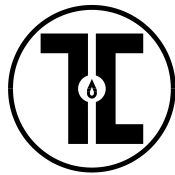


Touro College Los Angeles



2009-2012
Bulletin

www.touro.edu/losangeles/

ACCREDITATION

Touro College Los Angeles is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC), 985 Atlantic Avenue, Alameda CA 94501 (Tel: 510-748-9001). Touro College Los Angeles opened in Fall 2005.

Touro College was chartered by the Board of Regents of the state of New York in June of 1970, and is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, Pennsylvania 19104 (Tel: 267-284-5000).

RESERVATION OF RIGHTS CLAUSE

This Bulletin represents the most up-to-date information with regard to the programs described. It will be considered to be in effect until the publication of the next academic bulletin. However, the Board of Trustees and Faculty of Touro College reserve the right to institute changes in Touro's programs and policies. Since information is updated constantly, the student is advised to seek further clarification from appropriate administrative offices. **Touro College reserves the right to change rules, policies, fees and curricula without advance notice.** In the event of any inconsistent or incompatible terms or provisions, such inconsistency shall be resolved by giving precedence in the following descending order of importance: (a) any executed agreement between the parties, (b) the specific policy then existing, and then (c) this Bulletin.

The Office of the Dean and the Office of the Registrar provide current information concerning course offering, programs and regulations. Financial information is available from the Office of Financial Aid. Bulletins for the Lander Colleges, the Graduate School of Jewish Studies, the New York School of Career and Applied Studies, and for the Schools of Lifelong Education, Law, Health Sciences, and the Graduate Schools of Business and of Education and Psychology are available from the offices of their respective deans. Guidebook may also be available from respective School offices.

POLICY OF NON-DISCRIMINATION

Touro College does not discriminate on the basis of race, color, national origin, sex, disability, age, sexual orientation or any other characteristic protected by law in employment, or in its admission, treatment or access to its educational programs or activities.

For additional information, please contact the U.S. Department of Education Office for Civil Rights at: <http://wdcrobcolp01.edgov/CFAPPS/OCR/contactus.cfm> or 800-421-3481.

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For purposes of this Bulletin, "Touro College," "Touro," or "TC" refers to Touro College-New York, the parent of Touro College Los Angeles (also referred to as TCLA).

TOURO COLLEGE LOS ANGELES

2009-2012

BULLETIN

**1317 N. Crescent Heights Boulevard
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MESSAGE FROM THE FOUNDER AND PRESIDENT



More than thirty-five years ago, Touro College enrolled its first class of 35 students. Touro was then envisioned as a great experiment in Jewish higher education, blending the best of Jewish and secular scholarship in an atmosphere of personal attention and academic excellence.

The College has changed much since those early years. Total enrollment in the many schools and divisions of the College is approximately 18,000 students. Opportunities for intellectual and career advancement have grown with the addition of new undergraduate, graduate, and professional programs. Yet the commitment to the Jewish heritage, academic excellence and personal attention remains at the core of Touro's institutional self-consciousness. I am convinced that the next generation of Jewish leadership will

emerge from Touro College.

I owe a debt of gratitude to the Board of Trustees of Touro College, which has named the Liberal Arts College in honor of my family. With the help of the Almighty, I shall do my best to fulfill our aspirations to you, our students, and to the Jewish community.

Bernard Lander, Ph.D., L.H.D.

Dr. Bernard Lander, the Founder and President of Touro College, is social scientist and educator, a preeminent leader in the Jewish community and a pioneer in Jewish and general higher education. As associate director of former New York City Mayor Fiorello LaGuardia's Committee on Unity, a precursor to the city's Commission on Human Rights, Dr. Lander promoted key fair-employment legislation and attacked discriminatory quotas in higher education. An ordained rabbi, he holds a doctorate in sociology from Columbia University.

Dr. Lander's record of achievement in creating and building new educational institutions is unparalleled. In 1950, he served as president of the Queens Jewish Center, where, under his leadership, a school building was constructed. Two years later, he co-founded Yeshiva Dov Revel, a major day school in Queens. He also served on the founders committee for Bar-Ilan University in the early 1950s. Prior to establishing Touro College in 1971, he served as a professor of sociology for over two decades at City University of New York. He served as dean of Yeshiva University's Bernard Revel Graduate School from 1954 through 1969, and reorganized Y.U.'s graduate programs into the schools of social work, education and psychology between 1954 and 1959. Today, Touro College/Touro University is a multi-campus, international institution with more than 17,500 students at campus locations in New York, California, Florida, Nevada, Israel, Russia, Germany, and France.

Dr. Lander has served as consultant to three presidents of the United States. He was a consultant to the White House Conference on Children and youth; served on an advisory council on public assistance established by Congress; and was a member of the President's Advisory Committee on Juvenile Delinquency and Youth Crime in the Johnson and Kennedy administrations. For eight years, he acted as a senior director of a national study on the problems of youth for the University of Notre Dame of South Bend, Indiana. He is the author of "Towards an Understanding of Juvenile Delinquency," published by Columbia University Press, and numerous articles in the field of sociology. Dr. Lander also worked as a consultant to the Maryland State Commission on Juvenile Delinquency. He has been honored by the Council of New York State College Presidents for his lifetime contribution to higher education. A former Rabbi of Beth Jacob Congregation of Baltimore, D. Lander served for over thirty years as a vice president of the Union of Orthodox Jewish Congregations of America.

MESSAGE FROM THE DEAN OF TOURO COLLEGE LOS ANGELES



It is with great pride and enthusiasm that I welcome you to Touro College Los Angeles (TCLA). TCLA is the only regionally-accredited college serving the Orthodox Jewish population on the West Coast. As such, we have undertaken to provide a quality education in an environment that is consistent with our religious heritage.

Touro College Los Angeles admitted its first class in the fall of 2005. Students have benefited from the educational opportunities offered by our college and have created a warm and friendly community. We currently offer programs leading to the Bachelor of Science degree in Business Management and Administration and the Bachelor of Arts degree in Psychology, and a Bachelor of Arts degree in Judaic Studies. In the fall of 2007, we began a Pre-Speech Therapy Module in conjunction with our Psychology major.

TCLA is fortunate to be able to draw upon the important precedents set by Touro College New York. At Touro College, students pursue their academic and professional goals without sacrificing their personal growth as Torah-observant Jews. Over the past thirty-five years, Touro has had the distinction of having its graduates accepted to some of the most prestigious graduate and professional programs in the country, including those at Harvard, Columbia, New York University and Einstein Medical College.

Touro College Los Angeles boasts an outstanding faculty. Almost all of our instructors hold PhDs or terminal degrees from prestigious universities. They serve as tremendous role models to our students. In addition, small class size allows for a close interaction between professor and student. Students are able to realize their full potential and thrive both on personal and academic levels.

If you value the importance of a quality education in reaching your goals, we hope you will recognize the opportunity afforded by Touro College extending its reach to the Los Angeles Jewish community and the surrounding region.

It is with this enthusiasm that I encourage you to visit our campus to discuss how TCLA can help you fulfill your educational objectives.

Esther Lowy, PhD, MBA

The Dean of Touro College Los Angeles, Dr. Esther Lowy holds an M.S. and Ph.D. in Mathematics from the Courant Institute of Mathematical Sciences at New York University, and an MBA from the Anderson School of Management at UCLA. Dr. Lowy has won numerous academic awards, including a National Science Foundation Traineeship and a NATO Fellowship, and has served as Vice President and Director of such companies at Relco Industries, Atlas Capital Corporation, and the Jerusalem College of Technology. She has taught at Brooklyn College, Cal Poly Pomona, and UCLA, among other schools. At TCLA, in addition to serving as Dean, Dr. Lowy directs the General, Judaic, and Business Departments, and teaches developmental math classes.

CALENDAR 2009-2010

A more detailed academic calendar is available on the Touro College Los Angeles website:
<http://www.touro.edu/losangeles/calendar.asp>.

2009-2010

Fall 2009

Sunday, August 30.....	Orientation
Monday, August 31.....	First Day of Classes
Monday, Sept. 7.....	No Classes – Labor Day
Friday, Sept. 18.....	No Classes – Erev Rosh Hashanah
Monday, Sept. 28.....	No Classes – Yom Kippur
Friday, Oct. 2 – Sunday, Oct. 11.....	No Classes -- Sukkot
Monday, Oct. 12.....	Classes Resume
Thursday, Nov. 26 – Friday, Nov. 27.....	No Classes – Thanksgiving holiday
Monday, Dec. 28.....	Last Day of Classes
Tuesday, Dec. 29 – Thursday, Jan. 7.....	Final Examinations
Friday, Jan. 8 – Sunday, Jan. 17.....	Interession
Monday, Jan. 18.....	First Day of Classes

SPRING 2010

Monday, Jan. 18.....	First Day of Classes
Monday, March 29 – Sunday, April 11.....	No Classes – Passover break
Monday, April 12.....	Classes Resume
Tuesday, May 18 – Friday, May 21.....	No Classes – Shavuot
Monday, May 31.....	No Classes – Memorial Day
Monday, May 24 – Friday, May 28 and Tuesday, June 1—Friday, June 4.....	Final Examinations

INTRODUCTION

Touro College is a Jewish-sponsored independent institution of higher and professional education. The College was established primarily to perpetuate the Jewish heritage, and to serve the larger American community. Approximately 18,000 students are currently enrolled in its various schools and divisions. Touro College Los Angeles, along with the undergraduate Lander College of Arts and Sciences, Lander College for Men, and Lander College for Women, Touro College South, and the Graduate School of Jewish Studies, embody the College's fundamental purposes. Through programs in Jewish Studies here and in Israel, the humanities core requirement, liberal arts and sciences majors, and outstanding pre-professional and professional programs, Touro offers students a distinctive educational experience.

This experience, however, consists of more than classroom instruction. Touro also seeks to foster an atmosphere of warmth, in which close faculty-student relationships, student camaraderie, and individualized attention are nurtured in many ways.

Touro College was chartered by the Board of Regents of the State of New York in 1970. Under the leadership of its founding president, Dr. Bernard Lander, the College opened with a class of 35 Liberal Arts and Sciences students in 1971. Since then, the College has continued to demonstrate dynamic growth. A Women's Division was added to the College of Liberal Arts and Sciences, and the Schools of General Studies, Law, and Health Sciences were subsequently organized. The College organized sister institutions in Israel and Russia. The School for Lifelong Education, offering a non-traditional, contract-learning-based program was organized in fall 1989. The Institute for Professional Studies (IPS) – Machon L'Parnasa was established in early 1999 to provide higher education with practical applications for the ultra-orthodox community. The Graduate School of Education and Psychology were created in 1993, and have been growing ever since, with the most recent addition of the Lander Center for Educational Research in Fall 2006. The Graduate School of Business (originally established in the late 1980s as Touro's International School of Business and Management), opened a new facility in the Wall Street area in Summer 2007.

Subsequently, the Touro University College of Osteopathic Medicine and Touro University International (both based in California) added to the professional options available to Touro students. An upper-division College offering programs in other professional areas (e.g. Physician Assistant, Public Health) opened at the Vallejo, California campus in 2002. A branch of the Touro University College of Osteopathic Medicine was opened in Henderson, Nevada in Fall 2004. An overseas branch of the College, Touro College-Berlin, offering both Jewish studies and professional courses, was opened in Fall 2003. Touro College Los Angeles, a liberal arts college modeled after the program of the Lander Colleges, was opened in Fall 2005 in West Hollywood, California. Touro College South, based in Miami Beach, Florida, opened in Fall 2006, while another overseas branch, Touro College-Rome, opened in Fall 2007. A School of Social Work was established in Fall 2006, and a Graduate School of Technology in Spring 2007. An Osteopathic Medical School, based in Harlem, opened in Fall 2007. The Graduate Schools were organized as elements of the Touro Division of Graduate Studies in January 2008. Touro College France opened in late Spring, 2008. A School of Pharmacy opened in Fall 2008 in close proximity to the School of Osteopathic Medicine. Touro University Worldwide, the distance learning and on-line University, opened in June of 2008.

MISSION STATEMENT

Touro College is an independent institution of higher and professional education under Jewish sponsorship, established to perpetuate and enrich the Jewish heritage, to support Jewish continuity, as well as to serve the general community in keeping with the historic Judaic commitment to intellectual inquiry and social justice.

The Jewish heritage embraces two fundamental components, the particular and the universal, as reflected in Hillel's dictum transmitted in Ethics of the Fathers, "If we are not for ourselves, who will be? If we are concerned only with ourselves, what are we?" This seminal teaching shapes the core values of the college, which are:

- **Preservation of the Jewish heritage and support for Jewish continuity**
- **Commitment to provision of programs, activities and services in response to community needs**
- **Belief in the value of education in the liberal arts and professions to better the individual and society**
- **Promotion of ethical and humanistic values of the Judaic tradition and a commitment to tolerance among all members of the learning community**
- **Support for the social nature of learning both for the individual and the organization**

These core values and the dual components of the Jewish heritage—the concern for the particular and the universal—are reflected in Touro College's mission, which is to strengthen Jewish life and perpetuate the Judaic tradition on the college campus, and to contribute to the building of a better society for all through educational opportunities.

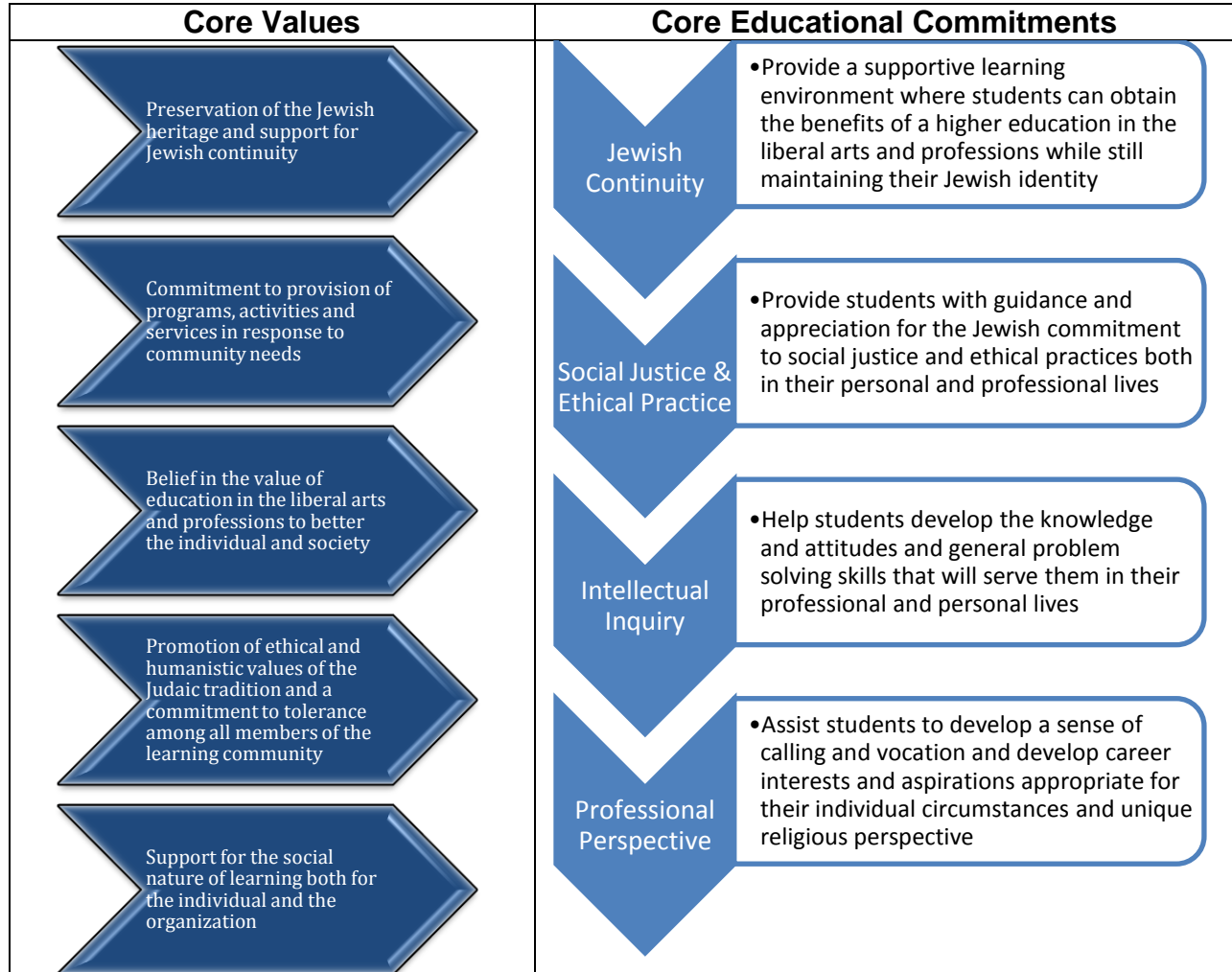
Cognizant of national and international threats to Jewish continuity in the forms of assimilation, loss of affiliation, and anti-Semitism, the Board of Trustees of the college views the college's mission as transcending the physical borders of its original locus. Touro College seeks to strengthen Jewish identity and normative societal values by offering education programs serving the Jewish and general populations in communities nationally and around the world.

Touro College's mission commits the college to multiple constituencies. In adherence to the particularistic aspect of the mission, Touro offers undergraduate and graduate programs in Jewish studies and liberal arts and sciences serving the diverse components of the Jewish community. In consonance with the universalistic aspect of the mission, the college supports underserved members of the broader community with neighborhood-based undergraduate programs. As an institution serving the general community in all its diversity, Touro College offers professional and graduate programs in such areas as education, law, medicine, allied health sciences, and business. Throughout its various programs, Touro College emphasizes academic achievement and quality in the context of a supportive and caring environment.

December 2009

CORE COMMITMENTS

Touro College’s core institutional values form the basis for the school’s core educational commitments.



VISION STATEMENT—TOURO COLLEGE LOS ANGELES

From the core values embodied in Touro College’s mission, our unique vision for Jewish education emerges:

- **Touro College Los Angeles will become a premier institution of higher Jewish learning on the West Coast, known for producing self-actualized graduates who will exemplify in their lives and practice the values of the Touro mission and the Jewish heritage.**

TOURO'S OTHER CALIFORNIA CAMPUSES

TOURO UNIVERSITY COLLEGE OF OSTEOPATHIC MEDICINE

The **College of Osteopathic Medicine**, established in 1997 in California, grants the Doctor of Osteopathy (D.O.) degree. Its mission is to prepare competent osteopathic physicians through classroom and clinical instruction, service to the community, and research.

In 1999 the College moved to its current campus on Mare Island in Vallejo, California. This new facility includes basic science buildings with state-of-the-art laboratories as well as a modern research center. In addition, the campus offers recreational opportunities for students through its gymnasium, swimming pool and outdoor athletic facilities. The College graduated its first class in June of 2001 and has already established itself as an outstanding College of Osteopathic Medicine. The College of Osteopathic Medicine is accredited by the American Osteopathic Association. A branch of the College of Osteopathic Medicine opened in Henderson, Nevada in Fall 2004.

TOURO UNIVERSITY WORLDWIDE

Touro University Worldwide (TUW) is the newest in the Touro family of colleges. TUW is the on-line distance learning college. The administrative offices of TUW are located near Los Angeles, CA, in Westlake Village. CEO/Provost of TUW is Dr. Bernard Luskin, and experienced, recognized leader in higher education and pioneer in distance and distributed learning. TUW supports the global e-learning mission of Touro through fostering the belief that education contributes to a quality life and better world. Initial programs offered include Media Arts and Sciences, Medical Studies, with concentrations in Media Psychology, Education and Entertainment Management and Performing Arts.

TOURO COLLEGE LOS ANGELES

OVERVIEW

Touro College Los Angeles provides a quality education for students seeking to prepare for professional advancement and career success without compromising their personal perspectives and Torah values. Within the supportive environment of the TCLA campus, yeshiva and seminary graduates have the opportunity to discover and develop their talents as they pursue their degree programs.

Touro College Los Angeles has separate men's and women's divisions. The College prides itself on maintaining a learning milieu that fosters close interaction among students, faculty and staff. By limiting class size, TCLA enables students to benefit from the expertise of professors who are committed to excellence in teaching and rigorous standards of achievement.

FACILITIES

THE TOURO LIBRARY

The mission of the Touro College Libraries is to provide resources and services that support and promote the college's academic programs, and to help the college community acquire and refine information seeking and evaluation skills. Key to the accomplishment of this mission is a competent support staff led by qualified professionals who understand teaching and research. Our library facilities have quiet study areas, audio-visual equipment, and computer workstations. All library personnel promote information literacy as an integrated part of the college experience by offering a comprehensive program of library instruction, individualized research advice, and reference assistance.

The Library resources and services can be identified and utilized via the Touro College Virtual Library (www.touro.edu/library). The Virtual Library is the gateway to the services and resources of the Touro College Libraries. It is divided into three sections: one on the libraries, one on services, and one on resources. The section of libraries includes a Welcome page with general information, a *Directory* with library addresses, maps, personnel, hours of operation, and collection content, *Library Policies, Updates, and Newsletters*. The section on services includes *Ask a Librarian*, where faculty, staff, and students can obtain advice via email within 24 hours (except weekends and holidays); *CHAT*, where librarians and patrons interact online via instant messaging; *Request Material Online* for obtaining forms for requesting books, journal articles, etc.; a list of *Faculty Workshops*; and *Information Literacy* resources and tutorials.

The main section of the Virtual Library is the section on resources. This section includes the *Library Catalog* with the locations of books, periodicals and multi-media items in all the library collections, and links to 58,300 eBooks. It has a *Central Search* feature that "Googlizes" searches for eBooks and full-text periodicals, and links to 79 Proprietary Databases. Nearly all of the Proprietary Databases can be accessed remotely via login and password. This section also includes *Touro Digital Collections* and *Ejournals*, with links to the Proprietary Databases. Proprietary or subscription resources available via the Touro College Virtual Library are accessible on College computers, and nearly all can be accessed off-campus via a login and password. To obtain the login and password, patrons can call their local Touro College Library or fill out a Login and Password Request form located on the Library homepage.

Members of the Touro community have access to and full borrowing privileges at all fifteen libraries that are located throughout the Touro system. Alumni have access to several Proprietary Databases accessed via the Alumni Portal. Resources in support of the curriculum can be found at all the libraries. Material at Touro is shared by intralibrary loan. Material not at Touro is obtained by interlibrary loan via OCLC (Online Computer Library Center) and LVIS (Libraries Very Interested in Sharing), or by commercial document delivery. Referrals to METRO (Metropolitan New York Library Council) or LILRC (Long Island Library Resources Council) libraries may be made where resources can be consulted on-site.

THE TOURO COLLEGE LOS ANGELES LIBRARY

The Los Angeles library currently holds 2,149 titles, 101 DVDs, 49 CD- ROMs and subscriptions to eleven journals. The library's collection's strongest areas are psychology, business, literature and Jewish studies.

Faculty members are urged to schedule orientation sessions for their classes and/or integrate a visit to the library with a class research assignment.

THE TOURO COMPUTER CENTER

The Touro College Computer Center provides laboratory facilities to support a variety of course offerings. Specific emphasis is placed upon software to support courses in computer science, mathematics and business, as well as support for the computing needs of other departments.

Computer laboratories have been established at 11 separate locations with a total of over 750 PCs and associated peripherals. The computers at each location are connected by a Local Area Network and supported by a networked lab server. All the computers are equipped with a current version of the MS Office suite, and provide Internet access through the Touro College Wide Area Network. Headphones and high-end laser printers are available at each lab.

Other hardware available to faculty members through the Touro Computer Center includes large-screen multimedia monitors, projectors, VCRs, and DVD players. Ceiling-mounted projectors are also available at several locations.

Computer labs at locations where desktop and web publishing courses are taught have scanners, color printers, and special software, such as Adobe InDesign, Photoshop and Illustrator, to support the course offerings. These sites also have CD-R drives available for student use. Three sites (the Flatbush Campus, the Lander College for Women, and 1725 Kings Highway) also have a high-end Macintosh computer for student use.

The lab offers students and faculty access to technology resources, training and facilities that support their individual needs as well as course activities. The lab has deployed and maintains software, hardware and a campus-wide network with direct staff support for library resources, computer science, mathematics, finance and business, as well as supplementary support for the computing needs of other departments.

STUDENT LIFE

THE PERSONAL COLLEGE ENVIRONMENT

Touro College Los Angeles prides itself on fostering close interaction among students, faculty and the administration. Classes are deliberately kept small to allow students as much one-to-one contact as possible. Students receive the enriching opportunity to study and develop close mentoring relationships with outstanding professors. Small classes enable professors to teach efficiently and interact with students, rather than lecture to halls full of social security numbers. The administration is friendly and accessible, and truly cares about the students.

Within such an environment, students are able to work successfully to attain career and professional goals. The possibilities for individualized programs and independent study provide for a student-oriented curriculum designed to meet individual needs. The question at Touro College Los Angeles is not "Will I succeed?" but rather "How can I succeed?" The Dean of Touro College Los Angeles meets with the students on an individual basis at least once a semester to monitor both educational progress and satisfaction.

A FLEXIBLE SCHEDULE FOR ASPIRING PROFESSIONALS

Men's classes are scheduled for Monday and Wednesday evenings from 6:00 PM to 11:00 PM. Judaic Studies classes for men are given on Friday morning. Many students register for 12 or 13 credits per semester at Touro while also earning 6 college credits for their yeshiva studies. The evening class schedule allows students not currently in yeshiva the option of working.

Classes for women are scheduled on Tuesday and Thursday afternoons and evenings and during the afternoon on Monday and Wednesday. The women's course schedule provides a great deal of flexibility and is designed to accommodate the needs of students who teach in the mornings, as well as the needs of individuals whose employment and and/or family responsibilities require an evening college program.

ADVISEMENT AND COUNSELING

Touro College Los Angeles provides advisement and guidance in helping students to map out their academic programs and to make the right career decisions. The Dean, the Director of Student Advisement, and the faculty assist students in exploring their interests, identifying career options, and choosing a major. The staff also provides confidential personal guidance. At registration, as well as during the semester, they help the students to select appropriate courses in order to satisfy all requirements necessary for their majors.

