

2021-2023 CATALOG



LANDER INSTITUTE MOSCOW
ИНСТИТУТ ЛАНДЕР, МОСКВА
A DIVISION OF TOURO COLLEGE



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ИНСТИТУТ ЛАНДЕР, МОСКВА
A DIVISION OF TOURO COLLEGE

Where Knowledge and Values Meet

2021-2023 Catalog

Touro College

moscow.touro.edu

ACCREDITATION

Touro College was chartered by the Board of Regents of the State of New York in June 1970. Touro College is accredited by the Middle States Commission on Higher Education (MSCHE), 3624 Market Street, Philadelphia, PA 19104, (267) 284-5000. The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the United States Secretary of Education and the Council for Higher Education Accreditation. This accreditation status covers Touro College and its branch campuses, locations and instructional sites in the New York Area, as well as branch campuses in Illinois, Berlin, Jerusalem, and Moscow.

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 the Touro College and University System, 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 the Touro College and University System, also accredited by the Middle States Commission on Higher Education (MSCHE).

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

POLICY OF NON-DISCRIMINATION

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

For the full policy statement see <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 College policies, procedures and practices. Your assigned Touro email address is the official method of contact for all such notices and for all Touro communication.

Students are required to investigate for themselves as to whether the program they enroll in meets their personal, educational and career needs. Different jurisdictions have different licensing requirements and standards. While students may expend significant sums associated with higher education, successful completion of a course, program, or degree is dependent on many factors. The payment of tuition permits a student to register and take the courses and programs available and offered by the Touro school or program in which the student is enrolled. Acceptance in a school or program does not form the basis of a contract. Indeed, a student's acceptance may be revoked if it is later learned, among other things, that his or her qualifications have been misstated or overstated, or there is some other omission or misrepresentation. Except as noted in the paragraph below, no contract rights exist or are established in the student- educational institution setting by and between Touro and the student. To this end, you waive and Touro disclaims any contract or liability for promises, assurances, representations, warranties, or other statements made in its marketing or promotional materials, and makes absolutely no promises, assurances, representations, guarantees, warranties or other statements concerning our courses and programs and 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 Handbook, which is not resolved through Touro's internal mechanism shall be submitted to non-binding mediation with a neutral mediator affiliated with an established and reputable organization engaged in alternative dispute resolution ("ADR Organization"). In accordance with the Federal Arbitration Act and to the extent not inconsistent with the primacy of federal law, all Disputes remaining after completion of the mediation shall be exclusively conducted and heard by an ADR Organization, designated by Touro in its sole and absolute discretion, before a single arbitrator who shall be an attorney. The location of the arbitration shall be at a convenient office on a Touro campus where the student is (or was last) affiliated. See "Alternative Dispute Resolution" provision for a more elaborate treatment.

GENERAL DISCLAIMER

The Touro College and University System 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.

TABLE OF CONTENTS

MESSAGE FROM THE PRESIDENT	1
DR. BERNARD LANDER, FOUNDING PRESIDENT OF THE TOURO COLLEGE AND UNIVERSITY SYSTEM	3
MESSAGE FROM THE VICE PRESIDENT OF UNDERGRADUATE EDUCATION AND DEAN OF FACULTIES	4
MESSAGE FROM THE DEAN OF THE LANDER INSTITUTE	5
CALENDARS 2021-2023	6
INTRODUCTION	7
MISSION STATEMENT	7
GOALS	7
THE TOURO COLLEGE AND UNIVERSITY SYSTEM	8
LANDER INSTITUTE MOSCOW	11
ADMISSIONS	12
REQUIREMENTS AND PREPARATORY COURSES	12
ADMISSION PROCEDURES	12
INTERNATIONAL STUDENTS	12
REQUIREMENTS FOR THE BACCALAUREATE DEGREE	13
CURRICULUM	13
GENERAL EDUCATION REQUIREMENTS	14
Mission	14
Goals and Objectives	14
GENERAL EDUCATION REQUIREMENTS FOR BACHELOR DEGREE MAJORS IN JEWISH STUDIES, DIGITAL MULTIMEDIA DESIGN, COMPUTER SCIENCE, ECONOMICS, AND MARKETING MANAGEMENT	16
JEWISH STUDIES	16
Mission/Purpose	16
Goals	17

BACHELOR OF ARTS DEGREE – MAJOR IN JEWISH STUDIES	17
CERTIFICATE PROGRAM IN JEWISH LAW	21
MINOR IN JUDAIC STUDIES	21
DIGITAL MULTIMEDIA DESIGN	22
Mission/Purpose	22
Goals	22
BACHELOR OF SCIENCE DEGREE – MAJOR IN DIGITAL MULTIMEDIA DESIGN	22
MINOR IN DIGITAL MULTIMEDIA DESIGN	24
COMPUTER SCIENCE	25
Mission / Purpose	25
Goals	25
BACHELOR OF SCIENCE DEGREE – MAJOR IN COMPUTER SCIENCE	25
ECONOMICS	27
Mission / Purpose	27
Goals	27
BACHELOR OF ARTS – MAJOR IN ECONOMICS	27
MINOR IN ECONOMICS	29
MANAGEMENT: MARKETING	30
Mission / Purpose	30
Goals	30
BACHELOR OF SCIENCE - MAJOR IN MANAGEMENT: MARKETING	30
MINOR IN MANAGEMENT/MARKETING	32
COURSE DESCRIPTIONS	33
ARTS AND COMMUNICATION	33
ECONOMICS	33
MARKETING AND MANAGEMENT	37
ENGLISH LANGUAGE AND LITERATURE	40

CHEMISTRY AND PHYSICS	41
HISTORY	41
JEWISH STUDIES	43
HEBREW LANGUAGE AND LITERATURE	48
MATHEMATICS	49
DIGITAL MULTIMEDIA DESIGN	50
COMPUTER SCIENCE	54
PHILOSOPHY	58
ACADEMIC RULES AND REGULATIONS	59
OFFICE OF THE REGISTRAR	59
The Registration Process	59
Selecting Courses	59
Prerequisites and Corequisites	59
Size of Program - Credit Load	60
“Double-Counting” Courses	60
Repeating Failed Credit-Bearing Courses	60
Repeating Passed Credit-Bearing Courses	60
Pass/Fail	61
Change of Program	61
Adding a Course	61
Dropping a Course	61
Course Options	62
Online Courses Offered Through the Department of Online Education	62
Identity Verification for New Students	63
Identity Verification for Exam Takers	63
General Information Concerning Touro College's Online Courses	64
Student Eligibility for Taking Courses Online	64

Registering for an Online Course	64
Technical Requirements for an Online Course	64
Getting in Touch with Your Instructor	64
Preparing for the Semester for an Online Course	65
Alternative Instruction – Tutorials, Directed Study, Independent Study, Life Experience Credits	66
Tutorials	66
Directed Study	66
Independent Study	66
Life Experience Credits	66
ACADEMIC ADVISEMENT	67
CREDITS AND SEMESTER HOURS	67
Contact Hours	67
Class Standing	67
EARNING OUTSIDE CREDIT	68
Transfer Credit	68
Transfer of Judaic Studies Credit	69
Off-Campus Credit While a Touro Student	69
CREDIT BY TESTING	70
Departmental Challenge Examinations	70
Credit for Standardized Examinations	70
APPEALING TRANSFER CREDIT DECISIONS	70
FOREIGN TRANSCRIPT EVALUATION	71
GRADES	71
ATTENDANCE AND CLASS PARTICIPATION	71
GRADE TYPES	71
Non-Credit Courses	71
Credit Courses	71

Grade Definitions	72
Grade Values	72
Grade Point Average (GPA)	73
Grade of Incomplete	73
DEAN’S LIST	74
GRADE APPEALS	74
ACADEMIC PROGRESS AND STANDING	75
ACADEMIC STANDING	75
SATISFACTORY ACADEMIC PROGRESS	75
Probationary Status	75
COMMITTEE ON ACADEMIC STANDING	76
GRADUATION	77
APPLICATION FOR GRADUATION	77
GRADUATION REQUIREMENTS AND STANDARDS	77
Degree Works	78
HONORS AND AWARDS AT GRADUATION	78
LEAVES OF ABSENCE/WITHDRAWAL/DISMISSAL	79
LEAVES OF ABSENCE	79
WITHDRAWAL FROM THE COLLEGE	79
ACADEMIC DISMISSAL	79
TRANSCRIPTS	79
STUDENT SERVICES	80
TOURO COLLEGE WEB-BASED STUDENT SERVICES (TOUROONE)	80
LIBRARY RESOURCES	81
BOARD	81
STUDENT ACTIVITIES	81
STUDENTS WITH DISABILITIES	81

ASSISTANCE IN OBTAINING EMPLOYMENT	82
COLLEGE CODES AND POLICIES	83
TOURO COLLEGE CODE OF CONDUCT	83
Touro College Social Media Policy Statement	84
Adjudication of College Code of Conduct Violations	84
Disciplinary Hearings	85
Sanctions	85
Appeals of Disciplinary Sanctions Imposed for Code of Conduct Violations	86
Protocols for Disciplinary Hearings	87
TOURO COLLEGE AND UNIVERSITY SYSTEM ACADEMIC INTEGRITY POLICY	87
Violations of Academic Integrity	88
Sanctions	92
Procedures in Response to Violations of Academic Integrity	93
ALTERNATIVE DISPUTE RESOLUTION	97
ADR Procedures	98
FAILURE TO EDUCATE AND LIABILITY DISCLAIMER	99
POLICY ON SEXUAL MISCONDUCT	99
STUDENT COMPLAINTS	101
TOURO COLLEGE CAMPUS SECURITY POLICIES	102
Access to the Campus	102
Security Services	102
Reporting Criminal Incidents & Other Emergencies	102
POLICY ON DRUGS & CONTROLLED SUBSTANCES	102
STUDENT RIGHTS AND RESPONSIBILITIES	104
CAMPUS CITIZENSHIP	104
STANDARDS OF CLASSROOM BEHAVIOR	104
ACCEPTABLE USE POLICY FOR INFORMATION TECHNOLOGY	104

INTERNET SERVICES AND USER-GENERATED CONTENT POLICY	105
ANTI-HAZING REGULATIONS	105
NO-SMOKING POLICY	105
CONFIDENTIALITY OF STUDENT EDUCATION RECORDS	106
THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (FERPA)	106
AUTHORIZATION FOR NON-DISCLOSURE OF DIRECTORY INFORMATION	107
COLLEGE ADMINISTRATION	108
OFFICE OF THE PRESIDENT	108
SENIOR LEADERSHIP	108
LANDER INSTITUTE MOSCOW	108
Administration	109
Faculty	109

MESSAGE FROM THE PRESIDENT



I extend a warm welcome to the students of Lander Institute Moscow. You are all part of a vision that became a reality. In 1991, Touro College became the first American institution of higher education to establish a program of Jewish Studies in Moscow.

Today, Lander Institute Moscow continues to provide instruction to the next generation of Jewish leadership through its degree program in Jewish Studies.

During the past few years, there have been many significant changes in Russia, and more specifically, in Moscow. There are new opportunities – economically, socially, politically, and religiously -- for you to explore. With your degree from Lander Institute Moscow, you will be well-equipped to pursue these opportunities confidently and advance your career goals. In fulfilling your professional aspirations, you will explore the rich curriculum in Jewish studies at Lander Institute Moscow consisting of courses in Jewish heritage, Hebrew literature and history.

As the second president in Touro's history, I am deeply committed to the College's mission of providing academic excellence and personal attention for students seeking to maximize their personal and professional growth. Lander Institute Moscow was named after Touro's founder, Rabbi Dr. Bernard Lander, and I will continue to pursue his vision of bringing education to the Jewish people and the general community. Currently, the College has international locations in Moscow, Paris and Berlin, and I look forward to continuing to strengthen our worldwide presence.

Throughout its history, Touro's mission has been to preserve Jewish heritage through education and provide accessible and quality academic opportunities to underserved populations. The mission of Lander Institute Moscow is more specialized than the mission of Touro's programs in New York. Lander Institute Moscow was created to rekindle the Jewish light in the Jews of Russia through the study of the classics of Jewish tradition. It is my hope that the education you receive at Lander Institute Moscow will be the light that illumines not only your own career path but the paths of all you serve professionally in the years ahead.

Alan Kadish, M.D.

Alan Kadish, M.D. is President and Chief Executive Officer of the Touro College and University System, the largest Jewish-sponsored educational institution in the United States.

Before succeeding Dr. Bernard Lander as Touro's second president in March 2010, Dr. Kadish distinguished himself as a prominent cardiologist, dedicated teacher and researcher, and experienced administrator.

From the Classroom to the Boardroom

A graduate of the Albert Einstein College of Medicine at Yeshiva University, Dr. Kadish received postdoctoral training at the Brigham and Women's Hospital, an affiliate of Harvard Medical School, and at the Hospital of the University of Pennsylvania, where he was a fellow in cardiology. He is board certified in internal medicine, cardiovascular disease, and cardiac electrophysiology.

Prior to joining Touro in 2009 as Senior Provost and Chief Operating Officer, Dr. Kadish taught at the University of Michigan and held a 19-year tenure at Northwestern University. He served Northwestern as the Chester and Deborah Cooley Professor of Medicine, Senior Associate Chief of the Cardiology Division, Director of the Cardiovascular Clinical Trials Unit, and sat on the finance and investment committees of the Northwestern clinical practice plan.

An accomplished and prolific research scientist as well, he has published over 250 peer-reviewed papers, received numerous grants, including from the National Institutes of Health and the National Science Foundation, and contributed to several textbooks.

Dr. Kadish is a past chair of the Clinical Cardiology Program Committee of the American Heart Association, and has been elected to prestigious scientific research and education societies including the American Association of Professors, the American Society for Clinical Investigation, and the American Society of Physicians.

Jewish Values, Global Vision

As a deeply committed observant Jew and a forward thinker, Dr. Kadish was a natural fit with our mission to serve the educational needs of our varied constituencies throughout the country and around the world.

He has helped Touro expand its unique offerings for Jewish and underserved communities while becoming a top-tier institution for the study of health sciences and medicine. Our distinct medical programs—two colleges of pharmacy, four colleges of medicine, and graduate schools and programs in health sciences—serve increasingly large and dynamic student populations. The Touro College and University System is one of the largest healthcare educational systems in the U.S., and Dr. Kadish has positioned Touro to lead a new era in medicine.

In providing educational opportunities that are rigorous, accessible, and—perhaps most of all—relevant, Dr. Kadish keeps our vision clear and progressing ever forward. Under his leadership, we continue to prepare a new generation of scholars, entrepreneurs, and leaders for the world ahead.

Dr. Kadish, who was born in Brooklyn, raised in Queens, and educated in yeshivas in New York, is married with four children.

DR. BERNARD LANDER, FOUNDING PRESIDENT OF THE TOURO COLLEGE AND UNIVERSITY SYSTEM

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

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



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

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

MESSAGE FROM THE VICE PRESIDENT OF UNDERGRADUATE EDUCATION AND DEAN OF FACULTIES



The Touro College program in Moscow, the Lander Institute Moscow, named in honor of the College's founder and first president, Dr. Bernard Lander, grew out of an historic effort on the part of Dr. Lander and Touro College to provide higher educational opportunities in Jewish studies in the former Soviet Union where no such opportunities existed. The Lander Institute Moscow today continues to provide instruction to the next generation of Jewish leadership in Moscow in areas of Jewish scholarship as well as general studies. Students have the unique opportunity to explore a rich curriculum in Jewish studies consisting of classical courses in the Jewish heritage, Hebrew literature and history, together with career-oriented courses in other fields.

Touro College has grown over the years into a multi-campus institution with campuses that span the American continent and, indeed, the globe. The Lander Institute Moscow addresses the College's primary mission to preserve and enrich the Jewish heritage. It serves to strengthen the continuity of a historic Jewish community by providing the education and leadership for the community to create and maintain Jewish schools and institutions necessary for its vitality and continuity. In Fall 2009, Lander Institute Moscow relocated its programs to the facilities of Machon Chamesh, a Moscow-based Jewish institute of higher studies. The collaboration with Machon Chamesh provides enriched educational opportunities for the Moscow-based Jewish community.

We invite you to learn more about the Lander Institute Moscow through this Catalog. It would be my pleasure to provide other information about Touro College and its programs both nationally and internationally if you so desire.

Yours sincerely,

Stanley Boylan, Ph.D.

MESSAGE FROM THE DEAN OF THE LANDER INSTITUTE



Dear Students,

We are very happy to welcome you to Lander Institute Moscow.

Lander Institute Moscow builds upon the collaboration of the internationally-known institution Touro College and the Moscow Jewish Institute Machon Chamesh.

Lander Institute Moscow is the only educational institution in Russia that prepares certified specialists in Jewish Studies.

Lander Institute Moscow also provides, simultaneously, unique opportunities for students to pursue education in both Touro College and Machon Chamesh. A student may receive both American and Russian degrees after successful completion of examinations and requirements. A wide range of opportunities and perspectives will become available to you.

We will do our best to provide you with comfortable conditions for your studies and personal and professional growth.

We wish you good luck and great results!

Yehudah Soulimov, Psy.D., M.B.A.

CALENDARS 2021-2023

The Lander Institute Moscow calendar can be found at
<https://moscow.touro.edu/academics/academic-calendar/>.

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

INTRODUCTION

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

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

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

MISSION STATEMENT

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

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

GOALS

1. To transmit and enrich the Jewish heritage and its tradition of intellectual inquiry, as well as to incorporate Jewish studies into programs on the undergraduate, graduate and professional levels.
2. To promote sensitivity to ethical concerns and social responsibility through both the curriculum and community outreach.
3. To further the career interests and professional aspirations of our students through a broad range of academic programs and related activities.
4. To advance proficiency in communication, information and technological literacy, analytical skills, and quantitative reasoning.
5. To promote and support faculty and student research and scholarship.

6. To develop and provide educational opportunities to underserved students in diverse communities
7. To maintain Touro as a learner-centered community in consonance with the college mission
8. To expand educational opportunities through distance learning and blended programs

THE TOURO COLLEGE AND UNIVERSITY SYSTEM

The Touro College and University System (“Touro” or “the College”) is a Jewish-sponsored independent institution of higher learning and professional education. The College was established to further the Jewish heritage and to serve the larger American community. Approximately 19,000 students are currently enrolled in Touro’s various schools and divisions.

Touro College was chartered by the Board of Regents of the state of New York in June 1970 and opened a year later. The College grew from an initial class of 35 students to an international university system of approximately 19,000 students worldwide today. The mission of perpetuating and strengthening Jewish heritage, while at the same time providing the highest quality educational opportunities to society as a whole, continues to inform all of Touro’s endeavors. Today, Touro enjoys the strong leadership of Chancellor Rabbi Doniel Lander and President Dr. Alan Kadish in furthering Touro’s historic mission.

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

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

Enhancing the Jewish Heritage

Touro’s first college, the Touro College of Liberal Arts and Sciences, was established in 1971. In 1997 Touro designated the various divisions of the College as **The Lander Colleges**, in honor of Founding President Dr. Bernard Lander, for his historic contribution to higher Jewish education in America. The Lander Colleges are comprised of the **Lander College of Arts and Sciences – Flatbush** (with separate divisions for men and women); the **Lander College for Women – The Anna Ruth and Mark Hasten School** in Manhattan; and the **Lander College for Men** in Kew Gardens Hills, Queens. The Lander Colleges embody Touro’s commitment to enrich the college experience for young Jewish men and women. The **Graduate School of Jewish Studies** admitted its first class in 1981, preparing students for careers in education and community service. In 1989, Touro pioneered the **School for Lifelong Education (SLE)** to serve the academic needs of the Hasidic community, whose unique culture, commitment, and lifestyle required bold and innovative

approaches to higher learning. The **Institute for Professional Studies (IPS) – Machon L’Parnasa** - was established in 1999 to provide practical applications in higher education for the ultra-orthodox community. In 2005, **Touro College Los Angeles (TCLA)** was created, following a curriculum modeled after the Lander Colleges. A decade later, in 2015, Touro again widened the scope of its mission to advance Jewish education by extending its reach to the upper Midwest, welcoming the **Hebrew Theological College (HTC)** of Skokie, Illinois – founded in 1921 and separately accredited by the Higher Learning Commission – into the TCUS system.

