

2021-2023 CATALOG



**NEW YORK SCHOOL OF
CAREER & APPLIED STUDIES**
A DIVISION OF TOURO COLLEGE

Where Knowledge and Values Meet



**TOURO
UNIVERSITY**

**New York School of
Career & Applied Studies**

2021-2023
Catalog

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ACCREDITATION

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

Touro University is accredited by the Middle States Commission on Higher Education (MSCHE), 1007 N. Orange Street, 4th Floor, MB #166 Wilmington DE, 19801 (267) 284-5011. The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the United States Secretary of Education and the Council for Higher Education Accreditation. This accreditation status covers Touro University and its branch campuses, locations and instructional sites in the New York Area, as well as branch campuses in Illinois, Berlin, Jerusalem, and Moscow. For additional information, visit [Middle States Accreditation](#).

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

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

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

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

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

GENERAL DISCLAIMER

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

COVID-19 RELATED CLINICAL PROCEDURES

The Diagnostic Medical Sonography, Nursing, and Radiologic Technology programs have certain clinical/course requirements and sequencing. While these programs strive to adhere to their established timing of courses and clinical experiences, unforeseen events may hamper their availability. When such situations occur, it is possible that the completion of these programs may be delayed and the time in the programs extended to meet accreditation requirements. Furthermore, once appropriate clinical experiences have been arranged, it is up to the student, not the programs, to decide whether to attend the clinical site. Should a student decline to participate, the student understands that their progression in that program may be delayed. Students declining to participate in clinical or other experiential components of their program should contact their clinical coordinator to ensure graduation requirements are met as well as financial aid and other rules and regulations are satisfied.

TABLE OF CONTENTS

MESSAGE FROM THE PRESIDENT	1
DR. BERNARD LANDER, FOUNDING PRESIDENT OF THE TOURO COLLEGE AND UNIVERSITY SYSTEM.....	3
MESSAGE FROM THE ASSOCIATE VICE PRESIDENT OF UNDERGRADUATE EDUCATION AND DEAN OF NYSCAS.....	4
ACADEMIC CALENDARS	5
MISSION STATEMENT	5
INTRODUCTION	5
TOURO UNIVERSITY	5
FACILITIES.....	8
ADMISSIONS.....	9
BACCALAUREATE TRANSFER AND MATRICULATION.....	9
TRANSFER STUDENTS.....	9
READMISSION.....	9
INTERNATIONAL STUDENTS.....	10
NON-MATRICULATED STUDENTS.....	10
ADVANCED STANDING.....	10
ACADEMIC PLACEMENT	10
PAYING FOR COLLEGE	11
TUITION, FEES AND EXPENSES 2021-2022	11
TUITION REFUND SCHEDULE	12
POLICY FOR WITHDRAWING FROM ALL CLASSES.....	12
POLICY FOR WITHDRAWING FROM A PARTIAL LOAD.....	12
BURSAR'S OFFICE.....	13
SECTION 103 PROVISIONS FOR VETERAN STUDENTS: PENDING PAYMENT COMPLIANCE FOR ELIGIBLE STUDENTS.....	14
FINANCIAL AID: UNDERGRADUATE STUDENTS.....	15
FEDERAL APPLICATION REQUIREMENTS AND PROCEDURES	16
TOURO UNIVERSITY UNDERGRADUATE SCHOLARSHIPS, GRANTS & OTHER BENEFITS	17
OTHER FINANCIAL AID SOURCES.....	18
FEDERAL GRANTS: UNDERGRADUATE STUDENTS.....	22
OTHER STATE AID PROGRAMS	28
INSTITUTIONAL PROGRAMS: FINANCIAL AID AND UNDERGRADUATE STUDENTS.....	34
WITHDRAWAL POLICY (FEDERAL – RETURN TO TITLE IV).....	36
ADDITIONAL FINANCIAL AID POLICIES FOR UNDERGRADUATE STUDENTS.....	38
ACADEMIC SERVICES.....	40
TOURO UNIVERSITY LIBRARIES	40
COMPUTER LABORATORY FACILITIES	40
SCIENCE LABORATORIES	41
STUDENT SERVICES	41
CAREER PLACEMENT SERVICES.....	41
ADVISEMENT/COUNSELING SERVICES	41
LEARNING RESOURCE CENTERS	42

TUTORING.....	42
FACULTY ADVISEMENT	42
INTERNSHIPS.....	42
STUDENTS WITH DISABILITIES	43
RIGHTS AND RESPONSIBILITIES	43
GRIEVANCE POLICY.....	44
CLUBS AND COMMITTEES	44
STUDENT ASSOCIATIONS	44
ACADEMIC RULES AND REGULATIONS.....	45
THE REGISTRATION PROCESS	45
NEW YORK STATE PROOF OF IMMUNIZATION REQUIREMENT	45
SELECTING COURSES.....	45
CHANGE OF PROGRAM.....	47
COURSE OPTIONS.....	48
ONLINE COURSES OFFERED THROUGH THE DEPARTMENT OF ONLINE EDUCATION	48
IDENTITY VERIFICATION FOR NEW STUDENTS	49
IDENTITY VERIFICATION FOR EXAM TAKERS.....	49
GENERAL INFORMATION CONCERNING TOURO UNIVERSITY’S ONLINE COURSES.....	49
STUDENT ELIGIBILITY FOR TAKING COURSES ONLINE	50
REGISTERING FOR AN ONLINE COURSE	50
TECHNICAL REQUIREMENTS FOR AN ONLINE COURSE.....	50
ALTERNATIVE INSTRUCTION—TUTORIALS, DIRECTED STUDY, INDEPENDENT STUDY, SENIOR HONORS PROJECT, LIFE-EXPERIENCE CREDITS	51
DOUBLE MAJORS	52
ACADEMIC ADVISEMENT	52
CREDITS AND SEMESTER HOURS	53
EARNING OUTSIDE CREDIT	54
GRADES	56
ACADEMIC PROGRESS AND STANDING	58
SATISFACTORY ACADEMIC PROGRESS	58
ACADEMIC PROGRAMS AND FINANCIAL AID	59
NEW YORK STATE ACADEMIC STANDARD.....	59
PROBATION AND DISMISSAL.....	61
COMMITTEE ON ACADEMIC STANDING	61
GRADUATION FROM THE UNIVERSITY	61
LEAVES OF ABSENCE/WITHDRAWAL.....	63
TRANSCRIPTS.....	63
STUDY OPTIONS.....	64
IMPORTANT NOTE FOR THOSE SEEKING A BACCALAUREATE DEGREE.....	64
DEVELOPMENTAL SEQUENCE.....	65
GENERAL EDUCATION	65
UNIVERSITY CORE REQUIREMENTS	65
ASSOCIATE’S DEGREE.....	65
BACCALAUREATE DEGREE.....	66
A GATEWAY TO PROFESSIONAL OPTIONS.....	67
PRE-LAW	67
PRE-MEDICAL AND PRE-DENTAL SEQUENCE.....	67

HEALTH SCIENCE OPTIONS	67
PHYSICIAN ASSISTANT	67
PHYSICAL THERAPY	68
OCCUPATIONAL THERAPY	68
SPEECH-LANGUAGE PATHOLOGY	68
DEPARTMENTAL REQUIREMENTS.....	69
ALLIED HEALTH PROGRAMS	69
DIAGNOSTIC MEDICAL SONOGRAPHY	69
ASSOCIATE IN APPLIED SCIENCE (A.A.S.) IN DIAGNOSTIC MEDICAL SONOGRAPHY	69
NURSING	70
ASSOCIATE IN APPLIED SCIENCE	72
RADIOLOGIC TECHNOLOGY	72
ASSOCIATE IN APPLIED SCIENCE (A.A.S.) IN RADIOLOGIC TECHNOLOGY	73
CERTIFICATE IN RADIOLOGIC TECHNOLOGY	73
BUSINESS: ACCOUNTING, FINANCE, MANAGEMENT, AND MARKETING	74
BACHELOR OF SCIENCE	76
ACCOUNTING	77
FINANCE	77
MANAGEMENT	78
MARKETING	79
ASSOCIATE IN SCIENCE	79
ACCOUNTING	80
FINANCE	80
MANAGEMENT	81
MARKETING	81
ASSOCIATE IN APPLIED SCIENCE IN BUSINESS MANAGEMENT & ADMINISTRATION	82
ACCOUNTING	82
FINANCE	82
MANAGEMENT	82
MARKETING	83
ASSOCIATE IN OCCUPATIONAL STUDIES IN BUSINESS MANAGEMENT AND ADMINISTRATION (A.O.S.)	83
ACCOUNTING	83
FINANCE	83
MANAGEMENT	84
MARKETING	84
CERTIFICATE IN ACCOUNTING	84
CERTIFICATE IN MANAGEMENT	84
MINOR IN BUSINESS COMMUNICATION	85
MINOR IN FINANCE	85
MINOR IN INTERNATIONAL BUSINESS	86
MINOR IN MARKETING/MANAGEMENT	86
COMPUTER SCIENCE	87
INTEGRATED TECHNOLOGY MERIT FAST TRACK	87
CYBERSECURITY AND NETWORK ADMINISTRATION	88
BACHELOR OF SCIENCE	88
ASSOCIATE IN SCIENCE	89
BUSINESS MANAGEMENT AND ADMINISTRATION/INFORMATION SYSTEMS: PROGRAMMING	90
BACHELOR OF SCIENCE	90

ASSOCIATE IN SCIENCE	91
BUSINESS MANAGEMENT & ADMINISTRATION: INFORMATION SYSTEMS	92
ASSOCIATE IN APPLIED SCIENCE	92
Local Area Network Track	92
Wide Area Network Track (Cisco).....	93
Visual Basic Track	93
C++/UNIX Track.....	93
JAVA Track.....	93
ASSOCIATE IN OCCUPATIONAL STUDIES	93
Local Area Network Track	94
Wide Area Network Track (Cisco).....	94
Visual Basic Track	94
C++/UNIX Track.....	94
JAVA Track.....	94
DIGITAL MULTIMEDIA DESIGN	94
BACHELOR OF SCIENCE	95
ASSOCIATE IN SCIENCE	96
ASSOCIATE IN APPLIED SCIENCE	97
ASSOCIATE IN OCCUPATIONAL STUDIES	97
CERTIFICATES	98
NETWORKING.....	98
Local Area Network Track	98
Wide Area Network Track	98
MICROCOMPUTER SUPPORT TECHNOLOGY	98
PROGRAMMING (VISUAL BASIC).....	98
PROGRAMMING (JAVA)	99
DIGITAL MULTIMEDIA DESIGN.....	99
EDUCATION	99
BACHELOR OF SCIENCE IN EDUCATION WITH A CONCENTRATION IN PSYCHOLOGY	100
PSYCHOLOGY CONCENTRATION FOR EDUCATION STUDENTS	102
MINORS.....	103
CHILDHOOD EDUCATION.....	103
EARLY CHILDHOOD EDUCATION	103
HUMAN SERVICES	104
BACHELOR OF SCIENCE	105
CONCENTRATIONS.....	105
Addiction Services.....	105
Adult & Family Services	106
Child & Youth Services.....	106
Developmental Disabilities.....	106
Gerontological Services.....	106
Human Service Administration	107
ASSOCIATE IN SCIENCE	107
ASSOCIATE IN APPLIED SCIENCE (A.A.S.).....	108
MINOR IN HUMAN SERVICES.....	108
NATURAL SCIENCES (BIOLOGY; CHEMISTRY AND PHYSICS; GENERAL SCIENCE).....	109
BACHELOR OF SCIENCE IN BIOLOGY	110
BACHELOR OF SCIENCE IN BIOLOGY, HONORS MAJOR	111
MINOR IN BIOLOGY	112
PARALEGAL STUDIES	113
ASSOCIATE IN SCIENCE	113
CERTIFICATE.....	114

PSYCHOLOGY	114
BACHELOR OF ARTS	115
BACHELOR OF ARTS, HONORS MAJOR.....	116
MINOR IN PSYCHOLOGY	117
SOCIAL SCIENCES	118
BACHELOR OF ARTS	118
SOCIOLOGY	119
ASSOCIATE IN SCIENCE IN CRIMINAL JUSTICE	120
INTERDISCIPLINARY LIBERAL ARTS AND SCIENCES MAJOR	120
BACHELOR OF ARTS OR BACHELOR OF SCIENCE.....	120
ASSOCIATE IN ARTS	122
DEPARTMENTS OFFERING GENERAL EDUCATION REQUIREMENTS	123
ART	123
HISTORY	124
JUDAIC STUDIES.....	124
LANGUAGES AND LITERATURE.....	125
DEVELOPMENTAL ENGLISH	125
ENGLISH AS A SECOND LANGUAGE.....	125
DEVELOPMENTAL ENGLISH FOR NATIVE SPEAKERS.....	125
COLLEGE WRITING SEQUENCE	125
LITERATURE.....	125
LANGUAGES: SPANISH FOR NATIVE SPANISH SPEAKERS, SPANISH AS A FOREIGN LANGUAGE, SIGN LANGUAGE.....	125
MATHEMATICS	126
POLITICAL SCIENCE	126
SOCIOLOGY	127
SPEECH AND COMMUNICATION	127
COURSE DESCRIPTIONS.....	128
ART	128
BUSINESS: ACCOUNTING, ECONOMICS, FINANCE, MANAGEMENT, AND MARKETING	130
ACCOUNTING.....	130
ECONOMICS.....	133
FINANCE.....	134
MANAGEMENT	136
MARKETING	137
DIAGNOSTIC MEDICAL SONOGRAPHY.....	139
NURSING	142
RADIOGRAPHIC TECHNOLOGY	143
COMPUTER SCIENCE.....	146
DIGITAL MULTIMEDIA DESIGN.....	152
EDUCATION.....	154
HISTORY	158
HUMAN SERVICES	161
JUDAIC STUDIES.....	166
LANGUAGES AND LITERATURE.....	168
DEVELOPMENTAL ENGLISH	168
ENGLISH AS A SECOND LANGUAGE.....	168
DEVELOPMENTAL ENGLISH FOR NATIVE SPEAKERS.....	168

COLLEGE WRITING SEQUENCE	168
LITERATURE.....	169
LANGUAGES.....	170
SPANISH FOR NATIVE SPANISH SPEAKERS.....	170
SPANISH AS A FOREIGN LANGUAGE	171
SIGN LANGUAGE.....	171
MATHEMATICS.....	171
NATURAL SCIENCES	172
GENERAL SCIENCE (NON-LABORATORY)	172
LABORATORY SCIENCE: BIOLOGY	173
LABORATORY SCIENCE: CHEMISTRY AND PHYSICS	175
PARALEGAL STUDIES	175
PHILOSOPHY	178
POLITICAL SCIENCE.....	178
PSYCHOLOGY	180
SOCIOLOGY	183
CRIMINAL JUSTICE.....	185
SPEECH AND COMMUNICATION	186
COURSES FOR NATIVE SPEAKERS OF ENGLISH.....	187
UNIVERSITY CODES AND POLICIES.....	190
TOURO UNIVERSITY CODE OF CONDUCT.....	190
TOURO UNIVERSITY SOCIAL MEDIA POLICY.....	191
ADJUDICATION OF UNIVERSITY CODE OF CONDUCT VIOLATIONS.....	191
TOURO UNIVERSITY ACADEMIC INTEGRITY POLICY	193
VIOLATIONS OF ACADEMIC INTEGRITY.....	194
PLAGIARISM.....	194
Intentional Plagiarism.....	194
Unintentional Plagiarism	195
CHEATING ON EXAMINATIONS AND OTHER CLASS/FIELDWORK ASSIGNMENTS.....	195
RESEARCH MISCONDUCT	196
OTHER UNETHICAL CONDUCT	196
Misleading or Fraudulent Behavior	196
Tampering	196
Copyright Violations	196
SANCTIONS.....	197
PROCEDURES IN RESPONSE TO VIOLATIONS OF ACADEMIC INTEGRITY.....	197
REPORTING A CASE OF SUSPECTED PLAGIARISM OR CHEATING	198
RESOLUTION OF ACADEMIC INTEGRITY VIOLATIONS.....	198
Informal Resolution.....	198
Formal Resolution	198
APPEAL PROCESS	200
ALTERNATIVE DISPUTE RESOLUTION	201
FAILURE TO EDUCATE AND LIABILITY DISCLAIMER	202
TOURO POLICY ON BIAS-RELATED CRIMES	202
POLICY ON TITLE IX AND SEXUAL MISCONDUCT	203
SEXUAL MISCONDUCT	204
STUDENT COMPLAINTS.....	206
TOURO UNIVERSITY CAMPUS SECURITY POLICIES.....	207
POLICY ON DRUGS & CONTROLLED SUBSTANCES.....	208

STUDENT RESPONSIBILITIES AND RIGHTS	209
CAMPUS CITIZENSHIP	209
STANDARDS OF CLASSROOM BEHAVIOR	209
ACCEPTABLE USE POLICY FOR INFORMATION TECHNOLOGY	209
INTERNET SERVICES AND USER-GENERATED CONTENT POLICY	209
ANTI-HAZING REGULATIONS	210
NO-SMOKING POLICY (INCLUDING THE USE OF ELECTRONIC CIGARETTES OR VAPOR DEVICES).....	210
CONFIDENTIALITY OF STUDENT EDUCATION RECORDS	211
THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (FERPA).....	211
AUTHORIZATION FOR NON-DISCLOSURE OF DIRECTORY INFORMATION.....	212
UNDERGRADUATE COMPLETION RATE	213
TOURO UNIVERSITY BOARD OF TRUSTEES	214
TOURO BOARD OF GOVERNORS	214
UNIVERSITY ADMINISTRATION	215
OFFICE OF THE PRESIDENT	215
SENIOR LEADERSHIP.....	215
OFFICE OF ACADEMIC AFFAIRS.....	215
FULL-TIME FACULTY	220
ADJUNCT FACULTY	231
NYSCAS STAFF DIRECTORY	239

MESSAGE FROM THE PRESIDENT



In the four decades that have passed since Dr. Bernard Lander founded Touro College, our institution has grown significantly and achieved remarkable success. When launched with its first class of 35 students, Touro was envisioned as a great experiment in higher education, blending the best of Jewish and secular scholarship in an atmosphere of personal attention and academic excellence. Our mandate was to respond in innovative ways to the educational needs of the growing Jewish communities of New York and elsewhere, and to provide accessible and quality academic opportunities to underserved populations. Today, Touro University remains faithful to its original mission, educating over 19,000 students of diverse backgrounds, worldwide. We offer a wide range of undergraduate, graduate, and professional degree programs in a variety of disciplines—from Jewish studies to education to law and to the health sciences—including outstanding programs for students pursuing careers in medicine and the allied health professions.

As the second president in Touro’s history, I am deeply committed to Touro’s mission of providing academic excellence and personal attention for students seeking to maximize their personal and professional growth. In carrying out our goals, we continue to work with our students in a collective effort to help make the world a better place for all. Our New York School of Career and Applied Studies (NYSCAS) works toward these objectives by offering high-quality educational opportunities in numerous locations throughout New York

City, to a diverse cross-section of the population, including the traditionally underserved. Thousands of students earn undergraduate degrees and continue on to obtain graduate and professional degrees at Touro or elsewhere as a result of the breadth of offerings, personalized attention, and flexibility afforded them at NYSCAS.

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

Sincerely,

Alan Kadish, M.D.

Alan Kadish, M.D. is President 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 forward thinker and a deeply committed observer of the Jewish faith, 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 University educates approximately 19,000 students across the United States and around the world.

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

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

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



MESSAGE FROM THE ASSOCIATE VICE PRESIDENT OF UNDERGRADUATE EDUCATION AND DEAN OF NYSCAS



Welcome to the New York School of Career and Applied Studies (NYSCAS), a division of Touro University.

Choosing the right college is an important element in your future success. We at NYSCAS are glad that you have chosen us, and we look forward to helping you achieve your educational and career goals.

NYSCAS has many resources to help you have a successful and rewarding college experience. Please avail yourself of our Academic Advisors, Learning and Tutoring Centers, Freshman Success and Retention Office, Wellness Center, and Mentoring Program. We are here to help guide you in selecting and pursuing a program that will lead to a career you will find both gratifying and fulfilling.

Every student is an individual with a unique story, background and skillset. For some of you, your attendance here may be the first step toward a longer path in education or a profession. If this is your aspiration, we want to help you make this a reality. We look forward to working with you to help you reach your goals.

NYSCAS provides flexibility in class scheduling and offers both on campus classes at several convenient locations and online classes to help meet your needs, whether you are juggling family responsibilities or a job. We also offer financial aid packages to those who qualify.

NYSCAS has evolved significantly over the past two decades. We believe in our students! If you put forth your best effort and are determined to succeed, we are confident that when you graduated from NYSCAS, you will acquire the necessary skills and knowledge to enter the workforce and become a productive member of society. Today, our administration, faculty and staff remain ready to help you succeed and reach your maximum potential. We wish you the best of luck on your collegiate journey.

With best wishes,

Judah Weinberger, M.D., Ph.D.
Associate Vice President of Undergraduate Education
and Dean, NYSCAS

ACADEMIC CALENDARS

Please refer to <https://nyscas.touro.edu/academics/academic-calendar/> for the current academic calendar.

MISSION STATEMENT

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

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

The following goals support Touro's Mission:

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

INTRODUCTION

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

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

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

TOURO UNIVERSITY

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

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

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

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

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

Enhancing the Jewish Heritage

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

Fulfilling Needs - and Building Strength - in Health Care

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

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

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

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

Charting New Territory in Law, Business and Technology

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

Educating the Educators, Serving the Community

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

Forging Ties with Israel and Revitalizing Jewish Life in Europe

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

FACILITIES

The Office of the President and central administrative offices are located at the Main Administrative Center in midtown Manhattan at 50 W. 47th Street, 14th Floor, New York, NY 10036. Offices of the President and Vice Presidents, the Provost, Human Resources, and Information Technology are located at the Main Administrative Center.

The Main Campus is located at 3 Times Square in Manhattan. This modern facility, encompassing more than 300,000 square feet on 12 floors, contains classrooms, science laboratories, the central university library, administrative offices, faculty offices, student lounges, a Beis Medrash, and computer-science laboratories. The campus is easily accessible by mass transit. Laboratories to support programs in physical therapy and occupational therapy have been constructed at the main campus. A full team of administrative personnel (including student service offices) supports the programs located in the new facility.

Flatbush (Midwood) Branch Campus

This campus, located at 1602 Avenue J, Brooklyn, NY, houses the Lander College of Arts and Sciences, as well as classes for the New York School of Career and Applied Studies. The building contains classrooms, faculty offices, science and computer laboratories, and administrative offices for Advisement, Placement, the Registrar, Financial Aid, and the Bursar.

Extension Centers/Sites in Brooklyn and Queens

Extension centers/sites are conveniently located in Brooklyn and Queens. Administrative and academic services, such as academic advisement, financial aid, tutoring, and library and computer labs, are available at most locations.

NEPTUNE CENTER
360 Neptune Avenue
Brooklyn, New York 11235
(718) 885-8500

FOREST HILLS
71-02 113th Street
Forest Hills, New York 11375
(718) 520-6471

KINGS HIGHWAY CENTER
1726 Kings Highway
Brooklyn, New York 11229
(718) 998-9409

STARRETT CITY
1344 Pennsylvania Avenue
Brooklyn, New York 11239
(718) 642-6562

ADMISSIONS

The New York School of Career and Applied Studies (NYSCAS) admits students who demonstrate the competence, motivation, and energy to pursue a degree or certificate program. The University recognizes that these qualities are indicated by the student's present level of motivation and ability, rather than by past performance. Although a high school diploma or equivalent is generally required for admission, Touro also recognizes that the knowledge, skills, and abilities expected of entering college students may be acquired through a variety of nontraditional learning experiences.

Applicants who wish to matriculate in a certificate or degree program are expected to take admissions and/or placement tests, which include a writing sample. When deemed necessary, the Admissions Committee may request an interview. The results of these assessments are used for academic placement and also to determine whether admissions criteria are met by students lacking traditional academic credentials. Generally, students are first admitted to an Associate's degree program, and may later apply to continue toward a baccalaureate degree. Information about assessment test dates and locations may be obtained from the Office of Admissions at the site that the applicant wishes to attend.

Admission instructions and application can be picked up at any NYSCAS location or downloaded at:
<http://nyscas.touro.edu/admissions--aid/>

BACCALAUREATE TRANSFER AND MATRICULATION

Touro students who have been admitted to an Associate's degree program must file a Baccalaureate Matriculation Application to be considered for admission to a baccalaureate program. Readiness to continue for the baccalaureate is reviewed by the Baccalaureate Matriculation Committee. The Committee will consider the student's record at the University, as well as results on such examinations as the University chooses to administer to determine admissibility. Students who meet the specified criteria (see below) may be processed through the Admissions Office directly. During the application, process students will have option to petition to be moved to the baccalaureate degree immediately, before completing the associate degree, or upon completion of the associate degree.