Tutoring in selected fields, such as mathematics is provided as a free service by peer tutors and others.

Students interested in pursuing graduate and professional degrees in such fields as law, medicine, dentistry, business (MBA), education, psychology, and speech/language are counseled regarding all steps of the application process, including the admissions tests, and are given guidance in selecting appropriate professional schools. We provide job counseling and assist students seeking internships and part-time and full-time employment.

TCLA participates in yearly career fairs. Internships related to students' fields of study are encouraged and may earn credits towards graduation.

CREDITS FOR YESHIVA AND SEMINARY STUDIES

Students may earn up to a maximum of 48 college credits for post-high school seminary and yeshiva studies pursued in the United States, Israel, or elsewhere. Credits are awarded both for work completed prior to admission to Touro College and for studies undertaken while enrolled in the College. To receive credits, students must submit an official transcript for evaluation to the College. No credit will be given for courses completed with a grade below "C."

The granting of credits for yeshiva and seminary work is based on Touro College academic policies. The credit values assigned to courses by the College are not necessarily the same as the credit values assigned by seminaries and yeshivas. Courses from yeshivas or seminaries are evaluated after a student has taken 45 credits at Touro College Los Angeles.

STUDY ABROAD

TOURO COLLEGE LOS ANGELES ISRAEL OPTION

TCLA recognizes the centrality of Israel in the historical and contemporary Jewish experience. The College believes that study in Israel provides a milieu conducive to intensive Jewish learning, familiarizes students with the land and culture of Israel, and helps students develop Hebrew language skills. In addition, study abroad is the kind of intellectually and emotionally broadening experience that cannot be simulated in even the best of classrooms.

For all these reasons, the College maintains a program of formal study abroad in the Touro College Los Angeles Israel Option (TCLAIO) in cooperation with leading Israeli yeshivas and women's seminaries, and other institutions of Jewish learning. TCLA closely monitors the student's academic advancement during their year abroad. Credits and grades will follow the Touro College New York Israel Option model.

(For full details about grades, tuition, and the Israel Option program, please consult the Touro NY Bulletin, available at <http://www.touro.edu/las/bulletin.asp>)

All students choosing to participate in TCLAIO will be required to take at least one class at Touro College Los Angeles during the summer preceding their year abroad, effective Fall 2010.

For more information, please contact:

Touro College Los Angeles
1317 N. Crescent Heights Blvd.
West Hollywood, CA 90046
323-822-9700

PARTICIPATING ISRAELI INSTITUTIONS

Students may enroll at one of the cooperating Israeli institutions. A full, up-to-date list of these institutions is available from the Touro College Office of Admissions.

CREDITS, GRADES AND TRANSCRIPTS

Students who successfully complete a year of full-time study in Israel can receive approximately 30 college credits for a year. To earn credits, students must satisfy all course and examination requirements of Touro College. Individual courses are recorded on the Touro College permanent record. **The grading system follows the American system (with letter grades A to F) for all courses with a written final examination. Touro will assign grades of P (Passing) and F (Failing) for classes where only oral examinations are administered,** as is the custom in many yeshivas. Courses credited are generally in the field of Jewish Studies. Grades earned in Israel under TCLAIO are counted as part of the student's grade point average (GPA) at Touro.

TUITION

Tuition for the Israel Option varies with each Israeli institution. These charges are subject to change each year and students should request up-to-date information from the Touro College Office of Admissions.

FINANCIAL AID

Students enrolled in the Israel option are eligible for some of the College's program of financial aid. Packages are individually developed by the Office of Financial Aid and may include a combination of need-based grants, Federal and state grants (such as Pell and Cal Grants) and guaranteed loan programs.

TOURO COLLEGE – ISRAEL (TCI)

TCI offers undergraduate courses to support degree seeking students who are in Israel on a temporary basis. Students who wish to earn a Baccalaureate degree from Touro College take credits in residence at one of the Touro College campuses in addition to meeting other requirements for the degree. A maximum of 57 credits toward an undergraduate degree may be earned at TCI.

Undergraduate courses are offered at Touro College Israel (TCI) as a service to any of the following students:

1. Students of Touro College who commenced their studies at the Touro College campus and wish to continue their college studies while in Israel for a semester or more (Fall, Spring, and/or Summer);
2. Students admitted to Touro College who wish to begin their studies at TCI;
3. Persons who have earned a Bachelor's degree from an accredited institution and are interested in taking specific courses at TCI;

4. Individuals who are matriculated and in good standing at an accredited college or university and who wish to take courses as visitor, i.e. “non-matriculated.” In addition to the special application for admission as a visiting student, applicants must obtain written permission from their home school certifying that courses taken at TCI will be accepted as transfer credit.

In line with TCI’s desire to be of service, courses and hours are scheduled to accommodate the needs of its student body in a particular semester or academic year. Students planning to enroll are advised to contact the TCI Director of Administration in Jerusalem, stating their course preferences, listing first and second choices.

Courses typically offered at the Jerusalem campus include English Composition, Survey of Modern History, Survey of Modern Literature, Principles of Economics, basic courses in Mathematics, basic courses for business majors (such as Accounting, Marketing, and Finance), basic Computer Science, and a wide range of courses in Psychology.

All courses are conducted in accordance with normal semester-hour and calendar requirements. In most years, the Fall semester begins after the Sukkot holiday, the Spring semester in the first week of February, and the Summer semester in the last week of June.

Touro College Israel Office
8 Rechov Am V’olamo, Givat Shaul, Jerusalem
[Tel:011-972-2-659-9333](tel:011-972-2-659-9333)

GRADUATE AND PROFESSIONAL PROGRAMS/EARLY ACCEPTANCE AT TOURO COLLEGE GRADUATE SCHOOLS

SCHOOL OF HEALTH SCIENCES

Guaranteed Admission Program

The Lander Colleges of Arts and Sciences (L.A.S.), in conjunction with the School of Health Sciences, maintain the following Guaranteed Admission Program to the Occupational Therapy (OT) , Physical Therapy (PT) , and Physician Assistant (PA) Programs.

In order to be considered for a guaranteed place as a Touro incoming freshman in one of the above mentioned Health Science programs, an applicant must have:

1. A high school G.P.A. of 85% or above
 2. SAT/GRE scores 1000 or above for OT, PT and PA.
 3. A successful interview with a designated member of the Health Sciences Department
 4. Two letters of recommendation
- Volunteer field experience is strongly recommended.

Students who are admitted on a guaranteed admission basis will be expected to complete appropriate prerequisite courses and maintain a GPA of 3.0, and to maintain a GPA of 3.0 in all science courses. During the Pre-Professional Phase, students are to meet with faculty advisors to guide academic and field work preparation, and must complete respective volunteer hour requirements. Students must adhere to all School of Health Science policies and procedures.

Students may also apply for guaranteed early admission to one of the programs at the School of Health Sciences **during their first year** at Touro College.

Transfer Students:

Transfer students will also be considered for the Guaranteed Admission program. Transcripts will be evaluated individually. This option is not available for transfer students with less than twelve (12) prerequisite credits remaining.

Students failing to meet the minimum cumulative or science GPAs will be eligible to apply to the upper division (professional) programs in the usual fashion. Consult program requirements.

Preferred Admission:

A student who completed the full two years of study in the Pre-Professional Phase and was not qualified for Guaranteed Admission will have an evaluation of his/her academic record at the conclusion of the two years. If at that time, the student has maintained the minimum standards of the chosen professional program, and is competitive with others in the applicant pool, he/she will be given Preferred Admission as a Lander Colleges student over applicants from other institutions.

JACOB D. FUCHSBERG LAW CENTER

Six-Year B.S. -J.D. Articulation

An articulation agreement has been established between Touro Law Center and the Lander Colleges of Arts and Sciences. The primary purpose of this arrangement is to reduce the time required to earn a joint bachelor's and law degree by one year, thereby reducing the cost.

The articulation allows qualified students of the College of Arts and Sciences to enroll in the Law Center once they have successfully completed a minimum of 90 credits following a specified curriculum with sufficient liberal arts and sciences courses. A student who completes 30 credits of approved courses at the Law Center will then be eligible to apply these credits to his/her undergraduate program and receive a bachelor's degree from the Lander Colleges of Arts and Sciences.

The integral components of this plan, which will allow admission to the Law Center, are as follows:

- Completion of three years and at least 90 credits.
- A grade point average of 3.2 or higher and an LSAT of 151 or higher.
- Completion of the general education requirements of the Lander Colleges of Arts and Sciences to qualify for the baccalaureate degree.

- A student/academic advisor meeting to determine an appropriate program, which will enable the application of thirty Law Center credits toward the student's baccalaureate degree.

Supportive Jewish Environment

Touro Law Center has created an atmosphere in which observant Jewish students can fully participate both academically and religiously with the absence of conflict between their academic pursuits and Jewish lifestyle.

Students are admitted into the entering full-time day, part-time day, or part-time evening program for the Fall semester each academic year. Students seeking admission as transfers with advanced standing may enter during the fall, spring, or summer. Applicants are encouraged to visit the Law Center campus. Prospective students can view the campus, observe a first-year class, and meet with an admissions representative through the campus visitation program. Please call the Office of Admissions to make arrangements in advance at 516-421-2244 ext.312. Students should inquire concerning opportunities for early admissions.

Summer Internships in Israel

The Law Center offers an internship program in law firms and public agencies in Tel Aviv and Jerusalem. Students selected for the program have the opportunity to work on both international and local matters under the supervision of experienced host attorneys. Among the possibilities are:

- Clerkships for a senior judge on the Israeli National Labor Court, and
- Positions in prestigious Israeli law firms.

The Institute of Jewish Law

Touro Law Center's Institute of Jewish Law offers a scholarly and intellectual framework for the academic study of the Jewish legal experience from ancient through modern times. The Institute's objective is to teach Jewish legal tradition as it has developed for more than 3,000 years based on The Bible, The Mishnah, The Talmud, Maimonides, Shulchan Aruch, and Responsa Literature.

The Institute of Jewish Law offers:

- Courses in Jewish law that highlight topics such as:
 - Jewish Family Law,
 - The New York State Get Statute,
 - Jewish Medical Ethics,
 - Law and Morality in Jewish Law,
 - Abuse of Rights, and Unjust Enrichment;
 - Symposia and lectures featuring distinguished speakers,
 - Publications and Jewish law journals, including The Jewish Law Report, and Dine Israel (produced in cooperation with Tel Aviv University)
 - Prizes for research papers on Jewish/American legal topics; and
 - Research grants for the study of Jewish Law.

TOURO COLLEGE AND THE NEW YORK COLLEGE OF PODIATRIC MEDICINE

Touro College and The New York College of Podiatric Medicine (NYCPM) have entered into an articulation agreement. This agreement allows students from Touro College who have completed 90 credits at Touro to enroll at NYCPM on an early admission basis. After a year at NYCPM, students may earn the baccalaureate degree from Touro.

Students must successfully complete the following courses with a grade point average of at least 3.0 (on a 4.0 scale):

Course Credits	
Biology.....	8
Inorganic Chemistry.....	8
Physics	8
English	8

Students must also fulfill the admissions requirements of the New York College of Podiatric Medicine, which are:

- A timely and satisfactory formal application
- Three letters of evaluation of an acceptable level of endorsement.
- Official MCAT scores at least equal to NYCPM's current minimum.
- A satisfactory evaluation in a personal interview.

In addition, students must have maintained a 3.00 grade point average (on a 4.00 scale) in all of their undergraduate course work. Touro College agrees to accept, as transfer credits, those NYCMP courses that comprise part of the first year study of Podiatric medicine. They will, for purposes of conferring a baccalaureate degree from Touro College, be regarded as Semester 7 and 8 of the fourth year of a science major 's curriculum.

Students enrolled in New York College of Podiatric Medicine requesting transfer of credits to Touro must have completed each course with a grade of "C" or higher in order to receive transfer credit at Touro College.

The final decision to award such transfer credits to a particular student remains the prerogative of Touro College. Students must satisfy the Jewish Studies and distribution requirements in order to earn the Baccalaureate degree.

TOURO COLLEGE ALUMNI ACHIEVEMENTS

Touro College nurtures academic excellence and takes great pride in the record of its alumni. To measure the educational outcomes of the Colleges, the Dean of Students at Touro College-New York interviews graduating seniors, reviews standardized test scores and graduate/professional school acceptances, and conducts surveys of alumni. A recent Senior Survey identified at the Lander Colleges of Arts and Sciences, with which TCLA is affiliated, four categories of goals and expectations that students bring. These include academic goals, such as obtaining a good college education; a solid liberal arts background; specific knowledge in a given area of the curriculum such as Jewish Studies, Accounting, Psychology, Computer Science; personal goals, such as independence, maturity, and making friends; and career-related objectives, such as contacts, job information and job prospects.

OUR RECORD SPEAKS FOR ITSELF

- For consecutive years:
 - Touro College has ranked among the top colleges and universities in the United States based on the percentage of its students passing sections of the Uniform National CPA Examination.
 - The Lander Colleges :
 - placed second in the nation on the subject area.
 - placed second in the nation on the Financial Accounting and Reporting (FARE) section of the test.
 - ranked fifth in the United States on the Accounting and Reporting (ARE) section.

Alumni of The Lander Colleges have a near-perfect record of admissions to law school. In the past three years, our graduates have been admitted to the most prestigious law schools, including Yale, **Harvard University, Columbia University, New York University, The University of Pennsylvania, Cornell, The University of Michigan, Georgetown University, Boston University, Touro's Jacob D. Fuchsberg Law Center, and Cardozo Law School.**

Lander graduates have served on the editorial staff of the Law Review at **Columbia University, The University of Pennsylvania, NYU and Fordham University.**

- **In recent graduating classes, seniors of The Lander Colleges were accepted to the following medical and dental schools:**

*Albert Einstein College of Medicine
George Washington University Medical School
Haifa Technion (Israel) Medical School
The Sackler School of Medicine (Tel Aviv University)
SUNY Downstate Medical Center
New York University School of Dentistry
SUNY Syracuse College of Medicine
New York University Medical School
SUNY Stony Brook Schools of Medicine and Dentistry
University of Medicine and Dentistry of New Jersey
Tufts University School of Dental Medicine
Mount Sinai Medical College
University of Maryland Dental School
University of Pennsylvania Medical School*

In 2006 and 2007, more than 90% of the students of The Lander Colleges of Arts and Sciences seeking entry into the allied health fields were admitted to master's degree programs in occupational and physical therapy, occupational therapy and upper division bachelor programs in physician assistant studies.

In recent years, Touro graduates achieved exceptional pass rates on the licensure examinations for physical therapists, occupational therapists, and physician assistants.

Major accounting firms employing Touro graduates in New York, Baltimore and Chicago include:

<i>Anchin Block and Anchin</i>	<i>Deloitte & Touche</i>	<i>Grant Thornton</i>
<i>Citron Cooperman & Company</i>	<i>Eisner LLP</i>	<i>Loeb & Troper</i>
<i>Checkers Simon & Rosner</i>	<i>Ernst & Young</i>	<i>Leshkowitz & Co.</i>
<i>(Chicago)</i>	<i>Friedman LLP</i>	<i>Morgolin, Winer & Evans LLP</i>

*Marks Schron & Co.
M.R. Weiser & Co.
KPMG Peat Marwick*

*Perelson & Weiner
PriceWaterhouse Coopers
RSM McGladrey*

Richard A. Eisner & Co

SPEECH—In recent years, students of The Lander Colleges have achieved an exceptional record of admissions to master’s degree programs in speech therapy and audiology, with a 95% acceptance rate in 2007.

EDUCATION—In 2005, students of The Lander Colleges achieved a 100% pass rate on the New York State Teachers Certification Examination (NYSTCE).

SOCIAL WORK—Lander graduates are studying for their MSW degrees at Columbia University, New York University, Fordham, Rutgers, Hunter, and The Wurtzweiler School of Social Work, Yeshiva University, and The Touro College Graduate School of Social Work.

Fortune 500 Companies, investment and insurance firms and other large corporations that employ graduates of The Lander Colleges include:

*American Stock
Exchange
AT&T
American Stock Transfer
& Trust Co.
Atlantic Coast
Technologies (Maryland)
Chicago Board of Trade
Bell Atlantic
Citigroup
Credit Suisse First
Boston
The DMC Corporation*

*Equitable Life Assurance
Societies
Goldman Sachs & Co.
Hearst Entertainment
HSBC (formerly Republic
National Bank)
IDT Corporation
J.P. Morgan
L’Oreal
Lazard Freres
Merrill Lynch
Metropolitan Life
Morgan Stanley Dean Witter*

*MSNBC
Prudential Securities
Safra National Bank
Sanford C. Bernstein
Sony Corporation
Sterling National Bank
Sunkyong America Inc.
Tenneco
TIAA-CREF
UBS
Verizon Communications
Zweig Companies*

Lander graduates have distinguished themselves at top tier law firms such as:

*Davis Polk
Debevoise & Plimton
Dewey LeBoeuf
Fried, Frank, Harris, Shriver & Jacobson
Jones, Day, Reavis & Pogue
Kelley, Drye & Warren
Proskauer Rose, LLP*

*Robinson & Silverman
Ropes and Gray
Schulte Roth & Zabel LLP
Skadden, Arps
Simpson Thatcher and Barlett
Sullivan and Cromwell
Weil, Gotshal & Manges*

Medical Centers, government agencies, and universities employing Lander graduates include:

*Boston Children’s Hospital
Children’s Memorial Hospital (Chicago)
Columbia Presbyterian Medical Center
Federal Reserve Bank
Food & Drug Administration
Fordham University
Hospital for Joint Diseases
Maimonides Medical Center
Montefiore Medical Center
Mount Sinai Medical Center
New York City Department of Education
New York County District Attorney’s Office
New York State Controller’s Office
NYU Hospital for Joint Diseases
King’s County District Attorney’s Office
Pace University
Rockefeller University
United States Healthcare Financing
Administration
University of Pennsylvania Medical Center
Veteran’s Administration
York University (Toronto)*

ADMISSIONS

ADMISSIONS DECISIONS

The decisions of the Committee on Admissions are based on an assessment of the candidate's ability to benefit from Touro's academic program, and of the candidate's potential for making a contribution to academic and student life at the College.

Three basic factors, among others, are considered in evaluating each application:

1. The candidate's secondary school scholastic record (and, in the case of transfer students, college performance as well).
2. The results of standardized examinations, such as the Scholastic Assessment Test (SAT), and the American College Testing Program (ACT).
3. Personal qualities and extracurricular activities that reflect the character and personality of the applicant.

For many students, the admissions process may also require a personal interview with a member of the faculty or administration.

Admission to the College is contingent upon satisfactory completion of all work in progress at the time of acceptance.

ACADEMIC REQUIREMENTS

The College believes that a well-rounded secondary school education is important for success at the college level.

REGULAR APPLICANTS

Candidates for admission as freshmen should present a high school average of B or its equivalent, and 16 units of secondary school work in college preparatory subjects. The 16 units required for admission to Touro College should include the following 12:

- English.....4
- Additional Language (two years of one language, classical or modern)2
- Social Studies (American, European and/or World History)2
- Mathematics (college preparatory)2
- Science (General Science, Biology, Chemistry or Physics)2

EARLY ADMISSION

Candidates with superior scholastic records (i.e. high school average and standardized tests) may be considered for admission following the junior year in high school. Those applying for early admission must finish their junior year having completed a minimum of six regular academic terms in residence and present at least 15 academic units including the following 11 credits:

- English.....3
- Additional Language2
- Social Studies2
- Mathematics2
- Science2

All Early Admission applicants are required to submit a letter of recommendation from their principal granting the student permission to leave high school prior to graduating.

ADMISSIONS PROCEDURES

The Admissions Schedule

Touro College Los Angeles admits baccalaureate students for the Fall, Spring or Summer semesters. Candidates may apply at any time after completion of the junior year in high school, preferably by May 15. Candidates for Spring should be sure to have their applications completed by December 15.

Student applications, **once complete**, are considered on a regular basis until all spaces have been filled. It is to the student's advantage therefore to have all documents in the Office of Admissions as early as possible. Students seeking financial assistance are better served if the application procedure is completed by May 1.

The Completed Application

An application is considered complete and the candidate will be considered for admission as soon as the Office of Admissions has received all of the following:

1. **Application for Admission** and a non-refundable application fee of \$40.
2. **Transcripts of all high school and college work.** All transcripts must be sent to the Office of Admissions directly by the school. Transcripts submitted by the applicant or via fax cannot be considered official documents. The student should also arrange to send transcripts of all college-level work, degree and non-degree, even if he or she does not intend or expect to transfer credit.
3. **College Board Scores.** It is highly recommended that all candidates take the Scholastic Assessment Test (SAT) administered by the College Entrance Examination Board (CEEB) or the American College Testing Program examination (ACT). Students should arrange to have their scores submitted directly to the Office of Admissions. **For the SAT, Touro College Los Angeles' score report number is 4753; for the ACT, it is 2961.** SAT II tests are not required but, if taken, will be helpful in assessing the application.
Note: Students applying as candidates for early admission are required to take the SAT or ACT. Students who wish to be considered for academic scholarships must also take one of these examinations.
4. **Interview/Campus Visit.** Candidates may be invited for a personal interview with a representative of the College as part of the admissions process. The transition from secondary school or another school to Touro will be made easier if advantage is taken of the many opportunities to visit with faculty and students and to see the campus. College faculty, students, and staff enjoy meeting with prospective students and their families and discussing college life with them. Admissions representatives and faculty will be available to answer questions and provide additional information about the College.
5. **Placement Tests.** When the Committee on Admissions requests an interview, it generally requests that applicants complete a 350-word English Placement Essay. This essay will also be used in evaluating the application for admission. Students may also be asked to take the Mathematics Placement Test at that time. The Math Placement Test is a multiple-choice test which allows the applicant to exhibit their grasp of concepts in algebra, geometry, and precalculus. When applicants are unable to come to the campus, the Office of Admissions may be able to arrange local meetings with College representatives.
6. **Supplementary Materials.** Students are reminded that supplementary materials may be requested if the Office of Admissions feels that it would be to the student's advantage. Additional grades, testing, or recommendations are some of the items which may be required in individual cases.

SPECIAL CATEGORIES / TRANSFER STUDENTS / INTERNATIONAL STUDENTS

Non-Matriculated Students

Under special circumstances, students may be admitted on a non-matriculated basis. Although such students are not pursuing a certificate or degree, they submit the same application as all other candidates, but must also submit a permit to attend Touro College from their home college or a copy of their baccalaureate or master's diploma. Students admitted as non-matriculいたes may register for up to 9 credits per semester. Students are permitted to register as non-matriculated students for a maximum of three semesters.

Transfer

Transfer students are welcome members of the Touro learning community. Transfer applicants are required to submit official transcripts from all colleges or universities attended prior to applying to Touro. **Transcripts from previously attended institutions must be received within six months of beginning study at Touro College if transfer credit is to be awarded.** Official transcripts should be sent from the issuing school directly to the Office of Admissions, Touro College Los Angeles, 1317 N. Crescent Heights, West Hollywood, CA 90048.

Candidates for admission as transfer students from other colleges and universities should meet the academic standards required of freshmen and be in good academic standing at the institution they currently attend. Such students should also submit high school grades and the results of SATs, as outlined in the previous section, if they have earned fewer than 60 secular credits.

Credits are usually awarded for business, computer science, education, human services, humanities, physical and mathematical sciences, and social science courses which were completed at regionally-accredited institutions with a minimum grade of "C." Any decisions regarding transfer of credit for professional courses or coursework taken at non-regionally-accredited institutions are made directly by the appropriate program director or department chair.

Students who have completed an associate's degree at an accredited institution will receive up to 60 credits; however, they must meet the course and credit distribution requirements of their selected certificate or baccalaureate degree program.

Students who have earned Judaic Studies credits at other institutions and were not then enrolled in the Touro Israel Option program will have their Judaic Studies credits evaluated after completing 45 credits at the TCLA campus.

Transfer students may request in writing that the Office of the Registrar not evaluate prior college work completed at another school(s). This decision is irrevocable. Students who elect this option should be advised that credits earned for courses repeated at Touro College, which were already passed at another institution, will not count toward the minimum credit load for full-time status. A minimum of 50% of the credits in a student's major must be taken at Touro and a maximum of 75 credits (combined total from all non-TCLA institutions) may be transferred in by each student. To receive a TCLA degree, a minimum of 45 credits must have been completed at Touro College Los Angeles.

International Students

Students from foreign countries are eligible for admission to Touro College upon graduation from high school or the equivalent. Such students follow the same application procedure as other candidates for admission. Students whose native language is not English, or who did not receive their secondary education in an English-speaking country must also demonstrate proficiency in English through satisfactory performance on either the TOEFL examination or an English Placement Exam.

All international applicants must have an original transcript of their secondary and/or college record sent to the Office of Admissions of Touro College.

Foreign Transcript Evaluation

Students with foreign transcripts are generally required to have them translated and evaluated by a Touro-approved agency. A list of agencies is available from the Office of Admissions or the Office of the Registrar, or by logging onto www.naces.org/members.htm.

ADMISSIONS INQUIRIES

All correspondence and inquiries concerning admission to Touro College Los Angeles should be directed to:

Office of Admissions
Touro College Los Angeles
1317 N. Crescent Heights Blvd.
West Hollywood, CA 90048
(323) 822-9700
Fax: (323) 654-2086
tourola.admissions@touro.edu

PAYING FOR COLLEGE

THE BURSAR'S OFFICE

The function of the Bursar's Office is to collect tuition and fees from students on behalf of the College. To that end the Bursar's Office is responsible for charging tuition to student accounts according to the college fee schedule and to collect payments from students. The Bursar will send each student statements until the bill is paid.

As a result of the large variety of funds available to students, some students may receive funds in excess of their tuition and fee charges. Such funds are returned to students to be used for other college-related expenses.

The Bursar's Office is responsible for disbursing funds to students resulting from tuition overpayments of any type. These disbursements are commonly referred to as "refunds". Refund checks are issued following Federal and State guidelines once satisfactory attendance and academic progress are verified.

Expenses associated with attending Touro College may include tuition, fees, supplies, books, transportation, housing and other living expenses.

