e., didactic or clinical affiliations) and recommended for suspension if the student's continued participation appears to be detrimental to the best interests of patients, peers, or the School of Health Sciences.

The Program Director may suspend a student on the Program Director's own accord or on the recommendations of the program faculty, the student's peers, or satellite clinical site professionals who supervise the student, at any time when there is/are (i) serious academic deficiencies, (ii) a serious error in professional judgment on the part of the student, or (iii) a breach of professional ethics or general rules of conduct.

In such cases, the Program Director will provide the student with a written statement of the grounds for the suspension, and the action to determine the student's status will be taken expeditiously. The suspension will remain in effect until the administrative process, as outlined below, has taken place and the student has been reinstated.

HEARING AND APPEALS PROCEDURE

The student has the right to appeal a decision made for unprofessional conduct or unacceptable academic performance if there is good reason for the appeal, as described below. It is the policy of the School of Health Sciences that appeals be handled expeditiously.

The student who is appealing a decision made for unprofessional conduct or unacceptable academic performance must first complete the appeals procedure within the student's program.

Following the student's completion of the appeals process within the program, the Program Director will inform the student in writing of its decision. A copy of the notice will be sent to the office of the Dean.

To appeal a program decision, the student must send a written request to the Chair of the SHS Committee on Academic Standing (CAS) within fourteen (14) school days of receiving the program decision. This request must include the basis for the appeal. An appeal will be granted only if there is good reason for the appeal. Good reason for an appeal only exists if there is reason to believe that the student may have been treated unfairly, the decision was capricious, or there were extenuating circumstances that were not given adequate consideration. The Committee on Academic Standing will determine whether a hearing is justified by the request. If not justified, the Chair of the CAS will inform the student in writing that the appeal is denied. If the CAS determines that there is justification for the appeal, the Chair of the CAS will appoint a Faculty Committee to conduct a formal hearing. The Faculty Committee will consist of at least three members of the School of Health Sciences who have had no involvement in the decision that is under appeal. The Chair of the CAS will notify the student and the Program Director in writing of: (1) the date, time, and place of the hearing, (2) the members of the Faculty Committee, and (3) a brief description of the basis for the appeal.

The Faculty Committee will rely primarily on the Program Director (or the Director's designee) and the student to present the case for and against the charges; however, other information may be relied upon as deemed necessary by the Committee. Each party may be assisted by an advisor from within or outside the program, provided that the advisor is not an attorney and does not represent the office of an attorney. Each party may produce evidence and call one or more witnesses in support of the charges, and each party may examine any evidence and cross-examine any witness. The Committee may call and examine witnesses and invite the submission of additional evidence. The hearing will be closed, and there will be no transcript or recording of the proceedings.

Within fourteen (14) school days following the conclusion of the hearing, the Faculty Committee will submit to the Committee on Academic Standing a written decision, with a brief explanation of the reasons for the decision. The decision will be limited to those issues on appeal. Within seven (7) school days, the Chair of the SHS Committee on Academic Standing will notify the student and the Program Director, in writing, of the Faculty Committee's decision.

Either party may file a written appeal of the Committee decision with the Dean of the School of Health Sciences. This appeal must include a statement of the reasons for the appeal, and it must be made within fourteen (14) school days of receiving notice of the decision of the Faculty Committee. The Dean may conduct a further investigation after which he/she will notify the Chair of the Committee on Academic Standing, Program Director, and the student of the decision to support or reject the appeal. **The Dean's decision is final.**

CONFIDENTIALITY OF STUDENT EDUCATION RECORDS

The Family Educational Rights and Privacy Act of 1974 (FERPA)

The Family Educational Rights and Privacy Act of 1974, as amended, grants all eligible students the right of access to their own educational records as defined in the law. The law prohibits access to or release of personally identifiable information without the prior written consent of the student except under certain limited circumstances. Touro 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 College to amend a record that they believe is inaccurate. They should write to the Office of the Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the College decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to provide signed and dated written consent before the University discloses personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
 - a. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

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

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

- Name
 - Address
 - E-mail address
 - Telephone listing
 - Date and place of birth
 - Photograph
 - Major field of study
 - Dates of enrollment
 - Enrollment status
 - Classification (freshman, etc.)
 - Honors and awards
 - Degrees and dates of conferral
 - Most recent prior educational agency or institution attended
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Touro University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605.