Fulfilling Needs - and Building Strength - in Health Care

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

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

Charting New Territory in Law, Business and Technology

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

Educating the Educators, Serving the Community

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

Forging Ties with Israel and Revitalizing Jewish Life in Europe

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

LANDER INSTITUTE MOSCOW

In 1991, through its School of Jewish Studies, Moscow, Touro College became the first American higher education institution to establish a program of Jewish Studies in Moscow. The School, renamed the Touro Institute of Jewish Studies in Moscow in 1997, and, in 2005, the Lander Institute Moscow, was originally established to afford members of the Jewish community a greater awareness of their Jewish heritage, offer them a well-rounded general education, and to provide Jewish secondary schools and organizations with qualified personnel.

One of the key programs in the first years of the Institute's existence was the Teachers' Training Program, which prepared more than a hundred teachers of Hebrew and Jewish tradition to work at Jewish schools, ulpans, and other organizations in the community. Four groups of students participating in the Teachers' Training Program were given a semester of study in Israel after completing courses in Moscow taught by Israeli instructors.

Subsequently, the range of academic programs expanded. Today, the Institute, a branch campus of Touro College, is a Jewish-sponsored, private institution of higher learning offering a variety of courses in Jewish studies, mathematics, computer science, and other disciplines. Students may earn the Bachelor of Arts degree (B.A.) with a major in Jewish Studies and several possible minors. Effective September 2005, the Institute began to offer the Bachelor of Science (B.S.) degree with a major in Computer Science or in Desktop and Web Publishing. These degree programs require the completion of 120 credits of coursework and satisfy the graduation requirements of Touro College.

In Fall 2009, the Lander Institute relocated to the facilities of the Jewish University Machon Chamesh, a leading Jewish institution of higher learning in Moscow. Under an institutional agreement, students of Machon Chamesh may enroll in courses offered by the Lander Institute, and students of the Lander Institute are able to enroll in a limited number of Machon Chamesh offerings.

The Lander Institute campus is equipped with ample classrooms, staff and student facilities, and a modern computer laboratory to support academic work, as well as a kosher dining room. Most importantly, the Institute fosters an atmosphere of warmth and cooperation. This friendly environment enables students to fully realize their potential and fulfill their deep commitment to Jewish tradition and heritage.

ADMISSIONS

REQUIREMENTS AND PREPARATORY COURSES

The Institute admits students who demonstrate the competence, motivation, energy, and maturity to pursue a degree program while meeting life's complex responsibilities. Three basic factors are considered in evaluating each application.

1. The candidate's secondary school scholastic record and standing (and, in case of a transfer, the student's college performance, as well).
2. The English language and mathematics entrance (placement) exams.
3. An interview with the admissions committee.

For applicants who need assistance in meeting the Institute's requirements, the Institute has a "preparatory course" that offers programs in several areas, including the English language, mathematics, and other disciplines. Students who wish to be admitted to the Institute enroll in a year of English as a Second Language courses.

ADMISSION PROCEDURES

When applying for admission, the prospective student is invited to an interview. On passing the interview, he/she is admitted to placement examinations in the English language and mathematics. The documents required for admission are:

- application for admission
- certificate of secondary school graduation
- transcripts from all secondary and/or post-secondary institutions attended
- passport
- birth certificate
- photograph
- medical certificate (in accordance with Russian legislative rules)

Students are reminded that supplementary materials may be requested if the office of Admissions feels it would be to the student's advantage.

Students may be exempt from specific courses based on equivalent courses taken or proven competence in a subject area (see "Earning Outside Credit," p. 68).

INTERNATIONAL STUDENTS

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

All international applicants must have an original transcript of their secondary and/or college record sent to the Office of Admissions of the Lander Institute. Students with foreign transcripts are generally required to have them translated and evaluated by a Touro-approved agency. A list of agencies is available by logging onto <https://www.naces.org/members>.

REQUIREMENTS FOR THE BACCALAUREATE DEGREE

1. Completion of 120 credits of college-level work, with 60 credits of liberal arts and sciences required for the Bachelor of Science and 90 credits of liberal arts and sciences required for the Bachelor of Arts.
2. Students must document high-school graduation or its equivalent before a college degree can be awarded.
3. Completion of a major (fifty percent of major courses should be completed at the Institute). Each major requires an Advanced Topics (493), Research Project (494), or similar capstone course.
4. Completion of at least 24 credits of electives.
5. Communication Skills in the English language: Introduction to College Writing (GLLR 111), College Writing I – II (GLLR 121-122). Students with limited background in English may be placed in Developmental English (GDER7.1-3).
6. Two courses in Humanities, chosen from: Russian Literature, Introduction to Philosophy (PHIR 101) and Art of Western Civilizations (COAR 101).
7. One course in American Studies: Emergence of the US (HISR 141) or American Jewish History (HISR 271).
8. One course in History: History of Russia (HISR 382) or The Holocaust (HISR 262).
9. One course in mathematics, one in natural science, and one in Computer Science.
10. Students who have previous academic experience will be permitted to transfer no more than 45 credits from any one institution. Applications for transfer of major courses are accepted at the Institute only from selected educational institutions and only upon the Dean's approval.
11. Accumulative Grade Point Average (GPA) of no less than 2.0 and a GPA of no less than 2.3 in the approved major is required.
12. Students will be expected to participate in videoconferencing courses offered each semester from the New York campus.

CURRICULUM

The Institute offers five degree programs at the baccalaureate level: the Bachelor of Arts with majors in Jewish Studies (with two tracks) and Economics, and the Bachelor of Science with majors in Digital Multimedia Design, Computer Science, and Management/Marketing. Minors in Digital Multimedia Design, Economics, Jewish Studies, and Management/Marketing are also offered.

Course requirements for these programs appear on the following pages.

GENERAL EDUCATION REQUIREMENTS

Mission

As a fundamental component of all academic programs, General Education is the foundation supporting student acquisition of skills in communication, analysis, mathematical reasoning, and synthesis. General Education provides students with transferrable skills that prepare them to gain knowledge, acquire new competencies, and broaden their perspectives so that they may better adapt to the needs of a changing society.

The learning experiences and assessments provided by our academic programs are built on the General Education goals, which are reflected in the College's core requirements.

Goals and Objectives

Goal 1: Students will communicate effectively in writing.

Objectives: Students will be able to:

- 1.1 demonstrate fluency in a writing process that involves planning, drafting, revising and editing;
- 1.2 research, organize and produce texts in a variety of written modes for specific audiences;
- 1.3 demonstrate understanding and recognition of plagiarism;
- 1.4 apply ethical reasoning in the use of language.

Goal 2: Students will develop effective oral communication skills.

Objectives: Students will be able to:

- 2.1 demonstrate the elements of effective oral communication;
- 2.2 research, organize, and deliver a message to specific audiences;
- 2.3 evaluate the effectiveness and relevance of messages and presentations;
- 2.4 demonstrate understanding and recognition of plagiarism;
- 2.5 apply ethical reasoning in the use of language.

Goal 3: Students will develop, apply and use mathematical reasoning skills in solving Problems.

Objectives: Students will be able to:

- 3.1 read and comprehend information with mathematical content;
- 3.2 analyze quantitative information;
- 3.3 determine patterns, trends, and relationships from a variety of sources;
- 3.4 solve numeric and word problems using logic and mathematical skills.

Goal 4: Students will develop analytical and critical thinking skills.

Objectives: Students will be able to:

- 4.1 analyze, evaluate, and question information;
- 4.2 formulate and develop relevant responses to problems based on logic and available information.

Goal 5: Students will develop necessary literacy required to analyze and implement solutions involving use of the computer.

Objectives: Students will be able to:

- 5.1 demonstrate computer literacy in academic and professional contexts;
- 5.2 demonstrate understanding of computer technology and application software.

Goal 6: Students will develop information literacy necessary to identify, locate, evaluate, communicate, and apply information.

Objectives: Students will be able to:

- 6.1 determine the extent of information needed;
- 6.2 locate information from books, journals, the Internet, databases and media;
- 6.3 evaluate and apply appropriate search strategies;
- 6.4 evaluate the quality of sources in terms of reliability, bias, currency, and authority;
- 6.5 access and use information ethically and legally.

Goal 7: Students will demonstrate an understanding of the scientific method and its application to solve problems and analyze data in at least one discipline in the sciences.

Objectives: Students will be able to:

- 7.1 demonstrate an understanding of the methods scientists use to explore natural phenomena, such as observation, hypothesis development, experimentation, and evaluation of evidence;
- 7.2 demonstrate the ability to comprehend and analyze scientific literature.

Goal 8: Students will develop knowledge of culture and history.

Objectives: Students will be able to:

- 8.1 demonstrate understanding of elements of culture in relation to history, values, politics, communication, economy, or beliefs and practices.

**GENERAL EDUCATION REQUIREMENTS FOR BACHELOR DEGREE MAJORS IN
JEWISH STUDIES, DIGITAL MULTIMEDIA DESIGN, COMPUTER SCIENCE,
ECONOMICS, AND MARKETING MANAGEMENT**

COURSE #	COURSE TITLE	CREDITS
GLLR 111	Introduction to College Writing	4
GLLR 121	College Writing I	4
GLLR 122	College Writing II	4
COAR 101	Art of Western Civilization I	3
CPPR 150	The Physical Universe	3
HISR 141	Emergence of the United States OR	3
HISR 271	American Jewish History	
HISR 262	The Holocaust OR	3
HISR 382	History of Russia	
MATR 120	Pre-Calculus	3
MCOR	Computer Science	3
PHIR 101	Introduction to Philosophy	3
TOTAL GENERAL EDUCATION CREDITS		33

JEWISH STUDIES

Mission/Purpose

The Department of Jewish Studies at the Lander Institute offers courses in support of Touro College's mission "to perpetuate and enrich the Jewish heritage." Toward this end the Department offers courses that satisfy requirements for the BA degree in Jewish Studies, and elective offerings for non-majors. The Department seeks to strengthen Jewish identity and the appreciation of Jewish ethics and values through the enhancement of the student's knowledge base and learning skills. The Department is committed to providing a wide range of courses designed to meet individualized student needs and diverse student backgrounds.

Goals

Goal 1: Students will demonstrate a fundamental knowledge of the Jewish heritage, ethics, and values.

Goal 2: Students will study the Bible and basic texts of Jewish law and Jewish thought.

Goal 3: Students in the major will be prepared to pursue life-long learning, graduate studies, and relevant career opportunities in areas of Jewish Studies and communal service.

BACHELOR OF ARTS DEGREE – MAJOR IN JEWISH STUDIES

TRACK 1: For students who lack fluency in Hebrew language and a Jewish studies background

TRACK 2: For students with strong Hebrew language skills and a Jewish studies background

General Education: Total credits		33
Jewish Studies: Total credits		60
<i>Jewish Heritage or History -- choose at least:</i>		
<i>Track 1: 12 credits</i>		
<i>Track 2: 6 credits</i>		
JMHR 101-102	Survey of Jewish Heritage	3 each*
JMHR 153	Philosophy of Liturgy	3*
JMHR 213-214	Ethics of Fathers	3 each*
JMHR 411-412	Topics in Jewish Thought	3 each*
JSHR 157	Structure and Development of Jewish Prayer	3*
JSHR 161	Midrashic Literature	3*
JSHR 187-188	Introduction to Jewish Thought	3 each*
JSHR 245	The Life and Work of Rabbi Shelomo ben Yitzchaki (“Rashi”)	3*
JSHR 248	The Life and Thought of Rabbi Saadiah Gaon	3*
JSHR 258	Jewish Thought: The Hassidic Masters	3*

JSHR 295	Topics in Jewish Thought	3*
JSHR 311-312	Topics in Jewish Philosophy	3 each*
JSHR 321-322	Women in Judaism	3 each*
JSHR 323	Readings in Rabbi Judah Ha-Levi	3*
JSHR 329	Readings in Maimonides	3*
JSHR 353	Modern Jewish Thought	3*
JSHR 354	Issues in Contemporary Jewish Thought	3*
JSHR 493	Advanced Topics in Jewish Heritage	3*
HISR 155	History of the Jewish People I	3
HISR 156	History of the Jewish People II	3
HISR 159	Modern Jewish History	3
HISR 220	Survey of Modern History	3
HISR 262	The Holocaust	3
HISR 354	Topics in Jewish History	3
<i>Biblical Texts – choose at least:</i> <i>Track 1: 18 credits</i> <i>Track 2: 9 credits</i>		
JMBR 101-102	Introduction to the Pentateuch	1.5 each*
JMBR 201-202	The Pentateuch - Exodus	1.5 each*
JMBR 301-302	The Pentateuch - Deuteronomy	1.5 each*
JMBR 401-402	The Pentateuch - Numbers	1.5 each*
JSBR 132	Introduction to Hagiographa - Megillot, Psalms	1.5*
JSBR 151-152	Textual Analyses of the Pentateuch – Genesis	3 each*
JSBR 161-162	The Early Prophets	1.5 each*
JSBR 171-172	Megillot, Psalms	1.5 each*
JSBR 209-210	Biblical Themes	1.5 each*

JSBR 211-212	Biblical Themes	1.5 each*
JSBR 251-252	Textual Analysis of the Pentateuch II – Deuteronomy	3 each*
JSBR 273	The Minor Prophets – The End of Prophecy	3
JSBR 351-352	Textual Analysis of the Pentateuch III – Exodus	3 each*
JSBR 357	Medieval and Modern Biblical Exegesis	3
JSBR 358	Medieval and Modern Biblical Exegesis	3
JSBR 412	Women in the Bible	3
JSBR 451-452	Textual Analysis of the Pentateuch: Leviticus	3 each*
JSBR 453-454	Textual Analysis of the Pentateuch: Numbers	3 each*
JSBR 472	Daniel, Ezra, Nehemiah	3*
JSBR 493	Advanced Topics in Biblical Studies	3
<i>Jewish Law – choose at least:</i> <i>Track 1: 12 credits</i> <i>Track 2: 6 credits</i>		
JMLR 121	Development of Jewish Law	3*
JMLR 131-132	Introduction to Ritual Law	3 each*
JMLR 201-202	Jewish Law and Customs-Sabbath and Festivals	3 each*
JMLR 301-302	Topics in Jewish Law – Kashrut	3 each*
JMLR 401-402	Topics in Jewish Law - The Family	3 each*
JSLR 141	Introduction to Jewish Law: Daily Life Cycle	3
JSLR 142	Introduction to Jewish Law: Kashrut	3*
JSLR 241-242	Topics in Jewish Law – Sabbath and Festivals	3 each*
JSLR 253-254	Talmud	3 each*
JSLR 291-292	Talmud	3 each*
JSLR 351	The Foundations of Jewish Law	3*
JSLR 361	Topics in Jewish Law – Medical Ethics	3*

JSLR 362	Jewish Business Ethics	3
JSLR 364	Psychology and Halakhah	3
JSLR 393-394	Talmud	3 each*
JSLR 396-397	Topics in Jewish Law - Responsa Literature	3 each*
JSLR 431	Topics in Jewish Law: The Family	3*
JSLR 432	Topics in Jewish Law: Contemporary Problems	3*
JSLR 451-452	Talmud	3 each*
JSLR 453-454	Intensive Talmud	3 each*
JSLR 455-456	Intensive Talmud	3 each*
JSLR 461-462	Seminar in Selected Topics in Jewish Law	3 each*
<i>Hebrew Language and Literature – choose at least:</i> <i>Track 1: 12 credits</i> <i>Track 2: Electives</i>		
LLHR 101	Elementary Hebrew I	3
LLHR 102	Elementary Hebrew II	3
LLHR 201	Intermediate Hebrew I	3
LLHR 202	Intermediate Hebrew II	3
LLHR 222	Hebrew Ulpan I	3
LLHR 223	Hebrew Ulpan II	3
LLHR 451	The Literature of Modern Israel I	3
LLHR 452	The Literature of Modern Israel II	3
<i>Track 2: Jewish Studies Electives from any categories - 36 credits</i>		
General Electives (may be less if more total credits chosen in Jewish Studies)		27
Choose from all courses offered at Lander Institute Moscow		
TOTAL CREDITS IN PROGRAM		120

***Credits may vary in other Touro College programs.**

CERTIFICATE PROGRAM IN JEWISH LAW

The Certificate program in Jewish Law comprises 60 credits and is designed for students that do not plan to pursue a full BA degree but want to get a strong foundation in Judaic Studies. The requirements are identical to those of the Major in Judaic studies (Track 1 or Track 2), minus the General Studies and Elective components.

MINOR IN JUDAIC STUDIES

Students majoring in other areas also have the opportunity to pursue a Minor in Judaic Studies.

Judaic Studies – total credits	33
CATEGORIES	CREDITS
<i>Jewish Heritage or History</i>	9
<i>Biblical Texts</i>	9
<i>Jewish Law</i>	9
<i>Jewish Studies Electives from any categories</i>	6

DIGITAL MULTIMEDIA DESIGN

Mission/Purpose

The Digital Multimedia Design Program at the Lander Institute prepares a diverse population of students for successful careers in the field of Graphic Design, which today includes a variety of print and media specialties. Through a supportive and dedicated learning environment, the program seeks to foster creative problem-solving skills, encourage artistic sensitivity, develop technical proficiency, enhance collaborative work styles, and promote professional business practices.

Goals

Goal 1: Students will learn the elements and principles of graphic design to understand and successfully employ the processes of visual thinking.

Goal 2: Students will gain the technical training in graphic design, web design, and related technology software.

Goal 3: Students will develop appropriate creative problem-solving skills.

Goal 4: Students will be prepared to enter the professional world of graphic design, web design and related technology.

BACHELOR OF SCIENCE DEGREE – MAJOR IN DIGITAL MULTIMEDIA DESIGN

General Education – total credits		33
Digital Multimedia Design – total credits		54
Required Major Courses		45
MCOR 140	Computer Concepts with Business Applications	3
MCDR 150	Foundations of Design I	3
MCDR 155	Foundations of Design II	3
MCDR 230	Digital Multimedia Design I	3
MCDR 231	Digital Multimedia Design II	3
MCDR 235	Computer Graphic Design I	3
MCDR 236	Computer Graphic Design II	3
MCDR 262	Digital Multimedia Design III	3

MCDR 263	Web Design I	3
MCDR 264	Web Design II	3
MCDR 267	Computer Graphic Design III	3
MCDR 302	Web Design III	3
MCDR 335	Advanced Design Studio	3
MCDR 490	Senior Portfolio	3
MCDR 498	Internship in Digital Multimedia Design	3
DMD Electives – three courses from the following:		9
<i>Computer Science</i>		
MCOR 141	Introduction to Programming	3
MCOR 232	Advanced Programming	3
<i>Art</i>		
COAR 101	Art of Western Civilization I	3
COAR 166	Intro to the Visual Arts	3
COAR 224	Drawing and Painting I	3
COAR 225	Drawing and Painting II	3
MCDR 111	History of Graphic Design	3
MCDR 201	Exploring Typography	3
MCDR 221	Photography	3
<i>Computer Graphics</i>		
MCDR 291	Principles of 2-D Animation	3
MCDR 303	Multimedia Design	3
MCDR 320	Information Design	3
MCDR 357	Computer Illustration	3
MCDR 360	Video Production Studio	3

MCDR 420	Authoring Languages	3
MCDR 480	Senior Project	3
General Electives – total credits: (9 – 24 credits must be in Liberal Arts and Sciences, depending upon (1) which DMD electives are chosen and (2) whether the student minors in Economics)		33
TOTAL CREDITS IN PROGRAM		120

MINOR IN DIGITAL MULTIMEDIA DESIGN

Digital Multimedia Design – total credits		18
<i>Required Major Courses</i>		9
MCDR 150	Foundation of Design I	3
MCDR 230	Digital Multimedia Design I	3
MCOR 140	Computer Concepts/Business Application	3
<i>Three electives from the following:</i>		9
COAR 101	Art of Western Civilization I	3
COAR 166	Introduction to Visual Arts	3
COAR 224	Drawing and Painting I	3
MCDR 111	History of Graphic Design	3
MCDR 155	Foundations of Design II	3
MCDR 221	Photography	3
MCDR 231	Digital Multimedia Design II	3
MCDR 235	Computer Graphic Design I	3
MCDR 236	Computer Graphic Design II	3
MCDR 262	Digital Multimedia Design III	3
MCDR 357	Computer Illustration	3
MCOR 141	Introduction to Programming	3

COMPUTER SCIENCE

Mission / Purpose

The Department of Computer Science provides a high-quality education that conforms to the standards of the Association of Computing 101 Machinery and prepares students for productive careers and further study.

