2023-2025 CATALOG

TOURO UNIVERSITY
Graduate School of Education

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Catalog

2023 - 2025

ACCREDITATION

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

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

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

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

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

The Graduate School of Education is accredited for its initial and advanced certification programs by the Council for the Accreditation of Educator Preparation (CAEP), 1140 19th Street NW, Suite 400, Washington, DC 20036 (Tel: 202-223-0077).

POLICY OF NON-DISCRIMINATION

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

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

IMPORTANT NOTICE

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

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

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

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

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

GENERAL DISCLAIMER

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

COVID-19 RELATED CLINICAL PROCEDURES

All Graduate School of Education programs leading to eligibility for licensure require a clinical component. Some programs may require more than one clinical placement in the form of fieldwork, practice, and/or internships. While each such program strives to adhere to its established timing of courses and clinical experiences, unforeseen events may hamper their availability. When such situation occurs, it is possible that the completion of these programs may be delayed and the time in the Program extended to meet accreditation requirements. Furthermore, once appropriate clinical experiences have been arranged, it is up to the student, not the program, to decide whether to attend the clinical site. Should a student decline to participate, the student understands that their progression in the program may be delayed. Students declining to participate in clinical or other experiential components of their program should contact their clinical coordinator to ensure graduation and certification requirements are met as well as financial aid and other rules and regulations are satisfied.

DEGREE AND CERTIFICATE OFFERINGS

Master of Science in Education and Special Education leading to eligibility for New York State initial/professional certification in Education and Special Education: Early Childhood, Birth – Grade 2

†

Master of Science in Education and Special Education leading to eligibility for New York State initial/professional certification in Education and Special Education: Childhood, Elementary School, Grades 1 – 6

†

Master of Science in Special Education leading to eligibility for New York State initial/professional certification in Teaching Students with Disabilities: Generalist, Grades 7 – 12

†

Master of Science in Jewish Childhood Education and Special Education leading to eligibility for New York State initial/professional certification in Education and Special Education: Childhood, Elementary School, Grades 1 – 6

†

Master of Science in School District/School Building leading to eligibility for New York State certification at the building and district levels

†

Master of Science in School Building Leader leading to eligibility for New York State certification at the building level

†

Master of Science in Teaching Literacy leading to eligibility for New York State initial or professional certification in Teaching Literacy: Birth – Grade 6 and Grades 5 – 12

†

Master of Science in Mathematics Education leading to eligibility for New York State initial certification in Mathematics Education: Grade 7 – 12 and extension for Grades 5 – 6

†

Master of Science in Mathematics Education leading to eligibility for New York State professional certification in Mathematics Education: Grade 7 – 12 and extension for Grades 5 – 6

†

Master of Science in Instructional Technology* leading -- for already certified teachers -- to eligibility for New York State initial/professional certification in Instructional Technology: Kindergarten – Grade 12

†

Master of Science in School Counseling leading to eligibility to New York State Initial/professional certification as a School Counselor
PreK – Grade 12

†

Master of Science in Teaching English to Speakers of Other Languages (TESOL) leading to eligibility for New York State initial/professional certification as a TESOL teacher:
PreK – Grade 12

†

Advanced Certificate in Gifted and Talented Education (GATE) leading to eligibility for NYS initial/professional certification in Gifted and Talented Education

†

Advanced Certificate in Teaching Students with Autism and Severe or Multiple Disabilities leading to eligibility for NYS initial/professional annotation in Teaching Students with Severe or Multiple Disabilities

†

Advanced Certificate in Teaching English to Speakers of Other Languages (TESOL)

†

Bilingual Advanced Certificate in General Education

†

Bilingual Advanced Certificate in Special Education and Speech & Language Disabilities

†

Bilingual Advanced Certificate in Pupil Personnel Services

†

Advanced Certificate in Instructional Design for E-Learning & Remote Education*

SPECIAL INITIATIVES
Lander Center for Educational Research

*Offered jointly with Touro's Graduate School of Technology

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MESSAGE FROM THE PRESIDENT

In the half century that has passed since Dr. Bernard Lander founded Touro College, our institution has achieved a remarkable degree of success and growth. The scope of Touro's programs has broadened accordingly to encompass the needs of our many students. Touro's ambitious vision for blending the best of both Jewish and secular scholarship in an atmosphere of academic excellence and personal student attention expanded in 1993 with the establishment of The Touro College Graduate School of Education.

As Touro's president, I am deeply committed to Touro's mission of providing a superlative education in an effort to serve humanity and to build a better future. Our original mandate included a need to respond in innovative ways to the educational needs of the growing, underserved communities in New York and beyond. Touro remains faithful to this mandate through The Graduate School of Education's commitment to preparing a diverse cadre of highly qualified teachers and administrators who are distinguished by their academic expertise, ethics, and commitment to providing educational opportunities to the broad spectrum of society. The Graduate School of Education provides superior quality instruction to a diverse student body that is among the largest in New York State.

In carrying out our goals, we continue to work with our students in a collective effort to help make the world a better place for all. Thank you for joining us in the pursuit of this important mission. I wish you the greatest success in achieving your academic and professional aspirations.

Sincerely,

Alan Kadish, M.D.

DR. BERNARD LANDER, FOUNDING PRESIDENT OF TOURO UNIVERSITY

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

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

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

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

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

Dear Touro Students,

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

While at Touro, you will have opportunities to engage in research, participate in our University-wide Research Day, and actively engage with thought leaders and skilled practitioners in education. You will join a long line of educator alumni who together represent a commitment to ensuring the preparation of young students to experience meaningful lives and to have the ability to realize their own full potential. What you do with your Touro Graduate School of Education degree matters.

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

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

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

Sincerely,

Patricia E. Salkin, J.D., Ph.D.

WELCOME FROM THE DEAN

Welcome to the Graduate School of Education (GSE) at Touro University! I am honored to serve as the Dean of Touro GSE, one of the largest educator preparation programs in the region and the largest provider of Special Education teachers for the New York City Department of Education. GSE programs are designed to prepare our students based on the standards for teacher preparation established by NYSED, CAEP, and AAQEP.

As a student at GSE, you will be supported by an expert team dedicated to your success. Our faculty are well-known as researchers, teachers, advocates, professional developers, and artists within their respective fields. They publish in highly-regarded, peer-reviewed journals and present at conferences, both nationally and internationally. They also serve on national and state commissions and are leaders on professional boards of directors.

Our focus on student success will become evident in every interaction you have with our faculty and staff. This begins at orientation and continues as you progress through your selected program, forging relationships with instructors and working closely with advisors and staff who are there to help advance your academic and professional journey. As you'll discover, the GSE environment fosters the development of this same level of professionalism and commitment in you, the student body.

As Touro students, degree/certificate candidates, graduates, and alumni, you will join the ranks of thousands of individuals who continue to have a positive, lasting impact on the education profession and the communities they serve. I wish you the greatest success in your academic and professional endeavors!

Nelly C. Lejter Morales, Ph.D.

ACADEMIC CALENDAR

Please visit the Graduate School of Education's website for the academic calendar at:
https://gse.touro.edu/academics/academic-calendar/

**In the event of class cancellation due to inclement weather, classes will extend beyond the scheduled end date. In such cases, please visit the Touro University homepage at www.touro.edu for announcements. Instructors will notify students if there are changes to the schedule.

TOURO UNIVERSITY MISSION STATEMENT

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

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

The following goals support Touro's Mission:
1. To impart and enrich the Jewish heritage and its tradition of intellectual inquiry and to incorporate its ethos into the University's academic offerings
2. To promote inclusivity, ethical behavior, and social responsibility through the curriculum and community outreach
3. To advance the career interests and professional aspirations of our students through a broad range of academic programs and innovative approaches
4. To advance faculty and student research and scholarship
5. To promote educational opportunities and access, focused on the student experience and student success

INTRODUCTION

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

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

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

TOURO UNIVERSITY

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

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

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

Touro's schools serve a variety of communities, providing engaging courses in a range of fields - from medicine and pharmacy to law; business to education; and speech pathology to Jewish studies. The Touro educational experience reflects the Jewish intellectual tradition of commitment to the transmission of knowledge, social justice, and respect for applied knowledge and discovery.

It is this commitment to a Jewish intellectual tradition that fuels the many outstanding achievements by faculty and students throughout Touro. At the same time, the Touro University experience goes beyond classroom instruction - Touro fosters an atmosphere of warmth, in which close faculty-student relationships, student camaraderie and individual attention are nurtured.

Enhancing the Jewish Heritage

Touro's first college, the Touro College of Liberal Arts and Sciences, was established in 1971. Decades later, the various divisions of the College were designated The Lander Colleges, in honor of Founding President Dr. Bernard Lander, for his historic contribution to higher Jewish education in America. The Lander Colleges embody Touro's commitment to enriching the college experience for Jewish men and women. They are comprised of three colleges: The Lander College of Arts and Sciences – Flatbush (with separate divisions for men and women); the Lander College for Women – The Anna Ruth and Mark Hasten School in Manhattan; and the Lander College for Men in Queens. Other Touro schools similarly dedicated to the unique needs of the Jewish people include the Graduate School of Jewish Studies, which prepares students for careers in education and community service; the School for Lifelong Education, to serve the academic needs of the Hasidic community; the Institute for Professional Studies – Machon L'Parnasa, which provides practical applications in higher education for the ultra-orthodox community; and Touro College Los Angeles, which follows a curriculum modeled after The Lander Colleges. In 2015, Touro welcomed the Hebrew Theological College of Skokie, Illinois into the Touro system.

Fulfilling Needs - and Building Strength - in Healthcare

Touro has grown into one of the largest healthcare educational systems in the country. Beginning with the School of Health Sciences in New York City in 1972, Touro pioneered the training of physician assistants and established other campuses in the New York area that prepare healthcare professionals to serve a broad

range of patient needs including nursing, physical and occupational therapy, speech language pathology, psychology, and mental health. In 2020, Touro responded to the growth of data and security issues in healthcare by expanding its offerings to a new campus in Skokie, Illinois with programs in healthcare cybersecurity, data analytics, nursing and physician assistant studies.

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

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

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

Charting New Territory in Law, Business, and Technology

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

Educating the Educators, Serving the Community

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

graduates for clinical social work practice in a variety of urban and multicultural environments and to advocate effectively for the most underserved in society.

Forging Ties with Israel and Revitalizing Jewish Life in Europe

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

THE GRADUATE SCHOOL OF EDUCATION

Overview

Touro's Graduate School of Education was officially established in 1993 and, today, is among the largest schools of education in the state of New York. Our enrollment draws on the constantly evolving urban community of New York and reflects an extremely diverse student body, including students from all over the world. Consistent with Touro's mission, the School of Education remains solidly committed to preparing highly effective educators to work in New York's neediest communities. We intentionally attend to the intersections of theory, research on, and evidence of effective teaching and learning while we uphold the values of equity and access.

In addition to serving traditional full-time graduates who have recently completed their undergraduate degrees, Touro's Graduate School of Education supports the academic needs of applicants who are already employed and who desire to upgrade their professional preparation or obtain additional credentials. Therefore, the Touro learning experience is highly personalized. Evening, weekend, and online classes are offered to accommodate the needs of working professionals.

The Graduate School of Education, part of the Division of Graduate and Professional Studies, is dedicated to excellence in education for a rapidly changing education environment in a knowledge-based economy. In order to provide school districts and other educational agencies with highly professional and competent teachers, administrators, and educational personnel, every effort is made to maximize the quality of our programs. To this end, the School continues to strengthen its internal systems for supporting the high performance of both students and faculty; develop new programs that can effectively meet the contemporary needs of schools – especially those serving high-needs and diverse student bodies; and expand the School's collaboration with a wide range of local, national, and state stakeholders in education.

The School currently offers graduate degree programs and certificate programs leading to eligibility for NYS certification, as well as certificate programs that are not NYS certification-eligible. Each of these programs are offered both on-campus and remotely via online courses.

- **M.S. in Education and Special Education (including an online/blended program option)**
    - **Birth-Grade 2**
    - **Grades 1-6**
    - **Special Education, Generalist, Grades 7-12**
- **M.S. in Jewish Childhood Education & Special Education (Grades 1-6)**
- **M.S. in School District/School Building Leader (online option)**
- **M.S. in School Building Leader**
- **M.S. in Instructional Technology (including an online/blended program option) ***
- **M.S. in School Counseling, Grades PreK- 12**
- **M.S. in Teaching Literacy (including an online/blended program option)**
- **M.S. in Teaching English to Speakers of Other Languages (TESOL)**
- **M.S. in Mathematics Education**
- **Bilingual Advanced Certificate Programs**
    - **Bilingual Special Education/Bilingual Speech and Hearing Handicapped**
    - **Bilingual General Education**
    - **Bilingual Pupil Personnel Services**
    - **ITI Bilingual Special Ed, ITI Speech & Language Disabilities and ITI PPS**
- **Advanced Certificate in Gifted and Talented Education (GATE)**
- **Advanced Certificate in Teaching Students with Autism and Severe or Multiple Disabilities**
- **Advanced Certificate in Instructional Design for E-Learning & Remote Education***

*Offered jointly with Touro's Graduate School of Technology.

MISSION OF THE GRADUATE SCHOOL OF EDUCATION

The Graduate School of Education's mission is to prepare a diverse cadre of highly qualified teachers, leaders, knowledge developers, and disseminators. This mission is in keeping with the Judaic commitment to social justice, intellectual pursuit, and service to humanity. We strive to educate teachers, school leaders, and school personnel who are distinguished by their academic expertise, ethics, and commitment to providing educational opportunities to the broad spectrum of society. To actualize its mission, the School of Education has made the following commitments:

- To recruit and serve a diverse student body.
- To provide high-quality instruction in order to prepare skilled education practitioners who will maximize their potential for excellence in their career pursuits. In addition to providing a strong curriculum based on research and cutting-edge education practices, instruction promotes development of students' critical, analytical, technological, and research competencies.
- To offer students a highly professional and competent faculty with a diverse, wide range of experiences.
- To conduct research and demonstration activities that contribute to the development and promulgation of new educational theories and practices for the benefit of future generations of Pre-K – 12 students. Our graduate students are encouraged to participate in the School's research undertakings.
- To use our resources to provide services to the broad metropolitan community and to simultaneously nurture among our students their own long-term commitments to community service.

ADMISSIONS

Admission Process

The Graduate School of Education welcomes applications from all qualified candidates who hold, at minimum, a Bachelor's degree from an accredited college or university. International candidates who hold the equivalent of a U.S. Bachelor's degree are also encouraged to apply. Applicants should visit http://apply.touro.edu, create an account, and follow the directions for completing our online application. The Touro Office of Graduate Admissions processes applications to all programs and collects the necessary information and documents from each applicant. Admissions officers then partner with GSE program chairs, who provide initial advisement, on an individual basis, about the academic programs offered by the Graduate School; together they guide applicants through the admission process.

The Office of Graduate Admissions is open from Monday through Thursday, from 9:00 am to 5:30 pm, unless otherwise posted. The office is closed to students on Fridays.

The central Office of Graduate Admissions is located at:

3 Times Square, 2nd Floor
New York, NY 10036
212 463-0400 ext. 55119 or 55438

Branch offices for the Graduate School of Education are located at:

Brooklyn
946 Kings Highway, 2nd Floor
Brooklyn, NY 11223
(718) 301-2021

Long Island
225 Eastview Drive
Central Islip, NY 11722
(631) 665-1600 ext. 66246

General Admission Requirements

- Application for admission with $50 fee
- Official undergraduate and graduate transcripts from (an) accredited institution(s) of higher education indicating award of a baccalaureate degree (or its equivalent) and a cumulative grade point average of 3.0 or higher. For transcripts in a language other than English, a certified translation must be provided. A course-by-course educational credential evaluation is usually required to certify academic work completed outside the US. This evaluation should be sent directly to the School by a Touro-approved agency. A list of agencies is available by logging onto https://www.naces.org/members
- Two recommendations are required. Applicants should ask those who can attest to their potential to positively impact the learning of children or youth for recommendations. For those with teaching experience, priority is given to supervisor references.
- Personal statement of applicant's goals and objectives (per the graduate application guidelines)
- Advisement meeting with the Program Chair or an advisor designated by the Program Chair. The applicant may be asked to produce a spontaneous writing sample during advisement meetings for the Education and Special Education, School Counseling, TESOL, Autism, and Bilingual programs.
- After the advisement meeting for the Education and Special Education, School Counseling, Gifted and Talented Education, and Autism programs, and based on the application, the Chair or Director may require the applicant, upon enrollment, to complete a non-credit writing course (EDDN 515) as a condition of admission.
- A copy of the applicant's current Teacher Certification is required for the following advanced certificate programs: School Leadership, TESOL, Teaching Literacy, Gifted and Talented Education, Autism, and Bilingual programs. **Please note:** Applicants who hold only an ESOL or a Foreign Language 7- 12 certificate are not eligible for admission to the Bilingual General Education program.
- Applicants whose native language is not English or who did not attend secondary school or college in an English-speaking country must demonstrate proficiency in the English language. This can be demonstrated in one of three ways:
  1. On the TOEFL examination, achieving a minimum score of either
     a. 600 (paper-based)
     b. 213 (computer-based) or
     c. 80 (Internet-based) or
  2. On the IELTS--Academic examination, achieving a minimum Band score of 6.
  3. On the PTE Academic examination, achieving a minimum score of 58.

For supplemental admission requirements, please refer to the individual program sections of this Catalog.

Transfer Credit

Students who wish to request transfer credits for prior graduate coursework must present (an) official transcript(s) from the graduate school(s) at which the courses were taken. Only courses in which the grade of "B" or better was earned and were completed at an accredited intuition are eligible to be evaluated for transfer. Transfer courses should have been completed not more than five years before the time of admission. The Program Chair must approve *in writing* the award of credit.

The table below indicates, by program, the maximum number of credits allowed in transfer.

Program	Max no. of credits*
• Early Childhood Education & Special Education • Childhood Education & Special Education • Students with Disabilities, Generalist, Grades 7 – 12 • Jewish Childhood Education & Special Education • TESOL (M.S.) • School Counseling	12
• Mathematics Education (Initial Certificate) • Mathematics Education (Professional Certificate)	9
• School Building Leader • School District/School Building Leader • Teaching Literacy • TESOL (Adv. Cert.) • Bilingual Special Education and Speech & Language Disabilities (Adv. Cert.) • Bilingual General Education (Adv. Cert.)	6
• Bilingual Pupil Personnel Services (Adv. Cert.) • Instructional Design for E-Learning & Remote Education (Adv. Cert.)	3
• Gifted and Talented Education (Adv. Cert.) • Teaching Autism (Adv. Cert.)	0

*Award of credit must be approved first by the Program Chair.

Courses with a grade lower than "B" cannot be accepted for transfer. Transfer credits will not be accepted and transcripted for visiting study/non-degree students; although relevant courses from an accredited institution may be used for certification.

International Students

International students who wish to attend the Graduate School of Education must first apply and be accepted to one of its degree programs. After they have been accepted, they are required to obtain Form I-20 and a valid F1 student visa (or status) before enrolling and beginning a full-time degree program. Initial questions about this process can be directed to the contact person for international student applicants for the Graduate School of Education: Sun Hee Choi, Director of International Student Affairs, 3 Times Square, Room 206, New York, NY 10036; email: sun.choi3@touro.edu.

For additional information, please visit www.touro.edu/departments/international-students/f-1-visai-20-info/ or consult the *International Student Handbook*, available via a link at www.touro.edu/departments/international-students/forms--resources/.

<div align="center">

TUITION AND FEES 2023 – 2024 *

</div>

All MS and Certificate Programs	$650 per credit
Application Fee	$50 (non-refundable)
Administrative Fee	$150 per Summer, Fall and Spring semester (non-refundable)
Late Registration Fee	$50 per semester
Graduation Fee	$200
Technology Fee (Fall & Spring)	$100 per semester
Transcript Fee	(see "Transcripts," p. 123)
"Chalk and Wire" Fee (Secure online system for creation and assessment of electronic portfolios)	$100 (one-time fee, for three years of upload access to the system)

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

Tuition Refund Schedule

Policy for Withdrawing from All Classes

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

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

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

Students who wish to withdraw from all courses in a given semester without officially withdrawing from a program must complete an Add/Drop form (see "Dropping and Adding Courses, p. 109).
When withdrawing from ALL classes, the following tuition refund schedule will apply:

Summer Semester (up to 8 weeks in length)

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

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

Fall & Spring semesters - When withdrawing from all courses:

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

The Administrative Fee is non-refundable for all semesters.

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

Policy for Withdrawing from a Partial Load

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

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

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

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

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

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

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

Fall & Spring Semesters – When withdrawing from a Partial Load

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

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

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

FINANCIAL AID

Financing your education is a major undertaking. We are here to guide you through it. Stop by or call our office any time, no appointment necessary.

Our financial aid counselors will assist you every step of the way, from the beginning of your time at the Touro Graduate School of Education to the beginning of your post-graduate career and beyond. We can help you understand your eligibility and apply for financial aid, and answer any questions about private or federal loans, work-study, or scholarships opportunities.

Contact the Office of Financial Aid

Associate Director of Financial Aid
Office of Financial Aid
Touro University Graduate School of Education
3 Times Square, 2nd Floor
New York, NY 10036
Phone: 212-463-0400 ext. 55322
Fax: 646-495-3892

Financial Aid Administrators

946 Kings Hwy Suite 2
Brooklyn, NY 11223
Phone: 718-301-2027
Fax: 718-627-3684

Forest Hills
71-02 113th Street
Forest Hills, NY 11375
Phone: 718-793-3744

GRADUATE FINANCIAL AID

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

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

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

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

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

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

Financial Aid Self-Service & Student Administrative Services Help Desk

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

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

Federal Application Requirements and Procedures

All students who wish to apply for financial aid must complete a Free Application for Federal Student Aid (FAFSA or a Renewal FAFSA) and submit it to the U.S. Department of Education (ED) once for each academic year. The FAFSA can be completed online at https://studentaid.gov/h/apply-for-aid/fafsa. Applications become available on October 1 for the upcoming school year that begins with the following summer semester. For example, for the 2022-2023 academic year (which includes the summer 2022, fall 2022 and spring 2023 semesters) the FAFSA was available on October 1, 2021.

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

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

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

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

Requirements for Title IV (Federal) Financial Aid

In order to qualify for federal financial aid, students:
- Must be accepted into one of Touro's degree granting programs and must be fully matriculated in that program.
- Must have a high school diploma or its recognized equivalent, such as a general educational development or GED certificate or have completed home schooling at the secondary level as defined by state law.
- Must be making satisfactory academic progress toward their degree.
- Must be enrolled at least half time to receive to receive federal loans**.**
- Must not have been convicted of possession or sale of illegal drugs for an offense that occurred while receiving federal financial aid (see Question on the FAFSA for additional eligibility information).
- Incarcerated students are not eligible for federal student loans but are eligible for Federal Work Study and Federal Supplemental Educational Opportunity Grants. They are also eligible for Pell Grants if not incarcerated in a federal or state penal institution.
- Must not be in default on a prior federal student or parent loan that has not been rehabilitated. Contact the Office of Financial for loan rehabilitation information.
- Must be a U.S. citizen or permanent resident or other eligible non-citizen.
- Must have a valid Social Security Number.
- With the exception of unsubsidized Loans and PLUS Loans, all other federal student aid requires students to demonstrate financial need.

- agree to use any federal student aid received solely for educational purposes.
- sign a statement of educational purpose/certification statement on refunds and defaults.

Federal Verification Requirements

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

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

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

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

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

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

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

Requirements for Determination of Independent Student Status for Financial Aid

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

A. Age 24 or older as of Dec. 31 of the award year
B. For students under 24, one of the following criteria must be met:

- Orphan, foster child, or ward of the court at age 13 or older
- Veteran or currently engaged in active duty in the U.S. armed forces for purposes other than basic training
- Have legal dependents other than a spouse for whom he/she provides more than 50 percent financial support

- Enrolled in a graduate or professional program
- Married student (at the time the FAFSA is signed)
- Classified by the Office of Financial Aid as independent because of other unusual circumstances that have been fully documented and are consistent with federal regulations
- Have had a legal guardian as determined by a state court
- An unaccompanied youth who is determined to be homeless, or at risk of being homeless, by a school district, shelter director, or the U.S. Department of Housing and Urban Development
- Emancipated minor as determined by a court in his/her state of legal residence

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

Apply for Aid in 6 Steps

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

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

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

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

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

Step 6: For the Graduate Plus loan, please complete:

- Direct Grad PLUS Loans require a separate **MPN**.
- **Apply for the** Direct Plus loan**; credit check is required**
- **Complete the** PLUS Loan Credit Counseling if your credit is denied and contact the Financial Aid Office **for further instructions.**

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

Notes on Financial Aid

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

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

Tuition Payment Plans

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

Federal Work-Study: Undergraduate and Graduate Students

Federal Work-Study

Federal Work-Study (FWS) is a need-based program which provides part-time employment for undergraduate and graduate students with financial need, allowing them to earn money to help pay education expenses. The program encourages community service work and work related to the student's course of study. Funds for this program are awarded to eligible students as part of the financial aid process. Selection and placement for Work Study recipients is determined by student's eligibility, institutional funding, job availability and suitability for the position. Funds are limited and awarded on a first come, first served basis each academic year.

Students may work a maximum of 30 hours/week during the summer semester and a maximum of 20 hours/week during the fall and spring semester at a rate of $19/hour.

Federal Work-Study Positions

The process for obtaining a Federal Work-Study (FWS) position is as follows:

Students interested in Federal Work-Study need to first speak to their financial aid counselor about adding an FWS award for them. Once they have received and accepted a FWS award students can then look for available positions via the financial services tab of _TouroOne_. Once they have a supervisor interested in hiring them for a position, the supervisor needs to email a completed job description form along with the students name and Touro ID# to Cheryl Weiner (cheryl.weiner@touro.edu) to let her know that they would like the student to work. When Ms. Weiner receives that email, she will send an application packet; upon receipt of the completed packet, an email will be sent with the start date.

Students may not begin working until they receive and reply to an email from Ms. Weiner with their start date. Alternately, if they are interested in working off campus, several off-campus positions can be found via the financial services tab of *TouroOne*. Students interested in one of those positions should contact Ms. Weiner; she will forward the information to the supervisor and they would then proceed as above. If a student is interested in a position that is not posted, they would need to arrange for the agency complete our job description and need assessment forms so that we can determine if the position can qualify as a FWS position. If the position qualifies, they would then proceed as above.

Federal Work-Study Guidelines and Timesheet Instructions

Eligibility
To be eligible for FWS, students must complete a [FAFSA](#) and maintain a 2.0 GPA.

Students who fail to make [Satisfactory Academic Progress](#) must immediately discontinue Federal Work-Study.

If you cannot report for work as instructed, or no longer want employment, you must notify your direct supervisor. Failure to do so will jeopardize your future FWS eligibility.

Location
Regulations stipulate that students may only work for their assigned department.

Workdays & Hours
Students may not work:
- on Saturdays
- while the University is closed
- during scheduled class time
- more than 30 hours/week during the Summer semester and more than 20 hours/week during the Fall and Spring semesters

Students may work up to the last day of their individual finals for each semester.

Timesheets
You must electronically report your time on the [*TouroOne* portal](#). Supervisors must approve your timesheet for each pay period. Instructions are given when you are approved for Federal Work-Study.

Time In & Time Out
Time must be entered in the following format: HH:MM AM or PM. Time must be entered in 15-minute intervals only. Accepted entries are: 00, 15, 30, and 45. *Do not use military time*.

Breaks
FWS participants must take an unpaid one-half (1/2) – hour break when working more than five (5) hours, and a 1-hour break when working 7 ½ hours or more.

Loans: Undergraduate and Graduate Students

Federal Perkins Loans

Touro previously participated in the Federal Perkins Loan Program, which ended on June 30, 2018. Perkins was a fixed-rate, low interest (5%) educational loan offered to undergraduate and graduate students with exceptional financial need such as students with the lowest Expected Family Contribution (EFC). Eligibility

was based on financial need as determined by federal calculations from the FAFSA. Legislated loan limits were up to $5,500 for each year of undergraduate study (undergraduate aggregate limit was $27,500).

No interest accrues while the student is attending school at least on a half-time basis. Repayment begins for existing Perkins Loan borrowers nine months after graduation, or after a student drops below half-time status. For first-time loans disbursed after Oct. 1, 1992, the borrower will make minimum monthly payments of $40. Borrowers are allowed up to ten years to repay the loan depending on the amount borrowed. An additional extension is permitted for low-income borrowers.