Students who were previously enrolled in an Associate's degree program can apply for admission to a baccalaureate program after completing 36 credits of academic course work with a 2.0 GPA or better. Students are generally expected to have earned a grade of "C" or better in College Writing I or College Writing II, or to meet equivalent requirements as determined by the Department of Languages and Literature.

TRANSFER STUDENTS

Transfer students are welcome members of the Touro learning community. Transfer applicants, upon applying to Touro, should submit official transcripts from all colleges or universities attended. Official transcripts should be sent from the issuing school directly to the Office of Admissions, 3 Times Square, New York, NY 10036.

Transfer students who have completed 12 credits or more of college-level work at a regionally-accredited institution, and have completed (an) English composition course(s) with a "C" or better, will receive the corresponding College Writing transfer credit and be appropriately placed in Touro's sequence of courses.

For further information on transfer credit, please refer to page 64.

READMISSION

Students in the following categories must file a regular Touro University Admissions Application form:

- Previously applied, but never attended classes;
- Previously denied admission;
- Previously non-matriculated and now desiring to pursue a degree;
- Previously attended, but seeking admission to a different division (since merging, the former SCAS and SGS are considered the same division for application purposes).

Students who were previously matriculated but have not been in attendance for two or more semesters (not including summer session) and have not filed an approved Leave of Absence and/or are seeking to return to the same division must file a *Readmission Application*. Such students will be readmitted if they meet the following criteria:

- If, before leaving, they were in good academic standing, and;
- If without a secondary school credential, they demonstrate that they meet current ability-to-benefit standards, and;
- If last enrolled at the developmental level, they retest at the appropriate level, and;
- If on academic hold, they receive a favorable recommendation from the Committee on Academic Standing.

INTERNATIONAL STUDENTS

Students from foreign countries are eligible for admission to Touro University upon graduation from high school or the equivalent. Such students follow the same application procedure as other candidates for admission. Students whose native language is not English, or who did not graduate from high school or college in the USA or other English-speaking country, may also need to demonstrate proficiency in English, depending on the academic program to which they apply, through satisfactory performance on a standardized examination and an English Placement Essay administered by the University.

FOREIGN STUDENT DISCLAIMER

Foreign scholars and students' responsibilities include, but are not limited to, applying for a visa, fulfilling the initial report requirement, maintaining legal status in the United States, obtaining health insurance, and fulfilling residency requirements, if any. It is the student's responsibility to comply with all immigration requirements and deadlines. Assistance by the Responsible Officer ("RO") or Alternate Responsible Officer ("ARO") is advisory only and is not a substitute for professional immigration guidance, which is recommended.

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

FOREIGN TRANSCRIPT EVALUATION

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

NON-MATRICULATED STUDENTS

Students not enrolled in a degree or certificate program may register as non-matriculated students. They must complete a Touro University admissions application. These students should meet the prerequisite requirements for all courses in which they intend to enroll. They may generally register for up to nine credit hours each semester, but are sometimes limited to six credit hours.

ADVANCED STANDING

Applicants seeking advanced standing credits for work taken either by examination in high school or through a non-degree-granting institution in the United States or abroad should consult the Office of the Registrar.

ACADEMIC PLACEMENT

Results of tests administered during the admissions process are used to determine academic placement. Students who demonstrate a need for intensive instruction may be required to enroll in certain developmental courses.

TUITION REFUND SCHEDULE

POLICY FOR WITHDRAWING FROM ALL CLASSES

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

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

The Office of the Registrar is the only Designated Campus Official for all official withdrawals.

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

Students who wish to withdraw from all courses in a given semester without officially withdrawing from a program must complete an Add/Drop form (see “Adding a Course” and “Dropping a Course,” p. 47)

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

SUMMER SEMESTER (UP TO 8 WEEKS IN LENGTH)

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

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

FALL & SPRING SEMESTERS

When withdrawing from ALL courses:

- Before the first day of the semester: 100% of tuition
- During the add/drop period: 100% of tuition
- During the week following the add/drop period: 50% of tuition
- During the second week following the add/drop period: 20% of tuition
- After the second week following the add/drop period: No refund

The Administrative Fee is non-refundable for all semesters.

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

POLICY FOR WITHDRAWING FROM A PARTIAL LOAD

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

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

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

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

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

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

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

Fall & Spring Semesters – When withdrawing from a Partial Load

When withdrawing from a partial load:

- Before the first week of the semester: 100% of tuition credit per course(s) dropped
- During the add/drop period: 100% of tuition credit per course(s) dropped
- During the week following the add/drop period: 50% of tuition credit per course(s) dropped
- During the 2nd week following the add/drop period: 20% of tuition credit per course dropped
- After the second week following the add/drop period: No refund

The Administrative Fee is non-refundable for all semesters.

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

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

BURSAR’S OFFICE

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

Tuition Payments

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

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

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

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

Student Refunds

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

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

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

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

Withdrawal Policies

Each Touro program has a specific withdrawal schedule indicating a student's liability of charges if they should withdraw at any time during the semester. Students should familiarize themselves with these critical dates before any changes are made to their registration.

SECTION 103 PROVISIONS FOR VETERAN STUDENTS: PENDING PAYMENT COMPLIANCE FOR ELIGIBLE STUDENTS

In accordance with Title 38 US Code 3679 subsection (e), Touro University adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill^{®1}(Ch. 33) or Veteran Readiness and Employment (Ch. 31) benefits, while payment to the University is pending from the VA. Touro University will not:

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

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

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

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

FINANCIAL AID: UNDERGRADUATE STUDENTS

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

It is the student's responsibility to request, complete, and submit all forms with necessary documentation for all financial aid programs, including scholarships, in a timely manner. These awards are not granted retroactively and are subject to the availability of funds.

Financial aid awards are not guaranteed and subject to all revisions in federal, state and institutional policies, availability of funds, changes in enrollment, minimum grade requirements, housing status, and timely submission of all required documentation.

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

FINANCIAL AID SELF-SERVICE & STUDENT ADMINISTRATIVE SERVICES HELPDESK

Financial aid is an enabling element in your educational pursuit. To that end, Touro University has implemented the Touro Portal. With this system, you have the ability to review your financial aid awards, accept or reject loan-based financial aid, gain insight into what might be delaying your financial aid, and much more.

Visit <https://touroone.touro.edu/>

As part of our Financial Aid Self-Service tool, our newly formed student services helpdesk aims to assist all students in Touro University with their student services questions. Visit help@touro.edu.

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

<https://studentaid.gov/h/apply-for-aid/fafsa>

<https://studentaid.gov/>

<https://www.hesc.ny.gov/>

<https://www.csac.ca.gov/cal-grants>

<http://www.isac.org/students/>

FEDERAL APPLICATION REQUIREMENTS AND PROCEDURES

Students who wish to apply for scholarships, grants and/or student loans are required to complete the FAFSA. The college code to be used on the [FAFSA](https://studentaid.gov/) for Touro University is 010142. The FAFSA is available online at <https://studentaid.gov/>. For maximum consideration for all types of financial aid, students must file their FAFSA applications as soon as possible after October 1st of each year at <https://studentaid.gov/>.

Requirements for Federal Student Aid

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

- Must be accepted into one of Touro University's degree granting programs and must be fully matriculated in that program.
- Must have a high school diploma or its recognized equivalent, such as a general educational development or GED certificate or has completed home schooling at the secondary level as defined by state law.
- Must be making satisfactory academic progress toward their degree.
- Must be enrolled at least half time to receive aid from the Stafford and PLUS loan programs.
- Must not have been convicted of possession or sale of illegal drugs for an offense that occurred while receiving federal financial aid (see Question 23 on the FAFSA for additional information).
- Must not be in default on a prior federal student, parent loan or grant overpayment.
- Must be a U.S. citizen or permanent resident or other eligible non-citizen.
- Must have a valid Social Security Number.
- With the exception of unsubsidized Stafford Loans and PLUS Loans, all other federal student aid requires students to demonstrate financial need.

Federal Verification Requirements

When the FAFSA is filed, the federal government reviews the data submitted and selects certain applications for a process called Verification. If a student's application is selected, the student, his or her spouse and/or parents must submit documents that support the information supplied on the FAFSA to the Touro University Office of Financial Aid. This usually includes copies of the appropriate year's IRS Tax Transcripts, a Verification Worksheet (supplied by Touro University) and other supporting documentation as required.

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

As part of the Federal Verification process, Touro University may also request proof of High School Completion (or its recognized equivalent), proof of the receipt of Supplemental Nutritional Assistance Program benefits (SNAP), and/or proof of child support payments. Students may also be requested to appear in person and provide government issued photo identification and sign a Statement of Educational Purpose. If you have questions or concerns, please contact the Touro University Office of Financial Aid.

Requirements for Determination of Independent Student Status for Purposes of Federal Student Aid

To be considered an independent student for any federal financial aid program, students must meet one of the following criteria:

- A. Age 24 or older as of Dec. 31 of the award year
- B. For students under 24, one of the following criteria must be met:
 - Orphan, foster child, or ward of the court at age 13 or older
 - Veteran or currently engaged in active duty in the U.S. armed forces for purposes other than basic training
 - Have legal dependents other than a spouse for whom he/she provides more than 50 percent financial support
 - Graduate or professional student
 - Married student (at the time the FAFSA is signed)
 - Classified by the Office of Financial Aid as independent because of other unusual circumstances that have been fully documented and are consistent with federal regulations
 - Have had a legal guardian as determined by a state court
 - An unaccompanied youth who is determined to be homeless, or at risk of being homeless, by a school district, shelter director, or the U.S. Department of Housing and Urban Development
 - Emancipated minor as determined by a court in his/her state of legal residence

Students who do not meet the federal definition of an "independent student" and who have extenuating circumstances may request consideration for a "Dependency Override". In such cases, Touro University will require additional certification and documentation to determine that a student is independent for purposes of Federal Financial Aid Programs. A determination of Independent student status for Federal Financial Aid purposes does not automatically translate to the same determination for State Aid Programs and vice versa. Nor does this determination guarantee that an applicant will receive additional Financial Aid that is sufficient to meet the cost of attendance. The Touro University Office of Financial Aid has the right to adjust or change the determination of Independent student status when conflicting information exists.

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

TOURO UNIVERSITY UNDERGRADUATE SCHOLARSHIPS, GRANTS & OTHER BENEFITS

Through the generosity Touro University, students may receive academic scholarships and grants on the basis of academic achievement, high scholastic potential, and demonstrated need. Students should contact the Office of Financial Aid for more information on the availability of scholarships and grants.

Following is a list of the various undergraduate scholarships offered by Touro University.

Touro Academic Scholarships

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

Touro Deans Scholarships

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

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

Presidential Scholarships

Students are eligible to apply for this scholarship after completing a FAFSA application. Complete the application for a Deans Scholarship. Please see the Financial Aid Office.

Tuition Payment Plans

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

Employee Benefits/ Tuition Remission

Tuition remission is extended to full time faculty and staff, their spouses and dependent children. Anyone in default of a student loan is excluded from receiving this benefit. Students taking undergraduate classes will receive up to 100% tuition remission. Students taking classes at the graduate or professional level will receive up to 25% tuition remission. Full time employees of Touro University who wish to take advantage of the Employee Benefits Tuition Remission Policy should complete the tuition remission form on TouroOne.

OTHER FINANCIAL AID SOURCES

Memorial Scholarships for Families of Deceased Police Officers and Firefighters

These awards are made available to the children and spouses of deceased police officers, firefighters, and volunteer firefighters of New York State who have died as a result of injuries sustained in the line of duty. Recipients must be New York State residents, enrolled on a full-time basis, and matriculated in approved undergraduate programs at colleges in New York State.

The scholarships are available for four years of undergraduate study. Students who meet the criteria for these awards may request special Memorial Scholarship Supplements from NYSHESC, 99 Washington Avenue, Albany, New York 12255, via the mail, by phone at (888) 697-4372, or via the internet at <https://www.hesc.ny.gov/>. The deadline for filing is May 1st.

The special Scholarship Supplements merely establish eligibility for these scholarships. To receive payment, applicants must complete their FAFSAs and New York State Express TAP Applications (ETAs) each year. Awards are usually equal to the non-tuition allowances (such as room and board, books and supplies, and transportation) as determined annually by the Commissioner of Education, less any Federal Pell Grants and other federal and/or State-funded scholarships or grants.

World Trade Center Memorial Scholarships

This scholarship is for the children and spouses of deceased or severely and permanently disabled victims of the September 11, 2001 terrorist attacks. This includes victims at the World Trade Center site, the Pentagon, or on flights 11, 77, 93, and 175.

To apply, print a copy of the World Trade Center Memorial Scholarship Application from <https://www.hesc.ny.gov/> and mail with the necessary documentation to HESC Scholarship Unit, 99 Washington Avenue, Albany, NY 12255. Students must complete their FAFSAs, as well.

Regents Awards for Child of Veteran

These awards are for the children of veterans who are deceased, disabled, or missing in action as a result of service in the Armed Forces of the U.S. during wartime and/or periods of armed conflict, or who were classified as prisoners of war during such service. Applicants must be current residents of New York State, enrolled on a full-time basis, and matriculated in approved programs at colleges in New York State. Students who meet the criteria may request the special Child of Veteran Award Supplements from NYSHESC, 99 Washington Avenue, Albany, New York, 12255, via the mail, by phone at (888) 697-4372, or via the internet at <https://www.hesc.ny.gov/>. The deadline for filing is May 1st.

The special Award Supplements merely establish eligibility for these awards. To receive payment, applicants must complete their FAFSAs and New York State Express TAP Applications (ETAs) each year. The Child of Veteran Awards are renewable unless the disability condition of the parent changes, in which case NYSHESC must be notified of the change.

Military Enhanced Recognition Incentive and Tribute - MERIT Scholarship, also known as Military Service Recognition Scholarship (MSRS)

Provides financial aid to children, spouses and financial dependents of members of the armed forces of the United States or of a state organized militia who, at any time on or after Aug. 2, 1990, while a New York State resident, died or became severely and permanently disabled while engaged in hostilities or training for hostilities for study in New York State.

Flight 3407 Memorial Scholarship

Provides financial aid to children, spouses and financial dependents of individuals killed as a direct result of the crash of Continental Airlines Flight 3407 on February 12, 2009.

American Airlines Flight 587 Memorial Scholarship

For the families and financial dependents of victims of the crash of American Airlines Flight 587 on November 12, 2001.

NYS Scholarships for Academic Excellence

NYS Scholarships for Academic Excellence provide up to \$1,500 per year for up to five years of undergraduate study in New York State.

Eligibility

Students must:

- Have graduated from a New York State high school
- Study full time and be matriculated in an approved undergraduate program of study in a New York State post-secondary institution
- Be in good academic standing
- Not be in default on any State or federal student loan or on any repayment of state awards
- Be U.S. citizens or qualifying noncitizens
- Be New York State residents

Award Amount

This program provides scholarship assistance to outstanding New York State high school graduates. Each year, 8,000 scholarships are awarded - up to 2,000 scholarships of \$1,500 and 6,000 scholarships of \$500 to top scholars from registered New York State high schools. Awards are based on student grades in certain Regents exams. Recipients can also receive other non-loan student aid, but the total cannot exceed the cost of attendance.

Duration

The scholarship must be used within seven years commencing with the first academic year for which the scholarship was awarded. During this period, students are entitled to payment for up to four years of full-time study, or five years if enrolled in a Bachelor's degree program approved as a program normally requiring five years of study.

How to Apply

To apply, see your high school guidance counsellor.

Award Calculation

Each year, up to 2,000 scholarships of \$1,500 are awarded to the top graduating scholar for each registered high school in New York State. Any remaining \$1,500 scholarships and additional 6,000 scholarships of \$500 per year are awarded to other outstanding high school graduates. These are based on the ratio of total students graduating from each high school in New York State as compared to the total number of students who graduated during the prior school year. Awards cannot exceed cost of attendance.

Notification Procedure

The State Education Department will notify the students who have been nominated by their high schools to receive the scholarship. HESC also receives notification from the State Education Department. To receive payment of the scholarship, the student must submit an application for payment to HESC by June 30 of each year for which assistance is sought. Application for payment is made by filing the Free Application for Federal Student Aid (FAFSA) and the TAP on the Web application.

Revocation

The scholarship will be revoked if the student begins study at an out-of-state institution. A student who is ineligible to receive payment of the scholarship during the first academic year of eligibility due to enrolment at an out-of-state institution loses all future eligibility for the award. The scholarship cannot be reinstated even if the student subsequently enrolls in a program of study at a New York State institution.

NYS Achievement and Investment in Merit Scholarship (NY-AIMS)

The NYS Achievement and Investment in Merit Scholarship (NY-AIMS) provides merit-based scholarships to NYS high school graduates who achieved academic excellence as a high school student, and enroll or plan to enroll in a public or private NYS college immediately after high school.

Eligibility

An applicant must:

- be a legal resident of NYS and have resided in NYS for 12 continuous months;
- be a U.S. citizen or eligible non-citizen;
- graduate from a NYS high school in the class of 2016;
- enroll full time as a first-time student in an eligible NYS college for the fall 2016 term; and
- have achieved at least two of the following during high school:
 - have graduated with a grade point average (GPA) of 3.3 or above;
 - have graduated “with honors” on a New York State Regents diploma or received a score of 3 or higher on two or more Advanced Placement (or AP) examinations;
 - have graduated within the top 15% of his or her high school class.

Award Amounts

HESC determines the annual award amount for recipients.

The number of awards to be made under this Program is subject to available funding.

Note: Any award payment received may have tax implications. Any questions regarding this should be directed to a tax professional, the Internal Revenue Service, or the NYS Department of Taxation and Finance.

Duration

An award recipient is entitled to an annual award for not more than four years of undergraduate study, or five years if the program of study normally requires five years.

How to Apply

The application deadline for the New York State Achievement and Investment in Merit Scholarship (NY-AIMS) is published on the HESC website (<https://www.hesc.ny.gov/>).

Recipient Selections

Recipients will be selected and prioritized based on the unmet need as reflected on the financial aid award letter of the colleges they attend. Unmet need is defined as the cost of attendance less federal and state aid awarded, institutional aid, and the federal expected family contribution. Awards will be granted to those with the greatest unmet need, in descending order. In the event of a tie, recipients will be selected using a lottery method.

Except in the event of a school closing, a recipient is ineligible to receive award payments if he or she (a) fails to attend the college used to establish his or her eligibility or (b) transfers from the college used to establish his or her eligibility before earning a degree. However, a recipient who has earned an Associate's degree and who enrolls immediately in a four or five-year undergraduate program will continue to receive his/her award.

Payment

A recipient is not required to submit another NYS Achievement and Investment in Merit Scholarship (NY-AIMS) Web Application once awarded this scholarship, but must complete the [Free Application for Federal Student Aid \(FAFSA\)](#) and the [Payment of State Grants, Scholarships and Awards Application](#) each year to receive payment.

Awards will be disbursed directly to the college and may be used to support the recipient's expenses while in college.

Please contact the Scholarship Unit at scholarships@hesc.ny.gov or 1-888-697-4372 with any questions regarding this program.

New York Lottery Leaders of Tomorrow Scholarship

Students must be U.S. citizens and graduates of a New York State high school. They must have maintained a B average for seven semesters of high school, demonstrate leadership skills, and document experience in extracurricular and community-service activities. Students must attend a New York State college full-time and maintain a B average. Each high school principal will recommend two seniors. Award amounts vary each year.

AmeriCorps

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

FEDERAL GRANTS: UNDERGRADUATE STUDENTS

Federal Pell Grant

The Federal Pell Grant is for undergraduate, matriculated students who are enrolled in at least one credit and meet the financial need guidelines of the program. Eligibility for the Federal Pell Grant is limited to students who have not received their first Bachelor's degree or its equivalent. Students are required to file the Free Application for Federal Student Aid (FAFSA) at <https://studentaid.gov/> and will receive the results of their FAFSA directly from the Federal Processing Center. Shortly thereafter, the Touro University Office of Financial Aid receives the same information electronically. Awards are based on the Expected Family Contribution (EFC) as determined by a federal methodology, the Touro University cost of attendance, the number of credits attempted in a given semester, and the federal appropriation for the program, as determined by Congress. To maintain eligibility for the Federal Pell Grant, students must apply by submitting the FAFSA annually, continue to meet the financial need guidelines and eligibility rules, and maintain the minimum satisfactory academic progress standards as established by Touro University. Students must also not be in default on any student loan or owe a repayment of federal grant funds for attendance in a prior period. Students may not receive a Federal Pell Grant from more than one institution at a time.

Pell Grant Lifetime Eligibility Used (LEU)

The U.S. Department of Education has established regulations that reduce the duration of a student's lifetime eligibility to receive a Federal Pell Grant to 12 full-time semesters (six years or its equivalent). This change was effective with the 2012-2013 Award Year and applies to all students eligible for Federal Pell Grants. If the institution receives notification from the U.S. Department of Education that a Federal Pell Grant applicant has reached, or is close to the Lifetime maximum award, the institution will notify the student and adjust all awards as necessary.

Federal Supplemental Education Opportunity Grant (FSEOG)

The Federal Supplemental Educational Opportunity Grant (FSEOG) program provides need-based grants to help low-income undergraduate students finance the costs of postsecondary education and may be available to students who are eligible for Federal Pell Grants. Federal funds are limited for this program; only applicants who demonstrate the greatest financial need are considered for FSEOG. These funds are awarded by the Office of Financial Aid. Students must file a FAFSA at <https://studentaid.gov/> as part of the application process for an FSEOG. Eligibility is determined annually based on results from the FAFSA, and students must maintain satisfactory academic progress as determined by the applicable Touro University degree program rules.

Federal Work-Study (FWS) Program

Touro University participates in the federally sponsored Federal Work-Study (FWS) Program. Students should complete the Free Application for Federal Student Aid (FAFSA) at <https://fafsa.gov> <https://studentaid.gov/> and indicate a desire to participate in the Federal Work Study Program on the FAFSA application. The Office of Financial Aid will determine the student's eligibility based on demonstrated financial need and availability of federal funds. If the student is eligible and would like to participate in the Federal Work-Study Program, they must accept the offer of assistance and contact the Office of Financial Aid. If a student fails to contact the Office of Financial Aid by the first week in October for the fall semester, or the first week in February for the spring semester, there is a risk that the FWS award may be cancelled. Funds are limited and there is usually a waiting list of students who would like to obtain positions. Please be aware that the amount of FWS indicated on the financial aid package is not deducted from the student's tuition bill, but rather reflects the amount of money available for the student to earn under the program. It is the student's responsibility to obtain a job through the Office of Financial Aid. Renewal is dependent upon continued demonstration of financial need, availability of federal funds and maintenance of the minimum academic standards established by Touro University. Students are required to file the FAFSA and indicate a desire to participate each year for continued determination of eligibility.

STATE GRANTS

New York State Tuition Assistance Program (TAP)

New York State Academic Standard

A student who has received tuition assistance grant awards from the New York State Tuition Assistance Program (TAP) is required to complete at least 6 semester hours in each semester of the first year in which he or she received an award, 9 credits in each semester of the second year, and 12 credits in each semester of the third and fourth years, with any grade other than W, WU and WNA. Students who withdraw from all courses in any semester or who fail to maintain satisfactory progress as defined above are ineligible to receive TAP grants from that point, unless they receive a one-time TAP waiver (see the section below entitled "Committee on Academic Standing" for the procedure to request a TAP waiver).

For financial aid purposes, good academic standing consists of two elements: **Satisfactory Academic Progress and Pursuit of Program**. Satisfactory progress is a measure of the student's *achievement*, of earning credits toward a degree or certificate with a specified grade point average. Pursuit of program is a measure of the student's *effort* to complete a program.

In accordance with section 145-2.2 of the *Regulations of the Commissioner of Education*, each institution participating in State student financial aid programs must determine whether a student is in good academic standing based on a standard of satisfactory academic progress comprising a minimum number of credits to be accrued (earned) with a minimum cumulative grade point average in each term an award payment is received. The progress standard is most clearly presented in chart format (see below).

Initially, the regulation provided that each institution establish and submit for the Commissioner's approval its proposed standard of progress. However, for the 1995-96 academic year and thereafter, new legislation mandated a minimum cumulative C average after a student has received four full-time semester award payments or the equivalent (24 payment points).

Effective for the 2010-11 academic year and thereafter, New York State Education Law requires a non-remedial student, whose first award year is in 2010-11 and thereafter, must meet new standards of satisfactory academic progress (SAP). Non-remedial students whose first year is 2007-08 through 2009-10 must meet the SAP requirements enacted in 2006. Those meeting the [definition of "remedial student"](#) are not subject to the new SAP standards, but will use the requirements established in 2006. The law enacted in 2006 mandated minimum standards of satisfactory academic progress for students receiving their first State award in academic year 2006-07 year.