Authorization for Non-Disclosure of Directory Information

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

TOURO UNIVERSITY BOARD OF TRUSTEES

Mr. Zvi Ryzman, Chairman
Dr. Alan Kadish, President
Rabbi Doniel Lander, Chancellor
Mr. Abraham Biderman
Mr. Shmuel Braun
Dr. Benjamin Chouake
Mr. Allen Fagin
Mr. Howard Friedman
Dr. Zahava Friedman
Mr. Gilles Gade
Rabbi Menachem Genack
Mr. Solomon Goldfinger
Mr. Abraham Gutnicki

Mrs. Debra Hartman
Mrs. Judy Kaye
Mr. Brian Levinson
Mr. David Lichtenstein
Mr. Martin Oliner
Dr. Lawrence Platt
Mrs. Margaret Retter
Dr. Stephen Rosenberg
Mr. Israel Sendrovic
Mr. Gary Torgow
Mr. Jack Weinreb
Rabbi Shabsai Wolfe
Mr. Steven Zuller

TOURO BOARD OF GOVERNORS

Mrs. Rena Barta
Mr. Gavriel Berger
Mr. Harvey Blitz
Mr. Stephen Brown
Mr. Rod Chay
Rabbi Alan Ciner
Mr. John Crepsac
Dr. Hazel Dukes
Mr. Sam Epstein
Mr. Alan Fuchsberg
Mr. Charles Ganz
Mr. Adam Geiger
Mr. Paul Glasser*
Ms. Beth Gorin*
Mr. Bruce Gould
Mr. David Grunblatt
Rabbi Michael Hasten
Mr. Aaron Herzog
Mrs. Robin Jacobs
Dr. Alan Kadish
Dr. Martin Katzenstein
Mr. Lloyd Keilson
Rabbi Moshe Krupka

Rabbi Doniel Lander
Mr. Bruce Lilker
Mrs. Gail Lipton
Mr. Joshua Manaster
Mr. Robert Marcus
Mr. Harold Matheson
Mrs. Meryl Maybruch
Mr. Marc Moyal
Mr. Ira Nutis
Mr. Joseph Popack
Mrs. Yaffa Popack
Mr. David Portal
Mr. David Raab
Mr. Daniel Retter
Dr. Alex Rovt
Ms. Patricia Salkin
Mrs. Lindsay Schottenstein
Mr. Nathan Sklar
Mr. Howard Stein
Mr. Andrew Tananbaum
Dr. A. M. Tannenber
Dr. Marvin Weitz
Dr. Rachel Yehuda
*Office of Institutional Advancement

UNIVERSITY ADMINISTRATION

OFFICE OF THE PRESIDENT

Rabbi Doniel Lander, Chancellor

Alan Kadish, M.D., President

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

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

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

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

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

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

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

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

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

SENIOR LEADERSHIP

Matthew F. Bonilla, M.S., Vice President of Student Administrative Services

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

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

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

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

Paul Glasser, B.A., Vice President of Institutional Advancement

Robert Goldschmidt, M.A., L.L.D., Vice President for Planning and Assessment, Dean of Students

Edward Halperin, M.A., M.D., Chancellor and CEO, New York Medical College and Touro Provost for Biomedical Affairs

Tami Hendriksz, D.O., Interim Chief Academic Officer, Touro University California

Newman Hoffman, J.D., Vice President and Interim Chief Executive Officer, Touro University California

Marty Katzenstein, M.D., Vice President of Community Affairs

Andrew Priest, Ed.D., PT, Provost and Chief Academic Officer, Touro University Nevada

Rabbi Shmuel Schuman, M.A., CEO, Hebrew Theological College

Israel Singer, Ph.D., Vice President for International Affairs

Marian Stoltz-Loike, Ph.D., Vice President, Online Education and Dean, Lander College for Women

Judah Weinberger, M.D., Ph.D., Vice President for Collaborative Medical Education, Associate Vice President of Undergraduate Education, Dean of NYSCAS

OFFICE OF ACADEMIC AFFAIRS

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

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

Robert Goldschmidt, M.A., L.L.D., Vice President for Planning and Assessment, Dean of Students, Executive Dean, Lander College of Arts and Sciences

Henry Abramson, Ph.D., Dean, Lander College of Arts and Sciences

Robert Askey, Ed.D., Dean, College of Health and Human Services, Touro University Nevada

Henry Cohen, Pharm.D., Dean, Touro College of Pharmacy

Nancy Gallina, Ph.D., Dean, Graduate School of Social Work
Wolfgang Gilliar, D.O., Dean, College of Osteopathic Medicine, Touro University Nevada
Tami Hendriksz, D.O., Dean, College of Osteopathic Medicine, Touro University California
Issac Herskowitz, Ed.D., Dean, Graduate School of Technology and Chief Computer Instruction Officer
David Jacobson, Ph.D., Dean, Touro College Los Angeles
Rabbi Shmuel Klammer, Ed.D., Dean, Touro College Israel
Elena Langan, J.D., Dean, Jacob D. Fuchsberg Law Center
Nelly C. Lejter Morales, Ph.D., Dean, Graduate School of Education
Shelia Lewis, Ph.D., Provost, Touro University Worldwide
Mary Lo Re, Ph.D., Dean, Graduate School of Business
Steven Lorenzet, Ph.D., Dean, School of Health Sciences
Ronnie Myers, D.D.S., Dean, Touro College of Dental Medicine
Lisa Norton, Ed.D., Dean, College of Education and Health Sciences, Touro University California
Elizabeth Palmarozzi, D.O., Dean, Touro College of Osteopathic Medicine, Montana Campus
James Scott, Pharm.D., Dean, College of Pharmacy, Touro University California
Michael Shmidman, Ph.D., Dean, Graduate School of Jewish Studies
Moshe Z. Sokol, Ph.D., Dean, Lander College for Men
Kenneth Steier, D.O., Executive Dean, Touro College of Osteopathic Medicine, Harlem, Middletown, and Montana Campuses
Marian Stoltz-Loike, Ph.D., Dean, Lander College for Women/The Anna Ruth and Mark Hasten School
Chani Tessler, Ph.D., Chief Academic Officer, Hebrew Theological College, Interim Vice Provost, Touro University Illinois
Judah Weinberger, M.D., Ph.D., Vice President for Collaborative Medical Education and Associate Vice President of Undergraduate Education