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

Federal Direct Stafford Loans

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

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

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

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

Subsidized Federal Direct Stafford Loan

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

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

Unsubsidized Federal Direct Stafford Loan

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

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

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

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

Annual and Aggregate Federal Direct Stafford Loan Limits

Dependent Undergraduate

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

Independent Undergraduate/Dependent Undergraduate with PLUS Denial

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

(cont'd)

Graduate

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

Federal Perkins Loan Program

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

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

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

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

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

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

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

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

Federal Direct PLUS Loan Program

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

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

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

Federal Direct Graduate PLUS Loans

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

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

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

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

Private Loans

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

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

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

Alternate Sources of Aid

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

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

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

- U.S. Department of Veterans Affairs (VA), https://www.va.gov
- GI Bill®[1], https://www.gibill.va.gov
- Office of Financial Aid at Touro

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

Yellow Ribbon GI Education Enhancement Program

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

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

Eligible students fit the criteria as follows:
- Served an aggregate period of active duty after Sept. 10, 2001 of at least 36 months.
- Were honorably discharged from active duty for a service-related disability and served 30 continuous days after Sept. 10, 2001.
- Are dependents eligible for Transfer of Entitlement under the Post-9/11 GI Bill® based on his/her service under the eligibility criteria listed above.

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

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

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

1. Have at least 6 years of service in the Armed Forces (active duty and/or selected reserve) on the date of approval and agree to serve four additional years in the armed forces from the date of election.
2. Have at least 10 years of service in the Armed Forces (active duty and/or selected reserve) on the date of approval, are precluded by either standard policy (service or Department of Defense) or statute from committing to four additional years and agree to serve for the maximum amount of time allowed by such policy or statute.
3. Are or will become eligible for retirement during the period from Aug. 1, 2009 to July 31, 2012 and agree to serve an additional period of service noted in bulleted points a to d (see list below). Service members are considered eligible for retirement if they have completed 20 years of active federal service or 20 qualifying years as computed pursuant to section 12732 of title 10 U.S.C. This will no longer be in effect on Aug. 1, 2013; on or after this date, all members must comply with items 1 and 2.
   a. For individuals eligible for retirement on Aug. 1, 2009, no additional service is required.
   b. For individuals eligible for retirement after Aug. 1, 2009 and before Aug. 1, 2010, one year of additional service is required.

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

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

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

Eligible Dependents

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

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

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

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

Nature of Transfer

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

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

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

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

New York State Aid

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

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

Academic Standard Chart

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

Touro University Employee Benefits/Tuition Remission

Touro University full-time employees who wish to attend classes at Touro University take advantage of the Employee Benefits Tuition Remission policy must:
- Complete an Employee Benefits Tuition Remission form prior to the start of each semester they are planning to attend school;
- File a FAFSA and submit federal and state tax returns along with documentation of all other sources of income.

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

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

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

In-House Scholarships

A minimum undergraduate GPA of 3.0 or its equivalent is required to be eligible for Graduate School of Education scholarships.

The Martha and Dr. Anthony J. Polemeni Scholars Program is available every Fall semester to qualifying students. Information will be shared with students in GSE's newsletter.

The Sebel Family Scholarship is available to candidates in the School Leadership Program who have completed at least 15 credits and maintained a 4.0 GPA. This is a merit-based scholarship.

Deans' Scholarships and others are offered to qualifying Touro GSE students. Guidelines are posted by the Dean's Office when funds are made available.

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

Withdrawal Policy, Federal Return to Title IV (R2T4)

Objective

The Title IV Student Withdrawal Policy is designed to ensure the accurate and timely determination of:
1) The date of the institution's determination that a student withdrew;
2) The student's withdrawal date; and
3) The student's last date of attendance.

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

Background

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

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

Policy

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

Withdrawal Date

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

Official Notification Provided

- In a case when the student provides official notification of his/her intent to withdraw, Touro will use the date of notification as follows:
- In the event that a student begins Touro's withdrawal process,* the date the student begins the process is the date of withdrawal.
- In the event that a student sends written notification of intent to withdraw, the date Touro receives the written notice is the date of withdrawal.
- In the event that a student makes an oral notification to the Office of the Registrar, which is Touro's designated office for beginning the withdrawal process, the date will be documented by this office. The date of withdrawal will be recorded as of the date of oral notification, unless there is subsequent written notification, in which case the date that Touro receives the written notification may be the withdrawal date.

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

Official Notification Not Provided

In a case when the student does not provide official notification of his/her intent to withdraw, Touro may use the midpoint of the payment period as the date of withdrawal, with the following exception:
- When an official notification was not provided by the student because of circumstances beyond his/her control (i.e., illness, accident, grievous personal loss, or other circumstances), the date of the onset of such circumstances will be serve as the withdrawal date as determined by the Office of the Registrar.

Last Date of Attendance

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

Date of Institution's Determination of Student Withdrawal

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

Date of Official Notification Provided

This is the date the student provides official notification to Touro or begins the withdrawal process, whichever is later.

Date of Official Notification Not Provided

This is the date that Touro learns the student has ceased attendance. Touro will perform the Return to Title IV Funds calculation and return any unearned funds no later than 45 days after the end of the payment

period determining the withdrawal date. For a student who withdraws without providing notification to Touro, the institution must determine the withdrawal date no later than 30 days after the end of the earliest:

- Payment period or period of enrollment (as appropriate)
- Academic year
- Educational program

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

Calculation of Earned Title IV Assistance

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

Post-Withdrawal Disbursements

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

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

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

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

Upon receipt of a timely response from the student or parent, Touro will disburse funds in the manner specified in the response. Distribution will occur within 180 days of the date of determination of the student's withdrawal date. If no response is received from the student or parent, Touro will not disburse any of the funds. Touro maintains the right to decide whether or not to make a post-withdrawal disbursement in the event that the student (or parent for a PLUS Loan) responds after 14 days

of the date that notification was sent to them. If Touro decides not to make this post-withdrawal disbursement, it will inform the student (or parent) in writing. In the case of a post-withdrawal disbursement, grant funds will be disbursed prior to loan funds.

Refund of Unearned Funds to Title IV

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

Refunds by the University

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

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

Refunds by the Student

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

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

Payment Period or Enrollment Period

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

Documentation

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

Additional Financial Aid Policies for Graduate Students

High School Diploma

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

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

Transfer Students

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

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

Financial Aid for Repeated Coursework: Financial Aid Impact

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

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

- May repeat a previously passed course only once (and receive aid for the repeated course).
- May repeat a failed course until it is passed (aid eligibility will be limited to one repeat).
- May not repeat a previously passed course due only to a student's failure to pass other coursework.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

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

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

The complete Touro University Satisfactory Academic Progress policy can be found online at https://www.touro.edu/students/policies/satisfactory-academic-progress-policy/.

M.S. in Education and Special Education
The mission of the Master of Science degree programs in Education and Special Education is to educate, train, and graduate individuals with strong theoretical knowledge; practical classroom experience; technological and informational literacy; a dedication to multiculturalism, diversity, and global awareness; and a commitment to bring the benefits of education to all children, adolescents, and adults regardless of individual differences or special needs.

Overview of Programs
The Master of Science degree programs in Education and Special Education have been designed to meet the graduate education needs of professionals in public and private education. The programs provide in-depth exploration of philosophy, theory, and practice of classroom teaching in general education and special education and are offered for three levels of learning:

- **M.S. in Early Childhood Education & Special Education (Birth-Grade 2)**: *36 credits*
- **M.S. in Childhood Education & Special Education (Grades 1-6)**: *36 credits*
- **M.S. in Teaching Students with Disabilities, Generalist (Grades 7-12):** *42 credits*

The birth-grade 2 and grades 1-6 programs are dual certification programs; graduates are eligible for certification in both general education and teaching students with disabilities. Graduates of the grade 7-12 program are eligible for certification in students with disabilities, but not secondary general education certification. Graduates of this grade 7-12 program can work as consulting teachers, co-teachers, and resource room teachers at the grade 7-12 level. Additional grade 7-12 certifications can be earned by meeting further NYSED requirements. Students study with faculty members who have well-established reputations in their specialty areas. In addition, a number of experts in pertinent fields serve the programs as adjunct, part-time, and visiting faculty members.

The goals of the programs are to educate and train early childhood, elementary school, and secondary school teachers so that they can acquire in-depth knowledge of the content areas they study and skills in teaching in those content areas; knowledge of assessment tools and use of those tools for improving student learning; knowledge of and skills in applying principles and methodologies of research; ability to critically appraise research findings; knowledge of and sensitivity to the needs of students from a highly diverse population; ability to use technology for instruction; ability to apply principles of differentiated instruction; ability to integrate NYS common core learning standards (and other relevant standards) into instruction; and knowledge of and sensitivity to the needs of students with disabilities and special needs. Overarching goals, common to all student work, include the acquisition and effective use of critical thinking skills, information literacy, and appreciation of the caring teacher-student relationship as the foundation of effective teaching and learning.

The Education and Special Education programs are designed to serve the educational needs of applicants who have not previously taught or who are already teaching and want to increase the breadth and depth of their knowledge base while upgrading their professional preparation and credentials. Scheduling accommodates working professionals who require online, evening and/or Sunday classes.

Students who have taken graduate courses at other accredited institutions may request that up to 12 credits be evaluated for transfer, first by a Site Director, then by the Associate Dean/Chair.

M.S. Degree in Early Childhood Education & Special Education (Birth - Grade 2)

The program in Early Childhood Education and Special Education offers study of early childhood development, early intervention, and learning and teaching processes in preschool, kindergarten, and primary grade levels. Students become eligible for New York State Initial or Professional Teacher Certification in early childhood education (birth-grade 2) and students with disabilities (birth-grade 2) upon graduation from the program and completion of New York State Education Department (NYSED) requirements, including receipt of passing grades on NYSED teacher certification examinations, filing of fingerprints with NYSED, a six-hour bullying and harassment workshop, and a three-hour workshop on autism. NYS Professional Teacher Certification is awarded after three full years (September - June) of full-time teaching experience.

Students are expected to pass any NYSED certification exam (EAS, CST-Multi-Subject, CST- Disabilities, or EDTPA) in the second half of the program, before registering for the final practicum course. Students must take EDSN 682, Field Experience and Practicum I in General and Special Education, Birth-Grade 2, within the first 18 credits of the program. Students must take SEDN 683, Practicum II in Special Education, Birth-Grade 2, in the last semester of the program. Students are also expected to maintain a grade point average (GPA) of at least 3.0 throughout the program.

The Early Childhood Program consists of 36 credit hours. Coursework includes 15 credit hours of general pedagogical core courses (required in all education and special education programs), and 21 credit hours of specific pedagogical core courses, including 6 credit hours of Field Experience and Practicum. There is a culminating project that is completed for Practicum II.

General Pedagogical Core Courses (15 credits)

EDSN 600*	History and Philosophy of Education and Special Education
SEDN 602*	Introduction to Teaching Students with Disabilities
EDPN 620	Child Development and Learning in Cultural Context
EDSN 640*	Assessment of Individual Differences in General and Special Education: A Socio-Cultural Perspective
EDSN 650*	Educational Technology in General and Special Education

* For Touro University undergraduate Education majors who took this course and received a grade of "B" or higher, the credits earned will also count as graduate course credit toward the MS degree. However, in the event an undergraduate student passes a graduate-level course with a grade lower than "B" and must take it again in her or his graduate program, financial aid will not be available for such coursework and both grades will appear on the student's transcript. There are other collateral consequences to such coursework; please consult your advisor or Program Chair for additional details.

Specific Pedagogical Core Courses for the Early Childhood Program, including Field Experience and Practica (21 credits)

EDDN 625	The Education of Young Children: Principles and Methods
EDSN 626	Patterns of Parenting and Child Care in Relation to Early Intervention and Education
SEDN 635	The Study of Disabilities in Infancy and Early Childhood
EDSN 657	Early Literacy Instruction I, Birth - Pre-K
SEDN 658	Early Literacy Instruction II, K - Grade 2
EDSN 682	Field Experience and Practicum I in Early Childhood General Education and Special Education, Birth-Grade 2
SEDN 683	Practicum II in Early Childhood Special Education, Birth-Grade 2

Non-Credit Courses, Seminars, and Workshops

EDDN 511	Seminar on Child Abuse Identification and Reporting
EDDN 513	Seminar on School Violence Prevention and Intervention
EDDN 515	Strengthening Your Writing and Reading Skills (if required by program)
EDDN 565	Bullying and Harassment Workshop (required by NYSED for certification)
SEDN 565	Autism Workshop (required by NYSED for disabilities certification)

Non-Credit Preparation Workshops for NYSTCE (New York State Teacher Certification Examinations)

EDDN 561	CST-Multi-Subject Preparation Workshop
EDDN 562	CST-Disabilities Preparation Workshop
EDDN 580	Educating All Students Prep Seminar

M.S. Degree in Childhood Education & Special Education (Grades 1-6)

The program in Childhood Education offers study of childhood development and the learning and teaching processes in grades 1 - 6. This program leads to New York State Initial or Professional Teacher Certification in childhood education (grades 1-6) and students with disabilities (grades 1-6) upon graduation from the program and completion of New York State Education Department (NYSED) requirements, including receipt of passing grades on NYSED teacher certification examinations, filing of fingerprints with NYSED, a six-hour workshop on bullying and harassment, and a three-hour workshop on autism. NYS Professional Teacher Certification is awarded after three full years (September - June) of full-time teaching experience.

Students are expected to pass any NYSED certification exam (EAS, CST-Multi-Subject, or CST-Disabilities) in the second half of the program, before registering for the final practicum course. Students must take EDSN 694, Field Experience in General and Special Education, Grades 1-6, within the first 18 credits of the program. Students must take SEDN 695, Practicum in Special Education, Grades 1-6, in the last semester of the program. Students are also expected to maintain a grade point average (GPA) of at least 3.0 throughout the program.

The Childhood Program consists of 36 credit hours. Coursework includes 15 credit hours of general pedagogical core courses (required in all education and special education programs), and 21 credit hours of specific pedagogical core courses, including 6 credit hours of Field Experience and Practicum. There is a culminating project that is completed for the Practicum.

*General Pedagogical Core Courses (15 credits) (**see footnote below**)*

EDSN 600*	History and Philosophy of Education and Special Education
SEDN 602 *	Introduction to Teaching Students with Disabilities
EDPN 620	Child Development and Learning in Cultural Context
EDSN 640*	Assessment of Individual Differences in General and Special Education: A Socio-Cultural Perspective
EDSN 650*	Educational Technology in General and Special Education

* For Touro University undergraduate Education majors who took this course and received a grade of "B" or higher, the credits earned will also count as graduate course credit toward the MS degree. However, in the event an undergraduate student does poorly in a graduate-level course and must take it again in her or his graduate program, financial aid will not be available for such coursework and both grades will appear on the student's transcript. There are other collateral consequences to such coursework; please consult your advisor or Program Chair for additional details.

Specific Pedagogical Core Courses for the Childhood Program, including Field Experience and Practicum (21 credits)

EDSN 603   Teaching Mathematics, Science, and Technology in General and Special Education, Grades 1-6

EDSN 604   Teaching Social Studies and the Arts in General and Special Education, Grades 1-6

EDSN 665   Basic Reading and Writing Instruction, Grades 1-6

SEDN 667   Assessment, Diagnosis and Remediation of Reading Disabilities, Grades 1-6

SEDN 670   Curriculum Development and Classroom Management for Students with Disabilities, Grades 1-6

EDSN 694   Field Experience in General Education and Special Education, Grades 1-6

SEDN 695   Practicum in Special Education, Grades 1-6

Non-Credit Courses, Seminars, and Workshops

EDDN 511   Seminar on Child Abuse Identification and Reporting

EDDN 513   Seminar on School Violence Prevention and Intervention

EDDN 515   Strengthening Your Writing and Reading Skills (if required by program)

EDDN 565   Bullying and Harassment Workshop (required by NYSED for certification)

SEDN 565   Autism Workshop (required by NYSED for disabilities certification)

Non-Credit Preparation Workshops for NYSTCE (New York State Teacher Certification Examinations)

EDDN 561   CST-Multi-Subject Preparation Workshop

EDDN 562   CST-Disabilities Preparation Workshop

EDDN 580   Educating All Students Prep Seminar

M.S. Degree in Teaching Students with Disabilities, Generalist, Grades 7-12

The program in teaching students with disabilities at the grade 7-12 level offers the study of adolescent development as a foundation to prepare candidates to implement appropriate strategies to engage students in effective and meaningful learning experiences. Coursework focuses on the adaptation of curriculum to support the learning of students with special needs. This program leads to New York State Initial or Professional Teacher Certification in Teaching Students with Disabilities, Grades 7-12, as a generalist. Additional New York State Education Department (NYSED) requirements for certification include receipt of passing grades on NYSED teacher certification examinations, filing fingerprints with NYSED, a three-hour workshop on bullying and harassment, and a three-hour workshop on autism. NYS Professional Teacher Certification is awarded after three full years (September - June) of full-time teaching experience.

Students are expected to pass the NYSED teacher certification exams (EAS, CST-Multi-Subject, CST-Disabilities) before registering for the final practicum course. Students are expected to take SEDN 675, Field Experience in Special Education, Grades 7- 12, in the first half of the program. Students must take SEDN 678, Practicum in Special Education, Grades 7-12, in the last semester of the program. A grade point average (GPA) of at least 3.0 is expected to be maintained throughout the program.

The Students with Disabilities Grade 7-12 Program consists of 42 credit hours. Coursework includes 15 credit hours of general pedagogical core courses (required in all education and special education programs), and 27 credit hours of specific pedagogical core courses, including 6 credit hours of Field Experience and Practicum. There is a culminating project that is completed for the Practicum.

General Pedagogical Core Courses (15 credits)

EDSN 600*   History and Philosophy of Education and Special Education
SEDN 602*   Introduction to Teaching Students with Disabilities
EDPN 620   Child Development and Learning in Cultural Context
EDSN 640*   Assessment of Individual Differences in General and Special Education: A Socio-
               Cultural Perspective
EDSN 650*   Educational Technology in General and Special Education

* For Touro University undergraduate Education majors who took this course and received a grade of "B" or higher, the credits earned will also count as graduate course credit toward the MS degree. However, in the event an undergraduate student does poorly in a graduate-level course and must take it again in her or his graduate program, financial aid will not be available for such coursework and both grades will appear on the student's transcript. There are other collateral consequences to such coursework; please consult your advisor or Program Director for additional details.

Specific Pedagogical Core Courses for the Students with Disabilities, Generalist, Grades 7-12, Program, including Field Experience and Practicum (27 credits)

SEDN 601   Principles of Mathematics Instruction for Students with Disabilities, Grades 7-12
SEDN 606   Principles of Science and Technology Instruction for Students with Disabilities, Grades
               7- 12
SEDN 617   Principles of Teaching Historical and Cultural Studies to Students with Disabilities,
               Grades 7-12
SEDN 618   Principles of Teaching the Arts and Physical Education for Students with Disabilities,
               Grades 7-12
SEDN 666   Language and Literature for Students with Disabilities, Grades 7-12
SEDN 672   Curriculum Development and Classroom Management for Students with Disabilities,
               Grades 7-12
SEDN 673   Assessment, Diagnosis, and Remediation of Reading Disabilities, Grades 7-12
SEDN 675   Field Experience in Special Education, Grades 7-12
SEDN 678   Practicum in Special Education, Grades 7-12

Non-Credit Courses, Seminars, and Workshops

EDDN 511   Seminar on Child Abuse Identification and Reporting
EDDN 513   Seminar on School Violence Prevention and Intervention
EDDN 515   Strengthening Your Writing and Reading Skills (if required by program)
EDDN 565   Bullying and Harassment Workshop (required by NYSED for certification)
SEDN 565   Autism Workshop (required by NYSED for disabilities certification)

Non-Credit Preparation Workshops for NYSTCE (New York State Teacher Certification Examinations)

EDDN 561   CST-Multi-Subject Preparation Workshop
EDDN 562   CST-Disabilities Preparation Workshop
EDDN 580   Educating All Students Prep Seminar

Online Blended Programs

Students can complete all course requirements online in the birth-grade 2, grades 1-6, and grades 7-12 programs, with the exception of field experience and practicum, which can be completed in students' local areas.

Supplemental Admission Requirements
(Please see page 14 for general requirements)

- The applicant's baccalaureate degree transcript must indicate a major or its equivalent in a liberal arts and sciences subject area, and liberal arts and sciences courses in the following areas: English Composition, Literature, Social Science, a semester of a language other than English, Science, History, Mathematics, Speech, Arts (other than literature), and Computer Literacy. Students who do not meet the liberal arts and sciences requirements may be permitted to complete those requirements concurrently with their graduate studies.
- One sample of representative academic work selected by the applicant (e.g., undergraduate/graduate writing project or research essay)

M.S. in Jewish Childhood Education and Special Education (Grades 1-6)

The mission of the M.S. in Jewish Childhood Education and Special Education (Grades 1-6) is to prepare highly qualified teachers and educational leaders for service in Jewish schools and organizations that work with children with and without special needs.

Program Overview
The Master of Science degree program in Jewish Childhood Education and Special Education (Grades 1-6) has been designed to meet the graduate education needs of professionals working in Jewish education as well as individuals who aspire to do so. The program provides in-depth exploration of theory and practice of classroom teaching in Jewish education and special education. This is a dual certification program; graduates are eligible for certification in both general education and special education.

The overarching goal of the program is to prepare highly trained teachers and educators to work in Jewish day schools, special education programs, and other Jewish special education settings. More specifically, it provides training so that candidates acquire knowledge of assessment tools and use of those tools for improving student learning; ability to apply principles of differentiated instruction; knowledge of and sensitivity to the needs of students with disabilities; and appreciation of the caring teacher-student relationship as the foundation of effective teaching and learning.

The program is designed to serve the educational needs of applicants who are already teaching and want to increase the breadth and depth of their knowledge base while upgrading their professional preparation and credentials, as well as those who have not previously taught but wish to do so. Scheduling accommodates working professionals who require online, evening and/or Sunday classes.

The Jewish Childhood Education and Special Education Program (Grades 1-6) consists of 45 credit hours. Students who have taken graduate courses at other accredited institutions may request that up to 12 credits be evaluated for transfer by the Program Chair.

Program of Study

General Core Courses

EDSN 603	Teaching Mathematics, Science, and Technology in General and Special Education, Grades 1-6
EDSN 604	Teaching Social Studies and the Arts in General and Special Education, Grades 1-6
EDSN 665	Basic Reading and Writing Instruction, Grades 1-6
JESN 600	History and Philosophy of Education, Jewish Education, and Special Education
JESN 602	Introduction to Teaching Students with Disabilities in Jewish Day Schools
JESN 620	Child Development and Learning in Cultural Context with Emphasis on Jewish Culture
JESN 640	Assessment of Individual Differences in General Education, Jewish Education, and Special Education: A Socio-Cultural Perspective
JESN 650	Educational Technology in General Education, Jewish Education, and Special Education
JESN 667	Assessment, Diagnosis and Remediation of Reading Disabilities in Both English and Hebrew, Grades 1-6
JESN 670	Curriculum Development and Classroom Management for Students with Disabilities in Jewish Day Schools, Grades 1-6
JESN 675	Character Education: Methods in Teaching Jewish Values
JESN 680	Methods in Teaching Hebrew Language Arts
JESN 685	Methods in Teaching Jewish History and the Holocaust

JESN 691   Methods in Teaching Traditional Jewish Texts and Commentary
JESN 695   Practicum in Special Education in Jewish Day Schools, Grades 1-6

Non-Credit Courses, Seminars, and Workshops
EDDN 511   Seminar on Child Abuse Identification and Reporting
EDDN 513   Seminar on School Violence Prevention and Intervention
EDDN 515   Strengthening Your Writing and Reading Skills (if required by program)
EDDN 565   Bullying and Harassment Workshop (required by NYSED for certification)
SEDN 565   Autism Workshop (required by NYSED for disabilities certification)

Non-Credit Preparation Workshops for NYSTCE (New York State Teacher Certification Examinations)
EDDN 561   CST-Multi-Subject Preparation Workshop
EDDN 562   CST-Disabilities Preparation Workshop
EDDN 580   Educating All Students Prep Seminar

Supplemental Admission Requirements
(Please see page 14 for general requirements)

- Applicants must demonstrate knowledge of Judaism, familiarity with Jewish culture, facility in reading and writing Hebrew and have some previous experience working with children.

M.S. in Mathematics Education

The mission of the Master of Science programs in Mathematics Education is to provide rigorous, integrated coursework to prepare highly qualified Mathematics teachers who can demonstrate proficiency in mathematics content and pedagogy, intellectual rigor, and both compassion and high expectations for Grades 5-12 students' mathematical skills, understanding, and appreciation.

- **M.S. in Mathematics Education leading to Initial Certification**: 39 credits
- **M.S. in Mathematics Education leading to Professional Certification**: 30 credits

M.S. in Mathematics Education leading to Initial Certification (Grades 7 – 12 and Extension for Grades 5 – 6)

Program Overview

The Mathematics Education (Initial Certification) program provides a comprehensive array of coursework that equally balances instruction in mathematics content areas, evidence-based practices and instructional techniques, and classroom management strategies. The program also ensures that students have a strong knowledge base with respect to integrating theory with practice, student assessment, teacher accountability, data-driven decision-making, and resources that mathematics teachers need in order to be effective. Additionally, coursework provides students with a strong quantitative background and training in emerging technologies essential for enhancing critical thinking skills among Middle and Secondary students.

Graduates of this program are eligible to obtain Initial New York State Mathematics Teacher Certification to teach both Middle and High School Mathematics upon successful completion of New York State certification exams.

Students who have taken graduate courses at other accredited institutions may request that up to 9 credits be evaluated for transfer by the Program Chair.

Program of Study

The Master of Science in Mathematics Education program leading to eligibility for Initial Certification is a 39*-credit program.

General Core Courses
MTHN 600*	History and Philosophy of Secondary Education
MTHN 602	Teaching Mathematics to Students with Special Needs
MTHN 620*	Adolescent Development and Learning in Cultural Context
MTHN 666*	Language and Literature Studies for Middle and Secondary School Students

Specific Pedagogical Core Courses
MTHN 601*	Methods of Teaching Middle School Mathematics
MTHN 605	Methods of Teaching Secondary School Mathematics
MTHN 651	Curriculum and Assessment in Secondary Mathematics

*Students who previously took and passed EDSN 600 may substitute it for this course.
**These courses may be used by students in the program – or taken by non-matriculated students – to apply for the certification extension to Grades 5 and 6.

Pedagogical Content Courses
MTHN 652	Teaching Algebra and Trigonometry in Grades 7-12
MTHN 653	Teaching Geometry and Data and Chance in Grades 7-12

Mathematics Content Courses
MTHN 654   Selected Topics in Modern Mathematics I
MTHN 655   Selected Topics in Modern Mathematics II

Internships/Practica
MTHN 679   Student Teaching Practicum in Middle School Mathematics
MTHN 681   Student Teaching Practicum in High School Mathematics

Non-Credit Courses, Seminars, and Workshops
EDDN 511   Seminar on Child Abuse Identification and Reporting
EDDN 513   Seminar on School Violence Prevention and Intervention
EDDN 515   Strengthening Your Writing and Reading Skills (if required by program)
EDDN 565   Bullying and Harassment Workshop (required by NYSED for certification)

Non-Credit Preparation Workshop for NYSTCE (New York State Teacher Certification Examinations)
EDDN 580   Educating All Students Prep Seminar

Supplemental Admission Requirements
(Please see page 14 for general requirements)

- The applicant's baccalaureate degree transcript must indicate either (a) a major in Mathematics with a minimum grade point average of 3.0 in the mathematics courses *or* (b) a minimum of 30 credits of mathematics coursework at the Pre-Calculus level or above, with a grade point average of at least 3.0 in the mathematics courses, and including at least two semesters of Calculus, one semester of linear algebra, and one semester of higher geometry. The applicant should contact the program chair directly, if the applicant has not met these requirements.

M.S. in Mathematics Education leading to Professional Certification (Grades 7 – 12 and Extension for Grades 5 – 6)

Program Overview
The Mathematics Education (Professional Certification) program is designed for individuals already holding Initial New York State Teacher Certification in Adolescent Mathematics, or who have already satisfied all the requirements for such certification, but who still need a related Master's degree. This is a 30-credit program offering a combination of advanced mathematics content and advanced courses in mathematics pedagogy. *Applicants who do not already satisfy the requirement of a 3-credit course that addresses the specific elements listed regarding students with disabilities (SWD) are required to take, in addition to the other courses in the program, MTHN 602, Teaching Mathematics to Students with Special Needs.*

Program of Study

The Master of Science in Mathematics Education Program leading to Professional Certification is a 30*-credit program.