Goals

Goal 1: To provide a knowledge base in modern computing systems and the theoretical aspects of computer science.

Goal 2: To develop problem-solving skills required to analyze, design and implement solutions involving use of the computer.

Goal 3: To research effectively on technical subjects.

Goal 4: To develop skills for continued learning in a rapidly-changing discipline.

Goal 5: To challenge students to understand and appreciate the ethical and social impacts of computing.

BACHELOR OF SCIENCE DEGREE – MAJOR IN COMPUTER SCIENCE

General Education – total credits		33
Computer Science – total credits		56
<i>Required Major Courses</i>		<i>40</i>
MCOR 104	Computing Theory and Applications	4
MCOR 141	Introduction to Programming	3
MCOR 152	Computer Methodology	3
MCOR 232	Advanced Programming	3
MCOR 243	Data Structures I	3
MCOR 251	Operating Systems	3
MCOR 260	Programming Languages	3
MCOR 264	Computer Architecture	3
MCOR 343	Database Concepts & Design	3
MCOR 352	Structured Systems Analysis	3

MCOR 364	Data Structures II	3
MCOR 368	Advance topics object-Oriented Programming	3
MCOR 452	Internship in Computer Science	3
<i>Required Math Courses</i>		7
MATR 121	Calculus I	4
MCOR 241	Math for Computer Science Majors	3
<i>Electives – three courses from the following:</i>		9
<i>Math</i>		
MATR 122	Calculus II	4
MATR 231	Probability Theory	3
<i>Computer Science</i>		
MCOR 201	Digital Electronics	3
MCOR 223	Wide Area Networks I (Cisco)	3
MCOR 228	Advanced Computer Hardware and System Security	3
MCOR 245	UNIX Operating Systems	3
MCOR 275	Advanced Internet Tools and Web Design	3
MCOR 353	Data Communications	3
MCOR 354	Local Area Network	3
MCOR 355	Advanced Internet Tools and Web Design	3
MCOR 358	Web Programming	3
MCOR 451	Special Topics in Computer Science	3
General Electives – total credits		31
TOTAL CREDITS IN PROGRAM		120

ECONOMICS

Mission / Purpose

The Economics program gives students tools that develop a better understanding of business, history, political science, pre-law, and simply what makes the world tick. The study of economics provides valuable perspective on the complex issues that shape today's global and technology-oriented marketplace. This program provides excellent preparation for graduate study in fields such as law, political science, history, criminal justice, anthropology, sociology, and economics. We also offer independent studies and hands-on internships at various companies.

Goals

Goal 1: To develop students' understanding of current economic events and ideas, and enhance facility in using statistical analysis to evaluate everyday problems.

Goal 2: To cultivate students' ability to locate, read, interpret and evaluate existing economic data and related statistical information.

Goal 3: To develop students' ability to communicate effectively in written, spoken, and graphical forms about specific economic issues.

Goal 4: To prepare students for graduate study in Economics, Finance, and allied fields such as Accounting, Law and Business Administration.

Goal 5: To cultivate a sense of social responsibility and business ethics and the far-reaching impact of business decision-making. An Economics major can provide the basis for future study in graduate school, other professional programs (e.g., law or business) or a business career.

BACHELOR OF ARTS – MAJOR IN ECONOMICS

General Education – total credits		33
Economics – total credits		51
Required Major Courses		42
EBAR 101	Principles of Accounting I	3
EBER 101	Principles of Macroeconomics	3
EBER 102	Principles of Microeconomics	3
EBFR 101	Principles of Finance	3
EBMR 101	Principles of Management	3
MATR 120	Pre-Calculus	3
MATR 261	Statistics for Social Science	3
MCOR 140	Computer Concepts/Business Application	3

MATR 240	Finite Math OR	3
MCOR 148	Advanced Comp Business Applications	
EBER 204	Money and Banking	3
EBER 211	Intermediate Macro-Economics	3
EBER 212	Intermediate Micro-Economics	3
EBFR 220	Corporation Finance	3
EBMR 493	Business Policy	3
Three courses from the following:		9
EBER 220	Urban Economics	3
EBER 303	Political Economy of Israel	3
EBER 310	Monetary Theory	3
EBER 311	Comparative Economic Systems	3
EBER 312	History of Economic Thought	3
EBER 325	Public Finance	3
EBER 351	Econometrics	3
EBER 400	Topics in Applied Economics	3
EBER 408	International Trade and Monetary Systems	3
EBER 481	Independent Study in Economics	3
EBER 498	Internship in Economics	3
EBFR 210	Investment Principles	3
EBFR 321	Portfolio Analysis	3
EBKR 101	Principles of Marketing	3
EBMR 317	The Social and Governmental Environment of Business	3
EBMR 420	Internet Research Methods for Business OR	3
PHIR 225	Business Ethics	
General Electives – total credits		36
TOTAL CREDITS IN PROGRAM		120

MINOR IN ECONOMICS

Code	Course title	Credits
<i>Required Courses</i>		9
EBER 101	Principles of Macroeconomics	3
EBER 102	Principles of Microeconomics	3
<i>One of the following:</i>		3
EBER 204	Money and Banking	
EBER 211	Intermediate Macroeconomics	
EBER 212	Intermediate Microeconomics	
<i>Three electives from the following:</i>		9
EBER 204	Money and Banking	3
EBER 211	Intermediate Macroeconomics	3
EBER 212	Intermediate Microeconomics	3
EBER 310	Monetary Theory	3
EBER 311	Comparative Economic Systems	3
EBER 312	History of Economic Thought	3
EBER 325	Public Finance	3
TOTAL CREDITS IN MINOR		18

MANAGEMENT: MARKETING

Mission / Purpose

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

Goals

Goal 1: Students will possess an understanding of the principles of management.

Goal 2: Students will be able to think critically and analyze problems using appropriate models and frameworks.

Goal 3: Students will be able to communicate effectively, both orally and in writing.

Goal 4: Students will be prepared with the skills needed to accomplish required business tasks.

Goal 5: Students will develop an ethical framework to guide decision-making and behavior.

BACHELOR OF SCIENCE - MAJOR IN MANAGEMENT: MARKETING

General Education – total credits		33
Management – total credits		63
Required Major Courses		54
EBAR 101	Principles of Accounting I	3
EBAR 102	Principles of Accounting II	3
EBER 101	Principles of Macroeconomics	3
EBER 102	Principles of Microeconomics	3
EBFR 101	Principles of Finance	3
EBMR 101	Principles of Management	3
EBMR 213	Business Law I	3
MATR 120	Pre-Calculus	3
MATR 240	Finite Math	3
MATR 261	Statistics for Social Science	3

MCOR 140	Computer Concepts/Business Application	3
MCOR 148	Advanced Comp Business Applications	3
EBKR 101	Principles of Marketing	3
EBKR 201	Consumer Behavior	3
EBKR 202	Marketing Research	3
EBKR 204	Marketing Management	3
EBKR 207	Social Media Marketing	3
EBKR 315	Advertising & Promotion Management	3
EBMR 493	Business Policy	3
Choose three courses:		9
EBAR 209	Financial Statement Analysis	3
EBFR 220	Corporate Finance	3
EBKR 310	Retail Management and Merchandising	3
EBKR 330	Sales Force Management and Personal Selling	3
EBKR 340	International Marketing Management	3
EBKN 351	Direct Marketing	3
EBKR 408	Strategic Marketing Management	3
EBKR 410	Business to Business Marketing	3
EBKR 498	Internship in Marketing	3
EBMR 320	Entrepreneurship and Management of Small Business	3
EBMR 330	Financial Management in Long-Term Care	3
EBMR 420	Internet Research Methods for Business	3
EBMR 317	The Social and Governmental Environment of Business	3
PHIR 225	Business Ethics	3
General Electives – total credits		24
TOTAL CREDITS IN PROGRAM		120

MINOR IN MANAGEMENT/MARKETING

Management/Marketing – total credits		24
<i>Required Courses</i>		18
EBER 101	Principles of Macroeconomics OR	3
EBER 102	Principles of Microeconomics	
EBFR 101	Principles of Finance	3
EBMR 101	Principles of Management	3
MATR 261	Statistics for Social Science	3
EBKR 101	Principles of Marketing	3
EBKR 204	Marketing Management	3
<i>Two of the following:</i>		6
EBKR 201	Consumer Behavior	3
EBKR 202	Marketing Research	3
EBKR 315	Advertising and Promotion Management	3
EBKR 408	Strategic Marketing Management	3
EBKR 498	Internship	3
EBMR 202	Organizational Theory and Behavior	3
EBMR 224	Human Resource Management	3
EBMR 310	Multinational Business Management	3
EBMR 320	Entrepreneurship and Management of Small Business	3

COURSE DESCRIPTIONS

Additional courses as listed in the Lander Colleges 2020-2023 Catalog of Touro College New York may be offered as requested, and as deemed appropriate by the Dean.

ARTS AND COMMUNICATION

COAR 101 Art of Western Civilization I (Upon Request)

Survey course of historical periods of Western art from ancient to contemporary. The course will explore major examples of painting, sculpture, and architecture as they reflect social and political influences. The fundamentals of art aesthetics are taught, including the art elements and design principles which create the development of form. 3 credits.

COAR 166 Introduction to the Visual Arts

Survey of the visual arts including painting, sculpture, architecture, photography and film, from the Ancient World through the present. The interconnection between American and world culture is explored. 3 credits.

COAR 224 Drawing and Painting I

Course exploring color through the basic concepts of visual art: line, shape, value, texture, space and composition. Color theory and design are emphasized, using graphic media, pastel, ink and watercolor. 3 credits.

COAR 225 Drawing and Painting II

Intermediate studio course teaching concepts and techniques of visual art through drawing and painting. Perspective with transparent objects and figure and portrait drawing will be taught using mixed media. 3 credits.

COAR 302 Jewish Art (Upon Request)

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

ECONOMICS

EBAR 101 Principles of Accounting I (Fall, Spring, Summer)

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

EBAR 102 Principles of Accounting II (Fall, Spring, Summer)

Focuses on partnership and corporate accounting, as well as statements of cash flow and financial statement analysis. Complex partnership and corporate issues are introduced. US accounting standards (GAAP) are contrasted with international accounting standards (IFRS). Prerequisite: EBAN 101. 3 credits

EBAR 209 Financial Statement Analysis (Fall, Spring, Summer)

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

EBER 101 Principles of Macroeconomics (Fall, Spring, Summer)

An introductory course covering issues relating to the economy as a whole. Topics covered include, but are not limited to, the study of national income and the Gross Domestic Product (GDP), national income determination, investment, consumption and consumption theories; classical economic theories, Keynesianism, monetarism, rational expectations, supply-side economics; the business cycle, inflation, unemployment; money and the money supply, the banking system, the federal reserve system, monetary and fiscal policy, budget deficits and the national debt. 3 credits.

EBER 102 Principles of Microeconomics (Fall, Spring, Summer)

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

EBER 204 Money and Banking (Fall, Spring)

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

EBER 211 Intermediate Macroeconomics (Upon Request)

Analysis of total national output, income, employment and price level determinations, as well as factors contributing to long-term growth. Government's economic role in fiscal and monetary policy is also discussed. Prerequisites: EBER 101 and 102. 3 credits.

EBER 212 Intermediate Microeconomics (Upon Request)

Optimal economic decision making on the level of individual economic units: optimal consumer decision-making and optimal producer decision-making. In-depth study of utility analysis and costs of production. Prerequisites: EBER 101 and EBER 102. 3 credits.

EBER 220 Urban Economics (Upon Request)

Economic factors in the emergence of urban centers and historical changes in their economic functions. Determinates of the size and location of cities and the occupational characteristics of the urban labor force. Analysis of the proper economic scope of local government and the financing of its expenditures. Allocation and pricing of public services. Aspects of urban renewal and study of the urban ghetto. Prerequisites: EBEN 101 and EBEN 102. 3 credits.

EBER 303 Political Economy of Israel (Upon Request)

The unique aspects of the economy of Israel as affected by international, national, and regional political developments with reference to overall economic development, agriculture, industry, the Kibbutz, Moshav, and the private sector. Prerequisite: EBEN 101 and EBEN 102. 3 credits

EBER 310 Monetary Theory (Upon Request)

The influence of the quantity of money on prices, growth and employment and its relation to the central banking system's control of the money supply. Prerequisites: EBER 101 and 102. 3 credits.

EBER 311 Comparative Economic Systems (Upon Request)

How societies with differing social, political, and economic systems (e.g. China, India) have organized themselves to satisfy economic needs. Analysis of the theory and practice of capitalism, socialism, and communism. Prerequisite: EBER 101 and 102. 3 credits.

EBER 312 History of Economic Thought (Upon Request)

The development of economic thought as related to the changing economic and intellectual environment. Emphasis is on the modern period from Adam Smith to the present, and understanding the origins of contemporary economic concepts. Prerequisites: EBER 101 and 102. 3 credits.

EBER 325 Public Finance (Upon Request)

Methods by which government generates income and expenditures. Budgets, taxation, equity, efficiency, fiscal policy, and cost-benefit analysis. Prerequisite: EBER 101 and 102. 3 credits.

EBER 351 Econometrics (Fall)

Statistical techniques used to test the direction of economic variables or the relationship between economic variables; regression and correlation analysis; hypothesis testing and confidence intervals; time series analysis and forecasting. Prerequisites: EBER 101 or EBER 102 and either MATR 231 or MATR 261.

EBER 400 Topics in Applied Economics (Fall, Spring)

An application of economic analysis to current topics of interest. Issues such as international trade and finance, government regulations, inflation, and unemployment may be considered. May be repeated for credit. 1-4 credits.

EBER 408 International Trade and Monetary Systems (Upon Request)

An in-depth study of modern trade theory and monetary relations. Topics include but are not limited to globalization, absolute and comparative advantage, theory of reciprocal demand, offer curves, factor endowment theory and other theories of trade, Leontief paradox, tariffs and their effects, balance of payment issues, foreign exchange rate determinants, spot and futures markets,

arbitrage, purchasing power parity, balance of payments adjustments, exchange rate adjustments, and its effect on the balance of payments. Prerequisites: EBER 101, EBER 102 and EBFR 101. 3 credits.

EBER 481 Independent Study in Economics (Upon Request)

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

EBER 498 Internship in Economics (Upon Request)

Students with senior status may register for a field experience with cooperating business firms in the Moscow area. The internship is monitored by a supervising professor and a representative of the cooperating company. 3 credits.

EBFR 101 Principles of Finance (Fall, Spring, Summer)

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

EBFR 210 Investment Principles (Fall, Spring)

Characteristics and investment strategies related to stocks, bonds, and options. Sources of return and risk are explored. The foundations of financial research are developed with regard to information sources, valuation techniques, computation of return and risk and their relationship. SEC regulations; methods of performance evaluation. Prerequisite: EBFN 101. 3 credits.

EBFR 220 Corporate Finance (Fall, Spring, Summer)

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

MARKETING AND MANAGEMENT

EBKR 101 Principles of Marketing (Fall, Spring, Summer)

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

EBKR 201 Consumer Behavior (Fall, Spring)

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

EBKR 202 Marketing Research

Particular attention is given to clarifying the researchable issues, methods of research design and data gathering, data analysis, and the use of primary and secondary data in marketing strategy and decision making. Students will develop an integrated marketing campaign for a specific organization. Students are introduced to techniques of questionnaire design as well as basic statistics for the social sciences. Where appropriate, dedicated software for marketing research, especially SPSS (Statistical Package for Social Sciences), is utilized. Prerequisites: EBKR 101 and MATR 261. 3 credits.

EBKR 204 Marketing Management

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

EBKR 207 Social Media Marketing

Social media technologies are transforming the ways consumers interact with businesses. Now consumers have greater opportunities to voice their opinions, and connect with brands through various platforms. The conventional approaches to marketing communications have become more and more challenging. We will focus on various social media platforms to engage consumers and develop effective marketing strategies. Students will get hands-on experience creating comprehensive social media strategies for active brands and examine how organizations capitalize on social media. 3 credits.

EBKR 310 Retail Management and Merchandising (Fall)

Examines the scope, status, and dynamics of retailing in the United States and global economy. Main topics include retail market structures, retail market strategy, planning merchandise assortments, buying, pricing, and retail promotions. This course is designed for students interested in careers in retailing, retail management and merchandise buying; it is also useful to students interested in consumer products marketing and wholesaling. Prerequisite: EBKR 202. 3 credits.

EBKR 315 Advertising and Promotion Management (Spring)

Explores advertising, personal selling, sales promotion, sponsorship, direct marketing, e-commerce, and public relations. With three business plans as a foundation, students produce a campaign plan book integrating the concepts explored. Prerequisite: EBKR 101. 3 credits.

EBKR 330 Sales Force Management and Personal Selling (Fall)

Provides an overview on the role of personal selling in the firm's overall marketing strategy, the skills and techniques required in performing the selling task; as well as concepts and techniques related to the management of sales force. Emphasis will be placed on recruiting and selecting techniques, designing compensation and expense plans, sales training, improving morale, territory management, evaluating sales performance, sales forecasting and sales analysis. Ethical and legal issues in selling and building long-term relationships are included. Prerequisite: EBKR 101. 3 credits.

EBKR 340 International Marketing Management (Upon Request)

Designed to develop a systematic approach for analyzing trends shaping the global marketplace. Physical, cultural, socio-demographic, legal/political, and technological factors, among others, are explored. Emphasis is placed on development and implementation of optimal marketing programs to capitalize on emerging market opportunities as well as the avoidance of the pitfalls inherent in cross-national marketing activities. Prerequisite: EBKR 101. 3 credits

EBKR 408 Strategic Marketing Management (Fall, Spring)

An in-depth exploration of strategic marketing such as target marketing, product development, pricing and competitive activity, developed and implemented in a realistic computer-based simulation, within the broader framework of business strategy. Prerequisites: EBKR 202 and senior standing. 3 credits

EBKR 410 Business-to-Business Marketing (Fall, Spring)

A managerial approach to marketing decision-making in an industrial market. Topics include relationship building, vendor and value analysis, inventory control, sales forecasting, industrial market planning, market auditing, sales-force planning and channel management. Prerequisite: EBKR 101. 3 credits.

EBKR 481 Independent Study in Marketing (Upon Request.)