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

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

Academic Standard Charts

Calendar: Semester						
Program: Associate's Degree & Certificate Programs (2010 Standards): applies to non-remedial students first receiving aid in 2010/11 and thereafter						
Before being certified for this payment	1 st	2 nd	3 rd	4 th	5 th	6 th
a student must have accrued at least this many credits	0	6	15	27	39	51
with at least this grade point average	0	1.3	1.5	1.8	2.0	2.0

Calendar: Semester										
Program: Baccalaureate Program (2010 Standards): applies to non-remedial students first receiving aid in 2010/11 and thereafter										
Before being certified for this payment	1 st	2 nd	3 rd	4 th	5 ^{th*}	6 th	7 th	8 th	9 ^{th**}	10 ^{th**}
a student must have accrued at least this many credits	0	6	15	27	39	51	66	81	96	111
with at least this grade point average	0	1.5	1.8	1.8	2.0	2.0	2.0	2.0	2.0	2.0

Calendar: Semester							
Program: Associate's Degree & Certificate Programs (2006 Standards): applies to non-remedial students first receiving aid in 2007-08 through 2009-10 and remedial students first receiving aid in 2007-08 and thereafter							
Before being certified for this payment	1 st	2 nd	3 rd	4 th	5 th	6 th	
a student must have accrued at least this many credits	0	3	9	18	30	45	
with at least this grade point average	0	.5	.75	1.3	2.0	2.0	

Calendar: Semester										
Program: Baccalaureate Program (2006 Standards): applies to non-remedial students first receiving aid in 2007-08 through 2009-10 and remedial students first receiving aid in 2007-08 and thereafter										
Before being certified for this payment	1 st	2 nd	3 rd	4 th	5 ^{th*}	6 th	7 th	8 th	9 ^{th**}	10 ^{th**}
a student must have accrued at least this many credits	0	3	9	21	33	45	60	75	90	105
with at least this grade point average	0	1.1	1.2	1.3	2.0	2.0	2.0	2.0	2.0	2.0

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

*New York State regulations require that students maintain a "C" average (2.0) starting with their fifth TAP payment. Students may petition for a waiver from the Committee on Academic Standing if there are extenuating circumstances.

**Only students in approved five-year undergraduate programs may receive more than 8 semesters of undergraduate awards of New York State financial aid.

Students failing to meet these standards may be subject to loss of student status and/or financial aid. According to New York State guidelines, one TAP waiver only of these standards may be requested during the student's undergraduate career. A student may receive more than one "C" waiver under limited circumstances. Please consult with your advisor.

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

New York State Aid for Part-Time Study (APTS)

This New York state grant program provides aid amounts up to \$2,000 per year (\$1,000 per semester) for eligible part-time students (3-11 credit hours per semester). Students must be enrolled for the entire 15 weeks of the semester for which they are seeking APTS. They must also be matriculated, maintain good academic standing, meet specified income limits, be a U.S. citizen or eligible noncitizen, be a resident of New York State, not have exhausted TAP eligibility for full-time study and have a tuition charge of at least \$100 per year. Funding is limited, and students are strongly urged to apply early. Students must submit all requested documentation to the Touro University Office of Financial Aid as soon as requested.

New York State Part-Time TAP

To be eligible for part-time TAP students must have been first-time freshmen in the 2006-07 academic year or later, have earned 12 credits or more in each of two consecutive semesters and maintain a "C" average. Additionally, students must be registered for 6-11 credits to qualify for Part Time TAP. Part-Time TAP is not the same as Aid for Part-Time Study and both **may not be awarded in the same semester.**

ADA Part-Time TAP

Education Law section 661(4)(g) provides that, for students who are disabled as defined by the Americans with Disabilities Act of 1990, "the full-time attendance requirement is eliminated. Such disabled students may be in part-time attendance, as defined by the commissioner in order to be eligible to receive payments. . ."

According to section 145-2.1(a)(4) of the Regulations of the Commissioner of Education, for a student with a disability, "part-time study or attendance shall mean enrollment... for at least three but less than 12 semester hours per semester or the equivalent, or at least two but less than eight semester hours per quarter."

ADA Part-time TAP recipients must meet all TAP eligibility requirements. Prior to the 2015-16 academic year, good academic standing was determined using the same satisfactory academic progress standard used for Aid for Part-time Study—that was, for each ADA Part-time TAP award, a recipient had two semesters to meet the progress standard.

Beginning with the 2015-16 academic year, a new paragraph e was added to subdivision 6 of section 665 of the Education Law to establish standards of academic progress for students with disabilities who are TAP eligible and attending college part-time in accordance with Commissioner's regulations. It also provides that, upon each certification, payment eligibility shall be determined and measured proportionally in equivalence with full-time study for students who are disabled as defined by the Americans with Disabilities Act.

That is, institutions will use the number of payment points a student has received to evaluate good academic standing. To clarify, an ADA student attending part-time will have two or more terms before they need to be evaluated at the next level of the SAP chart. NOTE: Because an ADA student receives partial payments, round the points down to the nearest number of full payments to evaluate good academic standing.

Example: At a semester-based school, student A has previously received the equivalent of 3 TAP payments (18 payment points). Student A will not have to be evaluated until he/she has taken the equivalent of 12 credits and accrued 6 additional TAP points.

Beginning # of points			18	
Fall 2015-16	3	1.5	19.5	No evaluation needed
Spring 2015-16	3	1.5	21	No evaluation needed
Fall 2016-17	9	4.5	25.5	Must evaluate: Student A is evaluated because he/she took 15 credits and accrued 7.5 payment points over three semesters. Student A now has 25.5 (18 + 7.5) accrued points (points are rounded down to the nearest number of full payments).
Spring 2016-17	9	4.5	30	Must evaluate: Student A is evaluated because he/she has 30 (25.5 + 4.5) accrued points.

*Program Pursuit remains unchanged.

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

Effective for 2015-16, students who are disabled as defined by the Americans with Disability Act of 1990, first receiving aid in 2010-11 and thereafter, must meet the new standards of Satisfactory Academic Progress (SAP).

Program: Baccalaureate Program										
Calendar: Semester 2015-16 and thereafter (ADA Part-time students)										
Before Being Certified for This Payment	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
A Student Must Have Accrued at Least This Many Credits	0	3	9	21	33	45	60	75	90	105
With At Least This Grade Point Average	0	1.5	1.8	1.8	2.0	2.0	2.0	2.0	2.0	2.0

Program: Associate's Program									
Calendar: Semester 2015-16 and thereafter (ADA Part-time students)									
Before Being Certified for This Payment	1st	2nd	3rd	4th	5th	6th	7th	8th	
A Student Must Have Accrued at Least This Many Credits	0	3	9	18	30	42	51	60	
With at Least This Grade Point Average	0	1.3	1.5	1.8	2.0	2.0	2.0	2.0	

Students with a part-time course load that includes noncredit remedial courses must carry at least three semester hours of credit-bearing work, pursuant to section 145-2.1(a)(1) of the Commissioner's Regulations: "Effective for academic terms beginning on or after July 1, 1984, a student carrying a part-time program that includes noncredit remedial courses shall carry at least three semester hours a semester." That means, for example, that a student taking the minimum three semester hours must enroll only in credit-bearing courses.

Prior to 2011, awards used one-half of a TAP payment of eligibility.

Effective with the 2011-12 academic year, HESC calculates TAP awards as a percentage of the award the ADA student would be eligible to receive if the student were enrolled full-time, similar to the current Part-time TAP award calculation formula. Consistent with such formula, this percentage is obtained by dividing the number of credits the student is enrolled in, as certified by the school, by the number of credits required for full-time study in the semester, trimester or term. The full-time tuition on the roster must be changed to reflect the student's actual tuition liability. The TAP points used will also be based on this percentage (see the charts below for information on award percentages and points accrual based on credits being taken).

Certifications for ADA students will only be accepted via HESC's web site. The HescWeb screens for "STUDENT RECORD MAINTENANCE," "VIEW/SUBMIT PENDING CERTIFICATION," and "VIEW/CORRECT STUDENT CERTIFICATION" will be modified to indicate the student meets the Americans With Disabilities Act of 1990 guidelines, and to allow the reporting of credits being taken in the Enrollment Status drop down list.

Consistent with Part-time TAP, any semester, quarter or term of attendance during which a student receives an ADA TAP award shall be counted as the enrollment factor percent of a semester, quarter or term toward the maximum term of eligibility for TAP awards. The total period of study for which payment may be made shall not exceed the equivalent of the maximum period authorized for that award.

The Report of Students Certified as Part-time for a Non-Summer Term (HE8278), which is currently sent to the school, will no longer be produced.

Part-time Credits—Semester Schools

ADA payment will be made for students taking 3-11 credits as shown below:

Points Accrual for Part-time ADA Payments - Semester Schools		
Credits	Percent of Full Award	Points Accrued
3	25.00%	1.5
4	33.34%	2
5	41.67%	2.5
6	50.00%	3
7	58.34%	3.5
8	66.67%	4
9	75.00%	4.5
10	83.34%	5
11	91.67%	5.5

Note: ADA recipients who meet all other certification requirements, but are taking only two credits in a term at a trimester-based school, will require special processing. Contact HESC at (888) 697-4372 option 2 or email Scholarships@hesc.ny.gov for instructions regarding the certification of these students.

OTHER STATE AID PROGRAMS

Enhanced Tuition Award (ETA)

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

For information about application procedures and eligibility guidelines please visit <https://www.hesc.ny.gov/pay-for-college/financial-aid/types-of-financial-aid/nys-grants-scholarships-awards/enhanced-tuition-awards.html>

NYS STEM Incentive Program

The STEM program provides tuition awards to students who are New York State residents attending a public or private degree-granting college or university located in New York State. Recipients must be in the top 10 percent of students of their high school graduating class, pursue an approved, two or four-year STEM degree program and agree to live in NYS and work in a STEM field in NYS for five years after graduation.

For information about application procedures and eligibility guidelines please visit <https://www.hesc.ny.gov/pay-for-college/financial-aid/types-of-financial-aid/nys-grants-scholarships-awards/nys-science-technology-engineering-and-mathematics-stem-incentive-program.html>

NY State Veterans Tuition Awards (VTA)

Veterans Tuition Awards (VTA) are awards for full-time and part-time study for eligible veterans matriculated in an approved program at an undergraduate or graduate degree-granting institution or in an approved vocational training program in New York State.

NOTE: Students previously approved for this award must apply for payment each year. Those students who are attending an approved undergraduate or graduate program may apply for payment for the current academic year by completing the Free Application for Federal Student Aid (FAFSA) and then linking to the TAP on the Web application. See “How to Apply for Payment” below for additional details.

Students attending a vocational school *only* do not have to file the FAFSA or “TAP on the Web” application.

Award Amounts

- For full-time study, a recipient shall receive an award of up to the full cost of undergraduate tuition for New York state residents at the State University of New York, or actual tuition charged, whichever is less. Full-time study is defined as twelve or more credits per semester (or the equivalent) in an approved program at a degree-granting institution, or twenty-four or more hours per week in a vocational training program.
- For part-time study, awards will be prorated by credit hour. Part-time study is defined as at least three but fewer than twelve credits per semester (or the equivalent) in an approved program at a degree-granting institution, or six to twenty-three hours per week in a vocational training program.

Duplicative Benefits

The combined tuition benefits available to a student cannot exceed the student’s total tuition costs. Tuition payments received by a student under the Post-9/11 GI Bill® (Chapter 33 veteran benefits) and Yellow Ribbon program are considered duplicative of any VTA and/or TAP award. Students receiving tuition assistance through these programs may, and in most cases will have their State VTA and/or TAP payment reduced or denied due to these other benefits. However, payments received under the Montgomery GI Bill® do not duplicate the purpose of the VTA and/or TAP.

Note: Students attending high tuition schools may be eligible to receive both the Federal and State benefits. Additionally, students with a “Percentage of Maximum Benefit Payable” under the Post - 9/11 GI Bill® (Chapter 33 veteran benefits) Program of less than 100% and those continuing to receive benefits under the Montgomery GI Bill® may also receive both Federal and State benefits.

VTA Benefits - Duration

Full-time Study

- Approved Undergraduate Degree-Granting Programs - Awards are available for up to eight semesters (four years) of undergraduate study. Awards can be made available for up to ten semesters of undergraduate study for enrollment in an approved five-year program or for enrollment in an approved program of remedial study.
- Approved Graduate Degree-Granting Programs - Awards are available for up to six semesters (three years) of graduate study.
- Approved Vocational Training Programs - Awards are available for up to a maximum of four semesters (two years) of study in an approved vocational training program.

Part-time Study

- Approved Undergraduate Degree-Granting Programs - Awards are available for up to the equivalent of eight semesters (four years) of full-time undergraduate study in a four-year program. Awards can be made available for up to the equivalent of ten semesters (five years) of full-time study for enrollment in an approved five-year undergraduate program which normally requires five academic years of full-time study.
- Approved Graduate Degree-Granting Programs - Awards are available for up to the equivalent of six semesters (three years) of full-time graduate study.
- Approved Vocational Training Programs - Awards are available for up to a maximum of eight semesters (four years) of part-time study in an approved vocational training program.

Approved programs are defined as undergraduate degree, graduate degree, diploma, and certificate programs at degree-granting institutions, or noncredit vocational training programs of at least 320 clock hours specifically approved by the New York State Education Department Office of College and University Evaluation.

Eligible Veterans

Eligible students are those who are New York State residents discharged under honorable conditions from the U.S. Armed forces and who are:

- Vietnam Veterans who served in Indochina between December 22, 1961 and May 7, 1975.
- Persian Gulf Veterans who served in the Persian Gulf on or after August 2, 1990.
- Afghanistan Veterans who served in Afghanistan during hostilities on or after September 11, 2001.
- Veterans of the armed forces of the United States who served in hostilities that occurred after February 28, 1961 as evidenced by receipt of an Armed Forces Expeditionary Medal, Navy Expeditionary Medal or a Marine Corps Expeditionary Medal.

Students must also:

- Establish eligibility by applying to HESC.
- Be New York State residents.
- Be US Citizens or eligible noncitizens.
- Be matriculated full or part-time at an undergraduate or graduate degree-granting institution in New York State or in an approved vocational training program in New York State.
- Have applied for the Tuition Assistance Program for all undergraduate or graduate study.
- Have graduated from high school in the United States, earned a GEDN, or passed a federally approved "Ability to Benefit" test as defined by the Commissioner of the State Education Department
- Meet good academic standing requirements
- Be charged at least \$200 tuition per year
- Not be in default on a federal or State made student loan or on any repayment of state awards

How to Establish Eligibility

Complete the New York State Veterans Tuition Award Supplement or contact HESC. Questions regarding eligible service or how to document service should be directed to the HESC Scholarship Unit at 888.697.4372.

How to Apply for Payment

Once you have established your eligibility, you must apply for payment. While you need only establish your eligibility once, you must apply for payment each year.

Apply for payment as follows:

Undergraduate and Graduate Full-time & Part-time Study - Apply for payment by doing one of the following:

1. Apply online by completing the Free Application for Federal Student Aid (FAFSA) — the form used by most colleges, universities and vocational schools for awarding federal student aid and most state and college aid — and then linking to the TAP on the Web application, or
2. For veterans who do not anticipate filing a FAFSA, complete a Scholarship Grant Payment Application. To receive a copy of the application, please call 888-697-4372.
3. Vocational Training Program students - Complete only the Veterans Tuition Award Supplement.

All applications must be completed by June 30 of the academic year for which an award is sought.

New York State Aid to Native Americans:

Eligibility

Enrolled members of a New York State tribe and their children who are attending, or planning to attend, a college in New York State and are New York State residents may apply for this NY State award. Awards are made to all eligible applicants and there is no qualifying examination. Awards are available for 2, 4 or 5-year programs.

Available Awards

Eligible and/or certified American Indian students are eligible to receive grant awards of up to \$2,000 per year for up to four years of full-time study (five years for specific programs requiring five years to complete degree requirements).

If funding is available, eligible students may receive aid for summer course work. Any aid a student receives for summer school study is deducted from the student's maximum entitlement for four years of full-time college study.

Application Process

Applications must be postmarked by July 15 for the fall semester, by December 31 for the spring semester, and by May 20 for the summer session. There are no fees for submitting an application. Students must apply for each semester (not annually).

More Information

Specific eligibility criteria and information can be found by writing to:

Native American Education Unit

NYS Education Department

Room 461 EBA

Albany, New York 12234

(518) 474-0537

Adult Career and Continuing Education Services – Vocational Rehabilitation (ACCESS – VR)

(Formerly VESID)

The mission of Adult Career Continuing Education Services – Vocational Rehabilitation (ACCESS-VR) Program is to promote educational equity and excellence for students with disabilities while ensuring that they receive the rights and protection to which they are entitled, ensure appropriate continuity between the child and adult services systems, and provide the highest quality vocational, rehabilitation and independent living services to all eligible persons as quickly as those services are required to enable them to work and live independent, self-directed lives. For further information, contact 1.800.222.JOBS (5627) or visit <http://www.acces.nysed.gov/vr>.

LOANS: UNDERGRADUATE STUDENTS

Federal Direct Stafford Loans

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

As a result of regulatory changes affecting loans first disbursed on or after July 1, 2012 through July 1, 2014, the federal government has eliminated the grace period interest subsidy on Federal Direct Subsidized Stafford loans (the period immediately following graduation, withdrawal or less than half-time attendance and prior to the repayment start date). The federal government will continue to pay interest that accrues on the Direct Subsidized Stafford Loan during "in-school" and other eligible deferment periods. The federal government does not pay interest on Direct Unsubsidized Stafford Loans at all. Students have the option to pay interest on the unsubsidized portion of a Direct Stafford loan while in school, or during other eligible periods of deferment or let interest accrue until repayment begins. Deferred interest payments on Direct Unsubsidized Stafford Loans will be added to the principal loan amount and capitalized by the lender (meaning accrued interest will be added to the principal amount borrowed at repayment). Applicants must be enrolled at least half-time to be eligible for a Federal Direct Stafford Loan and to maintain eligibility for "in-school" deferments (minimum six credits per semester, with all credits applicable to the degree program of study).

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

Annual and Aggregate Federal Direct Stafford Loan Limits

Dependent Undergraduate

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

Independent Undergraduate/Dependent Undergraduate with PLUS Denial

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

Graduate

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

*Ineligible for *Subsidized* Stafford Loans first disbursed on or after July 12, 2012

Federal Perkins Loan Program

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

Through the possible combination of Subsidized and Unsubsidized Direct Stafford Loans, every student meeting all academic and eligibility requirements should be able to participate in the Federal Direct Stafford Loan Program. Information about the William D. Ford Direct Loan Program can be found at Touro University’s Office of Financial Aid and at <https://studentaid.gov/understand-aid/types>

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

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

Interest Rates for Direct Loans First Disbursed on or After July 1, 2021, and Before July 1, 2022

	Interest Rate
Undergraduate Subsidized Stafford	3.73%
Undergraduate Unsubsidized Stafford	3.73%
Graduate Unsubsidized Stafford	5.28%
Parent PLUS	6.28%
Graduate PLUS	6.28%

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

Loan Fees for Direct Subsidized Loans and Direct Unsubsidized Loans

First Disbursement Date	Loan Fee
On or after 10/1/20 and before 10/1/22	1.057%
On or after 10/1/19 and before 10/1/20	1.059%

Loan Fees for Direct PLUS Loans

First Disbursement Date	Loan Fee
On or after 10/1/20 and before 10/1/22	4.228%
On or after 10/1/19 and before 10/1/20	4.236%

Loans first disbursed prior to Oct. 1, 2019, have different loan fees.

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

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

Federal Direct PLUS Loan Program

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

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

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

Private Loans

Touro University is not affiliated with any private educational lender and encourages students to use all federal and state funding prior to seeking funds from private educational lenders. The Office of Financial Aid will offer helpful advice to all students on resources that best suit financing their educational needs.

INSTITUTIONAL PROGRAMS: FINANCIAL AID AND UNDERGRADUATE STUDENTS

Financial Aid for Consortium Agreements

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

Veterans Benefits

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

- U.S. Department of Veterans Affairs (VA), www.va.gov
- GI Bill®, www.gibill.va.gov
- Office of Financial Aid at Touro University

Yellow Ribbon GI Education Enhancement Program

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

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

Eligible students fit the criteria as follows:

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

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

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

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

1. Have at least 6 years of service in the Armed Forces (active duty and/or selected reserve) on the date of approval and agree to serve four additional years in the armed forces from the date of election.
2. Have at least 10 years of service in the Armed Forces (active duty and/or selected reserve) on the date of approval, are precluded by either standard policy (service or Department of Defense) or statute from committing to four additional years, and agree to serve for the maximum amount of time allowed by such policy or statute.

3. Are or will become eligible for retirement during the period from Aug. 1, 2009 to July 31, 2012 and agree to serve an additional period of service noted in bulleted points a to d (see list below). Service members are considered eligible for retirement if they have completed 20 years of active federal service or 20 qualifying years as computed pursuant to section 12732 of title 10 U.S.C. This will no longer be in effect on Aug. 1, 2013; on or after this date, all members must comply with items 1 and 2.
 - a. For individuals eligible for retirement on Aug. 1, 2009, no additional service is required.
 - b. For individuals eligible for retirement after Aug. 1, 2009 and before Aug. 1, 2010, one year of additional service is required.
 - c. For individuals eligible for retirement on or after Aug. 1, 2010 and before Aug. 1, 2011, two years of additional service is required.
 - d. For individuals eligible for retirement on or after Aug. 1, 2011 and before Aug. 1, 2012, three years of additional service is required.
4. Such transfer must be requested and approved while the member is in the Armed Forces.

Eligible Dependents

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

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

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

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

Nature of Transfer

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

Spouse:

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

Child:

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

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

WITHDRAWAL POLICY (FEDERAL – RETURN TO TITLE IV)

Objective

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

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

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

Background

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

Policy

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

Withdrawal Date

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

Official Notification Provided

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

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

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

Official Notification Not Provided

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

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

Last Date of Attendance

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

Date of Institution's Determination of Student Withdrawal

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

Date of Official Notification Provided

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

Date of Official Notification Not Provided

This is the date that Touro University learns the student has ceased attendance. Touro University will perform the Return to Title IV Funds calculation and return any unearned funds no later than 45 days after the end of the payment period determining the withdrawal date. For a student who withdraws without providing notification to Touro University, the University must determine the withdrawal date no later than 30 days after the end of the earliest:

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

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

Calculation of Earned Title IV Assistance

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

Post-Withdrawal Disbursements

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

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

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

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

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

Refund of Unearned Funds to Title IV

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

Refunds by the University

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

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

Refunds by the Student

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

Payment Period or Enrollment Period

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

Documentation

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

ADDITIONAL FINANCIAL AID POLICIES FOR UNDERGRADUATE STUDENTS

High School Diploma

If you enroll in higher education for the first time on or after July 1, 2012, in order to be eligible for federal student aid, you must have either a high school diploma or a recognized equivalent (such as a General Educational Development certificate (GED) or a *home school* education). You no longer have the option of becoming eligible for federal student aid by passing an approved test or completing at least six credit hours or 225 clock hours of postsecondary education. This may or may not apply to State Grant and Other State Funded Programs.

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

Transfer Students

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

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

Financial Aid for Repeated Coursework: Financial Aid Impact

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

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

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

Repeated Coursework: New York State Tuition Assistance Program Regulations (TAP)

Students cannot receive TAP funds for repeated courses and courses for which transfer credit was awarded except under the following circumstances:

- The repeated course was previously failed or withdrawn (credit was not earned for the course).
- The repeated course was passed, but the grade did not satisfy the program requirement.
- The repeated course was withdrawn (credit was not earned for the course), and no TAP was paid for the semester with the withdrawn course.

There are three programs that Touro University offers for which minimum grades are required and courses can be repeated, including:

- Nursing
- Life Sciences/Physical Therapy
- Physician Assistant Studies

Students in these programs may have one time to repeat a course in which they received a grade of C or below. Please refer to the course section in this catalog to determine individual courses with minimum grade requirements for these programs.

ACADEMIC SERVICES

TOURO UNIVERSITY LIBRARIES

The mission of the Touro University Libraries is to provide resources and services that support and promote the University's academic programs, and to help the University community acquire and refine information-seeking and evaluation skills. Key to the accomplishment of this mission is a support staff led by qualified professionals skilled in query and research techniques. With faculty collaboration, our librarians have built quality print, audio-visual, and electronic collections. All library facilities have quiet study areas, audio-visual equipment, photocopiers, and computer workstations. Library personnel promote information literacy as an integral part of the University experience by offering a comprehensive program of library instruction, individual research advice, an embedded Blackboard self-directed tutorial entitled "Independent Research 101," and reference assistance.