Tuition and fees are payable to the Bursar upon registration at the beginning of each semester. Students may pay by personal check, bank check and certified check, money order or Visa/MasterCard. Students financing a portion of their education through grants, loans or scholarships must provide proof of such awards at registration. Students without such documentation will be expected to pay a deposit toward their tuition, and will be refunded any excess once the College receives the award.

TUITION AND FEES 2009-2010

TUITION

FALL AND SPRING SEMESTERS

1-11 credits	\$620 per credit
12-18 credits	\$7400 flat fee per semester
18+ credits	\$7400 + \$620 per credit for each credit over 18 per semester

SUMMER SESSIONS

Per-credit charge (maximum 8 per session)	\$620.00
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FEES

Administrative fee (Fall or Spring)	\$150 per semester — NOT REFUNDABLE
Administrative fee (Summer)	\$75— NOT REFUNDABLE
Transcript fee (per transcript)	\$10 for up to 5 transcripts; \$5 additional for 6 or more
Laboratory (flat fee).....	\$100 per semester
Graduation fee	\$200
Returned-check fee	\$40
Life experience fee	\$250
Late-registration fee	\$200 per semester

TUITION LIABILITY FOR WITHDRAWAL

Students wishing to withdraw from the College must contact the Office of the Registrar. On approved applications and when withdrawing from ALL classes the following withdrawal credit schedule will apply:

Before the opening day of class:.....	100% of tuition
During the 1st week of class:.....	90% of tuition
During the 2nd week of class:	75% of tuition
During the 3rd week of class:	50% of tuition
During the 4th week of class:	25% of tuition
After the 4th week of class:	No credit given

SUMMER SEMESTER

Before the opening day of class:100% of tuition
During the 1st week of class:60% of tuition
During the 2nd week of class:20% of tuition
After the 2nd week of class:No credit given

Please note that, when a student in receipt of Title IV funds (such as Pell Grants or Cal Grants) withdraws from school, a Federal recalculation takes place. 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, s/he must pay the proportionate amount noted above before leaving the College. The withdrawal date is the date that the Registrar receives written notification of withdrawal.

OBLIGATION FOR PAYMENT

Request for registration constitutes a legal financial obligation to which students will be held liable if they do not follow the proper procedure to change or cancel their registration through the Registrar. They must receive written confirmation (the student – pink – copy of the add-drop form) to verify that their requested change has been made.

By registering, students agree to be held responsible for all tuition and fees, including, but not limited to, payments denied by the California Student Aid Commission, student loan lenders, agencies of the United States government, and agencies of foreign governments.

Tuition and fees for all students become an obligation in accordance with the provisions of the Withdrawal Refund Policy, as outlined above. Tuition and fees are due, in full, by the settlement deadline. Failure to make payments of any indebtedness to the university when due, including but not limited to tuition, student loans, lab fees, and late fees, is considered sufficient cause, until the debt is settled with the university to (1) bar the student from classes and examinations; (2) withhold diploma, scholastic certificate or transcripts; (3) suspend all university services and privileges; (4) suspend the student; (5) assign the student to a collection agency (students who have been assigned to an outside collection agency may be required to pay in advance for all future registrations and services); and (6) report the student to a credit bureau. This policy will be equally enforced against debts discharged through bankruptcy.

Permission to cancel enrollment does not constitute, nor shall it be construed as, a waiver by UCLA of a student's financial obligation. Students are still responsible for all outstanding debts and contracts with the university. Furthermore, a student must not have any delinquent financial obligations to UCLA at the time classes begin or his or her registration may be revoked.

FINANCIAL AID

GENERAL INFORMATION

All students need a plan for paying for their education. While some students use cash or credit to pay their way, others seek financial aid to help with their college costs. Since applying for aid can be rather complex, Touro's financial aid staff is available to assist students through the financial aid process. We are committed to helping our students, and offer a range of options that we hope will meet their diverse needs.

The following information is provided to clarify the process of applying for financial aid, to familiarize applicants with commonly used financial aid terms, and to detail the various types of aid available.

Touro College participates in federal and state financial aid programs, in addition to offering its own program of need-based grants and generous merit-based scholarships.

APPLICATION PROCEDURES

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 may be completed and submitted in the following ways:

- Through the Internet by using FAFSA on the Web at <http://www.fafsa.ed.gov>.
- Electronic submission by the financial aid staff at Touro College.
- By sending a paper FAFSA or Renewal FAFSA via the mail to the federal processing center.

ELECTRONIC SUBMISSION THROUGH THE FINANCIAL AID OFFICE

Touro's financial aid staff is prepared to help students complete their FAFSAs or Renewal FAFSAs and to forward them electronically to the federal processor, who in turn, will send students their Student Aid Reports (SARs). The SARs reflect the information reported by students on their FAFSAs. Students should receive their SARs within one to two weeks of filing (two to four if paper FAFSA) and should advise the financial aid office once their SARs have been received.

FAFSA ON THE WEB

The U.S. Department of Education has provided a free web site for students who wish to complete their FAFSAs online and submit them via the Internet. The Internet address is: www.fafsa.ed.gov. It will submit their data directly to the U.S. Department of Education's Processing System (CPS), which has the ability to process applications within 72 hours.

APPLYING BY MAIL

Students who want to apply by mail can do so by using the envelopes attached to their applications. The CPS will process such applications and send students their SARs in the mail in approximately four to six weeks. Paper FAFSAs are no longer available in bulk. Therefore, TCLA is unable to supply them to students. Anyone preferring a paper FAFSA is advised to contact the Department of Education to request one. Students are advised to use FAFSA on the Web whenever possible, as the processing times are far shorter and data entry errors less common. TCLA's computer lab is open to students and applicants wishing to complete their FAFSA online.

Students who do not receive their Student Aid Reports within the time frames indicated above, should contact the Financial Aid Office for assistance, or call 1-800-4-FED-AID (1-800-433-3243) to check the status of their applications. The Federal Student Aid Information Center is set up to respond to students' inquiries between 8AM and midnight (EST), seven days a week. Callers from locations that do not have access to 800 numbers may call 1-319-337-5665. This is not a Toll free number.

ANNUAL FAFSA WORKSHOP

TCLA offers an annual FAFSA and Financial Aid workshop which is open to all applicants, current students, and (as space allows) to the public. Please contact the Financial Aid Office for more details.

CALIFORNIA STATE RESIDENTS

The Cal Grant Program is a state-funded educational opportunity grant program to assist students in paying for a college education. All applicants must submit a FAFSA and GPA Verification Form by published deadlines, usually March 2 of the previous academic year. Students who qualify for a Cal Grant and submit their completed applications by the deadline will receive a notification letter from the California Student Aid Commission announcing the results. Students may also check on the status of their Cal Grants application on the Web, at mygrantinfo.csac.ca.gov.

All Cal Grant applicants are considered for a Cal Grant A, B, or C, but students may only receive benefits from one Cal Grant program at a time.

- **Cal Grant A** provides grant funds to help pay tuition/fees for California residents at qualifying institutions offering baccalaureate degree programs. If a student receives a Cal Grant A award but decides to attend a California Community College first, the student may choose to hold his or her award in reserve for up to two years. A 3.0 GPA is required to qualify for Cal Grant A.
- **Cal Grant B** provides grant funds for access costs for low-income students in an amount not to exceed \$1,551. This grant is to be used for living expenses and expenses related to transportation, supplies, and books. Beginning with the second year of Cal Grant B benefits, Cal Grant B also helps pay for tuition/fees for California residents attending qualifying institutions offering baccalaureate degree programs. A 2.0 GPA is required to qualify for Cal Grant B.
- Touro College Los Angeles students are not eligible for **Cal Grant C**, which assists students with tuition/fee and training costs for occupational or vocational programs.

To avoid the possibility of unnecessary delays in the process, students are **strongly encouraged** to seek the assistance of the financial aid staff both when completing their FAFSAs and GPA Verification Forms and when responding to other state inquiries.

APPLICATION DEADLINES

FAFSAs should be filed as soon as possible after January 1 for the next academic year. Students who filed FAFSAs the previous year may qualify to file less time-intensive Renewal FAFSAs for the coming year. Students who wish to be considered for Cal Grants **must** file both their FAFSA and their GPA Verification Form **absolutely no later than March 2**.

Students ineligible for federal aid are nevertheless advised to complete FAFSAs in order to be considered for non-federal or institutional aid. Students applying for financial aid at Touro should indicate Touro College as their school of choice when completing their FAFSAs. **Touro's federal school code is 041425.**

Because funding is limited on many types of aid, students who wish to receive the best financial aid package available are urged to file their FAFSAs as early in the year as possible. The priority deadline for Touro financial aid is May 1 of the previous academic year. After the deadline, Touro financial aid is available on a first-come-first-served basis, based on the date **all** required supporting documents are received by the Financial Aid Office. **Students who have not completed their financial aid application before the semester begins must pay full tuition to begin classes.** Any financial aid they receive once they have completed the application process will be refunded to them or applied to their second semester's tuition.

FINANCIAL NEED

When applying for federal student aid, the information reported by students on their FAFSAs is used in a formula established by the U.S. Congress to determine their Expected Family Contributions (EFCs). EFCs represent amounts students and their families are expected to contribute toward their education (although such amounts may not match the amounts that they actually end up contributing). It is important to note that most student financial aid is awarded on the basis of need. Students' EFCs are used in the following equation to determine their financial need.

$$\begin{array}{r} \text{COST OF ATTENDANCE} \\ - \text{EXPECTED FAMILY CONTRIBUTION} \\ = \text{FINANCIAL NEED} \end{array}$$

Dependency Status

When students apply for federal student aid, their answers to certain questions will determine whether they are to be considered dependent or independent. Students considered dependent are required to report their parents' income and assets as well as their own. Students considered independent are required to report their own income and assets as well as their spouses', if married.

For the academic year 2009-2010, a student will be considered independent only if at least one of the following applies to them:

- S/he was born before January 1, 1986;
- S/he is married (or separated but not divorced);
- S/he is enrolled in a graduate or professional educational program (beyond a bachelor's degree);
- S/he has children who receive more than half of their support from him or her;
- S/he has legal dependents other than their spouse or children;
- S/he is an orphan or ward of the court (or was a ward of the court until age 18);
- S/he is or was an emancipated minor or in legal guardianship (as determined by a court in their state of legal residence at the time);
- S/he is or was an unaccompanied youth who was homeless (as determined by the local school district homeless liaison or other qualified official); or
- S/he is a veteran of the U.S. Armed Forces ("veteran" includes students who attended a U.S. federal military academy and who were released under a condition other than dishonorable).

Students who claim to be independent may be asked to submit proof of their status before receiving any federal student aid. Students with unusual circumstances who believe they should be independent despite the fact that they do not meet the above criteria can petition their financial aid counselor to change their status.

*** Please note that once the decision is made it is final and cannot be appealed to the U.S. Department of Education.

STUDENTS' BUDGETS

Students' budgets are estimates of how much it will cost students to attend college. Budgets include tuition and fees, books and supplies, transportation, room and board, personal expenses, and loan fees. Students' budgets are set each year by the college based on the average expenses of all students who are either dependent or independent. Additional allowances may be made for unusual expenses. This means that budgets can be adjusted on an individual basis for students who can document unusual expenses not incurred by the average student.

FEDERAL FINANCIAL AID PROGRAMS

The federal government funds several financial aid programs including the following:

- Federal Pell Grant Program
- Federal Supplemental Educational Opportunity Grants (FSEOG)
- Academic Competitiveness Grant (ACG)
- National Science and Mathematics Access to Retain Talent Grant (SMART)
- Federal Work Study (FWSP)
- Federal Perkins Loans
- Federal Stafford Loans (FFEL)
- Federal PLUS Loans (PLUS)

- **GRANTS ARE FINANCIAL AID THAT STUDENTS DON'T HAVE TO PAY BACK.**
- **WORK-STUDY ALLOWS STUDENTS TO WORK AND EARN MONEY TO HELP THEM PAY FOR SCHOOL.**
- **LOANS ARE BORROWED MONEY THAT STUDENTS MUST REPAY WITH INTEREST.**

Eligibility

To be eligible for federal financial aid, students must meet the following criteria. They must:

- have financial need, except for some loan programs;
- have high school diplomas, General Education Development Certificates (GEDs), or demonstrate the ability to benefit;
- be enrolled as matriculated students (may be less than half-time for Pell, but must be at least half-time for Cal Grants);
- be in good academic standing and making satisfactory progress;
- be U.S. citizens or eligible non-citizens;
- have valid Social Security cards. (Students without Social Security numbers can find out more about applying for one through the Internet at www.sss.gov);
- sign a statement of educational purpose on the FAFSA certifying that all federal student aid received will be used only for educational purposes;
- sign a statement on the FAFSA on overpayments and defaults. (Students who have defaulted on loans or who owe repayments on grants at any post secondary schools must have evidence that they have repaid their obligations in full or have entered into acceptable repayment arrangements before they can receive any further aid at Touro College); and
- register with Selective Service, if required. (Male students 18 through 25 years of age are required to register with selective service in order to receive federal student aid and can do so now by either checking the appropriate box on their FAFSA, or by registering via the Internet at www.sss.gov.)

A recent law suspends aid eligibility for students convicted under federal and state law of the sale or possession of drugs. Students with one or more convictions for such offenses are urged to call 1-800-4-FED-AID or (1-800-433-3243) to find out if this law applies to them, and if so, what they must do to regain their eligibility for federal student financial aid.

FEDERAL PELL GRANTS

The Federal Pell Grants program is a need-based entitlement program that makes funds available to undergraduate students who are pursuing their first baccalaureate degree and are enrolled for at least 3 credits or more. Financial eligibility is determined by a standard formula established by Congress and used by the U.S. Department of Education to evaluate the information reported by students on their FAFSAs. The maximum annual Pell Grant for academic year 2009-2010 is \$ 5350. Students' awards are based on their EFCs and their enrollment statuses.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS (FSEOG)

Federal Supplemental Educational Opportunity Grants are awarded to undergraduate students who demonstrate exceptional financial need relative to other applicants at the institution, with priority given to Pell Grant recipients. Awards are granted at the discretion of the institution and are based on financial need and the availability of funds.

ACADEMIC COMPETITIVENESS GRANT (ACG)

For Pell eligible students enrolled at least half time in their first or second year of study or in a certificate program of at least one year at a degree granting school.

First year: must have completed a rigorous secondary school program of study; graduated from high school after January 1, 2006; not have been enrolled in an ACG-eligible program while at or below age of compulsory school attendance. The maximum grant for the 2009-2010 and 2010-11 academic years is \$ 750.

Second year: must have completed a rigorous secondary school program of study; graduated from high school after January 1, 2005; have at least a 3.0 cumulative GPA at the end of the first year of postsecondary study. The maximum grant for the 2009-2010 and 2010-11 academic years is \$ 1,300.

The ACG program has not been renewed for the 2011-12 academic year.

NATIONAL SCIENCE AND MATHEMATICS ACCESS TO RETAIN TALENT GRANT (SMART)

For Pell-eligible students enrolled at least half time in third or fourth year majoring in certain subject areas with at least a 3.0 cumulative GPA. The maximum grant for the 2009-2010 and 2010-11 academic years is \$4,000. The SMART Grant program has not been renewed for the 2011-12 academic year.

FEDERAL WORK STUDY

The Federal Work Study Program provides jobs for undergraduate and graduate students with financial need who want to earn money to help pay for their education expenses.

Primarily on-campus positions are available. Students who work on campus will, most likely, be working for the school. Participation in the program is determined by eligibility, need, institutional funding, and job availability.

Students should direct all inquiries regarding work-study to the Financial Aid Counselor at their site.

Assigned work hours are based on participants' state of health, class schedules, and academic progress.

Rates of pay vary, based on on-campus or off-campus employment and level of study. Work- study awards are usually made for the academic year. Students are paid directly by Touro College or can arrange to have their earnings applied to their school accounts to cover such institutional charges as tuition and fees.

***Please Note: Students may not allow their earnings to exceed their awards.

LOAN PROGRAMS

FEDERAL STAFFORD LOANS

Federal Stafford Loans, which are the most widely used, low-cost education loans sponsored by the federal government, are made available to otherwise eligible students, who are enrolled in school on at least a half-time basis. The loans fall into two categories, subsidized and unsubsidized.

Subsidized Stafford Loans are awarded on the basis of financial need. The federal government subsidizes the interest on these loans until repayment begins, which means that borrowers are not charged interest while they are in school, during grace periods, or during authorized periods of deferment.

Unsubsidized Stafford Loans are not need-based and are therefore available to borrowers regardless of their financial need. Borrowers are charged interest on these loans from the time they are disbursed until they are paid in full. Those who choose to pay the interest charges on a monthly basis, as it accumulates, will be repaying less in the long run. Borrowers who choose to defer paying interest until after graduation should note that interest that is allowed to accumulate becomes capitalized, which means it will ultimately increase the amount borrowers repay.

During the academic year 2009-2010:

Dependent undergraduates, enrolled for a full year of academic study may borrow up to:

- \$5,500 if they are freshman (only \$3,500 of this may be subsidized)
- \$6,500 if they are freshman (only \$4,500 of this may be subsidized)
- \$7,500 if they are freshman (only \$5,500 of this may be subsidized)

The total outstanding Federal Stafford Loan debt for dependent undergraduates is \$31,000 (only \$23,000 of this may be subsidized).

Independent undergraduates, enrolled for a full year of academic study may borrow up to:

- \$9,500 if they are freshman (only \$3,500 of this may be subsidized)
- \$10,500 if they are freshman (only \$4,500 of this may be subsidized)
- \$12,500 if they are freshman (only \$5,500 of this may be subsidized)

The total outstanding Federal Stafford Loan debt for dependent undergraduates is \$57,500 (only \$23,000 of this may be subsidized). The total outstanding Federal Stafford Loan debt for graduate or professional students is \$138,500, including Stafford Loans received for undergraduate study. (Only \$65,500 may be in subsidized loans).

The amounts shown above are maximum yearly amounts. Students may receive less than the yearly maximums if they are also receiving other financial aid, have high EFCs, or are enrolled for periods of study that are less than a full academic year.

*** Please Note: The school can refuse to certify a loan application or can certify it for an amount less than the borrower would otherwise be eligible for, as long as it documents the reason for its action, and explains the reason to the student in writing. The school's decision in such cases is final and cannot be appealed to the U.S. Department of Education.

While it is possible for the interest rate on these loans to change each year of repayment, by law, it can never exceed 8.25%. The interest rate is adjusted each year on July 1. Borrowers are notified of interest rate changes throughout the life of their loans.

For subsidized loan borrowers, interest does not begin to accrue while they are in school or during the six-month grace period after they graduate or leave school, when their repayment begins.

For unsubsidized loan borrowers, interest is charged from the day the loan is disbursed until it is repaid in full, including in school, grace, and deferment periods.

Loan funds are sent to the school in two or more disbursements, each generally via Electronic Fund Transfer (EFT), deposited into the accounts of the students who applied for them. Once their bills are satisfied, any loan funds remaining in their accounts are sent to the students by check, to be used to cover other school related expenses, unless the school has permission in writing to hold their funds for the next enrollment period.

Repayment of Federal Stafford Loans begins six months after the borrowers graduate, drop to less than half time, or withdraw from school for other reasons.

***Please Note: repayment may be deferred for certain categories of borrowers, such as those unable to find full-time employment, or those enrolled in rehabilitation training programs for the disabled. Under certain other conditions repayment may be cancelled either partially or in full.

For more information on any of the above, please contact the Financial Aid Office.

FEDERAL PLUS LOANS (Loans for Parents of Students)

Federal PLUS Loans are for parents with good credit histories who want to borrow to help pay for the education of their children. These loans are not need-based, so parents have an opportunity to borrow up to the total cost of education, minus any other financial aid received. The interest, though variable, is capped at 9%. Parents often find PLUS Loans to be a more beneficial option than taking out home equity loans, liquidating investments, or paying out of pocket. PLUS Loans may be denied to parents with adverse credit histories. Applicants who fail to pass the credit check may still be able to take advantage of these loans by finding someone, like a relative or close friend, able to pass the credit check, to endorse the loans for them. Endorsers are expected to repay these loans for parents who fail to do so. Parents may also qualify for these loans without passing the credit check if they can demonstrate extenuating circumstances.

Students and their parents must also meet these general requirements for federal student financial aid to be eligible for PLUS Loans: Students must be enrolled at least on a half time basis, they may not be in default or owe a refund to any student financial assistance (SFA) program, and their parents must meet citizenship requirements.

***Please Note: The school can refuse to certify a PLUS Loan application or can certify it for an amount less than the borrowers would otherwise be eligible for, as long as it documents the reason for its action and explains the reason to the parents in writing. The school's decision is final and cannot be appealed to the U.S. Department of Education.

PLUS Loan funds are sent to the school in at least two disbursements co-payable to the school and the parent borrower. No one payment may exceed half the loan amount. There are no grace periods for these loans, which means that interest begins to accumulate after first disbursements are made. Repayment begins sixty days after final disbursements are made for periods of enrollment for which the loans were borrowed. The maximum repayment period for PLUS Loans is ten years, but there are no penalties for prepayment. The minimum monthly payment is \$50. Multiple PLUS Loans may be consolidated into one monthly payment. Parent borrowers may apply for and receive deferments or forbearance on their loans and may under certain circumstances qualify to have their loans discharged or cancelled.

For more information on any of the above, please contact the financial aid office.

FEDERAL CONSOLIDATION LOANS

Federal Consolidations Loans are designed to help students and parents simplify loan repayment by allowing them to consolidate several types of federal student loans with different repayment schedules into one loan with a single monthly payment. Most federal student loans can be consolidated.

Interest rates on consolidation loans are fixed during the entire repayment period, at the weighted average of the interest rates on the loans included in the consolidation, rounded up to the nearest 1/8th of a percent. By law, the interest rate can never exceed 8.25%.

For more information about loan consolidation, please contact the Loan Origination Center's Consolidation Department at: 1-800-557-7392 between 8 a.m. and 8 p.m. EST, Monday through Friday or for information via the Internet go to: loanconsolidation.ed.gov.

ENTRANCE/EXIT COUNSELING

All borrowers are required to attend entrance interviews or counseling sessions before receiving their first loan disbursements and exit interviews or counseling sessions before leaving school. These counseling sessions, administered by the school, are designed to provide students with important information about their loans. Lenders and or the Direct Loan Servicing Center will provide students with additional information about their loans.

BORROWERS RESPONSIBILITIES AND RIGHTS

Borrower Responsibilities

Students who take out loans to help finance their education take on certain responsibilities. As borrowers they must:

- repay their loans according to the terms of their agreement;
- attend entrance counseling sessions before receiving their first loan disbursements, and exit counseling sessions before leaving school;

- consider the consequences of going into default because they are unable or unwilling to live up to the terms of their agreement.

They must notify their lender(s) if they:

- graduate, withdraw from school or drop below half-time status;
- transfer to another school;
- fail to enroll in school during the period for which their loan was intended;
- change their name, address, social security number or employer;
- have any other status change that could affect their loan.

Borrower Rights

As borrowers, students have certain rights including the right to:

- know the full amount of their loan;
- know the interest rate on their loan;
- know when they must start repaying their loan;
- know about any charges or loan fees that they must pay and how those fees are collected;
- know the maximum repayment periods and the minimum repayment amount;
- have a clear understanding of default and its consequences;
- have an explanation of the available options for consolidating or refinancing their loans.

Before repayment begins, lenders must tell student borrowers:

- where to send their payments;
- who to contact if they have any questions about their loans;
- their interest rate and total debt (principal and interest);
- when their payments are due and how much they will be;
- about refinancing, consolidation and repayment options;
- about the option to repay their loans at anytime without penalty.

CALIFORNIA STATE FINANCIAL AID PROGRAMS

CAL GRANTS

The Cal Grant Program is a state-funded educational opportunity grant program to assist students in paying for a college education. All applicants must submit a FAFSA and GPA Verification Form by published deadlines, usually March 2 of the previous academic year. Students who submit their completed applications by the deadline will receive a notification letter from the California Student Aid Commission announcing the results. Students may also check on the status of their Cal Grants application on the Web, at mygrantinfo.csac.ca.gov.

To be eligible for a Cal Grant, each student must:

- attend an eligible California college or university,
- be a California resident,
- maintain at least half-time enrollment,
- be a U.S. citizen or eligible non-citizen,
- maintain satisfactory academic progress as defined by the school of attendance,
- meet U.S. Selective Service requirements,
- NOT be in default on any federal or state educational loan or owe a grant refund.

All Cal Grant applicants are considered for a Cal Grant A, B, or C, but students may only receive benefits from one Cal Grant program.

- **Cal Grant A** provides grant funds to help pay tuition/fees for California residents at qualifying institutions offering baccalaureate degree programs. If a student receives a Cal Grant A award but decides to attend a California Community College first, the student may choose to hold his or her award in reserve for up to two years. A 3.0 GPA is required to qualify for Cal Grant A.
- **Cal Grant B** provides grant funds for access costs for low-income students in an amount not to exceed \$1,551. This grant is to be used for living expenses and expenses related to transportation, supplies, and books. Beginning with the second year of Cal Grant B benefits, Cal Grant B also helps pay for tuition/fees

for California residents attending qualifying institutions offering baccalaureate degree programs. A 2.0 GPA is required to qualify for Cal Grant B.

- Touro College Los Angeles students are not eligible for **Cal Grant C**, which assists students with tuition/fee and training costs for occupational or vocational programs.

If your Cal Grant B award includes an Access Grant, TCLA will credit the money directly to your student account to help you pay your institutional charges. However, you have the option of having the Access money disbursed to you as a refund check by submitting a written request to the Financial Aid office within 15 days of the date appearing on your Award Letter. If the Financial Aid office receives your request after that time, your Access Grant will be credited to your student account and you will not be eligible for a refund of already-credited funds. However, you would be refunded any future Access Grant disbursements occurring during that academic year.

Even though the California Student Aid Commission uses absolute family income ceilings when selecting recipients for the Cal Grant awards, all students are encouraged to apply, even if their family income and assets are above the ceilings. Many things can happen between the time the FAFSA is submitted and the start of school that can dramatically change a family's situation. Also, the Commission periodically raises the income ceilings depending on the budget.

NOTE: In determining your assets, you should not include assets like your home equity, retirement funds, prepaid tuition plans, and life insurance.