OFFICE OF INSTITUTIONAL RESEARCH

Evan Hoberman, M.S., Interim Director of Institutional Research & Effectiveness
Aryeh Morgulis, B.S., Chief Data Analyst
Erica Kaplan, M.Ed., Institutional Research Analyst
James N. Ligorski, M.B.A., Manager of Institutional Effectiveness

LIBRARY

Bashe Simon, M.L.S., M.A., Director of Library Services
Michoel Rotenfeld, M.S.I.L.S., Associate Director of Libraries
Salvatore Anthony Russo, M.L.S., Assistant Director of Libraries for Public Services
Sara Tabaei, M.L.S., Library Information Literacy Services Director
Philip R. Papas, M.L.S., Archivist
Sarah Nakar, B.S., Library Loan Coordinator
Marina Zilberman, M.L.I.S., Chief Midtown Librarian
Carol Schapiro, M.L.S., M.S., J.D., Librarian, Midtown Main Campus
Toby Kraus, M.L.S., Judaica Librarian
Jamie Luise, M.L.S., Chief Long Island Librarian

SCHOOL OF HEALTH SCIENCES ADMINISTRATION

Steven Lorenzet, Ph.D., Dean, School of Health Sciences

Frank L. Gardner, Ph.D., Associate Dean of Academic Affairs

Rivka Molinsky, M.A., OTR-L, Associate Dean of Students and Innovation

Susan Powers, Executive Administrative Director

Lisa Shurley-Thompson, M.B.A., ABD, Administrative Director, Chairperson, Diversity & Inclusion

Marissa Esposito, M.A., Director of Alumni Affairs and Continuing Education

Brittany Handler, M.Ed. Instructional Designer

Cynthia Daitch, AB, Administrative Assistant to Dean of School of Health Sciences

Jill Horbacewicz, PT, Ph.D., Chairperson, Physical Therapy Department; Director, DPT Programs

Melinda Stoski, PT, DPT, MS, OCS, CPI, Director, Post-Professional Physical Therapy Programs

Susan Jacobson, M.S., Associate Director of Post-Professional Physical Therapy Programs

Hindy Lubinsky, M.S., CCC/SLP, Chairperson, Speech Language Pathology Department, Director, Graduate Program
in Speech-Language Pathology

Sandra Russo, RN, Ph.D., Chairperson, Department of Nursing

Stephanie Dapice Wong, DPT, PT, OTR, CAPS, Chairperson, Occupational Therapy Department; Director,
Occupational Therapy Programs

Joseph Faiella-Tommasino, PA-C, M.S., Ph.D., VP PA Program Development and Operations, Chairperson, Physician
Assistant Department

Mary Flanagan-Kundle, MS, PA-C, Co-Chairperson, Physician Assistant Department

Faye Fried-Walkenfeld, Ph.D., Chairperson, Behavioral Science Department

SCHOOL OF HEALTH SCIENCES FULL-TIME FACULTY

Note: CUNY – City University of New York
SUNY – State University of New York

KIMBERLY ASNER-SELF

Associate Professor, Clinical
Mental Health Counseling
Ed.D., George Washington University

ROBERT BAKER

Assistant Professor of Neuropsychology
Ph.D., Graduate Center, CUNY

DANA BIGNAMI

Assistant Professor, Academic Coordinator,
Physician Assistant Program
M.S., Touro College

JOSHUA BLAIR

Clinical Assistant Professor,
Middletown Physician Assistant Program
M.S., New York Institute of Technology

STEVEN BLAUSTEIN

Associate Professor of Speech-Language Pathology
Ph.D., Graduate Center, CUNY

ALLISON BOYLE

Academic Faculty, Physician Assistant Program
M.S. King's College

PAULA BOYLE

Assistant Professor, Director, Manhattan
Physician Assistant Program
M.S., Touro College

YOCHAVED BENSINGER-BRODY

Assistant Professor of Physical Therapy
Ph.D., CUNY

MICHELLE BUCCINNA

Assistant Professor Director – Long Island
Occupational Therapy Program
OTD., OTR/L, Chatham University