Library resources and services can be identified and utilized via our online library (www.tourolib.org). It includes library locations and hours, library addresses, maps, and personnel listings. The section on *Services* contains Information Literacy tutorials, *LibGuides* (research guides), and a guide on how to do research and write term papers. The online catalog directs users to the locations of print and eBooks, videos, print and ePeriodicals, and microfiche. *EReserves* contains links to electronic course materials. Proprietary electronic resources can be accessed remotely via username and password. *Ask a Librarian* and *CHAT* (instant messaging) provide reference assistance and research advice via email.

Members of the Touro community have access to and full borrowing privileges at all Touro libraries that are located throughout the metropolitan New York area and in Suffolk County. Resources in support of the curriculum can be found at all library locations. Material held at Touro is shared via intralibrary loan. Non-Touro material can be obtained through interlibrary loan via OCLC (Online Computer Library Center) and LVIS (Libraries Very Interested in Sharing).

COMPUTER LABORATORY FACILITIES

The Department of Academic Computing provides convenient computer laboratory facilities to support a variety of course offerings. Specific emphasis is placed upon software to support courses in computer science, mathematics and business, as well as support for the computing needs of other departments. Students are encouraged to take advantage of the wealth of resources available in Touro's computer laboratories to complete their assignments and to do research.

In the New York School of Career and Applied Studies, computer laboratories have been established at 6 locations with a combined total of over 600 PCs and associated peripherals. The computers at each location are connected in a Local Area Network. All computer labs are equipped with a current version of the MS Office suite, and provide Internet access through the Touro University Wide Area Network. Headphones and high-end laser printers are available at each lab. Hardware available to faculty members includes large-screen multimedia monitors, SMART Boards and projectors.

ESL Resource Centers, with special multimedia software, are available at several computer lab locations. In addition, computer labs at locations where Digital Multimedia Design courses are taught have scanners, color printers, and special software, including Adobe Creative Cloud, to support the course offerings.

Computer labs at the sites listed below are available to New York School of Career and Applied Studies students:

Main Campus *

3 Times Square
New York, NY 10036
(212) 463-0400 Ext. 55240

Kings Highway Center *♦

1726 Kings Highway
Brooklyn, NY 11229
(718) 998-9409 Ext. 114

Flatbush *♦

1602 Avenue J
Brooklyn, NY 11230
(718) 252-7800 Ext. 208

Neptune Center♦

360 Neptune Avenue
Brooklyn, NY 11235
(718) 449-6160 Ext. 127 or (718) 885-8500

Starrett City ♦

1390 Pennsylvania Avenue
Brooklyn, NY 11239
(718) 642-6562 Ext. 15

Forest Hills ♦

71-02 113 Street
Forest Hills, NY 11375
(718) 520-6471

* Supports the Digital Multimedia Design curriculum with special hardware and software, mentioned above.

♦ Supports the ESL software.

SCIENCE LABORATORIES

At Touro University campuses, science laboratories for biology, chemistry, and physics are equipped with instruments, glassware, hardware and reagents necessary to conduct laboratory experiments in a variety of science courses. Biology laboratories have zoom stereomicroscopes, high-resolution research stereomicroscopes, advanced compound microscopes, video equipment, microscope slides, models, and facilities for microbiology and anatomy and physiology. Chemistry laboratories have electronic analytical balances, Spectronic 2-D spectrometers, PT I meters and centrifuges for inorganic and organic chemistry. Physics laboratories have complete mechanics sets for simple machines; waves and optic sets including lenses, lasers and spectrometers; electric circuit sets, including oscilloscopes; magnetic balances, and basic radiometer equipment.

STUDENT SERVICES

CAREER PLACEMENT SERVICES

The Office of Career Planning and Placement is located at the Midtown Main Campus, Flatbush Campus, and Kings Highway Center. Also, a career advisor maintains hours in the Neptune Avenue Center. These counselors serve students past and present, at all locations. Entering students are encouraged to visit the offices to discuss their career plans as well as current job needs. The office offers a computerized resume service and will forward resumes at the request of the student/alumnus. The office is designed around the concept of the self-directed job search, and provides the tools for job seekers to conduct a thorough, organized search in their respective fields of endeavor. To help students succeed, assistance and training in resume preparation and interview skills are offered. Opportunities for students to participate in internships in their respective majors are also available. This ensures that students have an opportunity to begin their future careers in a comfortable environment. At the same time, potential employers may observe and begin training students for real jobs. By using this wide range of techniques, tools and services, the office helps students identify their actual vocational aptitudes, gain success in the world of work, and find a productive place in society.

ADVISEMENT/COUNSELING SERVICES

Touro has trained professionals available to assist students in a variety of ways. Advisors/counselors help students to select areas of concentration and decide upon their majors. They also provide support in choosing courses during registration, tracking progress toward graduation, and in developing short and long-term educational goals. As students near completion of their degrees, advisors review their academic records to ensure that all graduation requirements are being met. However, the final responsibility for meeting all University requirements rests with the student, not the advisor.

The other important function of advisors/counselors is to assist students in making long-term career and educational decisions, in overcoming personal and family crises, and in formulating academic appeals. In doing so, they provide advocacy for students' rights and concerns. For example, should students encounter problems preventing them from registering for classes or wish to challenge an academic decision, they may seek assistance from their academic advisor in preparing and submitting an appeal to the Committee on Academic Standing (see page 71).

Through this process, the student's right to be heard is both honored and protected. For convenience, each student has an academic advisor at his/her location that follows the student's general progress throughout his/her undergraduate program. Advisors/counselors are available during both day and evening hours at Touro locations.

All students have the responsibility to:

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

LEARNING RESOURCE CENTERS

In order to facilitate learning, NYSCAS provides Resource Centers at all sites. The Resource Centers use a multimedia approach to language development. They support classroom instruction and facilitate the acquisition of language skills through individual and small group use.

At the beginning of each semester, students are informed of the location and hours of the Resource Centers and the materials they provide. An orientation session is scheduled with the Resource Coordinator to acquaint students with the available software. Subsequently, students are assisted by the coordinators to complete their mandatory Resource Center assignments that are aligned with the course syllabi. Using texts and software, students work on listening comprehension, speaking, vocabulary, writing, research papers (MLA & APA), note-taking, and grammar skills.

TUTORING

Tutoring services are available free of charge at all centers of the NYSCAS. Highly qualified tutors assist students in such areas as English, biology, chemistry, mathematics, accounting and computer science. For information about tutoring hours, students should contact Center and Site coordinators.

There is also the option of online tutoring in English and math, which is available via Canvas. Students ask questions online or submit a typed piece of writing for a review by the online tutor.

A Walk-in Writing Center provides help on a first come, first served basis. Writing consultants assist with writing in any course; in addition, they give workshops on various aspects of essay writing and grammar.

FACULTY ADVISEMENT

Faculty members, usually department chairpersons and their deputies, work in conjunction with other advisement professionals to ensure that students receive the best academic advice about their areas of specialization. Faculty advisors are also often able to offer information about the types of careers and job opportunities associated with various majors. Students entering their sophomore year are recommended to consult with a faculty advisor to plan their programs of study in the major of their choice. This meeting with a faculty member takes place before students meet with their assigned advisors to register for particular courses.

INTERNSHIPS

New York City, headquarters for the business and communications fields, offers many internship opportunities. Internships are an essential component of career success. Internships provide students the practical opportunity to utilize their classroom learning in real world and real job scenarios. Some Touro programs and degrees, for example computer science, human services, require internships as part of the coursework because they are the best way to truly demonstrate mastery and application of the course material.

From the employer perspective, internships provide companies the opportunity to assess student talent. Companies often judge the success of their internship program based on the number of full-time hires "converted" out of the program, so internships are fundamental for student employment success.

Touro students have completed successful internships at major employers in numerous career fields. For business, accounting and computer science students, these include companies such as **Google, PwC, BDO, Metlife, Northwestern Mutual and Ernst & Young**. Human services students have completed internships at a diverse group of employers including **the Metropolitan Transportation Authority (MTA), the Human Resources Administration (HRA), Coney Island Hospital, Catholic Charities of New York, Community Counseling and Mediation, and the Block Institute of Brooklyn**

On the political and social fronts, Touro students have interned in the offices of the late Senator Daniel Patrick Moynihan (D-NY), former Senators Conrad Burns (R-MT) and John Danforth (R-MO), Congressman Charles Rangel (D-NY), the late former governor Mario Cuomo, Assemblyman Dov Hikind, and the Rhode Island state legislature.

STUDENTS WITH DISABILITIES

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

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

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

Students seeking reasonable accommodations must:

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

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

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

A copy of the *Application for Accommodations & Services* may be available by contacting the Office of Student Disabilities Services Coordinator for NYSCAS, Rachel Baror, Rachel.Baror@touro.edu.

RIGHTS AND RESPONSIBILITIES

Student Rights

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

Student Responsibilities

- Request reasonable accommodations as necessary and appropriate.
- Meet University and programmatic qualifications, technical, academic, and institutional standards set for all students.
- Identify themselves as an individual with a disability when seeking reasonable accommodation (please note that the approval process takes some time, and, therefore, students are urged to file their paperwork as soon as possible).

- Provide documentation (i.e. diagnosis, diagnostic exam results, etc.) from an appropriate professional source(s) to verify the nature of the disability and functional limitations as related to the requested accommodation(s).
- Respond in a timely fashion to the Office of Student Disability Services' requests for additional information.
- Follow specific procedures for obtaining reasonable accommodations.
- Attend all classes for enrolled courses, unless otherwise medically excused.
- Immediately report to the OSDS coordinator if previously-approved accommodations are not being made.
- Report to the OSDS coordinator if previously-approved accommodations require modification, which will result in an interactive dialogue and may result in modifications to reasonable accommodations.
- Understand that accommodations are never provided on a retroactive basis.
- Understand that receiving reasonable accommodations is not a guarantee of academic success.
- Keep a copy of their submitted documentation. Touro is not the custodian of the student's application or medical records.

GRIEVANCE POLICY

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

CLUBS AND COMMITTEES

The University seeks to foster student growth both inside and outside the classroom. Students are encouraged to participate in school-sponsored extra-curricular activities. Regular and *ad hoc* student committees plan and implement a wide range of social, civic, and cultural activities that reflect the interests of a diverse student body.

To be an official Touro University New York School of Career and Applied Studies organization, a group must:

- have an advisor who is a full-time professional staff or faculty member of the University;
- have a set of governing rules (constitution or other similar document) approved by the Dean of Students or his/her designee;
- have as one of its major purposes the achievement of educational or other socially useful goals for its members and the wider University community, and;
- not discriminate, in membership or practice, on the basis of race, age, religion, national origin, gender, sexual preference or physical handicap.

Only official organizations have the right to use the University name or logo, to use University facilities for their activities, to post notices at the University, or to request University fiscal or other support for their activities. Students with special interests are encouraged to contact the Associate Deans of Students at 3 Times Square or Avenue J to obtain assistance in forming clubs and associations.

STUDENT ASSOCIATIONS

The University recognizes the need for students to have a voice in their institution. Through the Office of the Dean of Students, students are encouraged to form associations, which offer a forum for expressing their concerns. Student Associations (or Student Governments) generally conduct an annual election of officers each Fall. All full- and part-time students may vote and participate in all Student Association activities.

ACADEMIC RULES AND REGULATIONS

TO THE READER:

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

THE REGISTRATION PROCESS

NEW YORK STATE PROOF OF IMMUNIZATION REQUIREMENT

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

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

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

SELECTING COURSES

Touro University offers Fall and Spring semesters, as well as a limited summer session. Registration dates and times are assigned for each semester. Students choose courses each semester to satisfy both core requirements and requirements in a specific major. Students who are placed in developmental courses or in basic English writing courses are expected to take those courses in prescribed sequence every semester until the sequence has been completed, unless a waiver is recommended by the faculty member and approved by the Chair of the Department. Academic advisors are available at each location to assist with the class selection process.

After completing academic advisement, the advisor will issue an alternative PIN number to the student allowing student to access the online registration system via the *TouroOne* portal. PLEASE NOTE: The student may register only for the courses approved by the advisor. A student is not registered until this process has been completed in *TouroOne*. Students should print out a copy of their completed registration and retain it for their records. **Final responsibility for any academic transaction rests with the student.** There may be variations in this process for online courses.

Each Touro location offers a mix of courses in various disciplines. Generally, it is not possible to offer every major or required major course at each location. Students cannot complete an entire degree at an extension site or center. Consult with an advisor for a list of courses offered at your location.

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

NYSCAS students may take courses at any NYSCAS location. NYSCAS students need special permission to take courses in any other Touro division. **IMPORTANT:** Students may be denied credit if they change courses or sections at a point in the semester where filing an “Add/Drop” form is required, and they neglect to file that form (for details see “Dropping a Course,” p. 47 below). Loss of credit may also result if a student attends a course or section for which he or she is not registered or takes a course out of sequence without appropriate written approval. Additionally, this may result in the loss of financial aid.

Prerequisites and Corequisites

Many courses require a prerequisite and/or a corequisite. A prerequisite is a requirement that must be fulfilled prior to a student registering for a given course. A corequisite is a requirement that must be fulfilled during *the same semester* in which a student is registered for a given course. It may be a laboratory, another course, or some other condition. 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 from the relevant department Chair or deputy, for any course for which they register.

Contact Hours

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

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

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

Size of Program - Credit Load

During the Fall and Spring semesters, the normal load for a full-time student is 12 to 16 credits or semester hours. The maximum load for a full-time student – without special permission – is 18 credits or semester hours. The minimum load for a full-time student is 12 credits or semester hours. Seven hours is the maximum load for Summer sessions. Students may take no more than eighteen credits each semester (excluding summers) without receiving special written permission in advance from an appropriate academic dean.

Course Variants

Students may not take (and will not receive credits for) two variants of the same course. For example, students cannot receive credit for both GSBN 101 (Principles of Biology) and GSBN 111 or 112 (Human Biology for Non-Majors I or II) or GSBN 113 (Human Biology). Students may not take a lower-level course than one that they have successfully completed, or from which they have been exempted. For example, students who passed GSMN 131, College Algebra and Trigonometry, or placed out of GSMN 130, College Math, may not take College Math. Likewise, students who have passed GSBN 222, Anatomy and Physiology I, cannot take or retake Principles of Biology.

"Double-Counting" Courses

The same course can be counted toward a major and toward core requirements. For example, GSMN 261, Statistics, can count toward the core Mathematics requirement and toward the Business Management and Administration major. Likewise, GCAN 215, Interpersonal Communications, can count toward the core Speech requirement and toward the Human Services major.

The same course cannot count toward a major and minor unless it is *required* for both. For example, GPSN 216, Adolescent Development, would count toward the Human Services major with a concentration in Child and Youth Services, but may not then be used toward the Psychology minor. Even when "double-counting" is allowed, each course only counts once toward the 120-credit minimum for graduation.

Other Touro Divisions

Students who wish to take a course in another division of Touro University must receive written permission from the relevant dean of the school offering the course *and* the Dean of NYSCAS before registering for that course. Academic calendars, rules, and procedures vary among different Touro divisions and locations. Note that the same courses are not necessarily offered in each division. Students cannot receive credit for both.

Students from Other Divisions

Students from other Touro University divisions may register with special permission from the Office of Advisement for NYSCAS courses only after all NYSCAS students have registered. Their registration is subject to available classroom space and other restrictions.

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

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. A student taking a course for the third time will not have those credits counted in his credit load for financial-aid purposes. A student may not repeat a failed developmental course more than once. Failure of a developmental course a second time may lead to expulsion from the University.

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 code “E” (“Excluded”) will be added to the entry for the earlier course on the transcript, indicating that the grade received *will not* be calculated in the student’s GPA. The grade will remain on the record. The repeated course entry will appear with the code “I” (“Included”) added, indicating that the grade received will be calculated in the GPA. Therefore, *only the second grade earned – whether higher or lower than the original one – will be calculated in the student’s GPA.*

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

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) within the midpoint of the Fall or Spring semester and up to the midpoint of the Summer session. During the established official add/drop period, this can be done online through the *TouroOne* portal. After those points, or if a student wishes to drop all courses at any point in the semester, the online method cannot be used. Instead, the student must file an “Add/Drop” form signed and dated by his/her advisor with the Office of the Registrar. In those cases, the effective date of the program change is the day that this form is received by the Office

of the Registrar. Any form submitted to the Registrar by a student more than two weeks after the date of the advisor's signature will have to be re-signed. Forms submitted directly to the Registrar's Office by an advisor or other University official will be processed effective the date they are received. Forms lacking a written date will also be processed effective the day they are received by the Registrar.

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

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

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

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

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

Student Identity Verification Procedures for Distance Learners

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

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

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

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

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

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

Identity Verification for New Students

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

Identity Verification for Exam Takers

Online exams

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

General Information Concerning Touro University's Online Courses

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

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

Student Eligibility for Taking Courses Online

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

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

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

Registering for an Online Course

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

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

Technical Requirements for an Online Course

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

Getting in Touch with Your Instructor

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

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

Course Outlines

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

Announcements and Assignments

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

Textbooks and Course Material

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

Homework and Exams

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

Midterm Exams

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

Final Exams

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

ALTERNATIVE INSTRUCTION—TUTORIALS, DIRECTED STUDY, INDEPENDENT STUDY, SENIOR HONORS PROJECT, 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 in consultation with their academic advisor. The form must be approved by the Chair of the relevant department and Associate Dean of Academic Affairs or his/her designee. Students are not considered registered in a Directed Study course unless they have received all requisite approvals, filed the approved Directed Study form and filed an approved 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 Catalog. Students who wish to participate in independent study must present a specific plan and complete an “Application for Independent Study” form in consultation with their academic advisor. An independent study course typically requires extensive reading and a major report or term paper. The form must be approved by the Associate Dean of Academic Affairs or his/her designee. Arrangements for Independent Study Course must be made in advance of registration. Students are not considered registered in an Independent Study course unless they have received all requisite approvals, filed the approved Directed Study form and filed an approved Drop-Add form with the Registrar’s office.

Life Experience Credits

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

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

DOUBLE MAJORS

(effective Fall 2021)

To help students to pursue an advanced degree, or gain a competitive edge in the job market, Touro University offers double major programs for undergraduate matriculated students.

A double major is a program of study that meets the requirements of two distinct majors in a single Bachelor's degree. The program of study consists of courses required to meet the degree requirements for each of the two majors, together with the liberal arts and science courses needed to meet the general education requirements for the degree.

General guidance on double major degrees:

- Both majors in a double major degree must be registered with NYSED at Touro University. Students must designate a primary major. The degree type for the double major (i.e., BA or BS) will be the same as that of the degree registered for the primary designated major.
- A double major degree must satisfy the graduation and accreditation requirements for both degree programs, including the maintenance of a minimum grade point average of 2.3 in each major.
- Students who complete the requirements for a double major receive a single degree and a single diploma. No majors are printed on the diploma. The transcript will reflect both majors, with one major listed as the primary major and the second as a secondary major.
- A double major degree requires the approval of the respective chairs of *both* degree programs.
- In some cases, courses may be applicable to both majors if the academic departments consider this appropriate. Students must then obtain written approval for the shared course(s) from the directors of undergraduate studies of both departments. No student may double-count *more than two courses (6 credits)* between two majors. *For this reason, it may not be possible to graduate with two majors closely related to each other.*
- Students pursuing a double major must inform the Registrar's Office that they are pursuing a double major and should consult with their academic advisors regarding the appropriate courses needed.
- The student must complete a "Double Major Declaration" form during the same time frame, as declaring first major.

ACADEMIC ADVISEMENT

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

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

Degree Works

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

The benefits of Degree Works include:

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

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

- Login to the *TouroOne* portal at <https://touroone.touro.edu/ss0/login>
- Go to the “Academic” tab.
- Click on the “Degree Works” button on the bottom left-side of the academic section.

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

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

CREDITS AND SEMESTER HOURS

Contact Hours

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

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

In accord with academic practice, Touro University will also award college credit for an equivalent amount of work as described above for other academic activities as established by the institution, including laboratory work, internships, 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 Freshman12
- Lower Sophomore24
- Upper Sophomore40

- Lower Junior56
- Upper Junior72
- Lower Senior88
- Upper Senior104

EARNING OUTSIDE CREDIT

Off-Campus Credit While a Touro Student

Students wishing to take courses or equivalency examinations at another institution while attending Touro must obtain official permission in advance. They must submit a completed “Permit to Attend Another College” form, which is available in the Office of the Registrar. Failure to obtain official permission to take courses at another institution may lead either to a delay or refusal by the University to evaluate credit for the course. Students can never receive credit for taking the same or equivalent courses a second time. For purposes of equivalency examinations, each year of a high school language taken is the equivalent of one semester of college language. So, for example, a student who took two years of high school Spanish may not receive credit for Spanish I and II on an equivalency examination.

CREDIT BY TESTING

Credit for Standardized Examinations

With a permit, students may receive college credit for selected subject-area examinations given by the College Entrance Examination Board - College Level Examination Program (CLEP) and Advanced Placement Examinations (AP); Defense Activity for Non-Traditional Education Support (DANTES); selected proficiency examinations sponsored by certain colleges, and for Excelsior College (formerly Regents College) examinations. Credit is generally not given for any 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 Touro accepts is thirty credits.

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 University’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.

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. Touro University does not transfer challenge exam credit awarded at another institution.

TRANSFER CREDIT

Transfer students seeking credits for previous academic work should arrange to have an official transcript sent to the Touro University Office of Admissions at 3 Times Square, New York, NY 10036.

It may be necessary to schedule a meeting with department chairpersons if transfer credits are being offered to fulfill major, concentration, or other requirements. Credits are generally awarded after evaluation for business, education, computer science, social science, and other liberal arts and sciences courses that (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 University 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 University.

Credits may not be awarded for courses taken more than 10 years prior to a student's first semester at Touro University 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 Touro University.

Students who have completed an Associate's degree at an accredited institution generally may transfer a minimum of 60 credits, but they must meet the individual course and liberal arts requirements of their selected certificate and/or 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 if they take a course at Touro which is transferable to Touro from a prior institution, that course will not count toward full-time status for financial aid purposes. This may have adverse financial aid implications, and a Financial Aid officer should be consulted for further information. If a student subsequently passes a course at Touro for which he/she received transfer credit for work at a prior institution, the transfer credit will be deleted.

To be eligible for a certificate or an Associate's degree, a transfer student must successfully complete at least 24 credits at Touro University. The baccalaureate degree requires at least 45 credits in residence at Touro. **In addition, a minimum of 50% of the credits in a student's major must be taken at Touro. For this reason, Touro University would generally not transfer more than 75 credits total for a baccalaureate degree.**

Transfer of Judaic Studies Credit

The Lander Colleges 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 University awards credit is available from the Office of the Registrar. Following long-standing practice at Touro University, 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 Colleges for evaluation. Credits are granted only in accordance with the University's academic policies as above.

Transfer Credit While Matriculated at Touro University

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

Appealing Transfer Credit Decisions

All transfer credits are reviewed by one of several trained evaluators who work closely with faculty chairs in determining ongoing transfer credit and course equivalencies. If a course is not acceptable for transfer credit or will

not fulfill a Touro University requirement due to a determination that it is not equivalent to a required course, students may appeal that decision directly with the appropriate department chair by supplying additional information such as syllabi, textbook, etc. The department chair will then inform the evaluator, in writing, of any change(s) to be made to the evaluation.

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 which each meeting affords. Excessive absences or failure to complete assignments may lead to a reduction of grade or failure of the course and loss of financial aid. Repeated absences may lead to dismissal from the University.

Students are cautioned not to register for more courses than they can successfully complete, given any outside obligation such as work or family. Typically, a three-hour, three-credit requires a student to dedicate at least three hours outside of class to do homework and study.

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 coursework. Work may not be completed more than one year after the end of the term for which the student was registered. Late work, if allowed, is subject to a severe academic penalty in the form of a lowered grade.

GRADE TYPES

Non-Credit Courses

Grades of "P (pass)" or "F (fail)" 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. 47) 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. This grade is not included in calculating the student's grade point average (GPA), but it appears on the student's transcript.
- 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).
- N:** No grade assigned.

GRADE VALUES

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

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

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

GRADE POINT AVERAGE (GPA)

The GPA is obtained by dividing the total number of grade points earned at Touro University 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 Agreement, which must be approved by the Dean of the School and the faculty member. A copy of this agreement is included in the appendix. The approved Extension Agreement 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 University, but will not initially affect the student’s GPA.

DEAN’S LIST

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

GRADE APPEALS

A student who receives a grade which 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 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 clearly determined to be 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 in which 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 Associate Dean of Academic Affairs. Students should keep copies of all such submissions for their own records.

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. A decision to change a grade must be approved by the Associate Dean or his/her designee, who may also refer the matter to the Committee on Academic Standing or give his/her own recommendation on the matter.

ACADEMIC PROGRESS AND STANDING

A student is in good academic standing when s/he is admitted to and enrolled in a degree or certificate program. Students who are admitted provisionally are fully matriculated on the Associate’s degree level 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 University (“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 University academic policies.