The anticipated maximum Cal Grant A award amount for the 2009-10 academic year is \$9708. However, by California law, that amount is subject to the final determination of the state budget and is not considered final until the state budget act is signed, typically in July. Other changes to the Cal Grant program that may occur through the state budget process may impact awards or eligibility. All budget changes must be approved by both the legislature and the governor prior to being implemented.

CAL GRANT RENEWALS

Cal Grant A and B awards are automatically renewed each year for students who satisfied a minimum number of terms, have completed the new year's FAFSA and still meet the appropriate need criteria, and have at least 10 percent remaining program eligibility.

“Satisfy a Term”- as defined by the Commission, means, for the minimum number of terms of the previous academic year, to have a Cal Grant payment reported, have a leave of absence applied for the term, or to have another payment type transaction reported, such as not making satisfactory academic progress.

Minimum Number of Terms

The following shows the minimum number of terms, for the previous academic year, that must be satisfied for renewal purposes:

- Semester or Trimester..... 1 term
- Quarter..... 2 terms

CAL GRANT LEVELS OF ELIGIBILITY

Upon receipt of a Cal Grant award, students are assigned a level of eligibility based on their grade in college. The level of eligibility represents the total amount of time the student may receive payment in the Cal Grant programs. One hundred percent

(100%) represents one year of full-time payment at a traditional term-based school (i.e. quarter or semester terms).

Level of Eligibility

- Freshman (EL 1)..... 400%
- Sophomore (EL 2)..... 300%
- Junior (EL3) 200%
- Senior (EL 4)..... 100%

For example, a student who enters a Cal Grant program as a freshman will receive 400% eligibility. While eligibility usage is tied to attendance status, eligibility is used for each term the student receives payment and the amount of

usage is determined by the type of term. For instance if a student attends a semester or trimester term school, 50% of eligibility will be used for each full-term payment.

Eligibility is also adjusted for part-time attendance. The following is a breakdown of eligibility based on term type:

<u>Type of Term</u>	<u>Eligibility Used</u>
Full-time	50%
Three-quarter time	37.5%
Half-time	25%

CAL GRANT LEAVE OF ABSENCE

If you do not want to use your Cal Grant while you are attending Touro College Los Angeles or if you are not enrolled at least half-time (6 or more units) for the Fall and/or Spring semester, you can request a leave of absence from the Cal Grant program using the G-10 form or online at mygrantinfo.csac.ca.gov. It is your responsibility to make sure that the Touro College Los Angeles Financial Aid Office receives the completed form. We will make sure the California Student Aid commission is notified about your request.

A Leave of Absence must be approved by the California Student Aid Commission. If you have any questions, contact the California Student Aid Commission at www.csac.ca.gov or call the Commission's Customer Service Branch at (888) 224-7268. A copy of the G-10 form may be obtained from the CSAC website or by request from the Touro College Los Angeles Financial Aid office.

CAL GRANT DEFERMENT REQUEST

If you are called to active military duty, are entering military service, Peace Corps, or VISTA, you may apply for a deferment for your Cal Grant for up to five years.

For more information and a copy of the Cal Grant Deferment Form, check the Commission's Web site at www.csac.ca.gov or call the Commission's Customer Service Branch at (888) 224-7268

OTHER FUNDING SOURCES

ALTERNATIVE LOANS

Many lenders offer alternative loans to help students and their families pay for college. The requirements for these loans may vary, but they offer competitive interest rates and varying, flexible repayment terms. For more information on alternative loans, please contact the Financial Aid Office.

AMERICORPS

AmeriCorps is a national service initiative that engages individuals from all backgrounds in community service activities. In return for the successful completion of their service participants receive money for school in the form of education awards that can be applied to outstanding student loans or used for future higher educational and vocational training pursuits. Full time participants earn education awards up to \$ 4,725 and Part time participants' are prorated. For more information, call (800) 942-2677 or visit WWW.AMERICORPS.ORG.

FEDERAL TAX INCENTIVE PROGRAMS

Two federal income tax credits that offer dollar for dollar reductions in tax liability are available for higher education expenses.

The HOPE credit worth up to \$ 1,800 per student is available to first and second year students enrolled at least half time.

The LIFETIME Learning Credit is a tax credit up to \$ 2,000, for virtually any postsecondary education and training, including subsequent undergraduate years, graduate and professional schools, and even less than half time study. For more information on the HOPE and Lifetime Learning Education Tax credits and other tax benefits for postsecondary students visit WWW.IRS.GOV.

STUDENT LOAN INTEREST DEDUCTION

Some students may now deduct the interest paid on their qualified education loans when filing their federal income tax returns. The student loan interest deduction allows students or their families to take a tax deduction for interest paid during the first 60 months of repayment. The deduction is available even to students who do not itemize deductions. For more information on student loan interest deductions please consult your tax advisor.

VETERANS ADMINISTRATION (VA) BENEFITS

A variety of educational assistance benefits are available to those who have served in the active military, naval or air service and their dependents.

For information on all veterans' benefits, and assistance in applying for them, students are advised to contact the Financial Aid Office, or the Office of the Veterans Administration at (800) 827-1000.

TOURO COLLEGE FINANCIAL AID PROGRAMS

In addition to the various Federal and State programs, Touro College sponsors its own tuition grants and scholarships. These sources are designed to assist qualified students who have limited resources to attend college. Contact the Office of Financial Aid for more information about these programs.

Touro Academic Scholarships

Touro Academic Scholarships are awarded competitively to entering undergraduate students on the basis of superior academic achievement (high school average and SAT scores). Scholarships may be renewed for up to four years. Awards are prorated if students register for fewer than 12 credits per semester. Academic Scholarships are not available for Summer semesters.

Touro Dean's Scholarships

Dean's Scholarships may be awarded to students whose tuition costs are not covered through other financial assistance programs. The applicant's family income, family size, financial need, and special circumstances, as well as community service are considered. In order to be considered for a Dean's Scholarship, each year the student must apply for a Cal Grant, and complete the FAFSA, the Touro Financial Aid application, and the Dean's Scholarship Application.

Touro Grants

Touro Grants are awarded on the basis of financial need to matriculated undergraduate students who are enrolled on a full time or part time basis and are in good academic standing and whose tuition costs are not fully covered. Touro Grants will not be awarded to cover additional tuition charges for students enrolled for more than 18 credits per semester.

Employee Benefits/Tuition Remission Tuition Remission is extended to full-time faculty and staff, their spouses and dependent children. Anyone in default of a student loan is excluded from receiving this benefit. Students taking undergraduate classes will receive up to 100% tuition remission. Full-time employees of Touro College who wish to take advantage of the Employee Benefits Tuition Remission Policy must follow these procedures:

- Complete an Employee Tuition Remission Application form and waiver prior to the start of each semester they are planning to attend school. Employees can pick up a form from the Bursar's Office but must submit it by mail or in person to a Financial Aid Officer.
- Complete a FAFSA loan, or, if not eligible, complete a waiver form.
- Complete Registration.

Once the financial aid office verifies eligibility, has the Pell and Cal Grants in hand and verifies registration, the tuition remission amount will be entered.

Presidential Scholarships The Presidential Scholarships are awarded on the basis of achievement, leadership and community service potential, financial need or other special circumstances. Students are eligible to apply for this scholarship after filing a FAFSA application and review by the Office of Financial Aid.

OTHER SOURCES OF AID

Many sources of financial aid are not offered directly by Touro College. For information on any of the programs listed below, please consult with the Financial Aid Office.

There are countless library and Internet sources providing information on fellowships and scholarships. The following popular websites are among those offering that information:

- www.salliemae.com
- www.collegenet.com
- www.collegeboard.com
- www.finaid.org
- www.fastweb.com

TUITION PAYMENT PLANS

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

IMPORTANT FINANCIAL AID TERMS

ABILITY TO BENEFIT

The term refers to students who are admitted to a postsecondary institution without a high school diploma or GED (General Education Development Certificate). To receive federal and state aid, students admitted on the basis of "Ability to Benefit", must pass a standardized test that measures their ability to complete their course of study successfully. The test must be approved by the U.S. Department of Education.

DEFAULT

Students who fail to repay their loans according to the terms agreed to in their promissory notes are in default. Defaulting on a student loan has serious consequences. Students who are in default may be unable to get a credit card, car loan, or more financial aid, if they decide either to continue or go back to school. The government does not excuse students from repaying their loans because they didn't finish school or because they don't think they got their money's worth. Students who take loans are expected to pay back the money they borrowed. If students default on their loans, the school, the lender or agency that holds their loans, the state and the federal government can all take action to recover the money. Students may also be liable for expenses incurred in collecting their loans. Finally, the Internal Revenue Service can withhold tax refunds and use them as payment against the unpaid loans.

FINANCIAL AID REFUND

Students who take out student loans may receive aid which exceeds their college direct charges. When this occurs the additional funds are returned to the students (commonly referred to as a refund) to be used for other college related expenses. For questions regarding refunds, please contact the Office of the Bursar.

FINANCIAL NEED

Financial need is the difference between the cost of education (tuition and fees, room and board, books and supplies and other related expenses) and the amount students and their families can afford to pay, as determined by prescribed formulas used to calculate need from information reported by students on their FAFSAs.

PROMISSORY NOTES

Promissory notes are binding legal documents signed by borrowers applying for student loans. They list the conditions under which the borrowing takes place and the terms under which the borrower agrees to pay back the loan.

STATEMENT OF EDUCATIONAL PURPOSE/CERTIFICATION STATEMENT ON REFUNDS AND DEFAULT

When students sign their FAFSAs in order to receive Federal Student Aid (including Stafford and PLUS Loans), they are in fact signing a statement indicating that they do not owe a refund on a Pell Grant or SEOG and are not in default of any Perkins, Stafford, PLUS or SLS Loans, or have made satisfactory repayment arrangements. They are also agreeing to use any student aid received, solely for education-related purposes, and are verifying the accuracy of the information on their FAFSAs. Finally by signing their FAFSA students are acknowledging the right of the Secretary of Education to verify the information from their FAFSAs with the Internal Revenue Service.

SELECTIVE SERVICE REGISTRATION

Students who are required to register with the Selective Service must do so before receiving any Federal Student Aid (this includes Stafford Loans, and PLUS Loans). This requirement applies to males who were born on or after January 1, 1960, are at least 18, are citizens or eligible non-citizens, and are not currently on active duty in the Armed Forces. (Citizens of the Federated States of Micronesia, the Marshall Islands, or the Trust Territory of the Pacific [Palau] are exempt from registering).

THE CURRICULUM

The academic heart of an institution of higher learning is its curriculum. At Touro College Los Angeles, the baccalaureate degree curriculum is organized around three basic components: Jewish Studies, the Humanities Core Curriculum (or general education distribution requirements) and the completion of a major.

Taken together, these components reflect Touro's conviction that the well-educated student will show a deep understanding of the Jewish heritage, will gain extensive exposure to the best of western civilization, will learn to think and write with lucidity and rigor, and will acquire an in-depth knowledge of a particular discipline in preparation for a career or further study.

The Touro experience is intended to foster ethical sensitivity, appreciation for the culture of others, commitment to communal welfare, and intellectual curiosity. The College believes all of these to be characteristics of the well-educated person.

REQUIREMENTS FOR THE BACCALAUREATE DEGREE

1. **Completion of 120 credits of college-level work approved by the College. Students must document high-school graduation or the equivalent before they can be awarded a college degree.**
2. **Communication Skills: English Composition I-II (LLE 101-102) and Fundamentals of Speech COC-101. Intensive Talmud Students must also complete Business Report Writing (LLE 201) or Advanced Expository Writing (LLE 203). Placing out of any of these courses does not exempt you from the 120 credit minimum for graduation.**
3. **Completion of Jewish Studies requirements of at least three credits for each full-time semester of enrollment. Students with a large number of Jewish transfer credits may consult departmental advisors concerning their program.**
4. **Completion of all other Core Curriculum requirements.**
5. **Completion of a major (fifty percent of major courses should be completed at the College).**
6. **Forty-five credits completed in residency at the College.**
7. **Cumulative grade point average of 2.0 and a grade point average of 2.3 in the approved major. Note: Some departments may require examinations, additional course work, or a higher grade point average.**

English Composition and Communication Skills

Entering students are given an English Composition Placement Test that assesses the student's writing proficiency.

All students who enter Touro College Los Angeles, no matter what composition courses they may have taken elsewhere, take an English Placement Test and, if placed in Composition, take the appropriate courses. Proficiency in English Composition, which may be demonstrated in a variety of ways, is a requirement for graduation.

English Composition I and II are core requirements for all students who do not demonstrate proficiency through the placement examination. Students placed into Intro to College Writing must complete this course before enrolling in English Composition I. English Composition I is to be completed in the

student's first semester at Touro, followed by English Composition II, unless an exemption is granted.

Students who have earned composition credit with the grade of C or better at another accredited college may be awarded such transfer credit if they have also been exempted by the placement examination.

Students who select the Intensive Talmud option must also complete either LLE 201 Advanced Expository Writing or LLE 203 Business Report Writing.

Placing out of any of these courses does not exempt you from the 120 credit minimum for graduation.

Residency

Students must take a minimum of 45 credits at Touro College Los Angeles and must complete 50

percent of their major course requirements at Touro College.

CORE REQUIREMENTS

Core Curriculum

The College takes great pride in its offerings in the traditional area of humanistic studies. The core curriculum provides an introduction to values which have been central to western and world civilization and which lie at the core of a liberal arts education. The coordinated history and literature courses that comprise the core complement and balance the students' knowledge of their own heritage with a substantial background in world civilization. Students are exposed to the basic concepts and ideals of civilization for the purpose of increasing their understanding and the history of their ideas, their ethical sensitivity, and their ability to appreciate works of art and literature.

The curriculum provides a strong liberal arts foundation for all majors. Simultaneously, through extensive readings of great writers and a variety of assigned essays and research papers, the core requirement helps students develop valuable analytical skills and encourages them to become better writers.

LLE 101-102	English Composition I & II	6 credits*
HIS 220-221	Survey of Modern History	6 credits
LLE 220-221	Survey of Modern Literature	6 credits
COC 101	Fundamentals of Speech	3 credits
EBE 101	Principles of Macroeconomics	3 credits
or		
EBE 102	Principles of Microeconomics	3 credits
or		
POL 101	American Politics	3 credits
Natural Sciences and/or Mathematics		6 credits

30 Credits

*Placing out of any of these courses does not exempt you from the 120 credit minimum for graduation – the credits must be replaced with other electives.

TOURO COLLEGE CORE LEARNING GOALS

- Distinguish between the influence of perception, listening, language, self-concept, and nonverbal behavior in interpersonal relationships and communication
- Demonstrate awareness of and express personal identity in terms of religious, ethical and moral convictions.
- Demonstrate the ability to complete scholarly research projects that expand our understanding of Jewish life.
- Demonstrate skills and attitudes necessary for continued lifelong learning in Jewish studies.

TOURO COLLEGE CORE LEARNING GOALS

- Demonstrate the ability to identify and define ethical issues and dilemmas
- Demonstrate a fundamental appreciation and understanding of cultural heritage, traditions, ethics and values.
- Demonstrate knowledge and awareness of frameworks and perspectives in liberal arts, social and natural sciences and technology.
- Demonstrate mastery of information literacy skills and the ability to use technology to do research and lifelong learning.
- understand and evaluate which computer technologies are suitable and appropriate to the task at hand .
- Demonstrate a knowledge of the framework for gathering of information, including books, journals, and the Internet.
- Critically evaluate which sources to use when searching for specific types of information
- Appraise the quality of a source in terms of bias, reliability, timeliness, and authority
- Demonstrate self-expression, exploration of issues, communication with others, and persuasion using written communication.
- Demonstrate fluency in a writing process that involves drafting, collaborating, revising, and editing; resulting in an appropriate final product.
- Research, organize, and deliver a message to a specific audience.
- Demonstrate awareness of the ethical impact of oral and written communication.
- Demonstrate and apply critical thinking effectively in analyzing data, issues and problems.
- Identify patterns, trends, and relationships from a variety of information sources.
- Recognize when mathematical analysis is required in a specific situation and choose the appropriate mathematical tools.
- Recognize, understand, analyze, evaluate, question information, and give reasoned accounts of their own positions.
- Formulate and develop a reasoned positioned response based on available information.
- Demonstrate appropriate skills and knowledge necessary for career employment and/or in further academic studies.
- Demonstrate mastery of concepts, theories and findings relating to their major/professional field.
- Demonstrate a knowledge of the history and diversity of social and cultural values.
- Demonstrate effective college-level reading and writing competencies.

Intensive Talmud Option

Students completing the Intensive Talmud Option may often earn 45-48 credits in Talmud, which is well above the minimum credit requirement in Jewish Studies. Students whose accumulated Judaic Studies credits include a minimum of 21 Intensive Talmud credits may qualify for the Intensive Talmud Option. Transfer students with a significant post-secondary Jewish studies background should consult with the Dean with regard to the number of Intensive Talmud credits they have completed. Students are generally awarded 3 credits in Intensive Talmud and 3 credits of Talmud for one semester of Yeshiva study.

Intensive Talmud students must complete 21 credits including:

COC 101	Fundamentals of Speech	3
LLE 101 & 102	English Composition I & II.....	6*
LLE 201	Advanced Expository Writing	
	or	
LLE 203	Business Report Writing	3
EBE 101	Principles of Macroeconomics	3
	or	
EBE 102	Principles of Microeconomics.....	3
	or	
POL 101	American Politics.....	3
Total		21 credits

*Placing out of any of these courses does not exempt you from the 120 credit minimum for graduation.

THE MAJOR

The major provides the kind of knowledge and understanding of a particular field necessary for further study for a successful career. Completion of an approved program of study, determined by a department or interdisciplinary committee, is required for graduation from the College. Students must complete 50% of their major courses at Touro College. In order to demonstrate a high level of competence, students should also complete as part of the major an Advanced Topics (493) course or an approved equivalent. Students with especially broad interests may plan an interdisciplinary major, in consultation with faculty advisors.

Assessment Tests

Baccalaureate degree candidates may be required to take departmental tests (such as the Major Field Achievement Test) and an examination measuring progress in general education (communication skills, critical thinking, and logical reasoning) prior to graduation. Generally, such tests are administered during the senior year.

Capstone Courses

Students at TCLA will be required to demonstrate mastery of their coursework combined with a strong foundation of Jewish ethical values. These will be emphasized in capstone classes required of all graduating students: PSY 493, Advanced Topics in Psychology, for Psychology majors; and EBM 494, Seniors Honors Project in Business, for Business majors.

DEPARTMENTAL REQUIREMENTS

B.S. IN BUSINESS MANAGEMENT AND ADMINISTRATION

Course offerings in this division are based on the premise that the study of business-related disciplines must be academically rigorous and intellectually challenging. Students receive a comprehensive introduction not only to the practical, as important as it is, but to the theoretical as well. Majors in this department are prepared for a variety of careers in the business world, or for further graduate and professional study at a more advanced level. A Certificate in Business Ethics is also offered.

MISSION STATEMENT

The Bachelor of Science in Business Management and Administration prepares students with particular business skills necessary to advance in entrepreneurship and management. In addition, the combination of management and liberal arts courses in the program help students apply skills in general management, critical thinking, logic, communication, and problem solving to workplace challenges. We prepare graduates to make evidence-based decisions that address challenging issues facing organizational leaders in our region and global environment.

Department of Business Learning Goals

- Students will demonstrate ability to identify ethical principles and frameworks in their major field.
- Students will demonstrate ability to analyze and evaluate ethical and value-oriented propositions in their major field.
- Student will demonstrate the ability to analyze potential actions within their discipline with an understanding of their ethical and value-oriented implications
- Students will demonstrate familiarity with and comprehension of the theoretical constructs and perspectives that a consensus of current scholarship holds to be important to the best practices in the discipline.
- Students will demonstrate familiarity with the major concepts, empirical findings, and historical trends in the major field.
- Students will demonstrate the ability to visualize how and when the above theoretical understanding should best be applied to the analysis of and recommendations for solving problems within the discipline's domain.
- Students will develop conceptual frameworks to organize and understand the knowledge base in their major field.
- Students will demonstrate ability to do independent investigation within the major field.

Department of Business Learning Goals

- Students will demonstrate familiarity with basic research and investigative methods in the major field.
- Students will demonstrate ability to do literature search, evaluate, select and obtain appropriate sources.
- Students will demonstrate the ability to integrate the various aspects of course content into an encompassing, congruent, and effective approach to problems in the discipline.
- Students will demonstrate familiarity with methods for analyses of data.
- Students will demonstrate the ability to interpret findings, relate them to theory, and suggest implications.
- Students will demonstrate ability to apply critical thinking, and skeptical inquiry, and, when possible, the scientific method to evaluate or solve problems related to behavior and mental processes.
- Demonstrate that personal and professional goals have been examined to establish a purpose and direction in their life upon which to base career choices.
- Demonstrate awareness of principles of ethical leadership.
- Demonstrate awareness of professionals' responsibility to provide service to the community.
- Demonstrate understanding and use of collaborative learning skills.

Required Business Courses:

EBA 101	Principles of Accounting I.....	3
EBA 102	Principles of Accounting II	3
EBE 101	Principles of Macroeconomics	3
EBE 102	Principles of Microeconomics.....	3
EBF 101	Principles of Finance	3
EBK 101	Principles of Marketing.....	3
EBM 101	Principles of Management.....	3
EBM 213	Business Law I	3
EBM 493	Business Policy.....	3
MAT 120	Pre-Calculus (or exemption)*	3
MAT 261	Statistics for Social Science Majors	3
MCO 140	Computer Concepts with Business Applications	3
MCO 148	Advanced Computer Business Applications (required for Accounting students)	3
OR		
MAT 240	Finite Mathematics.....	3
PHI 225	Business Ethics.....	3
OR		
JSL 362	Jewish Business Ethics.....	3
EBA/EBE/EBF/EBK/EBM	– Any 3 Economic or Business Courses approved by Department Chair or Dean.....	9
Total:		51

**Students may be exempted from Pre-Calculus (without credit) by passing a placement examination. However, this does not exempt you from the 120 credit minimum for graduation.*

Required Courses for the TCLA Business Ethics Certificate:

EBM 213 Business Law I	3
EBM 214 Business Law II	3
JSL 362 Jewish Business Ethics	3
PHI 225 Business Ethics	3
EBM 493 Business Policy.....	3

B.A. IN JUDAIC STUDIES

MISSION STATEMENT

The Department of Jewish Studies offers courses in support of the College’s mission “to perpetuate and enrich the Jewish heritage.” Towards this end the Department offers courses that satisfy the Jewish studies requirement in Touro College Los Angeles. The Department seeks to strengthen Jewish identity and the appreciation of Jewish ethics and values through the enhancement of the student’s knowledge base and learning skills. The Department is committed to providing a wide range of courses designed to meet individualized student needs and diverse student backgrounds.

Department of Judaic Studies Learning Goals

- Students will demonstrate a fundamental knowledge of the Jewish heritage, ethos and values.
- Students will effectively communicate and analyze fundamental texts of Jewish heritage and thought.
- Students will be prepared to pursue life-long learning, graduate studies and relevant career opportunities in areas of Jewish Studies and communal service.

REQUIREMENTS FOR THE MAJOR The major in Judaic Studies may be satisfied by an approved combination of courses related to Judaic Studies offered by the Judaic Studies department and other departments of the College.

A student majoring in Judaic Studies must complete 39 credits (fifteen credits beyond the twenty-four credit residency requirement). Fifteen of the thirty-nine credits must be concentrated in either Bible, Jewish Law or Jewish Thought, including one semester of advanced topics.

B.A. IN PSYCHOLOGY

Courses in the department promote an understanding of the psychological processes underlying normal and abnormal human behavior.

Psychology majors may pursue graduate work in psychology, including experimental, industrial, health, clinical, and school psychology. They may also continue in related fields such as social work, education, law, the rabbinate or Jewish Studies and medicine.

MISSION STATEMENT

The Department of Psychology sees as its mission both the preparation of future psychological professionals and the teaching of psychology as a branch of the liberal arts and sciences. In its first role, the Department provides students with the knowledge and skills to prepare them for graduate work. In its second role, the Department aims to prepare educated individuals who can think critically about psychological issues and who grasp the relevance of psychology to the understanding of individual and social experience.

Department of Psychology Learning Goals

- Students will demonstrate ability to identify ethical principles and frameworks in their major field
- Students will demonstrate ability to analyze and evaluate ethical and value-oriented propositions in their major field
- Student will demonstrate the ability to analyze potential actions within their discipline with an understanding of their ethical and value-oriented implications
- Students will demonstrate familiarity with and comprehension of the theoretical constructs and perspectives that a consensus of current scholarship holds to be important to the best practices in the discipline
- Students will demonstrate ability to identify ethical principles and frameworks in their major field
- Students will demonstrate ability to analyze and evaluate ethical and value-oriented propositions in their major field
- Student will demonstrate the ability to analyze potential actions within their discipline with an understanding of their ethical and value-oriented implications
- Students will demonstrate familiarity with and comprehension of the theoretical constructs and perspectives that a consensus of current scholarship holds to be important to the best practices in the discipline
- Students will demonstrate familiarity with the major concepts, empirical findings, and historical trends in the major field

Department of Psychology Learning Goals

- Students will demonstrate the ability to visualize how and when the above theoretical understanding should best be applied to the analysis of and recommendations for solving problems within the discipline's domain
- Students will develop conceptual frameworks to organize and understand the knowledge base in their major field
- Students will demonstrate ability to do independent investigation within the major field.
- Students will demonstrate familiarity with basic research and investigative methods in the major field
- Students will demonstrate ability to do literature search, evaluate, select and obtain appropriate sources.
- Students will demonstrate the ability to integrate the various aspects of course content into an encompassing, congruent, and effective approach to problems in the discipline
- Students will demonstrate the ability to interpret findings, relate them to theory, and suggest implications
- Students will demonstrate ability to apply critical thinking, and skeptical inquiry, and, when possible, the scientific method to evaluate or solve problems related to behavior and mental processes
- Demonstrate that personal and professional goals have been examined to establish a purpose and direction in their life upon which to base career choices
- Demonstrate awareness of principles of ethical leadership
- Demonstrate awareness of professionals' responsibility to provide service to the community
- Demonstrate understanding and use of collaborative learning skills

Majors in Psychology must take 34 approved credits:

Required courses (25 credits)

PSY 101	Introduction to Psychology	3
PSY 201	Developmental Psychology.....	3
PSY 301	Experimental Psychology.....	3
PSY 301.6	Experimental Psychology Laboratory ..	1
PSY 335	Abnormal Psychology.....	3
PSY 340	Introduction to Counseling and Therapy	3
PSY 351	Biological Psychology	3
MAT 261	Statistics for Social Science	3
PSY 493	Advanced Topics in Psychology	3

Three electives from the following (0 credits):

PSY 102	Social Psychology	3
PSY 205	Psychology of Motivation	3
PSY 210	Learning	3

PSY 221	Industrial Psychology	3
PSY 231	Psychological Testing.....	3
PSY 302	Advanced Experimental Psychology	3
PSY 310	Personality.....	3
PSY 311	Psycholinguistics.....	3
PSY 312	Cognition & Memory	3
PSY 313	Language & Speech Development	3
PSY 325	Drugs and Behavior.....	3
PSY 335	Abnormal Psychology	3
PSY 345	Psychology of Health and Illness	3
PSY 401	Psychology of the Exceptional Child ...	3
PSY 402	Clinical Psychology	3
PSY 420	Eating Disorders.....	3
PSY 494	Senior Honors Project in Psychology...	3
Any other Psychology course approved by the department chair.		