Specific Pedagogical Core Courses
MTHN 651   Curriculum and Assessment in Secondary Mathematics
MTHN 657   Leadership in Mathematics
MTHN 678   Research Investigations in Mathematics Education

Pedagogical Content Courses

MTHN 652   Teaching Algebra and Trigonometry in Grades 7-12
MTHN 653   Teaching Geometry and Data and Chance in Grades 7-12
MTHN 656**   Teaching About Rational Numbers
MTHN 659   Teaching Advanced Placement Calculus and Statistics

Mathematics Content Courses

MTHN 654   Selected Topics in Modern Mathematics I
MTHN 655   Selected Topics in Modern Mathematics II
MTHN 658   History of Mathematics

*For students lacking a three-credit course regarding Students with Disabilities (see above):
MTHN 602 Teaching Mathematics to Students with Special Needs
**This course may be used by students in the program – or taken by non-matriculated students – to apply for the certification extension to Grades 5 and 6.

Supplemental Admission Requirements
(Please see page 14 for general requirements)

- The applicant's baccalaureate degree transcript must indicate either (a) a major in Mathematics with a minimum grade point average of 3.0 in mathematics courses *or* (b) a minimum of 30 credits of mathematics coursework at the pre-calculus level or above, with a grade point average of at least 3.0 in the mathematics courses, and including at least two semesters of calculus, one semester of linear algebra, and one semester of higher geometry.

- Copy of the applicant's Teacher Certification in Mathematics Education (Grades 7 – 12) or an equivalent.

M.S. in School / District Leadership

The mission of the Master of Science programs in School Leadership is to prepare school building and district leaders for service in public and private institutions with an emphasis on the organization, supervision, and effective utilization of school and district resources.

Overview of Programs

The Master of Science programs in School Leadership are designed for certified professionals in the field of education who aspire to become school building leaders or school district leaders. Students may choose one of two programs leading to the M.S. degree: Students who desire to work at the school building level must complete 33 credits, including a two-semester internship at the school building level. Students aspiring to work at the district level (and be eligible for dual certification - see below) must complete 36 credits, including a two-semester internship with work at a regional office or district office level. Students must identify their professional goals upon application to the program so that course work can be appropriately geared to preparing students to meet the administrative challenges at either the school building or regional/district level.

This program's course of study prepares school building and district leaders to serve in public and private institutions. The curriculum is multicultural with an emphasis on the organization, supervision, and effective utilization of school and district resources. Theory and practice are offered in a context congruent with current best practices of teaching, learning, and leadership. The use of technology as a major means of communication and organization is an integral part of both programs.

Students who are candidates for building/district-level certification must present evidence of having completed 60 graduate credits, including a Master's degree, before applying for New York State Certification. Candidates for New York State Certification at the building or district level must pass a State licensure examination.

Both degree programs are designed to accommodate educators who work full-time and desire to upgrade their professional preparation and/or obtain additional credentials. Evening and weekend classes are offered so that students who follow the recommended sequence of courses can complete their degrees within a two-year period of time.

 All Leadership courses are online except for the internships.

Students who have taken graduate courses at other accredited institutions may request that up to 6 credits be evaluated for transfer by the Program Chair.

Programs of Study

The dual-certification School District/School Building (MBDL) Master of Science Program is a 36-credit program.

The School Building Leader (SBL) Master of Science Program is a 33-credit program.

General Core Courses

EDDN 610	Analysis of Student and School Performance and Achievement Data for Instructional Improvement
EDDN 611	Leadership for the Twenty-First Century School Leader: Theory and Practice
EDDN 612	Curriculum Development and Implementation for the School Leader
EDDN 613	Personnel Functions of a School Leader

EDDN 615   Supervision of Instruction
EDDN 616   Managerial and Financial Functions of a School District/Building Leader
EDDN 617   Education Law and Ethics for School Leaders
EDDN 620   Administration and Supervision of Special Education and Compensatory Programs
EDDN 682   Technology for School Administrators
EDDN 699   Communicating, Collaborating, Partnering, and Community Building for School
                   District Leaders (*required for dual (MBDL) certification*)

Internships/Practica (offered in the Fall and Spring only)
EDDN 697   Professional Internship Part I
EDDN 698   Professional Internship Part II

Non-credit Courses, Seminars, and Workshops
EDDN 511   Seminar on Child Abuse Identification and Reporting
EDDN 513   Seminar on School Violence Prevention and Intervention
EDDN 515   Strengthening Your Writing and Reading Skills (if required by program)
EDDN 565   Bullying and Harassment Workshop (required by NYSED for certification)

Non-Credit Preparation Workshops for NYSTCE (New York State Teacher Certification Examinations)
EDDN 561   CST-Multi-Subject Preparation Workshop
EDDN 562   CST-Disabilities Preparation Workshop
EDDN 580   Educating All Students Prep Seminar

Supplemental Admission Requirements
(Please see page 14 for general requirements)

- Three years of satisfactory teaching experience
- Copy of the applicant's Teacher Certification

M.S. in School Counseling

The mission of the School Counseling program is to prepare counselors to assist a diverse range of students acquire the academic and interpersonal skills necessary to succeed in school and in life. The goal of the program is to provide our candidates with a thorough understanding of the issues facing students and their families as they negotiate the complex and ever-changing school system.

Program Overview

The Master of Science in School Counseling three-year program consists of 60 credits of required courses that address the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The fieldwork courses, SCPN 685 Practicum and SCPN 701/702 Internship I/II are the culminating experience for the program and consist of a total of 700 hours of fieldwork experience, 100 in practicum followed by 600 in the internships. The program is rooted in community-based counselor training with a focus on multicultural concepts and skills that are developed through supervised fieldwork experiences. Students are trained to work as part of interdisciplinary teams and engage with local community agencies.

The primary goal of the School Counseling program is to provide candidates with classroom and field-based experiences that will allow them to meet the challenges of achieving state-mandated standards, while recognizing that people of all ages learn and develop in differing ways. The program requires coursework in the areas of assessment, research, prevention, intervention, report writing, counseling and consultation and multicultural issues. The program chair and faculty also acknowledge the growing need for pupil personnel service providers to collaborate within the school system, especially concerning leadership. Such collaboration is necessary because of their pivotal role of promoting and leading school initiatives more effectively.

Program of Study

EDPN 620	Child Development and Learning in Cultural Context
EDSN 640	Assessment of Individual Differences in General Education and Special Education: A Socio-Cultural Perspective
PSGN/SCPN 632	Multicultural Counseling
SCPN 600	Foundations of School Counseling
SCPN 631	Counseling Families of Exceptional Children
SCPN 636	Counseling Theory and Techniques
SCPN 637	Individual and Group Appraisal
SCPN 641	Academic Functioning: Educational Intervention
SCPN 648	Classroom Management: Students as Change Agents
SCPN 652	Advanced Issues in Vocational Counseling
SCPN 654	Topics in Educational Psychology
SCPN 656	Organization and Administration of School Counseling Services
SCPN 658	Legal and Ethical Issues in School Counseling
SCPN 670	Best Practices in Crisis Intervention
SCPN 676	School and Community Relations
SCPN 678	Lifestyle and Career Development
SCPN 680	Group Dynamics and Organizational Diagnosis

Internships and Practicum

SCPN 685 Practicum
SCPN 701 Internship I
SCPN 702 Internship II

M.S. in Teaching English to Speakers of Other Languages (TESOL)

The mission of the Master of Science program in Teaching English to Speakers of Other Languages (TESOL) is to provide professional educators with contemporary research-based instructional strategies, teaching methods, and technological skills for use with students whose native language is not English. Through emphasis on both the academic content learning and English language development of ELLs, this program is designed to prepare certified classroom teachers to effectively support the achievement of learners who bring diverse cultural and linguistic assets to the classroom, giving them the tools to meet the performance standards of the Pre-Kindergarten through Grade 12 curricula in both public and private schools.

Program Overview

The Master of Science program in Teaching English to Speakers of Other Languages (TESOL) is a 33-credit program of required courses, including 50 hours of field experience embedded throughout our courses, and one supervised student teaching experience. This program is designed to strengthen teachers' capacities to provide effective instruction to a diverse student body. As such, all the courses emphasize the importance of culture and language diversity for learning and society. Courses address theory and practice of multicultural education, second language acquisition, methods and materials of teaching English as a second language, psycho-sociolinguistics, curriculum development, and assessment of general education and special education students whose native language is not English.

Courses are offered both in the classroom and online. Courses accommodate students with a variety of educational backgrounds and professional experiences. After completing all program requirements, students are eligible for New York State certification as TESOL teachers, Pre-kindergarten – Grade 12.

Students who have taken graduate courses at other accredited institutions may request that up to 12 credits be evaluated for transfer by the Program Chair.

TESOL Program Goals

Candidates in the M.S. Program in TESOL are expected to acquire the knowledge, skills, and professionalism necessary to meet the English language and content area needs of English Language Learners in inclusive or mainstream classrooms, in urban and/or suburban settings. Program participants, with faculty guidance and support, are expected to become reflective practitioners and develop expertise in the following areas:

1. Develop the necessary skills, attitudes and sensitivities to understand that language is a comprehensive and complex system of communication and use such knowledge to meet the educational needs of English Language Learners from diverse cultural backgrounds and learning styles, who are foreign born, or who come from homes where a language other than English is spoken, who are mainstream or students with disabilities.
2. Become lifelong learners of emerging research and technologies, to be able to apply sound criteria in selecting and adapting materials and approaches that support the effective teaching of diverse linguistic populations.
3. Understand how assessment informs instruction in determining the needs of the whole child, academically, psychologically, socially, culturally and linguistically and to apply such knowledge in planning for instruction, based on students' linguistic assessment and second language teaching strategies and also in accordance with the New York State and National Core Learning Standards.
4. Understand the importance and impact that culture and cultural identity have on family relationships, including those of extended families and students.

Admission to the Master of Science in TESOL requires 12 credits of college level work in the language other than English, or its equivalent, and a thirty (3) credit undergraduate major in one of the liberal arts or sciences. The program requires the completion of an E-portfolio, and obtaining a passing score on the CST in ESOL prior to registration in the clinical practice course and completion of the graduate courses listed below.

Program of Study

All courses in the program except for EDPN 620 and EDSN 640 require 5 to 15 hours of fieldwork assigned by program faculty. Students are responsible for finding (a) school(s) to complete this work.

Core Courses

EDPN 620	Child Development and Learning in Cultural Context
EDSN 640*	Assessment of Individual Differences in General and Special Education: A Socio-Cultural Perspective
EDDN 634	Basic Reading and Writing Instruction: Teaching Reading and Writing for Second Language Learners
EDDN 635	Curriculum Development and Classroom Management
EDDN 636	Linguistic Structure of the English Language – Sociolinguistic Perspectives
EDDN 637	Second Language Learners and the Content Areas
EDDN 638	Teaching English as a Second Language through Modern English – Approaches to Grammar
EDDN 639	Trends and Current Issues in Second Language Acquisition
EDPN 671	Theory and Practice of Bilingual and Multicultural Education
EDPN 673	Methods and Materials for Teaching English as a Second Language

* For Touro University undergraduate Education majors who took this course and received a grade of "B" or better, the credits earned will also count as graduate course credit toward the MS degree. However, in the event an undergraduate student passes a graduate-level course with a grade lower than "B" and must take it again in their graduate program, financial aid will not be available for such coursework and both grades will appear on the student's transcript. There are other collateral consequences to such coursework; please consult your advisor or Program Chair for more details.

Internship/Practicum

EDDN 680	Practicum and Seminar in TESOL, Pre-K – 12

Non-credit Courses, Seminars, and Workshops

EDDN 511	Seminar on Child Abuse Identification and Reporting
EDDN 513	Seminar on School Violence Prevention and Intervention
EDDN 515	Strengthening Your Writing and Reading Skills (if required by program)
EDDN 565	Bullying and Harassment Workshop (required by NYSED for certification)

Non-Credit Preparation Workshops for NYSTCE (New York State Teacher Certification Examinations)

EDDN 561	CST-Multi-Subject Preparation Workshop
EDDN 562	CST-Disabilities Preparation Workshop
EDDN 580	Educating All Students Prep Seminar

Supplemental Admission Requirements
(Please see page 14 for general requirements)

- One sample of representative academic work selected by the applicant (e.g., undergraduate/graduate writing project or research essay)
- Copy of the applicant's NYS Teacher Certification

M.S. in Teaching Literacy

The mission of the Master of Science program in Teaching Literacy is to train and prepare teachers to become literacy specialists capable of assessing, diagnosing, and remediating student reading and writing difficulties.

Program Overview

The M.S. program in Teaching Literacy is designed to provide an integrated, interdisciplinary, theory and research-based course of study for education professionals in public and private settings. It is intended only for individuals who hold a current certification in any area of teaching. Graduates of this program will be prepared to pursue employment as Literacy Specialists in schools, district offices, and other education settings, and to provide valuable leadership assistance in this field of study.

The program consists of 12 three-credit courses, for a total of 36 credits. The two culminating practica afford students the opportunity to apply their knowledge in a tutorial setting. The program focuses on fundamental understandings of reading, writing, listening, and speaking. These areas are explored within the contexts of culture, society, and diversity. Critical issues in language and learning to read are explored and are addressed in depth. The program also provides ample opportunity for field-based experience. Completion of the program fulfills the academic requirements for New York State certification in both Birth-Grade 6 and Grades 5-12. Students residing in other states should consult with their respective state departments of education for information regarding reciprocity.

Students have the option of taking all courses online *except for* the culminating practica.

Students who have taken graduate courses at other accredited institutions may request that up to 6 credits be evaluated for transfer by the Program Chair.

Program of Study

The Master of Science in Teaching Literacy program's 36 credits comprise 24 semester hours of courses in Teaching Literacy, 6 credits in general pedagogical study, and 6 credits of practicum activities. The Chair of the Teaching Literacy program assists students in developing a suitable course of study each semester, based on their backgrounds, current situations, and career goals.

Students seeking **New York State Certification in Literacy** are also required to take two tuition-free, 0-credit seminars, Child Abuse and School Violence Prevention and Intervention, and the Bullying and Harassment Workshop – unless students have already taken them for a previous certification.

General Core Courses
EDPN 620   Child Development and Learning in Cultural Context
EDSN 650*   Educational Technology in General Education and Special Education

* For Touro University undergraduate Education majors who took this course and received a grade of "B" or better, the credits earned will also count as graduate course credit toward the MS degree. However, in the event an undergraduate student does poorly in a graduate-level course and must take it again in their graduate program, financial aid will not be available for such coursework and both grades will appear on the student's transcript. There are other collateral consequences to such coursework; please consult your advisor or Program Director for more details.

Specific Pedagogical Core Courses
EDDN 602   Applied Linguistics for Teachers of Literacy
EDDN 605   Literacy Instruction – Birth through Grade 6
EDDN 606   Effective Implementation of Literacy for the Intermediate and Secondary Student

EDDN 609	Literacy Instruction – Grades 5-12
EDDN 618	Literacy Curriculum: Research and Evaluation
EDSN 665	Basic Reading and Writing Instruction, Grades 1-6
SEDN 667	Diagnosis and Remediation of Reading Disabilities, Grades 1-6
EDDN 677	Literacy in the Bilingual/Multicultural Classroom

Internships/Practica

| **EDSN 692** | Clinical Practicum I: Diagnosing and Treating Reading Disabilities, PreK-6 |
| **EDSN 693** | Clinical Practicum II: Diagnosing and Treating Reading Disabilities, Grades 7-12 |

Non-Credit Seminars and Workshops

EDDN 511	Seminar on Child Abuse Identification and Reporting
EDDN 513	Seminar on School Violence Prevention and Intervention
EDDN 565	Bullying and Harassment Workshop (required by NYSED for certification)

Online Blended Program

Students living in the tri-state area (New York, New Jersey, and Connecticut) can complete all course requirements online with the exception of the two practica, which can be completed in students' local areas.

Supplemental Admission Requirements

(Please see page 14 for general requirements)

- Copy of the applicant's Teacher Certification

M.S. in Instructional Technology

The Master of Science program in Instructional Technology equips educators who hold initial New York State certification with intensive training in the latest educational technologies. Offered jointly by the Graduate School of Education and Touro's Graduate School of Technology, this 33-credit program qualifies graduates for NYS professional certification in Instructional Technology (K-12) as an Educational Technology Specialist.

For further information, please visit http://gst.touro.edu/academics/instructional-technology/index.php or view the Graduate School of Technology 2022-2024 Catalog at https://www.touro.edu/media/touro-college/pdf/bulletins/GST_Catalog.pdf

Advanced Certificates

The following Advanced Certificate offerings require prior NYSED certification earned via the completion of one of Touro GSE master's programs leading to initial certification. Candidates seeking an Advanced Certificate based on state licensure from a non-Touro educator preparation program will need to consult with NYSED for the appropriate coursework needed.

Advanced Certificate in Gifted and Talented Education (GATE)

The Advanced Certificate Program in Gifted and Talented Education (GATE) is offered to certified teachers who wish to teach and develop programs for gifted and talented students. Coursework addresses characteristics and identification of gifted and talented children, curriculum, differentiated instruction, teaching strategies, social and emotional needs, program development, and appropriate program and student performance assessment. GATE is designed to educate teachers how to differentiate instruction, provide appropriate enrichment opportunities, and modify curriculum for gifted and talented students. Based on current research and evidence-based practices, the program adheres to the New York State Department of Education's recommended standards for gifted students.

Program Overview

To satisfy program requirements students must successfully complete 15 credits of coursework. Students who seek to enroll in NYS Teacher Annotation in Gifted and Talented Education but would like for their program to apply on their behalf, should also complete EDU 629. If students do not wish to take this route but will still like to apply to the program, students are advised to apply for the Annotation themselves through the "individual evaluation" path.

Supplemental Admission Requirements
(Please see page 14 for general requirements)

- One sample of representative academic work selected by the applicant (e.g., undergraduate/graduate writing project or research essay)
- Copy of the applicant's Teacher Certification

Program of Study

EDDN 621	Developing School-Wide Enrichment Programs
EDDN 622	Developing Creative Thinking Skills in Gifted Students
EDDN 623	Identifying and Developing Programs for Gifted Students with Learning Disabilities
EDDN 624	Critical Issues in Gifted Education
EDDN 629	Gifted and Talented Fieldwork

Advanced Certificate in Teaching Students with Autism and Severe or Multiple Disabilities

The Advanced Certificate Program in Teaching Students with Autism and Severe or Multiple Disabilities is offered to certified teachers who wish to teach and develop programs for students with moderate to severe disabilities. Coursework addresses characteristics and identification of students with autism and severe or multiple disabilities, curriculum, differentiated instruction, teaching strategies, social and emotional needs, program development, and appropriate program and student performance assessment. This advanced certificate is designed to educate teachers how to differentiate instruction, provide appropriate enrichment opportunities, and modify curriculum for students with moderate to severe disabilities. Based on current research and evidence-based practices, the program adheres to the New York State Department of Education's recommended standards for students with special needs.

Program Overview

This Advanced Certificate program offers four courses to teachers already certified in Special Education or in Teaching Students with Disabilities. The program leads to eligibility for an annotation to certification with the New York State Department of Education in working with students with severe or multiple disabilities.

Students who are seeking *Students with Disabilities Extension* to an existing certification must also complete SEDN 565, a three-hour Autism Workshop.

Supplemental Admission Requirements
(Please see page 14 for general requirements)

- One sample of representative academic work selected by the applicant (e.g., undergraduate/graduate writing project or research essay)
- Copy of the applicant's Teacher Certification

Program of Study
(Some courses require fieldwork assigned by program faculty)

SEDN 611/PSGN706	Characteristics and Needs of Students with Autism and Other Severe and Multiple Disabilities
SEDN 612	Assessment and Planning for Students with Autism and Other Severe and Multiple Disabilities
SEDN 613	Curriculum Development, Instructional Practices, Learning Environments, and Collaboration for Teaching Students with Autism and Other Severe and Multiple Disabilities
SEDN 614	Technological and Other Intervention Tools for Teaching Cognitive Communication and Social Skills to Students with Autism and Other Severe and Multiple Disabilities

Advanced Certificate in Teaching English to Speakers of Other Languages (TESOL)

The TESOL advanced certificate program prepares New York State-certified teachers to meet the needs of culturally and linguistically diverse students in their classrooms by providing contemporary theories, and research-based instructional strategies, teaching methods, and techniques. Through emphasis on both academic content learning and English language development of English Language Learners (ELLs), this program is designed to prepare not only ESL teachers but general education teachers who would like to be better-equipped for the diverse group of students in their classrooms. Teachers are given tools to assist their students in meeting the performance standards of Pre-K-12 curricula in both public and private schools.

Program Overview

The program comprises 15 credits of coursework. Courses address the theory and practice of multicultural education, methods and materials of teaching English as a second language, teaching ELLs in content areas, second language acquisition, and linguistics for TESOL. Fieldwork experiences in which students can apply theoretical concepts to practice are included in the coursework. Courses are offered evenings, Sundays, and online, in convenient locations to accommodate teachers' diverse scheduling needs. Courses accommodate students with a variety of educational backgrounds and professional experiences. **All courses in this Advanced Certificate Program are transferable to the Master of Science program in TESOL in the Graduate School of Education.**

Students who have taken graduate courses at other accredited institutions may request that up to 6 credits be evaluated for transfer by the Program Chair.

Supplemental Admission Requirements
(Please see page 14 for general requirements)

- 12 credits of foreign language study or passing score on a CLEP Level 2 language test
- Copy of the applicant's Teacher Certification

Students who have not satisfied the foreign language studies requirement may be admitted to the program with the understanding that they must satisfy this requirement prior to graduation.

Program of Study

Required Courses
All courses require 10 to 15 hours of fieldwork assigned by program faculty. Students may take up to two (2) online courses in this program.

EDDN 636   Linguistic Structure of the English Language – Sociolinguistic Perspectives
EDDN 637   Second Language Learners and the Content Areas
EDPN 671   Theory and Practice of Bilingual and Multicultural Education
EDPN 673   Methods and Materials for Teaching English as a Second Language

Internships/Practica
Students are responsible for finding (a) school(s) to complete this work.

EDDN 680   Practicum and Seminar in TESOL, Pre-K – 12

Bilingual Advanced Certificate Programs

The mission of the Bilingual Advanced Certificate Programs is to provide professional educators in fields such as Bilingual General Education, Bilingual Special Education and Speech & Language Disability, and Bilingual Pupil Personnel Services with an integrated, interdisciplinary course of study in the theory of bilingual teaching and learning and practice of strategies for use with students whose native language is not English. Through an emphasis on the development of teachers' academic content language and instructional language in both English and an additional language, this program is designed to prepare effective bilingual educators.

Program Overview

The Bilingual Advanced Certificate Programs provide students with the opportunity to pursue an Advanced Certificate in **Bilingual General Education**, **Bilingual Special Education and Speech & Language Disabilities,** and **Bilingual Pupil Personnel Services**.

The program in **Bilingual General Education** comprises 15 credits, with field experience embedded in the course work. The program **in Bilingual Special Education and Speech & Language Disabilities** comprises 15 credits with field experience embedded in the course work. The program in **Bilingual Pupil Personnel Services** comprises 12 credits, 9 credits of coursework with field experience embedded and a 3-credit internship/practicum.

Students in either the **Bilingual General Education Program** or the **Bilingual Special Education** and **Speech & Language Disabilities** Program may request that up to 6 credits of graduate coursework taken at other accredited institutions be evaluated for transfer by the Program Chair. For the Program in **Pupil Personnel Services** the maximum number of credits that can be awarded in transfer is 3.

Supplemental Admission Requirements
(Please see page 14 for general requirements)

- Submission of the *Verification of Target Language Proficiency* form (can be obtained from the TESOL/BLE office or the program websites https://gse.touro.edu/academics/advanced-certificates/bilingual-education-and-services/)
- Copy of the applicant's Teacher Certification

Please note: ESOL and Foreign Language 7-12 certificates are not valid as base certificates for the bilingual extension in General Education

Bilingual Advanced Certificate in General Education

Program of Study

Required Courses
All courses require 5 to 15 hours of fieldwork assigned by program faculty.

EDDN 636	Linguistic Structure of the English Language – Sociolinguistic Perspectives
EDDN 638	Teaching English as a Second Language through Modern English-Approaches to Grammar
EDPN 671	Theory and Practice of Bilingual and Multicultural Education
EDPN 673	Methods and Materials for Teaching English as a Second Language
EDPN 675	Methods and Materials for Teaching in the Native Language

Bilingual Advanced Certificate in Special Education and Speech & Language Disabilities

Program of Study

Required Courses
All courses except for EDSN 640 require 10 to 15 hours of fieldwork assigned by program faculty. Students are responsible for making their own arrangements to complete the field experience required in each course.

EDSN 640	Assessment of Individual Differences in General and Special Education: A Socio-Cultural Perspective	
EDPN 671	Theory and Practice of Bilingual and Multicultural Education	
EDPN 672	Methods of Teaching and Service Delivery in Languages Other Than English	
EDPN 673	Methods and Materials for Teaching English as a Second Language	
EDPN 675	Methods and Materials for Teaching in the Native Language	

Bilingual Advanced Certificate in Pupil Personnel Services

Program of Study

Required Courses

EDPN 620	Child Development and Learning in Cultural Context
EDPN 671	Theory and Practice of Bilingual and Multicultural Education
EDPN 672	Methods of Teaching and Service Delivery in Languages Other than English

Internship/Practicum

PSGN 698	Field Experience in Bilingual Education and Service Delivery

Advanced Certificate in Instructional Design for E-Learning and Remote Education

Program Overview

The Advanced Certificate program in Instructional Design for E-Learning & Remote Education is a 15-credit program designed for current P-12 teachers and college faculty who wish to strengthen their online education skills and better deliver instruction in the online environment. The curriculum, delivered through distance education, consists of three core courses, one elective course, and one required capstone course. The program can normally be completed in 1 year.

Required Courses

EOIN 623	Foundations of Instructional Design
EOIN 646	Distance Learning Applications
EOIN 673	Designing Online Instruction

Elective Courses

EOIN 650	Designing and Teaching Online Courses for P–12 Settings
EOIN 651	Designing and Teaching Online Courses for Higher Education
EOIN 652	Assistive and Special Needs Technology
EOIN 653	Designing and Teaching Online Courses for Corporate Education
EOIN 670	Video and Audio Production Studio

Capstone Course

EOIN 692	Projects in Educational Technology

Supplemental Admission Requirements
(Please see page 14 for general requirements)

- Minimum 3.0 cumulative GPA for a bachelor's degree or a 3.00 cumulative GPA master's degree.
- Official transcripts
- Personal statement describing
- Applicant's interests
  - Reason for seeking this certificate (how will it help you reach your professional or personal goals)
  - Quality of writing and goals will be evaluated as they pertain to this program.
- Current curriculum vitae or resume.
- GRE scores **not required for admission**
- Proof of English proficiency, if non-native English speaker

Alternative Certification Programs

In partnership with a variety of educational organizations, GSE offers Alternative Certification ("Transitional B," or "Trans-B") programs to prepare candidates to teach students of diverse backgrounds, abilities, and interests. These programs are specifically designed for candidates seeking an alternative route to certification and who are employed as teachers in an institution that has an agreement in place with GSE. GSE offers the following alternative programs:

- **MS in Early Childhood Education and Special Education Trans-B Birth-Grade 2** *(33 credits)*
- **MS in Childhood Education and Special Education (Grades 1-6) Trans-B** *(36 credits)*
- **MS in Adolescent Special Education (Grades 7-12) Trans-B** *(39 credits)*
- **MS in Adolescent Special Education (Grades 7-12) Trans-B with Autism Concentration** *(36 credits)*

Candidates in Trans-B programs must complete the licensure exams and workshops required by NYSED according to a specified timeline. Candidates' employers and GSE will inform candidates of the details regarding these requirements.

Supplemental Admission Requirements
(Please see page 14 for general requirements)

- Current employment as a teacher in an institution that has an agreement in place with GSE.

Program curricula can be found below.   Course descriptions appear in the "Course Descriptions" section, beginning on page 69.