PATRICIA BURKE

Associate Professor of Nursing Program
Ph.D., Capella University

ELIZABETH CHIARIELLO

Assistant Professor, Director of Manhattan OT
Ph.D., Capella University

NICOLE CIMINO

Assistant Professor, Associate Program
Director, Physician Assistant Program
M.S., Touro College

TARA COLLINS

Assistant Professor of Occupational Therapy;
Senior Academic Fieldwork and Community
Engagement Coordinator
DHS, University of Indianapolis

FRANCES CORIO

Associate Professor of Physical Therapy
Ph.D., Touro University International

DEBRA CULLINANE

Assistant Professor
Occupational Therapy Program
O.T.D., Chatham University

JOSEPH DALEO

Assistant professor, Director Clinical Operations,
Physician Assistant Program
M.P.A.S, University of Nebraska

KRISTINA DIMEZZA

Assistant Professor Academic Coordinator,
Long Island Physician Assistant Program
M.S. Touro College

MARY FLANAGAN-KUNDLE

Associate Professor, Co-Chairperson, Physician
Assistant Program
M.S., Stony Brook University

DANIEL FORSBERG

Assistant Professor, Physician Assistant Program
MPH, Stony Brook University

ERIN FRAWLEY

Assistant Professor,
Middletown Physician Assistant Program
M.M.S., Wake Forest School of Medicine

RALPH GARCIA

Associate Professor of Physical Therapy
Ph.D., New York University

ZACHARY GERUT

Medical Director, Manhattan Physician Assistant Program
M.D., University of Massachusetts Medical School

JACQUELINE GIL

Clinical Faculty, Physician Assistant Program
M.S., Touro College

LAURA HAGAN

Associate Director and Assistant Professor of Physical Therapy Program
D.P.T., Touro College

CATHERINE HAGERTY

Assistant Professor, Nursing
M.A., New York University

JOSEPH HAYES

Assistant Professor of Physical Therapy
D.P.T., Massachusetts General Hospital Institute of Health Professions

PATTI HEE

Clinical Associate Professor,
Program Director, Middletown Physician Assistant Program
MPH., San Jose University

HELENE CHAYA HENDEL

Assistant Professor, PhD, OTR/L
Nova Southeastern University, Health Professions Divisions

JILL S. HORBACEWICZ

Chair/Director and Associate Professor of Physical Therapy
Ph.D., Touro University International

JOSEPH INDELICATO

Associate Professor of Psychology
Ph.D., Hofstra University

STEVEN JACOBS

Assistant Professor, Physician Assistant Program
M.S. Touro College

KIMBERLY JOHNSON

Assistant Professor and Program Director, Clinical Mental Health Counseling
Ph.D., Columbia University

MARCIA JONES-GEORGE

Assistant Professor of Nursing
M.S.N., Hunter College, CUNY

MEREDITH KING-JENSEN

Nursing Program
PhD, Graduate Center CUNY

RACHELLE KIRSHENBAUM

Associate Academic Director, Speech-Language Pathology Program
M.S., Columbia University

MENAHM KIWAK

Field Experience Coordinator, Clinical Mental Health Counseling
M.S., Long Island University

BARBARA KLARITCH-VRANA

Assistant Professor of Chemistry
M.S., Long Island University
M.S., New York Institute of Technology

VIRGINIA E. KOENIG

Assistant Professor, Academic Fieldwork Coordinator Occupational Therapy
OTD, M.S.A., Chatham University

CAITLIN LAPINE

Assistant Professor, Industrial Organizational Psychology
Ph.D., Hofstra University

BINNA LEE

Assistant Professor, Speech-Language Pathology Program
Ph.D., New York University

SHIFRA K. LEISER

Assistant Professor
Coordinator of Recruitment, Enrolment, and Retention
Occupational Therapy
OTD, Misericordia University

KARRIE LINDEMAN

Assistant Professor And Program Director, MS In Applied Behavior Analysis And Adv. Certificate In Behavior Analysis
Ed.D., Hofstra University

DANIELLE LOSONCI

Assistant Professor
MS, OTR/L – Touro College

PHILIP LOWENSTEIN

Assistant Professor, Physician Assistant Program
M.S., Touro College

HINDY LUBINSKY

Program Director/Department Chair, Speech and
Language Pathology
M.S., Brooklyn College, CUNY

MARY ELLEN LUCZUN

Assistant Professor of Nursing Program
M.S.N., Hunter College, CUNY

TED MARKS

Assistant Professor of Physical Therapy
D.P.T., Stony Brook University

EILEEN MEEHAN

Assistant Professor
Occupational Therapy Program
M.S., Touro College

SONDRA MIDDLETON

Assistant Professor Associate Program Director,
Manhattan Physician Assistant Program
M.H.S., Duke University

CLARA NEUMANN

Assistant Professor of Physical Therapy
M.A., Teachers College-Columbia University

MEIRA ORENTLICHER

Director of Research and Faculty Scholarship, SHS
Professor, Associate Director of Research
and Scholarship
Occupational Therapy
Ph.D., New York University