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

EBKR 498 Internship in Marketing (Fall, Spring, Summer)

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

EBMR 101 Principles of Management (Fall, Spring, Summer)

An introduction to the basic theory and practice of management. Examination of the managerial functions of planning, organizing, staffing, directing and controlling, and analysis of

environmental influences on decision-making. Students will use micro-computer programs for business applications. 3 credits.

EBMR 202 Organizational Theory and Behavior (Fall, Spring)

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

EBMR 213 Business Law I (Fall, Spring, Summer)

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

EBMR 224 Human Resource Management (Fall)

Management and development of personnel, recruitment, selection, and training of employees. Management techniques and productivity factors including fringe benefits, profit-sharing, employee management-labor relations; current theories of human resources. Prerequisite: EBMR 101. 3 credits.

EBMR 310 Multinational Business Management (Fall, Spring)

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

EBMR 317 The Social and Governmental Environment of Business (Fall, Spring)

A study of the environment of business decision-making. Issues are examined in the context of interrelated legal, social, ethical, and political trends affecting business, as well as from the Jewish perspective on business ethics. Deals with governmental regulation in the areas of occupational health and safety, environmental and consumer protection, and anti-trust activity. Prerequisite: EBMR 101 and either EBER 101 or EBER 102. 3 credits. **Credit will not be given for both EBMR 317 and PHIR 225.**

EBMR 320 Entrepreneurship and Management of Small Businesses (Fall, Spring)

Emphasizes entrepreneurship and successful small-business management. Includes legal forms of ownership, franchises, commercial and governmental sponsors, starting or buying a small business, developing and writing a business plan, strategic planning, accounting, and financial considerations. Also covers purchasing and vendor analysis, production and inventory control, risk and insurance planning, human resource management, and marketing and sales. Includes

using the computer, and advanced technologies to gain a competitive edge. Special focus on international opportunities for small business. Prerequisite: EBMR 101. 3 credits.

EBMR 330 Financial Management in Long-Term Care (Upon Request)

Tools of management accounting as they apply to long-term care. Students will learn how to set up and work with operating budgets; as well as concepts of cost funding, and cost control that will prepare them to respond to various reimbursement methods. Prerequisite: EBAR 101 and EBAR 102. 3 credits.

EBMR 420 Internet Research Methods for Business (Upon Request)

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

EBMR 493 Business Policy (Fall, Spring)

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

ENGLISH LANGUAGE AND LITERATURE

GDER 7.1 Essentials of Effective Reading & Writing (ESL) (Fall, Spring)

Intensive remediation, with emphasis on the most basic reading and writing skills, culminating in rudimentary understanding of sentence structure and paragraph formation. 8 hours. 0 credits. Placement by examination.

GDER 7.2 Essentials of Effective Reading & Writing (ESL) (Fall, Spring)

Continued intensive remediation, aiming at greater proficiency in the construction of complete sentences and of coherent individual paragraphs. Emphasis is on the composition of one- and two-paragraph essays. Prerequisite: GDER 7.1 or placement by examination. 8 hours. 0 credits.

GDER 7.3 Essentials of Effective Reading & Writing (ESL) (Fall, Spring)

Extensive practice in basic reading and composition of two- and three-paragraph essays. Prerequisite: GDER 7.2 or placement by examination. 8 hours. 0 credits.

GLLR 111 Introduction to College Writing (ESL) (Fall, Spring)

Intensive post developmental reading and writing, leading to confidence and proficiency in the composition of three-paragraph essays, and concluding with an introduction to the five-paragraph essay form. Prerequisite: GDER 7.3 or placement by examination. 4 credits.

GLLR 121 College Writing I (Fall, Spring)

Extensive practice in expository writing, with emphasis on the composition of clear, concise, and grammatically correct five-paragraph essays. Prerequisite: GLLR 110 or placement by examination. 4 credits.

GLLR 122 College Writing II (Fall, Spring)

Continued practice in expository writing, leading to proficiency in the composition of larger, multi-paragraph essay forms, based on readings in literature and other disciplines. Prerequisite: GLLR 121 or placement by examination. 4 credits.

GLLR 205 Emergence of Modern Literature

Literature and philosophy from the French Revolution to the present, with readings from Wordsworth, Keats, Dostoyevsky, Ibsen, Kafka, et al. 3 credits.

HMLR 202 Modern World Literature (Annual)

History, literature, and philosophy from the French Revolution to the present, with readings from Wordsworth, Keats, Dostoyevsky, Ibsen, Kafka, Garcia Marquez, Chinua Achebe, et. al. Offered each spring. HMLR 202 not to be taken after LLEN 221. 3 credits.

CHEMISTRY AND PHYSICS

CPPR 150 The Physical Universe (Annual)

This course is designed to give the student a well-rounded knowledge of the physical concepts of natural phenomena. (Lecture and laboratory course) Prerequisite: MATR 111. 3 credits.

HISTORY

GHSR/GJSR 124 Modern Jewish History: 1750-Present (Upon request)

Students will inquire into: the major movements and developments including the rise of the Hassidic movement, Jewish emancipation in Germany, France, and America; renaissance of Jewish scholarship; torment in Eastern Europe which stimulated mass immigration to America; religious divisiveness in Europe and America; Germany, anti-Semitism, the rise of Zionism; World Wars I and II; and the modern State of Israel. 4 credits.

HISR 141 The Emergence of the United States (Bi-annual)

The interplay of the political and social forces in America from the Colonial Period to the end of Reconstruction, with special attention given to the rise of political parties, the development of sectionalism, the causes and results of the Civil War, and industrial growth. 3 credits.

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

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

HISR 159 Modern Jewish History (Upon request)

A survey of modern Jewish history from the French Revolution to World War I. Major developments are analyzed in light of political, social and ideological currents and trends. Emphasis is placed upon the emergence of diverse expressions of Jewish religious and secular identity. Topics include: the Enlightenment and emancipation; Wissenschaft des Judentums; rise of Reform Judaism; the Positive-Historical School; Neo-Orthodoxy; eastern Haskalah; Volozhin and the Yeshiva movement; Mussar movement; Jewish socialism; political and racial anti-Semitism; migrations; Zionism. 3 credits.

HISR 220 Survey of Modern History (Annual)

The first semester of a two-semester survey of modern European and world history. This course covers the Renaissance through the Reformation and Scientific Revolution until the downfall of Napoleon. 3 credits.

HISR 262 The Holocaust (Annual)

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

HISR 271 American Jewish History (Bi-annual)

Study of the Sephardic legacy, German-Jewish migration and hegemony, the development of religious communities, the Civil War, migrations from Eastern Europe, acculturation and assimilation, responses to Zionism and the Holocaust, and current issues. Historical and literary texts on the interaction of Jew and Gentile are examined as well. Prerequisite: HISR 156 or permission of the instructor. 3 credits.

HISR 354 Topics in Jewish History (Upon Request)

Study of selected topics, such as the Second Commonwealth, Ashkenazic Jewry, messianism, the Haskala, Hasidism, the Mussar movement, and anti-Semitism. Prerequisite: HISR 155 or permission of the instructor. 3 credits.

HISR 382 History of Russia (Upon Request)

The roots of modernization and revolution in nineteenth-century Russia, followed by developments in the USSR, including the Russian Revolution, World War II, foreign policy, ideological conflicts, and the end of the Cold War. Prerequisite: HMHR 202 or permission of the instructor. 3 credits.

JEWISH STUDIES

PLEASE NOTE: Courses in Jewish Studies are generally 3 credits each. However, *credits may vary*, depending on the hours of instruction and additional study requirements.

JMBR 101-102 Introduction to the Pentateuch (Annual)

Designed for students who are beginning their Judaic Studies programs. Selections from Leviticus and Genesis with the commentary of Rashi. Credits may vary.

JMBR 201-202 Exodus (Annual) Prerequisite: JMBN 101 and 102. Credits may vary.

JMBR 301-302 The Pentateuch-Deuteronomy (Biannual O) Prerequisite: JMBN 102. Credits may vary.

JMBR 401-402 The Pentateuch-Numbers (Upon Request) Prerequisite: JMBN 301 or 302. Credits may vary.

JMHR 101-102 Survey of Jewish Heritage (Upon Request)

This course is open to all Machon students. It is designed to fill in gaps in basic Jewish learning in several key areas: Biblical and Rabbinical literature, and major themes in Jewish philosophy. Credits may vary.

JMHR 153 Philosophy of Liturgy (Bi-annual) (E)

The origin and philosophy of classical liturgical texts and their organization within the Jewish prayer book. Credits may vary.

JMHR 213-214 Ethics of the Fathers (Bi-annual)

The text of Mishna Avot (Pirkei Avot) is studied with special attention to thematic issues. Credits may vary.

JMHR 411-412 Topics in Jewish Thought (Bi-annual)

Concepts relating to human relations such as ethics and charity are examined. Readings include both classical and modern works. Credits may vary.

JMLR 121 Development of Jewish Law (Upon Request)

Survey tracing the development and major categories of Jewish law. Credits may vary.

JMLR 131-132 Introduction to Ritual Law (Bi-annual)

Rituals of the Jewish daily life cycle. Credits may vary.

JMLR 201-202 Jewish Law and Customs — Sabbath and Festivals (Annual)

Rituals of the Jewish daily life cycle, Jewish customs and festivals. The making of the Jewish calendar, its feast days, its fast days and other signposts of Jewish life. Selections from laws of the Sabbath and the festivals. Prerequisite: JMLR 132. Credits may vary.

JMLR 301 Topics in Jewish Law – Kashrut (Bi-annual)

An examination of the Jewish dietary code with emphasis on its application to contemporary food processing and preparation. Credits may vary.

JMLR 401 Topics in Jewish Law – the Family (Annual)

Introductory survey of Talmudic and response sources dealing with the legal structure and rituals of Jewish family life. Credits may vary.

JMLR 402 Topics in Jewish Law – Contemporary Problems (Upon Request)

Contemporary problems in Jewish Law with emphasis on those created by scientific and technological development. Credits may vary.

JSBR 132 Introduction to Hagiographa – Megillot, Psalms (Annual)

Prerequisite: JMHR 102 or equivalent. 1.5 credits.

JSBR 151-152 Textual Analysis of the Pentateuch: Genesis (Annual) Credits may vary.

JSBR 161-162 The Early Prophets (Annual)

Students will read the Biblical texts in their entirety in translation together with standard classical commentaries. Class sessions are devoted to an examination of thematic issues, historical questions and problems of textual exegesis. Credits may vary.

JSBR 171-172 Megillot, Psalms (Annual) Credits may vary.

JSBR 209-210, 211-212 Biblical Themes (Annual) Credits may vary.

JSBR 251-252 Textual Analysis of the Pentateuch, II-Deuteronomy (Bi-annual) Credits may vary.

JSBR 273 The Minor Prophets—The End of Prophecy (Bi-Annual)

The study of the last three prophets in the Book of the Twelve Prophets (*Trei Asar*), with an emphasis on themes relevant to the latter Biblical period. The return to Zion and the construction of the Second Temple; the role of the priesthood; Jews and Gentiles in the Second Commonwealth period; messianic prophecies; the end of the prophetic era and the establishment of *Anshé Knesset Hagedola*; comparison with passages in *Ezra-Nehemiah* concerning the same period. 3 credits.

JSBR 351-352 Textual Analysis of the Pentateuch: III-Exodus (Annual) Credits may vary.

JSBR 357-358 Medieval and Modern Biblical Exegesis (Bi-(Annual)

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

JSBR 412 Women in the Bible (Bi-annual)

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

JSBR 451-452 Textual Analysis of the Pentateuch: Leviticus (Upon Request) Prerequisite:

JSB 351-352. Credits may vary.

JSBR 453-454 Textual Analysis of the Pentateuch-Numbers (Upon Request) Prerequisite:

JSBR 351-352. Credits may vary.

JSBR 472 Daniel, Ezra, and Nehemiah (Bi-annual) Prerequisite: JSB 171 or 172. Credits may vary.

JSBR 493 Advanced Topics in Biblical Studies (Upon Request) Prerequisite: Senior status. 3 credits.

JSHR 157 Structure and Development of Jewish Prayer (Annual)

The concept of prayer and structure of various types of liturgy, with special emphasis on the philosophic and halakhic dimensions of prayer. Credits may vary.

JSHR 161 Midrashic Literature (Annual)

Analysis of Midrashic treatment of basic faith concepts. 3 credits.

JSHR 187-188 Introduction to Jewish Thought (Annual). Credits may vary.

JSHR 245 The Life and Work of Rabbi Shelomo ben Yitzchaki (“Rashi”) (Upon Request)

A study of the life and work of Rabbi Shelomo ben Yitzchaki (“Rashi”), one of the most important scholars produced by medieval Jewry, whose influence extends to every traditional Jew who studies the Bible or the Talmud. It would be difficult to contemplate the study of Talmud without Rashi’s running commentary, which is considered standard to this day. Likewise, his commentary on the Bible appeared in the first printed edition of the Pentateuch and remains standard in all-traditional editions of the Holy Scriptures. 3 credits.

JSHR 248 The Life and Thought of Rabbi Saadiah Gaon (Bi-annual) (O)

Rabbi Saadiah Gaon, the first of the major Jewish medieval philosophers, was a great Talmudist, Bible translator and commentator, poet, and lexicographer. This course traces his career from his birth in Egypt to his ascension to the position of Gaon of Sura. Lectures and readings in the Sefer Ha-Emunot VeHa-De’ot emphasize Rabbi Saadiah Gaon’s philosophical thought, but his contributions to Halakhah, liturgy, and Biblical studies, as well as the many controversies he sparked, are also examined. Prerequisite: Department approval. Credits may vary.

JSHR 258 Jewish Thought: The Hasidic Masters (Annual)

Examination of the Hasidic teachers of the 18th and 19th centuries. Prerequisite: JSHR 257 or Department approval. Credits may vary.

JSHR 295 Topics in Jewish Thought (Bi-annual)

A survey of major themes of philosophical ideas as found in Jewish thought. Sources range from medieval to modern works. Topics include: Ethics and Halakha, Imitatio Dei, revelation, reward and punishment, messianism, and divine providence. Credits may vary.

JSHR 311-312 Topics in Jewish Philosophy (Bi-annual)

Faith and reason: readings in Hilkhot Deot, Moreh Nevukhim, Kuzari, and Shemoneh Perakim. Prerequisite: Junior standing. Credits may vary.

JSHR 323 Readings in Rabbi Judah Ha-Levi (Bi-annual)

The works of Rabbi Judah Ha-Levi, concentrating on discussion and summary of the *Kuzari*. Selected chapters from Yehudah Even Shemuel's translation of the *Kuzari* are read, analyzed, and commented upon in class, as well as selected poems of Rabbi Ha-Levi. 3 credits.

JSHR 329 Readings in Maimonides (Bi-annual)

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

JSHR 353 Modern Jewish Thought (Bi-annual)

The impact of emancipation on Jewish thinking: liberal theology; post-Kantian idealism; neo-Orthodox, secular and religious Zionism; 20th century rationalism and the emergence of Jewish existentialism. Prerequisite: Junior standing. Credits may vary.

JSHR 354 Issues in Contemporary Jewish Thought (Bi-annual)

Psychological and Jewish images of man; the challenge of Kantian, existential, and contextual ethics; Jewish morality and the sexual revolution; Jewish social justice; activism and messianism; the Zionist quest. Prerequisite: Junior standing. Credits may vary.

JSHR 493 Advanced Topics in Jewish Heritage (Upon Request)

In-depth analysis of selected topics and themes. Prerequisite: Senior status. Credits may vary.

JSLR 141 Introduction to Jewish Law Daily Life Cycle (Bi-annual) (E)

Study of the rituals of the Jewish daily life cycle utilizing classical and modern legal literature. 3 credits.

JSLR 142 Introduction to Jewish Law: Kashrut (Annual)

Study of laws of Kashrut (the Jewish dietary code), utilizing classical and modern literature. Prerequisite: JSL 141. Credits may vary.

JSLR 241-242 Topics in Jewish Law: Sabbath and Festivals (Annual)

Selected topics in Sabbath (241) and Festivals (242). Laws examined in both substantive and procedural aspects. Prerequisite: JSLR 141-142 or permission of Department. Credits may vary.

JSLR 253 Talmud (Upon Request)

A tractate of the Talmud is studied with classical commentaries. Emphasis on conceptual analysis. Credits may vary.

JSLR 291-292 Talmud (Upon Request) Credits may vary.

JSLR 351 The Foundations of Jewish Law (Bi-annual)

The concept of Oral Law and the interrelationship of the Mishnah, Tosefta, Midrash Halakhah, and the two Talmudim. Emphasis on Maimonides' Introduction to the Mishnah and R. Sherira Gaon's Iggeret. Credits may vary.

JSLR 361 Topics in Jewish Law: Medical Ethics (Annual)

Intensive analysis of bio-ethical issues as treated in Jewish law. Credits may vary.

JSLR 362 Jewish Business Ethics (Bi-annual)

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

JSLR 364 Psychology and Halakhah (Upon Request)

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

JSLR 393-394 Talmud (Upon Request)

Credits may vary.

JSLR 396-397 Topics in Jewish Law – Responsa Literature I-II (Upon Request)

Contemporary problems in Jewish law with emphasis on those created by scientific and technological development. Prerequisite: Departmental permission. Credits may vary.

JSLR 431 Topics in Jewish Law: The Family (Annual) Intensive study of Talmudic material and responsa as it reflects problems in Jewish family life. Prerequisite: JSLN 341-342. Credits may vary.

JSLR 432 Topics in Jewish Law: Contemporary Problems (Bi-annual)

Intensive study in responsa dealing with scientific and technological developments. Prerequisite: JSL 431. Credits may vary.

JSLR 451-452 Talmud (Annual)

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

JSLR 453-454 Intensive Talmud (Annual)

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

JSLR 455-456 Intensive Talmud (Upon Request)

Credits may vary.

JSLR 461-462 Seminar in Selected Topics in Jewish Law (Upon Request)

Selected topics in Jewish civil law, litigation, agency, and instruments of acquisition of property. Talmudic texts examined to extrapolate basic principles of legal analysis. Admission by permission of the instructor. Credits may vary.

HEBREW LANGUAGE AND LITERATURE

LLHR 101-102 Elementary Hebrew (Annual)

This course enables the student to acquire the four basic language skills: listening, speaking, reading, and writing. The first basic knowledge of grammar is provided. The course is intended for students with little or no background in the Hebrew language. 3 credits each.

LLHR 201-202 Intermediate Hebrew (Annual)

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

LLHR 222-223 Hebrew Ulpan (Conversational Hebrew) (Upon Request)

Designed to develop conversational skills in Hebrew through reading, analysis and discussion of materials drawn from newspapers and literary masterpieces. Prerequisite or corequisite: LLHR 202. 3 credits each.

LLHR 451-452 The Literature of Modern Israel (Upon Request)

An in-depth analysis of modern Israeli literature, with readings from representative authors. Prerequisite: 3 years of college Hebrew or equivalent. 3 credits each.

MATHEMATICS

MATR 120 Pre-Calculus (Annual)

Functions, solution of equations and systems of equations, the trigonometric functions and their graphs, addition theorems and identities, logarithmic and exponential functions, and elementary analytic geometry. Prerequisite: placement examination. 3 credits.

MATR 121-122 Calculus I, Calculus II (Annual)

Continuity, limits, differentiation, and integration of polynomial, exponential, and trigonometric functions. Curve sketching and related rates. Definite integrals, arc length, parametric equations and conic sections. Applications to geometry, physics, and other areas. Prerequisite: MATR 120 or placement by departmental examination. 4 credits each.