Please view the full policy at:

<https://www.touro.edu/students/policies/satisfactory-academic-progress-policy/>

ACADEMIC PROGRAMS AND FINANCIAL AID

NEW YORK STATE ACADEMIC STANDARD

A student who has received tuition assistance grant awards from the New York State Tuition Assistance Program (TAP) is required to complete at least six semester hours in each semester of the first year in which he or she received an award, nine credits in each semester of the second year, and 12 credits in each semester of the third and fourth years, with any grade other than W, WU and WNA. Students who withdraw from all courses in any semester or who fail to maintain satisfactory progress as defined above are ineligible to receive TAP grants from that point, unless they receive a one-time TAP waiver (see the section below entitled “Committee on Academic Standing” for the procedure to request a TAP waiver).

For financial aid purposes, good academic standing consists of two elements: **Satisfactory Academic Progress and Pursuit of Program**. Satisfactory progress is a measure of the student’s *achievement*, of earning credits toward a degree or certificate with a specified grade point average. Pursuit of program is a measure of the student’s *effort* to complete a program.

In accordance with section 145-2.2 of the *Regulations of the Commissioner of Education*, each institution participating in State student financial aid programs must determine whether a student is in good academic standing based on a standard of satisfactory academic progress comprising a minimum number of credits to be accrued (earned) with a minimum cumulative grade point average in each term an award payment is received. The progress standard is most clearly presented in chart format (see below).

Initially, the regulation provided that each institution establish and submit for the Commissioner’s approval its proposed standard of progress. However, for the 1995-96 academic year and thereafter, new legislation mandated a minimum cumulative C average after a student has received four full-time semester award payments or the equivalent (24 payment points).

Effective for the 2010-11 academic year and thereafter, New York State Education Law requires a non-remedial student, whose first award year is in 2010-11 and thereafter, to meet new standards of satisfactory academic progress (SAP). Non-remedial students whose first year is 2007-08 through 2009-10 must meet the SAP requirements enacted in 2006. Those meeting the [definition of "remedial student"](#) are not subject to the new SAP standards, but will use the requirements established in 2006. The law enacted in 2006 mandated minimum standards of satisfactory academic progress for students receiving their first State award in academic year 2006-07 year.

STANDARD OF SATISFACTORY ACADEMIC PROGRESS FOR THE PURPOSE OF DETERMINING ELIGIBILITY FOR STATE STUDENT AID

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

Academic Standard Charts

Calendar: Semester						
Program: Associate’s Degree & Certificate Programs (2010 Standards)—applies to non-remedial students first receiving aid in 2010/11 and thereafter						
Before being certified for this payment	1 st	2 nd	3 rd	4 th	5 th	6 th
a student must have accrued at least this many credits	0	6	15	27	39	51
with at least this grade point average	0	1.3	1.5	1.8	2.0	2.0

Calendar: Semester										
Program: Baccalaureate Program (2010 Standards)—applies to non-remedial students first receiving aid in 2010/11 and thereafter										
Before being certified for this payment	1 st	2 nd	3 rd	4 th	5 ^{th*}	6 th	7 th	8 th	9 ^{th**}	10 ^{th**}
a student must have accrued at least this many credits	0	6	15	27	39	51	66	81	96	111
with at least this grade point average	0	1.5	1.8	1.8	2.0	2.0	2.0	2.0	2.0	2.0

Calendar: Semester							
Program: Associate’s Degree & Certificate Programs (2006 Standards)—applies to non-remedial students first receiving aid in 2007-08 through 2009-10 and remedial students first receiving aid in 2007-08 and thereafter							
Before being certified for this payment	1 st	2 nd	3 rd	4 th	5 th	6 th	
a student must have accrued at least this many credits	0	3	9	18	30	45	
with at least this grade point average	0	.5	.75	1.3	2.0	2.0	

Calendar: Semester										
Program: Baccalaureate Program (2006 Standards)—applies to non-remedial students first receiving aid in 2007-08 through 2009-10 and remedial students first receiving aid in 2007-08 and thereafter										
Before being certified for this payment	1 st	2 nd	3 rd	4 th	5 ^{th*}	6 th	7 th	8 th	9 ^{th**}	10 ^{th**}
a student must have accrued at least this many credits	0	3	9	21	33	45	60	75	90	105
with at least this grade point average	0	1.1	1.2	1.3	2.0	2.0	2.0	2.0	2.0	2.0

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

*New York State regulations require that students maintain a “C” average (2.0) starting with their fifth TAP payment. Students may petition for a waiver from the Committee on Academic Standing if there are extenuating circumstances.

**Only students in approved five-year undergraduate programs may receive more than 8 semesters of undergraduate awards of New York State financial aid.

Students failing to meet these standards may be subject to loss of student status and/or financial aid. According to New York State guidelines, one TAP waiver only of these standards may be requested during the student’s undergraduate career. A student may receive more than one “C” waiver under limited circumstances. Please consult with your advisor.

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

PROBATION AND DISMISSAL

A student may be placed on academic probation when he/she fails to maintain a cumulative 2.0 GPA. Students on probation may carry a maximum course load of only 12 credits and/or semester hours in the Fall or Spring semesters, and six credits in a Summer semester. Students who fail to demonstrate satisfactory academic progress as described above may also be placed on academic probation or warning.

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 University. 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, ESL or Math course only once. Students who fail the same developmental English or ESL course twice are not making satisfactory academic progress and may be dismissed from the University. 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 University. The Committee on Academic Standing may grant a waiver to allow a student to repeat a development 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 University. It is a standing committee composed of faculty and senior staff from the various schools of the University. 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 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 student and advisor.
2. If the reference in the petition is to a medical or personal hardship, submit documentation such as medical notes, notices of hospitalization, or 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 and do not constitute precedents for future situations.
4. Petitions must be submitted at least 10 business days before a scheduled Committee meeting. The Committee normally meets every 4-8 weeks.

GRADUATION FROM THE UNIVERSITY

APPLICATION FOR GRADUATION

It is the student's responsibility to schedule a graduation conference with an academic advisor during the semester before completing his/her certificate or degree requirements, to determine whether the requirements are being met. For January candidates for graduation, these conferences are held April through June. For June and September candidates, they are held October through December.

After the graduation conference, the student must apply for graduation: for the Associate's degree by completing the "Application for Graduation" and for the baccalaureate degree, online by the established deadlines:

- For January Graduation - November 15
- For June Graduation - April 1
- For September Graduation – July 15

To apply for graduation online, students need to click the "Apply to Graduate" button under the "Academic" tab located on the *TouroOne* portal and follow the prompts. Students applying for the baccalaureate degree will also be required to pay the graduation fee through *TouchNet*. Students who complete their certificate or degree requirements in January, June, or September of a given year participate in the annual June commencement exercises.

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

GRADUATION REQUIREMENTS AND STANDARDS

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

Candidates for the Associate's degree must complete a minimum of 60 credits, three-fourths of which must be in liberal arts for Associate in Arts candidates, and one-half of which must be in liberal arts for Associate in Science candidates. Candidates for the baccalaureate degree must complete 120 credits, three-fourths of which must be in liberal arts for the Bachelor of Arts, and one half of which must be in liberal arts for the Bachelor of Science. Courses in business, computer science, education, and human services are generally considered professional courses and do not fulfill the liberal arts requirement.

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

No student may take all courses for a degree at an extension center or site. Advisors will inform students of which locations are extension centers or sites.

To be eligible for a certificate or an Associate's degree, a student must successfully complete at least 24 credits in residence at Touro University. The eligibility requirement for the baccalaureate degree is at least 45 credits completed successfully in residence at Touro.

Students must complete at least fifty percent of the coursework for their major, and any minor(s), at Touro University.

Students who are exempted from core or other requirements must still complete the required number of credits for their degree program in order to graduate. Students may not graduate if they have any outstanding work, including tentative grades.

HONORS AND AWARDS AT GRADUATION

Associate and baccalaureate degree candidates are eligible for honors upon graduation. Honors are awarded to graduates who have earned a *cumulative* GPA of 3.5 or better for associate's candidates and 3.4 or better for baccalaureate candidates. To determine eligibility for these honors, the cumulative GPA is calculated by averaging grades earned since entering the University *up to but not including the Spring semester prior to graduation in June*. Associate's candidates are recognized as follows:

- Academic Excellence - 3.70 to 4.00
- Academic Distinction - 3.50 to 3.69

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

Leaves of Absence

A matriculated student enrolled at Touro who chooses to interrupt his/her attendance but intends to return and continue his/her study at Touro must submit to the Office of the Registrar a completed “Leave of Absence” request form signed by all parties noted on the form. Normally, a leave of absence should be requested *before* the start of the first semester in which the student plans not to attend. However, if extenuating circumstances arise, a student may request a leave of absence mid-semester. These circumstances include, but are not limited to, a death in the family, medical reasons, and personal well-being.

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.

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

A student on an approved leave of absence will retain “in-school” (but not enrolled) status for reporting purposes.

A student returning from a leave of absence should contact the Registrar’s Office at least one month prior to the first day of the semester in which he/she intends to resume attendance.

Withdrawal from the University

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

Academic Dismissal

A student who fails to meet the standards outlined in the Academic Standard Charts (pp. 59-60) may be dismissed from the University. Students who receive an academic dismissal may appeal to the Committee on Academic Standing for readmission.

TRANSCRIPTS

Students can order official copies of their transcripts as follows:

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

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

RUSH Service

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

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

Viewing and Printing Your Unofficial Transcript from TouroOne:

1. Log into your TouroOne account at <https://touroone.touro.edu/sso/login>

2. Click on the “Academic” tab and click on “View Academic Transcript (Unofficial Transcript)” under the "My Records" portlet.
3. If you wish to print, right-click using your mouse, then select print.

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

STUDY OPTIONS

The New York School of Career and Applied Studies offers the student an opportunity to study in one or more of the following curricular areas:

1. The Business Management and Administration program enables the student to concentrate in accounting, finance, management, or marketing. A student can earn an Associate in Science or Bachelor of Science degree.
2. The offerings of the Computer Science Department include Business Management and Administration/Information Systems Programming; Information Technology: Cybersecurity and Network Administration; and Digital Multimedia Design. A student can earn an Associate in Science and Bachelor of Science degrees.
3. The Human Services program permits the student to earn an Associate in Science and a Bachelor of Science degree in Human Services. The Bachelor of Science degree offers the student the opportunity to study in one of six areas of specialization or concentration: addiction services, adult and family services, child and youth services, developmental disabilities, gerontological services, and human services administration.
4. The Social Science program is recommended for the student who wishes to broaden his or her knowledge of the social sciences and concentrate in one of the following areas: economics, history, political science, psychology, or sociology. This program leads to a Bachelor of Arts degree.
5. The Psychology Department offers a major in that field leading to a Bachelor of Arts degree. Also, students who choose to major in Education must pursue a concentration in Psychology. An honors program is available to students who qualify.
6. The Education major helps prepare students for careers in education. This course of study qualifies students for provisional New York State teaching certification from either birth through grade one or from grade one to grade six. The education major is available for baccalaureate degree students who meet the necessary criteria for the program. Students in the education program should pursue a concentration in Psychology.
7. The Liberal Arts and Sciences program is intended for the student who wishes a broad-based course of study in a variety of disciplines such as the arts, social science and cultural studies. Student can earn an Associate in Arts degree.
8. The Interdisciplinary Liberal Arts and Sciences program leading to a baccalaureate degree is intended for the student who wishes to focus on several related disciplines. The student, together with an advisor, can design an individualized course of study drawn from the related disciplines offered at Touro to meet his/her individual needs.
9. The Biology major helps students to prepare for a health science, medical, dental or pharmaceutical fields of study. It leads to a Bachelor of Science degree in Biology. An honors program is available to students who qualify.
10. The Paralegal Studies program prepares students for paralegal employment. Paralegals assist attorneys in the practice of law, as well as in law-related activities of other organizations such as commercial banks, security firms, insurance and real estate companies. This program offers a Certificate and an Associate in Science degree in Paralegal Studies.
11. The Criminal Justice program prepares students to acquire skills necessary to obtain employment in three central areas of criminal justice: law enforcement, the court system, and the corrections system. This program awards students an Associate in Science (A.S.) degree.

IMPORTANT NOTE FOR THOSE SEEKING A BACCALAUREATE DEGREE

For some of the majors listed above, NYSCAS also offers Certificates, Associate in Applied Studies (A.A.S.), and Associate in Occupational Studies (A.O.S.) degrees. Students who wish to pursue a baccalaureate degree are urged to complete an Associate in Arts or Associate in Science degree and not an A.A.S. or A.O.S. degree.

DEVELOPMENTAL SEQUENCE

Since academic deficiencies inhibit a student's ability to succeed in University, the University requires entering students who demonstrate a need for intensive remediation to enroll in the Developmental Sequence. The University provides a number of courses to assist such students, in English as a Second Language (ESL), English and Mathematics. During the Developmental Sequence, students generally enroll in the Developmental English course (GLLN 007) or, for ESL students, a developmental English as a Second Language course (GDEN 071, 072, or 073). These courses meet for eight academic hours each week throughout the semester.

Students achieving required levels of proficiency in English on departmental examinations may advance to Introduction to College Writing (GLLN 110 or GLLN 111). Students who do not attain the expected levels of proficiency by the end of the semester are required to repeat GLLN 007 (for native speakers) or GDEN 07 for (ESL students). A student may not repeat a failed remedial course more than once.

GENERAL EDUCATION

Mission/Purpose

As a fundamental component of all academic programs, General Education Goals are 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 and compete in the twenty-first century marketplace.

Goals

- Goal 1: Students will communicate effectively in writing.**
- Goal 2: Students will develop effective oral communication skills.**
- Goal 3: Students will develop, apply and use mathematical reasoning skills in solving problems.**
- Goal 4: Students will develop analytical and critical thinking skills.**
- Goal 5: Students will develop necessary literacy required to analyze and implement solutions involving use of the computer.**
- Goal 6: Students will develop information literacy necessary to identify, locate, evaluate, communicate, and apply information.**
- 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.**
- Goal 8: Students will develop knowledge of culture and history.**

The learning experiences and assessments provided by our academic programs are built on the General Education goals, which are reflected in the University's Core Requirements, listed below.

UNIVERSITY CORE REQUIREMENTS

The sets of core requirements below are applicable to most students. The core may vary for certain programs or majors. Please be sure to confirm the requirements for your individual program or major.

ASSOCIATE'S DEGREE

To meet graduation requirements, a student must complete a core and major requirements, and earn at least sixty credits, of which at least 30 credits must be in liberal arts for the Associate in Science degree and at least 45 credits for the Associate in Arts degree. Students must complete a major as outlined in the following pages. Touro University believes that every student should acquire both basic skills and a general knowledge in the humanities and the social sciences.

Please note: Associate in Applied Science and Associate in Occupational Studies degree students must complete different core requirements. See program descriptions under Departmental Requirements on pp. 69-114.

Core Requirements (minimum 24 credits):

GLLN 110 or 111	Introduction to College Writing (or exemption).....	4
GLLN 121	College Writing I.....	4
GLLN 122	College Writing II.....	4
GLLN	Any Literature course	3
GHSN/GPLN.....	Any American Studies course	3
Various	Any Ethnic or Judaic Studies course	3
GSMN/GSSN	Any Math or Science course.....	3
GCAN* or GCON 120	Speech* or Fundamentals of Computers with Microcomputer Applications	3-4

Note: In some cases, the above courses may satisfy requirements for both the major and the core. In addition, some of the above courses may be offered with related 1-credit workshops or “topics” courses for which students may register. These courses count as liberal arts.

*Only the following courses meet the Speech requirement: GCAN 100, 101, 127 and 215.

BACCALAUREATE DEGREE

To meet graduation requirements, a student must complete at least 120 credits, of which at least 60 credits must be in liberal arts for the Bachelor of Science degree and at least 90 credits for the Bachelor of Arts degree. In addition, students must complete a major as outlined in the following pages. Touro University believes that students pursuing a baccalaureate degree should acquire competence in writing and in mathematics, as well as knowledge of the humanities and social sciences. Therefore, the following core is required of all students except those pursuing an Education concentration (see pages 104-106 for the Core Requirements for Education Students):

Core Requirements (minimum 36 credits):

GLLN 110 or 111	Introduction to College Writing (or exemption).....	4
GLLN 121	College Writing I.....	4
GLLN 122	College Writing II.....	4
GLLN	Literature (2 courses).....	6
GHSN/GPLN.....	American Studies (2 courses) *	6
Various	Ethnic or Judaic Studies	3
GSMN 130.....	College Mathematics**	3
GSBN/GSCN/GSPN/GSSN	Science.....	3
GCON 120.....	Fundamentals of Computers with Microcomputer Applications	4
GCAN.....	Speech***	3

Note: In some cases, the above courses may satisfy requirements for both the major and the core. In addition, some of the above courses may be offered with related, optional 1-credit workshops or “topics” courses for which students may register. These courses count as liberal arts.

* Starting with the Fall 2018 semester, students who are admitted to the Bachelor’s degree program (see p. 9 — Baccalaureate Transfer and Matriculation) may complete the following modified American Studies core requirement: Students may take one designated history survey course (GHSN) *plus* one additional course in American Studies (either GHSN or GPLN). Students who were admitted to the Bachelor’s degree program prior to Fall 2018 may also choose this option if they have not already completed this requirement. The following courses are designated as survey courses:

- GHSN 105 History of the U.S. from Settlement to 1877
- GHSN 106 History of the U.S. from 1877 to Present
- GHSN 335 America in Twentieth Century
- GHSN 202 Civilization of the Ancient World
- GHSN 205 Emergence of the Modern World

** If a student is exempt from College Math, he or she is required to take another math course.

*** Only the following courses meet the Speech requirement: GCAN 100, 101, 127 and 215.

A GATEWAY TO PROFESSIONAL OPTIONS

The New York School of Career and Applied Studies provides students with an array of options in addition to the formal degree and certificate programs presented in this Catalog. These options typically involve a number of specific course requirements and may be viewed as a gateway to other degree programs offered elsewhere in the University. Students are strongly encouraged to avail themselves of these opportunities and possibly enter one of these programs. The following are general descriptions of these additional career options for NYSCAS students. Admission into these programs is on a competitive basis; specific admissions requirements may be obtained from the individual programs themselves.

PRE-LAW

Law schools do not require applicants to follow a specific undergraduate course of study. However, since the legal field emphasizes logical reasoning and writing skills, pre-law students should take courses that develop their analytical abilities and communication skills. A good liberal arts education is the best preparation for law school. Some familiarity with the fields of accounting and economics is helpful, since a good part of the law school curriculum deals with the business world. Majors for pre-law students include Political Science, Sociology, English, Accounting and Business, as well as History and Philosophy.

Given the flexibility in designing a pre-law program, students are urged to make an appointment with a faculty advisor in the Political Science department before the start of their sophomore year to draw up an appropriate program of courses. The faculty advisor also guides students in preparing for the Law School Admission Test (LSAT) and in all phases of the application process to law school.

PRE-MEDICAL AND PRE-DENTAL SEQUENCE

Students who plan to enter medical school or dental school should complete a sequence of courses in biology, chemistry, physics as well as calculus. These courses should be completed by the end of the junior year, when the Medical College Admission Test (MCAT) and Dental Admission Test (DAT) are usually taken. A research project must be completed.

A special feature of Touro's pre-medical sequence is the close and continuous contact between the senior science faculty and students. Faculty who lecture in biology, chemistry and physics also conduct the recitations and supervise all laboratory sessions, taking questions and providing additional help. Touro's pre-medical advisors assist students in applying to medical and dental schools. A referral service for letters of recommendation is administered by the Health Sciences Coordinator.

HEALTH SCIENCE OPTIONS

Both the Flatbush Branch Campus and 3 Times Square Main Campus of NYSCAS provide a broad-based science course of study for students who wish to pursue professional careers in occupational therapy, physical therapy, and physician assistant, among others. Once students complete all required prerequisites, they may apply for admission to upper division courses in their field of interest. Touro University also has schools of allopathic medicine, osteopathic medicine, dentistry, and pharmacy for students considering those fields.

SCHOOL OF HEALTH SCIENCES—SELECTED PROGRAMS

Further information about the programs described below may be found in the catalogs of the Touro University School of Health Sciences and the Touro University website.

PHYSICIAN ASSISTANT

The Physician Assistant Program is an upper-division Master's-level program that prepares students for a challenging health-professions career. A program for students who wish to attend on a part-time basis is also available. Physician Assistants work in hospitals, clinics, or private practices in conjunction with medical doctors, and are trained to perform many of the functions and tasks assigned to doctors. These include taking case histories, performing physical examinations, obtaining clinical and diagnostic data, and performing a variety of therapeutic procedures.

PHYSICAL THERAPY

Physical therapy is a rewarding and challenging career for individuals interested in patient care. The physical therapist works toward the restoration of function and the elimination of disability in individuals of all ages who are disabled by illness or an accident, or who were born with a handicap. As an integral member of the health team, the physical therapist is a skilled practitioner who evaluates patient status and plans, organizes, and directs patient-care programs, as well as planning preventive programs for all populations. Physical therapists work in hospitals, nursing homes, and schools with handicapped children, rehabilitation centers, community and public health centers and agencies, private practices, research centers, industry, sports medicine centers, and as educators in colleges and universities offering programs in physical therapy.

Touro offers a three-year upper-division undergraduate and graduate-level curriculum leading to a Bachelor of Science (B.S.) degree in Health Sciences and a Doctor of Physical Therapy degree.

OCCUPATIONAL THERAPY

Occupational Therapy is a rapidly growing and fascinating health care profession. The word “occupational” refers to how the patient utilizes time in everyday life, including the activities of self-care, work, play and leisure. Occupational therapists use goal-directed activities to help people of all ages to prevent, reduce or overcome a wide variety of disabling conditions—mental, physical, and developmental. They use their personal and professional skills to help people function happily and independently in daily life.

Therapy work settings include hospitals, public and private schools, rehabilitation centers, nursing homes and home health agencies. With experience, occupational therapists may also work as consultants to community agencies, business and industry, or establish their own private practices. In addition to clinical practice, occupational therapists may choose to work in administration, education or research.

Touro University offers a three-year, upper-division curriculum leading to a combined Bachelor of Science (B.S.) degree in Health Sciences and a Master of Science (M.S.) degree in Occupational Therapy.

SPEECH-LANGUAGE PATHOLOGY

Speech-language pathologists work in a variety of educational and healthcare settings, including nursing homes, schools, private practice, and home care. They treat patients with a wide variety of speech and language disorders. These may include individuals with cleft palate, aphasia, laryngectomy, dysphagia, and/or disorders of articulation, language, hearing, voice, or fluency, as well as individuals with developmental delays and/or neurological impairments.

The graduate program in Speech-Language Pathology awards a Master of Science degree. To enter the program, students must have earned a baccalaureate degree in speech, or in a related field with the required prerequisite courses. The program provides a broad-based and comprehensive education in the theoretical and practical aspects of the field. Students gain the knowledge and skills needed to evaluate, diagnose and treat patients with diverse needs. They are also prepared to manage the record-keeping and reporting requirements of the various types of institutions in which they will be employed.

Upon graduation from the program, and completion of a clinical fellowship, students are eligible to apply for American Speech-Language-Hearing Association (ASHA) and New York State licensure. Those who wish to do so may also apply for the New York State Teacher’s License (Teacher of Students with Speech and Language Disabilities [TSSLD]).

Also see NYSCAS program offerings in the Department of Allied Health Programs, below.

DEPARTMENTAL REQUIREMENTS

ALLIED HEALTH PROGRAMS

DIAGNOSTIC MEDICAL SONOGRAPHY

S. Muhammad, Program Director Diagnostic Medical Sonography (NYSCAS)

Mission/Purpose

It is the mission of the Touro Sonography Program to provide a quality education designed to develop individuals who think critically, provide exceptional patient care, behave ethically and professionally, and are prepared for lifelong learning in the field of sonography. The Touro Sonography Program is dedicated to the work of health and healing.

The Program will provide quality education in accordance with National Curriculum standards and guidelines to prepare individuals to become Registered Diagnostic Medical Sonographers. To achieve these ends, we commit ourselves to support each student in their pursuit to meet the didactic and clinical competencies according to the goals and objectives of the Touro Sonography Program and the education standards established and adopted by the sonography profession. In all areas of education, Touro desires to communicate its distinctive philosophy of excellence and dedication to those who come to learn and to provide quality healthcare to the patients and community

Goals

To prepare competent entry-level general sonographers, sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

The student will:

1. Demonstrate the knowledge necessary for a clinically competent, safe entry-level diagnostic medical sonographer.
2. Demonstrate effective interactive communication.
3. Employ critical thinking and problem solving for decision making in sonography practice.
4. Accept responsibility for on-going professional growth and continued learning.