Total credits34

Students may, with departmental approval, receive up to 6 credits toward the Psychology major for relevant courses from other departments.

PRE-SPEECH THERAPY MODULE

The Pre-Speech Therapy module provides excellent preparation for graduate study in the areas of speech pathology, audiology, and speech and hearing science. Courses offered in this area may be acceptable as prerequisite courses in selected graduate programs. Students may incorporate the courses in this module into the majors in Psychology. However, students should consult the graduate program of their choice regarding individual courses.

Courses

COC 110	Practicum in Speech.....	0.5
COC 208	Phonetics	3
COC 209	Anatomy and Physiology of Speech	3
COC 210	Normal Speech and Language Development	3
COC 308	Introduction to Hearing Science/Acoustics.....	3
COC 309	Introduction to Audiology	3
COC 310	Speech Pathology I: Communication Disorders	3
COC 401	Speech Pathology II: Rehabilitation....	4
BIO 101	Principles of Biology I	4

OR

BIO 111	Human Biology	4
CPP 150	The Physical Universe, or any approved Physical Science course	3

COURSE DESCRIPTIONS

Courses are coded as follows:

A slash (/) between numbers indicates a course that may be entered in the second semester. A dash (-) between numbers indicates a course whose first term is a prerequisite for the second term. Course credits are for each semester in two-semester courses. Departments may offer experimental courses under the listing 501, 502, etc., prior to faculty review, and the student may repeat these numbers. Students may register for Independent Study (481-482) only with approval of the Department and Dean.

Students are advised that final course offerings for each semester depend on sufficient course registration. Nevertheless, students may be assured that sufficient courses will be offered to enable students to complete baccalaureate degree programs in four academic years of study, or their equivalent in part-time study.

BIOLOGY

BIO 101-102 Principles of Biology (Upon Request)

An introductory two-semester course that presents the basic principles and processes of biological science. The first semester includes the structure and function of the cell, cellular metabolism, cell reproduction, plant physiology, genetics and molecular biology. The second semester includes viral genetics, endocrinology, immunology, animal development, and the circulatory, respiratory, digestive, excretory, reproductive and nervous systems. Laboratory exercises include microscopy, cellular reproduction, enzyme activity, DNA analysis transformation, comparative studies of animal and plant cells, and vertebrate. 4 credits each.

BIO 111-112 Human Biology for Non-Majors (Upon Request)

A course designed to provide an understanding of the principles of human biology for the non-science student. First semester: topics include cell structure and function, cellular reproduction, genetics, nutrition and metabolism. Second semester topics include embryological development, hormonal control, blood and immunity, diseases, and the nervous system. Selected readings and class discussions are an integral part of the course. (Lecture and laboratory). 4 credits each.

BIO 211 Genetics (Upon Request)

Basic laws of heredity and their physical basis (Classical Genetics); structure and function of the gene (Molecular Genetics); and population genetics with some attention to human genetic abnormalities. The laboratory work familiarizes the student with basic techniques in genetic research including making crosses, analysis of data, recombinant DNA

technology and problem solving. (Lecture and laboratory course.) Prerequisites: BIO 101-102. 4 credits.

BIO 222/223 Anatomy and Physiology (Upon Request)

A two-semester course which studies the structure and function of cells, tissues, organs and systems of the body. Emphasis is on the structural basis for function, and the coordinated functioning of all the organ systems for maintaining homeostasis. Recommended for students pursuing careers in allied health fields. (Lecture and laboratory course) .Prerequisites: BIO 101-102 or BIO 103-104. 4 credits each.

BIO 250 Pharmacology (Upon Request)

This course is designed to introduce students to the structure and function of various classes of drugs. Included in the course are signal transduction pathways and ligand receptor interactions. Prerequisites: BIO 102 and CPC 202. 3 credits.

THE ARTS

COA 101 Art of Western Civilization

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

COA 102 Art of Western Civilization II

A lecture course that considers the architectural and urban design theories of some of the most significant architects, designers and planners in the Western tradition, covering theories from antiquity to the present. Ideas discussed include: the role of the architect in society, the nature of architectural beauty, the urban and rural context of architecture, functionalism, artistic creativity, the nature of materials and the relevance of the Western tradition of architecture. Prerequisite: COA 101. 3 credits.

COA 302 Jewish Art (formerly COA 201) (Upon Request)

This course focuses on the methodological, theoretical, and concrete implications of representation in Jewish Art. Prerequisite: COA 101. 3 credits. May not be repeated for credit.

COA 303 Jewish Music (Upon Request)

The interplay between tradition and innovation as a recurrent theme in the presentation of various contexts and regional styles of Jewish music. Prerequisite: COA 101. 3 credits.

Interpersonal Communications and Speech

COC 101 Fundamentals of Speech (Annual)

Techniques of public speaking. Includes the delivery of several speeches during the course of the program. 3 credits.

COC 110 Practicum in Speech (Annual)

Taken in conjunction with COC 310. Observations in Speech Therapy. 0.5 credits.

COC 208 Phonetics (Annual)

The study of the sounds of the English language and its application to speech correction. Introduces the student to basic anatomy and physiology of the speech mechanism. Identification of acoustic properties of speech sounds and their phonetic application. Instruction in reading and transcribing of the International Phonetic Alphabet of American English patterns. Prerequisite (or co requisite): COC 101. 3 credits.

COC 209 Anatomy and Physiology of Speech (Annual)

Introduction to the anatomy, physiology and neuromuscular systems pertaining to speech and language. The study of the respiratory system for phonation and its function for articulation and resonance. Neural control of speech production and the cerebral organization of language will be discussed. Prerequisites: BIO 111 or BIO 101. 3 credits.

COC 210 Normal Speech and Language Development (Annual)

The study of normal speech and language acquisition and development. Special emphasis on linguistic, cognitive, perceptual, and psychological factors. 3 credits.

COC 308 Introduction to Hearing Science/Acoustics (Annual)

Anatomy and physiology of the ear, psychoacoustics of the speech mechanism, and applications to speech pathology. The study of sound as related to speech and hearing. The anatomy and physiology of the hearing mechanism is studied in depth as a basis for normal speech and language development. 3 credits.

COC 309 Introduction to Audiology I (Annual)

An introduction to the disorders of hearing loss, measurement and evaluation of hearing. Basic clinical testing and interpretation of test results will be taught. Pure tone audiometry, basic speech audiometry, impedance testing and masking will be taught. Prerequisites: COC 208 and COC 308. 3 credits.

COC 310 Speech Pathology I - Communication Disorders (Annual)

Introduction to etiology and diagnosis for speech disorders related to articulation, phonology, language, voice, stuttering, cleft palate, cerebral palsy, aphasia, hearing and mental retardation. 5 hours of observation to be included. Prerequisites: COC 208, COC 209, COC 210. Corequisite: 110. 3 credits.

COC 361/PSY 311 Psycholinguistics (Upon Request)

Psychology of language and the higher mental processes. Modern conceptions of syntactic, semantic, and lexical structure of language. Prerequisite: PSY 101. 3 credits

COC 401 Speech Pathology II - Rehabilitation (Annual)

The rehabilitation and therapeutic approaches to communications disorders such as delayed language, articulation, phonology, cleft palate, cerebral palsy, voice, stuttering, hearing, and aphasia. This course will include early intervention at ages 0-3 and a discussion of Alzheimer's disease. A supervised clinical practicum where the student is an observer for no less than 25 hours is also part of the course. Note: The practicum is fully supervised by an ASHA-certified member of our faculty at all times. Students are placed at various sites. Prerequisite: COC 310. 4 credits

CHEMISTRY AND PHYSICS

CPC 101-102 Principles of Inorganic Chemistry (Upon Request)

Topics covered include nomenclature, stoichiometric relationships, atomic structure, bonding and states of matter. In addition, topics treated include chemical equilibria, free energy and entropy, acid-base reactions, oxidation reduction and electro-chemistry, complexions, reaction rates, radioactivity, and elementary concepts of organic chemistry. Laboratory work entails experiments illustrating the principles taught in lecture and qualitative analysis. **Prerequisite for CPC 102: MAT 120.** 4 credits each.

CPC 201-202 Principles of Organic Chemistry (Upon Request)

Subjects covered include reactions, synthetic procedures, and methods for differentiation and identification. Mechanisms of reactions, stereochemistry and spectroscopy are emphasized. Details of the characteristics of aliphatic, and aromatic compounds with different functional groups are stressed. Laboratory work includes the methodology of synthetic and analytic procedures. (Lecture and laboratory course.) Prerequisites: CPC 101-102. 4 credits each.

PHYSICS

CPP 101-102 General Physics (Upon Request)

This course, designed for the non-Physics major, covers classical mechanics, heat, electricity, magnetism, and light, and sound phenomena. The approach is generally quantitative, but does not require calculus. Laboratory experiments illustrate and test the fundamental laws and the reliability of results. (Lecture and Laboratory course.) Prerequisite: MAT 120. 4 credits each.

CPP 150 The Physical Universe (Upon Request)

This course is designed to give the student a well-rounded knowledge of the physical concepts of natural phenomena and fulfill the physics requirement for speech majors. (Lecture and laboratory course.) Prerequisite: MAT 111. 3 credits

ACCOUNTING

EBA 101 Principles of Accounting I (Annual)

Introduction to the double-entry system of debits and credits, journal entries and general ledger accounts, steps leading up to financial statement preparation and format of financial statements. Also included are studies of merchandising companies and determination of inventory balances and cost of goods sold, and an introduction to the accounting treatment of various assets and liabilities. 3 credits.

EBA 102 Principles of Accounting II (Annual)

Focuses on partnership and corporate accounting, as well as statements of cash flow and financial statement analysis. Overviews of complex partnership issues, as well as complex corporate issues, are covered. Prerequisite: EBA 101. 3 credits.

EBA 201 Intermediate Accounting I (Upon Request)

Reviews financial accounting standards, as well as the conceptual framework underlying financial accounting. Includes an extensive review of the income statement and balance sheet, and introduces the statement of cash flows. Particular emphasis is placed on the accounting for current assets such as cash, receivables and inventories, as well as long-term assets such as property, plant and equipment. Examines the accounting for intangible assets such as patents and goodwill, as well as for current and contingent liabilities. Prerequisite: EBA 102. 3 credits.

EBA 202 Intermediate Accounting II (Upon Request)

Focuses on the accounting for long-term debt, leases, pensions, investments and income taxes. Detailed review of the stockholders equity section of the balance sheet, inclusive of earnings-per-share

calculations. Examines the issues of revenue recognition and the treatment of various accounting changes and errors. Prerequisite: EBA 201. 3 credits.

EBA 209 Financial Statement Analysis (Upon Request)

Studies the objectives of important classes of external decision-makers, such as security analysts, credit grantors, etc. Covers the tools of analysis that are employed in the achievement of major analytical objectives, such as short-term liquidity, capital structure, and operating performance. Prerequisite: EBA 102. 3 credits.

EBA 213 Cost Accounting (Upon Request)

Focuses on cost determination for manufacturers, products and services. This includes the establishment and maintenance of job order and process cost systems, and the classification of costs as product or period, direct or indirect. Included are managerial techniques and systems such as budgeting and variance analysis, which enable a business to manage its affairs more efficiently. Prerequisite: EBA 102. Corequisite: EBA 201. 3 credits

EBA 214 Managerial Cost Accounting (Upon Request)

Process costing techniques, utilizing actual, normal, and standard cost, problems of spoilage and waste, costing methods for joint and by-products; relevant costing concepts applied to the area of capital budgeting with its related tax aspects, techniques of discounted cash flow and the ranking of projects; income effects of alternative product costing methods, determination of cost behavior patterns, inventory planning, control and valuation, decentralization and transfer pricing, decision models under conditions of uncertainty. Prerequisite: EBA 213. 3 credits.

EBA 302 Government and Not-For-Profit Accounting (Upon Request)

State and local governmental accounting and its operation on a fund basis. Three broad categories of funds are studied: governmental, proprietary, and fiduciary. Not-for-profit entities and their accounting systems: voluntary health and welfare organizations, colleges and universities, and health care organizations. The study of regulatory and taxation issues as they relate to NPOs. Prerequisite: EBA 102. Corequisite: EBA 201. 3 credits.

EBA 314 Federal Income Taxation of Individuals (Upon Request)

This first course in taxation focuses on the federal taxation of individuals. The individual tax formula is explored in depth, concentrating on gross income, deductions, exemptions, tax calculations and tax credits. Basic tax concepts, such as capital gains and losses, net operating losses and accounting periods

and methods, are covered. Prerequisite: EBA 102. Corequisite: EBA 201. 3 credits.

EBA 316 Corporation & Partnership Tax (Upon Request)

This second course in taxation focuses on the federal taxation of regular and small business corporations as well as partnerships. An overview of complex corporate issues, such as stock redemptions, liquidations, and reorganizations, as well as complex partnership issues, is presented. Prerequisites: EBA 314 and 201. 3 credits.

EBA 440 International Accounting (Upon Request)

This course provides an overview of managerial and financial accounting issues encountered by multinational corporations or firms involved in international business. These issues include the diversity of worldwide accounting principle and the prospects for uniform international accounting standards, foreign currency transactions and translation, inflation, various technical accounting methods and the implications of their application, financial disclosures, analysis of financial statements, auditing, risk management investment analysis, methods of financing transfer pricing, and taxation. These topics are viewed from the perspective of companies based in the U.S. that operate in diverse business environments throughout the globe. A requirement for the course will stress the ability to write reports some of which will require the student to analyze foreign company financial statements. Prerequisite: EBA 202. 3 credits.

EBA 498 in Accounting (Upon Request)

An internship is an experiential activity undertaken in a business, government or non-profit organization for academic credit. Enrolling for internship credits includes supervision of the course by a faculty member and by someone in the host organization. Students will be evaluated periodically by a supervisor in the participating firm and will be required to complete a term paper that will be graded by the chair of the department or its designee. Prerequisite: Senior status or at least 45 credits in residency at TCLA, a GPA of 2.5 in the major, and permission of department chair. 3 credits.

ECONOMICS

EBE 101 Principles of Macroeconomics (Fall, Spring)

An introductory course covering issues relating to the economy as a whole. Topics covered include, but are not limited to, the study of national income and the Gross Domestic Product (GDP), national income determination, investment, consumption and consumption theories; classical economic theories, Keynesianism, monetarism, rational expectations,

supply-side economics; the business cycle, inflation, unemployment; money and the money supply, the banking system, the federal reserve system, monetary and fiscal policy, budget deficits and the national debt. 3 credits.

EBE 102 Principles of Microeconomics (Fall, Spring)

An introductory course covering issues relating to individual economic units: namely, the individual consumer, the individual firm, the individual factors of production—land, labor, and capital. Topics covered include, but are not limited to, price theory, price determination through equilibrium, supply and demand, analysis of consumer demand, utility theory and marginal utility, consumer equilibrium, indifference curve analysis, analysis of supply, theory of production, pricing in perfectly and imperfectly competitive markets, types of imperfect competition, anti-trust laws in the U.S., and distribution of income. 3 credits.

EBE 204 Money and Banking (Upon Request)

Money and its equivalents, interest rates, and the banking system. In particular, the workings of the money market and its instruments, including treasury bills and commercial paper, financial institutions, and monetary policy and its effects on the national and global economies. Prerequisites: EBE 101 and 102. 3 credits.

EBE 408 International Trade and Monetary Systems (Upon Request)

An intensive examination of modern theories of international commercial policy and the balance of payments mechanism within the international monetary system. Developments in trade theory, the role of international reserves and the use of exchange controls are discussed. Prerequisites: EBE 101, EBE 102 and EBF 101. 3 credits.

FINANCE

EBF 101 Principles of Finance (Annual)

An introductory study of the basic principles, instruments, and institutions in the financial marketplace. Topics include the concept of money; the Federal Reserve and the banking system; the provision and management of funds for both the short and long terms; the basic financial instruments; financial characteristics of the firm, including basic balance sheet analysis; the role of the stock and bond markets; interest rates and present value analysis; personal finance issues. Corequisite: EBE 101 or EBE 102. 3 credits.

EBF 210 Investment Principles (Upon Request)

Characteristics and investment strategies related to stocks, bonds, and options. Sources of return and risk are explored. The foundations of financial research are developed with regard to information sources, valuation

techniques, computation of return and risk and their relationship. SEC regulations; methods of performance evaluation. Prerequisite: EBF 101. 3 credits.

EBF 220 Corporate Finance (Biannual)

Methods of capital budgeting and corporate financial decision-making; valuation techniques, market efficiency, capital structure, dividend policy, Betas, cost of capital, portfolio analysis and the Miller Modiglian principle are incorporated into the analysis; financial analysis under conditions of certainty and uncertainty. Prerequisite: EBF 101. 3 credits.

EBF 310 Security Analysis (Upon Request)

A continuation of Investment Principles (EBF 210). Both fundamental and advanced approaches to valuation of securities and portfolios are developed. The risk/return trade-off and the selection of optimum portfolios are examined in depth, including reduction-of-risk techniques. Prerequisite: EBF 210. 3 credits.

EBF 321 Portfolio Analysis (Upon Request)

An examination of modern portfolio theory. After setting the foundation of the investment policy statement, the course introduces fundamental portfolio analysis tools, portfolio risk and return measures, and the process of optimal portfolio selection and applications to portfolio construction and management relevant to equity and fixed-income portfolios. These include international diversification, risk management and hedging, strategies, benchmarks and performance evaluation. Prerequisite: EBF 210. 3 credits.

EBF 338 International Financial Markets (Upon Request)

Comprehensive discussion of the international financial environment. The market forces whose interplay determines exchange rates and governmental policies are covered. Parity theorems and description of the international equity and credit markets and their dynamics are presented. The forecasting of price changes and returns on equities and bonds in the international setting are covered. Prerequisite: EBF 101. 3 credits.

EBF 341 Real Estate Finance I (Upon Request)

Examines the fundamentals of real estate finance, including various types of mortgages and financing structures, loan underwriting, the construction loan, and the secondary mortgage. Debt securitization and financing residential and income-producing property are explored. Prerequisite: EBF 101. 3 credits.

EBF 400.1 Selected Topics in Finance (Upon Request) (Directed Study)

An upper division course designed to give greater coverage to those finance topics that are not covered in great detail in other courses. The topics selected

are at the discretion of the instructor. Some potential topics include dividend policy, mergers and acquisitions, bankruptcy and reorganization, risk markets, cost of capital and capital structure. An integral part of the course is the class presentation required of all students. The presentation revolves around some area of interest from the topics covered in the course. Prerequisites: EBF 210 and EBF 220. May be repeated for credit. 1-3 credits.

EBF 481 Independent Study in Finance (Upon Request.) Students investigate selected topics in the major areas under the direction of a faculty advisor. Independent study develops and demonstrates ability to conduct independent research, perform independent studies in a specialized area, and present the results in writing of professional quality. Prerequisite: Permission of the Chair. 3 credits.

EBF 498 Internship in Finance (Fall, Spring, Summer)

Seniors majoring in Economics and Finance can register for academic credit for field experience with business or government agencies. Students will work under the supervision of a faculty member. Prerequisites: Senior Status or at least 45 credits in residency at TCLA, GPA of 2.5 in major and departmental permission. 3 credits.

MARKETING

EBK 101 Principles of Marketing (Fall, Spring)

A study of basic marketing theory and practice. Major topics include analysis of consumer market structure versus industrial market system; product planning; channels of distribution; pricing; promotion; and relevant government regulation. 3 credits.

EBK 201 Consumer Behavior (Upon Request)

Examines marketing from the point of view of various behavioral science concepts, relevant consumer research, and practical marketing applications. Also examines motivation, personality, perception learning, attitude formation, and the importance of group dynamics, social class and culture on behavior in the marketplace. Prerequisite: EBK 101. 3 credits

EBK 204 Marketing Management (Upon Request)

This course helps students conceptualize the strategic planning process as it relates to the primary determinants of sales and profits. Students also develop an in-depth understanding of the business and ethical problems marketing managers face in a global marketing environment, and explore various solutions to these problems. Prerequisite: EBK 101. 3 credits.

EBK 400.3 Topics in Marketing (Upon Request)
(Directed Study)

In-depth focus on a marketing topic of current interest. Possible topics include marketing for service and nonprofit organizations, new product development or direct marketing. May be repeated for credit. 1-3 credits.

EBK 481 Independent Study in Marketing (Upon Request.) (Description same as EBF 481.) 3 credits.

EBK 498 Internship in Marketing (Upon Request.)

Full-time, off-campus employment for seniors guided by outside personnel and the Business Chair. Prerequisites: senior status or at least 45 credits in residency at TCLA., departmental GPA of 2.5 and department permission. 3 credits.

MANAGEMENT

EBM 101 Principles of Management (Fall, Spring)

An introduction to the basic theory and practice of management. Examination of the managerial functions of planning, organizing, staffing, directing and controlling, and analysis of environmental influences on decision-making. Students will use micro-computer programs for business applications. 3 credits.

EBM 202 Organizational Theory and Behavior
(Upon Request.)

An examination of theories, concepts, and research findings emerging from the various disciplines that study individual and group behavior within organizational systems. Important topics include: work motivation, leadership and social influence, satisfaction, job performance, performance appraisal, group dynamics, communication, and current issues of particular interest. Prerequisite: EBM 101. 3 credits.

EBM 213 Business Law I (Biannual)

Fundamental principles of law of contracts, contracts of guaranty and surety-ship, and the law of sales and secured transactions under the Uniform Commercial Code; the relationship of principal and agent and that of employer and employee; personal property, and bankruptcy. Prerequisite: EBM 101. 3 credits.

EBM 214 Business Law II (Upon Request.)

Organizational structure of business entities, such as partnerships, joint ventures and corporation, and the functions and operation of each of these business entities, including government regulation of the employment relationship. Creditor and debtor's rights are examined and analyzed from both a theoretical and practical viewpoint. This includes focus on the laws of surety ship, secured transactions under Article 9 of the Uniform Commercial Code, the law of Commercial Paper under Article 3 and 4 of the Uniform Commercial Code and the law of

Bankruptcy and the Bankruptcy Code. Prerequisite: EBM 213. 3 credits.

EBM 310 Multinational Business Management
(Upon Request.)

Detailed examination of the economic, cultural, political, and legal environment of multinational business, beginning with a historical review of the growth of international business and the development of institutions such as the IMF, World Bank, and the WTO. Particular emphasis is placed on the role of the European Union and emerging markets. The strategy and structure, and the financial environment, of international business and the mechanisms through which international capital markets operate are discussed. The final phase of the course deals with international business functions, including international marketing, human resources, accounting, and finance. Prerequisites: EBM 101 and EBK 101. 3 credits.

EBM 320 Entrepreneurship and Management of Small Businesses (Upon Request.)

Emphasizes entrepreneurship and successful small business management. Includes legal forms of ownership, franchises, commercial and governmental sponsors, starting or buying a small business, developing and writing a business plan, strategic planning, accounting, and financial considerations. Also covers purchasing and vendor analysis, production and inventory control, risk and insurance planning, human resource management, and marketing and sales. Includes using the computer, and advanced technologies to gain a competitive edge. Special focus on international opportunities for small business. Prerequisite: EBM 101. 3 credits.

EBM 400.2 Topics in Management (Upon Request)

Study of selected topics in Management. Prerequisite: EBE 101. 1-4 credits.

EBM 420 Internet Research Methods for Business
(Upon Request)

The foundations of Internet research. A basic understanding of research will be emphasized followed by a detailed description and comparison of many research mechanisms available over the Internet. Topics such as the differences between search engines, online library-based research, and methods of research will be analyzed. Prerequisites: EBF 101, EBM 101, and MCO 140.

EBM 481 Independent Study in Management
(Upon Request) (Description same as EBF 481.) 3 credits.

EBM 493 Business Policy (Annual)

An integrated capstone course focusing on application of case studies to the nature, functions and activities of actual businesses, analyzing objectives, policies, and performance in relation to the outside environment. Emphasis is placed on ethical aspects of decision-making. Case studies are used to develop analytical skills. Knowledge and techniques developed in earlier courses are applied in this course. Prerequisite: Senior standing. 3 credits.

EBM 494 Senior Honors Project (Upon Request)

Prerequisites: EBM 493 and departmental permission. 3 credits.

EBM 498 Internship in Management (Upon Request.)

Seniors may register for academic credit for field experience with business or government agencies, under the supervision of a faculty member. Prerequisites: Senior status or at least 45 credits in residency at TCLA., a GPA of 2.5 in the major, departmental permission. 3 credits.

EDUCATION

EDU 201 Psychosocial Foundations of Growth, Development, and Learning, Birth – Grade 6 (Upon Request)

The nature of physical, cognitive, emotional, social, and moral development from birth through early adolescence, with implications for early intervention, early childhood education, and elementary school classroom teaching; integration of theory and research findings from the fields of developmental psychology and educational psychology. During the second half of the semester students in the early childhood program and students in the childhood program direct their projects and papers to the study of the respective developmental levels of their programs. 3 credits.