M.S. in Early Childhood Education and Special Education Trans-B (Birth-Grade 2)

Program of Study

Required Courses

EDDN 601	The Professional Teacher
EDSN 600	History and Philosophy of Education and Special Education
SEDN 602	Introduction to Teaching Students with Disabilities
EDSN 640	Assessment of Individual Differences in General and Special Education: A Socio-Cultural Perspective
EDPN 620	Child Development and Learning in Cultural Context
EDSN 650	Educational Technology in General and Special Education
EDDN 625	The Education of Young Children: Principles and Methods
EDSN 626	Patterns of Parenting and Childcare in Relation to Early Intervention and Education
SEDN 635	The Study of Disabilities in Infancy and Early Childhood
EDSN 657	Early Literacy Instruction I
SEDN 658	Early Literacy Instruction II, K-Grade 2
EDDN 513	Seminar in School Violence Prevention and Intervention
EDDN 511	Child Abuse Identification Workshop
EDDN 565	Dignity for All Students Act (DASA) Workshop
SEDN 565	Autism Workshop

M.S. in Childhood Education and Special Education (Grades 1-6) Trans-B

Program of Study

Required Courses

EDDN 601	The Professional Teacher
EDSN 600	History and Philosophy of Education and Special Education
SEDN 602	Introduction to Teaching Students with Disabilities
EDSN 640	Assessment of Individual Differences in General and Special Education: A Socio-Cultural Perspective
EDPN 620	Child Development and Learning in Cultural Context
SEDN 670	Curriculum Development and Classroom Management for Students with Disabilities, Grades 1-6
EDSN 650	Educational Technology in General and Special Education
EDSN 665	Basic Reading and Writing Instruction, Grades 1-6
EDSN 603	Teaching Mathematics, Science, and Technology in General and Special Education, Grades 1-6
SEDN 667	Assessment, Diagnosis, and Remediation of Reading Disabilities, Grades 1-6
EDSN 650	Educational Technology in General and Special Education
EDSN 604	Principles of Teaching Historical and Cultural Studies for Students with Disabilities, Grades 1-6
EDDN 513	Seminar in School Violence Prevention and Intervention
EDDN 511	Child Abuse Identification Workshop
EDDN 565	Dignity for All Students Act (DASA) Workshop
SEDN 565	Autism Workshop

M.S. in Adolescent Special Education (Grades 7-12) Trans-B

Program of Study

Required Courses

EDDN 601	The Professional Teacher
EDSN 600	History and Philosophy of Education and Special Education
SEDN 602	Introduction to Teaching Students with Disabilities
EDPN 620	Child Development and Learning
EDSN 640	Assessment of Individual Differences in General and Special Education: A Socio-Cultural Perspective
SEDN 666	Language and Literature for Students with Disabilities, Grades 7-12
SEDN 672	Curriculum Development and Classroom Management for Students with Disabilities, Grades 7-12
SEDN 673	Assessment, Diagnosis, and Remediation of Reading Disabilities, Grades 7-12
SEDN 601	Principals of Teaching Mathematics to Students with Disabilities, Grades 7-12
SEDN 606	Principals of Science and Technology Instruction for Students with Disabilities, Grades 7-12
SEDN 617	Principles of Teaching Historical and Cultural Studies for Students with Disabilities, Grades 7-12
SEDN 618	Principles of Teaching the Arts and Physical Education for Students with Disabilities, Grades 7- 12
EDSN 650	Educational Technology in General and Special Education
EDDN 513	Seminar in School Violence Prevention and Intervention
EDDN 511	Child Abuse Identification Workshop
EDDN 565	Dignity for All Students Act (DASA) Workshop
SEDN 565	Autism Workshop

M.S. in Adolescent Special Education (Grades 7-12) with Autism Concentration Trans-B

Program of Study

Required Courses

EDDN 601	The Professional Teacher
SEDN 602	Introduction to Teaching Students with Disabilities
EDSN 609	Contemporary Issues in Child and Adolescent Development
SEDN 613	Curriculum Development, Instructional Practices, Learning Environments, and Collaboration for Teaching Students with Autism and other Severe and Multiple Disabilities
SEDN 612	Assessment and Planning for Students with Autism and Other Severe and Multiple Disabilities
SEDN 672	Curriculum Development and Classroom Management for Students with Disabilities, Grades 7-12
SEDN 666	Language and Literature for Students with Disabilities, Grades 7-12
SEDN 673	Assessment, Diagnosis, and Remediation of Reading Disabilities, Grades 7-12
SEDN 601	Principals of Teaching Mathematics to Students with Disabilities, Grades 7-12
SEDN 606	Principals of Science and Technology Instruction for Students with Disabilities, Grades 7-12
SEDN 617	Principles of Teaching Historical and Cultural Studies for Students with Disabilities, Grades 7-12
SEDN 618	Principles of Teaching the Arts and Physical Education for Students with Disabilities, Grades 7- 12
EDDN 513	Seminar in School Violence Prevention and Intervention
EDDN 511	Child Abuse Identification Workshop
EDDN 565	Dignity for All Students Act (DASA) Workshop
SEDN 565	Autism Workshop

SPECIAL INITIATIVES

The Lander Center for Educational Research

The Lander Center for Educational Research, founded in 2005, coordinates PreK-20 efforts to initiate, promote, and support research, policy, and practice for effective leadership, skilled teaching, and equitable opportunities for learning. The Center's initiatives are intended to promote a broad array of empirical and theoretical research as well as knowledge development through demonstration, professional development, and training activities.

Lander Center projects are conducted in diverse educational settings, with a particular focus on traditionally underserved populations. In keeping with Touro University's overall mission to serve the larger community, all of the Lander Center's projects reflect a commitment to education as a primary means of social change and social mobility.

The Lander Center also houses grant-funded programs.

More information about the Lander Center for Educational Research can be found here.

COURSE DESCRIPTIONS

EDDN 511   Seminar in Child Abuse Identification and Reporting
Seminar on the identification and reporting of child abuse and neglect; signs and symptoms to look for; ways to approach children; understanding the variety of ways children may convey that they are being abused or neglected; teacher concerns regarding reporting abuse or neglect; rationalizations for not reporting; working with systems; and the aftermath of reporting abuse or neglect.
0 credits

EDDN 513   Seminar in School Violence Prevention and Intervention
Seminar on statutes, regulations and policies relating to a safe, nonviolent school climate; effective classroom management techniques and academic supports that promote a nonviolent school climate and enhance learning; social and problem-solving skill development for students within the regular school curriculum; warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; intervention techniques to address school violence situations, and how to participate in an effective school/community referral process for students exhibiting violent behavior.
0 credits

EDDN 565   Dignity for All Students Act (DASA) Workshop
Seminar on the social patterns of harassment, bullying and discrimination, marginalization and microaggressions, those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. Using a proactive perspective, the goal of the course is to help school-based personnel create an affirming educational environment for all students by addressing school culture and climate. It will also cover the identification and mitigation of harassment, bullying and discrimination; and strategies for effectively addressing problems of exclusion, bias and aggression in educational settings.
0 credits

EDDN 601   The Professional Teacher
This course is designed to support degree candidates in developing the mindsets, knowledge, and skills defined in the school/district's framework for effective teaching in order to ensure strong student learning outcomes. The framework will be taught through formal instructional modules, and reinforced through mentored teaching practice that includes timely, substantive, actionable mentor feedback with a focus on the quality of student learning. Candidates will become familiar with their school's community and with the rights and responsibilities of teachers, professional staff, students, parents, community members, and school administrators with regard to education.
3 credits

EDDN 602   Applied Linguistics for Teachers of Literacy
This course examines language acquisition, the structure of language, the theoretical approaches to language, and language variations as applied to teaching literacy with respect to reading principles, methods, and materials. An in-depth analysis of the stages of first and second language acquisition and the interdependence between literacy background and language acquisition is offered. Research which focuses on the relationship between language and reading is also examined.
3 credits

EDDN 605   Literacy Instruction – Birth through Grade 6
This course focuses on a thorough study of the principles, practices, methodologies and assessment tools utilized in the teaching of early literacy skills and strategies. Differentiating instruction for the at-risk student and English Language Learner will be explored. The creation of a balanced literacy program for

grades 1-6 will be explored in-depth. Children's literature is examined within the context of literacy instruction at the level of Birth – Grade 6.
3 credits

EDDN 606   **Effective Implementation of Literacy for the Intermediate and Secondary Student**
This course focuses on the reading and literacy skills identified by the International Reading Association and the New York State English Language Standards for middle and secondary students. The importance of both content and process are emphasized and strategies are practiced for enhancing student comprehension before, during, and after reading. Effective ways of using differentiated instruction are also discussed. Providing for individual differences in middle and senior high schools is considered.
3 credits

EDDN 609   **Literacy Instruction – Grades 5-12**
This course reviews the skills and knowledge required to support the developmental reading and literacy skills of middle and secondary students. Participants examine methods of teaching reading across the curriculum, including teaching reading of literature in individual, group, and whole-class settings in junior and senior high schools. Effective instructional practices for teaching reading skills to learn new information and to write reports, strategies for teaching writing skills to foster literary understanding, and differences in literacy instruction for junior and senior high school levels are also examined.
3 credits

EDDN 610   **Analysis of Student and School Performance and Achievement Data for Instructional Improvement**
Students are provided an introduction to principles, concepts, and operations necessary to analyze the multiple quantitative and qualitative data sources available regarding student and school performance. Students explore ways to effectively use data to conduct long-range planning and to undertake ongoing assessment of school/district performance for achieving State learning standards. Emphasis is given to the use of data to establish accountability systems for meeting educational goals and objectives.
3 credits

EDDN 611   **Leadership for the Twenty-first Century School Leader: Theory and Practice**
This course examines current research on leadership and provides an opportunity to explore leadership *in practice*. The course also focuses on development and implementation of an educational vision through the creation of collaborative relationships with internal and external elements of the school community and the importance of establishing an ethical standard of leadership.
3 credit

EDDN 612   **Curriculum Development and Implementation for the School Leader**
This course acquaints students with the need to provide leadership in comprehensive long-range planning with respect to curriculum development, instructional strategies and technology, classroom organization and practices, and assessment. Current curricula are discussed including methods of changing, updating, and evaluating their effectiveness.
3 credits

EDDN 613   **Personnel Functions of a School Leader**
Contemporary models for effective personnel administration are presented and discussed. The course also examines criteria for establishing accountability standards for staff evaluation and staff supervision as well as the importance of succession planning.
3 credits

EDDN 615   **Supervision of Instruction**
This course focuses on the objectives, functions, procedures, and evaluation of teaching from a supervisory perspective. Students examine ways to use data from the evaluation and supervision of staff to inform long-range comprehensive planning in professional development and to support staff's efforts to effectively address student learning needs.
3 credits

EDDN 616   **Managerial and Financial Functions of a School District/Building Leader**
This course acquaints students with the benefits of leading comprehensive long-range planning in facilities development in order to support instruction and to create a safe, healthy, and supportive environment. The course also examines current managerial and financial practices in schools – including with respect to district budget development and facilities – that effectively support achievement of educational goals and objectives.
3 credits

EDDN 617   **Education Law and Ethics for School Leaders**
This course focuses on the application of statutes and regulations as required by law. Students discuss legal principles based on constitutional principles, legislation, and case law that enable, restrict, or challenge the functioning of school districts and schools building leaders. The need for school and district leaders to establish an ethical standard of behavior and to effect change through ethical decision-making is emphasized.
3 credits

EDDN 618   **Literacy Curriculum: Research and Evaluation**
Current scientific research related to effective literacy instruction and research findings about curriculum development are reviewed in depth. Students also learn to analyze curricula to determine appropriateness with respect to specific school populations, intended learning outcomes, and congruence with the International Reading Association Standards as well as the New York State Standards.
3 credits

EDDN 620 **Administration and Supervision of Special Education and Compensatory Programs**
This course discusses the value of undertaking comprehensive long-range planning in the area of support services for students with disabilities, English Language Learners, and other students in need of academic intervention services. Emphasis is placed on the development of pre-referral interventions to address student needs in the general education setting. The course also looks at the laws and regulations governing special education, services to English Language Learners, and reimbursable programs.
3 credits

EDDN 621   **Developing School-Wide Enrichment Programs**
This course will review the research and history of gifted education relating to enrichment programs in particular. The course will focus on the philosophy and works of J.S. Renzulli, E.P. Torrance, and H. Gardner, and their theories of giftedness. Methods for providing differentiated instruction within learning environments for gifted (and non-gifted) students will be explored through the implementation of a classroom-based or school-based gifted program or model.
3 credits

EDDN 622   **Developing Creative Thinking Skills in Gifted Students**
This course will focus on the practical (i.e., problem-solving) and theoretical aspects of creativity. The course provides a basic overview of major definitions, theories and concepts related to the thinking skills and creativity. Students will reflect upon their own creativity to effectively foster the creative process within a differentiated classroom. During the course students will develop a working definition of creativity and

adapt methods of identifying and assessing creativity applicable to gifted and talented individuals. Students will discuss how to enhance personal creativity by aligning it to digital technology.
3 credits

EDDN 623   **Identifying and Developing Programs for Gifted Students with Learning Disabilities**
This course will focus on identifying students with learning disabilities who are gifted. The course explores how these gifted and talented learning disabled (GTLD) students are assessed and provided for according to Federal and state education mandates. During the course students will develop methods of identifying and assessing gifted and/or talented children who learn at a significantly different pace from other students in regular education classes. Students will learn to distinguish between Attention Deficit Hyperactivity Disorder (ADHD) and GTLD characteristics. Students will study the unique learning needs of the LD population with respect to GT education and explore hands-on approaches and modified curriculum units using differentiated pedagogy. Throughout the course students will enhance the skills needed to effectively collaborate with parents, students, and school personnel with respect to GT/LD populations.
3 credits

EDDN 624   **Critical Issues in Gifted Education**
This course will focus on topics relating to past, current and future issues regarding gifted and talented education. Students will examine multiple trends and theories in gifted education applicable to their current teaching assignments and the New York State certification exam. Students will share ideas about the importance of enrichment programs as part of the instructional day and assess Carol Tomlinson's approach to differentiation.
3 credits

EDDN 625   **The Education of Young Children: Principles and Methods**
This course focuses on planning and implementing developmentally appropriate learning environments with integrated curricula for young children (birth-grade 2). Course topics include the relational processes by which children acquire knowledge, skills, and positive attitudes toward learning; the use of spontaneous play and hands-on activities; planned experiences and instruction that provide young children with opportunities to explore and manipulate ideas and concepts as they explore and manipulate the world; approaches to working with gifted students and students with disabilities; integrated instruction in literacy, science, mathematics, technology, the arts, social studies (including exposure to a range of cultures and languages as well as United States and New York State history and geography), family, career and consumer education, and physical and health education. Students are exposed to and engage in evidence-based methods of instruction and critically examine the concept that instruction should be evidenced-based.
3 credits

EDDN 629   **Gifted and Talented Fieldwork**
In this course, students will have the opportunity to gain practical experience in a Gifted and Talented classroom for 50 hours under the mentorship of experienced and appropriately certified teachers and an assigned Touro faculty member. In addition, students will work individually with the Touro faculty member on a research project related to their work in this field experience course.
3 credits

EDDN 634   **Basic Reading and Writing Instruction: Teaching Reading and Writing for Second Language Learners**
This course provides an understanding of literacy issues specific to English language learners, as well as strategies and techniques for teaching reading and writing to these students. The interrelationship between reading and writing are examined. Process writing and interactive methodologies will be reviewed. Emphasis will be placed on defining and describing the interactive writing process within the broader

language and literacy. Key concepts include: the relationship between first language literacy and L2 literacy development; standards-based reading and writing instruction; principles of phonics, structural analysis and sight words; process writing; and the incorporation of technology. Includes 5 hours of fieldwork.
3 credits

EDDN 635   Curriculum Development and Classroom Management
This course focuses on the theory and practice of program and curriculum development for English language learners with diverse needs, including those who qualify for special education. Attention is given to the process of developing a PreK-12 ESL program, and associated curriculum, that promotes a culturally responsive school environment, facilitates learning, and accommodates students' individual needs. Emphasis is placed on needs assessment; pertinent laws, regulations, and policies; program models; curriculum mapping; supplemental resources; and community relationships. Classroom discussion will address issues faced by professionals in the field of Teaching English as a Second Language, effective instructional models, assessment materials approaches and teaching practices used teaching all four domains of listening, speaking, reading and writing, together with the psycho-social problems involved in second language acquisition and development. Includes 10 hours of fieldwork.
3 credits

EDDN 636   Linguistic Structure of the English Language – Sociolinguistic Perspectives
This course provides an understanding of basic linguistic concepts and their applications for TESOL instruction. Students will be introduced to the essential concepts of language development and modern linguistic components that are relevant to first and second language pedagogy. Specific concepts include: phonetics, phonology, morphology, semantics, syntax, pragmatics, discourse analysis, and the nature of regional and social variations in American English and the relationship between dialects and ethnic identity. Students will explore the origins, diversity and functions of human languages, in addition to the relationship between language and society. Students will also study key concepts of sociolinguistics in order to gain a solid understanding of the social and cultural dimensions of language. Includes 10 hours of fieldwork.
3 credits

EDDN 637   Second Language Learners and the Content Areas
Students will become acquainted with and practice effective approaches, methods, and strategies for teaching and evaluating English language learners in the content areas (ELA, social studies, math and science). Throughout the course, students will explore the impact of culture and language upon classroom learning. Special challenges in teaching and assessment in each content area will also be discussed. Examination and analysis of curriculum materials and instructional strategies for creative teaching and learning in grades Pe-K-12. Includes content specific lesson planning that addresses the New York State Student Content Learning Standards with emphasis on English Language Arts, English as a Second Language, and content area instruction. Course content includes demonstrations, simulated activities, and field observations in Pre-K-12 classrooms. The course also examines how the teaching of English to non-native speakers can be integrated with the teaching of cognitive skills in all content areas. Students will be offered a variety of methods and materials to integrate ESL standards throughout all content areas for classroom use. Includes 15 hours of fieldwork. Includes 15 hours of fieldwork.
3 credits

**EDDN 638   Teaching English as a Second Language through Modern English –
                         Approaches to Grammar**
This course reviews the structure of American English. It is designed to help students develop an enhanced understanding of the grammatical system of the English language. Students will learn about diverse theories, approaches, methods, and practical techniques of grammar instruction for English language learners. An in depth-study of the English syntax, focusing on grammatical structures, candidates will gain knowledge of the grammatical system and develop and ability to apply their knowledge to the teaching of

English as a second language Special emphasis will be placed on developing instructional strategies to assist English language learners in meeting the current English Language Arts standards. Includes 5 hours of fieldwork.
3 credits

EDDN 639   Trends and Current Issues in Second Language Acquisition
This course identifies and analyzes current trends and issues in second language acquisition and their impact on English language learners. A central focus will be research on specific topics in second language acquisition and bilingualism (e.g., brain research, error correction, role of L1, etc.). Students will become familiar with current instructional strategies as well as methods for professional staff and community resource collaboration in building second language acquisition and respect for cultural diversity in today's society. Students will engage in a case study research project in a particular area of interest. Includes 5 hours of fieldwork.
3 credits

EDDN 677   Literacy in the Bilingual/ Multicultural Classroom
Students examine research and theories of first and second language acquisition as related to methods of teaching, listening, speaking, reading, and writing in bilingual/multicultural classrooms. The course also includes examination of current pedagogical methodologies, assessment procedures, and literature related to the specialized needs of the bilingual student and the multicultural classroom. The first half of the course focuses on birth - grade 6, the second half on grades 5-12.
3 credits

EDDN 680   Practicum and Seminar in TESOL, Pre-K – 12
This course requires a minimum of 20 days or a minimum of 100 hours of student teaching in both elementary and secondary ESL classrooms, under the supervision of the cooperating teacher and a Touro professor. This experience will allow student teachers to apply their knowledge in actual classroom setting, as well as gain experience with a variety of developmental levels. Student teachers will attend seminars throughout the semester, maintain a weekly reflective journal, and submit culminating portfolio documenting professional growth. *(Please note: This course must be taken during the final semester of the program, and concurrently with* **no more than one content course.***)*
3 credits

EDDN 681   Independent Study
Independent study provides students with the opportunity to work one-on-one with an instructor on a particular topic or creative project. Designing an independent study is an important part of the project, and together the student and potential instructor should discuss the aims and content of the study. The independent study proposal form should include the study's title, theme, readings, work to be submitted, and syllabus. Once completed it should be provided to, and discussed with, the student's academic advisor.
1-3 credits

EDDN 682   Technology for School Administrators
Potential and practicing school administrators are provided with the theoretical and practical framework necessary for planning and implementing technology in schools, both as a tool for instruction and for administration. Emphasis is placed on the latest Technology Standards for School Administrators (TSSA). Hands-on experiences and projects based on technology are included as students develop their familiarity with essential technology applications. *Prerequisite: familiarity with basic word processing and use of the Internet.*
3 credits

EDDN 697   Professional Internship Part I
Students are provided with a closely supervised experience in applying the principles and concepts acquired through previous course work. The internship takes place in an educational organization under the supervision of a practicing school/district administrator and a Touro faculty member. Theories and concepts are applied to practical situations that are presented to the administrative and supervisory practitioners. *Prerequisite: students must have 18 credits of coursework in the program.*
3 credits
(Please note: Students may not register for EDDN 697 and EDDN 698 in the same semester.)

EDDN 698   Professional Internship Part II
Students are provided with a closely supervised experience in applying the principles and concepts acquired through previous course work. The internship takes place in an educational organization under the supervision of a practicing school/district administrator and a Touro faculty member. Theories and concepts are applied to practical situations that are presented to the administrative and supervisory practitioners. Candidates seeking certification as school district leaders will be required to address district issues in a district office while taking EDDN 698.
3 credits

EDDN 699   Communicating, Collaborating, Partnering, and Community Building for School District Leaders
Students are provided with verbal and written communication models for developing the skills necessary to effectively interact with school board members, district/school staff, and the community at large. The course also explores effective strategies for communicating, to those individuals, an educational vision leading to the achievement of State learning standards.
Required for candidates seeking dual certification as school district/school building leaders.
3 credits

EDPN 620   Child Development and Learning in Cultural Context
This course focuses on the nature of physical, cognitive, emotional, social, and moral development from birth through adolescence with implications for learning and teaching; major orientations in the study of child development, including Vygotsky and the neo-Vygotskian theories of child development and learning; periods of child development from birth through adolescence seen in a socio-cultural context, with implications for learning and teaching; integration of theory and research findings from the fields of developmental and educational psychology; and exploration of multicultural contexts for growth, development, and learning with diverse student populations. Students are also exposed to evidence-based methods of instruction and critically examine the idea that instruction should be evidence-based.
3 credits

EDPN 671   Theory and Practice of Bilingual and Multicultural Education
This course reviews the impact of historical, legal, sociological, and political issues in relationship to the education of culturally and linguistically diverse students. It is designed to prepare bilingual and ESOL teachers to work successfully with language minority students, in the context of bilingual ESL programs. It includes the study of the historical, psychological, social, cultural, political, theoretical and legal foundations of bilingual education programs in the United States. Students will examine and analyze different bilingual program models so that they may apply such knowledge to the implementation of pedagogically effective practices for second language learners using both the L1 and the L2 in curriculum implementation. Communication with parents and families concerning students' academic and social outcomes will be highlighted. The course supports Touro University's commitment to preparing educational professionals to work in diverse urban and suburban settings. Students explore the evolution of attitudes regarding bilingualism and multiculturalism in the United States. Emphasis will be placed on developing multicultural competence as educators, with areas of focus including: cross-cultural

communication in the classroom and with parents; how the language and culture of the home and the community impact student learning; cultural factors in the relationships between the school and the community. Models of multicultural and bilingual education will be presented and analyzed. Includes 10 hours of fieldwork.
3 credits

EDPN 672   **Methods of Teaching and Service Delivery in Languages Other Than English**

This course focuses on teaching, assessment and counseling practices, consultation techniques, and other aspects of service delivery for diverse learners. Students will critically examine the processes used for placement of culturally and linguistically diverse students in special services. Issues involved in identifying student needs and appropriate services will be addressed. The discussion topics will include the impact of language, home culture and process of cultural adaptation in assessment. Includes 15 hours of fieldwork.
3 credits

EDPN 673   **Methods and Materials for Teaching English as a Second Language**

This course provides an historical overview of second language acquisition theories and teaching methods. Students learn how to apply current approaches, methods and techniques, with attention to the effective use of materials, in teaching English as a second language. Students will engage in the planning and implementation of standards-based ESL instruction which includes differentiated learning experiences geared to students' needs. Emphasis is placed on creating culturally responsive learning environments. The course also analyzes the applicability of applied linguistic studies to such teaching and the appropriateness of various methods and techniques to different developmental and skill levels. Special attention is given to curriculum development, planning and executing instructional activities. Additional emphasis is given to the selection of materials and the design of evaluation instruments for measuring cognitive development if the core subject areas. Include 15 hours of fieldwork.
3 credits

EDPN 675   **Methods and Materials for Teaching in the Native Language**

This course provides an overview of theory, approaches, methods and techniques in teaching school subject areas in the native language of the students. Effective strategies and materials for teaching native language arts, including native language literacy, to English language learners will be explored. Includes 15 hours of fieldwork.
3 credits

EDSN 600   **History and Philosophy of Education and Special Education**

This course focuses on the historical and philosophical underpinnings of modern educational theory and practice, including ancient Greek, early Jewish, Christian, and Muslim writings on education; philosophical developments in the Renaissance, Reformation, revolutionary, and modern periods; social, cultural and ideological forces that have shaped educational policies in the United States; current debates on ways to meet the wide range of educational and social-emotional needs of students from diverse communities; the role of technology in education and society at large; and critical thinking skills and information literacy. Students critically examine the concept that instruction should be evidence-based.
3 credits

EDSN 603   **Teaching Mathematics, Science, and Technology in General and Special Education, Grades 1-6**

This course focuses on the pedagogical principles and classroom practices essential for successful teaching of mathematics, science, and technology in grades 1-6. Course topics include socio-cultural theory, constructivist theory, and problem-solving approaches to mathematics, science, and technology instruction and remediation; application of concepts and skills in real-life settings; critical approaches to understanding,

use, and misuse of educational technology; application of theoretical knowledge and instructional strategies to teaching math and science to students with disabilities; development of skills required to both create and evaluate instructional materials; and the assessment of student learning in mathematics, science, and technology. Students are exposed to and use evidence-based methods of instruction and critically examine the concept that instruction should be evidence-based.
3 credits

EDSN 604 **Teaching Social Studies and the Arts in General and Special Education, Grades 1-6**

This course focuses on social, cultural, and developmental contexts for teaching social studies and the arts to a diverse student population. Course topics include curriculum development, methods, and materials; language and literature in cultural context; overview of history and geography of the United States and New York State; the role of economic factors in social life; varying forms of government and ideas and ideals associated with citizenship; the arts in historical and cultural context; self-exploration and self- expression through the arts, sports, and other physical activities; cooperation in group art and sports activities; and the relationship of the arts, movement, and physical education to other curriculum areas. Course participants learn to apply theoretical knowledge and instructional strategies in their teaching of gifted students and students with disabilities.
3 credits

EDSN 609 **Contemporary Issues in Adolescent Development in a Cultural Context**

This course focuses on the nature of the physical, cognitive, emotional, social, and moral development of adolescents in schools and society through a socio-cultural lens. Candidates investigate the historical and philosophical underpinnings of modern educational theory and practice; the social, cultural and ideological forces that have shaped educational policies in the United States; and current debates on meeting the wide range of educational and social- emotional needs of students from diverse communities.
3 credits

EDSN 626 **Patterns of Parenting and Child Care in Relation to Early Intervention and Education**

This course focuses on parents and families as the context for growth, development and learning of typically developing children and children with disabilities. Course topics include similarities and differences in family structures and parenting styles in various cultural groups; parents and family members as teachers of young children and collaborators with professional educators; parental and family responses to and coping with a child with disabilities; ways in which early childhood intervention programs build and expand upon the foundation provided by parents; ways in which educators can form constructive educational partnerships with parents; familiarizing parents with special education laws and available, appropriate services for their children and themselves; and assisting parents in being advocates for their children with disabilities.
3 credits

EDSN 640 **Assessment of Individual Differences in General and Special Education: A Socio-Cultural Perspective**

This course focuses on assessment in general education and special education of individual differences in intelligence, learning potential, personality, motivation, and student achievement; management of data from assessment and monitoring of student progress; characteristics of standardized tests; the role of educational testing in program design and informing instruction, particularly for students with disabilities, including children with autism; assessment of young children; use of achievement tests; introduction to dynamic (or interactive) assessment; differences between static and dynamic assessment; the use of teacher-made, informal tests; and opportunity to observe and practice use of achievement tests and/or curriculum-based assessment approaches in the classroom.