ASSOCIATE IN APPLIED SCIENCE (A.A.S.) IN DIAGNOSTIC MEDICAL SONOGRAPHY (83 CREDITS)

Core Requirements (24 credits):

GLLN 121	College Writing I	4
GSMN 130/132	College Mathematics	3+1
GSBN 117	Human Anatomy and Physiology I/Lab	4
GSON 322	Sociology of Health Care	3
GSPN 110	Introductory Physics	3
GPHN 233	Biomedical Ethics	3
GCON 120	Fundamentals of Computers with Microcomputer Applications	4

Required Courses (59 credits):

GRSN 101	Medical Terminology	2
GRSN 110	Fundamentals of Ultrasound	3
GRSN 119	Anatomy & Physiology for Sonography I	4
GRSN 120	Anatomy & Physiology for Sonography II	4
GRSN 125	Introduction to Vascular Imaging and Doppler	3
GRSN 126	Sonography Physics and Instrumentation	3
GRSN 130	Clinical Practicum I	1
GRSN 131	Clinical Practicum II	1
GRSN 132	Clinical Practicum III	1

GRSN 133	Clinical Practicum IV	1
GRSN 145	Introduction to Vascular Lab	2
GRSN 146	Vascular Imaging I	3
GRSN 147	Vascular Imaging II	4
GRSN 167	Obstetrics & Gynecology Sonography Lecture	3
GRSN 167L	Obstetrics & Gynecology Sonography Lab	4
GRSN 169	Abdominal & Superficial Structures I Lecture	3
GRSN 169L	Abdominal & Superficial Structures I Lab	2
GRSN 170	Abdominal & Superficial Structures II Lecture	3
GRSN 170L	Abdominal & Superficial Structures II Lab	2
GRSN 171	Sonographic Case Studies.....	3
GRSN 185	Sonographic Image Analysis & Pathology	1
GRSN 201	Advanced Sonographic Imaging.....	3
GRSN 205	Sonography Exam Review.....	2
GRSN 501	Seminar in Career Education	0

NURSING

T. Burke, Interim Department Chair, Nursing (NYSCAS)

The AAS program is an intense 2-year, 65-credit, full-time program that trains associate’s-level nurses. Graduates of the program qualify to take the NCLEX-RN.

MISSION/PHILOSOPHY

Mission of the Nursing Program

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

Nursing Program Philosophy and Organizing Framework

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

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

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

Education is an interactive experiential process that involving teacher, learner and the environment with an emphasis on student-centered learning. A variety of educational experiences is essential and allows the learner to integrate knowledge and skills while exhibiting professional compartment. The faculty is responsible for facilitating, maintaining and evaluating the learning process. Learners are expected to be active inquirers, self-directed, and

responsible for their own learning and the evaluation of their educational experiences. Learners move from relative dependence to greater independence in preparation for assuming the professional role and promoting growth as a life-long learner. The curriculum is founded on the philosophical concepts and framework of the Nursing Program and is reviewed each year according to the systematic evaluation plan. This foundation has facilitated learning experience development while providing a platform of stability and consistency across the curriculum. The faculty has retained a broad philosophy and flexible curriculum framework to support and maintain stability and consistency in a changing healthcare field. The selection and sequence of content in the nursing courses range from simple to complex needs. The students are taught to assess their client's needs using the nursing process.

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

The overall goal of the curriculum is to address the challenge of preparing future nurses with the knowledge, skills, and professional comportment necessary to continuously improve the quality and safety of the healthcare systems in which they work. The philosophy and the mission of the program lead directly to the expected Student Learning Outcomes:

Student Learning Outcomes

Graduates of the Nursing program will be able to:

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

Program Outcomes

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

PROFESSIONAL CERTIFICATION/LICENSURE

The Associate in Applied Science (A.A.S.) program in Nursing is designed for students who wish to gain the education, experience, and clinical skills needed to pursue New York State RN licensure. Graduates of the program are qualified to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Touro University has not yet made a determination regarding whether our program meets the professional licensure or certification requirements for any other U.S. state or territory.

ASSOCIATE IN APPLIED SCIENCE (65 CREDITS, INCLUDING 24 CREDITS IN LIBERAL ARTS)

Core requirements (minimum 24 credits):

GGBN 117	Human Anatomy and Physiology I/Lab	4
GGBN 118	Human Anatomy and Physiology II Lab	4
GGBN 229	Applied Microbiology for Nursing	4
GSSN 246	Nutrition & Human Development	3
LLEN 101	English Composition I	3
OR		
GLLN 121	College Writing I	4
GCAN	Speech	3
PSYN	Psychology Course	3
OR		
GPSN 110	General Survey of Psychology	4

Required Courses (41 credits):

GNRN 110	Fundamentals of Nursing	7
GNRN 130	Pharmacology of Nursing	3
GNRN 200	Medical-Surgical Nursing I	8
GNRN 201	Community Service	1
GNRN 300	Medical-Surgical Nursing II	5
GNRN 301	Medical-Surgical Nursing III	5
GNRN 310	Maternal Child Nursing	5
GNRN 320	Trends in Nursing	2
GNRN 330	Mental Health Nursing	5

*For students wishing to pursue a bachelor's degree in Nursing: course prefix codes, NYSCAS courses listed with GGBN prefixes are interchangeable with School of Health Science courses with the prefix of BIO. Nursing courses with a prefix of GNRN are interchangeable with NUR prefixes.

RADIOLOGIC TECHNOLOGY

B. Shaev, Program Director, Radiologic Technology Program (NYSCAS)

Mission/Purpose

The Radiologic Technology Program's mission is to graduate competent professional Radiologic Technologists who will provide high quality radiographic health care to the community. The Program is dedicated to training and graduating students with the necessary entry level skills required to function as Radiographic Technologists.

Goals

1. Graduates will possess the knowledge and skills of a competent entry level radiographer
2. Graduates will become effective communicators
3. Graduates will demonstrate critical thinking skills
4. Graduates will demonstrate professionalism

Learning Outcomes

- 1.1 Students will demonstrate proper positioning skills.
- 1.2 Students will select appropriate exposure factors.
- 1.3 Students will provide patient care practices.
- 2.1 Students will effectively communicate in a healthcare setting
- 2.2 Students will be able to write effectively.
- 3.1 Students will demonstrate age appropriate skills

- 3.2 Students will modify routine imaging protocols for trauma patients
- 3.3 Students will evaluate radiographic images for errors that require corrective action
- 4.1 Students will have the ability to work as a member of a team
- 4.2 Students will demonstrate reliability and dependability

PROFESSIONAL CERTIFICATION/LICENSURE

The Associate in Applied Science (A.A.S.) program in Radiologic Technology will prepare students to be able to take the Registry Examination offered by the American Registry of Radiologic Technologists (ARRT) and recognized by the New York State Department of Health as a prerequisite for State licensure. Touro University has not yet made a determination regarding whether our program meets the professional licensure or certification requirements for any other U.S. state or territory.

ASSOCIATE IN APPLIED SCIENCE (A.A.S.) IN RADIOLOGIC TECHNOLOGY (74.5 CREDITS)

Core Requirements (22 credits):

GLLN 121	College Writing I	4
GSMN 130.....	College Mathematics	3
GSBN 117	Human Anatomy and Physiology I/Lab	4
GSON 322	Sociology of Health Care.....	3
GSPN 110.....	Introductory Physics	3
GPHN 233	Biomedical Ethics	3
GHUN 150.....	World of Work.....	2

Required Courses (52.5 credits):

GRTN 101	Principles of Imaging I	3
GRTN 102	Principles of Imaging II	2
GRTN 103	Radiation Protection	2
GRTN 111	Patient Care I	3
GRTN 112	Patient Care II.....	3
GRTN 121	Clinical Radiography I.....	1
GRTN 122	Clinical Radiography II	5
GRTN 123	Clinical Radiography III	1.5
GRTN 124	Clinical Radiography IV.....	1.5
GRTN 131	Radiographic Procedures I.....	4
GRTN 132	Radiographic Procedures II	4
GRTN 133	Radiographic Procedures III.....	4
GRTN 141	Radiographic Anatomy II	3
GRTN 142	Radiographic Anatomy III.....	3
GRTN 151	Radiation Physics I	2
GRTN 152	Radiation Physics II.....	2
GRTN 160	Advanced Imaging.....	3
GRTN 161	Radiation Biology.....	3
GRTN 162	Comprehensive Review	4
GRTN 163	Radiographic Pathology.....	3

CERTIFICATE IN RADIOLOGIC TECHNOLOGY (64.5 CREDITS)

Core Requirements (12 credits):

GSBN 117	Human Anatomy and Physiology I/Lab	4
GSPN 110.....	Introductory Physics	3
GPHN 233	Biomedical Ethics	3
GHUN 150.....	World of Work.....	2

Required Courses (52.5 credits):

GRTN 101	Principles of Imaging I	3
GRTN 102	Principles of Imaging II	2

GRTN 103	Radiation Protection	2
GRTN 111	Patient Care I	3
GRTN 112	Patient Care II	3
GRTN 121	Clinical Radiography I	1
GRTN 122	Clinical Radiography II	0.5
GRTN 123	Clinical Radiography III	1.5
GRTN 124	Clinical Radiography IV	1.5
GRTN 131	Radiographic Procedures I	4
GRTN 132	Radiographic Procedures II	4
GRTN 133	Radiographic Procedures III	4
GRTN 141	Radiographic Anatomy II	3
GRTN 142	Radiographic Anatomy III	3
GRTN 151	Radiation Physics I	2
GRTN 152	Radiation Physics II	2
GRTN 160	Advanced Imaging	3
GRTN 161	Radiation Biology	3
GRTN 162	Comprehensive Review	4
GRTN 163	Radiographic Pathology	3

BUSINESS: ACCOUNTING, FINANCE, MANAGEMENT, AND MARKETING

M. Peikes Interim Dean, Undergraduate Business Studies
S. Brock, Deputy Chair (NYSCAS)

Mission/Purpose

The Business and Accounting Department assists students in acquiring knowledge of business policies, problems, and procedures which will enable them to assume responsible positions in private, governmental, and not-for-profit sectors. The department helps prepare students for careers in accounting, finance, management, marketing, and office management through concentrations in these fields.

The department supports and complements the mission of the University by providing state-of-the-art instruction in the business disciplines that enable students to function effectively in the business world. Students will also be prepared for various graduate and professional programs, career pursuits, and active citizenship.

The courses offered in this academic division enable students to complete Business Management and Administration majors with concentrations in accounting, finance, management, and marketing.

Goals

- Goal 1: To prepare students for careers in private industry and government.**
- Goal 2: To develop students' facility in critical thinking and problem solving.**
- Goal 3: To enhance students' written and oral communication skills, computer, information, quantitative, and technical skills.**
- Goal 4: To develop student understanding, appreciation of, and sensitivity to ethical issues relating to business.**
- Goal 5: To develop students' interpersonal skills with a strong sense of teamwork, leadership and individual responsibility.**
- Goal 6: To develop students' understanding of the American business enterprise in a competitive global economy.**
- Goal 7: To develop students' capacity for independent study and research.**

ACCOUNTING

Goals

- Goal 1:** To provide students with theoretical and applied expertise in the multiple areas of accounting.
- Goal 2:** To provide practical experience to students of careers in managerial accounting through exposure to seasoned professional instructors and hands-on internships.
- Goal 3:** To prepare students for graduate study in accounting and allied fields such as Law and Business Administration.

FINANCE

Goals

- Goal 1:** To provide theoretical and applied expertise in the diverse areas of Finance, Securities and Investments.
- Goal 2:** To prepare students for graduate study in Finance and allied fields such as Law and Business Administration.

MANAGEMENT

Goal

- Goal:** To develop students' understanding of the principles of management.

MARKETING

Goal

- Goal:** To develop students' understanding of the principles of marketing.

ECONOMICS (related field)

Mission/Purpose

Courses in Economics assist in developing students' abilities to solve problems and interpret data using analytical and quantitative thinking while also fostering students' abilities to access and evaluate information objectively and effectively. Through both traditional classroom and independent study course offerings, students' appreciation of scholarship is fostered and their research skills in economics are enhanced. Economics courses support and complement the mission of the University by providing opportunities for students to further their professional and pre-professional career interests in the fields of business, economics, finance, and other related areas. Students will also be prepared for certain graduate and professional programs, career pursuits, and active citizenship.

Goals

- Goal 1:** To understand current economic events and ideas and be able to use statistical analysis to evaluate everyday problems.
- Goal 2:** To understand how to locate, read, interpret and evaluate existing economic data and related statistical information.

- Goal 3: To communicate effectively in written, spoken, and graphical forms about specific economic issues.**
- Goal 4: To develop a sense of social responsibility and business ethics and consider the far-reaching impact of economic decision-making.**
- Goal 5: To develop interpersonal skills with a strong sense of teamwork, leadership and individual responsibility.**
- Goal 6: To develop critical thinking, problem-solving and decision-making skills.**
- Goal 7: To develop the capacity for independent study and research.**

Note: Some courses listed below may not be offered at every NYSCAS location. Also, certain specialized courses may not be offered by NYSCAS, but are available through Touro's Lander Colleges. Students should consult their advisors regarding such courses.

Note: A related one-credit “topics” or workshop course may be offered with certain three-credit Accounting, Economics, Finance, Management, and Marketing courses.

BACHELOR OF SCIENCE (120 CREDITS INCLUDING 60 CREDITS IN LIBERAL ARTS)

Core Requirements (minimum 36 credits):

GLLN 110 or 111	Introduction to College Writing (or exemption).....	4
GLLN 121	College Writing I	4
GLLN 122	College Writing II.....	4
GLLN	Literature (2 courses).....	6
GHSN/GPLN.....	American Studies (2 courses) *	6
Various	Ethnic or Judaic Studies	3
GSMN 130.....	College Mathematics (if exempt, must take Statistics).....	3
GSBN/GSCN/GSPN/GSSN	Science.....	3 or 4
GCON 120.....	Fundamentals of Computers with Microcomputer Applications	4
GCAN.....	Speech**	3

*Starting with the Fall 2018 semester, students who are admitted to the Bachelor’s degree program (see p. 9 — Baccalaureate Transfer and Matriculation) may complete the following modified American Studies core requirement: Students may take one designated history survey course (GHSN) *plus* one additional course in American Studies (either GHSN or GPLN). Students who were admitted to the Bachelor’s degree program prior to Fall 2018 may also choose this option if they have not already completed this requirement. The following courses are designated as survey courses:

- GHSN 105 History of the U.S. from Settlement to 1877
- GHSN 106 History of the U.S. from 1877 to Present
- GHSN 335 America in Twentieth Century
- GHSN 202 Civilization of the Ancient World
- GHSN 205 Emergence of the Modern World

**The following courses meet the Speech requirement: GCAN 100, 101, 127 and 215.

Required Business Base (minimum 27 credits):

All Business majors on the baccalaureate level regardless of concentration are required to complete the following Business Base:

GBAN 101/103.....	Principles of Accounting I/Workshop	3+1
GBAN 102/104.....	Principles of Accounting II/Workshop	3+1

GBEN 101	Principles of Macroeconomics.....	3
GBEN 102	Principles of Microeconomics	3
GBFN 101	Principles of Finance	3
GBMN 101	Principles of Management	3
GBMN 213	Business Law I.....	3
GBMN 493	Business Policy.....	3
GSMN 261.....	Statistics.....	3

Choose one concentration from the following:

ACCOUNTING (27 CREDITS)

Accounting plays a significant role in our social and economic system. Decision-makers use accounting procedures to show how resources were used. The accounting concentration is designed for students who are interested in careers in industry or government accounting, and for students who intend to work for advanced degrees in business and law.

Accounting Concentration:

GBAN 201	Intermediate Accounting I	3
GBAN 202.....	Intermediate Accounting II.....	3
GBAN 213.....	Cost Accounting	3
GBAN 314.....	Federal Income Taxation of Individuals	3
GBFN 220	Corporate Finance.....	3
GBMN 214.....	Business Law II	3

Three electives from the following:

GBAN 209.....	Financial Statement Analysis.....	3
GBAN 214.....	Managerial Cost Accounting	3
GBAN 217.....	Business Taxes.....	3
GBAN 302.....	Government & Not-For-Profit Accounting*.....	3
GBAN 305.....	Managerial Auditing for non-CPA	3
GBAN 316.....	Federal Taxation of Corporation, Partnerships and Estates	3
GBKN 101.....	Principles of Marketing	3
GBMN 202.....	Organizational Theory and Behavior.....	3
GBMN 317.....	Social and Governmental Environment of Business.....	3

OR

GPHN 230	Business Ethics	3
GBMN 320.....	Entrepreneurship and Management of Small Businesses	3
GCON 162.....	Advanced Survey of Business Applications	3

*This course is *not* generally offered in New York School of Career and Applied Studies. With permission, students may enroll in this course through the Lander Colleges. Students pursuing the CPA track are required to maintain a 3.0 GPA in accounting courses, a 2.5 GPA overall, and earn a grade of at least B- on the accounting screening examination. Please note that completion of a registered 150-hour curriculum is required of all applicants for licensure as a CPA. Students may fulfill the requirement by completing an MS in Accounting at Touro or elsewhere.

FINANCE (27 CREDITS)

Finance is concerned with the interpretation of financial documents, the acquisition and the allocation of funds. This concentration is offered to students who are interested in preparing for a career in public, private, or government service. The required courses listed for the Finance concentration include the preparation for the theory portion of the national Chartered Financial Analyst (CFA) examination of the Institute of Chartered Financial Analysts. Graduates are employed in the private sector (e.g., commercial banking, investment banking) and in the public sector (e.g., U.S. government, Federal Reserve).

Finance Concentration:

GBEN 204	Money and Banking.....	3
GBFN 210	Investment Principles.....	3

GBFN 220	Corporate Finance.....	3
GBFN 310	Security Analysis.....	3
GBFN 338	International Financial Markets	3
GBKN 101.....	Principles of Marketing	3

Three electives from the following:

GBAN 209.....	Financial Statement Analysis.....	3
GBEN 408	International Trade & Monetary Systems.....	3
GBFN 321	Portfolio Analysis	3
GBFN 330	Financing of For-Profit and Not-for-Profit Startups	3
GBFN 343	Real Estate Finance I	3
GBFN 410	Seminar in Options Trading.....	3
GBFN 437	International Commodities Trading.....	3
GBFN 498	Internship in Finance	3
GBMN 214.....	Business Law II	3
GBMN 320.....	Entrepreneurship and Management of Small Businesses	3
GCON 162.....	Advanced Survey of Business Applications	3
GPHN 230.....	Business Ethics.....	3

OR

GBMN 317.....	Social and Governmental Environment of Business.....	3
Other Approved Business Electives		

MANAGEMENT (27 CREDITS)

Management is a dynamic intellectual discipline concerned with the solution of problems and the improvement of business operations using specialized knowledge, skills and systematic analysis. Students majoring in fields other than business also find management courses attractive as preparation for leadership in diverse settings such as private not-for-profit enterprises and governmental agencies.

Graduates of the program are employed in family-owned businesses, large corporations, government agencies and health related institutions. They work as general managers, managers of functional units, product or service managers, administrators, supervisors, strategic planners, human resource specialists, and in a variety of entry-level jobs in functional departments. The concentration is suited to people whose long-range goals include career advancement to middle- and upper-level management positions.

Management Concentration:

GBFN 220	Corporate Finance.....	3
GBKN 101.....	Principles of Marketing	3
GBKN 204.....	Marketing Management.....	3
GBMN 202.....	Organizational Theory and Behavior.....	3
GBMN 224.....	Human Resources Management	3
GBMN 320.....	Entrepreneurship and Management of Small Businesses	3

Three electives from the following:

GBAN 209.....	Financial Statement Analysis.....	3
GBEN 408	International Trade and Monetary Systems	3
GBFN 330	Financing of For-Profit and Not-for-Profit Startups	3
GBMN 214.....	Business Law II	3
GBMN 310.....	Multinational Business Management.....	3
GBMN 420.....	Internet Research Methods for Business.....	3
GBMN 422.....	Management of Human Services Agencies	3
GBMN 498	Internship in Management	3
GCAN 306.....	Event Management	3
GHSN 343	American Labor History	3
GBMN 317.....	Social and Governmental Environment of Business.....	3

OR

GPHN 230.....	Business Ethics.....	3
Other approved Business electives		

MARKETING (27 CREDITS)

The field of marketing encompasses advertising, consumer behavior, marketing research and marketing management. Students in marketing may find employment in advertising, public relations, marketing management, marketing research, sales, and retailing.

Marketing Concentration:

GBKN 101..... Principles of Marketing 3
GBKN 201..... Consumer Behavior 3
GBKN 202..... Marketing Research 3
GBKN 204..... Marketing Management..... 3
GBKN 315..... Advertising and Promotion Management 3
GBKN 408..... Strategic Marketing Management..... 3

OR

GBKN 410..... Business-to-Business Marketing..... 3

Three of the following:

GBAN 209..... Financial Statement Analysis..... 3
GBKN 207..... Social Media and Marketing..... 3
GBKN 310..... Retail Management and Merchandising 3
GBKN 330..... Sales Force Management and Personal Selling 3
GBKN 340..... International Marketing Management..... 3
GBKN 351..... Direct Marketing..... 3
GBKN 498..... Internship in Marketing 3
GBMN 320..... Entrepreneurship and Management of Small Businesses 3
GCAN 306..... Event Management 3
GHSN 343..... American Labor History 3
GBMN 317..... Social and Governmental Environment of Business..... 3

OR

GPHN 230..... Business Ethics 3
Other Approved Business electives

ASSOCIATE IN SCIENCE (62-66 CREDITS)

Students who plan to continue for a B.A. or B.S. degree are strongly urged to earn an A.A. or A.S. degree rather than an A.A.S. degree.

In the Business Management and Administration Associate’s degree program, students may concentrate in one of four areas: Accounting, Finance, Management, and Marketing. In order to earn the Associate’s Degree, a student must complete 62 to 66 credits. Students must take appropriate prerequisites where required. Additional one-credit workshops may be added to specific courses.

All Business majors, regardless of concentration, are required to complete the following College Core and Business Base:

Core Requirements: (minimum 24 credits)

GLLN 110 or 111 Introduction to College Writing (or exemption) 4
GLLN 121 College Writing I 4
GLLN 122 College Writing II..... 4
GLLN Literature 3
GHSN/GPLN..... American Studies..... 3
Various Ethnic or Judaic Studies..... 3
GSMN 130..... College Math (if exempt must take Statistics) 3
GCON 120..... Fundamentals of Computers with Microcomputer Applications 4

Required Business Base (minimum 15 credits):

GBAN 101..... Principles of Accounting I 3

GBAN 102.....	Principles of Accounting II.....	3
GBEN 101.....	Principles of Macroeconomics*.....	3
GBEN 102.....	Principles of Microeconomics*.....	3
GBMN 101.....	Principles of Management.....	3

*These courses also count as liberal arts credits.

Concentration Requirements

Students should choose one of the following concentrations and complete relevant requirements:

ACCOUNTING (18 CREDITS)

This concentration is an intensive program designed to develop a competent junior accountant. The coursework prepares the student to work in industry, in government or in public accounting. It also includes instruction in computerized accounting applications. Courses in business provide skills for career advancement and continuing in a four-year accounting degree program.

GBAN 201.....	Intermediate Accounting I.....	3
GBAN 202.....	Intermediate Accounting II.....	3
GBAN 213.....	Cost Accounting.....	3
GBAN 314.....	Federal Income Taxation of Individuals.....	3
GBMN 213.....	Business Law.....	3

One elective from the following:

GBAN 209.....	Financial Statement Analysis.....	3
GBAN 217.....	Business Taxes.....	3
GBAN 305.....	Managerial Auditing for Non-CPA students.....	3
GBAN 316.....	Federal Taxation of Corporations, Partnerships, and Estates.....	3
GBAN 498.....	Internship.....	3
GBMN 317.....	Social & Governmental Environment of Business.....	3

OR

GPHN 230.....	Business Ethics.....	3
Other Approved Business Electives.....		3

FINANCE (18 CREDITS)

This concentration examines the role and operation of the financial sector of the economy. Students develop an understanding of the role of finance in business, and the management of assets and liabilities by both individuals and financial institutions. This concentration is intended to prepare the student for entry-level positions in banking, not-for-profit institutions and finance departments of business enterprises.

GBEN 204.....	Money and Banking.....	3
GBFN 101.....	Principles of Finance.....	3
GBFN 210.....	Investment Principles.....	3
GBFN 220.....	Corporate Finance.....	3

Two electives from the following:

GBAN 209.....	Financial Statement Analysis.....	3
GBFN 241.....	Real Estate Principles.....	3
GBFN 310.....	Security Analysis.....	3
GBFN 338.....	International Financial Markets.....	3
GBFN 343.....	Real Estate Finance I.....	3
GBFN 498.....	Internship.....	3
GBKN 101.....	Principles of Marketing.....	3
GBMN 213.....	Business Law I.....	3
Other Approved Business Electives.....		3

MANAGEMENT (18 CREDITS)

The primary objective of this concentration is to offer courses which provide the student with the skills and tools necessary for problem-solving in a business environment. Students are prepared for entry-level supervisory positions in manufacturing, distribution, and service industries.