EDU 311 Principles of Early Childhood Education (Upon Request)

Planning, development, and implementation of learning environments and integrated curricula for young children; study of the relational processes through which children acquire knowledge, skills, and a positive attitude toward learning; the importance of play as well as teacher planning that provides students with opportunities to think about and discuss their work; current research on early childhood integrated experience and instruction in literacy, the arts, science, math, and technology, social studies (including exposure to a range of cultures and languages as well as US and NYS history and geography), family, career and consumer education, and physical education and health. Pre- or corequisite: EDU 201. 3 credits.

EDU 312 Methodology of Early Childhood Education (Upon Request)

Development of practice skills in the use of appropriate creative methods and materials for integrated education of young children; emphasis on the use of play and hands-on activities as well as planned experience and instruction that provide students with opportunities to explore and manipulate ideas and concepts as they explore and manipulate the world; practical implementation of integrated instruction in the curricula areas noted in course description for EDU 311. Prerequisite: EDU 311. 3 credits.

EDU 380 Computers and Educational Technology in General Education and Special Education (Upon Request)

Introduction to educational use of computers and specialized technologies that facilitate learning, communication and mobility for all students, including those with special needs. Assistive technologies will be explored. Instructional applications of computer hardware and software will be examined. Students will be encouraged to research and adapt new technologies for educational use. Prerequisites: EDU 201. 3 credits.

HISTORY

HIS 155-156 History of the Jewish People (Annual)

The development and metamorphosis of Jewish political, social, and economic life from the Second Temple Period to the establishment of the modern State of Israel. The first semester ends with the expulsion from Spain. 3 credits each.

HIS 220-221 Survey of Modern History (Biannual)

A two semester survey of modern European and world history. The first semester covers the Renaissance through the Reformation and Scientific Revolution until the downfall of Napoleon. The second semester begins with political and intellectual currents in the nineteenth century, focuses on the two World Wars, and concludes with the contemporary world scene. 3 credits each.

HIS 262 The Holocaust (Annual)

The role of Nazism in the destruction of European Jewry, 1933-1945, is studied, with special attention given to the reactions of world Jewry and foreign governments to the catastrophe. Ghetto and concentration camp existence, as well as, Jewish resistance movements are also analyzed. Prerequisite: HIS 156 or permission of the instructor. 3 credits.

HIS 354 Topics in Jewish History (Upon Request)

Study of selected topics, such as the Second Commonwealth, Ashkenazi Jewry, messianism, the

Haskala, Hasidism, the Mussar movement, and anti-Semitism. Prerequisite: HIS 155 or permission of the instructor. 3 credits.

JUDAIC STUDIES

Courses in Judaic Studies are generally 1.5 credits each. However, credits may vary, depending on the hours of instruction and additional study.

INTRODUCTORY (MACHON)

BIBLE

Courses in the Bible on the Machon level stress basic textual skills. As the course progresses, analytical and exegetical skills are developed. Rashi and other basic classical commentaries are studied. This description is common to all courses in the Machon Bible section.

Codes

ADVANCED BIBLE

Courses in Bible on the Advanced Level involve intensive study of the works referred to in the course title, including comparison and evaluation of classical and traditional modern commentators, and study of the historical and philosophical background. This description applies to all Bible courses on the Advanced level with the exception of JSB 357-358.

Pentateuch

JSB 209-210 Biblical Themes (Upon Request)

Credits may vary.

JSB 389-390 Topics in Pentateuch (Upon Request)

Credits may vary.

Prophets

JSB 273 The Minor Prophets—The End of Prophecy (Upon Request)

The study of the last three prophets in the Book of the Twelve Prophets (*Trei-Asar*), with an emphasis on themes relevant to the latter Biblical period. The return to Zion and the construction of the Second Temple; the role of the priesthood; Jews and Gentiles in the Second Commonwealth period; messianic prophecies; the end of the prophetic era and the establishment of *Anshe Knesset Hagedola*; comparison with passages in *Ezra-Nechemia* concerning the same period. Credits may vary.

BIBLICAL STUDIES

JSB 355 Biblical Poetry—Pentateuch (Upon Request)

Study of the form, content and nature of biblical poetry through analysis of the "shira" components contained in the Pentateuch sections of Genesis, Exodus, Numbers and Deuteronomy with classical commentaries particularly as they relate to issues of parallelism, allusions and other poetic indicators. 3 credits.

JSB 356 Biblical Poetry—Prophets (Upon Request)

Study of the form, content and nature of biblical poetry through analysis of the "shira" components contained in the Prophet sections of the Book of Joshua, Book of Samuel I and II, and the Book of Psalms with classical commentaries particularly as they relate to issues of parallelism, allusions and other poetic indicators. 3 credits.

JSB 357-358 Medieval and Modern Biblical Exegesis (Upon Request)

Style and methodology of the exegetes, with attention to the exegetes of the Northern French School (10th to 14th centuries): Rashi, R. Joseph Bechor-Shor, and the Spanish Schools of Ibn Ezra, Radak, Ramban, et al. The second semester deals with modern exegetes: Malbim, Neziv, Hirsch, et al. Prerequisite: JSB 252 or equivalent. 3 credits each.

JSB 412 Women in the Bible (Upon Request)

In-depth analysis of Biblical narratives dealing with the role, place, and impact of women. Special emphasis on the lives of the Matriarchs, and the roles of Devorah and Esther. 3 credits.

JSB 481-482 Independent Study (Upon Request)

Credits by arrangement.

JSB 493 Advanced Topics in Biblical Studies (Upon Request)

Prerequisite: Senior status. 3 credits.

JEWISH HERITAGE AND THOUGHT

JSH 187-188 Introduction to Jewish Thought (Upon Request)

Credits may vary.

JSH 261 Modern Movements in Traditional Judaism (Upon Request)

The Mussar Movement; Hirschian ideology; Abraham Isaac Kook. Prerequisite: Sophomore or higher standing or special permission. Credits may vary.

JSH 285-286 Philosophy of Liturgy (Upon Request)

Credits may vary.

JSH 329 Readings in Maimonides (Upon Request)

The life and works of Moses Maimonides, great halakhist, philosopher, physician to the sultan of Egypt, prolific medical writer, and leader of Cairo's Jewish community. In addition to publishing a commentary on the complete *Mishna*, Maimonides codified Jewish law in the *Mishneh Torah* and produced one of the great philosophic works on Jewish thought in *The Guide to the Perplexed*. The course consists of lectures and readings from the latter two works. Prerequisite: Department approval. 3 credits.

JSH 493 Advanced Topics in Jewish Heritage (Upon Request)

In-depth analysis of selected topics and themes. Prerequisite: Senior status. 3 credits.

JEWISH LAW

Talmud

JSL 451-452 Talmud (Upon Request)

A tractate of the Talmud is studied intensively with classical commentaries. Emphasis on conceptual analysis (course may be repeated for credit). 3 credits each.

JSL 453-454 Intensive Talmud (Upon Request)

Study of a tractate of the Talmud with classical commentaries and codes. Supervised periods of independent study. 3 credits each (course may be repeated for credit.)

Codes

JSL 361 Topics in Jewish Law: Medical Ethics (Upon Request)

Intensive analysis of bio-ethical issues as treated in Jewish Law. 3 credits.

JSL 362 Jewish Business Ethics (Upon Request)

An intensive study of issues that relate to the running and conducting of business according to Jewish law. Special emphasis on investment and finance, restraint of trade and compensation, advertising and marketing practices. Assigned reading includes Talmudic texts, Codes, and Responsa. 3 credits.

Rabbinic Literature

JSL 311-312 Intellectual Trends in Rabbinic Judaism (Upon Request)

The thought and writings of preeminent post-medieval and modern rabbinic scholars. Emphasis on biographies and historical data. Prerequisite: Junior status. 3 credits each.

JSL 364 Psychology and Halakhah (Bi-annual)

Study of the Jewish law and values regarding psychological and social issues affecting the individual and the community. Emphasis will be placed on textual study of original sources and supplemented with readings in the secondary literature focusing upon application to issues of topical concern. Attention will be paid to analysis of areas of confluence and divergence of contemporary psychology and Jewish law. The course will attempt to develop an awareness of practical halakhic issues that religiously observant mental health professional may confront as well as areas in which Jewish religious values enhance the effectiveness of the mental health professional. 3 credits.

JSL 481-482 Independent Study (Upon Request)

Credits by arrangement.

JSL 493 Advanced Topics in Jewish Law (Upon Request)

In-depth analysis of selected topics and themes. Prerequisite: Senior status or departmental permission. 3 credits.

ENGLISH LANGUAGE AND LITERATURE

Composition

LLE 100 Introduction to English Composition (Annual)

Intensive practice in the composition of three-paragraph essays, with special emphasis on writing in response to selected readings. (Placement by departmental examination). 3 credits.

LLE 101-102 English Composition I, II (Annual)

Extensive practice in the composition of clear, concise, and grammatically correct sentences and paragraphs with special emphasis on the five-paragraph essay and the research paper. (Admission by assignment following placement test.) 3 credits each.

LLE 201 Advanced Expository Writing (Annual)

Intensive practice in expository writing, with special emphasis on the preparation and composition of research papers. 3 credits.

LLE 203 Business Report Writing (Upon Request)

Extensive study of writing clear, accurate and persuasive business reports. Emphasis on

researching, organizing and presenting information.
3 credits.

Literature

LLE 220-221 Survey of Modern Literature (Annual)

A two semester survey of Modern literature from the classical through the modern eras. First semester readings include: Sophocles, Beowulf, The Song of Roland, Chaucer, Shakespeare, Cervantes, and Molière. Second semester readings include: the Romantic Poets, Ibsen, Dostoyevsky, Chekhov, Tolstoy, Kafka, Melville, Faulkner, Beckett, Camus and Sartre. Not to be taken after HML 101, HML 102, HML 201, HML 202, LLE 115, LLE 116, LLE 223 or LLE 224 (offered in Lander Colleges). Prerequisite: LLE 102 or exemption. 3 credits each.

HEBREW LANGUAGE AND LITERATURE

LLH 101 Elementary Hebrew (Upon Request)

Taught entirely in Hebrew, this course enables the student to acquire the four basic language skills: listening, speaking, reading, and writing. 3 credits.

LLH 201-202 Intermediate Hebrew (Upon Request)

For students who wish to acquire facility in translation of biblical and modern Hebrew. A review of the fundamentals of grammar, both biblical and modern, with emphasis on syntax, idioms, and scholarly terminology. Prerequisite: LLH 101. 3 credits each.

MATHEMATICS

MAT 007 Developmental Math

Review of basic arithmetical and algebraic skills. Topics include substitution and evaluation, linear equations, ratios and proportions, percents, word problems and signed numbers. Required of all students who do not pass the placement test or have appropriate transfer credit for mathematics. Prerequisite: placement by departmental examination. May be repeated. 3 hours. 0 credits.

MAT 111 College Mathematics (Annual)

An introductory course in mathematical skills and techniques necessary for further collegiate study. This course addresses fundamental principles of algebraic calculations such as operations with signed numbers, exponents, negative exponents and operations with fractions, verbal problems and solution of equations, graphical methods, systems of linear equations. Prerequisite: Placement by departmental examination. 3 credits.

MAT 120 Pre-Calculus (Annual)

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 121-122 Calculus I, II (Upon Request)

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

MAT 155 College Mathematics II (Upon Request)

A continuation of MAT 111, which is a review of basic arithmetic and algebraic properties. Also, topics that will provide a strong foundation for more advanced mathematics courses will be discussed. These topics include equations and inequalities in one and two variables; solving systems of linear equations (using algebraic and graphing techniques); exponents and rational expressions; quadratic functions; and an introduction to exponential and logarithmic functions. Prerequisite: MAT 111 or permission of chair. 3 credits.

MAT 240 Finite Mathematics (Annual)

Review of set algebra functions and relations, Boolean algebra and applications, counting techniques and elementary combinations, basic concepts of probability, theory of logic, vectors and matrices, linear systems of equations, linear programming. Prerequisite: MAT 120 or examination. 3 credits.

MAT 261 Statistics for Social Science Majors (Annual)

Basic concepts in descriptive and inferential statistics including measurement scales, frequency distributions, measures of central tendency and distribution, correlation coefficients, linear regression, probability theory, binomial distribution, and parametric and non-parametric tests of significant differences. Prerequisite: MAT 111 or examination. 3 credits.

COMPUTER SCIENCE

MCO 140 Computer Concepts with Microcomputer Applications (Annual)

This class introduces students to basic computer topics and terminology. Computer hardware and software are discussed along with an extensive overview of Microsoft Office applications under Microsoft Windows, and an introduction to Internet usage and research. 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. 3 credits.

MCO 148 Advanced Computer Business Applications (Annual)

This course presents advanced features of Excel, the basics of Microsoft Access, as well as the fundamental functions of the QuickBooks accounting application. The goal is to fully expose business students to computer applications that can integrate directly into their studies as well as on the job. Students will complete this course with a solid understanding of how computers are used in the modern business. Prerequisites: MCO 140, EBA 101, and EBF 101. 3 credits.

PHILOSOPHY

PHI 101 Introduction to Philosophy (Upon Request)

Classical and contemporary writings in such areas as ethics, epistemology, metaphysics, political and social philosophy, philosophy of science, and aesthetics. Emphasis on techniques of critical analysis. 3 credits.

PHI 151-152 Jewish Philosophy (Upon Request)

Analysis and evaluation of the metaphysical and ethical content of Judaism: faith, reason, and revelation as sources of religious knowledge; creation; miracles; prophecy; free will; providence and theodicy; the afterlife; "the chosen people" and "the holy land"; prayer and ritual; Halakhah and ethics. First semester: the medieval period; second semester: the modern period. 3 credits each.

PHI 225 Business Ethics (Biannual)

An examination of ethical issues that arise in the context of business. The relevance of ethical theory to such issues as consumer rights, truth in advertising, obligations to shareholders and negotiating strategies is discussed. 3 credits.

PHI 233 Biomedical Ethics (Upon Request)

An examination of ethical issues that arise in the context of medicine. The relevance of ethical theory to such issues as abortion, euthanasia, the allocation of medical resources and research on patients is discussed. 3 credits.

POLITICAL SCIENCE

POL 101 American Politics (Upon Request)

This course studies (i) the current state of American politics, including the leading issues of the day, (ii) the historical and constitutional foundations of the national government, and (iii) the major institutions of the federal government, including Congress, the presidency, and the judiciary. In-depth analysis of the Congress probes policy making and organization of Congress and it evaluates the performance and functioning of Congress as a representative institution. Additional segments of the course deal

with public opinion, the media, and American political economy. 3 credits

PSYCHOLOGY

PSY 101 Introduction to Psychology (Annual)

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.

PSY 102 Social Psychology (Annual)

Social influences on values, attitudes, and behavior. Determinants of social perceptions and cognitions. Bases for friendship, love, prejudice, and anti-social behavior. Group dynamics involved in conformity, conflict and cooperation.

Prerequisite or co-requisite: PSY 101. 3 credits.

PSY 201 Developmental Psychology (Upon Request)

Stages of life: infancy, childhood, adolescence, adulthood, and old age. Mental, emotional, and personality changes during development, and the psychological hurdles overcome. Prerequisite: PSY 101. 3 credits.

PSY 205 Psychology of Motivation (Upon Request)

Motivation for human behavior from the basic psychological drives to higher drives such as achievement, self-fulfillment and altruism. Emphasis on contemporary research as well as classical theories. Prerequisite: PSY 101. 3 credits.

PSY 210 Learning (Annual)

Models of animal and human learning including classical and operant conditioning, as well as contemporary theories drawn from information processing and cognitive science. Applications to education, social and clinical psychology. Prerequisite: PSY 101. 3 credits.

PSY 216 Adolescent Development (Upon Request)

This course examines the physical, cognitive, emotional, and social development of adolescents. Topics include genetic, cultural, and social factors that enhance or inhibit development. Prerequisite: PSY 101. 3 credits

PSY 221 Industrial Psychology (Upon Request)

Psychological techniques for selecting and training employees, enhancing morale of workers and improving their relationship with management. Psychology of marketing and advertising. Prerequisite: PSY 101. 3 credits.

PSY 231 Psychological Testing (Upon Request)

Theoretical and statistical foundations of psychological testing. Measurement of intelligence, aptitudes, academic skills, personality, and behavior. Includes formal and informal tests and rating scales. Prerequisite: PSY 101. 3 credits.

PSY 301 Experimental Psychology (Annual)

Methodological and experimental approaches to human behavior focusing on sensation, perception, learning, and memory. Experiments conducted in class, results analyzed, and scientific reports written. Students also design and write a proposal for an experimental project. Prerequisite: PSY 101 and MAT 261. Corequisite: PSY 301.6. 3 credits.

PSY 301.6 Experimental Psychology Lab (Annual)

Corequisite: PSY 301. 1 credit.

PSY 302 Advanced Experimental Psychology (Upon Request)

More advanced research design and experimental approaches to human behavior including learning, perception, and problem solving. Scientific reports including possible honors thesis proposal prepared by students. Prerequisite: PSY 301. 3 credits.

PSY 310 Personality (Annual)

Description and assessment of personality. Classical approaches of psychoanalysis, trait theory, humanism, behaviorism and cognitive theorists as well as contemporary research and practical applications. Prerequisite: PSY 101. 3 credits.

PSY 311/COC 361 Psycholinguistics (Upon Request)

Psychology of language and the higher mental processes. Modern conceptions of syntactic, semantic, and lexical structure of language. Prerequisite: PSY 101. 3 credits.

PSY 312 Cognition and Memory (Upon Request)

Overview of approaches to thinking, reasoning, problem solving, and decision making. Memory theories and process and neurological underpinnings. Interplay of memory and cognition. Prerequisite: PSY 101. 3 credits.

PSY 321 Perception (Upon Request)

Detection and interpretation of various stimuli. Relationship between perception, reality, and illusion. Function of the sense organs and brain. Demonstrations provided. Prerequisite: PSY 101. 3 credits.

PSY 325 Drugs and Behavior (Upon Request)

Behavioral effects of biochemical mechanisms of psychoactive drugs, including prescription, recreational, and illegal drugs. Topics include psychopharmacological treatment of abnormal behaviors and moods, addiction and tolerance, and

the treatment of addictions. Prerequisite: PSY 101. 3 credits.

PSY 332 History and Systems of Psychology (Upon Request)

The origin of modern psychology within philosophy during the 19th century. Founding and growth of experimental psychology in Germany and its spread to the United States. Developments in psychoanalysis, Gestalt psychology, humanistic psychology, and behaviorism, and new trends. Prerequisite: PSY 101. 3 credits.

PSY 335 Abnormal Psychology (Biannual)

Description and diagnosis of abnormal behavior. Causes, symptoms and treatments of mental illness. Basic principles of psychotherapy. Prerequisite: PSY 101. 3 credits.

PSY 340 Introduction to Counseling and Therapy (Upon Request)

Theories and techniques counseling. Course includes practice in interviewing and development of basic skills necessary for successful treatment. Prerequisite: PSY 101 and PSY 335. Strongly recommend PSY 310. 3 credits.

PSY 345 Psychology of Health and Illness (Upon Request)

This course will examine psychological influences on how people stay healthy, why they become ill, and how they respond when they are ill. Topics include the mind-body relationship, stress and stress management, chronic pain, headaches, biofeedback, the patient in various treatment settings. The course also examines changes in lifestyle and psychological issues faced by individuals dealing with stroke, arthritis, diabetes, heart disease, cancer and AIDS. Prerequisite: PSY 101. 3 credits.

PSY 351 Biological Psychology (Biannual)

The biological bases of behavior and methods of study. Topics include: anatomy and physiology of the nervous system and sense organs, drugs and behavior, sleep and dreaming, eating and drinking, memory and language, brain disorders and abnormal behavior. Prerequisite: PSY 101 or BIO 101. 3 credits.

PSY 401 Psychology of the Exceptional Child (Upon Request)

Special problems of children who differ markedly from the average: mentally retarded, brain damaged, psychologically disturbed, sociopathic, physically handicapped, culturally deprived, and gifted children. Genetics, neuropsychological, and sociological aspects as well as causes, assessment, and remediation. Prerequisite: PSY 101 (PSY 335 strongly recommended). 3 credits.

PSY 402 Clinical Psychology (Upon Request)

Overview of clinical psychology as both an art and a science. Roles of the clinical psychologist and the scientific foundations of assessment and treatment. Prerequisite: PSY 340 or Departmental permission. 3 credits.

PSY 405 Mood and Anxiety Disorders (Upon Request)

Diagnosis and treatment of the most common mental disorders, which include depression, manic-depression, obsessive-compulsive disorder, general anxiety, panic attacks, and phobias. Prerequisite: PSY 335. 3 credits.

PSY 420 Eating Disorders (Upon Request)

The etiology, description, and treatment of anorexia nervosa, bulimia nervosa, and binge eating disorder associated with obesity. Relation between eating disorders and other psychopathology. Prerequisite: PSY 335. 3 credits.

PSY 432 Neuropsychology (Upon Request)

Cognitive function in the normal and brain-injured adult. Methods of neuropsychological assessment in clinical and research situations. Topics include consciousness, body sense, spatial understanding, language encoding, attention, memory, perceptual processing including vision, and personality. Strategies for remediation. Prerequisite: PSY 351. 3 credits.

PSY 481-482 Independent Study (Upon Request)

Directed study in subject matter not offered in a standard course or independent research study of a new topic. Prerequisite: Junior or higher status with appropriate Psychology GPA and departmental permission. 3 credits.

PSY 485 Internship in Psychology (Upon Request)

Opportunity to work as an intern in an approved organization such as a clinic, school or hospital. The customary requirement is to work 1 day per week, keep a log of daily activity, read relevant texts and journal articles, and write a brief paper linking observations to the literature. Coordinated by a site supervisor and Touro faculty member. Prerequisite: Senior status or at least 45 credits in residency at TCLA, and departmental permission. 3 credits.

PSY 493 Advanced Topics in Psychology (Annual)

Prerequisite: Senior status or departmental permission. With departmental permission, may be taken more than once on different topics. 3 credits.

PSY 494 Senior Honors Project in Psychology (Upon Request)

Independent research study including protocol, study implementation, statistical analysis, and report submission, supervised by a Touro faculty member. Prerequisites: PSY 301, PSY 493, senior status with outstanding academic achievement and motivation, and departmental permission. 3 credits.

SOCIOLOGY

SAS 103 Introduction to Sociology (Upon Request)

The unique perspectives and methods of social science for understanding the social realities of everyday life; the concept of culture, socialization, social perception and cognition; semiotics and anthropological linguistics; the sociology of knowledge, social ethics and norms; groups and stratification, culture continuity and change; human ecology. 3 credits.

ACADEMIC RULES AND REGULATIONS

TO THE READER:

Catalogs can be intimidating documents. However, these pages hold much of the information and rules you will need to plan your stay at Touro College Los Angeles. Please consult with an academic advisor if you need clarification or amplification of any of the rules and regulations you find on these pages. However, students must assume final responsibility for conforming to all college regulations and curriculum requirements.

THE REGISTRATION PROCESS

SELECTING COURSES

Touro College Los Angeles offers Fall and Spring semesters as well as a limited summer session. Registration dates and times are assigned for each semester. Students choose courses each semester to satisfy both core requirements and requirements in a specific major. Students who are placed in basic English writing courses are expected to take those courses in prescribed sequence each term unless a waiver is obtained. Academic advisors are available to assist in this process and sign each student's registration form. There may be variations in this process for online courses.

Touro College Los Angeles offers a mix of courses in various disciplines. It is not possible to offer every course every semester. Note that courses may be cancelled if there is insufficient enrollment.

Students may be denied credit if they change courses or sections without filing the appropriate "Add/Drop" form. Loss of credit may also result if a student attends a course or section he or she is not registered for or takes a course out of sequence without appropriate written approval. Additionally, this may result in the loss of financial aid.

Prerequisites and Corequisites

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

Size of Program - Credit Load

During the Fall and Spring semesters, the normal load for a full-time student is 12 to 18 credits or semester hours. The minimum load for a full-time student is 12 semester hours. Seven hours is the maximum load for each Summer session. Students may take no more than eighteen credits each semester (excluding summers) without receiving special permission from the Dean.

Repeating Failed Credit-Bearing Courses

A student may repeat a failed credit-bearing course without obtaining special permission. Failing grades are calculated in the grade-point average and appear on the student's permanent record.

Repeating Passed Credit-Bearing Courses

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 C+ 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 first course will have its credit value (e.g. 3.0) changed to 0.0 (no credits). The grade will remain on the record. The grade for the repeated course will appear with the credits earned. Only the second grade earned will be counted in the grade point average.

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 loss of credit for the second grade earned. In cases where

the student has received permission to take a course(s) at another college and/or submits a transcript to the Office of the Registrar that indicates passing transferable grades (C or better), the course(s) may not be repeated for credit at Touro College. If repeated at Touro, credit will be denied for the repeated course, 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.

Pass/Fail

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

Required courses and courses within a student's major may not be taken on a Pass/Fail basis. Students who elect to take a Pass/Fail course must file a "Pass/Fail Request" form with the Office of the Registrar before the end of the second week of classes. The Pass/Fail election may not be changed after the first two weeks of the Fall and Spring semesters or after the first week of the Summer session.

CHANGE OF PROGRAM

Adding a Course

A student may change his/her program by adding (a) course(s) within the first two weeks of the Fall or Spring semester and within the first few days of the Summer semester. To do this a student must file an "Add/Drop" form signed by his/her advisor with the Office of the Registrar. The effective date of the program change is the day that this form is signed and dated by the advisor. 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 by an advisor or other College official will be processed effective the date of the official's signature. Forms lacking a written date will be processed effective the day they are received by the Registrar.

Dropping a Course

A student may drop (a) course(s) within the first eight weeks of the Fall or Spring semester and up to the midpoint of the Summer semester. Courses dropped within the first two official calendar weeks of the Fall or Spring semester, or during the designated period at the start of the Summer semester, will not appear on the student's academic transcript. Courses dropped after this time will appear on the transcript with the grade of "W." For all drops, the student must file an "Add/Drop" form, following the procedure described above for adding a course.