CHRISTIN PAGLEN

Assistant Professor, Physician Assistant Program
J.D., Washington College of Law,
American University

LANCE PEREZ

Assistant Professor, Physician Assistant Program
Clinical Coordinator, Long Island Campus
M.S. Touro College

VICTOR POLITI

Associate Professor, Medical Director,
Manhattan Physician Assistant Program
M.D. St. George's University School of Medicine

ANTOINETTE PORRETTA

Assistant Professor, Nursing
M.S., University of North Carolina

OFRA POTTORF

Assistant Professor of Physical Therapy
D.P.T., Touro College

RENA PUROHIT

Assistant Professor of Occupational Therapy
Academic Coordinator
J.D., Emory University School of Law

KATHLEEN QUINN

Behavior Analysis
M.S., Capella University

VANESSA REDDIN

Assistant Professor of Physical Therapy
Ph.D., Howard University

ISABELLA REICHEL

Associate Professor of Speech-Language Pathology
Ed.D., Nova Southeastern University

SONDRA RIVERA

Nursing Program
M.S., University of Phoenix

ZHANNA ROIT

Medical Director, Nassau University Medical Center
Extension, Physician Assistant Program
M.D., Moscow Medical School

JOHN RONGO

Assistant Professor; Director of Advanced Clinical
Training
Physician Assistant Program
M.S., Touro College

SANDRA RUSSO

Chairperson Associate Professor of Nursing
Ph.D., RN Wagner College

JESSICA SASLOW

Speech-Language Pathology Program
M.S., Touro College

AMY KERULIS-SCHMUCKER

Assistant Professor And Program Director,
Industrial-Organizational Psychology
Ph.D., Hofstra University

KAREN SCHWARTZ

Assistant Professor of Audiology
Au.D., A.T. Still University

SARAH SHAIN

Associate Clinic Director, Speech-Language
Pathology Program
M.S., Brooklyn College, CUNY

CORINNE SETTECASE-WU

Assistant Professor of Nursing
M.A., New York University

SARA PROCAK

Assistant Professor, Physician Assistant Program
M.S., Pace University

ROSLYN SOFER

Assistant Professor of Physical Therapy
D.P.T., Touro College

DANIEL STREIN

Assistant Professor, Physician Assistant Program
Academic Coordinator, Numc Extension Center
M.S., Touro College

JOHN SULLIVAN

Assistant Professor, Physician Assistant Program
M.D., New York Medical College

TANUPREET SURI

Assistant Professor, Clinical Mental Health
Counseling
Ph.D., University of New Mexico

REEMA THAKKAR

Assistant Professor of Physical Therapy
Physical Therapy Program
D.P.T., Dominican College

JOSEPH FAIELLA-TOMMASINO

Chairperson and Vice President of Physician
Assistant Program Development and Operations
Ph.D., City University of Los Angeles

MATTHEW TOMMASINO

Director Physician Assistant Program, Long Island &
Nassau University Medical Center
Physician Assistant Program
M.S., Touro College

ROBERT TROIANO

Associate Professor of Physical Therapy
D.P.T., Massachusetts General Hospital Institute of
Health Professions

ROSALIE UNTERMAN

Clinical Director, Speech-Language Pathology
Program
Associate Professor of Speech-Language Pathology
Ph.D., New York University

DANIELLE VARNEY

Assistant Professor, Clinical Coordinator, Physician
Assistant Program
M.S., Touro College

IRINA VAYNSHTEYN

Assistant Professor, Speech-Language Pathology
Ph.D., New York University

MARIA VIGANO

Nursing Program
Assistant Professor of Nursing
M.S.N., Hunter College, CUNY

CHRISTOPHER VOLTMER

Assistant Professor of Physical Therapy
D.P.T., New York Institute of Technology

FAYE WALKENFELD

Associate Professor and Chair, Department of
Behavioral Science
Ph.D., Graduate Center, CUNY

RICHARD WAXMAN

Associate Professor, Department of Behavioral
Science
Ph.D. Yeshiva University

MICHAEL WEBER

Director of Academic Development and
Remediation, Physician Assistant Programs
M.P.A.S., University of Nebraska