Study of testing concepts and the application of assessment to the classroom setting. The focus is on relating assessment principles to standards-based instruction, identifying appropriate performance standards, effectively communicating these standards, and providing appropriate feedback to students. Included are planning of summative assessments, the construction and use of multiple choice, true-false, and essay type items, performance assessments and portfolios, student observation techniques and rating scales, and the use and interpretation of standardized test data.
3 credits

EDSN 650   **Educational Technology in General Education and Special Education**
This course focuses on the use of computers and other technological devices that facilitate communication, learning, and related functions in both general and special education contexts; use of technology to foster literacy, remediate reading problems, and promote access to curriculum for all students; special applications with computers in the classroom; information literacy; and recent developments in the field of assistive technology for students with disabilities, including students with autism.
3 credits

EDSN 657   **Early Literacy Instruction I, Birth-Pre-K**
This course focuses on the use of oral language, general cognitive skills, the concepts underlying reading and writing, and specific literacy skills as the context for supporting initial steps toward literacy for young children. Course topics include activities to promote phonemic awareness, understanding of the alphabetic principle, and beginning word recognition through letter-sound relations; motivational issues that pertain to the development of reading skills; meeting the needs of young children, including those with limited proficiency in English, who enter day care, nursery school, and other early childhood and intervention programs with limited literacy-related knowledge and skills; language-related experiences at home as well as at school; and the importance of providing frequent opportunities to write. Students are exposed to evidence-based methods of instruction and critically examine the concept that instruction should be evidence-based. (*Please note: This course is a prerequisite for SEDN 658.*)
3 credits

EDSN 665   **Basic Reading and Writing Instruction, Grades 1-6**
This course focuses on current approaches to teaching reading and writing in developmental context. Course topics include creation of language-rich environments; the nature of oral and written communication; assessment of language and reading skills; motivational factors in literacy development at home and in school; approaches to organizing functional reading and writing programs; and approaches to working with English language learners, students with disabilities, and gifted students. Students are exposed to evidence-based methods of instruction and critically examine the concept that instruction should be evidence-based. (*Please note: This course is a prerequisite for SEDN 667and JESN 667.*)
3 credits

EDSN 682   **Field Experience and Practicum I in Early Childhood General and Special Education, Birth-Grade 2**
For the field experience component of this course, students complete 50 hours of observations in general education at the birth-pre-K, kindergarten, or grade 1-2 level. Students also complete 100 hours of work with students with disabilities at a level not used in general education. (Inclusion classes with strong special education components are acceptable.) For the practicum component of the course, students complete an additional 20 days or 100 hours in general education at one of the three age/grade levels. (Please note that over the course of their field experience and practicum courses students must work with children in at least two levels.) Actual teaching is a component of the practicum part of this course. All student teaching is done in accredited schools with the involvement of appropriately certified supervising or cooperating teachers who submit student evaluation forms during and at the conclusion of the semester.

Over the course of the field experience and practicum courses, some work is done in a high-need school or a school serving a high-need community. Students keep time sheets of their hours, maintain logs in which critical incidents are recorded and analyzed, respond to questions about young children, analyze lesson presentations of cooperating teachers observed, and complete two term papers. Students integrate evidence-based methods of instruction into their lesson presentations. Students also do an assignment on how they assessed student learning for a lesson they have presented that is observed by an assigned faculty member. The course includes scheduled group meetings. The assigned faculty member meets with students at their field experience/practicum sites and observes and evaluates student work with children in a school or an equivalent educational setting. The faculty member and cooperating teacher evaluate both the field experience and practicum components of student work during the course. *(Please note: This course must be taken within the first 18 credits of graduate study.)*
3 credits

EDSN 692   Clinical Practicum I: Diagnosing and Treating Reading Disabilities, PreK-6
Students perform 90 clock hours of a college-supervised Practicum in PreK-6th grade. Students acquire proficiency in the use of various test materials in the diagnosis of reading and writing difficulties under the guidance and supervision of appropriately certified cooperating teachers who evaluate students' progress. Cooperating teachers also observe and evaluate students in their professional settings. In addition, scheduled group meetings are held for all students participating in the Practicum. A case study is required and students are required to keep a log and prepare lesson plans**.** Prerequisite: at least 15 credits in literacy, excluding EDPN 620 and EDSN 650 and including EDSN 665 and SEDN 667.
3 credits

EDSN 693   Clinical Practicum II: Diagnosing and Treating Reading Disabilities, Grades 7- 12
Students perform 90 clock hours of a college-supervised Practicum in Grades 7-12. Students acquire proficiency in the use of various test materials in the diagnosis of reading and writing difficulties under the supervision of appropriately certified cooperating teachers who evaluate students' progress. Cooperating teachers also evaluate students in their professional settings. In addition, scheduled group meetings are held for all students participating in the Practicum. A case study that integrates relevant research is required. Students are also required to keep a log, prepare lesson plans, and submit a culminating project that analyzes and discusses the way in which various aspects of the course work and the two Practica (EDSN 692 and EDSN 693) have furthered their understanding and ability to diagnose and treat reading difficulties. *Prerequisite: EDSN 692.*
3 credits

EDSN 694   Field Experience in General Education and Special Education, Grades 1-6
Students complete 50 hours of field experience in general education at the grade 1-3 level or the grade 4-6 level. Students also complete 100 hours of field experience in work with children with disabilities at the level not used for general education. (Inclusion classes with strong special education components are acceptable. All field experience is done in accredited schools with the involvement of appropriately certified supervising or cooperating teachers who submit student evaluation forms at the conclusion of the semester. Students are exposed to evidence-based methods of instruction.

Over the course of the field experience and practicum courses, some work is done in a high-need school or a school serving a high-need community. Students keep time sheets of their hours, maintain logs in which critical incidents are recorded and analyzed, respond to questions about elementary school education, analyze lesson presentations of cooperating teachers observed, and complete two term papers. The course also includes scheduled group meetings. An assigned Touro University faculty member meets with students at their field experience sites and evaluates student work for the course. *(Please note: This course must be taken within the first 18 credits of graduate study.)*
3 credits

EOIN 623   **Foundations of Instructional Design**

Teaches students to design instructional activities that are consistent with curriculum goals, based on accepted pedagogy and effective in helping students synthesize information in a meaningful way. Students explore the foundational theories of learning and investigate models of instructional design. The focus is on the process of learning, the instructional plan, the technologies that support this process, and the many ways that teaching and learning effectiveness can be assessed. Focus is on best practice for designing courses in different formats, including text-based and video-based material. Designing for learner engagement in synchronous and asynchronous courses is covered.
3 credits

EOIN 646   **Distance Learning Applications**

This course analyzes the elements of effective online course design, and reviews tools and technologies available to deliver distance education. Students learn how to embed course material in the learning management systems. They explore various technologies that are used to provide platforms for distance learning. Students produce and evaluate materials for the delivery of online instruction and learn instructional design concepts that uniquely apply to learning outside the classroom.
3 credits

EOIN 650   **Designing and Teaching**

This course focuses foundational concepts and current approaches to online and remote learning for P-12 students. Students will learn to plan, develop and facilitate learning in these settings through the lens of Universal Design for Learning. Course topics include multimedia applications, the evaluation and selection of technological tools for a specific purpose, developing assessment strategies for diverse learners, evidence-based methods of instruction and the importance of critical reflection.
3 credits

EOIN 651   **Designing and Teaching Online Courses for Higher Education**

This course prepares professionals to plan and facilitate online learning experiences through the lens of best practices and Universal Design for Learning. Students examine the dynamics that lead to online learning success for diverse adult learners. Course topics include Universal Design for Learning, motivation, assessment, culturally relevant education, providing feedback and building community and students are introduced to a variety of technologies that facilitate teaching and learning in online and remote settings. Students are exposed to evidence-based methods of instruction and critically examine the concept that instruction should be evidence-based.
3 credits

EOIN 652   **Assistive and Special Needs Technology**

Designed to expand the knowledge base of educational leaders who specialize in providing assistive and special needs technology. In addition to knowledge of specific hardware and software solutions that aid students with disabilities, the course provides theoretical and practical knowledge on how to conduct assistive technology evaluations and identify a variety of funding sources to support assistive technology for students with disabilities.
3 credits

EOIN 653   **Designing and Teaching Online Courses for Corporate Education**

This course prepares professionals in corporate settings to plan and facilitate online learning experiences and trainings through the lens of best practices and Universal Design for Learning. Students examine the dynamics that lead to online learning success for diverse adult learners. Course topics include Universal Design for Learning, motivation, assessment of training goals, culturally relevant education, providing feedback and building community. Students are introduced to a variety of technologies that facilitate virtual

teaching and learning. Students are exposed to evidence-based methods of instruction and critically examine the concept that instructional training should be evidence-based.
3 credits

EOIN 670   Video and Audio Production Studio
Students learn the aesthetics and technical aspects of good visual and sound design to effectively communicate messages in digital distribution platforms. Hands-on projects help students develop concepts, shoot video and capture audio effectively, edit both using industry-accepted software, and manage post-production workflow and distribution.
3 credits

EOIN 673   Designing Online Instruction
Explores multiple technologies that are used to provide various platforms for distance learning. Students produce and evaluate materials for the delivery of online instruction and learn instructional design concepts that uniquely apply to learning outside the classroom. The focus of this course is linking theory to practice in designing online courses. A key goal is learning to use course maps to build an effective online course. The importance of rubrics and quality assurance in course design are reviewed, including the Touro Rubric for Online Education. Theories and best practices for designing online syllabi are a key part of the course. Students also learn how to align goals and objectives with learning activities.
3 credits

EOIN 692   Projects in Educational Technology
This capstone course requires students to synthesize their theoretical and practical learning by designing a substantial, innovative educational technology project (a culminating project, similar to a thesis) and integrating it into an active setting in real time. Students draw from theory and their varied experiences in other classes to apply a new and emerging set of technologies that facilitate learning, communication, and mobility in the classroom while meeting local, state, and/or federal standards in a particular curriculum area.
3 credits

JESN 600   History and Philosophy of Education, Jewish Education, and Special
**   Education**
This course explores the historical and philosophical underpinnings of modern educational theory and practice, dating back to Jewish, Christian, and Muslim writings on education and tracking developments into the present. It specifically examines the forces that have shaped educational policies in the United States, highlighting the current debate around meeting the educational and social-emotional needs of students from diverse communities. The role of technology in education and society at large, critical thinking skills, information literacy, and research-based instruction are also featured.
3 credits

JESN 602   Introduction to Teaching Students with Disabilities in Jewish Day Schools
This course focuses on current approaches to teaching children with disabilities; special education and the Individuals with Disabilities Education Act; identification for evaluation of students who may have disabilities; current theories and methodologies for working with students with disabilities; inclusion and the concept of the least restrictive environment; early intervention; special education curriculum modifications, classroom management, and use of technology; educational challenges and instructional approaches for children with cognitive deficits, physical and sensory impairments, language delays, emotional disturbance, and learning disabilities; working with children with autism; application of principles of differentiated instruction. Students are exposed to evidence-based instructional methods and critically examine the concept that instruction should be evidence-based.
3 credits

JESN 620   **Child Development and Learning in Cultural Context with Emphasis on Jewish Culture**

This course focuses on the nature of physical, cognitive, emotional, social, and moral development from birth through adolescence with implications for learning and teaching; major orientations in the study of child development, including Vygotsky and the neo-Vygotskian theories of child development and learning; periods of child development from birth through adolescence seen in a Jewish socio-cultural context, with implications for learning and teaching; integration of theory and research findings from the fields of developmental and educational psychology; and exploration of multicultural Jewish contexts for growth, development, and learning with diverse student populations. Students are also exposed to evidence-based methods of instruction and critically examine the idea that instruction should be evidence-based.
3 credits

JESN 640   **Assessment of Individual Differences in General Education, Jewish Education, and Special Education: A Socio-Cultural Perspective**

This course is designed to provide theoretical and experiential knowledge regarding basic principles of educational assessment and intervention for all learners in Jewish schools. Candidates will focus on the use of assessment practices and strategies as a means of improving differentiated instruction leading to student success. The focus is on the planning, creation and implementation of formative and summative assessments, and the analysis and use of said assessment data. Candidates will become familiar with measures to assess learners with special needs and learners from linguistically and culturally different backgrounds.
3 credits

JESN 650   **Educational Technology in General Education, Jewish Education, and Special Education**

This course focuses on the use of computers and other technological devices that facilitate communication, learning, and related functions in in educational contexts for children in Jewish, general, and special education; use of technology to foster literacy, remediate reading problems, and promote access to curriculum for all students; special applications with computers in the classroom; information literacy; and recent developments in the field of assistive technology for students with disabilities, including students with autism.
3 credits

JESN 667   **Assessment, Diagnosis and Remediation of Reading Disabilities in Both English and Hebrew, Grades 1-6**

This course focuses on developmental and Jewish school cultural contexts for understanding symptoms and causes of reading disabilities. Course topics include diagnostic instruments and approaches to assessment of reading disabilities; and programs, materials, and methods for nurturing literacy and for instructing children with reading disabilities. Students do one-on-one work with a child who has reading problems and complete a comprehensive case study based on that work. Prerequisites: EDSN 665 and JESN 680.
3 credits

JESN 670   **Curriculum Development and Classroom Management for Students with Disabilities in Jewish Day Schools, Grades 1-6**

This course focuses on concepts and skills in the teaching of Jewish studies, reading, math, language arts, social studies, and science in Jewish school settings, with modifications of instructional methods and materials for use with children with disabilities. Course topics include setting up the physical environment of a classroom to foster literacy development, maximize learning productivity, and prevent unnecessary behavior problems; approaches to classroom management; special attention to work with children with autism; and approaches to understanding and intervening with children with emotional and behavior

problems. Students are exposed to evidence-based methods of instruction and critically examine the concept that instruction should be evidence-based.
3 credits

JESN 675   **Character Education: Methods in Teaching Jewish Values**
This course will focus on techniques of teaching Jewish values within the Jewish school setting. It will include analysis of classic texts within Jewish values education. Emphasis will be placed on modeling and teaching Jewish values across Jewish studies and general studies classes as well as throughout school culture outside of the classroom. This course includes fieldwork.
3 credits

JESN 680   **Methods in Teaching Hebrew Language Arts**
This course will have three major areas of focus. Primary within these three areas will be Hebrew reading instruction, followed by understanding of Hebrew language and Hebrew language speaking skills. Consideration will be given to differences between classical Hebrew and Modern Hebrew language and their place within different types of Jewish day schools. Further emphasis will be placed on Hebrew reading in the context of second language learning theory and typical curricular expectations around Hebrew reading in Jewish day schools. This course includes fieldwork. (*Please note: This course is a prerequisite for JESN 667.*)
3 credits

JESN 685   **Methods in Teaching Jewish History and the Holocaust**
This course will focus on teaching Jewish history with an emphasis on modern Jewish history, the Holocaust, and the modern state of Israel. Emphasis will be placed on dynamic methods of teaching Jewish history, and within the context of cross discipline instruction i.e. history, social studies, and Jewish studies classes. This course includes fieldwork.
3 credits

JESN 691   **Methods in Teaching Traditional Jewish Texts and Commentary**
This course will concentrate on teaching traditional Jewish texts in both Biblical exegesis and oral law, Mishnah and Talmud as well as analysis of their classic commentaries and methodologies. Child development norms and typical Jewish day school curricular expectations will be examined. Emphasis will also be placed on teaching these texts to a wide range of students with their different learning styles within a given classroom. This course includes fieldwork.
3 credits

JESN 695   **Practicum in Special Education in Jewish Day Schools, Grades 1-6**
Candidates complete 50 hours of observations in a General Education classroom at the grade 1-3 or grade 4-6 level. Students also complete 100 hours of observations in a Special Education classroom (inclusion classes with strong special education components are acceptable) at the grade level not used for the General Education requirement. Certified teachers complete 25 hours of observations in a General Education classroom at the grade 1-3 or grade 4-6 level and also complete 25 hours of observations in a Special Education classroom (inclusion classes with strong special education components are acceptable) at the grade level not used for the General Education requirement. All observations are done in accredited schools with the involvement of appropriately certified supervising or cooperating teachers who submit student evaluation forms at the conclusion of the semester. Cooperating teachers should have a Master's Degree and a minimum of three years teaching experience.

Over the course of the field experience and practicum courses, some work is done in a high-need school or a school serving a high-need community. Students keep time sheets of their hours, maintain logs in which critical incidents are recorded and analyzed, respond to questions about elementary school education,

analyze lesson presentations of cooperating teachers observed, and complete two term papers. The course also includes scheduled group meetings. An assigned Touro University faculty member meets with students at their field experience sites and evaluates student work for the course. (*Please note: This course must be taken in the last semester of study.*)
3 credits

MTHN 600   **History and Philosophy of Secondary Education**
This course focuses on the historical and philosophical underpinnings of modern educational theory and practice including the study of: ancient Greek literature; early Jewish, Christian, and Muslim writings; and philosophical developments in the Renaissance, Reformation, and revolutionary periods. It also examines the social, cultural, and ideological forces that have shaped educational policies in the United States as well as the current national debates on ways to meet the wide range of educational and social- emotional needs of students from diverse communities.
3 credits

MTHN 601   **Methods of Teaching Middle School Mathematics**
This course focuses on principles and practices for teaching middle school mathematics, including the study of rational numbers, algebra, geometry, probability, and statistics. Students also examine curriculum development and instructional approaches in developmental context, with attention to the needs of typical adolescent learners and identification and remediation of major obstacles to student learning in mathematics. The course reviews application of mathematical and scientific concepts and skills to real-life settings. Students have an option to design, develop, and hand in an online portfolio for this course. Twenty-five to fifty hours of fieldwork are required.
3 credits

MTHN 602   **Teaching Mathematics to Students with Special Needs**
This course prepares pre-service and in-service mathematics teachers to understand and respond to the needs of students with disabilities. The course considers the historical context for special education and the institutional approach to disabilities, and utilizes that context to critically examine and discuss current educational practices, laws, and regulations for students with diverse learning abilities. The inclusion/standards debate, as well as the diagnosis, classification, and assessment of students are addressed. Instructional approaches and strategies for teaching mathematics to students with diverse learning abilities in the typical classroom are introduced. Fifteen hours of fieldwork are required.
3 credits

MTHN 605   **Methods of Teaching Secondary School Mathematics**
This course focuses on principles and practices for teaching high school mathematics, including the study of algebra, geometry, probability, trigonometry, and statistics; curriculum development and instructional approaches in developmental context, with attention to needs of typical adolescent learners and identification and remediation of major obstacles to student learning in mathematics. Students examine application of mathematical and scientific concepts and skills to real-life settings. Twenty-five to fifty hours of fieldwork are required.
3 credits

MTHN 620   **Adolescent Development and Learning in Cultural Context**
This course examines the nature of adolescent cognitive, emotional, social, and moral development with implications for classroom teaching. It also addresses integration of theory and research findings from the fields of developmental and educational psychology and explores multicultural contexts for growth, development, and learning. Fifteen hours of fieldwork are required.
3 credits

MTHN 651   Curriculum and Assessment in Secondary Mathematics
This course examines the most commonly used curriculum materials, including textbooks and supportive video and technology materials, and also at the development of new curriculum materials for special student populations or the enhancement of already available materials for such populations. The course also identifies the learning theories and instructional methodologies embodied in each curriculum and compares those theories and methodologies for their effectiveness with various student populations and student characteristics. Students examine means, methods, and materials for assessing student understanding and performance as well as ways to use this information to inform and improve instruction as an ongoing practice in the classroom. Techniques investigated include quizzes, writing assignments, tests, authentic and performance assessment and rubrics. Fifteen hours of fieldwork are required.
3 credits

MTHN 652   Teaching Algebra and Trigonometry in Grades 7-12
This course focuses on the major concepts and skills students should learn and be able to apply in the areas of algebra and trigonometry. The course identifies what students should have learned informally in grades 5 and 6 that can be used to transition to a more formal understanding of these topics. It also examines: the learning theories related to development of understanding from a concrete level using manipulative materials to model algebraic and trigonometric problems and methods; how to help students move step by step to a more conceptual understanding of the concepts and skills, including the use of symbolic representation and manipulation; and the use of various technologies to enhance understanding and application. As a part of the course, either individually or in small groups, students develop and present appropriate mini-lessons embodying the principles and methods of effective mathematics teaching.
3 credits

MTHN 653   Teaching Geometry and Data and Chance in Grades 7-12
This course focuses on the major concepts and skills students should learn and be able to apply in the areas of geometry, probability, and statistics. The course examines what students should have learned informally in grades 5 and 6 that can be used to transition to a more formal understanding of these topics. The course also examines how to use relevant learning theories to help students transition from a concrete level of understanding of these topics using physical manipulative materials to a conceptual level of understanding using symbolic representation and manipulation. The use of various technologies to enhance understanding is also employed. As a part of the course, either individually or in small groups, students develop and present appropriate mini-lessons embodying the principles and methods of effective mathematics teaching.
3 credits

MTHN 654   Selected Topics in Modern Mathematics I
This course addresses a selection of topic areas usually taught at the secondary level – including but not limited to algebra, geometry, and probability and statistics – and looks at them from an advanced perspective illuminating their uses, interconnections and the mathematical theory or theories underlying them. This is a capstone content mathematics course helping to unify and enhance the prior college level mathematics courses the students in the program will already have taken as a prerequisite for entrance into the program.
3 credits

MTHN 655   Selected Topics in Modern Mathematics II
A continuation of MTHN 654.
3 credits

MTHN 656   Teaching About Rational Numbers
This course introduces students to the mathematical properties of the set of rational numbers as well as instructional approaches for teaching students to use and manipulate rational numbers. The course also

provides instructional strategies for helping students make the transition from the use of rational numbers in middle school to the use of rational algebraic expressions in high school.
3 credits

MTHN 657   Leadership in Mathematics
This course explores the role of the administrator in developing leadership strategies that promote high quality teaching in mathematics grades K-12. The course examines methods and materials as well the scope and sequence of mathematics across the grades. Students examine the most up to date methods of teaching mathematics as well as ways in which administrators can motivate and assist teachers in increasing student achievement while simultaneously assuring that the school meets state mandates regarding adequate yearly progress.
3 credits

MTHN 658   History of Mathematics
This course introduces students to several important topics in the history of mathematics, such as: how mathematical discoveries and developments that occur hundreds or even thousands of years apart can be connected in important ways; and how teachers of mathematics can use incidents and stories from the history of mathematics to make their teaching more interesting and effective.
3 credits

MTHN 659   Teaching Advanced Placement Calculus and Statistics
This course introduces students to the topics covered in the Advanced Placement Calculus and Statistics courses and provides guidance on how to teach the advanced courses effectively.
3 credits

MTHN 666   Language and Literature Studies for Middle and Secondary School Students
This course focuses on current approaches to assessing and promoting reading comprehension and critical reading and writing skills of middle and secondary school students. It also examines how to: enhance oral and written communication skills; tap into motivational factors in literacy development during the middle and high school years; and use specific approaches to work with English language learners, gifted students, and students with disabilities during adolescence. Fifteen hours of fieldwork are required for this course.
3 credits

MTHN 678   Research Investigations in Mathematics Education
This course introduces students to a selection of current issues of concern and interest in adolescent mathematics education; provides a sampling of the research that has been conducted relating to these issues; and addresses ways in which the results of such research can be employed by classroom teachers to improve their classroom practice.
3 credits

MTHN 679   Student Teaching Practicum in Middle School Mathematics
Students complete a minimum of 20 days, or 100 hours, teaching students in a middle school (grades 7 through 9) mathematics classroom under the daily supervision and mentorship of an experienced and certified cooperating mathematics teacher. During this practicum experience the student teacher progresses from watching and helping the regular classroom teacher to taking on full responsibility for the class him- or herself. The practicum, under the supervision and guidance of the cooperating teacher, includes experience in: designing, developing and implementing daily lesson plans; creating quizzes and exams; designing and grading homework assignments; implementing classroom discipline; continuously evaluating student understanding and using daily evaluations to modify future teaching practices; employing effective ways to carry out routine administrative practices including the taking of attendance and assigning student grades.

The cooperating teacher meets with the student teacher on a regular basis to help the student teacher develop his/her skills and practices; helps answer or find answers to questions the student teacher might have; and remains in the classroom to monitor all activities and to provide supervision whenever the student teacher takes over the class. A full-time faculty supervisor from Touro's Graduate School of Education meets with both the student teacher and the cooperating teacher on a regular basis, observes the student teacher's performance in the classroom, and discusses the student teacher's development with both the student teacher and cooperating teacher.

At the end of the semester the cooperating teacher submits to the Touro University faculty supervisor an evaluation form for the student teacher indicating areas of strength and weakness and where the student teacher should concentrate on improving his or her teaching skills. Using this evaluation and the Touro University faculty supervisor's own observations, the faculty supervisor then submits a grade for the student teacher's performance in this course. Prerequisite: MTHN 601. *(Please note: This course must be taken during the final two semesters of the program.)*
3 credits

MTHN 681   Student Teaching Practicum in High School Mathematics
Students complete a minimum of 20 days, or 100 hours, teaching students in a high school (grades 10 through 12) mathematics classroom under the daily supervision and mentorship of an experienced and certified cooperating mathematics teacher. During this practicum experience the student teacher progresses from watching and helping the regular classroom teacher to taking on full responsibility for the class him- or herself. The practicum, under the supervision and guidance of the cooperating teacher, includes experience in: designing, developing and implementing daily lesson plans; creating quizzes and exams; designing and grading homework assignments; implementing classroom discipline; continuously evaluating student understanding and using daily evaluations to modify future teaching practices; employing effective ways to carry out routine administrative practices including the taking of attendance and assigning student grades.

The cooperating teacher meets with the student teacher on a regular basis to help the student teacher develop his or her skills and practices; helps answer or find answers to questions the student teacher might have; and remains in the classroom to monitor all activities and to provide supervision whenever the student teacher takes over the class. A full-time faculty supervisor from Touro's Graduate School of Education School meets with both the student teacher and the cooperating teacher on a regular basis, observes the student teacher's performance in the classroom, and discusses the student teacher's development with both the student teacher and cooperating teacher.

At the end of the semester the cooperating teacher submits to the Touro University faculty supervisor an evaluation form for the student teacher indicating areas of strength and weakness and where the student teacher should concentrate on improving his or her teaching skills. Using this evaluation and the Touro University faculty supervisor's own observations, the faculty supervisor then submits a grade for the student teacher's performance in this course. Prerequisite: MTHN 605. *(Please note: This course must be taken during the final two semesters of the program.)*
3 credits

PSGN/SCPN 632   Multicultural Counseling
To effectively function in a multicultural society with clients from diverse backgrounds, students develop the knowledge, tools and skills to become responsive counselors to different ethnic minority and cultural groups. Students become aware of their assumptions about human behavior, values, biases, preconceived notions, personal limitations and attempt to understand the worldview of culturally different clients in the process of developing and practicing culturally appropriate skills in working with culturally diverse clients.
3 credits

PSGN 698   **Field Experience in Bilingual Education and Service Delivery**

This course prepares professionals in pupil personnel services to work with bilingual/multicultural populations. Students are required to present their work experience as a PPS for a minimum of one academic year, along with attendance at three field experience seminars and submission of a portfolio which synthesizes their experience and understanding of effective services for bilingual population. The portfolio will include: samples of professional work with bilingual students, including case histories, evaluation reports, progress notes, and IEPs; a written essay presenting the student's professional philosophy, a discussion of issues involved in providing bilingual services in the New York area, and a description of the student's professional growth in the program.

3 credits

SCIN 600   **History and Philosophy of Adolescent Education**

This course looks at the historical and philosophical underpinnings of modern educational theory and practice including the study of: ancient Greek literature; early Jewish, Christian, and Muslim writings; philosophical developments in the Renaissance, Reformation, and revolutionary periods; social, cultural and ideological forces which have shaped educational policies in the United States; and current debates on meeting the wide range of educational and social-emotional needs of students from diverse communities.

3 credits

SCIN 601   **Methods of Teaching Middle School Science**

This course provides students with an understanding of how to blend biology content knowledge with appropriate instructional and assessment strategies to help middle school students learn about, understand, and appreciate school science and its importance in the world in which students live. Students will develop and implement sample lesson plans, make use of appropriate laboratory equipment and procedures, compare and contrast curriculum and internet-based materials, and perform field observations in real classrooms in preparation for their semester-long practicum in middle school student teaching. Fifty hours of observation will be required along with 5 observation assignments.

3 credits

SCIN 602   **Teaching Science to Students with Special Needs**

This course covers the historical background to current approaches to teaching children with disabilities; special education and Individuals with Disabilities Education Act; current theories and methodologies in special education; inclusion and the concept of the least restrictive environment; early intervention; special education programs, curricula, classroom management, and technologies; educational challenges and instructional approaches with children whose disabilities are associated with mental retardation, physical and sensory impairments, language delays, emotional disturbance, and learning disabilities; and introduction to approaches and debates on reading and language arts as well as Science instruction for native English speakers and English language learners.

3 credits

SCIN 605   **Methods of Teaching High School Science**

This course provides students with an understanding of how to blend biology content knowledge with appropriate instructional and assessment strategies to help high school students learn about, understand, and appreciate school science and its importance in the world in which students live. Students will develop and implement sample lesson plans, make use of appropriate laboratory equipment and procedures, compare and contrast curriculum and internet-based materials, and perform field observations in real classrooms in preparation for their semester-long practicum in high school student teaching. Fifty hours of observation will be required along with 5 observation assignments.

3 credits

**SCIN 620	Child Development and Learning in Cultural Context**

This course looks at the nature of motor, cognitive, emotional, social, and moral development from birth through adolescence, with implications for classroom teaching; looks at integration of theory and research findings from the fields of developmental and educational psychology; and explores multicultural contexts for growth, development, and learning.