For some government programs, financial aid eligibility is dependent on full-time enrollment status. The student is strongly urged to consult with the Office of Financial Aid before withdrawing to find out his/her status and to understand what the financial effect of the change might be. Please note that any student adding or dropping a course should also consult with the Bursar prior to submitting the form to the Registrar's office. Charges may apply to dropped courses in accordance with the tuition refund schedule.

COURSE OPTIONS

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

ONLINE COURSES OFFERED THROUGH THE DIVISION OF DISTANCE LEARNING

Touro College's Division of Distance Learning, established in Fall 2000, provides online courses that make it possible for students to take courses that are either not offered at their own division or that are scheduled at an inconvenient time or location. Students are required to take an in-person midterm and final exam. The Division offers approximately 20 courses per semester.

Distance 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; take initiative in asking

questions and obtaining help; interact with faculty and other students as appropriate; and be prepared to deal with technical difficulties in the two-way flow of information.

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

General Information about 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 Student Handbook for Online Courses, which is available from the Office of the Registrar and on the Touro web site.

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

- You are NOT on probation.
 - You have at least a 3.0 ("B") average.
 - It is not your first semester at Touro.
 - 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

Students registering for online courses go through two discrete registration processes, one with the Registrar's Office and one with the Office of Distance Learning. The first results in your presence on the official roster for the class; the second results in a Blackboard ID, which will allow you to access course materials on the web, and will be handled by the Office of Distance Learning.

To register for an online course, do BOTH of the following:

1. Register for these courses using regular registration procedures; use the course code listed in the schedule in this booklet and online.
2. Then, *to complete your registration and receive a User ID to use on Blackboard to access your course, go to:* <http://www.touro.edu/OnlineCourses/enroll.htm> within 48 hours of registration to fill out a form with your name, email address, and a contact phone number. This information will be sent to your instructor and will be used to create your Blackboard ID. *Even if you already have a Blackboard ID, you must complete the form anyway and put in your current Blackboard ID where requested.*

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 you fail to get a response from your instructor within 24 hours, you should email linesupport@touro.edu with name, course code, and the instructor name, so that Touro can track down the problem. *You should always Save or Print a copy of all email communication with the instructor and CC to yourself a copy of all emails sent to the instructor in case there is some problem and the email needs to be resent.*

Course Outlines

Course outlines are posted to the course web site 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

Each instructor will set a regular weekly day and time at which students can expect posting of new announcements and assignments.

Textbooks

A textbook will be assigned for most courses. Students are required to obtain a copy of this textbook, if possible before the beginning of class. Do not delay purchasing a textbook because the nature of an online course requires the student to use the textbook during the first week of class.

Homework and Exams

Homework Assignments

Each course will include homework assignments and/or programming assignments, which will be a component of the student's final grade. This homework will be assigned on a regular basis, graded and returned. There will be penalties for late homework. You should discuss homework problems with your instructor via e-mail.

Tests and Quizzes

While each course is different, in most courses, students should expect a minimum of two exams during the course of the semester: a midterm and a final. Quizzes and other methods of evaluation are also likely. The midterm will be given during the seventh or eighth week of the semester. *The final exam for all online courses is scheduled on a specific day and takes place at the Touro College Los Angeles campus.*

Midterm Exams

Some midterms may be administered as in-person tests, scheduled for Touro College Los Angeles, at the discretion of the instructor with guidance from the department supervising the course. Photo Identification will be checked at all exams given in person.

Midterms or other exams that are not in-person will be essay tests or projects, the equivalent of difficult, take-home, open-book exams that require a considerable amount of problem solving.

Final Exams

All final exams take place on a specific day at the Touro College Los Angeles campus where they can be properly administered and proctored. Individual students for whom this is impossible can contact the instructor during the first two weeks of the semester to make alternative arrangements. Photo Identification will be checked at all exams given in person.

TUTORIALS

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

DIRECTED STUDY

Courses listed in this Bulletin may be offered to a single student, as a directed study. The material covered follows the standard course curriculum. Generally, students are permitted to enroll in a directed study course only under special circumstances, for a required course not otherwise available. A directed study course requires the same work as a classroom course, including a final examination. Students who wish to register for a directed study course must

complete an “Application For Directed Study” form and obtain written approval from the instructor, the department chairperson, and the Dean of Faculties or his designee.

INDEPENDENT STUDY

A student may take an independent study course in a specialized subject not offered in this Bulletin. Students who wish to participate in independent study must present a specific plan and complete an “Application For Independent Study” form and obtain written approval from the instructor, the department chairperson, and the Dean of Faculties or his designee. An independent study course typically requires an appropriate number of meetings with the instructor, readings, a report or term paper, and a final examination.

SENIOR HONORS PROJECT

Students who successfully complete a Senior Honors Thesis or Project will earn three credits in their major field and may be graduated with departmental honors. The Senior Honors Thesis or Project consists of a substantial research paper or project prepared by the student under faculty guidance.

The student is required to submit three copies of the thesis one month prior to the announced date of graduation. Seniors enrolled in Senior Thesis are to follow the guidelines of the Senior Thesis Handbook available in the Office of the Dean.

LIFE EXPERIENCE CREDITS

Touro College recognizes that students can acquire college-level knowledge outside the classroom. Baccalaureate degree students may request that the Life Experience Committee award up to 40 college credits for documented learning through experience. Associate degree students may earn up to 20 credits toward their degree after evaluation by the Life Experience Committee.

Life Experience credits are awarded only for specific College courses. They may not be used to satisfy a required liberal arts core requirement or courses in the student’s major or concentration. Life Experience credits will not be awarded for courses already completed at Touro College or other accredited institutions of higher learning.

Guidelines and assistance for preparing the Life Experience Portfolio are available in the Office of the Dean.

ACADEMIC ADVISEMENT

Touro College attempts to maximize each student’s professional, intellectual and personal growth. To this end, all students are provided with academic advisors to assist them with academic problems, course registration, career planning, and graduate and professional school options. All students have the responsibility to:

- make regular appointments to see their advisor
- become knowledgeable about college rules and procedures
- file the appropriate forms at the scheduled times
- take full responsibility for planning and carrying out a program of study

CREDITS AND SEMESTER HOURS

Contact Hours

The standard unit of measuring a student’s course of study is the semester hour. One semester hour is equal to one academic hour per week of classroom instruction for a full term with homework and assignments. An academic hour is 50 minutes. College-level courses are normally assigned one credit per semester hour. Generally courses that include laboratory assignments will include additional contact hours. For students taking developmental courses that carry no credit, contact hours are used to determine full time status for financial aid purposes.

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

ACADEMIC PROGRAMS AND FINANCIAL AID**Academic Standard Chart**

For purposes of financial aid eligibility, the chart below indicates the number of credits the student must complete and the minimum GPA that must be achieved to maintain satisfactory progress.

To determine the number of credits a student must complete and the minimum grade point average that must be achieved to remain in good academic standing, locate the student’s semester of study in the first row and read down the column.

Chart for Financial Aid Eligibility

Calendar: Semester										
Before beginning this semester of study	1 st	2 nd	3 rd	4 th	5 ^{th*}	6 th	7 th	8 th	9 ^{th**}	10 ^{th**}
a student must have accrued at least this many credits	0	3	9	21	33	45	60	75	90	105
with at least this grade point average	0	1.1	1.2	1.3	2.0	2.0	2.0	2.0	2.0	2.0

Students failing to meet these standards may be subject to loss of student status and/or financial aid. Please consult with your advisor.

A transfer student, after an official evaluation of his/her transcript, is placed on the Academic Standard Chart in accordance with the number of transfer credits he or she receives, and is expected to progress along the chart from that point. Transfer students and part-time students should consult the Office of the Registrar to determine their position on the Academic Standard Chart.

EARNING OUTSIDE CREDIT**Off-Campus Credit While a TCLA Student**

Students wishing to take courses or equivalency examinations at another institution while attending Touro College Los Angeles must obtain official permission in advance. They must submit a completed “Permit to Attend Another College” form, which is available in the Office of the Registrar. Failure to obtain official permission to take courses at another institution may cause either a delay in obtaining credit or complete disapproval of the transfer credit.

CREDIT BY TESTING**Equivalency Examinations**

With a permit, students may receive college credit for selected subject area examinations given by the College Entrance Examination Board - College Level Examination Program (CLEP) and Advanced Placement Examinations

(AP); Defense Activity for Non-Traditional Education Support (DANTES); selected proficiency examinations sponsored by certain colleges, and for Excelsior College (formerly Regents College) examinations.

Credit is generally not given for required courses or for business and economics courses taken through the CLEP program. The maximum number of credits accepted in any category is twelve except AP, which is 30. However, the maximum number of credits by examination overall that Touro accepts is thirty.

Departmental Challenge Examinations

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

TRANSFER CREDIT

Transfer students seeking credits for previous academic work should arrange that an official transcript be sent to the Office of the Registrar, Touro College Los Angeles, 1317 N. Crescent Heights Blvd., West Hollywood, CA 90046.

It may be necessary to schedule a conference with department chairpersons if transfer credits are being offered to fulfill major, concentration, or other requirements. Credits are generally awarded after evaluation for business, education, computer science, social science, and other liberal arts and sciences courses that were completed with a minimum grade of C at a regionally-accredited institution.

A maximum of six credits is generally granted for previous work completed in technical or professional programs not offered at Touro College.

Touro College Los Angeles awards up to a maximum of 48 credits for post-high-school yeshiva and seminary studies. Thus, students may enter the College with sophomore standing. Students who have completed one year of intensive Judaic studies in Israel may earn the equivalent of one year of college credit. Students must document their yeshiva and seminary work by arranging for official transcripts to be submitted to Touro College Los Angeles for evaluation. Credits are granted only in accordance with the Colleges' academic policies. Students who transfer Judaic Studies credits from other institutions (and were not then enrolled in the Touro Israel Option program) will have their Judaic Studies credits evaluated after completing 45 credits at the TCLA campus.

Credits may not be awarded for courses taken more than 10 years prior to a student's first semester at Touro College in computer science, natural sciences, business, and accounting. Such transfer credit in all other areas is subject to individual departmental approval.

Students who have completed an associate's degree at an accredited institution are assured a minimum of 60 credits, but they must meet the individual course and liberal arts requirements of their selected certificate and/or degree program.

Transfer students may request in writing that all prior college work completed at (a) particular school(s) not be evaluated. This decision is irrevocable.

Transfer students should be aware that a course taken at Touro that was previously passed at a prior institution will not count toward full-time status for financial aid purposes. This may have adverse financial aid implications, and a Financial Aid officer should be consulted for further information. If you pass a course at Touro for which you also received transfer credit at a prior institution, the transfer credit will be deleted.

To be eligible for a baccalaureate degree requires at least 45 credits in residence at Touro College Los Angeles.

GRADES

ATTENDANCE AND CLASS PARTICIPATION

Students are expected to attend lecture and laboratory sessions on a regular and punctual basis and to complete assignments in a timely fashion in order to obtain the educational benefits that each meeting affords. Excessive

absences or failure to complete assignments may lead to a reduction of grade or failure of the course and loss of financial aid. Repeated absences may lead to dismissal from the College.

In the event of a student's absence from an examination, the instructor shall be the judge of the validity of the student's excuse and he/she may grant or deny an opportunity to make up the work that was missed. All missed work from a given semester must be completed by the end of the sixth week of the following semester. Students may petition the Office of the Dean of Faculties for an extension of time for the completion of the missing course work.

GRADE TYPES

Non-Credit Courses

Pass/Fail grades of four types are assigned to developmental Math classes:

P: student is ready to move to the next course level

F: student's work was unsatisfactory; demonstrated insufficient effort; student must repeat course

Each developmental Math course may be repeated only once.

Credit Courses

Passing grades for credit bearing course are A, B, C and D with plus and minus, and P. For the numeric equivalents of these grades, see Grade Values below. Failing grades are F and WU.

Grade Definitions

F: Student attended class up to end of eighth week, but did not achieve passing grades on examinations and assignments, or stopped attending after eighth week.

W: (No penalty.) This grade is assigned when a student withdraws from a course and files an Add/Drop form (see p. 63) with the Office of the Registrar, signed by an academic advisor. A student who does not file this form will receive a failing grade of F or WU depending on the number of class sessions attended and the amount of work completed.

WU: Student stopped attending before the end of the eighth week of class; calculated as a failing grade

WNA: Student never attended class. This grade is not included in calculating the student's grade point average (GPA).

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 included in the GPA.)

Grade Point Average (GPA)

The GPA is obtained by dividing the total number of grade points earned at Touro College by the total number of course credits completed, except for those with the grade of "P". Example: A student receives the following credits and grades:

Grade	Credit Hours	Grade Value	Grade Points
A	4 x	4.000 =	16.000
A-	3 x	3.667 =	11.001
B+	4 x	3.333 =	13.332
B-	3 x	2.667 =	8.001
C	4 x	2.000 =	8.000
Totals	18		56.334
Calculated GPA: $56.334 \div 18 = 3.130$			

TENTATIVE GRADES

Tentative grades of “TC-”-minus) to “TF” are given at the discretion of the instructor when a student has not completed a required assignment or examination. Students cannot receive academic credit for work that has not been completed. Therefore, when determining a tentative grade, the incomplete work is graded as “F.”

Example: A student who has done work all semester, but does not submit a required paper, might receive a tentative grade of “TD.” If the work is not completed, the tentative grade of “TD” becomes a final grade of “D.”

Tentative Fall grades become final on the last day of the sixth week of the following Spring semester. Tentative Spring and Summer grades become final on the last day of the sixth week of the following Fall semester. Students unable to complete work by the specified deadline may appeal for more time by filing a “Request For An Extension” form with the Office of the Dean. Grade changes based on work submitted later than one year after the end of the semester in which the course was taken must be appealed to the Committee on Academic Standing.

DEAN’S LIST

Students are eligible for the semester Dean’s List if they complete 12 credits or more with a GPA of 3.4 or higher. Courses completed abroad will not count toward the Dean’s List.

GRADE APPEALS

A student who receives a grade that s/he believes does not reflect the quality of work that was done should contact the course instructor and attempt to resolve the matter informally. If the student is not satisfied with the outcome and still wishes to challenge the grade, s/he may institute a grade appeal by submitting a formal written request for a change of grade to the faculty member who issued the grade. If the faculty member rejects the student’s request for a change of grade, an appeal may be made to the department chairperson. The chairperson will change the faculty member’s decision only if it was determined to be clearly erroneous, arbitrary, or capricious. The student’s appeal to the chairperson must be typed or clearly handwritten and include the following:

- A statement identifying the course, the course number, the semester the course was taken, and the name of the instructor.
- The date, time and place of the student’s appeal of the grade to the instructor, a copy of the appeal, and information about the dialogue between the two concerning the grade challenge.
- The grade being challenged, the reason for the challenge, and the documentation presented by the student may all influence the outcome of the appeal.
- A copy of the student’s appeal should also be submitted to the Office of the Dean.

The burden of proof is on the student to demonstrate that the instructor’s decision was erroneous, arbitrary, or capricious. The chairperson will respond to the student in writing within 30 days of receipt of the appeal. The chairperson’s decision is final. The student may also appeal to the Dean, who may also refer the matter to the Committee on Academic Standing, or give his own recommendation on the matter.

ACADEMIC PROGRESS AND STANDING

ACADEMIC HONORS

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.

ACADEMIC STANDING

A student is in good academic standing when s/he is admitted to or enrolled in a degree or certificate program. Students who are admitted provisionally are fully matriculated and in good academic standing.

Students must complete their program within a maximum time frame equivalent to 150 percent of the length of the program in which they matriculate, measured in terms of credit hours and credit hours attempted (credit hours attempted do not include remedial non-credit courses). For example, students matriculated in a 120-credit baccalaureate program should complete their program before they have exceeded 180 credits attempted. Students enrolled in a 60-credit associate’s degree program should have earned their associate’s degree before they have

exceeded 90 credits attempted. Students who fail to complete degree requirements within the maximum time frame may lose eligibility for financial aid and/or be dismissed from the College.

The student is expected to maintain satisfactory progress toward the completion of his/her course of study. Students who fail to remain in good academic standing may be dismissed from the College.

In order to maintain good academic standing, a student must also demonstrate satisfactory progress toward his/her certificate or degree. This progress is measured in terms of the Academic Standard Chart. This chart applies to students who have completed any developmental courses.

A transfer student, after an official evaluation of his/her transcript, is placed on the **Academic Standard chart (see p. 67)** in accordance with the number of transfer credits s/he receives, and is expected to progress along the chart from that point. Transfer students and part-time students should consult the Office of the Registrar to determine their position on the Academic Standard Chart.

PROBATIONARY STATUS

A student who is admitted on probation may be removed from probation upon completing 12 credits with a GPA of 3.0 or 24 credits with a GPA of 2.5. A probationary student who fails to achieve a 2.0 GPA after attempting 24 credits may be dismissed from the College.

A student is placed on probation when s/he fails to maintain a cumulative 2.0 GPA. Students on probation may only carry a maximum course load of 13 credits and/or semester hours in the Fall or Spring semesters, and six credits in a Summer semester.

Probationary students are given one semester to raise their cumulative GPA to 2.5. If they do not, they advance to their second probationary semester, at the end of which their cumulative GPA must be 2.0. A probationary student who does not achieve a cumulative 2.0 GPA within these two semesters may be dismissed from the College. Students who receive academic dismissal may appeal to the Committee on Academic Standing for readmission.

Students who fail the same course twice are not making satisfactory progress and may be dismissed from the College. A student who withdraws after five weeks of the semester will be considered to be repeating the course upon his/her next attempt at the course. Students who withdraw twice from any such course are not considered to be making satisfactory progress and may be dismissed from the College.

COMMITTEE ON ACADEMIC STANDING

The Committee on Academic Standing deals with a wide range of academic problems of students at Touro College. It is a standing committee composed of senior staff and faculty of the College. The Committee hears student requests for readmission, waivers of academic requirements, acceptances of course equivalents, and retroactive withdrawals from courses or leaves of absence from school. The Committee also hears appeals concerning probation and academic dismissal. In some cases students may appeal grades, provided all other means of resolving grade disputes have been explored. A student who wishes to make an appeal must follow these steps:

1. See his or her academic advisor for assistance in completing a student appeal form. The appeal should:
 - a. State the student's name and Social Security number.
 - b. Specify course(s) and/or semester(s) in question.
 - c. Explain clearly the reasons for making the appeal.
 - d. Include documentation to support the appeal.
 - e. Include the signature of the advisor.
2. If the reference in the petition is to a medical or personal hardship, submit documentation such as medical notes, notices of hospitalization, birth or death certificates, or other relevant documentation. Please see your advisor for additional examples.
3. Sign the appeal form and give it to the academic advisor, who will forward it to the Committee. Following submission, the student will receive a written response from the Committee accepting or rejecting the appeal. The Committee may also respond by detailing sanctions, listing conditions under which the appeal is to be granted, or tabling the appeal and requesting additional documentation. The decisions of the Committee are final.

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. For January candidates for graduation these conferences are held April through June. For June and September candidates, they are held October through December.

After the graduation conference, the student must notify the Office of the Registrar that s/he is a candidate for graduation by completing the "Application for Graduation" and the "Major or Concentration" form during November for January graduates, and April for June graduates. Students who complete their certificate or degree requirements in January, June, or September of a given year participate in the annual June commencement exercises.

Participation in these ceremonies does not necessarily mean that a student has graduated. Graduation is certified officially by the Office of the Registrar only after auditing the student's record for completion of all certificate or degree requirements.

GRADUATION REQUIREMENTS AND STANDARDS

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

Candidates for the 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.

The baccalaureate degree requires at least 45 credits in residence at Touro College Los Angeles.

Students must complete at least fifty percent of the coursework for their major at Touro College.

HONORS AND AWARDS AT GRADUATION

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

Summa Cum Laude	3.80 to 4.00
Magna Cum Laude	3.60 to 3.79
Cum Laude	3.40 to 3.59

LEAVES OF ABSENCE/WITHDRAWAL/DISMISSAL

LEAVES OF ABSENCE AND READMISSION

Personal reasons may require students to suspend their studies for one or more semesters. In such cases, students are required to file a Leave of Absence form with the Office of the Registrar. If the student wishes to extend the leave beyond one academic year, a new form must be filed.

Students who have been on leave for more than two consecutive semesters and have not extended their official Leave of Absence should file a Readmission application with the Office of Admissions at least 6 weeks before the start of the semester in which they wish to resume their studies. Based on prior grades, some requests for readmission require approval from the Committee on Academic Standing (CAS). The Office of the Registrar will inform the student as to whether s/he may register for classes or whether the student must obtain CAS approval.

WITHDRAWAL FROM THE COLLEGE

Students who wish to withdraw from their studies at Touro College in good standing should give official notification to the Office of the Registrar by completing a “Permanent Withdrawal” form. The date of the withdrawal is the date on which notification is received by the Office of the Registrar. (See Financial Aid section on tuition liability and refunds.)

ACADEMIC DISMISSAL

A student who fails to meet the standards outlined in the Academic Standard Chart (p. 67) may be dismissed from the College. Students who receive an academic dismissal may appeal to the Committee on Academic Standing for readmission.

LEARNING OUTCOMES

Introduction

Touro College Los Angeles is committed to implementing a plan for assessing student learning outcomes at the institutional, program and course levels. The primary purpose of the plan is to evaluate the school’s success in achieving stated learning outcomes and to use results to improve teaching and learning.

TOURO COLLEGE INSTITUTIONAL LEARNING GOALS

Jewish Continuity

Provide a supportive learning environment where students can obtain the benefits of a higher education in the liberal arts and professions while still maintaining their Jewish identity

Learning Goal: Jewish Identity

1. Demonstrate awareness of and express personal identity in terms of religious, ethical and moral convictions.

Learning Goal: Jewish Literacy

1. Demonstrate the ability to complete scholarly research projects that expand our understanding of Jewish life.
2. Demonstrate skills and attitudes necessary for continued lifelong learning in Jewish studies

Social Justice and Ethical Practice

Provide students with guidance and appreciation for the Jewish commitment to social justice and ethical practices both in their personal and professional lives

Learning Goal: Ethical Clarity

1. Demonstrate the ability to identify and define ethical issues and dilemmas

Learning Goal: Cultural Literacy

1. Demonstrate knowledge and awareness of frameworks and perspectives in liberal arts, social and natural sciences and technology
2. Demonstrate a knowledge of the history and diversity of social and cultural values
3. Demonstrate a fundamental appreciation and understanding of cultural heritage, traditions, ethics and values.

Intellectual Inquiry

Help students develop the knowledge, attitudes and general problem solving skills that will serve them in their professional and personal lives

Learning Goal: Reading, Technological and Information Literacy

1. Demonstrate effective college-level reading and writing competencies
2. Demonstrate mastery of information literacy skills and the ability to use technology to do research and lifelong learning
3. understand and evaluate which computer technologies are suitable and appropriate to the task at hand

4. Demonstrate a knowledge of the framework for gathering of information, including books, journals, and the internet
5. Critically evaluate which sources to use when searching for specific types of information
6. Appraise the quality of a source in terms of bias, reliability, timeliness, and authority

Learning Goal: Communication Competency

1. Demonstrate self-expression, exploration of issues, communication with others, and persuasion using written communication
2. Demonstrate fluency in a writing process that involves drafting, collaborating, revising, and editing; resulting in an appropriate final product
3. Research, organize, and deliver a message to a specific audience
4. Demonstrate awareness of the ethical impact of oral and written communication

Learning Goal: Quantitative Analytical Competency

1. Demonstrate and apply critical thinking effectively in analyzing data, issues and problems.
2. Identify patterns, trends, and relationships from a variety of information sources
3. Recognize when mathematical analysis is required in a specific situation and choose the appropriate mathematical tools
4. Recognize, understand, analyze, evaluate, question information, and give reasoned accounts of their own positions
5. Formulate and develop a reasoned positioned response based on available information

Professional Perspective

Assist students to develop career interests and aspirations appropriate for their individual circumstances and unique perspective

Learning Goal: Career Focus

1. Demonstrate appropriate skills and knowledge necessary for career employment and/or in further academic studies.
2. Demonstrate mastery of concepts, theories and findings relating to their major/professional field.

Learning Goal: Interpersonal Aptitude

1. Distinguish between the influence of perception, listening, language, self-concept, and nonverbal behavior in interpersonal relationships and communication

TOURO COLLEGE DISCIPLINE LEARNING OBJECTIVES

Ethical Judgment

- 1) Ethical Evaluation
 - a) Students will demonstrate ability to identify ethical principles and frameworks in their major field
 - b) Students will demonstrate ability to analyze and evaluate ethical and value-oriented propositions in their major field
- 2) Ethical Application
 - a) Student will demonstrate the ability to analyze potential actions within their discipline with an understanding of their ethical and value-oriented implications

Professional Application

- 1) Theoretical Literacy
 - a) Students will demonstrate familiarity with and comprehension of the theoretical constructs and perspectives that a consensus of current scholarship holds to be important to the best practices in the discipline
- 2) Students will demonstrate familiarity with the major concepts, empirical findings, and historical trends in the major field
- 3) Theoretical Application
 - a) Students will demonstrate the ability to visualize how and when the above theoretical understanding should best be applied to the analysis of and recommendations for solving problems within the discipline's domain
 - b) Students will develop conceptual frameworks to organize and understand the knowledge base in their major field

- 4) Investigative Competence
 - a) Students will demonstrate ability to do independent investigation within the major field
 - b) Students will demonstrate familiarity with basic research and investigative methods in the major field
 - c) Students will demonstrate ability to do literature search, evaluate, select and obtain appropriate sources.
- 5) Integrative Analytical Ability
 - a) Students will demonstrate the ability to integrate the various aspects of course content into an encompassing, congruent, and effective approach to problems in the discipline
 - b) Students will demonstrate familiarity with methods for analyses of data
 - c) Students will demonstrate the ability to interpret findings, relate them to theory, and suggest implications
 - d) Students will demonstrate ability to apply critical thinking, and skeptical inquiry, and, when possible, the scientific method to evaluate or solve problems related to behavior and mental processes

Personal/Interpersonal Competence

- 1) Personal Vocation
 - a) Demonstrate that personal and professional goals have been examined to establish a purpose and direction in their life upon which to base career choices
- 2) Professional Vision
 - a) Demonstrate awareness of principles of ethical leadership
 - b) Demonstrate awareness of professionals' responsibility to provide service to the community
- 3) Interpersonal Competence
 - a) Demonstrate understanding and use of collaborative learning skills

COLLEGE CODES AND STUDENT RESPONSIBILITIES

CAMPUS CITIZENSHIP

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

ACADEMIC INTEGRITY STANDARDS

College Policy

Because intellectual integrity is the hallmark of educational institutions, academic dishonesty is one of the most serious offenses that a student can commit. Students are required to abide by the highest standards of academic honesty in study and preparation for, and presentation, of examinations, term papers and research reports.