FRANCE WEILL

Assistant Professor of Speech-Language Pathology
Ph.D., Seton Hall University

SHIRA SCHECHTER WEINER

Associate Professor of Physical Therapy
Ph. D., New York University

CHAD WOODARD

Assistant Professor of Physical Therapy
Ph.D., Trident University

STEPHANIE DAPICE WONG

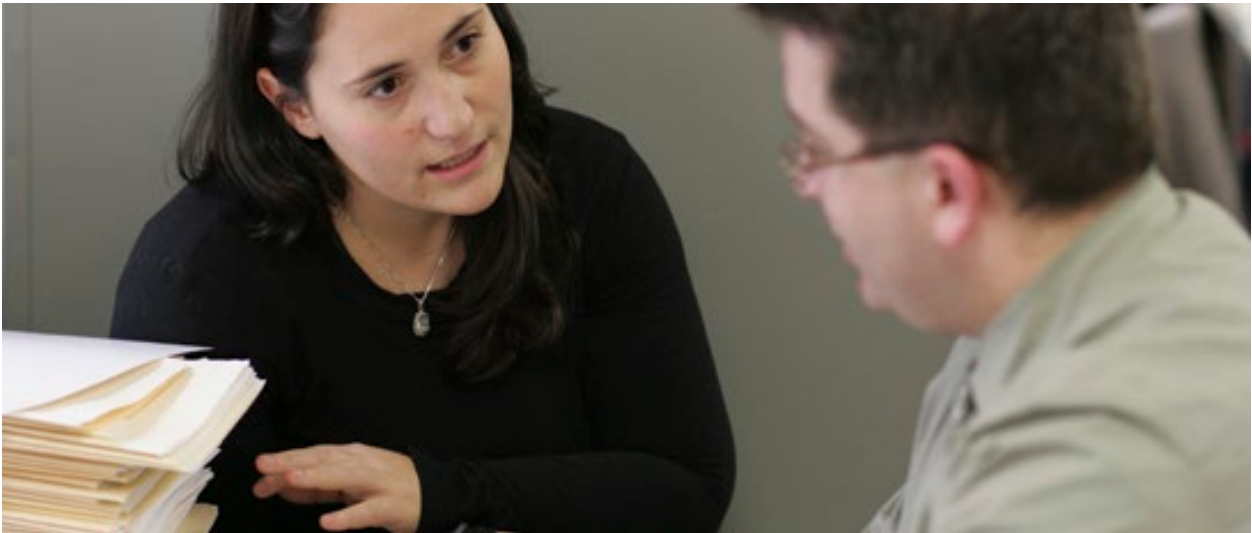
Associate Professor, Chairperson and Program
Director Occupational Therapy
D.P.T., O.T.R., Touro College

SHAZAD ZEB

Assistant Director, Physician Assistant Master's
Completion Program
M.P.A.S., University of Nebraska

SERENA ZEIDLER

Assistant Professor
OTD, OTR/L, Catham University



SCHOOL OF HEALTH SCIENCES ADJUNCT FACULTY

Note: CUNY – City University of New York

SUNY – State University of New York

NYCOLE ABELA

Physician Assistant Program
M.S., Touro College

JOSEPH ADAMS

Physical Therapy Program
Doctor of Physical Therapy Program
D.P.T., Touro College

ANILA AGO

Nursing Program
MS, Wagner College

ISEOWAWA AIDELOGIE

Nursing Program
MS, Hunter College

FRANK ALBANO

Physician Assistant Program
Ph.D., Stony Brook University

JONATHON AMENT

Occupational Therapy Program
Adjunct Faculty
Ph.D. Brandeis University

MARK AMIR

Physical Therapy Program
M.A., Touro College

RICHARD ANCONA

Physician Assistant Program
M.D., University of Bonn (Germany)

ROBERT ANZIANO

Physical Therapy Program
M.B.A., New York Institute of Technology

DELYNNE BAPTISTE

Occupational Therapy Program
M.S. York College, M.S., New York Chiropractic
College

OREN BERKOWITZ

Physician Assistant Program
Ph.D., University of Pittsburgh

DARYLE BLACKSTOCK

Physician Assistant Program
M.P.H., NY Medical College

SIMEONE BLITMAN

Speech-Language Pathology Program
Ph.D., Columbia University

BARBARA SIMINOVICH-BLOK

Physical Therapy and Occupational Therapy Programs
MS, UNAM, Mexico

DANIEL BOYLE

Physician Assistant Program
Ph.D., Hofstra University

SUSAN BRILLHART

Nursing Program
M.S.N., College of New Rochelle

JOSEPHINE BRITANICO

Nursing Program
M.S., Hunter College, CUNY

CHRISTINE BURKE

Post-Professional Doctor of Physical Therapy Program
D.P.T., Touro College

JOCELYN BURKE

Nursing Program
MS, Long Island University

DELORES CASEY

Nursing Program
MS, Long Island University

DONALD CATALINO

Physician Assistant Program
B.S., St. John's University

CAROL CHAMOFF

Occupational Therapy Program
B.S., SUNY at Buffalo

MICHAEL CHETTA

Industrial-Organizational Psychology
Ph.D., Hofstra University

MICHAEL COMISKEY

Behavior Analysis
Psy.D., St. John's University

KAREN CORREIA

Physical Therapy Program
Ph.D., University of Strathclyde (U.K.)