MATR 231 Probability Theory (Annual)

Permutations and combinations, Classical and Modern theory, Discrete and continuous theory, Random variables, Probability Distribution Functions, Cumulative Distribution Functions, Binomial, Poisson, normal and other probability distributions, Conditional and marginal distributions, Expectation, mean, variance, Bayes Theorem, Approximations. Prerequisite: MATR 122. 3 credits.

MATR 240 Finite Mathematics (Annual)

Review of set algebra, functions and relations; Boolean algebra and applications; counting techniques and elementary combinations; basic concepts of probability, theory of logic, vectors and matrices, linear systems of equations, Gauss Jordan, Cramer's rule and matrix inverse methods; linear programming. Introduction to permutation groups and group theory. Prerequisite: MATR 120 or examination. 3 credits.

MATR 261 Statistics for Social Science Majors Annual)

Basic concepts in descriptive and inferential statistics including measurement scales, frequency distributions, measures of central tendency and distribution, correlation coefficients, linear regression, probability theory, binomial distribution, and parametric and non-parametric tests of significant differences. Prerequisite: MATR 120 or examination. 3 credits.

DIGITAL MULTIMEDIA DESIGN

MCDR 111 History of Graphic Design

Historical overview of graphic design using publications, reference material, audio and visual media, as well as field trips to museums and places pertinent to course content. Through historic example, this lecture-format course provides a thorough visual and conceptual background for understanding communication in graphic design. Research project are assigned. 3 credits.

MCDR 150 Foundations of Design I (Spring)

In this course, the student will be taught the basics of two-dimensional design as related to graphic design and desktop publishing. The basic vocabulary of visual form will be taught. Materials and board skills necessary for these projects will be explored. The development of the students' visual creative skills will be emphasized. Projects will be assigned to familiarize students with the concepts presented. Successful completion of the course will require the student to produce projects which reflect their cumulative understanding of the concepts and skills taught. 3 credits.

MCDR 155 Foundations of Design II (Spring)

In this course, the student's knowledge of basic design will be extended into the area of graphic communication and typography in order to develop a framework on which to do professional desktop publishing. The course explores the following concepts: visual form as communication; the relationship of content and visual form; typography as a visual form; basic technical typography; a brief history of graphic communication and typography; and a working methodology for problem solving. Students will work in a studio classroom setting. Projects will be assigned to familiarize students with the concepts presented. Students will maintain a notebook for required research. Successful completion of the course will require the student to produce projects that reflect their cumulative understanding of the concepts and skills taught. Prerequisite: MCD 150. 3 credits.

MCDR 221 Photography (Bi-annual)

This course uses camera and photographic processes as vehicles for artistic expression, perceptual discovery and design, and explores traditional and experimental use of photographic processes. Students provide their own cameras and basic materials. 3 credits.

MCDR 224 Drawing and Painting I (Upon Request)

Course exploring color through the basic concepts of visual art; line, shape, value, texture, space and composition. Pastel, ink wash and mixed media. 3 credits.

MCDR 230 Digital Multimedia Design I (Fall)

This course will introduce students to the principles of desktop publishing, graphic design, page layout, and typography using Adobe InDesign. The relationship of typography to pictures and graphics in a full-color environment will be explored through the assignment of various projects. Output requirements and the correct preparation of files will be discussed. Good design and appropriate solutions will be encouraged. Students will present their work at the end of the semester. Software will be adjusted to reflect the constantly-changing technologies. Corequisites: MCDR 150 and MCOR 140. 3 credits.

MCDR 231 Digital Multimedia Design II (Spring)

This course focuses on advanced features of Adobe InDesign. Students build upon previous knowledge of the software by designing material for a business or advertising environment, including stationery, business cards, corporate identity, logos, and brochures. This class includes a workshop/lab; topics covered will include scanning, color separation and setting up files for pre-press. Students will be required to complete projects and to meet class deadlines. Lab time will be necessary for class assignments. Students will present their work during class critiques. Software will be adjusted to reflect the constantly-changing technologies. Prerequisites: MCDR 230 and MCDR 235. Corequisite: MCDR 236. 3 credits.

MCDR 235 Computer Graphic Design I (Fall)

This course will introduce students to using Adobe Illustrator, a vector-based software, to create illustrations, use typographic design principles, create logos, and incorporate images with graphics. The focus is on understanding the use of the Adobe Illustrator software as an illustration tool and on beginning to develop original ideas. Design principles, use of color, and composition will be emphasized. Lab time will be necessary for class assignments. Students will present their work at the end of the semester. Software will be adjusted to reflect the constantly-changing technologies. Corequisites: MCDR 150 and MCOR 140. 3 credits.

MCDR 236 Computer Graphic Design II (Spring)

This course will introduce students to working with pictures in an electronic environment through the use of Adobe Photoshop. Digital imagery, color correction, scanning & manipulating images will be explored, as well as using type as a graphic force in design. Students will work on various projects that assimilate “real world” design for advertising and publicity. Preparing images for the Web and basic Web image principles will be introduced. Lab time will be necessary for class assignments. Students will present their work at the end of the semester. Software will be adjusted to reflect the constantly changing technologies. Prerequisite: MCDR 235. Corequisite: MCDR 155. 3 credits.

MCDR 262 Digital Multimedia Design III (Fall)

The focus of this course is on complex layout and designing for print, using Adobe InDesign and other software. Compositing images and illustrations into a multipage document, explanation of pre-press, preparing images for output, and use of crop marks, bleeds, and color separation will be discussed. Students are expected to work independently on projects in addition to class meetings. Lab time will be necessary for class assignments. Students will present their work during class critiques. Software will be adjusted to reflect the constantly-changing technologies. Prerequisite: MCDR 231. 3 credits.

MCDR 263 Web Design I (Fall)

Students learn basic skills needed to author and publish hyperlinked documents in HTML on the Internet. Design skills will be applied towards web-page construction. Desktop publishing software will be explored as alternatives in Web page design, along with current web-page design software such as Macromedia Dreamweaver. Students learn to apply their knowledge of print design and computer software to web-page design. This course assumes a basic competency in the following programs: Adobe Illustrator, and Adobe Photoshop. Lab time outside of class will be

necessary for class assignments. Software will be adjusted to reflect the constantly- changing technologies. Corequisite: MCDR 267. 3 credits.

MCDR 264 Web Design II (Spring)

This course covers topics such as client interactions, case studies, marketing strategies for web site design, navigation design, team projects, project planning and user testing. Students will be required to create at least one fully-functional web site. Advanced techniques using Adobe Dreamweaver will be covered. Prerequisite: MCDR 263. 3 credits.

MCDR 267 Computer Graphic Design III (Fall)

In this course, using a lab/workshop environment, students will gain understanding and skill in using the advanced tools and palettes of Photoshop in order to create, correct, and manipulate images. Emphasis will be placed on developing visual literacy in color and image manipulation. Adobe Illustrator will also be used as a complement to various techniques used in Photoshop. The development of the sequential thinking required to do advanced work will be stressed. Lab time will be necessary for class assignments. Students will present their work at the end of the semester. Software will be adjusted to reflect the constantly changing technologies. Corequisite: MCDR 262. 3 credits.

MCDR 302 Web Design III (Fall)

Students will learn the skills needed to design a fully functional web site that includes: animation, sound, graphics, and interactivity. Project planning, navigation, and user ability, along with a focus on good design are the goals of this course. Previous knowledge of web page design software is required. Software used: Adobe Flash, Adobe Dreamweaver, Adobe Photoshop, Adobe Illustrator. Software will be adjusted to reflect the constantly changing technologies. Prerequisite: MCDR 264. 3 credits.

MCDR 303 Multimedia Design (Upon Request)

Students will learn to use Adobe Flash to create animation and interactive Web sites. Advanced Actionscript will be covered. Students will learn how to create interactive movies with sound, images, and interactivity as well. Software will be adjusted to reflect the constantly changing technologies. Prerequisite: MCDR 302. 3 credits.

MCDR 320 Information Design (Upon Request)

The visual display and interpretation of quantitative information are increasingly critical in the information age. This course is concerned with the graphic designer's contribution to the handling of complex quantitative data both in printed designs and on the Web. Software will be adjusted to reflect the constantly changing technologies. Prerequisite: MCDR 263. 3 credits.

MCDR 335 Advanced Design Studio (Spring)

This course integrates the use of print software: Adobe InDesign, Adobe Illustrator and Adobe Photoshop. Class assignments are aimed at integrating software technology and aesthetics for print media. Typography, color, text formatting, and sophisticated design techniques are emphasized. Pre-press, production, and color separation will be discussed and used as a basis for class assignments. Software will be adjusted to reflect constantly-changing technologies. Prerequisites: MCDR 231 and MCDR 267. 3 credits.

MCDR 357 Computer Illustration (Bi-Annual)

In this course, students will use a vector-based computer drawing program, Adobe Illustrator, as a visual thinking tool, with experimental approaches to a variety of applied illustration problems. The focus is on conceptualizing and executing illustrative designs appropriate to a number of markets (advertising, editorial, informational). Students will be encouraged to use innovation while honing skills in conceptualization, technique, design and presentation of computer illustrations, and understand how to use source material as the basis for computer illustration. Projects completed in this course will add an important aspect to the student designer's portfolio. Prerequisite: MCDR 235. 3 credits.

MCDR 360 Video Production Studio (Upon Request)

This class is an introduction to desktop video with an emphasis on design for both small-format QuickTime movies for the web and full-frame output to tape. Students create short projects using Adobe Premiere and After Effects to compose multilayered video. The course covers pre-production planning, storyboarding, production shooting and lighting in preparation for methods of digital editing. Corequisite: MCDR 302. 3 credits.

MCDR 420 Authoring Languages (Upon Request)

Introduction to programming languages for interactive digital media. Each semester's offering is devoted to a specific language. May include Java and other interactive programming languages. Intended only for those who are already fluent in at least one programming language. Prerequisites: MCOR 232 and MCDR 264. Corequisite: MCDR 302. 3 credits.

MCDR 480 Senior Project (Upon Request)

An advanced studio course devoted to individual portfolio-quality projects. Students choose one field of design to concentrate on in a portfolio project for the semester. Focus may be in such areas as: Multimedia, Website, or Print design (advertising, corporate, information, etc.). Prerequisite: Departmental permission. 3 credits.

MCDR 490 Senior Portfolio (Fall)

In this course, students will be required to design professional level pieces such as complex page layouts and spreads, logos, book cover design, package design, and illustrations, and are expected to complete all work for formal presentations and grading. Discussions on effective resumes and how to prepare for job interviews, as well as job searching will be explored. Students will present finished portfolios to members of the faculty in the Desktop and Web Publishing Department for evaluation at the completion of a semester. Presentation skills such as mounting and matting work will be included. Lab time will be required for class assignments. Prerequisites: MCDR 335 and MCDR 498. Corequisite: MCDR 302. 3 credits.

MCDR 498 Internship in Digital Multimedia Design (Spring)

Students complete an internship in a Desktop or Web Publishing related field, providing them with practical experience to complement their coursework. Weekly logs and design work are required, and are reviewed by members of the Desktop and Web Publishing faculty at the completion of the internship. Corequisite: MCD 264. 3 credits.

COMPUTER SCIENCE

MCOR 104 Computing Theory and Applications

This course is the foundation course for those students who are majoring in Computer Science or Management Information Systems. Students will learn concepts related to computer architecture, hardware, software (system and application), data storage devices, telecommunications as well as the Windows and DOS operating systems. An additional component of the course will be the self-study of a popular Windows application suite. 3 credits.

MCOR 140 Computer Concepts with Microcomputer Applications (Fall, Spring)

This course introduces students to basic computer topics and terminology. Computer hardware and software are discussed along with personal computer (PC) applications. Office applications are taught, as well. Students will complete this course with a solid understanding of computers, how to use computers, and how to access information on the World Wide Web. **This course is not a required course or approved elective for a Computer Science or MIS degree.** 3 credits.

MCOR 141 Introduction to Programming (Fall)

This course introduces students to problem solving techniques used in programming. In order to reinforce these concepts in a concrete manner, students will develop numerous programs using a popular programming language. They will implement programs using objects, input, output and variables and utilize programming control structures such as loops, selection structures, methods, and classes. Corequisite: MCOR 104. 3 credits.

MCOR 148 Advanced Computer Business Applications (Fall, Spring)

This course discusses advanced features of Excel, PowerPoint, and Access. An accounting application such as QuickBooks is introduced, as well. The goal is to fully expose business students to PC applications that they can integrate into their studies and use on the job. This course is not a required course or approved elective for a Computer Science or MIS degree. Prerequisites: MCOR 140 and EBAR 102. 3 credits.

MCOR 152 Computer Methodology

This course introduces students to a major software development methodology, e.g. Agile Programming. Topics typically covered include Test-Driven Development, logging, group development, software documentation, standardized naming conventions, best software development practices, design patterns and idioms. All concepts are typically covered in the context of a semester-length programming project. Prerequisite: MCOR 260. 3 credits.

MCOR 223 Wide Area Networks I (Cisco)

This course provides a hands-on introduction to networking and the Internet using tools and hardware commonly found in small-to-medium network environments. Instruction includes networking, network terminology and protocols, network standards, LANs, WANs, OSI model, cabling, cabling tools, routers, IP addressing, and Internet connectivity. Network monitoring and basic troubleshooting skills are taught in context. 3 credits.

MCOR 228 Advanced Computer Hardware and System Security

This course covers the advanced concepts of PC computer technology, networking, and security. It emphasizes the advance practical application of skills and procedures needed for hardware and software installations, upgrades, troubleshooting systems and implementing computer system security. Additional topics covered include laptops and portable devices, wireless connectivity and basic implementation skills, system and network security, safety and environmental issues, applied network configuration and troubleshooting skills. 3 credits.

MCOR 232 Advanced Programming (Spring)

This course introduces students to more advanced programming concepts using an OO programming language. This course explores the Object-Oriented Design and Programming paradigm including inheritance versus composition, polymorphism, run-time versus compile time binding, shallow versus deep copying, and exception handling. In addition, some basic container and GUI classes will be covered. Students will complete extensive programming assignments to develop their skills in problem analysis and program coding and testing. They will implement programs using arrays, basic searching and sorting techniques, strings, and classes. Prerequisite: MCOR 141. 3 credits.

MCOR 241 Mathematics for Computer Science Majors (Bi-Annual)

Topics include: the logic of compound statements, argument forms and rules of inference, truth tables, conditional statements, predicates and quantified statements, mathematical proofs and induction, set theory, functions, relations, probability, graphs and circuits, formal languages and regular expressions, finite state automata, and solvability issues and principles. Prerequisite: MATR 120 or exam. 3 credits.

MCOR 243 Operating Systems (Bi-Annual)

This course discusses the design and implementation of operating systems. Topics include multi-programming, multi-processing, time-sharing, resource allocation and job scheduling. Communications, conversational computing, computer networks, memory protection, process management, interrupts, segmentation, inter-process communications, paging, virtual memories, memory management will also be taught. The deadlock problem, detection, recovery, and prevention methods will be explored. Input, output, and the use of buffering and channels will be addressed as well. Prerequisite: MCOR 232. 3 credits.

MCOR 245 UNIX Operating System (Annual)

This course introduces students to essential UNIX topics, such as the UNIX command-line utilities as well as the Common Desktop Environment (CDE) or GNOME graphical user interface. Command-line features of the UNIX environment including file system navigation, file permissions, the vi text editor, command shells, and basic network use will be covered. CDE or GNOME features may include Applications Manager, Text Editor, printing, and mail. Prerequisite: MCOR 141. 3 credits.

MCOR 251 Programming Languages (Bi-Annual)

This course introduces students to the elements of programming languages and the skills required to understand, design, and implement programming languages. Students will learn about control structures, data structure types and scope (static and dynamic), name structures, binding time and

storage allocation/representation, subroutines and activation records, and BNF notation and formal language description. Students will receive a brief introduction to about six languages, and will write programs in them. Prerequisite: MCOR 232. 3 credits.

MCOR 260 Computer Architecture (Spring)

This course covers the organization and architecture of modern-day computers. Topics included are: digital circuits, Boolean algebra, combinatorial logic, data representation and transfer, digital storage and accessing, control functions, input-output facilities, micro-programming, system organization and reliability, pipelining, threading and features needed for multi-programming, multi-processing and real-time systems, and alternate machine organizations. It focuses on both the hardware and software level that translate macro requirements into a micro program to implement those macro architecture requirements. Prerequisite: MCOR 141. 3 credits.

MCOR 264 Data Structures I (Fall)

This course discusses the fundamental kinds of data structures, including stacks, queues, linked lists and trees. These data structures are explored and utilized to implement various algorithms such as sorts, searches and more complex data manipulation. The data structures are implemented as classes using the OOP paradigm, reinforcing OO concepts such as design patterns and inheritance and polymorphism. The relationship between data structures and file structures is also addressed and files are used to implement object persistence. Students are also taught to estimate and compare and contrast the relative efficiencies of algorithms and of the different data structures. Students are given intensive programming exercises to further develop their programming and analysis skills. Prerequisite: MCOR 232. 3 credits.

MCOR 343 Database Concepts & Design (Bi-annual)

This course provides students with a solid foundation in database design concepts and related skills. The course explores database design techniques such as database models, normalization, currently used CAD database modeling/design tools, database management concepts such as database performance optimization, transaction processing and concurrency control, indexing, security and database recovery, database implementation techniques using an industry standard DBMS and user interface. Students will design and implement databases and use industry standard language such as SQL to construct simple and more complex queries to retrieve and manipulate data. Prerequisite: MCOR 232. 3 credits.

MCOR 346 Business Programming (Bi-annual)

This course provides a comprehensive overview of a currently utilized business related programming language. The programming language will be selected to meet industry needs. The ways in which common business applications access, manipulate and present data to the end user will be addressed. Prerequisite: MCOR 232. 3 credits.

MCOR 352 Structured Systems Analysis (Bi-annual)

This course provides students with a comprehensive understanding of the system life cycle with a strong emphasis in the analysis phase. Topics include: data flow, building system models using several diagramming techniques, data dictionary, introduction to CASE tools, and object modeling with UML. Students participate in practical case studies and presentations in systems analysis. Students will survey technical and career skills, information technology conferences and

workshops, professional development, and continuing education in the computer science field. Prerequisite: MCON 232. 3 credits.

MCOR 353 Data Communications Fundamentals (Upon Request)

This course provides students with a comprehensive understanding of the communications industry. The course discusses: OSI and TCP/IP data models, transmission media, transmission impairments, information structure and data accuracy, local area networks, wide area networks topologies, standards and protocols, the Internet and telecommunications technologies, introduction to networking security. Prerequisite: MCON 141. 3 credits.

MCOR 354 Local Area Network Concepts and Software (Upon Request)

This course provides students with a basic understanding of various major products and designs related to Local Area Networks (LANs). The course discusses data communication protocols and several programs that are used to implement LANs. The students will learn to plan and setup basic network services, share resources, and implement access security. Prerequisite: MCON 202. 3 credits.

MCOR 364 Data Structures II (Annual)

This course covers advanced programming language topics such as advanced and thread safe data structures, multi-threading, database connectivity, web development, networking, graphical user interface development and file processing. Prerequisite: MCON 264. 3 credits.

MCOR 368 Advanced Topics in Object-Oriented Programming (Annual)

This course utilizes a current object-oriented programming language to explore advanced OOP concepts such as: classes, objects and encapsulation, inheritance and polymorphism, graphical user interface design and event handling, exception handling, multithreaded development and locking, generic templates, and case studies in OOP implementation. Corequisite: MCON 364. 3 credits.

MCOR 451 Special Topics in Computer Science (Upon Request)

This course will cover topics of current interest in computer science. Possible offerings include: software engineering, microprocessors, computer graphics, system simulation, expert systems, game programming, and Internet applications. Prerequisite: Departmental permission. 3 credits.