GBKN 101..... Principles of Marketing 3
GBMN 224..... Human Resources Management 3
GBMN 320..... Entrepreneurship and Management of Small Businesses 3

Three Electives from the following:

GBAN 209..... Financial Statement Analysis..... 3
GBFN 101 Principles of Finance 3
GBKN 204..... Marketing Management..... 3
GBMN 202 Organizational Theory and Behavior..... 3
GBMN 213 Business Law I..... 3
GBMN 310 Multinational Business Management..... 3
GBMN 498 Internship in Management 3
GCAN 306..... Event Management 3
GHSN 343 American Labor History 3
Other Approved Business Electives

MARKETING (18 CREDITS)

In this concentration students will learn concepts and develop skills in marketing, promotion, advertising, and buying. Students specializing in this concentration may find employment in advertising, public relations, marketing management, marketing research, sales and retailing.

GBKN 101..... Principles of Marketing 3
GBKN 201..... Consumer Behavior 3
GBKN 204..... Marketing Management..... 3

Three Electives from the following:

GBKN 202..... Marketing Research 3
GBKN 207..... Social Media and Marketing..... 3
GBKN 310..... Retail Management and Merchandising 3
GBKN 315..... Advertising and Promotion Management 3
GBKN 340..... International Marketing Management..... 3
GBKN 351..... Direct Marketing..... 3
GBKN 498..... Internship 3
GBMN 213 Business Law I..... 3
GBMN 320..... Entrepreneurship and Management of Small Businesses 3
GCAN 306..... Event Management 3
GHSN 343 American Labor History 3
Other Approved Business Electives

ASSOCIATE IN APPLIED SCIENCE IN BUSINESS MANAGEMENT & ADMINISTRATION (60 CREDITS)

Students who plan to continue for a B.A. or B.S. degree are strongly urged to earn an A.A. or A.S. degree rather than an A.A.S. degree.

Students who wish to earn an A.A.S. degree in Business can do so with one of the following five concentrations: Accounting, Finance, Management, Marketing, and Information Systems.

Core Requirements (16 credits):

GLLN 110 or 111	Introduction to College Writing (or exemption)	4
GLLN 121	College Writing I	4
GSMN 130/132	College Mathematics/Workshop.....	3+1
GCON 120.....	Fundamentals of Computers with Microcomputer Applications	4

Business Base (15 credits):

GBAN 101	Principles of Accounting I	3
GBAN 102.....	Principles of Accounting II.....	3
GBEN 101	Principles of Macroeconomics.....	3
GBEN 102	Principles of Microeconomics	3
GBMN 101	Principles of Management	3

General Electives (11 credits—3 credits must be in Liberal Arts)

Concentration requirements (18 credits):

ACCOUNTING

GBAN 201	Intermediate Accounting I	3
GBAN 202.....	Intermediate Accounting II.....	3
GBAN 213.....	Cost Accounting	3
GBAN 314.....	Federal Income Taxation of Individuals	3
GBAN 498.....	Internship	3
GBMN 213	Business Law I.....	3

OR

Approved Elective*	3
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*One-credit courses taken in conjunction with business courses are counted toward elective credits.

FINANCE

GBEN 204	Money and Banking.....	3
GBFN 101	Principles of Finance	3
GBFN 210	Investment Principles.....	3
GBFN 220	Corporate Finance.....	3
Two Approved Business Electives	6

Recommended electives include:

GBFN 310	Security Analysis	3
GBFN 498	Internship in Finance or approved elective	3
GBKN 101.....	Principles of Marketing	3

MANAGEMENT

GBKN 101	Principles of Marketing	3
GBMN 224.....	Human Resource Management.....	3
GBMN 320.....	Entrepreneurship and Management of Small Businesses	3
Three Approved Business Electives	9

Recommended electives include:

GBAN 209.....	Financial Statement Analysis.....	3
GBFN 101	Principles of Finance	3

GBKN 204.....	Marketing Management.....	3
GBMN 213.....	Business Law I.....	3
GBMN 498.....	Internship in Management.....	3

MARKETING

GBKN 101.....	Principles of Marketing I.....	3
GBKN 201.....	Consumer Behavior.....	3
GBKN 204.....	Marketing Management.....	3
Three Approved Business Electives.....		9

Recommended electives include:

GBKN 202.....	Marketing Research.....	3
GBKN 310.....	Retail Management and Merchandising.....	3
GBKN 315.....	Advertising and Promotion Management.....	3
GBKN 498.....	Internship in Marketing.....	3
GBMN 320.....	Entrepreneurship and Management of Small Businesses.....	3

ASSOCIATE IN OCCUPATIONAL STUDIES IN BUSINESS MANAGEMENT AND ADMINISTRATION (A.O.S.) (60 CREDITS)

Students who plan to continue toward a B.A. or B.S. degree should *not* enroll in this program. Instead, they should enroll in an A.S. degree program.

Students who wish to earn an A.O.S. degree in Business Management and Administration can do so with one of the following six concentrations: Accounting, Finance, Management, Marketing, Office Technology, and Information Systems. These degrees require a minimum of 60 credits.

Core Requirements (8 credits):

GLLN 110 or 111.....	Introduction to College Writing (if exempt, must take College Writing I).....	4
GSMN 130/132.....	College Mathematics/Workshop.....	3+1

Business Base (16 credits):

GBAN 101.....	Principles of Accounting I.....	3
GBAN 102.....	Principles of Accounting II.....	3
GBEN 101.....	Principles of Macroeconomics.....	3
GBEN 102.....	Principles of Microeconomics.....	3
GBMN 101.....	Principles of Management.....	3
General Electives (might be required to meet 60-credit requirement)		

CONCENTRATION REQUIREMENTS (18 CREDITS):

ACCOUNTING

GBAN 201.....	Intermediate Accounting I.....	3
GBAN 202.....	Intermediate Accounting II.....	3
GBAN 213.....	Cost Accounting.....	3
GBAN 314.....	Federal Income Taxation of Individuals.....	3
GBMN 213.....	Business Law I.....	3
GBAN 498.....	Internship.....	3

OR

Other approved elective.....		3
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FINANCE

GBEN 204.....	Money and Banking.....	3
GBFN 101.....	Principles of Finance.....	3
GBFN 210.....	Investment Principles.....	3

GBFN 220	Corporate Finance.....	3
Two Approved Business Electives		6

Recommended electives include:

GBFN 310	Security Analysis.....	3
GBFN 498	Internship.....	3
GBKN 101.....	Principles of Marketing	3

MANAGEMENT

GBKN 101.....	Principles of Marketing	3
GBMN 224.....	Human Resources Management	3
GBMN 320.....	Entrepreneurship and Management of Small Businesses	3
Three Approved Business Electives		9

Recommended electives include:

GBAN 209.....	Financial Statement Analysis.....	3
GBFN 101	Principles of Finance	3
GBKN 204.....	Marketing Management.....	3
GBMN 213	Business Law I.....	3
GBMN 498.....	Internship in Management	3

MARKETING

GBKN 101.....	Principles of Marketing I.....	3
GBKN 201.....	Consumer Behavior	3
GBKN 204.....	Marketing Management.....	3
Three Approved Business Electives		9

Recommended electives include:

GBKN 202.....	Marketing Research.....	3
GBKN 310.....	Retail Management and Merchandising	3
GBKN 315.....	Advertising and Promotion Management	3
GBKN 498.....	Internship.....	3
GBMN 320.....	Entrepreneurship and Management of Small Businesses	3

Certificate programs are recommended for the student who wishes to enter the job market prior to completing the Associate in Science Degree.

CERTIFICATE IN ACCOUNTING (31 CREDITS)

GLLN	Any College Writing Course	4
GCON 120.....	Fundamentals of Computers with Microcomputer Applications	4
GSMN 130.....	College Mathematics	3
GBAN 101/103.....	Principles of Accounting I/Workshop	3+1
GBAN 102/104.....	Principles of Accounting II/Workshop	3+1
GBAN 201	Intermediate Accounting I	3
GBAN 213.....	Cost Accounting	3
GBMN 101	Principles of Management	3
One Approved Elective or Internship		3

CERTIFICATE IN MANAGEMENT (31 CREDITS)

GLLN	Any College Writing Course	4
GSMN 130.....	College Mathematics	3
GCON 120.....	Fundamentals of Computers with Microcomputer Applications	4
GBAN 101/103.....	Principles of Accounting I/Workshop.....	3+1
GBAN 102/104.....	Principles of Accounting II/Workshop	3+1
GBEN 101	Principles of Macroeconomics.....	3
GBKN 101.....	Principles of Marketing	3
GBMN 101	Principles of Management	3
GBMN 224.....	Human Resource Management.....	3

MINOR IN BUSINESS COMMUNICATION (21-22 CREDITS)

Required Core (12-13 credits)

GCAN 101.....	Public Speaking	3
GCAN 215.....	Interpersonal Communication.....	3
GCAN 217.....	Introduction to Public Relations	3
GBKN 101.....	Principles of Marketing	3
OR		
GPSN 110.....	General Survey of Psychology	4
OR		
GSON 121	General Survey of Sociology & Anthropology.....	4

Three electives from the following (9 credits)

GCAN 121.....	Ethics in Communication.....	3
GCAN 153.....	Introduction to the Arts.....	3
GCAN 168.....	Mass Media in America.....	4
GCAN 201.....	Persuasion and Propaganda	3
GCAN 204.....	Oral Interpretation of Literature.....	3
GCAN 205.....	Discussion and Meeting Dynamics.....	3
GCAN 218.....	Dispute Resolution.....	3
GCAN 219.....	Non-Profit Communication & Management.....	3
GCAN 220.....	Communication and Public Policy.....	3
GCAN 222.....	Customer Service Management Communication.....	3
GCAN 302.....	Introduction to Journalism	3
GCAN 305.....	Intercultural Communications	3
GCAN 306.....	Event Management	3
GCAN 320.....	Professional Business Communication.....	3
GCAN 350.....	Managerial Communication	3
GCAN 494.....	Internship	3
Other approved electives		

MINOR IN FINANCE (18 CREDITS)

Required Core (15 credits)

GBAN 101/103.....	Principles of Accounting I/Workshop	3+1
GBFN 101	Principles of Finance	3
GBFN 210	Investment Principles.....	3
GBFN 220	Corporate Finance.....	3
GBEN 101	Principles of Macroeconomics	
OR		
GBEN 102	Principles of Microeconomics	3

One elective from the following (3 credits)

GBEN 204	Money and Banking.....	3
GBEN 408	International Trade and Monetary Systems	3
GBFN 310	Security Analysis	3
GBFN 338	International Financial Markets	3
GBFN 343	Real Estate Finance I	3
GBFN 410	Seminar in Options Trading.....	3
GBFN 437	International Commodities Trading	3

Comments:

- Four of the six courses in the minor must be taken at Touro University.
- Business majors who wish to have a minor in finance must complete an additional four (4) finance courses that are not being used to satisfy other business requirements.

MINOR IN INTERNATIONAL BUSINESS

Required Core (9 credits):

GBEN 408	International Trade and Monetary Systems	3
GBFN 101	Principles of Finance	3

AND

Choose any one of the following:

GPLN 222	International Law	3
GPLN 310.....	The Politics of Developing Nations (formerly Third World Politics).....	3
GPLN 320.....	World Political Geography	3

Three electives from the following (9 credits):

GCAN 305.....	Intercultural Communication	3
GBEN 311	Comparative Economic Systems	3
GBFN 338	International Financial Markets	3
GBFN 420	Commodity Trading.....	3
GBKN 340.....	International Marketing Management.....	3
GBMN 310.....	Multinational Business Management.....	3
ISBN 610*	Introduction to International Business	3
Any foreign language (not exam)		3
Any related course approved by the Chair or Designee.....		3

- At least four of the six courses for the minor must be taken at Touro University
- Non-business majors taking the minor may also have to take certain pre-requisite courses.
- Most of these courses require pre-requisites. Students should verify compliance with pre-requisite requirements.
- Courses for the minor (except GBF 101) may NOT be double counted or used to satisfy other University or major requirements.
- Students with interests in a specific geographic area should consult with the chair about the choice of courses that focus on that area.

MINOR IN MARKETING/MANAGEMENT (24 CREDITS)

Required Core (18 credits)

GBEN 101	Principles of Macroeconomics.....	
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OR

GBEN 102	Principles of Microeconomics	3
GBFN 101	Principles of Finance	3
GBKN 101.....	Principles of Marketing	3
GBKN 204.....	Marketing Management.....	3
GBMN 101	Principles of Management	3
GSMN 261.....	Statistics.....	3

Two electives from the following (6 credits)

GBKN 201	Consumer Behavior	3
GBKN 202.....	Marketing Research	3
GBKN 315.....	Advertising Marketing Management	3
GBKN 408.....	Strategic Marketing Management.....	3
GBKN 410.....	Business-to-Business Marketing.....	3
GBMN 202	Organizational Theory and Behavior	3
GBMN 224.....	Human Resource Management.....	3
GBMN 310	Multinational Business Management.....	3
GBMN 320	Entrepreneurship and Management of Small Businesses	3
Other approved electives		

* For description of this course, see https://www.touro.edu/media/schools-and-colleges/graduate-school-of-business/forms/GSB_Catalog.pdf

Comments:

- Not open to students who major in any of the business-related disciplines.
- At least six of the eight courses for the minor must be taken at Touro University.
- Courses for the minor may not be double-counted or used to satisfy other requirements. Exceptions are Economics (GBEN 101 or GBEN 102) and Statistics (GSMN 261), which may be used to help satisfy the Associate's or Baccalaureate Core.

COMPUTER SCIENCE

I. Herskowitz, Chair of Undergraduate Studies in Computer Science

P. Bina, Deputy Chair (NYSCAS)

A. Doyle, Coordinator, Digital Media Design program (NYSCAS)

The Computer Science Department offers associate and baccalaureate degrees in the following three majors:

- Cybersecurity and Network Administration
- Business Management and Administration Information Systems: Programming
- Digital Multimedia Design

Mission/Purpose

The mission of the Computer Science Department is to prepare students for successful careers in the respective fields, by providing supportive instructors and dedicated learning environment, which encourages technical and creative proficiency.

Goals

- Goal 1 To develop skills required to analyze, design, implement and test solutions involving use of computer systems and networks.**
- Goal 2 To develop the ability to read, write, speak, and research effectively on information systems, data communications, system security and software development.**
- Goal 3 To develop skills for continued learning in a rapidly changing discipline.**
- Goal 4 To recognize and appreciate the ethical and social impacts of computing.**

Students majoring in Computer Science are permitted to use computer science courses for only 6 years from the time they entered the University. This rule is enforced equally for current students and for students who are on official leaves of absence. Transfer credits may not be awarded for courses taken more than 6 years prior to a student's first semester at Touro University.

INTEGRATED TECHNOLOGY MERIT FAST TRACK

The integrated bachelor's and master's degree track offers advanced students an exciting opportunity to enroll in up to nine credits of graduate-level courses in the senior year of their undergraduate technology or design program. The credits earned will count toward both their bachelor's and master's degree programs. Applying credits to both degree programs shortens the time it will take to finish school and reduces the total tuition cost. Graduating with a master's degree will also give students an advantage as they embark on their career path. Merit Fast Track students who maintain the merit track requirements (see below) are guaranteed acceptance to the Touro University Graduate School of Technology.

Students can earn both a Bachelor's and Master's Degree in the following majors:

- Cybersecurity and Network Administration (B.S.) and Information Systems (M.S.)
- Business Management and Administration Information Systems: Programming (B.S.) and Information Systems (M.S.)
- Digital Multimedia Design (B.S.) and Web and Multimedia Design (M.A.)

Integrated Technology Merit Fast Track requirements:

1. Enrollment in any school in the Touro Undergraduate Division
2. 30 credits completed in the major toward the baccalaureate degree
3. Completion of the Merit Fast Track application
4. Two letters of reference from Touro faculty members
5. Minimum cumulative GPA of 3.0 on a 4-point scale and a minimum major GPA of 3.5 on a 4-point scale
6. Approval by the undergraduate Department Chair

To remain in the Integrated Technology Merit Fast Track, students must meet with their academic advisor every semester and maintain the GPA’s necessary for entry into the Merit Fast Track (as above).

For more information and to receive an application for the Integrated Technology Merit Fast Track, contact Payam Bina, Deputy Chair (payam.bina@touro.edu).

CYBERSECURITY AND NETWORK ADMINISTRATION

Goal

Students will develop skills required to configure, implement, maintain, administer, and troubleshoot computer systems on Local Area Networks, Wide Area Networks and Wireless networks.

BACHELOR OF SCIENCE (120 CREDITS INCLUDING 60 CREDITS IN LIBERAL ARTS)

Core Requirements (minimum 36 credits):

GLLN 110 or 111	Introduction to College Writing (or exemption).....	4
GLLN 121	College Writing I.....	4
GLLN 122	College Writing II.....	4
GLLN	Literature (2).....	6
GHSN/GPLN.....	American Studies (2) *.....	6
Various	Ethnic or Judaic Studies	3
GSMN 130.....	College Math (if exempt, must take another math course—Statistics is recommended).....	3
GSSN/GSBN/GSCN/GSPN	Science.....	3 or 4
GCON 120.....	Fundamentals of Computers with Microcomputer Applications	4
GCAN	Speech**.....	3

*Starting with the Fall 2018 semester, students who are admitted to the Bachelor’s degree program (see p. 9 — Baccalaureate Transfer and Matriculation) may complete the following modified American Studies core requirement: Students may take one designated history survey course (GHSN) *plus* one additional course in American Studies (either GHSN or GPLN). Students who were admitted to the Bachelor’s degree program prior to Fall 2018 may also choose this option if they have not already completed this requirement. The following courses are designated as survey courses:

- GHSN 105 History of the U.S. from Settlement to 1877
- GHSN 106 History of the U.S. from 1877 to Present
- GHSN 335 America in Twentieth Century
- GHSN 202 Civilization of the Ancient World
- GHSN 205 Emergence of the Modern World

**Only the following courses meet the Speech requirement: GCAN 100, 101, 127 and 215

Concentration Requirements in Cybersecurity and Network Administration (minimum 60 credits)

GCON 141.....	Introduction to Programming.....	3
GCON 147.....	Computer Hardware, Software and System Security.....	3
GCON 156.....	Electronics for Computers and Data Communications.....	3
GCON 202.....	Networking Essentials	3
GCON 223/125.....	Wide Area Networks I/Lab.....	3+1
GCON 224.....	Wide Area Networks II.....	3
GCON 228.....	Advanced Computer Hardware and System Security.....	3

GCON 231	Fundamentals of Cybersecurity	3
GCON 245	UNIX Operating System	3
GCON 311	Wireless Networks	3
GCON 321	Computer Forensics	3
GCON 325	Advanced Cybersecurity	3
GCON 353	Data Communications	3
GCON 354/234	LAN Concepts and Software/LAN Applications	3+1
GCON 355/236	Advanced LAN Architectures and Software/Advanced LAN Applications	3+1
GCON 498	Internship in Computer Science	3

Three Electives from the following:

GCON 220/220T	Java I/Lab	3+1
GCON 232	Advanced Programming	3
GCON 250	Advanced UNIX Operating System	3
GCON 260	Computer Architecture	3
GCON 275	Advanced Internet Tools and Web Design	3
GCON 315	Voice over IP Fundamentals	3
GCON 343	Database Concepts and Design	3
GCON 356	Advanced Topics in LAN	3
GCON 443	Advanced Topics in Database	3
GCON 462	Advanced Topics in Data Communications	3
Other approved Computer electives		

ASSOCIATE IN SCIENCE (MINIMUM 60 CREDITS)

A degree in Cybersecurity and Network Administration and Security provides students with the technical skills and knowledge needed to work with computing systems and network-driven information systems. In this program, students build a solid foundation of current knowledge in network and system administration and security. They also develop skills in computer systems hardware and software installation, upgrade, troubleshooting, and management; as well as network design implementation, administration and security. This major offers both Associate in Science and Bachelor of Science degrees.

Core Requirements (minimum 24 credits):

GLLN 110 or 111	Introduction to College Writing (or exemption)	4
GLLN 121	College Writing I	4
GLLN 122	College Writing II	4
GLLN	Literature	3
GHSN/GPLN	American Studies	3
Various	Ethnic or Judaic Studies	3
GSMN 130	College Math (if exempt, must take another math course—Statistics is recommended)	3
GCON 120	Fundamentals of Computers with Microcomputer Applications	4

Concentration Requirements in Cybersecurity and Network Administration (minimum 30 credits)

GCON 141	Introduction to Programming	3
GCON 147	Computer Hardware, Software and System Security	3
GCON 156	Electronics for Computers and Data Communications	3
GCON 202	Networking Essentials	3
GCON 228	Advanced Computer Hardware and System Security	3
GCON 354/234	LAN Concepts and Software/LAN Applications	3+1
GCON 355/236	Advanced LAN Architectures and Software/Advanced LAN Applications	3+1

Three Electives from the following:

GCON 223/125	Wide Area Network I/Lab	3+1
GCON 245	UNIX Operating System	3
GCON 260	Computer Architecture	3
GCON 275	Advanced Internet Tools and Web Page Design	3
GCON 343	Database Concepts and Design	3
Other approved Computer electives		

BUSINESS MANAGEMENT AND ADMINISTRATION/INFORMATION SYSTEMS: PROGRAMMING

Goals

Goal 1: To develop knowledge of selected fundamental business principles.

Goal 2: To develop programming and software development skills.

BACHELOR OF SCIENCE (120 CREDITS INCLUDING 60 CREDITS IN LIBERAL ARTS)

Touro University offers Java Programming track in its Bachelor of Science degree program in Business Management and Administration with a concentration in Information Systems. This program prepares students to understand information management as a concept and computerized systems as an implementation of this concept. Business Management & Administration and Information Systems management is closely interrelated with the success of virtually any business or organization today and by all accounts will be even more so in the future. Upon completion of the program, students will be proficient in Java programming language, database systems, and operating systems as well as many application software packages all dealing with efficient information usage.

In order to earn the Bachelor of Science degree, students must complete a total of 120 credits, as follows:

Core Requirements (minimum 36 credits):

GLLN 110 or 111	Introduction to College Writing (or exemption).....	4
GLLN 121	College Writing I.....	4
GLLN 122	College Writing II.....	4
GLLN	Literature (2 courses).....	6
GHSN/GPLN.....	American Studies (2 courses) *	6
Various	Ethnic or Judaic Studies	3
GSMN 130.....	College Mathematics (if exempt, must take Statistics).....	3
GSSN/GSBN/GSPN/GSCN	Science.....	3 or 4
GCON 120.....	Fundamentals of Computers with Microcomputer Applications.....	4
GCAN.....	Speech**	3

Note: In some cases, the above courses may satisfy requirements for both the Major and the core.

*Starting with the Fall 2018 semester, students who are admitted to the Bachelor's degree program (see p. 9 — Baccalaureate Transfer and Matriculation) may complete the following modified American Studies core requirement: Students may take one designated history survey course (GHSN) *plus* one additional course in American Studies (either GHSN or GPLN). Students who were admitted to the Bachelor's degree program prior to Fall 2018 may also choose this option if they have not already completed this requirement. The following courses are designated as survey courses:

- GHSN 105 History of the U.S. from Settlement to 1877
- GHSN 106 History of the U.S. from 1877 to Present
- GHSN 335 America in Twentieth Century
- GHSN 202 Civilization of the Ancient World
- GHSN 205 Emergence of the Modern World

**Only the following courses meet the Speech requirement: GCAN 100, 101, 127 and 215.

Business Base: (18 credits):

GBAN 101.....	Principles of Accounting I.....	3
GBAN 102.....	Principles of Accounting II	3
GBEN 101	Principles of Macroeconomics	3
GBEN 102	Principles of Microeconomics.....	3
GBMN 101	Principles of Management.....	3
GSMN 261	Statistics	3

Programming (Minimum 44 credits)

GCON 141	Introduction to Programming	3
GCON 147	Computer Hardware, Software and System Security	3
GCON 156	Electronics for Computers and Data Communications	3
GCON 218	Advanced Database Tutorial	1
GCON 220/220T	Java I/Lab	3+1
GCON 222	Java II	3
GCON 264	Data Structures I	3
GCON 343	Database Concepts and Design	3
GCON 352	Structured Systems Analysis	3
GCON 364	Data Structures II	3
GCON 498	Internship in Computer Science	3

Four electives from the following:

GCON 202	Networking Essentials	3
GCON 223/125	Wide Area Networks I/Lab	3+1
GCON 224	Wide Area Networks II	3+1
GCON 228	Advanced Computer Hardware & System Security	3
GCON 230	C++ Programming Language	3
GCON 245	UNIX Operating System	3
GCON 250	Advanced UNIX Operating System	3
GCON 260	Computer Architecture	3
GCON 270	Visual Basic I	3
GCON 272	Visual Basic II	3
GCON 275	Advanced Internet Tools and Web Page Design	3
GCON 353	Data Communications	3
GCON 354/234	Local Area Network Concepts and Software/LAN Applications	3+1
GCON 355/236	Advanced Local Area Networks Architecture & Software/Advanced LAN Applications	3+1
GCON 366	Projects in Programming	3
GCON 443	Advanced Topics in Database	3
GCON 451	Special Topics in Computer Science	3
Other approved Computer electives		

ASSOCIATE IN SCIENCE (60 CREDITS)

The University offers cutting-edge programs in computer theory and practical applications. The coursework is rigorous and designed to give students the latest tools and skills to find well-paying jobs in the computer field. The equipment in the computer laboratories is modern and the courses are up-to-date and taught by practicing professionals.