3 credits

**SCIN 654	Selected Topics in Biology I**

Special topics in the biological sciences of current interest to faculty and students will be presented through lecture, discussion, laboratory experiments, research and reports. This course is intended to supplement the science and biology content knowledge and understanding of each student, and to provide students with experiences and understandings concerning the place of the biological sciences in the modern world that can be used after graduation to make biology more interesting and more relevant to our students' own future students. The particular topics selected will depend on the instructor's field of expertise, and could in some cases involve working on a biology project with New York Medical College researchers. The topics presented in this course might include, for example, physiology and biochemistry.

3 credits

**SCIN 655	Selected Topics in Biology II**

Just as in SCIN 654 Selected Topics in Biology I, this course will cover special topics in the biological sciences of current interest to faculty and students will be presented through lecture, discussion, laboratory experiments, research and reports. The particular topics selected will depend on the instructor's field of expertise, and could in some cases involve working on a biology project with New York Medical College researchers. The topics presented in this course might include, for example, genetics, evolution, microbiology, and immunology.

3 credits

**SCIN 666	Language and Literature Studies for Middle and High School Students**

This course focuses on current approaches to assessing and promoting reading comprehension and critical reading and writing skills of middle and high school students; enhancement of oral and written communication skills; tapping into motivational factors in literacy development during the middle school years; and approaches to work with English language learners, gifted students, and students with disabilities during early adolescence.

3 credits

**SCIN 679	Student Teaching Practicum in Middle School Biology**

Students will complete a minimum of 20 days, or 100 hours, teaching students in a middle school (grades 7 through 9) science classroom under the daily supervision and mentorship of an experienced and certified cooperating science teacher. During this practicum experience the student teacher will progress from observing and helping the regular classroom teacher to taking on full responsibility for the class him- or herself. The practicum, under the supervision and guidance of the cooperating teacher, will include experience in: designing, developing and implementing daily lesson plans; creating quizzes and exams; designing and grading homework assignments; implementing classroom discipline; continuously evaluating student understanding and using daily evaluations to modify future teaching practices; employing effective ways to carry out routine administrative practices, including the taking of attendance and assigning student grades.

The cooperating teacher will meet with the student teacher on a regular basis to help the student teacher develop his/her skills and practices; help answer or find answers to questions the student teacher might have; and remain in the classroom to monitor all activities and to provide supervision whenever the student teacher takes over the class. A full-time faculty supervisor from the Graduate School of Education will meet

with both the student teacher and the cooperating teacher on a regular basis, observe the student teacher's performance in the classroom, and discuss the student teacher's development with both the student teacher and cooperating teacher.

At the end of the semester the cooperating teacher will submit to the Touro University faculty supervisor an evaluation form for the student teacher indicating areas of strength and weakness and where the student teacher should concentrate on improving his or her teaching skills. Using this evaluation and the Touro University faculty supervisor's own observations, the faculty supervisor will then submit a grade for the student teacher's performance in this course. Prerequisite: SCIN 601 *(Please note: This course is to be taken during the final two semesters of the program.)*
3 credits

SCIN 681   Student Teaching Practicum in High School Biology
Students complete a minimum of 20 days, or 100 hours, teaching students in a high school (grades 10 through 12) science classroom under the daily supervision and mentorship of an experienced and certified cooperating science teacher. During this practicum experience the student teacher will progress from watching and helping the regular classroom teacher to taking on full responsibility for the class him- or herself. The practicum, under the supervision and guidance of the cooperating teacher, will include experience in: designing, developing and implementing daily lesson plans; creating quizzes and exams; designing and grading homework assignments; implementing classroom discipline; continuously evaluating student understanding and using daily evaluations to modify future teaching practices; employing effective ways to carry out routine administrative practices including the taking of attendance and assigning student grades.

The cooperating teacher will meet with the student teacher on a regular basis to help the student teacher develop his or her skills and practices; help answer or find answers to questions the student teacher might have; and remain in the classroom to monitor all activities and to provide supervision whenever the student teacher takes over the class. A full-time faculty supervisor from the Graduate School of Education will meet with both the student teacher and the cooperating teacher on a regular basis, observe the student teacher's performance in the classroom, and discuss the student teacher's development with both the student teacher and cooperating teacher.

At the end of the semester the cooperating teacher will submit to the Touro University faculty supervisor an evaluation form for the student teacher indicating areas of strength and weakness and where the student teacher should concentrate on improving his or her teaching skills. Using this evaluation and the Touro University faculty supervisor's own observations, the faculty supervisor will then submit a grade for the student teacher's performance in this course. Prerequisite: SCIN 605 *(Please Note: This course is to be taken during the final two semesters of the program.)*
3 credits

SCPN 600   Foundations of School Counseling
This course offers a review of the historical, philosophical, legal, and ethical underpinnings of the school counseling profession. The course explores the current and emerging role of the school counselor, from writing student assessments and dealing with school crises to setting budgets and running effective meetings. The course also addresses the transformed role of school counselor as it pertains to the American School Counselor Association's National Model for Counseling Programs.
3 credits

SCPN 631   Counseling Families of Exceptional Children
The focus of this course is to develop an understanding of the role and dynamics of a family in the management of exceptional children. The course introduces Family Systems theory and also explores the

family as a mediator of the culture and as a context within which the child develops. The course addresses the interactions of families with children with handicapping conditions such as medical conditions and learning problems. A focus is on the impact of the child with special needs on parents and siblings. Students develop skills in assessing the family's interactions with the referred child, and evaluation of the family's needs. They become familiar with the impact and relevance of the socio/economic and cultural context for families with special needs children.
3 credits

SCPN 636   Counseling Theory and Techniques
This course examines the dynamics and approaches of major theories in the field of counseling, as well as explores the historical perspectives and philosophies upon which they are based. Theories to be addressed include Person-Centered Therapy, Cognitive Therapy, Gestalt Therapy and Solution-Focused Therapy. The course will also focus on various experiential techniques.
3 credits

SCPN 637   Individual and Group Appraisal
This course examines disorders and their assessments. The course focuses on utilizing rating scales and more quantifiable methodology to assess social-emotional status, and contrasts clinical and non-clinical populations. Work, school and home intervention techniques are emphasized and include topics such as functional behavioral assessment, and behavior management applications.
3 credits

SCPN 641   Academic Functioning: Educational Intervention
For School Counselors, understanding teaching and learning is critical. Besides testing and counseling, School Counselors are expected to serve on pre-referral intervention teams and to consult with over- worked teachers on a variety of issues. This course provides students with tools to perform those functions. Students attain a basic understanding of how people learn, as well as the most popular theories about learning as a social and cognitive process. Focus is on recognizing where and how learning problems typically arise, tools and strategies to prevent and/or remediate such problems. While there is an assessment component, this is not a testing course. The assessment in this course is dynamic in nature and used directly in intervention planning. Consultation issues are briefly covered.
3 credits

SCPN 648   Classroom Management: Students as Change Agents
This course examines the role of the school counselor in serving children and adolescents who present behavior problems in the school and/or community. The course introduces basic behavior management techniques. The course further focuses on teaching social skills (primarily through cognitive or cognitive behavioral interventions) with an emphasis on teaching student self-regulations and strategies aimed at changing their own behavior.
3 credits

SCPN 652   Advanced Issues in Vocational Counseling
This course provides a solid understanding of the process of improving high schools so that more students are able to excel in freshman-level college courses or entry-level jobs, laying a solid foundation for lifelong growth and success. The course also provides guidelines for high school faculty to adapt their programs of instruction in the direction of enhanced college/career readiness. Further explored are practical strategies for improving students' content knowledge and academic behaviors through best practices and research-based recommendations for change.
3 credits

SCPN 654   **Topics in Educational Psychology**
The course provides a detailed analysis of modern learning theories and practices as they relate to the k- 12 environment. The course investigates the major research in educational psychology focusing on cognition and further explores emotional and behavioral perspectives.
3 credits

SCPN 656   **Organization and Administration of School Counseling Services**
This course covers a range of issues involved in managing a school counseling program, from writing student assessments and dealing with school crises to setting budgets and running effective meetings. The course addresses the transformed role of school counselor as it pertains to the American School Counselor Association's National Model for Counseling Programs. The course further provides the necessary knowledge for developing a comprehensive school counseling program by working through the planning, designing, implementing and evaluating stages.
3 credits

SCPN 658   **Legal and Ethical Issues in School Counseling**
The course explores the legal and ethical issues involved in School Counseling and the research relevant to ethical behavior of counselors in mental health, career, and school settings. The course further explores the study of important legal developments related to confidentiality, testing, and supervision.
3 credits

SCPN 670   **Best Practices in Crisis Intervention**
This course covers the theoretical foundations and current research on the impact of trauma and disasters on children, adolescents and adults. It focuses on best practices for short-term and crisis intervention to support a return to normalcy and resilience in youth. A major focus is on identification, intervention, and treatment of children who exhibit signs of distress or who are at-risk for future mental health problems. Group work is explored as a means to therapeutically intervene with youngsters who exhibit signs of traumatic stress.
3 credits

SCPN 676   **School and Community Relations**
This course provides an examination of the role and importance of the community in the school system. It also provides an important look at the significance of community relations within the school system and its impact on the students, teachers and administration. This course is meant as an introduction to the principles of the community collaboration in school-student-parent relations.
3 credits

SCPN 678   **Lifestyle and Career Development**
This course is designed to provide a comprehensive overview of theoretical and practice aspects of career development across the life-span. In this context, the major career development theories will be presented as well as the treatment implications for counseling and psycho-educational interventions.
3 credits

SCPN 680   **Group Dynamics and Organizational Diagnosis (OD)**
The course explores group psychotherapy theories and techniques, introduces the concept of Use of Self and addresses key challenges in organizations. Students learn to use a consultative approach to affect change. Discussion, role-play, field practice and reflection will be the primary tools for learning.
3 credits

SCPN 685   Practicum
This practicum experience provides 100 hours of supervised practice in a counseling setting similar to the setting in which the student may be placed in internships. The practicum includes class meetings for group supervision and discussions and is designed to provide opportunities for students to work with diverse clients and client situations, affording students a structured and supportive environment in which to apply counseling theories, techniques and skills learned in previous course work. Focusing on the school environment (K-12), students also develop skills in observations, feedback, case preparation, interview analysis and reporting as well as become aware of a variety of professional resources and community referral agencies.
3 credits

SCPN 701   Internship I
The purpose of this practicum experience is to provide opportunities for students to work with diverse clients and client situations, affording students a structured and supportive environment in which to apply counseling theories, techniques and skills learned in previous course work. Focusing on the school environment (K-12), students also develop skills in observations, feedback, case preparation, interview analysis and reporting as well as become aware of a variety of professional resources and community referral agencies.
3 credits

SCPN 702   Internship II
As a continuation of SCPN 701, the purpose of this internship 300-hour experience is to provide opportunities for students to work with diverse clients and client situations, affording students a structured and supportive environment in which to apply counseling theories, techniques and skills learned in previous course work. The internship includes class meetings for group supervision and discussions, focusing on the school environment (K-12). Students will develop skills in observations, feedback, case preparation, interview analysis and reporting as well as become aware of a variety of professional resources and community referral agencies.
3 credits

SEDN 565   Autism Workshop
Seminar on the definitions, etiology, prevalence, characteristics, evidence- based instructional methods/interventions, behavior management and positive behavioral supports, effective collaboration and resources and supports in relation to children with autism.
0 credits

SEDN 601   Principles of Mathematics Instruction for Students with Disabilities, Grades 7-12
This course focuses on principles and practices for teaching mathematics to grade 7-12 students with disabilities. Course topics include number and quantity; algebra; functions; geometry, mathematical modeling; statistics and probability; trigonometry; common core state standards and CEC standards; instructional approaches in developmental context; planning and designing co-teaching and collaborative work with other teachers; identification and remediation of major obstacles to student learning in mathematics during the adolescent years; and application of mathematical and scientific concepts and skills to real-life settings.
3 credits

SEDN 602   Introduction to Teaching Students with Disabilities
This course focuses on the historical background of current approaches to teaching children with disabilities; special education and the Individuals with Disabilities Education Act; state and federal special education laws and regulations; identification for evaluation of students who may have disabilities;

current theories and methodologies for working with students with disabilities; inclusion and the concept of the least restrictive environment; early intervention; special education curriculum modifications, classroom management, and use of technology; planning and designing co-teaching and collaborative work with other teachers; developing partnerships, including with the family, for the benefit of students with disabilities; transitional services and employment; educational challenges and instructional approaches for children with cognitive deficits, physical and sensory impairments, language delays, emotional disturbance, and learning disabilities; working with children with autism; application of principles of response to intervention and differentiated instruction; approaches and debates on reading and language arts instruction for native English speakers and English language learners. Students are exposed to evidence-based instructional methods and critically examine the concept that instruction should be evidence-based. Students become familiar with the use of Individualized Family Service Plans (IFSP) and Individualized Education Programs (IEP).
3 credits

SEDN 606   **Principles of Science and Technology Instruction for Students with Disabilities, Grades 7-12**
This course focuses on principles and guidelines for teaching science and technology to grade 7-12 students with disabilities. Course topics include elementary principles of physics, chemistry, earth science, and the biological life sciences; application of mathematical concepts and skills in the study of science; application of scientific concepts to real-life settings; identification and remediation of major obstacles to student learning and achievement in the sciences; critical approaches to the benefits and hazards of technology, and planning and designing co-teaching and collaborative work with other teachers.
3 credits

SEDN 611   **Characteristics and Needs of Students with Autism and Other Severe and Multiple Disabilities**
This course focuses on the characteristics and needs of students with autism and other severe and multiple disabilities. These students are often challenged by significant weaknesses in intellectual development, communication and multiple sensory and physical difficulties. The needs of this population for on-going and varied levels of support in order to participate in inclusive general education and community settings will be identified and explored. Specific instructional and related strategies in the following areas will be included: communication instruction, acquisition of adaptive behaviors, causes of and strategies to manage challenging behaviors, acquiring social skills, assessing and planning for sensory and motor needs, family centered practices, and collaboration with a range of professionals. Theoretical foundations underlying current learning and living practices will be reviewed. The needs of young children and teenagers with autism and/or severe and multiple disabilities will also be integrated into this course. Research-based strategies for these students in inclusive general education and community settings will be implemented.
3 credits

SEDN 612   **Assessment and Planning for Students with Autism and Other Severe and Multiple Disabilities**
In this course, various screening and assessment tools, including adaptive behavior scales and social skill rating scales, used to evaluate students with autism and other severe and multiple disabilities will be introduced. The use of information from the students' records as well as from parents and other resources will be explored for their use in determining educational goals, ascertaining students' academic and instructional needs, developing skill lists, and assessing communication, language and social needs. Curriculum and activity guides to assess and plan objectives for these students will be explored. Examples of assessing students with autism and other severe and multiple disabilities in testing conditions and in naturally occurring opportunities to use knowledge and skills will be explored. Methods for parents and professionals to determine learning needs and necessary supports will be incorporated. The eligibility of students to receive special education and other related services and the purpose for these services will be

discussed. Appropriate Individualized Family Service Plans (IFSPs) and Individualized Education Plans (IEPs) will be developed. (25 hours of field experience required).
3 credits

SEDN 613   **Curriculum Development, Instructional Practices, Learning Environments, and Collaboration for Teaching Students with Autism and Other Severe and Multiple Disabilities**

In this course, various techniques for developing curriculum, instructional practices and learning environments for students with autism and other severe and multiple disabilities will be introduced. Strategies for giving these students an opportunity to participate in general education and access the curriculum in a meaningful way will be explored. Curriculum and instructional practices in literacy, math, science, and social studies will be explored. Collaborative development of programs, differentiated instruction, grouping, peer-assisted learning strategies and cooperative learning will be implemented. Procedures for generalization and maintenance of skills to be taught to students with autism and other severe and multiple disabilities in both general and specialized settings will be incorporated. Teaching new skills and the building and reinforcement of learned skills will be part of this course. Methods for the teaching of community, domestic and personal care skills with these students will be emphasized. The principles of universal design will be used to develop appropriate commercial and teacher-made materials that allow individuals with various disabilities to participate in the curriculum. The success of educational programs for students with severe disabilities may be directly related to the work of various professionals, including paraprofessionals, who positively collaborate. Strategies for such collaborative success will be addressed. The education of young children with autism and severe and multiple disabilities will be explored as well as transition to independent living for older students. Field experience in collaborative settings will be part of this course. (25 hours of field experience required).
3 credits

SEDN 614   **Technological and Other Intervention Tools for Teaching Cognitive, Communication and Social Skills to Students with Autism and Other Severe and Multiple Disabilities**

In this course, technological and other tools will be introduced that can assist students with autism and other severe and multiple disabilities in better accessing the general curriculum, better communication with others, and living a more independent life. Assessment of students with autism and other severe and multiple disabilities for the optimal use of technological tools will be introduced. A wide array of assisted technology devices is available to such students, and they will be reviewed for the specific purposes for which they can be used. Special communication boards, alternative keyboards, electronic adapters, mechanical adapters, positioning devices, transportation devices and adapted switch toys will be examined. Additional devices introduced will include those to improve daily living skills, mobility and environmental control. Student preferences for technology devices will be discussed. The role of the family in the selection of technology devices and the use of such will be discussed. Literature on the success and limitations of specific assistive technological devices will be reviewed. Technological services will be presented as essential in the teaching and learning of students with autism and other severe and multiple disabilities, especially students with serious communication disorders. Various devices will be demonstrated in class. The need for alternative augmentative communication (AAC) devices to be used by the students, peers, and teachers in school and by parents and peers at home will be reviewed.
3 credits

SEDN 617   **Principles of Teaching Historical and Cultural Studies for Students with Disabilities, Grades 7-12**

This course focuses on social, cultural, and developmental contexts for teaching historical and cultural studies to a diverse population of students with disabilities at the grade 7-12 level. Course topics include curriculum development, methods, and materials; language and literature in cultural context; overview of

history and geography of United States and New York State in addition to essentials of world history; planning and designing co-teaching and collaborative work with other teachers; overview and understanding of the geography of the interdependent world in which we live – locally, nationally, and globally; how the United States and other societies develop economic systems and associated institutions to allocate scarce resources; how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problems through market and non-market mechanisms; the governmental system of the United States and other nations; the United States Constitution and basic civic values of American constitutional democracy; ideas and ideals of citizenship; differing perspectives on the study of history; and interrelationships among historical, social, economic, political, and cultural forces effecting societies and the world.
3 credits

SEDN 618   **Principles of Teaching the Arts and Physical Education for Students with Disabilities, Grades 7-12**
This course focuses on the performing arts, health, physical education, and family and consumer sciences for students with disabilities in grades 7-12. Course topics include cooperation in group sport and arts activities; the relationship of physical education and health education to other curricula areas; approaches to acquire the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity and maintain personal health for students with disabilities; approaches to acquire the knowledge and ability necessary to create and maintain a safe and healthy environment and to understand and be able to manage personal and community resources for students with disabilities; planning and designing co-teaching and collaborative work with other teachers; approaches to adaptive physical education for students with disabilities; self-expression, self-regulation, and self-exploration through the arts; the relationship of the arts, movement, physical education, and health education to other curricula areas, including literacy; and approaches to doing work in the arts with students with disabilities.
3 credits

SEDN 635   **The Study of Disabilities in Infancy and Early Childhood**
This course focuses on educational programs and methods for infants, toddlers, preschoolers, kindergarten students, and first and second graders with disabilities. Course topics include review of developmentally appropriate integrated curricula; effective materials for use in language arts, music, art, blocks, sand, water play, cooking, and other play activities; parental collaboration in early intervention and early childhood special education; comparison of early intervention and early childhood special education programs reflected in Individualized Family Service Plans (IFSP) and Individualized Education Programs (IEP); comparison of least restrictive environment and natural environment approaches; setting up and managing learning and play activities in safe and developmentally appropriate environments; special attention to work with children with autism; the role of the teacher in guiding young children in the development of self-regulation; communication and social skills necessary for constructive peer relations and group living; and interventions for prevention and management of challenging behaviors. Students are exposed to and engage in evidence-based methods of instruction and critically examine the concept that instruction should be evidence-based.
3 credits

SEDN 658   **Early Literacy Instruction II, K-Grade 2**
This course focuses on the creation of language-rich environments and holistic approaches to reading and writing instruction that meet the needs of children with varying language preparation and aptitudes, as well as the needs of children from diverse backgrounds. Course topics include a range of teaching and learning modalities; connections between speech sounds and spelling; ways to help students achieve fluency and comprehension; spelling conventions; special attention to student reading problems, with identification of services and approaches available for children who are not making adequate progress in reading; assessment and remediation of reading problems; language and literacy for gifted students; the importance of

coordination of efforts among general educators, special educators, reading specialists, and parents; and approaches used with language-minority children, including the conditions under which greater or lesser emphasis is placed on reading and writing in the native language. Students do one-on-one work with a child who has reading problems and complete a comprehensive case study based on that work. Prerequisite: EDSN 657.
3 credits

SEDN 666   Language and Literature for Students with Disabilities, Grades 7-12
This course focuses on current approaches to assessing and promoting reading comprehension and critical reading and writing skills of grade 7-12 students with disabilities. Course topics include enhancement of oral and written communication skills; acquisition of literacy strategies that make text materials comprehensible and promote reading comprehension; tapping into motivational factors in literacy development during the grade 7-12 school years; acquisition of strategies for lifelong learning, and approaches to work with English language learners with disabilities. (*Please note: This course is a prerequisite for SEDN 673.*)
3 credits

SEDN 667   Assessment, Diagnosis and Remediation of Reading Disabilities, Grades 1-6
This course focuses on developmental and cultural contexts for understanding symptoms and causes of reading disabilities. Course topics include diagnostic instruments and approaches to assessment of reading disabilities; and programs, materials, and methods for nurturing literacy and for instructing children with reading disabilities. Students do one-on-one work with a child who has reading problems and complete a comprehensive case study based on that work. Prerequisite: EDSN 665
3 credits

SEDN 670   Curriculum Development and Classroom Management for Students with Disabilities, Grades 1-6
This course focuses on concepts and skills in the teaching of reading, math, language arts, social studies, and science, with modifications of instructional methods and materials for use with children with disabilities. Course topics include setting up the physical environment of a classroom to foster literacy development, maximizing learning productivity, and preventing unnecessary behavior problems; approaches to classroom management; special attention to work with children with autism; and the importance of developmental and cultural context in understanding and intervening with children with emotional and behavior problems. Students are exposed to evidence-based methods of instruction and critically examine the concept that instruction should be evidence-based.
3 credits

SEDN 672   Curriculum Development and Classroom Management for Students with Disabilities, Grades 7-12
This course focuses on general guiding concepts and related skills in the teaching of reading, math, language arts, social studies, and science, with modifications of instructional methods and materials for grade 7-12 students with disabilities. Course topics include identification and referral for evaluation of students who may have disabilities, as well as state and federal special education laws and regulations; creation of a physical and social school environment that fosters literacy development, maximizes learning productivity, and prevents unnecessary behavior problems; approaches to classroom management; special attention to grade 7-12 students with autism; developmental and cultural contexts in approaches to understanding and intervening with children with emotional and behavioral problems in the secondary school years; planning and designing co-teaching and collaborative work with other teachers; developments of partnerships, including with the family, for the benefit of students with disabilities, and attention to the importance of self-awareness and critical self-reflection in teachers of secondary school students with disabilities.
3 credits

SEDN 673　　　　　　　**Assessment, Diagnosis, and Remediation of Reading Disabilities, Grades 7-12**
This course focuses on developmental and cultural contexts for understanding and remediating symptoms and causes of reading disabilities of grade 7-12 students with disabilities. Course topics include diagnostic instruments and approaches to assessment of reading disabilities of adolescents; programs, materials, and methods for encouraging engagement with literature, including through writing, and for instruction of grade 7-12 students with reading disabilities; use of high interest reading material appropriate for adolescents with reading disabilities; and one-on-one work with a grade 7-12 student with reading disabilities, including completion of a comprehensive case study based on that work.
Prerequisite: SEDN 666
3 credits

SEDN 675　　　　　　　**Field Experience in Special Education, Grades 7-12**
Students complete 50 hours of field experience in work with students with disabilities at the grade 7-9 level and 50 hours of field experience with students with disabilities at the grade 10-12 level. (Inclusion classes with strong special education components are acceptable.) All field experience is done in accredited schools with the involvement of appropriately certified supervising or cooperating teachers who submit student evaluation forms at the conclusion of the semester. Over the course of the field experience and practicum courses, some work is done in a high-need school or a school serving a high- need community. Students keep time sheets of their hours, logs in which critical incidents are recorded and analyzed, respond to questions about grade 7-12 special education, and complete two term papers. The course includes scheduled group meetings. An assigned Touro University faculty member meets with students at their field experience sites and evaluates student work for the course. (*Please note: This course must be taken within the first 18 credits of graduate study*.)
3 credits

SEDN 678　　　　　　　**Practicum in Special Education, Grades 7-12**
Students complete one 20-day practicum experience or its equivalent (at least 100 hours) teaching students with disabilities (inclusion classes with strong special education components are acceptable) at the grade 7-9 level and one 20-day experience or its equivalent (at least 100 hours) teaching students with disabilities (inclusion classes with strong special education components are acceptable) at the grade 10-12 level. All practicum work is done in accredited schools with the involvement of appropriately certified supervising or cooperating teachers who submit student evaluation forms at the conclusion of the semester. Over the course of the field experience and practicum courses, some work is done in a high- need school or a school serving a high-need community. Students keep time sheets of their hours, analyze lessons, write an essay on evidence-based methods of instruction, respond to questions about grade 7-12 education, complete an assignment on how they assessed student learning in their lessons that have been observed by assigned faculty members, and complete a comprehensive culminating project in which they analyze and reflect on the ways in which various aspects of the program have affected their understanding of and interventions with their own students. Students also write a reflection paper on what they learned from carrying out the work of the case study completed in the second literacy course. The course includes scheduled group meetings. An assigned Touro University faculty member observes practicum students for a minimum of two formal lessons in the classroom or other educational facility. (*Please note: This course must be taken in the last semester of study.*)
3 credits

SEDN 683　　　　　　　**Practicum II in Early Childhood Special Education, Birth-Grade 2**
Students complete one 20-day practicum experience or its equivalent (at least 100 hours) teaching students with disabilities at the pre-K, kindergarten, or grade 1-2 level (inclusion classes with strong special education components are acceptable) and one 20-day experience or its equivalent (at least 100 hours) teaching students with disabilities at a second developmental level. All student teaching is done in

accredited schools with the involvement of appropriately certified supervising and cooperating teachers who submit student evaluation forms at the conclusion of the semester.

Over the course of the field experience and practicum courses, some work is done in a high need school or a school serving a high need community. Students keep time sheets of their hours, respond to questions about early childhood education and special education, analyze lessons of teachers observed, complete a written assignment on their understanding and use of evidence-based methods of instruction and intervention, complete an assignment on how student learning was assessed in lessons they have presented that are observed by an assigned Touro faculty member, and complete a comprehensive culminating project in which they analyze and reflect on the ways in which various aspects of the program have affected their understanding of, and interventions with, children. Students also write a reflection paper on what they learned from carrying out the work of the case study completed in the second literacy course. This course includes scheduled group meetings. An assigned Touro University faculty member observes practicum students presenting at least two formal lessons in the classroom or other educational facility. (*Please note: This course must be taken in the final semester of study.*)
3 credits

SEDN 695   Practicum in Special Education, Grades 1 - 6
Students complete one 20-day practicum experience or its equivalent (at least 100 hours) teaching students with disabilities at the grade 1-3 level and one 20-day experience or its equivalent (at least 100 hours) teaching students with disabilities at the grade 4-6 level. (Inclusion classes with strong special education components are acceptable.) All student teaching is done in accredited schools with the involvement of appropriately certified supervising or cooperating teachers who submit student evaluation forms at the conclusion of the semester.

Over the course of the field experience and practicum courses, some work is done in a high need school or a school serving a high need community. Students keep time sheets of their hours, complete a written assignment on their understanding and use of evidence-based methods of instruction and intervention, respond to questions about elementary school education, analyze lesson presentations of cooperating teachers observed, complete an assignment on how they assess student learning in lessons they've presented that are observed by assigned faculty members, and complete a comprehensive culminating project in which they analyze and reflect on ways in which various aspects of the program have affected their understanding of, and interventions with, children. Students also write a reflection paper on what they learned from carrying out the work of the case study completed in the second literacy course. The course includes scheduled group meetings. An assigned Touro University faculty member observes practicum students presenting at least two formal lessons in the classroom or other educational facility. *(Please note: This course must be taken in the last semester of study.)*
3 credits

STUDENT SERVICES

Touro University Web-Based Student Services (TouroOne)

Touro University's TouroOne site (https://TouroOne.touro.edu) allows students to do the following:

- Register for courses
- Add/drop courses during the registration period
- View grades
- Print unofficial transcript
- View and print class schedule
- Search current course offerings
- Check if there any holds on the account
- Check financial aid status
- Download financial aid forms
- Access TouchNet for online e-bills and tuition payments
- Order an Official Transcript
- Access student's email
- Access to Canvas

Office of the Registrar

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

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

The Office of the Registrar for the Graduate School of Education is open from Monday through Thursday, from 9:00am to 5:30pm, unless otherwise posted. The office is open to students from 9:00am to 2:00pm on Fridays.