MCOR 452-453 Internship in Computer Science (Fall, Spring, Summer)

This course requires students to complete an internship in a Computer-Science-related field. Students work on a commercial business project requiring a minimum of 160 hours in a semester. These internships complement students' academic backgrounds and prepare them for the business world. Achievement is measured by demonstrable attainment of the project's goals. Prerequisite: Senior Standing and Departmental permission. 3 credits.

PHILOSOPHY

PHIR 101 Introduction to Philosophy (Annual)

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

PHIR 225 Business Ethics (Annual)

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

ACADEMIC RULES AND REGULATIONS

TO THE READER:

Catalogs can be intimidating documents. However, these pages hold much of the information and rules you will need to plan your stay at the Lander Institute For additional detailed descriptions of student rights and responsibilities, the College Code of Conduct, and other Touro policies, students are referred to the 2020–2023 Lander College catalog (viewable online at https://las.touro.edu/media/schools-and-colleges/lander-college-for-arts-and-sciences/documents/Lander_College_Catalog.pdf) pp. 156–196. Please consult with an academic advisor if you need clarification or amplification of any of the rules and regulations you find in either of these publications. However, students must assume final responsibility for conforming to all College regulations and curriculum requirements.

OFFICE OF THE REGISTRAR

The Office of the Registrar supports teaching and learning at Touro College 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.
- Verifies fulfillment of academic graduation requirements.
- Prepares official transcripts.
- Issues diplomas upon graduation.

THE REGISTRATION PROCESS

Selecting Courses

The Institute offers Fall and Spring semesters as well as a limited summer session. Registration dates and times are assigned for each semester. Students choose courses each semester to satisfy both core requirements and requirements in a specific major or minor. Students who are placed in basic English writing courses are expected to take those courses in prescribed sequence each term unless a waiver is recommended by the faculty member and approved by the Chair of the Department. Academic advisors are available to assist in the class selection process. Students register online through the TouroOne portal. Students who are having difficulty registering through the TouroOne portal should contact their academic advisor or the Office of the Registrar. **Final responsibility for any academic transaction rests with the student.**

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

Prerequisites and Corequisites

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

Size of Program - Credit Load

During the Fall and Spring semesters, students are permitted to register for up to 18 credits or semester hours. Seven hours is the maximum load for Summer sessions. Any additional credits that a student wishes to take during a semester must be approved by the Dean. Decisions are based on the required courses the student needs to complete his/her degree and the judgment of Institute officials as to the likelihood of the student successfully completing all courses in which s/he wishes to enroll. See p. 55 for a more detailed explanation of credits and contact hours of study.

“Double-Counting” Courses

The same course can be counted toward a major and toward general education requirements. For example, COAR 101 Art of Western Civilization can count toward the general education requirement and toward the Digital Multimedia Design major.

Repeating Failed Credit-Bearing Courses

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

Repeating Passed Credit-Bearing Courses

A student who has taken and passed a credit-bearing course and wishes to repeat the course may do so only one time. After this, the same course or any other passed course may not be repeated. A student may only repeat a course in which a grade of B- through D- has been received, and only if the overall grade point average in that semester is at least 3.0, excluding the course being repeated. Both courses will appear on the student’s permanent record. The first course will have its credit value (e.g. 3.0) changed to 0.0 (no credits). The grade will remain on the record. The grade for the repeated course will appear with the credits earned. The code “E” (“Excluded”) will be added to the entry for the earlier course on the transcript, indicating that the grade received will not be calculated in the student’s GPA. The grade will remain on the record. The repeated course entry will appear with the code “I” (“Included”) added, indicating that the grade received will be calculated in the GPA.” Only the second grade earned will be counted in the grade point average.

The student must file a “Request to Repeat a Passed Course” form with the Office of the Registrar at the time of registration. Failure to submit this form may result in the loss of credit for the second grade earned. In cases where the student has received permission to take (a) course(s) at another college and/or submits a transcript to the Office of the Registrar that indicates passing transferable grades (C or better), the course(s) may not be repeated for credit at the Lander Institute. If repeated at the Institute, credit will be denied for the repeated course, although the grade for that course will

be allowed to remain on the student's record. A repeated passed course will not count toward the student's minimum credit load for financial aid purposes (if applicable). If repeated at Touro, the code "E" ("Excluded") (see above) will be added to the entry for the repeated course on the transcript, although the grade for that course will be allowed to remain on the student's record. Please note that graduate programs may recalculate a student's GPA, including the student's original grade.

Pass/Fail

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

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

Change of Program

Adding a Course

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

Dropping a Course

A student may drop (a) course(s) by 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 College official will be processed effective the date they are received. Forms lacking a written date will also be processed effective the day they are received by the Registrar.

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

COURSE OPTIONS

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

ONLINE COURSES OFFERED THROUGH THE DEPARTMENT OF ONLINE EDUCATION

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

Student Identity Verification Procedures for Distance Learners

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

- A secure login with 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 College may be used as the basis for identity verification. This information may include a combination of the following:

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

Identity Verification for New Students

1. All students who enroll at the College are required to create a user account in Touro's portal (with secure student user name and password) and are authenticated through an identity management system. Students must go through this system in order to register for online courses.
2. Students access 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 College uses an external online proctoring service which also maintains its own security and verification policies.

General Information Concerning Touro College's Online Courses

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

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

Student Eligibility for Taking Courses Online

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

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

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

Registering for an Online Course

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

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

Technical Requirements for an Online Course

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

Getting in Touch with Your Instructor

When emailing an instructor, an online student can expect a response within 24 hours (note: this excludes weekends and vacation days). If one fails to get a response from your instructor within

24 hours, one should email info.onlineeducation@touro.edu with name, course code, and the instructor name, so that Touro can track down the problem.

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

Course Outlines

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

Announcements and Assignments

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

Textbooks and Course Material

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

Homework and Exams

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

Midterm Exams

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

Final Exam

- 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.

ALTERNATIVE INSTRUCTION – TUTORIALS, DIRECTED STUDY, INDEPENDENT STUDY, LIFE EXPERIENCE CREDITS

Tutorials

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

Directed Study

Courses listed in this Catalog may be offered to a single student, as a directed study. The material covered follows the standard course curriculum. Generally, students are permitted to enroll in a directed study course only under special circumstances, for a required course not otherwise available. A directed study course requires the same work as a classroom course, including a final examination. Students who wish to register for a directed study course must complete an “Application for Directed Study” form and obtain written approval from the instructor, the department chairperson, and the Dean. Arrangements for directed studies should be made in advance of registration. Students are not considered to be registered in a Directed Study course unless they have received all requisite approvals, filed the approved Directed Study form and filed an approved a Drop-Add form with the Registrar’s office

Independent Study

A student may take an independent study course in a specialized subject not offered in this Bulletin. Students who wish to participate in independent study must present a specific plan and complete an “Application for Independent Study” form and obtain written approval from the instructor, the department chairperson, and the Dean. An independent study course typically requires an appropriate number of meetings with the instructor, readings, a report or term paper, and a final examination. Arrangements for independent studies should be made in advance of registration. Students are not considered to be registered in an Independent Study course unless they have received all requisite approvals, filed the approved Independent Study form and filed an approved Drop-Add form with the Registrar’s office.

Life Experience Credits

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

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

For guidelines and assistance in completing their Life Experience Portfolio students may contact Prof. Ezra Gampel, ezra.gampel@touro.edu.

ACADEMIC ADVISEMENT

The Lander Institute attempts to maximize each student's professional, intellectual and personal growth. To this end, all students are provided with academic advisors to assist students with academic programs, course registration, career planning, and graduate and professional school options. All students have the responsibility to:

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

CREDITS AND SEMESTER HOURS

Contact Hours

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

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

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

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

Class Standing

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

Lower Freshman	entry
Upper Freshman	12
Lower Sophomore	24
Upper Sophomore	40

Lower Junior	56
Upper Junior	72
Lower Senior	88
Upper Senior	104

EARNING OUTSIDE CREDIT

TRANSFER CREDIT

Transfer students seeking credits for previous academic work should arrange that an official transcript be sent to the Registrar's office at the Touro College main campus in New York unless other prior arrangement has been made.

It may be necessary to schedule a meeting with department faculty or the Dean if transfer credits are being offered to fulfill major, minor, or other requirements. Credits are generally awarded after evaluation for business, education, computer science, social science, and other liberal arts and sciences courses that (a) are relevant to a student's program of study, (b) are equivalent to courses offered at Touro, and (c) were completed with a minimum grade of C at an accredited institution. Courses from non-accredited institutions or organizations, even if recommended for credit by the American Council on Education, must be reviewed by the respective Departmental Chair before credit may be transferred. Touro College grants transfer credits for satisfactory course work completed in a traditional classroom setting, through distance education, and, upon evaluation of a portfolio, for experiential learning.

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

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

Students who have completed an associate's degree at an accredited institution are assured a minimum of 60 credits, but they must meet the individual course and liberal arts requirements of their selected degree program. This may entail a course-by-course evaluation (or its equivalent) to ensure that Touro course requirements are satisfied. Courses which may be equivalent to **required course work** are reviewed by an evaluator; if the evaluator is unable to determine required course work equivalency from the course description and course syllabus, it will be sent to the appropriate department chair for review and equivalency evaluation.

Transfer courses which are **not equivalent to required course work may be considered for elective or "blanket credit,"** and are evaluated in one of two ways:

1. If the student has an Associate's or higher degree, courses may be accepted in bulk as electives; a course-by-course review may not be required.
2. If the student does not have an Associate's or higher degree, courses will be reviewed on a course-by-course basis and may be given a "blanket credit" or elective course acceptance.

In both cases, credit is applied to the student's program in the elective credit area(s).

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

Transfer students should be aware that, for any course taken and passed at the Institute for which transfer credit was already awarded for work done at a prior institution, the transfer credit will be deleted.

To be eligible for a baccalaureate degree, a transfer student must successfully complete at least 45 credits in residence at Touro, and at least 30 credits at one campus. **In addition, a minimum of 50% of the credits in a student's major must be taken at Touro. For this reason, Touro College would generally not transfer more than 75 credits total for a baccalaureate degree.**

Transfer of Judaic Studies Credit

The Lander Institute may award up to a maximum of 48 credits for post-high-school yeshiva and seminary studies. The chair of the Department of Judaic Studies or his/her designee reviews the yeshiva or seminary involved and makes a determination as to the transfer of credits from the individual institution. A listing of yeshivot and seminaries for which the College awards credit is available from the Office of the Registrar. Following long-standing practice at Touro College, transfer credit for Judaic studies courses may be reduced by up to 50% of credits awarded by the yeshiva or seminary and listed on the institution's transcript.

Students who have completed one year of intensive Judaic studies in Israel may earn the equivalent of one year of college credit. Students must document their yeshiva and seminary work by arranging for official transcripts to be submitted to the Lander Institute for evaluation. Credits are granted only in accordance with the Touro College's academic policies as stated above.

OFF-CAMPUS CREDIT WHILE A TOURO STUDENT

Students wishing to take courses at another institution while attending Touro must obtain official permission in advance by completing a "Permit to Attend Another College" form. The specific courses to be taken must be approved by the relevant departmental chair or deputy. Students are cautioned that course approval is generally based on the nature of the course, the institution where it is offered, and the length of the semester (for Summer sessions). It is the student's obligation to see that the outside course satisfies a specific Touro College requirement and does not duplicate a course already completed at Touro College or elsewhere. This form and instructions are available in the Office of the Registrar.

Failure to obtain official permission to take courses at another institution or to take outside examinations may result in either a delay in, or complete disapproval of, the granting of transfer credits for those courses. Courses in which passing transferable grades (i.e., "C" or better) were

received may not be repeated for credit at Touro College. After completing the courses at another school, the student must arrange for an official transcript to be submitted by the other institution to the Office of the Registrar.

CREDIT BY TESTING

DEPARTMENTAL CHALLENGE EXAMINATIONS

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

CREDIT FOR STANDARDIZED EXAMINATIONS

With a permit, students may receive college credit for the following equivalency examinations administered by US-based organizations: selected subject area examinations given by the College Entrance Examination Board - College Level Examination Program (CLEP) and Advanced Placement Examinations (AP); Defense Activity for Non-Traditional Education Support (DANTES); selected proficiency examinations sponsored by certain colleges, and for Excelsior College (formerly Regents College) examinations.

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

Credit and/or advanced standing is typically awarded for scores of 4 or 5 on the Advanced Placement (AP) examinations taken before graduation. No credit will be awarded for tests taken after the completion of high school. In order to receive credit, students must have official score results sent directly from the College Board to the Office of Admissions—Touro College’s code is 2902.

Credit and/or advanced standing is typically awarded for grades of 6 or 7 on the International Baccalaureate (IB) higher-level examinations taken before graduation. No credit will be awarded for tests taken after the completion of high school. In order to receive credit, the student must have official score results sent directly from the International Baccalaureate Organization to the Office of Admissions.

APPEALING TRANSFER CREDIT DECISIONS

All transfer credits are reviewed by trained evaluators who work closely with faculty in determining ongoing transfer credit and course equivalencies. If a course is not acceptable for transfer credit or will not fulfill a Touro College requirement due to a determination that it is not equivalent to a required course, students may appeal that decision directly to the appropriate department chair by supplying additional information such as syllabi, textbooks, etc. The department chair will then inform the evaluator, in writing, of any change(s) to be made to the evaluation.

FOREIGN TRANSCRIPT EVALUATION

All international applicants must have an original transcript of their secondary and/or college record, with a certified English translation, if necessary, sent to the Office of Admissions.

Students who attended colleges outside of Russia or the United States are required to provide a transcript from a professional foreign credential evaluation service. A list of Touro-approved agencies is available by logging onto <https://www.naces.org/members>.

GRADES

ATTENDANCE AND CLASS PARTICIPATION

Students are expected to attend lecture and laboratory sessions on a regular and punctual basis and to complete assignments in a timely fashion in order to obtain the educational benefits that each meeting affords. Excessive absences or failure to complete assignments may lead to a reduction of grade or failure of the course. Repeated absences may lead to dismissal from the Institute.

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

Students who are allowed to take make-up exams should consult their course instructor about scheduling. Unless continued illness or other circumstances prohibit, the make-up exam must be taken within two weeks of the date of the original exam.

GRADE TYPES

Non-Credit Courses

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

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

Each developmental English course may be repeated only once.

Credit Courses

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

GRADE DEFINITIONS

P: Passing.

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

W: (No penalty.) This grade is assigned when a student officially withdraws from a course after the add/drop period by filing an Add/Drop form (see **“Dropping a Course,” p. 61**) with the Office of the Registrar, signed by an academic advisor. A student who does not withdraw from a course officially will receive a failing grade of F or WU depending on the number of class sessions attended and the amount of work completed.

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

WNA: Student never attended class. When this grade is assigned, it is not calculated in the student’s grade point average (GPA). Additionally, Touro College reserves the right to assign the grade of “WNA” when necessary, in limited circumstances.

INC: May be issued to a student who did not complete all assignments in a course, according to the procedure detailed below (see **‘Grade of “Incomplete”’ below**).

GRADE VALUES

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

Excellent	A+ = 4.000	A = 4.000	A- = 3.667
Good	B+ = 3.333	B = 3.000	B- = 2.667
Average	C+ = 2.333	C = 2.000	C- = 1.667
Poor but Passing	D+ = 1.333	D = 1.000	D- = 0.667
Failing	F and WU = 0		

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

GRADE POINT AVERAGE (GPA)

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

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

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, or a field work project. Grades of Incomplete should not be used for students who are doing substandard work in order to give them the opportunity to redo their projects/exams so that they can achieve an acceptable grade.

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

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

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

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

DEAN’S LIST

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

GRADE APPEALS

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

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

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

ACADEMIC PROGRESS AND STANDING

ACADEMIC STANDING

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

SATISFACTORY ACADEMIC PROGRESS

Satisfactory Academic Progress (“SAP”) ensures 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 towards a degree in order for them to qualify to receive financial assistance through all Touro College and University System (“Touro”) eligible Title IV federal financial aid programs. Conformance to Touro’s SAP policy ensures 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 Undergraduates, Graduates and Professional students as described below. These standards are for Title IV Federal Financial Aid purposes only and neither replace nor override academic policies outlined by Touro, other state or Federal benefit programs (i.e., NYS Tuition Assistance Program) or individual program requirements. However, these standards are intended to be at least as rigorous as Touro College academic policies.

Please view the full policy at:

http://www.touro.edu/media/touro-college/content-assets/documents/Tourowide_Satisfactory_Academic_Progress_Policy_Effective_010114.pdf

Probationary Status

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

A student is placed on probation when s/he fails to maintain a cumulative 2.0 GPA. Students on probation may only carry a maximum course load of 12 credits and/or semester hours in the Fall or Spring semesters, and six credits in a Summer semester.

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

Students are expected to demonstrate continued progress in their developmental English courses. Students will be allowed to repeat each developmental English or ESL course only once. Students who fail the same course twice are not making satisfactory progress and may be dismissed from the Institute. A student who withdraws after five weeks of the semester will be considered to be repeating the course upon his/her next attempt at the course. Students who withdraw twice from any such course are not considered to be making satisfactory progress and may be dismissed from the Institute. The Committee on Academic Standing may grant a waiver to allow a student to repeat a developmental course for one additional semester.

COMMITTEE ON ACADEMIC STANDING

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

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

GRADUATION

APPLICATION FOR GRADUATION

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

After the graduation conference, the student must notify the Office of the Registrar that s/he is a candidate for graduation by completing the "Application for Graduation" by the established deadlines:

For January Graduation - November 15

For June Graduation – May 1

For September Graduation – July 15

Students who complete their certificate or degree requirements in January, June, or September of a given year participate in Lander Institute commencement exercises.

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

GRADUATION REQUIREMENTS AND STANDARDS

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

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

To be eligible for a certificate or a baccalaureate degree, a student must successfully complete at least 45 credits in residence at the Institute.

Students must complete at least fifty percent of the coursework for their major at the Lander Institute.

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 fits the needs of all end users to graduate students in timely manner.

Some of the benefits of Degree Works include:

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

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

- Login to 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 <https://tcus.service-now.com/sp>

If you have any questions, or would like more information, please contact your Advisor or the Registrar's Office.

HONORS AND AWARDS AT GRADUATION

Baccalaureate degree candidates are eligible for honors upon graduation.

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

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

LEAVES OF ABSENCE/WITHDRAWAL/DISMISSAL

LEAVES OF ABSENCE

A matriculated student enrolled at the Lander Institute 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 FROM THE COLLEGE

Students who wish to withdraw from their studies at the Lander Institute in good standing should give official notification to the Office of the Registrar by completing a “Permanent Withdrawal” form. The date of the withdrawal is the date on which notification is received by the Office of the Registrar.

ACADEMIC DISMISSAL

A student who fails to meet minimum academic standards may be dismissed from the Institute. Students who receive an academic dismissal may appeal to the Committee on Academic Standing for readmission.

TRANSCRIPTS

The transcript of a student's permanent academic record is released by the Office of the Registrar only at the request of the student (or former student). The transcript is the official record of grades earned to date and includes the date of graduation and degree received, if any. Institute policy does not permit access to or release of student records to any third party except as authorized by law (see “Confidentiality of Student Education Records,” p. 106).