TERRIANN CRISP

Post-Professional Doctor of Physical Therapy Program
Ph.D., Marshall University School of Medicine

ROBERTA CURRY

Nursing Program
M.S., Wagner College

JOSEPH D'AMBROSIO

Physical Therapy Program
M.S., Columbia University

LISA DAVIS

Occupational Therapy Program
M.S., New York University

LAWRENCE DE NOTO

Occupational Therapy Program
M.A., Touro College

ANZHELA DUPLIY

Nursing Program
MS, Adelphi University

MARY JEAN DYCZKO

Speech-Language Pathology Program
M.A., Queens College

MARCELLE EDINBORO

Nursing Program
MS, Adelphi University

ANDREW EISEN

Physical Therapy Program
Doctor of Physical Therapy Program
D.P.T., Ithaca College

STEVEN EMMETT

Physical Therapy Program; Physician Assistant
Program
D.O., Chicago College of Osteopathy

JILL ESTERSON

Post-Professional Doctor of Physical Therapy Program
M.S., Columbia University

YEZA EVIN

Nursing Program
FNP, SUNY Downstate

SHAWN E. FLYNN

Occupational Therapy Program
M.P.A., New York University

JAMES GALEGRO

Physical Therapy Program
Doctor of Physical Therapy Program
D.Sc., Andrews University

LESLIE GEFFNER

Occupational Therapy Program
M.S.,

SUSAN GILLEN

Occupational Therapy Program
A.A.S, OTA, Touro College

JONATHAN GLASBERG

Physical Therapy Program
Doctor of Physical Therapy Program
D.P.T., Touro College

DAVID GODIN

Physician Assistant Program
M.D., SUNY Syracuse Upstate Medical Center

ERIC GOLDMAN

Speech-Language Pathology Program
M.A., New York University

JAMES SCOTT GOULD

Adjunct, Physician Assistant Program
M.S., Hofstra University

DUANE GRELL

Physical Therapy Program
Doctor of Physical Therapy Program
D.P.T., Touro College

POLA HAM

Occupational Therapy Program
Adjunct Professor
OTD, MS, OTRL, CAPS

AHMAD HAMILI

Adjunct, Physician Assistant Program
M.S. Touro College

HENRY HANIF

Occupational Therapy Program
M.A., New York University

JENNIFER HOFMAN

Adjunct, Physician Assistant Program
M.S., St. John's University

BRIAN HOKE

Post-Professional Doctor of Physical Therapy Program
D.P.T., Boston University

ABBAS HUSAIN

Physician Assistant Program
MD, Drexel University College of Medicine

THERESA INGENITO

Physical Therapy Program
M.S., Long Island University

GREGG JOHNSON

Post-Professional Doctor of Physical Therapy Program
B.S., University of Southern California

VICKY SALIBA JOHNSON

Post-Professional Doctor of Physical Therapy Program
M.A., Medical College of Georgia

STEVEN KASHULSKY

Occupational Therapy Program
M.S., OTR/L, Touro College

STACY KINIRONS

Physical Therapy Program
Doctor of Physical Therapy Program
Ph.D., Virginia Commonwealth University

MICHELE KISSOUS-HUNT

Physician Assistant Program
B.S., Weill Cornell Medical College

SHAUL KOHN

Occupational Therapy Program
M.S., Touro College

TADEUSZ KORSZUN

Physician Assistant Program
M.D., Pomorska Akademia Medyczna (Poland)

EVE KRASNER

Speech-Language Pathology Program
M.A. Kean University

REBECCA KRAWIECZ

Speech-Language Pathology
M.S., Touro College

FRANCISCUS KRONENBERG

Occupational Therapy Program
B.S., Hogeschool Limburg (Netherlands)

MARIANN LAI

Behavior Analysis
MS.Ed., Touro College

STEPHANIE LANG

Physician Assistant Program
M.S., Pace University

DIANA LASHINSKY

Occupational Therapy Program
Adjunct Professor
MS, OTR/L Touro College

ELANA LITWIN

Physician Assistant Program
M.S., Touro College

BOJANA H. LIZNICKI

Occupational Therapy Program
M.F.A., Academy of Fine Art (Poland)

SARA LUBITZ

Physician Assistant Program
M.D., University of Medicine and Dentistry of New Jersey

RICHARD LUCK

Physician Assistant Program
DO, New York College of Osteopathic Medicine

JEANNE ANNE MAGUFFIN

Physical Therapy Program
Doctor of Physical Therapy Program
D.P.T., New York University

MARK MARINO

Physical Therapy Program
Doctor of Physical Therapy Program
M.S., Touro College

CHRISTOPHER MAROTTA

Occupational Therapy Program
M.S., OTR/L, Misericordia University

MICHAEL MATILSKY

Physician Assistant Program
M.D., Stony Brook University

ERIN MAZZA

Physician Assistant Program
B.S., Touro College

DAFFODIL MCCREE

Nursing Program
MS, Walden University

JOSEPH MCGOVERN

Occupational Therapy Program
Touro College

PATRICK MCQUADE

Post-Professional Doctor of Physical Therapy Program
M.A., Stony Brook University