The Registrar's main office for the Graduate School of Education is located at:

3 Times Square, 3rd floor
New York, NY 10036

Branch offices are located at:

Brooklyn
946 Kings Highway, 2nd floor
Brooklyn, NY 11223

Long Island
225 Eastview Drive
Central Islip, NY 11722

Office of Financial Aid

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

The Graduate School of Education's Office of Financial Aid in Manhattan is located at 3 Times Square, 2nd floor, New York, NY 10036. The Division's Office of Financial Aid in Brooklyn is located in room 214 at 946 Kings Highway (off of Coney Island Avenue). Hours of operation at both locations are Monday through Thursday, 9:00 a.m. to 5:30 p.m. and Friday 9:00 a.m. to 2:00 p.m.

Office of the Bursar
[Also see "Tuition Refund Schedule," pp. 15-16]

The Office of the Bursar is responsible for maintaining all student tuition accounts and the University's receivables. This includes reviewing charges and payments, issuing refunds, collection activities and providing support and guidance to create a seamless experience for our students.

Important information regarding your student account, payment plans, direct deposit and withdrawals are emailed to your student email account. **Please check your account often to stay updated on important information**.

Tuition Payments

You will not be sent a bill! Upon registering for courses, students accept full responsibility to pay all tuition, fees, and/or other costs incurred or assessed as a result of such registration. Students are responsible for ensuring all their accounts are paid on time and in full. To access and view your student account, make a payment, set up a payment plan or enroll in direct deposit and receive your refunds faster, please visit our online payment portal TouchNet.

To access TouchNet, log in to the TouroOne portal at *www.touroone.touro.edu* following the user and password guidelines and then select "TouchNet" from the menu.

Payment methods accepted through TouchNet include all major credit cards or by E-Check using a checking account. Please be advised that our third-party provider, TouchNet® Pay Path, will charge payments made online by credit or debit card a 2.95% non-refundable convenience fee. To avoid these fees, you may pay by E-Check using a checking account.

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

Please note that a $100 late fee will be incurred each month if tuition is not paid in full or you do not enroll in a payment plan. A hold will be placed on student accounts with balances over $500, preventing future registration.

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

Student Refunds

Any student in overpayment of tuition will receive a refund. All refunds are issued within 14 days of the credit balance posted to their student account (check your TouchNet account activity to confirm the posting). Refunds may be processed via paper check or E-check directly to the student's bank account of choice.

We strongly recommend that students opt into the Direct Deposit option, which allows you to receive your refund faster via electronic deposit to the bank account of your choice. To sign up, access student account via TouchNet. Select Refund and follow the instructions.

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

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

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

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

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

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

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

New Student Orientation

GSE provides candidates with a welcome package of resources and information designed to assist them in accessing systems for registration, certification workshops, and required exams. The DegreeWorks tool helps them track their progress toward degree completion. GSE hosts new program-specific orientation

events every fall and spring through videoconference; additionally, we are looking forward to offering in-person sessions at our new facility at the Cross River 3 Times Square campus. To accommodate online candidates, there is a program page and orientation embedded in Canvas (e.g., https://touro.instructure.com/courses/97983) with welcome videos from the Dean's office, the program chairs, and modules devoted to the following:

- candidate learning outcomes
- program roadmap documents
- clinical practice overview
- program certification overview
- online coursework in Canvas
- the academic calendar
- academic integrity
- university policies and catalogs

There are links provided to connect candidates to Financial Aid, the NYS Teacher Loan Forgiveness Program, the Registrar's office, the Touro GSE catalog, the Writing Center, the Library, GSE Career services, Canvas Helpdesk and Touro One Helpdesk.

Student Advisement

Advising is key to a successful academic career. Academic advising is available to all students in the Touro Graduate School of Education. We expect students to take an active role in the process by partnering with us as we help them chart their transformative journey from graduate school student to future teacher and school leader. Our approach is student-centered and multi-leveled. From a student's first orientation experience at the School to graduation, our faculty and staff advisors are available to help. Students are encouraged to turn to them with questions about course selection, requirements for graduation, career advice, and more. Newly-admitted students are advised by the Site Director at each location for their first semester at Touro University. Continuing students are assigned a faculty advisor or staff advisor, and they schedule advising appointments using Microsoft Bookings. Academic advisors collaborate with students to proactively assist, support, and develop them to meet these objectives:

- Reduce their time for earning a degree
- Close opportunity gaps
- Create an inclusive community
- Become globally engaged citizens

Methods include:

- helping students learn how to use the DegreeWorks audit tool.
- working with students to create an overall course plan, considering degree requirements and when courses are offered.
- transfer credits: For incoming transfer students, determining which courses taken at other colleges may count towards their degrees.
- assistance with course selection each semester.
- referring students to other college and campus resources, including the Bursar, Financial Aid, Registrar, the Writing Center, tutorial services where needed, and the Office of Disability Services.

Assistance with processing any necessary academic forms (e.g., "Grade of 'Incomplete'(INC)" forms,

add/drop forms, grade disputes, clinical applications). Students are encouraged to contact program chairs and their staff members whenever a problem arises or if they need to discuss particular issues related to their program of study. This open-door policy, a strength of the Touro University experience, extends to the Office of the Dean and the Office of the Associate Dean. Instructors meet with their students at mutually convenient times for guidance or advice as needed. Group advisement may be organized by Program Chairs.

Academic advising appointments are currently available both **in person** and **virtually** via Zoom, with an option for a video or phone appointment.

Academic Computing

Computer lab time is available to all graduate students, Graduate Division faculty, and administrative staff at the Main Campus and at the Graduate Division's other locations throughout the city. Wi-Fi is available to all registered students at all locations. For information regarding specific lab schedules, contact the Main Campus computer lab (3 Times Square, Manhattan) at 212-463-0400, ext. 55240, or log onto Touro University's website www.touro.edu and link to Student Services – Computer Labs. The Director of Academic Computing can be reached at 212-463-0400, ext. 55321.

The Graduate Center at Kings Highway, located at 946 Kings Highway, includes a computer lab, which is available from Monday through Thursday from 9:00 a.m. to 9:00 p.m. and Sunday from 9:00 a.m. to 4:00 p.m., except when classes are being held in the lab.

The Touro University Libraries

The Touro University Libraries aspire to be a primary partner in the intellectual pursuits the of the University. The mission of the Libraries is to promote a collegial and academic atmosphere, in support of the University's mission to further personal growth and intellectual inquiry. Key to the accomplishment of this mission is an expert and responsive staff who understand teaching and research. The Touro University Libraries acquire, organize, preserve, and provide access to information resources in a broad range of formats. All library facilities have study areas, computer workstations, audio-visual equipment, and photocopiers. All library personnel promote information literacy as an integral part of the college experience by offering a comprehensive program of library instruction, individualized research advice, and reference assistance to foster and encourage our students to become lifelong learners.

Graduate Division students, faculty and administrative staff have access to all collections and services provided by the Touro University Libraries. The gateway to these resources is the libraries' website, www.tourolib.org/. The Midtown campus library (212-463-0400 ext. 55321), located at 3 Times Square (3rd floor), Manhattan, is open Monday through Thursday 9 AM – 9 PM, Friday 9 AM – 2 PM, and Sunday 10 AM – 5 PM (closed Sundays during the month of August). The Kings Highway Graduate Center (718-301-2032), located at 946 Kings Highway (entrance on Coney Island Avenue) is open Monday through Thursday 9 AM – 9 PM and Sunday from 9 AM – 5 PM. The Long Island campus library (631-665-1600 ext. 6224) located at 225 Eastview Drive, Central Islip, is open Monday – Thursday 8 AM – 10 PM, Friday 9 AM – 2 PM and Sunday 8 AM – 4 PM. Hours of operation for all other locations throughout the city are available by going to the "Locations and Hours" page on the libraries' homepage.

Important library links include Find Books & more, the library online catalog, which identifies print and non-print items located throughout the Touro University library system. The catalog contains links to 3,996 Ebooks on education which can be read remotely. Links to ejournals and databases provide access to 986 journals on education. The link to "Student Services" provides links to: Identifying Different Source Types, Conducting the Search, Writing the Paper, Citing Sources, and Tutorials. Linking to "Faculty Services" includes Library workshops, Citation guides and tutorials, and Copyright & Fair Use tutorials. Ereserves

provides electronic remote access to required course reserve material. To seek assistance remotely patrons are encouraged to use "Ask a Librarian" (email response within 24 hours) or CHAT (instant messaging for reference questions).

Off-campus access is available for students and faculty who have active Touro IDs and who have registered at a Touro University library. To obtain a username and password, simply link to "Off-campus access" on the library homepage.

Publications

The Graduate Division provides a variety of printed materials to assist prospective and registered students in better understanding the University's mission, the goals and objectives of the programs, and special projects. The Graduate Division's *Touro Links* includes up-to-date informal information about faculty, programs and alumni. For further information, please visit our webpage: https://www.touro.edu/news--events/publications/

Students with Disabilities

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

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

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

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

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

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

A copy of the *Application for Accommodations & Services* may be available by contacting the Office of Student Disability Services (OSDS) Coordinator for GSE, Maria P. Heim, Maria.Heim@touro.edu.

Student Rights and Responsibilities

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

Student Responsibilities
- Request reasonable accommodations as necessary and appropriate.
- Meet University and programmatic qualifications, technical, academic, and institutional standards set for all students.
- Identify themselves as an individual with a disability when seeking reasonable accommodation (please note that the approval process takes some time, and as such students are urged to file their paperwork as soon as possible).
- Provide documentation (i.e. diagnosis, diagnostic exam results, etc.) from an appropriate professional source(s) to verify the nature of the disability and functional limitations as related to the requested accommodation(s).
- Respond in a timely fashion to the Office of Student Disability Services' requests for additional information.
- Follow specific procedures for obtaining reasonable accommodations.
- Attend all classes for enrolled courses, unless otherwise medically excused.
- Immediately report to the OSDS coordinator if previously-approved accommodations are not being made.
- Report to the OSDS coordinator if previously-approved accommodations require modification, which will result in an interactive dialogue and may result in modifications to reasonable accommodations.
- Understand that accommodations are never provided on a retroactive basis.
- Understand that receiving reasonable accommodations is not a guarantee of academic success.
- Keep a copy of their submitted documentation. Touro is not the custodian of the student's application or medical records.

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

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

Alumni Relations

The Graduate Division actively seeks to maintain a relationship with its alumni. An Alumni Advisory Board is composed of supporters of Touro University from the fields of law, medicine, education, government, the private sector and religious institutions, meets to explore ways to make the public aware of the many programs offered by Touro University. Education seminars and professional development workshops are some of the special activities offered to alumni. For more information regarding alumni support services, call 212-463-0400, ext. 55785.

ACADEMIC RULES AND REGULATIONS

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

Students must submit acceptable medical proof of immunization. Immunization forms can be obtained in the Office of the Registrar at various campus locations or downloaded at
https://touro.app.box.com/v/ImmunizationForms

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

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

Academic advisement, scheduled during designated periods each semester, is the first step in the registration process. Students should make an appointment with their advisor to discuss their progress. A review of courses taken and those yet to be completed is considered in helping students plan their course schedules for the following semester.

After completing academic advisement, the advisor will issue an alternative PIN number to the student allowing student to access the online registration system. Please NOTE that student may register only for the courses approved by the advisor.

Note: Not every course is offered every semester. Missing a particular course in sequence can prevent a student from taking more advanced courses during the following semester(s) and result in a delay in program completion. Students may be denied credit if they change courses or sections without appropriate approval. 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.

Courses are closed to students once they reach optimal enrollment. Conversely, courses may be cancelled if there is insufficient enrollment.

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

Adding and Dropping Courses

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

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

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

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

Attendance
In order to provide its students with scheduling flexibility to accommodate their personal needs, the Graduate School of Education offers both daytime and evening courses on weekdays and daytime courses on Sundays. Courses are offered in Fall, Spring and Summer semesters. Students are expected to attend all scheduled sessions of the course(s) in which they are registered. Absences inhibit one's potential for academic success within the course. However, absences addressed via polices at the course level.

Class Cancellations
For information regarding class cancellations or school/location closings due to snow or other adverse natural or situational conditions, log on to Touro University website, www.touro.edu and click on the School Closing/Weather tab. You may also call the Main Campus number at (212) 463-0400 and press option #4. Instructions will be given as to which locations are closed and what you should do regarding your classes. Depending on the contact information they have entered in the TouroOne Portal, students will be able to receive notifications via text, email, and automated calls.

Online Courses Offered Through the Department of Online Education

The Graduate School of Education offers some courses via an online format; students should consult the program sections of this Catalog for details and check with their advisors regarding their eligibility to take specific online courses.

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

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

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

Student Identity Verification Procedures for Distance Learners
In compliance with the provisions of the United States Federal Higher Education Opportunity Act (HEOA) of 2008, Public Law 110-315, concerning the verification of student identity in online learning, Touro University has established and will periodically evaluate its process to confirm that a person who is enrolling in the University is the person who is completing the enrollment form, that a student taking an examination is the student who registered to take the examination, and that the student who is registered for an online course is the same student who participates in, completes, and receives credit for the course. To authenticate identities, Touro College will use one or more of the following methods for verification:
- A secure login with username and password
- Proctored examinations (on-site or at a distance)
- New or emerging technologies and practices that are effective in verifying student identification
- Comparison of student work with previously-assigned work or plagiarism databases.

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

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

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

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

Identity Verification for New Students

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

Identity Verification for Exam Takers

Online exams

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

General Information Concerning Touro University's Online Courses

Courses Online course offerings for each semester will be available to Touro students at registration. Touro students who are interested in taking online courses should read the Online Student Guide, which is available on the Touro website here.

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

Student Eligibility for Taking Courses Online

- You can register for an online course only if ALL of the following apply to you:
- You are NOT on probation.
- You have at least a 3.0 ("B") average.
- You are not enrolled in an Associate's degree program.
- No more than two courses can be taken online per semester.

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

Registering for an Online Course

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

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

Technical Requirements for an Online Course

A current list of technical requirements for an online course can be found in the Online Student Guide on the Touro website here.

Getting in Touch with Your Instructor

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

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

Course Outlines

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

Announcements and Assignments

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

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

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

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

Final Exams

Final exam dates are announced on the first day of class and in the syllabus. Students who have extenuating circumstances that prevent them from taking the exam on the designated days may reach out to their instructor for further direction.

- Final exams are administered online through an online proctoring company.
- The final exam fee is included with the registration fee for each online course.
- Final exams must be taken using a desktop or laptop computer; iPads and tablets cannot be used. A microphone, webcam, and hi-speed internet are required as well.
- More information about online testing, including any additional technical requirements, can be found in the Canvas course once you are registered.

Credit Load

Matriculated students (those accepted and enrolled in a degree or certificate program) may take courses on either full-time or part-time basis.

Full-time students should take at least 9 credits per semester, and may register for a maximum of 12 credits per semester. Part-time status requires a minimum of 6 credits. Note: Students who wish to take 12 credits allowed in the summer must take those credits throughout the *entire* semester rather than attempting to complete the credits during only *half* of the semester.

Visiting Study students are non-matriculated and may register for a maximum of 6 credits per semester, for a total of 12 credits within this status.

Contact Hours

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

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

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

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

Grade Values
Credit Courses
The following grade values are assigned for each credit-bearing hour:

Excellent	**A+** = 4.000	**A** = 4	**A-** = 3.667
Good	**B+** = 3.333	**B** = 3	**B-** = 2.667
Average	**C+** = 2.333	**C** = 2	**C-** = 1.667
Poor	**D+** = 1.333	**D** = 1	**D-** = 0.667
Failing	**F** = 0 (also see below)		
Pass	**P** = N/A – not calculated in GPA		

Other Grade Definitions
P = Passing.

F = Student attended/participated 60% or greater of scheduled classes per semester, but did not achieve passing grades on examinations and assignments, or stopped attending/participating after 60% or greater of scheduled classes in the given semester. For a limited number of courses graded on a Pass/Fail basis, a grade lower than B- equates failing.

INC = Students may be granted a grade of "Incomplete" if they did not complete all course assignments and received the instructor's permission to complete course requirements at a later date (see details below).

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

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

WNA = Student never attended class. Not included in calculating the student's grade-point average (GPA).

Pass/Fail
Limited courses and non-credit courses are graded on a pass-fail basis: **P** or **F**.

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

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

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

GPA = 30.999 quality points ÷ 9 credits = 3.444

Grade of "Incomplete"

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

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

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

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

Courses that receive an "Incomplete" grade will be counted toward the total number of credits attempted, but not earned. The course will not be calculated in the student's term or cumulative GPA until the "Incomplete" grade is resolved. If the INC grade is subsequently changed to an "F," the "F" grade will be calculated into the student's GPA and will appear on the transcript. Incomplete grades can, therefore, affect a student's financial aid status at the University, but will not initially affect the student's GPA. For students who are accessing Title IV programs to assist in paying their educational expenses, a grade of "Incomplete" may result in the inability of the Financial Aid office to confirm that students are in satisfactory academic standing.

Repeating a Course

With the permission of a Program Chair or Deputy Chair, a student may repeat a course in which the grade of "B-" or lower (including the grade of "F") was received. No course may be repeated more than once, and no more than two courses in the student's program may be repeated. The course for which the student registers as a repeat must be the same (i.e., course number and title) as that in which the original grade was received. (In rare cases, under unusual circumstances, the Dean may authorize that a different course, with similar content, be substituted.)

In these instances, both courses appear on the student's official transcript, but the code "E" ("Excluded") will be added to the earlier course entry on the transcript, indicating that the grade received will not be calculated in the student's GPA. The repeated course entry will appear with the code "I" ("Included") added, indicating that the grade received will be calculated in the GPA. Therefore, only the second grade received – whether higher or lower than the original one – is calculated in the student's GPA.

IMPORTANT: At the time of registration, the student must file a completed "Request to Repeat a Course" form – with the necessary approvals from the Program/Deputy Chair and the Financial Aid Office – with the Office of the Registrar. Failure to do so may result in the exclusion of the second grade received, and the inclusion of the original grade, in the GPA calculation. Please also be aware that passed courses or failed courses not calculated in a student's GPA may affect his/her eligibility to receive financial aid. Therefore, students should consult with the Financial Aid Office before submitting a course repeat form

Grade Appeal

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

In a grade appeal, the burden of proof rests with the student to demonstrate that the instructor's decision was erroneous, arbitrary or capricious. The student's appeal must be typed (letter or email) and include the following:
- A statement identifying the course, the course number, the semester the course was taken, and the name of the instructor.
- The grade being appealed and the reason for the appeal.
- The date, time and place of the student's discussion about the grade with the instructor, and the results of this conversation. In the event that the student was unable to contact the instructor, documentation of such attempts should be provided to the committee. All documentation of attempts to contact instructors should be either e-mail or written communication.
- Any documentation (such as written assignments) that the student wishes to submit on his or her behalf.

The program chair will appoint an ad hoc grade appeal committee to review the student's appeal request. The committee may solicit further information both from the student and from the instructor in the process of making a determination. The committee's recommendation will be submitted to the Dean for final approval within fourteen (14) business days from the receipt of the appeal from the Chair. The student's grade may go up, down, or remain the same during an appeal. The Dean will convey the decision to the student in writing within ten (10) business days of receipt of the committee's recommendation. The Dean's decision is final.

Satisfactory Academic Progress
[Also see "Standards of Satisfactory Academic Progress," p. 37]

To remain enrolled in the Graduate School of Education and eligible for financial aid, students must maintain Satisfactory Academic Progress (SAP). In order to do so, students must maintain:
- a cumulative grade-point average (GPA) of "B" (3.00) as calculated according to the School's grading system, described above.
- sufficient progress to be able to complete their programs within 6 years (3 years for Advanced Certificate programs) of their first term of enrollment matriculation (also see "Maximum Time-Frame," p. 121).

SAP measurements are made at the end of every term. Students uncertain of their status should consult with their Program Chair.

Academic Probation and Dismissal

Students must maintain Satisfactory Academic Progress to remain in good academic standing. Students who are not in good academic standing at the end of a given semester are placed on probation as of the following semester. Notification of placement on probation is made to the student in writing by the Program.

Students on probation must meet with their designated departmental advisor to create a plan to improve academic performance before they can be permitted to register for additional courses. A registration hold is placed in the computer system to ensure students do not register without adequate advisement and the completion of a goal plan that is signed by the advisor. Students on probation are advised to register for fewer credits until their GPAs have increased.

Probation is lifted when the student achieves a cumulative GPA of 3.0. Students who fail to achieve a GPA of 3.00 or to show sufficient progress toward their degree after two consecutive semesters on probation may register for courses only with the permission of the Program Chair. **If this permission is denied, the result is academic dismissal. Students subject to academic dismissal are notified in writing by the Graduate School via registered letter using the contact information on file with the University.**

Appeal of Academic Dismissal

A student may appeal an academic dismissal by filing a written appeal with the Academic, Disciplinary, and Human Rights Committee (see below) within five business days of the date notification of the action is received. Academic dismissal may be reversed if the student can demonstrate that the failure to maintain Satisfactory Academic Progress resulted from a significant mitigating hardship such as major health issue affecting the student or his/her dependent, an unexpected military deployment, or other serious circumstances outside of the student's control. In filing an appeal, the student should provide a detailed written explanation of the mitigating hardship, include appropriate documentation (e.g., doctor's affidavit, military orders), and indicate the prospects for its resolution.

A written response will be provided to the student within 30 days of receipt of the appeal and all documentation. If the dismissal is reversed, the response will include any conditions of re-enrollment. All determinations of the Committee are final. However, students dissatisfied with the outcome of the Committee's deliberations have the option of seeking arbitration (*see "Alternative Dispute Resolution," p. 137).*

If the above avenues of appeal are unsuccessful, the student will not be permitted to reapply to the Graduate School of Education.

Leave of Absence

A matriculated student enrolled at Touro who chooses to interrupt his/her attendance but intends to return and continue his/her study at Touro must submit to the Office of the Registrar a completed "Leave of Absence (LOA)" request form signed by all parties noted on the form. A LOA should be requested after the semester the student is in is completed and before the following semester starts. If extenuating circumstances arise, a student may request a leave of absence mid-semester and/or beyond one semester. These circumstances include, but are not limited to, a death in the family, medical reasons, military leave and personal well-being. Any LOA requested during the semester or for a period beyond one semester will be considered as a non-reportable LOA for purposes of administering federal financial aid.

PLEASE NOTE: *This regulation may impact only students who wish to take leaves of absence extending beyond one semester.* Therefore, students receiving Title IV financial aid funds must meet with a Financial Aid officer to discuss their situation before filing a "Leave of Absence" request form.

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

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

Withdrawal
[IMPORTANT: Also see "Policy for Withdrawing from All Classes," p. 15, under "Tuition Refund Schedule"]

A student, who, for personal reasons, must withdraw from his or her graduate studies with no expectation of returning, may do so in good standing by filing a completed "Permanent Withdrawal" form with the Registrar's Office.

Although most withdrawals and leaves are voluntary, involuntary withdrawals and leaves are sometimes mandated by the School. In all cases, the School's decision is final.

Psychological medical leaves or withdrawals are warranted when students are:
- psychologically unable to perform academically or in fieldwork.
- dangerous to themselves, others or School property.
- in need of treatment that prevents their continuation at the School.

Students wishing to return from a psychological medical leave must be evaluated by the Academic, Disciplinary, and Human Rights Committee.

Readmission

Students who withdrew from the School, whether voluntarily or involuntarily, must complete and submit a new application for admission. It is strongly recommended that such students submit their completed application for readmission at least two months prior to the beginning of the semester in which they plan to resume studies. Completed applications received less than two months prior to the semester in which the applicant wishes to resume studies may not be processed in time for the applicant to commence his or her studies as planned. In all cases, the School's decision regarding readmission is final.

If approved for readmission, a program for completion of degree requirements will be filed in writing, ensuring, among other things, that the readmitted student does not repeat content of courses previously completed. Upon readmission, all University and program policies in effect at the time of readmission supersede all prior policies and procedures.

The Academic, Disciplinary, and Human Rights Committee

The function of the Academic, Disciplinary, and Human Rights Committee is to assess and provide a disposition of problems or issues concerning students enrolled in the Graduate School of Education.

Problems or issues may include matters related to student academic integrity, academic or field learning performance, ethics, or behavior.

The Academic, Disciplinary, and Human Rights Committee consists of a Chairperson and at least four Program Chairs or their designees.

Procedures
1. Referrals of concern that fall within the purview of the Academic, Disciplinary, and Human Rights Committee should be made to the student's advisor who, in turn, notifies and consults with the Chair of the Academic, Disciplinary, and Human Rights Committee.

2. The result of the consultation will be a determination as to whether to initiate the Academic, Disciplinary, and Human Rights Committee process.

3. The student's advisor and the Chair, alone or together, will meet with the student and provide information regarding the Academic, Disciplinary, and Human Rights Committee process. This will serve as the notice to the student.

4. Hearings conducted by the Academic, Disciplinary, and Human Rights Committee will be governed by the following protocols:
   a. All hearings are closed to the public;
   b. Attorneys are not allowed to be present at any hearings;
   c. Students have the right to present any evidence they deem relevant, to make opening and closing statements, and to ask questions during the proceedings;
   d. The rules of evidence will not strictly apply to the proceedings. The preponderance-of-evidence burden will govern the decision-making process;
   e. Decisions will be made by a majority of the participating committee members;
   f. The committee deliberations will be *in camera* and will result in a short-written decision.

5. A written summary of the Academic, Disciplinary, and Human Rights Committee decision will be placed in the student's program file and a copy given to the student.

6. Any dispute, claim or controversy arising out of or related to matters in the Committee's purview which is not resolved through these internal procedures, shall be resolved exclusively through final and binding expedited arbitration *(also see "Alternative Dispute Resolution," p. 137)* conducted solely by the American Arbitration Association ("AAA"), or any successor in interest, in accordance with the AAA rules then in effect. The costs of such arbitration shall be borne equally by the parties, with each party also bearing its own attorneys' fees and any costs associated with presenting its proof. Judgment upon the award rendered may be entered in any Court of competent jurisdiction. The student and Touro University hereby waive trial by jury which waiver is independent of the agreement to arbitrate disputes.

Degree Works

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

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

Degree Works can be accessed through *TouroOne* portal (by using *TouroOne* credentials) by following these steps:
- Login to the *TouroOne* portal at https://touroone.touro.edu/sso/login
- Go to the "Academic" tab.
- Click on the "Degree Works" button on the bottom left-side of the academic section.

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

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

Requirements for Graduation

Requirements for degree programs are detailed in this catalog and must be completed by students attending on a part-time basis within six years, and within three for certificate and NYS certification-eligible programs. Completion of all requirements for the degree results in the eligibility of students for graduation. It is the student's responsibility to schedule a graduation conference with an academic advisor during the semester before completing his/her program requirements to determine whether the requirements are being met. In addition, the student has the ability to track their degree completion progress via the Degree Works tool located on the TouroOne portal, at any point during their course of study at Touro University.

After the graduation conference, the student must apply for graduation online by the established deadlines:
> For January Graduation - November 15
> For June Graduation - May 1
> For September Graduation - July 15

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

Students who complete their program requirements in January, June, or September of a given year participate in Division of Graduate Studies commencement exercises.

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

Maximum Time-Frame

Students are expected to complete Master's programs within 6 years of their first term of enrollment, and advanced certificate programs within 3 years of their first term of enrollment. The six-year time limit begins with the first term of matriculation (i.e., degree-seeking status).

For consideration of approval for courses older than these time limits (no more than 12 Touro University credits older than six years will be considered for approval), appeals should be submitted to the Associate Dean for Academic Affairs, providing evidence of full-time educational employment for the past two or more years. In addition, documentation of effective performance is needed. Acceptable evidence of effective professional performance for the past two years as a teacher, teacher assistant, paraprofessional, leader, or counselor in a P-12 school is:

(a) official record of annual effective performance evaluations (e.g., last two <u>annual</u> APPR reports) for the two most recent years **OR**

(b) letter(s) from a school principal or immediate supervisor attesting to the past <u>two years</u> of effective performance reviews in a <u>full-time employment capacity</u>. Letters should be emailed using an instructional account by the principal to Jessica.flores@touro.edu.