Students can order official copies of their transcripts as follows:

1. Go to <http://www.touro.edu/nonstop/>.
2. Read carefully the information and instructions that appear
3. Click on “Request an Official Transcript”
4. Scroll down to the link that reads “Click here to order an Official Transcript online”

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

RUSH SERVICE

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

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

VIEWING AND PRINTING YOUR UNOFFICIAL TRANSCRIPT FROM TOUROONE

1. Log into your TouroOne account at <https://touroone.touro.edu/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.”

STUDENT SERVICES

TOURO COLLEGE WEB-BASED STUDENT SERVICES (TOUROONE)

Touro College’s TouroOne portal, <https://TouroOne.touro.edu> enables students to do the following:

- Search current course offerings
- Register for courses
- Add/drop courses during the registration period
- View and print class schedules
- View grades
- Print unofficial transcripts
- Order official transcripts

LIBRARY RESOURCES

The programs in Moscow allow the students access to the Touro College virtual library. The students have access to numerous databases, including: Bar Ilan University Responsa, Credo Reference, Encyclopaedia Judaica, Global Road Warrior, JSTOR, and Proquest Central. The databases include over one thousand eJournals and over 134,000 eBooks which are selected to meet the needs of the student body. In addition, the virtual library provides links to the Library Catalog, Ask a Librarian, Guides and Tutorials, and Information Literacy links. The library in Moscow also contains a collection of Jewish Studies books in both Russian and Hebrew, and a limited number of volumes in English related to the economic courses. The students are permitted to use the scientific library of Moscow State University, the Jewish Studies libraries of the Jewish Agency in Moscow, and the Library of Machon Chamesh.

BOARD

Students are entitled to three kosher meals a day at the Institute canteen at the Machon Chamesh campus.

STUDENT ACTIVITIES

Opportunities for extra-curricular activities are numerous and varied at the Institute. There are regular guest lectures delivered by leading personalities and representatives of the public as well as prominent Jewish leaders.

STUDENTS WITH DISABILITIES

Touro College protects all persons from discrimination on the basis of their disability for all educational and employment purposes and complies with all law and regulations regarding accommodations for students with disabilities. Students requiring reasonable accommodations should contact the Dean.

The College is committed to providing reasonable accommodations to students with documented disabilities. Policies and procedures must ensure that students with a disability will not, on the basis of that disability, be denied full and equal access to academic and co-curricular programs or activities or otherwise be subjected to discrimination under programs offered by the College.

A student requesting accommodation for a documented disability must meet with the Dean and submit a "Request for Accommodation of Disability Application (RADA)." Verbal disclosure prior to or following admission is not sufficient inasmuch as supporting documentation is required and verbal disclosure cannot substitute for required documentation. Students may apply for reasonable accommodations any time during their academic curriculum; however, if granted, the accommodation is given prospectively (accommodations cannot be supplied retroactively) and only for the academic year in which it is requested. Students must reapply for accommodations each academic year. If the nature of the accommodations being requested is unchanged, the student will not be asked to provide updated supporting documentation; such documentation is required only if there is a change in accommodations being requested.

Students seeking accommodation must have the following paperwork and documentation on file:

1. A *Request for Accommodation of Disability Application*, filled out in its entirety.
2. Documentation from a physician, clinical psychologist, or other certified individual of the specific disability, to include:
 - A cover letter from the physician, clinical psychologist, or other certified individual.
 - Appropriate and thorough diagnostic test results, conducted no more than five years prior to the request. Summarization of results, while helpful, by itself is not considered the disability, offer implications of the disability for the student's program of study, and cursory report suggesting that a disability exists and detailing a list of accommodations requested, without more, is unacceptable.

Decisions on RADAs are made by the Dean in consultation with the Compliance office. If the RADA is granted, the Dean will notify the student and his or her instructors.

ASSISTANCE IN OBTAINING EMPLOYMENT

The Institute endeavors to assist graduates in finding employment upon graduation. With far-reaching networks in both the U.S. and Russia, graduates of the Institute are provided with the opportunity to discover potential employment in many business establishments and organizations such as banks, insurance companies, industrial enterprises, and more.

COLLEGE CODES AND POLICIES

Lander Institute, Moscow, as an academic community, has established guidelines which foster the environment and atmosphere necessary to best achieve its stated purpose and protect its academic integrity. Rules, regulations and related enforcement procedures have been developed to support and maintain an environment in which learning, growing and maturing can take place. The Institute has established both academic standards and reasonable standards of student conduct in order to safeguard the education process and to provide for the safety of students and staff and the protection of Institute property.

TOURO COLLEGE CODE OF CONDUCT

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

1. Theft of, or damage to, College records and property, caused by intentional, negligent or irresponsible conduct;
2. Unauthorized use of any College property, including, but not limited to, its name, property, offices, premises, equipment (computer equipment, telephones, fax machines, copying equipment, laboratories and misuse of student ID cards);
3. Conduct which interferes with or obstructs any College functions or which physically obstructs or threatens to obstruct or restrain members of the college community;
4. The physical or sexual abuse or harassment of any member of the college community (such incidents must also be reported to the Title IX coordinator);
5. Threatening or actual infliction of bodily injury, assault, emotional trauma against students, faculty or staff of the College (such incidents must also be reported to the Chief Security Officer);
6. Disorderly, disruptive or abusive conduct in the classroom or on College premises;
7. Refusal to follow the directives of College officials acting in performance of their duties;
8. Impersonating college faculty, College officials, or college staff;
9. Forging signatures or other information on registration forms, financial aid forms or any other College documents;
10. Computer abuse, including possession of unauthorized passwords, plagiarism of programs, unauthorized destruction of files, misuse of computer accounts and disruptive or annoying behavior on the College's computer system;
11. Unauthorized sale, distribution or consumption of alcoholic beverages on College premises;
12. Distribution, purchase or possession of barbiturates, amphetamines, marijuana, hallucinogens, opiates, or any other addictive or illegal drugs or paraphernalia on College premises;
13. Gambling in any form on College premises;
14. Possession, distribution or sale of weapons, incendiary devices, or explosives on College premises;
15. Tampering with or misusing fire-fighting equipment and/or safety equipment (such as alarm-boxes and extinguishers);
16. Participation in or furtherance of any illegal activity on Touro's premises;

17. Offensive or derogatory written or verbal statements intended to inflict harm on members of the College community, including, without limitation, racist, ethnic, or sexist remarks or references regarding any member or group of the College community;
18. Any abusive conduct or harassment directed at an individual or group of individuals in the College community on the basis of the actual or perceived race, gender, color, national origin, ethnicity, religion, age, disability, sexual orientation, marital or parental status, or citizenship status of such person(s);
19. Refusal to identify oneself to an official or security officer of the College or to present proper identification upon entering the college premises;
20. Actions that are not harmonious with and supportive of the activities and functions of an educational institution; actions that harm the reputation of the College;
21. Aiding or abetting any conduct prohibited by this College Code;
22. Conviction of a felony crime while enrolled at the College;
23. Intentionally filing a false complaint under this College Code of Conduct;
24. Academic dishonesty and lack of academic integrity.

TOURO COLLEGE SOCIAL MEDIA POLICY STATEMENT

Touro College policies apply to students' online conduct. College staff members do not "police" online social networks and the College is firmly committed to the principle of free speech. However, when the College 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 College 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 College. Student organizations violating the above regulations may be penalized by having their charter revoked. Furthermore, disciplinary sanctions may also be imposed against the officers and members of student organizations at the discretion of Touro College.

ADJUDICATION OF COLLEGE CODE OF CONDUCT VIOLATIONS

[Please note that there is a separate adjudication process for academic integrity violations (#24 in the Code of Conduct) in the section below entitled "Procedures in Response to Violations of Academic Integrity"]

Any member of the College Community may notify the Dean of Students or his/her designated representatives of a Code of Conduct infraction by submitting a written statement describing the alleged infraction to the Office of the Dean of Students within ten (10) school days of the alleged violation or within ten (10) school days from the time the charging individual learned of the alleged code violation, but no later than within three (3) months of the violation.

The Dean of Students, or one of his/her designated representatives, shall inform the individual charged with the infraction, in writing, of the nature of the charges against him/her and designate a time and place for a meeting in the Office of the Dean of Students.

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

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

DISCIPLINARY HEARINGS

The Dean of Students may institute disciplinary proceedings by referring a matter to the Student Affairs Committee within fourteen (14) school days of notification of the alleged infraction. Once referred to the Student Affairs Committee a hearing must be commenced within twenty-one (21) school days unless a disciplinary hearing date is adjourned for good cause. Once a disciplinary hearing is commenced it must be completed within ten (10) school days.

SANCTIONS

After a hearing, the Student Affairs Committee may take one or more of the following actions:

1. **Dismiss the Charges:** After reviewing all relevant information, evidence and record materials, the Student Affairs 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. While on probation, students may not hold office in Student Government Organizations, Clubs or Societies or represent the college in any capacity. Further violations while on probationary status will result in suspension or expulsion from the college. A copy of the probation notice becomes a part of the student's file.
 - (c) **Counseling and Treatment** – A student's continued enrollment at Touro College may be conditioned on his/her participation in counseling or treatment at outside counseling and treatment agencies. A student's failure to participate in such a program after being advised that his/her enrollment is conditioned on participation may result in other disciplinary sanctions.

(d) Restitution - A student may be required to pay restitution to the college or to fellow students for damages and losses resulting from his/her action.

(e) Suspension – A student may be suspended and may be barred from attending classes for a definite period, not to exceed two years. Notification of the suspension will appear on the student's academic transcript and will remain until the end of the suspension period. A notification of the suspension will remain in the student's file. A student may not be automatically re-enrolled at the end of his/her suspension and he/she must apply to the Student Affairs Committee for reenrollment.

(f) Expulsion – This is termination of the student's enrolled status at the college. A student who has been expelled from the college is not permitted to complete his/her courses and may not re-register for a future semester. Notification of the expulsion will appear on the student's academic transcript.

3. **Impose Additional Sanctions** – The Student Affairs Committee may impose the following sanctions in addition to those listed above:

(a) A **fine** to be paid to the College, in addition to restitution.

(b) **Service to the College community** for a designated number of hours. The required service cannot interfere with the individual's course schedule.

4. **Legal Action** – In addition to imposing the disciplinary sanctions outlined above, the Student Affairs 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 Student Affairs 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 of Students or his/her representatives for a violation of the Code of Conduct may be appealed by filing a written appeal with the **Student Affairs Committee** within ten (10) school days. The Student Affairs Committee will set a date for a hearing within fourteen (14) school days of receipt of the student's written appeal. The Student Affairs Committee may overturn the decision of the Dean of Students 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 of Students was clearly erroneous, arbitrary or capricious.

The Student Affairs 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 Student Affairs Committee, the student may file a written appeal with the Dean of Students within ten (10) school days of the committee's decision. The Dean of Students shall appoint a **Special Appeals Panel** consisting of

the Dean of Faculties (or his/her representative), three full-time faculty members, and a Student Affairs staffer, to hear the student's appeal. This hearing must be scheduled within fourteen (14) school days of the receipt of the student's written appeal. The Special Appeals Panel may overturn the decision of the Student Affairs 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 of Students, the Student Affairs 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 COLLEGE AND UNIVERSITY SYSTEM ACADEMIC INTEGRITY POLICY

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

Academic dishonesty undermines our shared intellectual culture and our ability to trust one another. Faculty and administration bear a major responsibility for promoting a climate of integrity, both in the clarity with which they state their expectations and in the vigilance with which they monitor students. Students must avoid all acts of dishonesty, including, but not limited to, cheating on examinations, fabricating, tampering, lying and plagiarizing, as well as facilitating or tolerating the dishonesty of others. Academic dishonesty lowers scholastic quality and defrauds those who will eventually depend on the knowledge and integrity of our graduates.

The Touro College and University System views violation of academic integrity with the utmost gravity. Such violations will lead to appropriate sanctions, up to and including expulsion from the

college community. We commit ourselves to the shared vision of academic excellence that can only flourish in a climate of integrity.

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

The International Center for Academic Integrity (ICAI), of which the Touro College and University System is a member, identifies five fundamental values of academic integrity that must be present if the academic life of an institution is to flourish: Honesty, Trust, Fairness, Respect, and Responsibility. To sustain these values, the TCUS Academic Integrity Policy¹ requires that a student or researcher:

- Properly acknowledge and cite all ideas, results, or words originally produced by others;
- Properly acknowledge all contributors to any piece of work;
- Obtain all data or results using ethical means;
- Report researched data without concealing any results inconsistent with student's conclusions;
- Treat fellow students in an ethical manner, respecting the integrity of others and the right to pursue educational goals without interference. Students may neither facilitate another student's academic dishonesty, nor obstruct another student's academic progress;
- Uphold ethical principles and the code of the profession for which the student is preparing.

Adherence to these principles is necessary to ensure that:

- Proper credit is given for ideas, words, results, and other scholarly accomplishment;
- No student has an inappropriate advantage over others;
- The academic and ethical development of students is fostered;
- The Touro College and University System is able to maintain its reputation for integrity in teaching, research, and scholarship.

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

The Touro College and University System administration is responsible for working with faculty and students to promote an institutional culture of academic integrity, for providing effective educational programs that create a commitment to academic integrity, and for establishing fair procedures to deal with allegations of violations of academic integrity.

VIOLATIONS OF ACADEMIC INTEGRITY

The following are considered to be violations of academic integrity and are prohibited by the Touro College and University System. Students, faculty, and other members of the Touro College and University System community who are in violation of one of the offenses listed below or similar such offenses or who assist in the commission of such offenses may be subject to sanctions as described below in the section "Procedures in Response to Violations of Academic Integrity."

¹ This policy is modeled after that of Rutgers University.

Plagiarism

Plagiarism is defined as the unauthorized use of the writings, ideas and/or computer-generated material of others without appropriate acknowledgement and the representation of them as one's own original work. Plagiarism encompasses acts of inadvertent failure to acknowledge sources, as well as improper attribution due to poor citation.

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

Intentional Plagiarism

Plagiarism takes many forms. Flagrant forms, or intentional plagiarism, as stated in the Thesis Guidelines of the New York Medical College, include, but are not limited to: purchasing or copying a paper from the Internet or from a fellow student or anyone else, 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; copying clinical notes/materials without personally performing the patient examination. Plagiarized sources may include not only print material but also computer programs, CD-ROM video/audio sources, emails and material from social media sites and blogs, as well as assignments completed by other students at Touro College and University System and elsewhere. A more subtle, but equally flagrant, form is paraphrasing or attempting to put in one's own words the theories, opinions or ideas of another without proper citation.

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.

Students are cautioned against assuming that a fact or idea is common knowledge and are encouraged to provide citation, to deflect a charge of plagiarism.

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(s) 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, show exactly where the source begins and exactly where it ends.

In its policies and disciplinary procedures, the Touro College and University System will seek to recognize and differentiate its penalties between intentional plagiarism (as defined above) and failure to cite sources properly. However, both forms are violations.

Cheating on Examinations and Other Class/Fieldwork Assignments

The Student Code of Academic Integrity at the New York Medical College defines cheating 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 instructors is also cheating.

Examples of cheating include, but are not limited to:

- Giving or receiving unauthorized assistance to or from another person on quizzes, examinations, or assignments;
- Using materials or devices not specifically authorized during any form of a test or examination;
- Exceeding the restrictions put in place for “take home” examinations, such as unauthorized use of library sources, intranet or Internet sources, or unauthorized collaboration on answers;
- Sitting in for someone else or permitting someone to sit in for you on any form of test or examination;
- Working on any form of test or examination beyond the allotted time; hiding, stealing or destroying materials needed by other students;
- Altering and resubmitting for re-grading any assignment, test or examination;
- Copying from another individual’s examination or providing information to another student during an examination;
- Soliciting, obtaining, possessing or providing to another person an examination prior to the administration of the examination.

Examples of unauthorized assistance include:

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

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

Research Misconduct and Other Unethical Conduct

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

- (a) fabrication - making up data or results and recording or reporting them;
- (b) falsification - manipulating research materials, equipment or processes, or changing or omitting data or results such that the research is not accurately represented in the research record;
- (c) plagiarism - the appropriation of another person’s ideas, processes, results, or words without giving appropriate credit. Research misconduct does not include honest error or honest differences of opinion.

Misleading or Fraudulent Behavior

Misleading or fraudulent behavior, put simply, is lying, and includes acts contributing to or associated with lying. It takes on any form of fabrication, falsification or misrepresentation. Examples include, but are not limited to:

- Reporting false information to gain an advantage;
- Omitting information or data resulting in misrepresenting or distorting findings or conclusions;
- Providing false information to explain lateness or to be excused from an assignment, class or clerkship function;
- Falsely accusing another of misbehavior, or otherwise misrepresenting information about another;
- Providing false information about oneself, such as on an application or as part of some competition;
- Taking credit for accomplishments achieved by another;
- Omitting relevant information about oneself.

Tampering

Tampering is the unauthorized removal or alteration of College documents (e.g., library books, reference materials, official institutional forms, correspondence), software, equipment, or other academic-related materials, including other students’ work. It should be noted that tampering as a form of cheating may also be classified as criminal activity and may be subject to criminal prosecution. Examples include, but are not limited to:

- Tearing out the pages of an article from a library journal;
- Intentionally sabotaging another student’s work;

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

Copyright Violations

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

- Making or distributing copies of a copyrighted article for a group (on paper or electronically)
- Disseminating an image or video of an artist's work without permission (such as a Netter® or Adam® anatomical drawing)
- Copying large sections of a book

The "fair use doctrine" regarding use of copyrighted materials can be found at the following link: <https://www.law.cornell.edu/uscode/text/17/107>.

SANCTIONS

The following sanctions may be imposed for violation of this Policy. Sanctions of one class may be accompanied by sanctions of a lesser or greater class. Except in the case of a student's expulsion or dismissal, any student found to have violated this Policy is required to take additional ethics tutorials intended to assist student to avoid future misconduct.

Class A Sanctions:

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

Class B Sanctions:

- Suspension (up to twenty-four months)
- Indication of the violation in a letter of reprimand, in reference letters, licensure and regulatory forms, etc.
- Notification of the violation to the other schools within the Touro College and University System
- Indication of 'disciplinary action for academic integrity violation' on the permanent transcript

Class C Sanctions:

- Placement on Academic Probation
- Failure in the course, with consequences as determined by the individual program's rules and regulations
- Reduction of the grade for a particular submitted piece of work, segment of work required for a course/clerkship, or the entire course/clerkship with or without the option of redoing the work or the course/clerkship
- Requiring the student to redo the assignment

Repeat offenders may be subject to more stringent sanctions.

PROCEDURES IN RESPONSE TO VIOLATIONS OF ACADEMIC INTEGRITY

This Touro College and University System Academic Integrity Policy applies to all Touro students. Any act in violation of this Policy or any allegation of misconduct related to this Policy involving a student must be reported and addressed in accordance with the adjudication procedures outlined below or those of the student's school, which may not be less stringent than the requirements and standards set forth in this Policy Statement. The Dean of each school shall designate a member of the administration as Chief Academic Integrity Officer (herein referred to as the "CAI Officer") to oversee the adjudication of violations and to maintain appropriate documentation. The CAI Officer must be an assistant dean or higher, or another appropriate responsible individual approved by the Provost or Vice President. The Provost shall designate a Dean responsible for hearing formal resolution appeals (herein referred to as the "Appeals Dean"). The CAI Officer and the Appeals Dean cannot be the same individual.

Reporting a Case of Suspected Plagiarism or Cheating

Faculty members, students, or other members of the Touro community who encounter suspected academic integrity violations should contact the Chair of the relevant department. The Chair will consult with the faculty member, and if a violation is identified the faculty member will inform the student. The Chair will also report all violations in writing (using the Academic Integrity Violation Reporting Form) to the CAI Officer. No permanent grade may be entered onto the student's record for the course in question before the issue is resolved. If an instructor strongly suspects cheating during an exam, the instructor should stop the student's exam and collect all evidence of cheating. The incident should be immediately reported to the Chair, who will investigate and report in writing to the CAI officer.