Plagiarism

To commit plagiarism means to present as one's own the ideas, writings, computer-generated material, etc., of others without proper acknowledgement of those sources by means of quotation marks and/or specific references (footnotes) to the original source from which the material was taken. Plagiarism also includes the submission of the work of a commercial writing service or of a "ghost write" as one's own work.

Cheating and Other Irregularities

- A. No student shall give or receive assistance in the preparation of any assignment or examination without the authorization of the instructor of the course. Common examples of cheating include: copying from another student's paper; using books, notes, calculator, when these are not authorized; obtaining tests before the scheduled date of the examination; copying laboratory work; and sending in a substitute to take an examination.
- B. Stealing, falsifying or otherwise altering documents or records containing grades, examination materials, or anecdotal information is forbidden.

Sanctions for Academic Integrity Violations

Students who violate Touro College's Standards of Academic Integrity are subject to disciplinary sanctions. An official report of the incident is submitted to the Dean. The following disciplinary sanctions may be imposed:

- The grade of "F" for a test, term paper or assignment;
- The grade of "F" in the course;
- Other sanctions deemed appropriate by the Dean, including suspension or dismissal from the college.

Appeals of Sanctions for Academic Integrity Violations

Students may appeal to the Committee on Academic Standing for a review of sanctions imposed for violation of Touro College's Standards of Academic Integrity. The Committee may take the following actions:

- Dismiss the charges and void the sanctions imposed;
- Uphold the sanctions of the instructor and/or the Dean;
- Dismiss the student from the college.

COLLEGE CODE OF CONDUCT

The Touro College Code of Conduct

The Touro College Code of Conduct applies to the entire Touro College Los Angeles community, including students, faculty, Touro College organizations and clubs and all Touro College Los Angeles employees. Members of the Touro College community 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 behavior are considered violations of the Touro College Los Angeles Code of Conduct and will result in disciplinary action.

1. Theft of, or damage to, college records and property, caused by intentional, negligent or irresponsible conduct;
2. Unauthorized use of any college property, including, but not limited to, its name, property, offices, premises, and equipment (such as computer equipment, telephones, fax machines, copying equipment and laboratories);
3. Conduct which interferes with or obstructs any college functions or which physically obstructs or threatens to obstruct or restrain members of the college community;
4. The physical or sexual abuse or harassment of any member of the college community, including faculty, students, and staff;
5. Threatening bodily injury including sexual harassment or assault, or emotional trauma against students or employees of the college;
6. Disorderly, disruptive or abusive conduct in the classroom or on college premises;
7. Refusal to follow the directives of college officials acting in performance of their duties;
8. Impersonating college faculty, college officials, or college staff;
9. Forging signatures or other information on registration forms, financial aid forms or any other college documents;
10. Computer abuse, including possession of unauthorized passwords, plagiarism of programs, unauthorized destruction of files, misuse of computer accounts and disruptive or annoying behavior on the college's computer system;
11. Unauthorized sale, distribution or consumption of alcoholic beverages on college premises;
12. Distribution, purchase or possession of barbiturates, amphetamines, marijuana, hallucinogens, opiates, or any other addictive or illegal drugs or paraphernalia on College premises;
13. Gambling in any form on College premises;
14. Possession, distribution or sale of weapons, incendiary devices, or explosives on College premises;
15. Tampering with or misusing fire-fighting equipment and/or safety equipment (such as alarm-boxes and extinguishers);
16. Participation in, furtherance of, or intent to engage in any illegal activity on Touro's premises;
17. Conviction of a felony crime while enrolled at the college;
18. Intentionally filing a false complaint under this college code of conduct.
19. Libelous or slanderous statements, intended to inflict harm, regarding any member of the college community, including racist, anti-Semitic, or sexist remarks or references regarding any member or group of the college community;
20. Refusal to identify oneself to an official or security officer of the college or to present proper identification upon entering the college premises.
21. Actions that are not harmonious with and supportive of the activities and functions of an educational institution; actions that harm the reputation of the college;
22. Aiding or abetting any conduct prohibited by this college code.

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

Adjudication of College Code of Conduct Violations

Any member of the College Community may notify the Dean or his/her designated representatives of a Code of Conduct infraction by submitting a written statement describing the alleged infraction to the Office of the Dean 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 in the Office of the Dean.

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

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

Disciplinary Hearings

The Dean may institute disciplinary proceedings by referring a matter to the Committee on Academic Standing within fourteen (14) school days of notification of the alleged infraction. Once 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

After a hearing, the Committee on Academic Standing may take one or more of the following actions:

1. **Dismiss the Charges:** After reviewing all relevant information, evidence and 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. While on probation, students may not hold office in Student Government Organizations, Clubs or Societies or represent the college in any capacity. Further violations while on probationary status will result in suspension or expulsion from the college. A copy of the probation notice becomes a part of the student's file.
 - (c) **Counseling and Treatment** – A student's continued enrollment at Touro College may be conditioned on his/her participation in counseling or treatment at outside counseling and treatment agencies. A student's failure to participate in such a program after being advised that his/her enrollment is conditioned on participation may result in other disciplinary sanctions.
 - (d) **Restitution** - A student may be required to pay restitution to the college or to fellow students for damages and losses resulting from his/her action.
 - (e) **Suspension** – A student may be suspended and may be barred from attending classes for a definite period, not to exceed two years. Notification of the suspension will appear on the student's academic transcript and will remain until the end of the suspension period. A notification of the suspension will remain in the student's file. A student may not be automatically re-enrolled at the end of his/her suspension and he/she must apply to the Committee on Academic Standing for reenrollment.
 - (f) **Expulsion** – This is termination of the student's enrolled status at the college. A student who has been expelled from the college is not permitted to complete his/her courses and may not re-register for a future semester. Notification of the expulsion will appear on the student's academic transcript.
3. **Impose Additional Sanctions** – The Committee on Academic Standing may impose the following sanctions in addition to those listed above:
 - (a) A **fine** of to be paid to the college, in addition to restitution.

- (b) **Service to the College Community** for a designated number of hours. The required service cannot interfere with the individual's course schedule.
4. **Legal Action** – In addition to imposing the disciplinary sanctions outlined above, the Committee on Academic Standing may recommend that students be turned over to law enforcement authorities for legal action. The final decision on referring student cases to the authorities is made by the Office of the President.
 5. **Other Sanctions** – The 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. 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 Committee on Academic Standing may overturn the decision of the Dean only if it was clearly erroneous, arbitrary or capricious. The burden of proof is on the student to demonstrate that the decision of the Dean was clearly erroneous, arbitrary or capricious.

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

In cases in which the disciplinary sanction was initially imposed by the 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 (or his/her representative) and three faculty members 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 committees designated as representatives of the Dean, 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 evidence they deem relevant, to make opening and closing statements and to ask questions during the proceedings.
- (e) The preponderance-of-evidence rule will govern the decision-making process.
- (f) Decision will be made by a majority of participating members.
- (g) The committee deliberations will be in camera.

OTHER COLLEGE POLICIES

To ensure a clean and healthy environment for all students at the college, no eating drinking or smoking is permitted in any classroom, laboratory, or auditorium.

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.

STUDENT GRIEVANCES AND RIGHTS

Touro College Los Angeles is committed to safeguarding the rights of all students. Students are entitled to be treated with equity, fairness and respect. The college does not condone unfair treatment of students by administration, faculty and staff, or violation of policies regarding student programs based on race, creed, color, national origin, religion, age, gender, sexual preference or disability.

Students who believe they have been aggrieved by the college may seek redress through the grievance procedure outlined below. No adverse action will be taken against any person who files a complaint because of the filing of such complaint.

Academic Issues

If the complaint is about actions taken concerning a student's grade, course withdrawals, leaves of absence from school, or if it involves the curricular material or the conduct of a faculty member, the student should first inform the chairperson of the appropriate academic department/division, either orally or in writing, that he/she wishes to appeal the action taken.

If the chairperson of the appropriate academic department/division determines that the action will not be reversed, the student may appeal the Chair's decision to the Dean of Faculties or his/her designee, either orally or in writing.

If the Dean of Faculties determines that the action will not be reversed the student may file a formal grievance to appeal academic action taken against him/her by appealing to the Committee on Academic Standing, following procedures described elsewhere in this Student Handbook.

Issues of Student Behavior

If the complaint concerns student behavior and constitutes a potential violation of the Student Code of Conduct, the complaint should follow the procedures regarding the Student Code of Conduct, as described in the Touro College Bulletin.

All Other Grievances

When a grievance concerns an administrative function of the college, including but not limited to tuition refund and student financial assistance, a student may request that the director or supervisor of the administrative unit in question, or his/her designee mediate the grievance and attempt to resolve the matter informally.

If a student wishes to file a formal grievance and appeal the determination of the Dean for the particular division in which the action complained about was taken, he or she may request a formal hearing to review and adjudicate the complaint. The request for a hearing must be in writing to the Office of the Dean of Touro College Los Angeles, not more than 90 days after the Dean for the particular academic division has made a final determination. A date for a hearing will be set no later than thirty days following the receipt of the request.

Hearings will be heard by a five-person grievance panel, composed of:

- The Dean or his/her designated representative, who will serve as chair;
- The Senior Provost
- Two College faculty or staff members, designated by the President of Touro College; and
- A student representative designated by the Dean in consultation with the representative student groups.

The Office of the Dean will serve as staff to the Grievance Panel.

Protocols for conducting hearings are as follows:

- Each party may make an opening and closing statement.
- Each party has the right to bring witnesses and present evidence.
- Each party has the right to bring one person as an advisor, to assist in presentation; the advisor may be a professor, classmate, friend or colleague. Since the hearings are not conducted as formal judicial proceedings, a lawyer may not be present as an advocate or advisor for either side. No other persons, including representatives of the press, may be present at the hearing.
- The complainant will make the first presentation.
- Each party may question all witnesses.
- The burden of proof shall rest on the individual filing the complaint.
- The Grievance Panel shall base its finding(s) on the preponderance of the evidence presented.
- The Grievance Panel will conduct its deliberations in camera following the conclusion of the hearing.
- The Office of the Dean will send to both parties a written notification, within ten working days of the hearing, setting forth the panel's findings and recommendations.
- The Grievance Panel's findings are final within the College.

Conflicts of Interest

Touro College Los Angeles ensures that final determination of each formal complaint will be made by a person or persons not directly involved in the alleged problem. If at any point in the formal complaint process a student, or any other individual, learns that a member of a Grievance Panel formed for a particular grievance is directly involved with the grievance at issue, he or she should inform the Grievance Panel of the potential conflict immediately. If a member of the Grievance panel hearing a complaint is found to be directly involved in the alleged problem, the College will immediately remove that individual from the Grievance Panel.

TOURO COLLEGE DRUG AND ALCOHOL ABUSE POLICY

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 accordance with these regulations, Touro College Los Angeles is publicizing the following policy statements, rules and regulations pertaining to substance abuse and alcohol consumption.

Touro College seeks to safeguard the health and well-being of all members of the college community -- students, faculty, and staff employees. All members of the college community are accountable to the law and to the regulations of the college. Students, faculty, and employees who distribute or use illegal drugs or illicitly use legal drugs, including alcohol, on the campus locations and facilities of Touro College are violating Federal Laws, California State Law, and the regulations of Touro College and Touro College Los Angeles.

Touro College is committed to educating and informing students and staff about the dangers and effects of drug use. Touro College recognizes that drug addiction and alcoholism are illnesses that are not easily resolved and may require professional assistance and treatment. The college will provide confidential counseling and referral services to faculty, staff and students with drug and/or alcohol problems. These services are available through the Office of the Dean of Students. All inquiries and requests for assistance will be handled with strict confidentiality.

Touro College Disciplinary Standards for Students Possessing, Using, Distributing and/or Selling Drugs and Controlled Substances

It is the policy of Touro College that unlawful use, possession, distribution, or manufacture of drugs and controlled substances on college property is strictly prohibited. Individuals, who possess, use, distribute or manufacture drugs or controlled substances are subject to College disciplinary action, as well as possible criminal prosecution.

Students found in violation of these policies will be subject to disciplinary proceedings in accordance with the procedures outlined in this bulletin

Student violators may be subject to the following sanctions and remedial measures:

- Expulsion
- Suspension
- Probation
- Censure
- Counseling and Treatment
- Legal Action
- Other Sanctions

Public Education Statement on Illicit Drug and Alcohol Use

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.

The following is a brief listing of health problems resulting from substance abuse.

- The most obvious ones are death or severe organ damage (such as heart attack, respiratory arrest, damage to the liver and lungs, and stroke).

- The less obvious, though much more prevalent problems, of the mind and body are as follows:
 - a. **Marijuana:** Crowded thought processes, impaired short term memory, slowed reflexes, chronic bronchitis, changes in menstrual cycle, possible birth defects.
 - b. **Crack and Cocaine:** Palpitations (racing heart), sleep disturbances, loss of appetite, paranoia, elevated blood pressure, decreased sexual performance, addiction.
 - c. **Heroin:** High risk of contracting AIDS and hepatitis from dirty needles, phlebitis (infection in the veins), embolism (blood clots or air in the veins that can cause sudden death), paranoia, depression, sleep disturbance, muscle and joint aches, clouded thought process, decreased sexual performance, addiction.
 - d. **Amphetamines** (Ice, speed, crack, crystal): Delusions (i.e. seeing bugs crawl under the skin), paranoia, palpitations (racing heart), sleep disturbances, psychosis, depression, decreased sexual performance, violent behavior and addiction.
 - e. **Barbiturates:** Sedation (sleepiness), dulled thought processes, slurred speech, slowed reflexes, decreased motor abilities, impaired coordination, decreased sexual performance and addiction.
 - f. **Hallucinogens:** Memory loss, speech difficulty, episodes of violence, convulsions, tremors, elevated body temperature, ruptured blood vessels, addiction.
 - g. **Alcohol:** Sedation (sleepiness), dulled thought processes, slurred speech, double vision, mood changes, slowed reflexes, impairment of coordination, loss of interest in sex, addiction.

NOTE: Mothers who drink alcohol during pregnancy may give birth to infants with irreversible physical abnormalities and mental retardation. Research shows that children of alcoholic parents are at greater risk than other young people of becoming alcoholics.

- **AIDS:** Users of needles who take any drugs run a high risk of contracting AIDS and hepatitis.
- **Addiction:** This is the common denominator for all mind-altering substances. With its insidious onset, addiction often goes undetected until the user's life is in chaos. Addiction pervades one's life, overpowering one's ability to reason and to relate to others. Addiction ruins the user's life and the lives of those around him/her.

Touro College Regulations Relating to Alcohol Use

- The consumption of alcoholic beverages by individuals under the age of 21 is illegal in California.
- Persons under the age of 21 are prohibited from consuming alcoholic beverages on the premises of Touro College.
- Any student who falsely represents himself/herself as being of age to consume alcohol is subject to disciplinary action as outlined in the Code of Conduct.
- Any employee of the college who provides alcohol to a minor on College premises shall be subject to full penalty under the laws of the State of California.
- Alcohol abuse does not excuse employees of the college from neglect of their responsibilities to the college. Individuals whose work performance is impaired as a result of the use/abuse of alcohol may be required to participate in an appropriate evaluation and treatment program.
- Touro College Los Angeles observes the culpability laws for serving drinks to the mentally impaired and to individuals who are already inebriated.

For Further Information

Students should consult the Touro College *Campus Security and Drug and Alcohol Abuse Policies* information brochure for a detailed description of the health risks and dangers resulting from consuming controlled substances. The brochure also outlines legal sanctions imposed under Federal law.

TOURO COLLEGE CAMPUS SECURITY POLICIES

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

Access to the Campus

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

Reporting Crimes

If you wish to report a crime contact any of the following personnel:

Alisa Weinstein, Director of Operations and Human Resources
4360 Park Terrace Drive, Suite 140
Westlake Village, CA 91361

Office of the Dean – Dr. Esther Lowy
1317 N. Crescent Heights Boulevard
(323) 822-9700 x85150

If there is no guard present at your location, you are to report crime incidents immediately to the police
Annual statistics on the incidence of crime at Touro College campuses and sites is published in the [Touro College Campus Security and Drug and Alcohol Policies Information Brochure](#).

BIAS-RELATED CRIMES

Touro College is committed to safeguarding the rights of its students and to provide an environment free of bias and prejudice. 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.

A person commits a hate crime when he or she commits a specified offense and either:

- a) intentionally selects the person against whom the offense is committed or intended to be committed in whole or in substantial part because of a belief or perception regarding the race, color, national origin, ancestry, gender, religion, religious practice, age, disability or sexual orientation of a person, regardless of whether the belief or perception is correct, or
- b) intentionally commits the act or acts constituting the offense in whole or in substantial part because of a belief or perception regarding the race, color, national origin, ancestry, gender, religion, religious practice, age, disability or sexual orientation of a person, regardless of whether the belief or perception is correct.

The specified offenses that are the predicates for a hate crime are:

- Assault (First, Second and Third Degree);
- Aggravated Assault on a person less than eleven years old;
- Menacing (First, Second and Third Degree)
- Reckless Endangerment (First and Second Degree)
- Manslaughter (Second Degree)
- Stalking (First, Second, Third and Fourth Degree)
- Criminal Sexual Acts (First Degree)
- Sexual Abuse (First Degree)
- Aggravated Sexual Abuse (First and Second Degree)
- Unlawful Imprisonment (First and Second Degree)
- Kidnapping (First and Second Degree)
- Coercion (First and Second Degree)
- Burglary (First, Second and Third Degree)
- Criminal Mischief (First, Second, Third and Fourth Degree)
- Arson (First, Second, Third and Fourth Degree)
- Petit Larceny
- Grand Larceny (First, Second, Third and Fourth Degree)

- Robbery (First, Second and Third Degree)
- Harassment (First Degree)
- Aggravated Harassment

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 offences. A hate crime conviction may also subject the offender to monetary penalties

Any incident or attempt to commit a hate crime should be reported in writing to:

Alisa Weinstein, Director of Operations and Human Resources
 4360 Park Terrace Drive, Suite 140
 Westlake Village, CA 91361
 (818) 575-6800 x85105
 Alisa.weinstein@touro.edu

Reported incidence of hate crime and attempts to commit hate crimes will be referred to the police for further investigation and legal action. Touro College Los Angeles treats all hate crimes as serious offenses which need to be prosecuted with the full force of the legal system.

SEXUAL HARASSMENT AND SEXUAL OFFENSE PREVENTION POLICIES

Policy Against Sexual Harassment

Sexual harassment is legally a prohibited form of sex discrimination. It is a violation of the Touro College Code of Conduct.

Touro College will not condone or tolerate any forms of sexual harassment involving students, faculty or staff of the college. The college deems such coercive behavior as a violation of the civil rights of its students and employees. Any member of the Touro College Community who violates this policy will be subject to disciplinary action, as outlined in the College Code of Conduct, which may include suspension, expulsion or dismissal.

Sexual harassment is defined as any unwelcome sexual advances, request for sexual favors or other verbal, nonverbal, or physical conduct of a sexual nature when:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual's status as a student or employee;
- is used as a basis for educational or employment decisions affecting an individual;
- interferes with an individual's learning or work;
- creates a hostile or offensive learning or work environment.

Any student who believes that he/she is being sexually harassed by another student, teacher, supervisor or other staff member should contact the Office of the Dean. The Office of the Dean has the responsibility of reviewing and investigating complaints in an expedient and confidential manner. During the investigation, the persons involved will be given an opportunity to present evidence and witnesses to support their version of the facts. The parties involved will be given notice of the outcome of the investigation, to the extent permitted by law. If allegations of sexual harassment are substantiated, the matter will be referred to the Committee on Academic Standing, the Dean of Faculties or the Office of Human Resources for appropriate disciplinary action.

False Statements

Complaints of harassment cannot always be substantiated. Lack of corroborating evidence should not discourage individuals from complaining. However, charges found to have been intentionally dishonest will subject complainants to disciplinary action in accordance with the Touro College Code of Conduct.

Touro College Sexual Assault Prevention Policies

The administration of Touro College is concerned with the physical safety and security of the students of the college.

Sexual offenses of all types directed against students by their peers, professors and/or employees of the college on the premises of Touro College constitute criminal acts and violate Touro College's Code of Conduct. Sexual offenses include: Sexual Abuse; Rape; Sodomy; Sexual Misconduct; Public Lewdness; Stalking.

The college also will hold perpetrators accountable for their behavior. A student found to have committed a sexual offense will be subject to disciplinary sanctions, up to and including expulsion.

Reporting Sexual Offenses

If you wish to report a crime contact any of the following personnel:

Alisa Weinstein, Director of Operations and Human Resources
4360 Park Terrace Drive, Suite 140
Westlake Village, CA 91361

Office of the Dean – Dr. Esther Lowy
1317 N. Crescent Heights Boulevard
(323) 822-9700 x85150

To report the crime to the police, dial 911.

Filing Charges for Incidents of Sexual Assault

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

If the alleged perpetrator is a faculty member of the college, the Office of the Dean will refer the charges to the Dean of Faculties. Allegations against non-teaching employees of the College will be referred to the Director of Personnel. In all such instances student victims will be guided and assisted by a staff member of the Office of the Dean of Students.

MISCELLANEOUS COLLEGE POLICIES**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

The college observes local ordinances regarding cigarette smoking. State law bans smoking in schools and other public places except in designated areas.

Computer Use Policy

Touro College Los Angeles provides students with a computer user account that allows access to the university's computer system. It is expected that students will use this opportunity responsibly and for legitimate purposes, such as: obtaining one's class schedule or grade report, logging onto a personal e-mail account, reviewing course syllabi, and accessing the on-line computerized catalog of the Irwin Library.

Students are not permitted to use another person's User ID or password, circumvent or subvert security measures, use university systems for partisan political purposes, make illegal copies of copyrighted material, or use the e-mail to harass, intimidate and threaten any member of the College Community.

The administration reserves the right to limit, restrict or remove computing privileges from any student who violates the College's Computer Policy, local state, or federal laws, as well as the applicable articles of the College's Code of Conduct contained in this Bulletin.

Internet and E-Mail Policy

The college's Internet and e-mail connections are intended solely for use in conducting the college's business and promoting its educational goals. User's conduct on the Internet and e-mail must conform to the college's code of conduct and must be in furtherance of legitimate college business.

Users must not send, retrieve or download messages or information that may be considered offensive, including messages, images or information that are sexually oriented or that disparage others based on their race, gender, sexual orientation, national origin, age, disability or religious beliefs. Users must not originate or distribute chain letters via e-mail. Users must not use the college's Internet and e-mail connections for personal gain or profit. Users' accessing of sites and "chat rooms" that feature pornography, off color jokes, hate speech and the like is strictly prohibited. Violation of this policy may result in termination of Internet and e-mail access, and disciplinary action under the college's disciplinary policy.

CONFIDENTIALITY OF STUDENT EDUCATION RECORDS

The Family Educational Rights And Privacy Act of 1974 (FERPA)

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

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

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

1. The right to inspect and review the student's education records within a reasonable period of time, but not more than 45 days after the College receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the students of the correct official to whom the request should be addressed.
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 right of privacy. Students may ask the College to amend a record that they believe is inaccurate. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the College decides not to amend the record as requested by the student, the College will

notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
 - a. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
 - b. A second exception that permits disclosure without consent is disclosure of Directory Information. Directory information is information that is generally not considered harmful or an invasion of privacy if released.

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

- Name
- Address
- E-mail address
- Telephone Listing
- Date and Place of birth
- College
- Major
- Honors and Awards
- Photo
- Classification
- Dates of enrollment
- Status
- Degrees conferred
- Dates of conferral
- Graduation distinctions

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

GRADUATION/COMPLETION STATISTICS

2001 ENTERING CLASS

Touro College is pleased to provide the following information regarding our institution's graduation/completion rates. The information is provided in compliance with the Higher Education Act of 1965, as amended. The rates reflect the graduation/completion status of ALL first-time, full-time undergraduate students who enrolled during the 2001-2002 school year and for whom 150% of the normal time-to-completion has elapsed.

During the Fall semester of 2001, 1,520 first-time, full-time, certificate- or degree-seeking undergraduate students entered Touro College. After six (6) years (as of June 30, 2007), 380 (25.0%) of these students had graduated from our institution or completed their programs.

Three hundred twenty-eight (328) of the 1,520 first-time, full-time students enrolled for the bachelor's degree. After six (6) years (as of June 30, 2007), 189 (57.6%) of these students had graduated.

During the Fall semester of 2004, 1,383 first-time, full-time, associate's-degree-seeking students entered Touro College. After three (3) years (as of June 30, 2007), 271 (19.60%) of these students had graduated.

The statistics above are for Touro College as a whole.

Questions related to this information should be directed to: Ira Tyszler, Dean of Enrollment Management and Institutional Research, (212) 463-0400 ext. 5491.

TCLA RETENTION & GRADUATION

Since TCLA is only in its 5th year, we have limited data on graduation rates. Of our first year (2005-6) cohort, 27% had graduated at the end of 4 years. Our second year cohort (2006-7) already has a graduation rate of 36% after 3 years (45% looking at transfer students alone), and we expect a continued upward trend.

Our average 1-year retention rate over the past 4 years is approximately 54%.

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Tova Friedman, B.H.L., Library Assistant, Lander College for Women
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Batsheva Elshevich, Secretary

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Florence Cohen, B.A., Recruitment Supervisor
Ilana Siyunova, A.S., Secretary

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Suzannah Gordon, Assistant to the Dean of the Graduate School of Jewish Studies

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