Note: *University coursework will not be accepted as evidence of demonstrated performance effectiveness, nor will part-time substitute teaching.*

Evidence provided with the completed application may be used to approve up to a *maximum of 12 Touro University credits* taken six or more years prior, with *grades of "B" or higher*. Only with evidence of effective performance reviews will courses older than six years be considered for program completion. Approval is at the discretion of the Program Chair and/or Dean's Office.

Licensure and Certification Disclosure

All Touro GSE programs registered with the state of New York and approved as leading to state licensure for educators meet the New York State Education Department requirements for certification and licensure in the state. Students in supervised field experience must meet New York State (NYS) requirements. Touro is authorized pursuant to the State Authorization Reciprocity Agreement (SARA) to enroll students in supervised field experiences in the SARA states and territories. SARA requires universities to disclose to applicants and students whether programs that lead to professional licensure or certification meet the education requirements for licensure or certification in those states in which students are doing learning placements.

If you are interested in having a placement or gaining licensure or certification in a state other than New York, please contact the office of certification (GSEOOC@touro.edu). To become certified to teach in a state other than New York, you must pass the required exams and apply for certification in that state.

Program completers interested in teaching in New Jersey or Connecticut should complete a program verification form and submit it to the office of certification. Additional information regarding certification reciprocity within the 50 United States is available via the Education Commission of States License Reciprocity.

Touro GSE has not yet made a determination with respect to the educational and professional licensure and certification requirements for the following states and inhabited US territories:

Alabama	Louisiana	Oregon	American Samoa
Alaska	Maine	Pennsylvania	Guam
Arizona	Maryland	Rhode Island	Northern Mariana Islands
Arkansas	Massachusetts	South Carolina	Puerto Rico
California	Michigan	South Dakota	US Virgin Islands
Colorado	Minnesota	Tennessee	
Delaware	Mississippi	Texas	
District of Columbia	Missouri	Utah	
Florida	Montana	Vermont	
Georgia	Nebraska	Virginia	
Hawaii	Nevada	Washington	
Idaho	New Hampshire	West Virginia	
Illinois	New Mexico	Wisconsin	
Indiana	North Carolina	Wyoming	
Iowa	North Dakota		
Kansas	Oklahoma		

Contact

For all questions and concerns not addressed in these pages regarding Touro GSE programs leading to eligibility for certification, please contact:

> The Office of Certification
> 3 Times Square, 6th floor
> New York, New York 10036
> phone: (212) 463-0400 ext. 55675
> Fax: (212) 462-4889
> GSEOOC@touro.edu

Transcripts
Ordering official transcripts

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

Processing

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

Transcript Fees

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

Shipping Fees

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

Viewing and Printing Unofficial Transcripts

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

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

UNIVERSITY CODES AND POLICIES

Touro University Code of Conduct

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

1. Theft of, or damage to, University records and property, caused by intentional, negligent or irresponsible conduct;
2. Unauthorized use of any University property, including, but not limited to, its name, property, offices, premises, equipment (computer equipment, telephones, fax machines, copying equipment, laboratories and misuse of student ID cards);
3. Conduct which interferes with or obstructs any University functions or which physically obstructs or threatens to obstruct or restrain members of the University community;
4. The physical or sexual abuse or harassment of any member of the University community (such incidents must also be reported to the Title IX coordinator);
5. Threatening or actual infliction of bodily injury, assault, emotional trauma against students, faculty or staff of the University (such incidents must also be reported to the Chief Security Officer);
6. Disorderly, disruptive or abusive conduct in the classroom or on University premises;
7. Refusal to follow the directives of University officials acting in performance of their duties;
8. Impersonating University faculty, University officials, or University staff;
9. Forging signatures or other information on registration forms, financial aid forms or any other University documents;
10. Computer abuse, including possession of unauthorized passwords, plagiarism of programs, unauthorized destruction of files, misuse of computer accounts and disruptive or annoying behavior on the University's computer system;
11. Unauthorized sale, distribution or consumption of alcoholic beverages on University premises;
12. Distribution, purchase or possession of barbiturates, amphetamines, marijuana, hallucinogens, opiates, or any other addictive or illegal drugs or paraphernalia on University premises;
13. Gambling in any form on University premises;
14. Possession, distribution or sale of weapons, incendiary devices, or explosives on University premises;
15. Tampering with or misusing fire-fighting equipment and/or safety equipment (such as alarm-boxes and extinguishers);
16. Participation in or furtherance of any illegal activity on Touro's premises;
17. Offensive or derogatory written or verbal statements intended to inflict harm on members of the University community, including, without limitation, racist, ethnic, or sexist remarks or references regarding any member or group of the University community;
18. Any abusive conduct or harassment directed at an individual or group of individuals in the University community on the basis of the actual or perceived race, gender, color, national origin, ethnicity, religion, age, disability, sexual orientation, marital or parental status, or citizenship status of such person(s);
19. Refusal to identify oneself to an official or security officer of the University or to present proper identification upon entering the University premises;
20. Actions that are not harmonious with and supportive of the activities and functions of an educational institution; actions that harm the reputation of the University;
21. Aiding or abetting any conduct prohibited by this University Code;
22. Conviction of a felony crime while enrolled at the University;
23. Intentionally filing a false complaint under this University Code of Conduct, and.
24. Academic dishonesty and lack of academic integrity.

Touro University Social Media Policy

Touro University policies apply to students' online conduct. University staff members do not "police" online social networks and the University is firmly committed to the principle of free speech. However, when the University receives a report of inappropriate online conduct it is obligated to investigate. This is true even when a student posts to a personal social media account using their own phone or computer while off-campus or during a break. The University has the right to discipline students for misconduct or lack of professionalism wherever it occurs, including online.

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

Adjudication of University Code of Conduct Violations
[Please note that there is a separate adjudication process for academic integrity violations (#24 in the Code of Conduct) in the section below entitled "Procedures in Response to Violations of Academic Integrity."]

Any member of the University community may notify the Academic, Disciplinary, and Human Rights Committee of a Code of Conduct infraction by submitting a written statement describing the alleged violation within ten (10) school days of the alleged violation or within ten (10) school days from the time the charging individual learned of the alleged code violation, but no later than within three (3) months of the violation.

The Academic, Disciplinary, and Human Rights Committee shall inform the individual charged with the infraction, in writing, of the nature of the charges against him/her and designate a time and place for a meeting.

After meeting with the individual charged with the infraction, the Academic, Disciplinary, and Human Rights Committee will conduct a preliminary investigation and determine what course of disciplinary action is appropriate. The Academic, Disciplinary, and Human Rights Committee can:

- dismiss the charges;
- bring the parties together for informal mediation;
- impose any of the disciplinary sanctions listed in the section entitled "Sanctions," except that the Academic, Disciplinary, and Human Rights Committee cannot require payment of restitution.

Determinations by the committee may be made in the absence of the student, as long as adequate notice is provided. The committee's decisions are final.

Sanctions
The Academic, Disciplinary, and Human Rights Committee may take one or more of the following actions:

1. Dismiss the Charges

    (a) After reviewing all relevant information, and record materials, the Academic, Disciplinary, and Human Rights Committee may decide to dismiss the charges against the student.

2. Impose disciplinary sanctions, which include but are not limited to the following:

    (a) **Warning** – A written reprimand putting the student on notice that he/she has violated the Code of Conduct and indicating that further misconduct may result in a more severe disciplinary action. A copy of this warning will be placed in the student's file.

(b) **Disciplinary Probation** – A student may be placed on disciplinary probation for a definite period of time, not to exceed one year. While on probation, students may not hold office in student government organizations, clubs or societies or represent the University in any capacity. Further violations while on probationary status will result in suspension or expulsion from the University. A copy of the probation notice becomes a part of the student's file.

(c) **Counseling and Treatment** – A student's continued enrollment at Touro University may be conditioned on his 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 enrollment is conditioned on participation may result in other disciplinary sanctions.

(d) **Restitution** – A student may be required to pay restitution to the University or to fellow students for damages and losses resulting from his action. The amount of the restitution is determined by the Academic, Disciplinary, and Human Rights Committee.

(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 suspension. He/she must apply to the Academic, Disciplinary, and Human Rights Committee for reenrollment authorization.

(f) **Expulsion** – This is termination of the student's enrolled status at the University. A student who is expelled from the University is not permitted to complete his courses and may not re-register for a future semester. Notification of the expulsion will appear on the student's academic transcript.

3. **Additional Sanctions** – The Academic, Disciplinary, and Human Rights Committee may impose the following sanctions in addition to those listed above:
    (a) A fine to be paid to the University, in addition to restitution.
    (b) Service to the University Community for a designated number of hours. The required service cannot interfere with the individual's course schedule.

4. **Legal Action** – In addition to imposing the disciplinary sanctions outlined above, the Academic, Disciplinary, and Human Rights Committee may recommend that students be turned over to law enforcement authorities for legal action. The final decision on referring student cases to the authorities is made by the Office of the President.

5. **Other Sanctions** – The Academic, Disciplinary, and Human Rights Committee may impose other sanctions that it deems appropriate and fair.

Appeals of Disciplinary Sanctions Imposed for Code of Conduct Violations

Any disciplinary action taken by the Dean or his/her representatives for a violation of the Code of Conduct may be appealed by filing a written appeal with the Academic, Disciplinary, and Human Rights Committee within ten (10) school days. The Committee will set a date for a hearing within fourteen (14) school days of receipt of the student's written appeal. The Committee 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 Academic, Disciplinary, and Human Rights Committee will respond to the appealing individual, in writing, within thirty (30) school days of receipt of the written appeal.

In cases in which the disciplinary sanction was initially imposed by the Academic, Disciplinary, and Human Rights Committee, 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 Assistant Dean of Student Affairs (or his/her representative), three full-time faculty members, and an ADHRC staffer, to hear the student's appeal. This hearing must be scheduled within fourteen (14) school days of the receipt of the student's written appeal. The Special Appeals Panel may overturn the decision of the Academic, Disciplinary, and Human Rights Committee only if it determines that the Committee's action was clearly erroneous, arbitrary or capricious.

Protocols for Disciplinary Hearings

Hearings conducted by committees designated as representatives of the Dean, the Academic, Disciplinary, and Human Rights Committee, and the Special Appeals Panel will be governed by the following protocols:

(a) All hearings are closed to the public.

(b) A quorum of the committee membership, defined as 51% of the total membership, must be present.

(c) Attorneys are not allowed to be present at any hearings.

(d) Students have the right to bring witnesses on their behalf, to present any evidence they deem relevant, to make opening and closing statements and to ask questions during the proceedings.

(e) The preponderance-of-evidence rule will govern the decision-making process.

(f) Decision will be made by a majority of participating members.

(g) The committee deliberations will be *in camera*.

TOURO UNIVERSITY ACADEMIC INTEGRITY POLICY

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

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

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

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

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

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

Adherence to these principles is necessary to ensure that:

- Everyone is given proper credit for their own ideas, words, results, and other scholarly accomplishments;
- All student work is fairly evaluated and no student has an inappropriate advantage over others;
- The academic and ethical development of all students are fostered;
- The reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.

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

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

VIOLATIONS OF ACADEMIC INTEGRITY

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

PLAGIARISM

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

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

Intentional Plagiarism

Plagiarism takes many forms. Flagrant forms, or intentional plagiarism, include, but are not limited to:
- Purchasing a paper;
- Commissioning another to draft a paper on one's behalf;
- Intentionally copying a paper regardless of the source and whether or not that paper has been published;
- Copying or cutting and pasting portions of others' work (whether a unique phrase, sentence, paragraph, chart, picture, figure, method or approach, experimental results, statistics, etc.) without attribution;
- Using computer-generated material via artificial intelligence (AI) and other emerging technologies without attribution;
- In the case of clinical documentation, copying clinical notes/materials without personally performing the patient examination.

Plagiarized sources may include, but are not limited to, print material, digital and media resources including social media and blogs, as well as assignments completed by other students at Touro University System

and elsewhere. A more subtle, but equally flagrant, form is paraphrasing or attempting to put in one's own words the theories, opinions or ideas of another without proper citation.

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

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

Unintentional Plagiarism

Plagiarism is not only the failure to cite, but the failure to cite sources properly. If a source is cited but in an inadequate way, the student may still be guilty of unintentional plagiarism. It is therefore crucial that students understand the correct way to cite. The rules are relatively simple:
- For exact words, use quotation marks or a block indentation, with the citation.
- For a summary or paraphrase, indicate exactly where the source begins and exactly where it ends.

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

CHEATING ON EXAMINATIONS AND OTHER CLASS/FIELDWORK ASSIGNMENTS

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

Examples of cheating include, but are not limited to:
- Giving or receiving unauthorized assistance to or from another person on quizzes, examinations, or assignments;
- Using another learner's audience response device/i-clicker;
- Using materials, devices, or tools not specifically authorized during any form of a test or examination;
- Exceeding the restrictions put in place for "take home" examinations, such as unauthorized use of library sources or internet sources, unauthorized use of computer-generated material via artificial intelligence (AI) and other emerging technologies, or unauthorized collaboration on answers;
- Sitting in for someone else or permitting someone to sit in for a student on any form of test or examination;
- Working on any form of test or examination beyond the allotted time, which includes any extra time resulting from a documented accommodation (unless the instructor provides explicit permission);
- Hiding, stealing or destroying materials needed by other students;
- Altering and resubmitting for re-grading any assignment, test or examination without the express written consent of the instructor;
- Copying from another individual's examination or providing information to another student during an examination;
- Soliciting, obtaining, possessing or providing to another person an examination prior to the administration of the examination.

- Bringing into the examination room notes in any format and paper, electronics or writings, drawings, etc. that could be used to aid in taking a closed notes/book exam.

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

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

RESEARCH MISCONDUCT

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

These terms are defined as follows:

(a) *fabrication* - making up data or results and recording or reporting them;
(b) *falsification* - manipulating research materials, equipment or processes, or changing or omitting data or, results such that the research is not accurately represented in the research record;
(c) *plagiarism* - the appropriation of another person's ideas, processes, results, or words without giving appropriate credit.

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

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

OTHER UNETHICAL CONDUCT

Misleading or Fraudulent Behavior

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

Examples include, but are not limited to:

- Reporting false information to gain an advantage;
- Omitting information or data resulting in misrepresenting or distorting findings or conclusions;
- Providing false information to explain lateness or to be excused from an assignment, class or clerkship function;

- Signing in another person's name on any attendance sheet/roster representing them as present when they are not;
- Falsely accusing another of misbehavior, or otherwise misrepresenting information about another;
- Providing false information about oneself, such as on an application or as part of some competition;
- Taking credit for accomplishments achieved by another person or computer-generated material via artificial intelligence (AI) and other emerging technologies;
- Omitting relevant information about oneself.

Tampering

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

Examples include, but are not limited to:

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

Copyright Violations

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

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

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

SANCTIONS

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

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

Class B Sanctions:
- Suspension (up to twenty-four months)
- Indication of the violation in a letter of reprimand, in reference letters, licensure and regulatory forms, etc.
- Notification of the violation to the other schools within Touro University
- Indication of 'disciplinary action for academic integrity violation' on the permanent transcript

Class C Sanctions:
- Placement on Academic Probation
- Failure in the course, with consequences as determined by the individual program's rules and regulations
- Reduction of the grade for a particular submitted piece of work, segment of work required for a course/clerkship, or the entire course/clerkship with or without the option of redoing the work or the course/clerkship
- Requiring the student to redo the assignment or to do an alternative assignment, which may include a grade reduction

PROCEDURES IN RESPONSE TO VIOLATIONS OF ACADEMIC INTEGRITY

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

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

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

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

Reporting a Case of Suspected Plagiarism or Cheating

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

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

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

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

Faculty members, students, or other members of the Touro community who encounter suspected academic integrity violations should contact the relevant "Chair". The "Chair" will consult with the faculty member, and if a violation is identified, the faculty member will inform the student. The "Chair" will also report all suspected violations in writing (using the *Academic Integrity Violation Reporting Form*) to the CAI Officer, who will advise the "Chair" on whether to pursue an informal or a formal resolution. For first-time suspected violations, CAI Officers and faculty are strongly encouraged to seek an informal resolution with the student. No permanent grade may be entered onto the student's record for the course in question before the issue is resolved.

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

RESOLUTION OF ACADEMIC INTEGRITY VIOLATIONS

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

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

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

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

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

Formal Resolution

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

To institute formal resolution, the following procedures shall be followed:
- The Chief Academic Integrity Officer receives a written statement from the instructor, proctor, student, or any other complainant, as the case may be.
- The written statement must include the name of the involved student(s), the name and position of the reporting person, and the nature of the alleged act.
- The CAI Officer shall arrange a hearing which, generally speaking, should take place no earlier than five (5) calendar days and no later than twenty (20) calendar days after notification that informal resolution was unsuccessful or not pursued.
- The hearing shall take place before the designated Committee on Academic Integrity of the School. If the hearing involves a student in a dual-degree or joint-degree program, then the Hearing Committee should have representatives from both programs.
- The Committee shall receive the written statement, and any documents submitted by the student or reporting person.
- All persons involved in a hearing shall be given notice of all hearing dates, times and places. Such notice, which will be sent by e-mail will be given at least two (2) business days prior to any hearing, unless waived by the parties involved.
- Postponements of Committee hearings may be made at the discretion of the Committee Chair. Either party may be granted a postponement only if pertinent information or interested parties cannot, for good cause, be present at the appointed time. Any postponement may not extend beyond a one-month period and any delay may affect the student's ability to progress in the program.
- The accused student and the accuser will be afforded the following opportunities:
  - To review, but not copy, all pertinent information to be presented to the Committee. The length of time for review shall be reasonable, as determined by the Committee Chair.
  - To present fully all aspects of the issue before the Committee.

Committee Hearings will proceed under the following guidelines:

- All Committee hearings and meetings are closed to the public.
- The Committee may hear the student, the faculty member or proctor, and any other individual who may be knowledgeable or may have information to share with the Committee regarding the suspected offense. Each person will meet with the Committee on an individual basis.
- The Committee may consider relevant written reports, discussions with involved parties, examinations, videos, papers, screen shots, social media posts, or other related documents.
- The Committee must be comprised of a minimum of three people, who must be present either in person or via video-conference, and may not be the faculty member of the course in question.
- All decisions shall be made by majority vote.
- The student has the right to appear before the Committee, in person or via video conference, in order to present his/her case, but, after proper notice of a hearing, the Committee may proceed, notwithstanding the student's absence.
- The hearing is academic in nature and non-adversarial. Student representation by an attorney or other representative at the hearing is not permitted. However, the student may bring a support person to accompany them and be present in an anteroom, put not participate, in the hearing.
- Audio recordings of the hearing are not permitted and transcripts are not required.
- All information supporting the charges made against a student shall be presented first. Following this presentation, the student who has been accused of a violation will present his/her side of the

matter by submitting to the Committee information that he/she chooses to submit to support their stance or position. The CAI Officer, his or her designee, Office of Institutional Compliance or other members of the faculty and Administration may also meaningfully participate in this information exchange. Pursuant to the Touro University Code of Conduct, the student is expected to conduct themselves harmoniously so as not to obstruct the investigation or proceedings.

- The student, his/her accuser, the Committee, and/or Touro University System's representatives may raise questions about the information under review so that all aspects of the case are clarified.

The Committee shall reach a decision using the following guidelines:

- The Committee will meet in closed session to reach a decision, including recommended sanctions, if applicable. Such meeting shall generally be held immediately after the hearing or within one Touro business day (a Jewish Day of Observance as delineated on the Touro calendar does not count as a business day).
- If the Committee seeks additional information following commencement of its deliberations, it will notify the parties within two (2) Touro business days, and reconvene the hearing within five (5) Touro business days of the conclusion of the original hearing. The Committee's final decision must then be made.
- The Committee may impose a range of Class A, B, or C sanctions

Appeal Process

- Following a Formal Resolution Hearing and notification of the Committee decision, either party may appeal the decision. An appeal may only be granted on the basis of: 1) evidence of bias of one or more of the members of the Committee; 2) new material documenting information that was not available at the time of the decision; 3) procedural error.
- The appellant has three (3) business days within which to submit a formal written appeal of the decision to the Appeals Dean for the School. The appeal should be accompanied by the Hearing Committee's letter and by a narrative explaining the basis for the appeal. The narrative should fully explain the appellant's position and substantiate the reason(s) for their appeal.
- The Appeals Dean may request to meet with the appellant.
- After consideration of the Appeal, the Appeals Dean may accept, reject or modify the Committee's decision, and will notify the student in writing of the decision.
- The Appeals Dean, when notifying the student of the decision, shall inform the student of his/her right to appeal an adverse decision to the Chief Academic Officer.

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

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

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

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

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

ALTERNATIVE DISPUTE RESOLUTION

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

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

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

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

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

The Mandatory Mediation and Mandatory Arbitration of any claims by a student or applicant as part of a Dispute shall be limited to his or her individual claims. The student or applicant shall not assert, prosecute, or obtain relief on, and expressly waives, any and all class, collective or representative claims which purport

to seek relief on behalf of other persons. Any judgment upon the award rendered by the arbitrator shall be final and non-appealable, and may be entered in any court of competent jurisdiction.

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

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

ADR Procedures

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

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

FAILURE-TO-EDUCATE AND LIABILITY DISCLAIMER

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

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

TOURO POLICY ON BIAS-RELATED CRIMES

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

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

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

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

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

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

POLICY ON TITLE IX AND SEXUAL MISCONDUCT

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

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

Title IX Grievance Policy

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

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

Title IX Coordinator

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

Contact Information for the Title IX Coordinator:

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

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

When Title IX Applies

The Title IX process will apply when *all* of the following elements are met:
1. The conduct is alleged to have occurred on or after August 14, 2020;
2. The conduct is alleged to have occurred in the United States;
3. The conduct is alleged to have occurred in Touro's education program or activity; and

4. The alleged conduct, if true, would constitute covered sexual harassment, as defined under Title IX, as:
    a. an employee conditioning educational benefits on participation in unwelcome sexual conduct (i.e., *quid pro quo*);
    b. unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the educational institution's education program or activity; or
    c. sexual assault (as defined in the Clery Act); or dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act (VAWA)).

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

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

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

Sexual Misconduct

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

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

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

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

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

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

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

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

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

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

Students are also urged to read the Annual Security and Fire Report at
https://www.touro.edu/departments/campus-security/clery-reports/TOURO_U-2023_ASFSR-web.pdf

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

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

STUDENT COMPLAINTS

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

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

If any student believes that his or her rights have been violated or infringed upon, or that Touro's policies and procedures have not been followed, that student may file a formal complaint with the Dean of the school or division in which he/she is enrolled. When a complaint concerns an administrative function of the University, including, but not limited to, tuition refund and student financial assistance, a student may file a formal complaint with the University-wide director or supervisor of the administrative unit in question, or their designee. Prior to filing the formal complaint, the student should attempt to remedy the situation via an informal mediation (described in "Phase One" of "Student Complaint Procedure Phases," viewable on the Touro website at https://touro.app.box.com/v/studentgrievancepolicy). If the informal mediation is unsuccessful, or if the student is uncomfortable attempting an informal resolution, then a formal complaint may be filed. The complaint should state, with particularity: the person(s) involved, the nature of the claim, the date, witnesses (if any), documents (if any), and the circumstances under which the alleged claim may have been committed.

Limitation Period

Claims under this policy may only be brought within sixty (60) calendar days of the alleged misconduct.

Exception to Policy

This Policy is not applicable to situations that are governed by other policies. For example, complaints of sexual harassment are governed by Title IX; the University currently has a robust policy and procedure for dealing with such allegations. Therefore, all such incidents are considered under that anti- harassment policy/process. Other examples of exceptions to the Grievance Policy include, but are not limited to, race discrimination, Code of Conduct violations, and ADA Reasonable Accommodations requests and complaints.

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

All students are urged to read the entire policy at https://www.touro.edu/departments/campus-security/clery-reports/TOURO_U-2023_ASFSR-web.pdf

POLICY ON DRUGS & CONTROLLED SUBSTANCES

The United States Department of Education has issued regulations implementing the provisions of The Drug-Free Schools and Communities Act Amendments of 1989 (Public Law 101-226). In compliance with Federal Law and New York State Law, this policy includes information to ensure that all members of the Touro Community are aware of the dangers of substance abuse and to outline the sanctions for violating this policy.

Students, faculty and staff who distribute or use illegal drugs or illicitly use drugs which would otherwise be legal, including alcohol, while on Touro campuses, locations and facilities, or as part of any Touro activities, are violating Federal Laws, New York State Laws, and the policies and procedures of Touro. Violations of federal and state laws may lead to prosecution and criminal sanctions, including, but not limited to, fines and/or imprisonment.

Touro is committed to educating and informing students, faculty and staff about the dangers and effects of substance abuse. Touro recognizes that drug addiction and alcoholism are illnesses that may not be easily resolved and may require professional assistance and treatment.

Touro may provide confidential counseling and referral services to students, faculty and staff with drug and/or alcohol problems. These services are available through the Office of the Dean of Students, the Vice-President of the Division of Graduate Studies, and/or Human Resources. All inquiries and requests for assistance will be handled with confidentiality.

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

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

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

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

Students are urged to view pages 28-30 in the Annual Security and Fire Report at
https://www.touro.edu/departments/campus-security/clery-reports/TOURO_U-2023_ASFSR-web.pdf

TOURO UNIVERSITY CAMPUS SECURITY POLICIES

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

Access to the Campus

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

Security Services

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

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

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

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

Reporting Criminal Incidents & Other Emergencies

All students, employees, and guests should promptly report criminal incidents, accidents, and other emergencies to the Department of Campus Security by dialing 1-88-Touro911 (1-888-687-6911). This service allows you to speak to a live operator, twenty-four hours a day, seven days a week, to report any incidents or occurrences. The service refers all calls to the appropriate agencies (i.e. fire, police, etc.) for assistance, as well as to the appropriate University authorities. Additionally, you may report any incidents to any Security Officer at your site, the Campus Security Director, and/or Operations. If you are located in a Student Residence Hall you can also report any incident to your Resident Director, Assistant Resident Director, or R/A at your facility. The Campus Security Administrative office is located at 50 West 47th Street 14th Floor, New York, New York 10036 and can be reached at (646) 565-6000 ext. 55134 or via email at security@touro.edu.

If assistance is required in completing or reporting an incident/occurrence to local Law Enforcement agencies, we at Touro Campus Security will be glad to render any assistance needed.

Annual statistics on the incidence of crime at Touro University campuses and sites are published in the *Touro University Campus Security Handbook.*

Students are urged to read the Annual Security and Fire Report at
https://www.touro.edu/departments/campus-security/clery-reports/TOURO_U-2023_ASFSR-web.pdf

STUDENT RESPONSIBILITIES AND RIGHTS

CAMPUS CITIZENSHIP

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

STANDARDS OF CLASSROOM BEHAVIOR

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

To ensure a clean and healthy environment for all students at the University, eating, drinking and smoking are not permitted in any classroom, laboratory, or auditorium.

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

Additionally, please see Touro's Policy on Weapons in the Annual Security and Fire Safety Report, https://www.touro.edu/departments/campus-security/clery-reports/TOURO_U-2023_ASFSR-web.pdf

ACCEPTABLE USE POLICY FOR INFORMATION TECHNOLOGY

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

All users of Touro technology resource users must submit, upon commencement of their relationship with Touro, or at another appropriate time, acknowledgement of the Acceptable Use Policy (AUP). In submitting the AUP Acknowledgement Form, each individual will be certifying that he/she has read and will comply with the AUP. Students are urged to read the complete policy, which can be found at touro.app.box.com/v/AcceptableUsePolicy.

INTERNET SERVICES AND USER-GENERATED CONTENT POLICY

As an educational institution, we recognize that these Internet-based services can support your academic and professional endeavors, but we are also aware that, if not used properly, they can be damaging. In both professional and institutional roles, students, faculty and staff should follow the same behavioral standards online as they should offline, and are responsible for anything they post to a social media site regardless of

whether the site is private (such as a portal open to the Touro community only) or public. The same laws, professional expectations, and guidelines for interacting with students, parents, alumni, donors, media and other college agents apply online as apply offline.

Students are urged to read the entire policy at https://touro.app.box.com/v/InternetService-UserGenContent.

DRESS CODE

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

ANTI-HAZING REGULATIONS

No student or group of students shall encourage or participate in any form of hazing. Hazing is defined as an action taken or situations created to produce excessive mental or physical discomfort, embarrassment, harassment or ridicule. This covers coercive activities and mentally degrading games.

NO-SMOKING POLICY
(including the use of electronic cigarettes or vapor devices)

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

CONFIDENTIALITY OF STUDENT EDUCATION RECORDS

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

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

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

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

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

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

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

   a. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff

position (including law enforcement unit personnel and health staff); a person or company with whom the 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 University and may be made available to the general public unless the student notifies the Office of the Registrar in writing before the last day to add classes in a semester:

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

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

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

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