Resolution of Academic Integrity Violations

Incidents of academic integrity violations are reported to the department Chairperson, and a report by the Chair is submitted to the CAI Officer. The method of resolution of the violation may be either informal or formal. Students who are found to have violated the Touro College and University System's Standards of Academic Integrity are subject to the sanctions listed above. Should a student action be of such a serious nature that it is felt that he/she may be considered a danger in a clinical setting, the CAI Officer or the department Chair may remove such a student

from a clinical assignment, not to exceed fourteen (14) days pending the outcome of a formal resolution. A student shall not be removed from a didactic course while an allegation of an academic integrity violation is ongoing.

Informal Resolution

After consulting with the department Chair (as per “Reporting a Case of Suspected Plagiarism or Cheating”), the faculty member may attempt to resolve the issue informally with the student. Once an informal resolution is agreed to between the faculty member and the student, the faculty member must present such resolution and the sanctions imposed to the department Chair for approval. The faculty member, in consultation with the department Chair, may impose any range of Class C sanctions, but must include requiring the student to take additional ethics tutorials intended to assist that student avoid future misconduct. Once accepted by the student, the informal resolution is binding on both the student and faculty member, and cannot be appealed by the student. The outcome of the informal resolution should be reported in writing by the department Chair to the CAI Officer, who will maintain the record for the duration of the student’s academic career. The informal resolution process is not available to individuals who have been previously reported.

Formal Resolution

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

The Touro College and University System has developed the following formal method of resolution to deal with academic integrity allegations and complaints. To institute formal resolution, the following procedures shall be followed:

- The Chief Academic Integrity Officer receives a written statement from the instructor or any other complainant, as the case may be.
- The written statement must include the name of the involved student, the name and status of the reporting person, and the nature of the alleged act.
- The CAI Officer shall arrange a hearing which, generally speaking, should take place no earlier than five (5) calendar days and no later than twenty (20) calendar days after receipt of the complaint.
- The hearing shall take place before the Standing Committee on Academic Integrity of the School.
- All persons involved in a hearing shall be given adequate notice of all hearing dates, times and places. Such notice, which will be sent both by e-mail and mail, will be given at least two business days prior to any hearing, unless waived by the parties involved.
- Postponements of Committee hearings may be made by the interested parties or the administration. The student may be granted a postponement if pertinent information or interested parties cannot, for good cause, be present at the appointed time. Any postponement may not extend beyond a three-month period.

- The reported student and the person who reported the student will be afforded the following opportunities:
 - To review, but not copy, all pertinent information to be presented to the Committee. The length of time for review shall be reasonable, as determined by the Committee Chair.
 - To present fully all aspects of the issue before the Committee.

Committee Hearings will proceed under the following guidelines:

- All Committee hearings and meetings are closed to the public.
- The Committee may hear the student, the faculty member, and any other individual who may be knowledgeable or may have information to share with the Committee regarding the suspected offense. Each person will meet with the Committee on an individual basis.
- The Committee may consider relevant written reports, discussions with involved parties, examinations, papers, or other related documents.
- The Committee must be comprised of a minimum of three people, who must be present either in person or via videoconference.
- All decisions shall be made by majority vote.
- The student has the right to appear in person before the Committee in order to present his/her case, but, after proper notice of a hearing, the Committee may proceed, notwithstanding the student's absence.
- The hearing is academic in nature and non-adversarial. Student representation by an attorney or other counsel is not permitted.
- Audio recordings of the Hearing are not permitted.
- The chair of the committee shall prepare an executive summary that includes a written record of the charges that were reviewed, evidence that was considered, the decision that was made, and any instructions for follow-up.
- All information supporting the charges made against a student shall be presented first. Following this presentation, the student who has been accused of a violation will present his/her side of this issue, submitting to the Committee information that he/she chooses to submit to support the student's stance or position. The CAI Officer, his or her designee, or other members of the Administration may also meaningfully participate in this information exchange. Pursuant to the Touro College and University System Code of Conduct, the student is expected not to obstruct the investigation or proceedings.
- The student, his/her accuser, the Committee, and/or Touro College and University System's representatives may raise questions about the information under review so that all aspects of the case are clarified.

The Committee shall reach a decision using the following guidelines:

- The Committee will meet in closed session to reach a decision, including recommended sanctions, if applicable. Such meeting will generally be held within one school day following the hearing.
- If the Committee seeks additional information following commencement of its deliberations, it will notify the parties within two school days, and reconvene the hearing within five school days of the conclusion of the original hearing. The Committee's final decision must then be made.
- The Committee may impose a range of Class A, B, or C sanctions.
- The Committee's decision must be based solely on the evidence presented at the hearing and will be the final disposition of the issues involved, including sanctions. The decision of the Committee will be presented in writing to the CAI Officer, the student, and the department Chair. The Committee's letter will contain the following elements: Charge; Hearing Date; Findings; List of Sanctions; and the Right to Appeal and to whom.

Appeal Process

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

- The student has three (3) business days within which to submit a formal written appeal of the decision to the Appeals Dean for the School. The appeal should be accompanied by the Hearing Committee's letter and by a narrative explaining the basis for the appeal. The narrative should fully explain the student's situation and substantiate the reason(s) for advocating a reversal or modification of the decision by the Committee.
- The Appeals Dean may request to meet with the student. • After consideration of the Appeal, the Appeals Dean may accept, reject or modify the Committee's decision, and will notify the student in writing of the decision.
- The Appeals Dean, when notifying the student of the decision, shall inform the student of his/her right to appeal an adverse decision to the Chief Academic Officer. A copy of the Appeals Dean's final decision will be transmitted to the CAI Officer and the department Chair. A student has three (3) business days from receipt of written notification to submit a formal written appeal of the decision to the respective Chief Academic Officer (CAO) (e.g., the Provost or Senior Provost) or his/her designee. The CAO may grant an appeal only on the basis of one of the following:
- Evidence of bias of one or more of the members of the Committee or of the Appeals Dean.
- New material documenting information that was not available to the Committee or the Appeals Dean at the time of the initial decision.
- Procedural error.

The CAO may conduct interviews and review materials, as appropriate. The CAO will notify the student, the CAI Officer, and the Appeals Dean in writing of the appeal decision. The decision of the CAO shall be final.

STATUS OF STUDENT PENDING ACTION

Pending resolution on charges, the status of the student will not be altered except in cases where the student may be considered a danger in a clinical setting. Such a student may be suspended only from the clinical aspect of their program pending the outcome of a formal resolution. If a student is suspended for any reason, all as-yet-undisbursed financial aid may be withheld unless or until the action is fully resolved and the student is reinstated. If reinstated, the financial aid funds can be released to the student. If the student is dismissed, the funds will be returned to the proper agency or lender.

RECORDKEEPING

The CAI Officer of each school will maintain records of all violations and resolutions, both informal and formal. On an annual basis, the CAI Officer will submit data on academic integrity violations to the TCUS Academic Integrity Council.

Such records shall be kept in accordance with the Record Retention Policy as it relates to student records.

A student may see his/her file in accordance with Touro College and University System regulations concerning inspection of records as spelled out in Guidelines for Access to and Disclosure of Educational Records Maintained by the Touro College and University System.

The complete Touro College and University System Academic Integrity Policy can be found online at www.touro.edu/students/policies/academic-integrity/.

ALTERNATIVE DISPUTE RESOLUTION

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

A student's acceptance, registration, enrollment, matriculation and/or petition for graduation and matriculation at Touro College acts as his or her consideration and consent to these terms. Students agree that he or she will pay for their own fees and expenses related to or arising out of the ADR.

All Disputes (as defined below) between Touro College, on the one hand, and any current or former student or applicant on the other, which cannot be resolved internally, shall be submitted to non-binding mediation with a neutral mediator affiliated with an established and reputable organization engaged in alternative dispute resolution ("ADR Organization"). The parties shall select the mediator jointly, or if they cannot agree, the ADR Organization will provide a list of mediators from which one shall be selected pursuant to the ADR Organization's rules or other procedure mutually agreed upon. If upon completion of mediation all or any part of the Dispute is still unresolved, the remaining Dispute shall be submitted to final and binding arbitration as set forth below.

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

ADR Procedures

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

Within thirty (30) days of receiving such demand, or as soon as possible thereafter, if Touro and the student/applicant are unable to resolve the Dispute informally, Touro College shall file the ADR demand with the appropriate office of the ADR Organization. The parties then shall engage in mediation, and to the extent any Dispute remains thereafter; the Dispute will be referred to final and binding arbitration.

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

If any provision of this ADR policy is determined by any arbitrator or court of competent jurisdiction to be invalid or unenforceable, said provision shall be modified to the minimum extent necessary to render it valid and enforceable, or if modification is not possible, the provision shall be severed from the policy, and the remaining provisions shall remain in full force and effect, and shall be liberally construed so as to effectuate the purpose and intent of the policy. This policy prohibits a student or applicant from filing or prosecuting any Dispute through a civil action in court before a judge or jury involving any Dispute.

FAILURE-TO-EDUCATE AND LIABILITY DISCLAIMER

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

Touro College's liability (as well as its faculty, staff, and third parties action 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.

POLICY ON 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://touro.edu/departments/campus-security/clery-reports/TOUROCOLLEGE-2020ASR-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 College is committed to safeguarding the interests of all students. Students are entitled to be treated with fairness and respect in accordance with the College's policies and procedures. The College does not condone unfair treatment of students by administration, faculty and/or staff. Students who believe that they have been aggrieved by the College, and that such occurrence is not governed by another complaint mechanism, may seek redress through the complaint procedure outlined below. No adverse action will be taken against any person who files a complaint because of the filing of such complaint.

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

If any student believes that his or her rights have been violated or infringed upon, or that Touro's policies and procedures have not been followed, that student may file a formal complaint with the Dean of the school or division in which he/she is enrolled. When a complaint concerns an administrative function of the College, including, but not limited to, tuition refund and student financial assistance, a student may file a formal complaint with the College-wide director or supervisor of the administrative unit in question, or their designee. Prior to filing the formal complaint, the student should attempt to remedy the situation via an informal mediation. 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 the College's Sexual Misconduct Policy; the College currently has a robust policy and procedure for dealing with such allegations. Therefore, all such incidents are considered under that anti-harassment policy/process. Other examples of exceptions to the Grievance Policy include, but are not limited to, race discrimination, Code of Conduct violations, and ADA Reasonable Accommodations requests and complaints. Additionally, this Policy is separate and distinct from the Touro College or program-specific grade appeals policies. Therefore, this Policy may not be used for appealing grades, dismissals, or academic decisions by any Touro College programs. Such appeals are governed by the Student Handbook or Catalog for the program in which the student is enrolled.

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

TOURO COLLEGE CAMPUS SECURITY POLICIES

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

ACCESS TO THE CAMPUS

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

SECURITY SERVICES

Lander Institute Moscow campus is gated and secured. Vehicles, other than those of approved employees, can gain access to the campus only through the Facility Manager. All students, staff, and lecturers have ID cards which allow for keyless entry through the campus gate. Information encoded on lost ID cards is deleted from the system. All Lander Institute Moscow employees and students are trained in how to react to emergencies, including a 'strange person' on campus, unattended backpacks, etc. All visitors must be announced in advance; entry is permitted by the Facility Manager. A police car canvasses the campus every two hours during class times, and does so periodically when the campus is closed. For special events, an additional police presence on campus is arranged. Finally, in the event of an emergency, Moscow Police will arrive quickly as Lander Institute Moscow has a heightened security status.

REPORTING CRIMINAL INCIDENTS & OTHER EMERGENCIES

If assistance is required in completing or reporting an incident/occurrence to local Law Enforcement agencies we at Touro Campus Security will be glad to render any assistance needed. Annual statistics on the incidence of crime at Touro College campuses and sites are published in the *Touro College Campus Security Handbook*.

POLICY ON DRUGS & CONTROLLED SUBSTANCES

The United States Department of Education has issued regulations implementing the provisions of The Drug-Free Schools and Communities Act Amendments of 1989 (Public Law 101-226). In compliance with Federal Law and New York State Law, this policy includes information to ensure that all members of the Touro Community are aware of the dangers of substance abuse and to outline the sanctions for violating this policy.

Students, faculty and staff who distribute or use illegal drugs or illicitly use drugs which would otherwise be legal, including alcohol, while on Touro campuses, locations and facilities, or as part of any Touro activities, are violating Federal Laws, New York State Laws, and the policies and procedures of Touro. Violations of federal and state laws may lead to prosecution and criminal sanctions, including, but not limited to, fines and/or imprisonment.

Touro is committed to educating and informing students, faculty and staff about the dangers and effects of substance abuse. Touro recognizes that drug addiction and alcoholism are illnesses that may not be easily resolved and may require professional assistance and treatment.

Touro may provide confidential counseling and referral services to students, faculty and staff with drug and/or alcohol problems. These services are available through the Office of the Dean of Students, the Vice-President of the Division of Graduate Studies, and/or Human Resources. All inquiries and requests for assistance will be handled with confidentiality.

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

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

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

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

Students are urged to view pages 26-28 in the Annual Security and Fire Report at <https://www.touro.edu/departments/campus-security/clery-reports/TOUROCOLLEGE-2020ASR-web.pdf>.

STUDENT RIGHTS AND RESPONSIBILITIES

CAMPUS CITIZENSHIP

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

STANDARDS OF CLASSROOM BEHAVIOR

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

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

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

Additionally, please see Touro's Policy on Weapons in the 2020 Annual Security and Fire Safety Report, <https://www.touro.edu/departments/campus-security/clery-reports/TOUROCOLLEGE-2020ASR-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 <https://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 complete policy, which can be found at <https://touro.app.box.com/v/InternetService-UserGenContent>.

ANTI-HAZING REGULATIONS

No student or group of students shall encourage or participate in any form of hazing. Hazing is defined as action taken or situations created to produce excessive mental or physical discomfort, embarrassment, harassment or ridicule. This covers coercive activities and mentally degrading games.

NO-SMOKING POLICY

(INCLUDING THE USE OF ELECTRONIC CIGARETTES OR VAPOR DEVICES)

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

CONFIDENTIALITY OF STUDENT EDUCATION RECORDS

While Lander Institute Moscow is not governed strictly under US regulations, the Institute strives to protect student records to the highest degree possible. As such, the Institute's policies regarding the protection of student records are consistent with United States FERPA guidelines.

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

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

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

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

1. The right to inspect and review the student's education records within a reasonable period of time, but not more than 45 days after the College receives a request for access. Students should submit to the Office of the Registrar written requests that identify the record(s) they wish to inspect. The Office of the Registrar will make arrangements for access and notify the student of the time and place the records may be inspected.
2. The right to request an amendment to the student's education records that the student believes contains information that is inaccurate, misleading, or in violation of the student's rights of privacy. Students may ask the College to amend a record that they believe is inaccurate. They should write to the Office of the Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

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

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

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

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

AUTHORIZATION FOR NON-DISCLOSURE OF DIRECTORY INFORMATION

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

COLLEGE ADMINISTRATION

OFFICE OF THE PRESIDENT

Rabbi Doniel Lander, Chancellor

Alan Kadish, M.D., President

Rabbi Moshe Krupka, M.S., Executive Vice President, University Ombudsman

Melvin M. Ness, B.S., C.P.A., Senior Vice President, Chief Financial Officer

Patricia E. Salkin, J.D., Senior Vice President for Academic Affairs and Provost, Graduate and Professional Divisions, Touro College

Michael Newman, J.D., Senior Vice President of Legal Affairs and Chief Compliance Officer

Jeffrey Rosengarten, B.A., Senior Vice President for Operations

Salomon Amar, D.D.S., Ph.D., Senior Vice President for Research Affairs, Chief Biomedical Research Officer

Franklin M. Steen, Ph.D., Vice President, Chief Information Officer

Yehudah Meth, B.A., Associate Vice President of Government Relations, Special Administrative Assistant

Sabine Charles, M.S., CRISC, CFE, Internal Auditor

SENIOR LEADERSHIP

Shelley Berkley, J.D., Senior Provost and CEO, Touro University Western Division

Matthew F. Bonilla, M.S., Vice President of Student Administrative Services

Stanley L. Boylan, Ph.D., Vice President of Undergraduate Education and Dean of Faculties

Richard A. Braunstein, J.D., Vice President of Legal Affairs

Rabbi Alan G. Ciner, M.A., Vice President of Community Engagement

Roy Finaly, M.B.A., ABD D.Mgt., Interim CEO, Touro University Worldwide

Simcha Fishbane, Ph.D., Liaison, European Branch Campuses

Paul Glasser, B.A., Vice President of Institutional Advancement

Robert Goldschmidt, M.A., L.L.D., Vice President for Planning and Assessment, Dean of Students

Nadja Graff, Ph.D., Vice President, Division of Graduate Studies

Edward Halperin, M.A., M.D., Chancellor and CEO, New York Medical College and Touro Provost for Biomedical Affairs

Marty Katzenstein, M.D., Vice President of Community Affairs

Andrew Priest, Ed.D., PT, Interim Chief Academic Officer, Touro University Nevada

Rabbi Shmuel Schuman, M.A., CEO, Hebrew Theological College

Israel Singer, Ph.D., Vice President for International Affairs

Marian Stoltz Loike, Ph.D., Vice President, Online Education and Dean, Lander College for Women

Sarah Sweitzer, Ph.D., Provost and Chief Academic Officer, Touro University California

Judah Weinberger, M.D., Ph.D., Vice President for Collaborative Medical Education, Associate Vice President of Undergraduate Education, Dean of NYSCAS

LANDER INSTITUTE MOSCOW

ADMINISTRATION

Simcha Fishbane, Ph.D., Academic Liaison for International Programs
Rabbi Avraham Bekerman, President
Yehudah Soulimov, Psy.D., M.B.A., Dean
Anastacia Golovina, M.A., Assistant to the Dean
Chaya Bekerman, Registrar
Rabbi Menachem Lazar, M.B.A., Advisor

FACULTY

Julia Krutova, M.A., Chair, English Language and Literature
Luda Tulin, M.A., English Language and Literature
Emilya Gutman, M.A., English Language and Literature
Rabbi Moshe Rokhlin, Rabbinical Ordination, Chair, Jewish Studies
Rabbi Avraham Bekerman, Rabbinical Ordination, Jewish Studies
Norman Strickman, Ph.D., Jewish Studies
Rabbi Nochum Leydiker, M.A., Jewish Studies
Lillia Malis, M.A., Hebrew
Ester Leidiker, M.A., Jewish Studies
Julia Budman, M.A., Hebrew
Golda Kleynberg, M.A., Jewish Studies
Shulamit Feldman, BA, Jewish Studies
Hana Esther Rokhlin, B.A., Jewish Studies
Alexandre Lebedev, Ph.D., Chair, Computer Science/Digital Multimedia Design
Nadezhda Martemyanova, Ph.D., Digital Multimedia Design
Tatiana Evelson, M.S., Digital Multimedia Design
Kseniya Denisova, M.A., Design
Natalia Altshul, M.A., Arts
Evgeniy Dmitriev, Ph.D., Humanities
Theodore Lauer, Ph.D., History
Igor Knyazsky, Ph.D., History
Olga Semikova, Ph.D., Chair, Economics
Marina Kolesnik, Ph.D., Accounting
Marianna Rummyantseva, Ph.D., Business
Elena Smirnova, M.B.A., Business
Valeriy Shmidt, Ph.D., Economics
Natalia Yakubova, M.A., Economics
Svetlana Chebotaryova, M.A., Management
Valentina Poladova, Ph.D., Mathematics
Matityahu Altshul, Ph.D., Science
Ivan Bronnikov, Ph.D., Science
Tatiana Zotova, M.A., Mathematics



LANDER INSTITUTE MOSCOW
ИНСТИТУТ ЛАНДЕР, МОСКВА
A DIVISION OF TOURO COLLEGE

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