EILEEN MEEHAN

Occupational Therapy Program
M.S., Touro College

MARIA MEIGEL

Post-Professional Doctor of Physical Therapy Program
D.P.T., Touro College

CONSTANCE MONAGHAN

Physical Therapy Program
D.P.T., Touro College

KAREN MONSTEIN

Physical Therapy Program
D.P.T., Touro College

REM NARAIN

Occupational Therapy Program
M.S., Touro College

KEVIN NILES

Physician Assistant Program
B.S., University of New Hampshire

NICOLE NOVECK

Physician Assistant Program
B.S., Touro College

GALINA OSKMAN

Physical Therapy Program
Ph.D., Moscow State University (Russia)

FRANCINE PASADINO

Nursing Program
M.A., New York University

JONATHAN PASCUCCI

Physician Assistant Program
Pharm. D., Albany College of Pharmacy

IVELINE PENNIE

Nursing Program
M.S., SUNY Downstate

MARIA PETITO

Nursing Program
MS, CUNY

PATRICIA PRECIN

Adjunct Faculty
Ph.D. Northcentral University

ERIN RANDAZZO

Occupational Therapy Program
Adjunct Faculty

ALAN RICE

Physician Assistant Program
M.S.W., Wurzweiler School of Social Work, Yeshiva
University

EUGENIA ROGERS

Speech-Language Pathology Program
M.S., University of Connecticut

RITA ROITMAN

Speech-Language Pathology Program
M.S., Long Island University

GARVIN ROMANE

Speech-Language Pathology Program
Ph.D., Fordham University

ARON ROSENBERG

Speech-Language Pathology Program
M.S., Long Island University

MICHELE ROY

Physical Therapy Program
M.A., McGill University (Canada)

CHRISTINE RYAN

Occupational Therapy Program
M.S., Touro College

MANA SARANGI

Physician Assistant Program
D.M.D., University Of Pennsylvania

ROBIN SCARLATA

Physician Assistant Program
M.D., George Washington University, School of
Medicine

KAREN SCHECK

Physical Therapy Program
M.S., Touro College

MIRIAM SCHIFF

Speech-Language Pathology Program
M.S., Touro College

JENNIFER SENDEROWITZ

Physical Therapy Program
Doctor of Physical Therapy Program
D.P.T., Touro College

HEVDA SHAMIR

Physician Assistant Program
M.D., NYU School of Medicine

SHEINDY SHINDLER

Speech-Language Pathology Program
M.A., Brooklyn College, CUNY

KRISTI SHEPPARD

Physician Assistant Program
M.S., Pace University

STACEY SILVERS

Physician Assistant Program
M.D., Boston University School of Medicine

CATHY SMITH

Nursing Program
MS, Long Island University

MARCIA STAMER

Physical Therapy Program
B.S., Ohio State University

ARUNABH TALWAR

Physician Assistant Program
M.D., All India Institute of Medical Sciences

REEMA THAKKAR

Physical Therapy Program
D.P.T., Dominican College

SALVATORE TRAZZERA

Physician Assistant Program
M.D., Universidad Autonoma de Guadalajara
(Mexico)

TAHERA TILSON

Nursing Program
MS, University of Maine

DANIELLE VARNEY

Physician Assistant Program
M.S., Touro College

LEAH VEREBES

Physical Therapy Program
Doctor of Physical Therapy Program
D.P.T., Touro College

LUIS VIDAL

Physical Therapy Program
Ph.D., University of Puerto Rico

LARRY WAXMAN

Physician Assistant Program
B.S., University of Delaware

JEFFREY WEINBERG

Physician Assistant Program
M.D., University of Pennsylvania

MARY LOU WHALEN

Nursing Program
M.A., New York University

SUSAN EGNER-WHALEN

Physician Assistant Program
M.S., Touro College

KIM WHITEHURST

Physician Assistant Program
M.S., University at Albany, SUNY

ISAAC YAKUBOV

Physician Assistant Program
M.S., Long Island University

SHAWNI YEAGER

Instructor, Physician Assistant Program
M.S., Touro College School of Health Sciences

YUK-KIT YEUN

Nursing Program
MS, Hunter College

PHILLIS YEZZO

Nursing Program
MS, Iona College

SCHOOL OF HEALTH SCIENCES DIRECTORY

Office of the Dean of the School of Health Sciences

225 Eastview Drive
Central Islip, NY 11722
PH: 866-TOURO-4-U
PH: 631-665-1600, ext. 66221

Long Island Campus

225 Eastview Drive
Central Islip, NY 11722
PH: 631-665-1600
PH: 866-TOURO-4-U

Manhattan Campus

3 Times Square
New York, NY 10036
PH: 212 463-0400
PH: 866-TOURO-4-U

Department of Speech-Language Pathology

902 Quentin Road
Brooklyn, NY 11223
PH: 347-532-6300

Department of Nursing

902 Quentin Road
Brooklyn, NY 11223
PH: 718-236-2661

Nassau University Medical Center

2201 Hempstead Turnpike
East Meadow, New York 11554
PH: 866-TOURO-4-U



**THE SCHOOL OF HEALTH SCIENCE
OF TOURO COLLEGE**

Where Knowledge and Values Meet

shs.touro.edu •     @wearetouro