Core Requirements (minimum 24 credits):

GLLN 110 or 111	Introduction to College Writing (or exemption)	4
GLLN 121	College Writing I	4
GLLN 122	College Writing II	4
GLLN	Literature	3
GHSN/GPLN	American Studies	3
Various	Ethnic or Judaic Studies	3
GSMN/GSSN	Math or Science	3 or 4
GCON120	Fundamentals of Computers with Microcomputer Applications	4

Business Base (minimum 15 credits):

GBAN 101	Principles of Accounting I	3
GBAN 102	Principles of Accounting II	3
GBEN 101	Principles of Macroeconomics	3
GBEN 102	Principles of Microeconomics	3
GBMN 101	Principles of Management	3

Programming (minimum 19 credits)

Upon completion of this degree, the student will be prepared for a programming position in Java programming language. In addition, the student may gain experience in database design, the UNIX operating system, programming for the World Wide Web and Web Page Design.

GCON 141.....	Introduction to Programming	3
GCON 147.....	Computer Hardware, Software and System Security	3
GCON 220/220T	Java I/Lab	3+1
GCON 222.....	Java II.....	3
GCON 343.....	Database Concepts and Design	3

One elective from the following:

GCON 156.....	Electronics for Computers and Data Communications	3
GCON 228.....	Advanced Computer Hardware and System Security	3
GCON 230.....	C++ Programming Language	3
GCON 270.....	Visual Basic 1.....	3
GCON 272.....	Visual Basic 2.....	3
GCON 366.....	Projects in Programming	3
GCON 443.....	Advanced Topics in Database	3
Other approved Computer electives		

BUSINESS MANAGEMENT & ADMINISTRATION: INFORMATION SYSTEMS

ASSOCIATE IN APPLIED SCIENCE (60 CREDITS)

Students may earn an A.A.S.* degree in Business Management and Administration with a concentration in Information Systems on one of two tracks: either Data Communications (LAN or WAN) or Programming (Visual Basic, C++/UNIX, or Java).

Core Requirements (16 credits):

GCON 120.....	Fundamentals of Computers with Microcomputer Applications	4
GLLN 110 or 111	Introduction to College Writing (or exemption).....	4
GLLN 121	College Writing I.....	4
GSMN 130/132	College Mathematics/Workshop	3+1

Business/Computer Base (minimum 24 credits)

GBAN 101.....	Principles of Accounting I.....	3
GBAN 102.....	Principles of Accounting II	3
GBEN 101	Principles of Macroeconomics	3
GBEN 102	Principles of Microeconomics.....	3
GBMN 101	Principles of Management.....	3
GCON 147.....	Computer Hardware, Software and System Security	3
GCON 141.....	Introduction to Programming	3
GCON 498.....	Internship in Computer Science	3

OR

GCON.....	Approved Computer Science Elective.....	3
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TRACK REQUIREMENTS (18 CREDITS)

Students must choose one track from the following:

LOCAL AREA NETWORK TRACK

GCON 202.....	Networking Essentials.....	3
GCON 354.....	Local Area Networks Concepts and Software.....	3
GCON 355.....	Advanced Local Area Networks Architecture and Software.....	3
General Electives (might be required to meet 60 credit requirement)		

WIDE AREA NETWORK TRACK (CISCO)

GCON 223..... Wide Area Networks I.....3
GCON 224..... Wide Area Networks II3
GCON 231..... Fundamentals of Cybersecurity.....3
General Electives (might be required to meet 60 credit requirement)

VISUAL BASIC TRACK

GCON 230..... C++ Programming Language3
OR
GCON..... Approved Programming Elective3
GCON 270..... Visual Basic I3
GCON 272..... Visual Basic II.....3
GCON 344..... Relational Database.....3
General Electives (might be required to meet 60 credit requirement)

C++/UNIX TRACK

GCON 230..... C++ Programming Language3
GCON 245..... UNIX Operating System3
GCON 250..... Advanced UNIX Operating System3
GCON 264..... Data Structures I.....3
General Electives (might be required to meet 60-credit requirement)

JAVA TRACK

GCON 220..... Java I3
GCON 222..... Java II3
GCON 230..... C++ Programming Language3
OR
GCON..... Approved Programming Elective3
GCON 344..... Relational Database.....3
General Electives (might be required to meet 60-credit requirement)

ASSOCIATE IN OCCUPATIONAL STUDIES (60 CREDITS)

Students who plan to continue toward a B.A. or B.S. degree should *not* enroll in this program. Instead, they should enroll in an A.S. degree program.

Students may earn an A.O.S. degree in Business Management and Administration with a concentration in Information Systems on one of three tracks: either Data Communications (LAN or WAN), Programming (Visual Basic, C++/UNIX, Java), or Digital Applications.

Core Requirements (8 credits):

GLLN 110 or 111 Introduction to College Writing (if exempt, take College Writing I)4
GSMN 130/132 College Mathematics/Workshop3+1

Business/Computer Base (20 credits):

GBEN 101 Principles of Macroeconomics3
GBAN 101/103..... Principles of Accounting I/Workshop3+1
GCON 103..... Computer Concepts for Computer Majors

OR

GCON 120..... Fundamentals of Computers with Microcomputer Applications.....4
GCON 147..... Computer Hardware, Software & System Security3
GCON 141..... Introduction to Programming3
GCON 498..... Internship.....3

OR

GCON..... Approved Computer Science Elective.....3
General Electives (15 credits)

Concentration Requirements (17 credits)

LOCAL AREA NETWORK TRACK

GCON 202.....	Networking Essentials	3
GCON 354.....	Local Area Networks Concepts and Software	3
GCON 234.....	LAN Applications.....	1
GCON 355/236.....	Advanced Local Area Networks Architecture and Software/Advanced LAN Applications..	3+1
GCON 147.....	Computer Hardware, Software & System Security	3
GCON 228.....	Advanced Computer Hardware and System Security	3

WIDE AREA NETWORK TRACK (CISCO)

GCON 223/125.....	Wide Area Networks I/Lab	3+1
GCON 224/127.....	Wide Area Networks II/Lab.....	3+1
GCON 147.....	Computer Hardware, Software & System Security	3
GCON 228.....	Computer Hardware and System Security	3
GCON 231.....	Fundamentals of Cybersecurity	3

VISUAL BASIC TRACK

GCON 270/270T	Visual Basic I/Lab	3+1
GCON 272/272T	Visual Basic II/Lab	3+1
GCON 344.....	Relational Database	3
GCON 366.....	Projects in Programming.....	3
GCON 451.....	Special Topics in Computer Science	3

C++/UNIX TRACK

GCON 230.....	C++ Programming Language.....	3
GCON 264.....	Data Structures I	3
GCON 245.....	UNIX Operating System.....	3
GCON 250.....	Advanced UNIX Operating System.....	3
GCON 364.....	Data Structures II.....	3
Two approved one-credit lab electives		2

JAVA TRACK

GCON 220/220T	Java I/Lab.....	3+1
GCON 222/222T	Java II/Lab	3+1
GCON 344.....	Relational Database	3
GCON 366.....	Projects in Programming.....	3
GCON 451.....	Special Topics in Computer Science	3

DIGITAL MULTIMEDIA DESIGN

Mission/Purpose

The Digital Multimedia Design Program at Touro University 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: The student will learn the elements and principles of graphic design to understand and successfully employ the processes of visual thinking.

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

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

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

BACHELOR OF SCIENCE (120 CREDITS)

Students in the Baccalaureate of Science degree program in Digital Multimedia Design acquire the knowledge, skills and conceptual framework necessary to work in the graphic design, web publishing, and mobile application design industries. Students become familiar with creative graphic design, page layout, typography, digital imaging, web page design, and historical and social influences on the graphic arts and media. Students choose from a variety of electives to enhance their learning experience. With a BS degree, students not only receive a sufficient base in both design theory and software applications used in the print and web environment, they also produce a professional-level print and web-based portfolio of their work so that they may compete in the job market or apply to enter a master’s-level design program to pursue an advanced degree.

Core requirements (minimum 36 credits)

GLLN 110 or 111	Introduction to College Writing (or exemption).....	4
GLLN 121	College Writing I.....	4
GLLN 122	College Writing II.....	4
GLLN	Literature (2).....	6
GHSN/GPLN.....	American Studies (2)*	6
Various	Ethnic or Judaic Studies	3
GSMN 130.....	College Math (if exempt, must take another math course—Statistics recommended)	3
GSBN/GSCN/GSPN/GSSN	Science.....	3
GCON 120.....	Fundamentals of Computers with Microcomputer Applications	4
GCAN.....	Speech**.....	3

*Starting with the Fall 2018 semester, students who are admitted to the Bachelor’s degree program (see p. 9 — Baccalaureate Transfer and Matriculation) may complete the following modified American Studies core requirement: Students may take one designated history survey course (GHSN) *plus* one additional course in American Studies (either GHSN or GPLN). Students who were admitted to the Bachelor’s degree program prior to Fall 2018 may also choose this option if they have not already completed this requirement. The following courses are designated as survey courses:

- GHSN 105 History of the U.S. from Settlement to 1877
- GHSN 106 History of the U.S. from 1877 to Present
- GHSN 335 America in Twentieth Century
- GHSN 202 Civilization of the Ancient World
- GHSN 205 Emergence of the Modern World

**Only the following Speech courses meet the requirement: GCAN 100, 101, 127 and 215

Major Requirements: (62 credits including electives)

GCAN 166	Introduction to the Visual Arts	4
GCAN 224.....	Drawing & Painting I.....	3
GCDN 150.....	Foundations of Design I.....	3
GCDN 155.....	Foundations of Design II	3
GCDN 230.....	Digital Multimedia Design I.....	3
GCDN 231.....	Digital Multimedia Design II.....	3
GCDN 235.....	Computer Graphic Design I.....	3
GCDN 236.....	Computer Graphic Design II.....	3
GCDN 262.....	Digital Multimedia Design III	3
GCDN 263 and 263T.....	Web Page Design I and Lab	3+1
GCDN 264.....	Web Page Design II.....	3
GCDN 267.....	Computer Graphic Design III	3
GCDN 302.....	Web Design III	3
GCDN 335.....	Advanced Design Studio	3
GCDN 490.....	Senior Portfolio.....	3
GCDN 498.....	Internship in Digital Multimedia Design	3

Choose four electives from the following:

GHSN 111	History of Graphic	3
GCAN 141/142.....	Art of Western Civilization I and II.....	3 each
GCAN 168.....	Mass Media in America.....	4
GCDN 201.....	Exploring Typography.....	3
GCDN 221.....	Photography.....	3
GCAN 225.....	Drawing and Painting II.....	3
GCDN 291.....	Principles of 2D Animation	3
GCDN 303.....	Multimedia Design	3
GCDN 320.....	Information Design.....	3
GCDN 357.....	Computer Illustration.....	3
GCDN 360.....	Video Production Studio.....	3
GCDN 451.....	Special Topics.....	3
GCDN 480.....	Senior Project	3
Other approved electives		

ASSOCIATE IN SCIENCE (MINIMUM 60 CREDITS)

Students in the Associates Degree program in Digital Multimedia Design acquire the knowledge, skills, and conceptual framework necessary for entry-level positions in the Graphic Design and Web Publishing field. Students become familiar with creative graphic design, page layout, typography, digital imaging, web page design, and historical and social influences on the graphic arts and media, in order to work and progress effectively within the industry. With an AS degree, students receive a sufficient base in both design theory and software applications used in the print and web environment. Students choose from a variety of electives to enhance their learning experience.

With the AS degree in Digital Multimedia Design, students develop the qualifications for the following positions:

- Assistant Art Director
- Assistant Web Designer
- Production Assistant
- Digital Illustrator
- Digital Retoucher

Core Requirements (minimum 24 credits)

GLLN 110 or 111	Introduction to College Writing (or exemption).....	4
GLLN 121	College Writing I.....	4
GLLN 122	College Writing II.....	4
GLLN	Literature	3
GHSN/GPLN.....	American Studies.....	3
Various	Ethnic or Judaic Studies.....	3
GSMN/GSSN	Math or Science	3 or 4
GCON 120.....	Fundamentals of Computers with Microcomputer Applications	4

Major Requirements: (31 credits including electives)

GCDN 150.....	Foundations of Design I.....	3
GCDN 155.....	Foundations of Design II	3
GCDN 230.....	Digital Multimedia Design I.....	3
GCDN 231.....	Digital Multimedia Design II.....	3
GCDN 235.....	Computer Graphic Design I.....	3
GCDN 236.....	Computer Graphic Design II.....	3
GCDN 263.....	Web Page Design I/Lab	4

Three department-approved electives from the following:

GHSN 111	History of Graphic Design.....	3
GCAN 141/142.....	Art of Western Civilization I and II.....	3 each
GCAN 166.....	Introduction to the Visual Arts	4
GCAN 168.....	Mass Media in America.....	4
GCAN 224.....	Drawing and Painting I.....	3

GCAN 225.....	Drawing and Painting II.....	3
GCDN 201.....	Exploring Typography.....	3
GCDN 221.....	Photography.....	3
GCDN 291.....	Principles of 2D Animation.....	3
GCDN 360.....	Video Production Studio.....	3
GCDN 451.....	Special Topics.....	3
Other approved electives		

ASSOCIATE IN APPLIED SCIENCE (60 CREDITS)

Core Requirements (16 credits):

GLLN 110 or 111	Introduction to College Writing (or exemption).....	4
GLLN 121	College Writing I.....	4
GSMN 130/132	College Mathematics/Workshop.....	3+1
GCON 120.....	Fundamentals of Computers with Microcomputer Applications.....	4
General Electives (12 credits—4 credits must be in Liberal Arts)		

Concentration Requirements (32 credits)

GCDN 130.....	Survey of PC Applications.....	4
GCDN 150.....	Foundations of Design I.....	3
GCDN 155.....	Foundations of Design II.....	3
GCDN 230.....	Digital Multimedia Design I.....	3
GCDN 231.....	Digital Multimedia Design II.....	3
GCDN 235.....	Computer Graphic Design I.....	3
GCDN 236.....	Computer Graphic Design II.....	3
GCDN 262.....	Digital Multimedia Design III.....	3
GCDN 263.....	Web Design I/Lab.....	4
GCDN.....	Approved Digital Multimedia Design Elective.....	3

ASSOCIATE IN OCCUPATIONAL STUDIES (60 CREDITS)

Core Requirements (12 credits):

GCON 120.....	Fundamentals of Computers with Microcomputer Applications.....	4
GLLN 110 or 111	Introduction to College Writing (if exempt, take College Writing I).....	4
GSMN 130/132	College Mathematics/Workshop.....	3+1

Concentration Requirements (32 credits):

GCDN/GCON 130	Survey of PC Applications.....	4
GCDN 150.....	Foundations of Design I.....	3
GCDN 155.....	Foundations of Design II.....	3
GCDN 230.....	Digital Multimedia Design I.....	3
GCDN 231.....	Digital Multimedia Design II.....	3
GCDN 235.....	Computer Graphic Design I.....	3
GCDN 236.....	Computer Graphic Design II.....	3
GCDN 262.....	Digital Multimedia Design III.....	3
GCDN 263.....	Web Design I/Lab.....	4
GCDN.....	Approved Multimedia Design Elective.....	3

General Electives (16 credits)

CERTIFICATES

Certificate programs are recommended for the student who wishes to enter the job market prior to completing the Associate in Science Degree. Students can earn a certificate in Business Management and Administration in Accounting or Business Management, seven different certificates in Computer Science, and Paralegal Studies. In order to earn a certificate, students must successfully complete the following:

NETWORKING

LOCAL AREA NETWORK TRACK (26 CREDITS)

This certificate prepares students for positions in Local Area Network administration, and is an intensive track for those who have sufficient time for extensive lab assignments and practicum outside of class. Students may take certification exams given by Microsoft and/or other vendors toward MCSE and MCP Certifications.

GCON 120.....	Fundamentals of Computers with Microcomputer Applications	4
GCON 147.....	Computer Hardware, Software, and System Securities	3
GCON 354.....	Local Area Network Concepts and Software.....	3
GCON 355/236.....	Advanced Local Area Network Architecture & Software/Advanced LAN Applications.....	3+1
GCON 356/356T	Advanced Topics in Local Area Networks/Lab	3+1
GCON 451/451T	Special Topics in Computer Science/Lab	3+1
GCON 462/462T	Advanced Topics in Data Communications/Lab	3+1

WIDE AREA NETWORK TRACK (26 CREDITS)

This certificate prepares students for positions in Wide Area Network administration, and is an intensive track for those students who have sufficient time for extensive lab assignments and practicum outside of class. Students may take certification exams given by Cisco toward a CCNA.

GCON 120.....	Fundamentals of Computers with Microcomputer Applications	4
GCON 223/125.....	Wide Area Networks I/Lab.....	3+1
GCON 224/127.....	Wide Area Networks II/Lab	3+1
GCON 147.....	Computer Hardware, Software and System Security.....	3
GCON 228.....	Advanced Computer Hardware and System Security.....	3
GCON 231.....	Fundamentals of Cybersecurity	3
GCON 325.....	Advanced Cybersecurity.....	3

MICROCOMPUTER SUPPORT TECHNOLOGY (27 CREDITS)

This certificate provides sufficient application software, operating system knowledge, and networking experience to prepare the student for a position in microcomputer support, as a help-desk technician.

GCON 120.....	Fundamentals of Computers with Microcomputer Applications	4
GCON 130.....	Survey of PC Applications	4
GCON 147.....	Computer Hardware, Software and System Security.....	3
GCON 202.....	Networking Essentials	3
GCON 228.....	Advanced Computer Hardware and System Security.....	3
GCON 234.....	LAN Applications.....	1
GCON 254.....	Database Applications	3
GCON 275.....	Advanced Tools and Web Page Design.....	3
GCON 354.....	Local Area Network Concepts and Software.....	3

PROGRAMMING (VISUAL BASIC) (25 CREDITS)

This certificate prepares the student with programming experience in the Visual Basic programming language, and is an intensive program requiring time outside of class to complete assignments. Specific topics may address advanced databases, web programming, and extensive business applications.

GCON 126.....	Computer Milieu.....	1
GCON 141/141T	Introduction to Programming/Lab	3+1
GCON 270/270T	Visual Basic I/Lab	3+1
GCON 272/272T	Visual Basic II/Lab	3+1
GCON 344/344T	Relational Database/Lab	3+1
GCON 366/366T	Projects in Programming/Lab	3+1
GCON 451.....	Special Topics in Computer Science	4*

*Variable credit course, for this certificate must be taken for 4 credits.

PROGRAMMING (JAVA) (25 CREDITS)

This certificate prepares the student with programming experience in the Java programming language, and is an intensive program requiring time outside of class to complete assignments. Specific topics may address Java Applets, developing web applications, remote objects, and JavaBeans, along with extensive discussion of Internet applications.

GCON 126.....	Computer Milieu.....	1
GCON 141/141T	Introduction to Programming/Lab	3+1
GCON 220/220T	Java I/Lab	3+1
GCON 222/222T	Java II/Lab	3+1
GCON 344/344T	Relational Database/Lab	3+1
GCON 366/366T	Projects in Programming/Lab	3+1
GCON 451.....	Special Topics on Computer Science	4*

*Variable credit course, for this certificate must be taken for 4 credits.

DIGITAL MULTIMEDIA DESIGN (26 CREDITS)

This certificate utilizes design theory in conjunction with popular software packages to prepare students for entry-level graphic design and page layout positions.

GCDN 130.....	Survey of PC Applications	4
GCDN 150.....	Foundations of Design I.....	3
GCDN 155.....	Foundations of Design II	3
GCDN 230.....	Digital Multimedia Design I.....	3
GCDN 231.....	Digital Multimedia Design II.....	3
GCDN 235.....	Computer Graphic Design I.....	3
GCDN 236.....	Computer Graphic Design II.....	3
GCDN 263.....	Web Page Design I/Lab	3

OR

GCDN.....	Approved Multimedia Design elective	4
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EDUCATION

A. Brezak, Chair of Undergraduate Studies in Education

L. Richardson, Deputy Chair (NYSCAS)

The Department of Education offers Special Education/General Education Majors in Early Childhood (birth-grade 2) and Childhood (grades 1-6) teaching preparation within the Psychology concentration. This program is registered with the New York State Education Department and also meets New York City requirements for early childhood and elementary school teachers.

Mission/Purpose

The Touro University Undergraduate Education B.S. Degree Program seeks to prepare elementary school teachers who will have the knowledge and skills to create a productive learning environment in the classroom that reflects an understanding of New York State Learning Standards. Students will be trained to monitor and assess learning and to implement differentiated instructional strategies to meet the needs of learners from diverse backgrounds and those with special needs. Graduates of the Undergraduate Education Program will be competent, caring and qualified teachers.

Goals

Goal 1: Students will demonstrate effective implementation of a variety of instructional strategies in a classroom.

Goal 2: Students will demonstrate the ability to develop critical thinking, problem solving, and performance skills in learners.

Goal 3: Students will demonstrate the use of technology to improve classroom instruction for all learners.

Goal 4: Students will demonstrate the ability to create appropriate learning environments that encourage positive social interaction, active engagement in learning, self-motivation, and emotional intelligence.

Goal 5: Students will demonstrate professional attitudes in maximizing their own growth, development, and learning, as well as, that of diverse learners.

BACHELOR OF SCIENCE IN EDUCATION WITH A CONCENTRATION IN PSYCHOLOGY (130 CREDITS)

The Touro undergraduate Special Education/General Education major seeks to prepare elementary school teachers who will have the knowledge and skills to create a productive learning environment in the classroom. Students will be trained to monitor and assess student learning, and address the special needs of students, including those from different cultural and ethnic backgrounds, those from homes where English is not spoken, those with disabilities, as well as gifted and talented students.

Education students may choose either of the following tracks:

- a) Early Childhood, Birth-Grade 2; **or**
- b) Childhood, Grades 1-6.

Students who complete the Touro Education Program successfully and who meet all current New York State Education Department (NYSED) requirements will be able to apply for Initial New York State Teacher Certification.

After completing nine (9) credits in Education, students must apply for admission to the Education major program by meeting with the Education advisor. No student will be permitted to register for additional Education courses without being officially admitted into the major and receiving an admission certificate.

Requirements for Education Program Admission—students must:

- have an overall GPA of 3.0 (B) or higher;
- have a 3.0 GPA or higher in all education courses;
- have received a grade of “B” or better in both College Writing I and College Writing II;
- establish writing proficiency by writing an acceptable short essay at the interview;
- bring a current student transcript to the interview.

Continuing Eligibility

Students in the program must meet with an education advisor each semester before registering for any additional education or special education courses. After completing all the required education courses, students

- may apply for admission to Capstone Courses Field Experience and Student Teaching I GEDN 318 (Early Childhood) or Capstone SPUN 319 (Childhood)
- may apply for admission to Field Experience Student Teaching I, SPUN 418 (Early Childhood) or SPUN 419 (Childhood)
- will receive an Exit Review, which will certify that students have met Touro requirements for completion of major. They will be certified by Touro as a completer of the dual Special Education program: Childhood Education or Early Childhood B.S. degree program.
- must attend two six-hour seminars that will help them take the Student Teaching Admissions Test (STAT) and prepare them to take the New York State Certification Exams (NYSTCE).
- will be assisted by Touro to apply for NYS Teacher Certification
- must complete four two-hour workshops

Requirements for Enrollment in Capstone Courses GEDN 318 or SPUN 319:

- Presentation of the Admissions Certificate and a current student transcript.
- Maintenance of G.P.A. levels: 3.0 cumulative, 3.0 in Education

- Passing of the Student Teaching Admissions Test (STAT)
- **Approval of Student Teaching Coordinator or Education Chair**—contact Student Teaching Coordinator or Education Department Chair to schedule an admissions interview.

Requirements for Enrollment in Capstone Student teaching Courses SPUN 418 or SPUN 419

- Passing of course GEDN 318 (Early Childhood) or SPUN 319 (Childhood) with a grade of B or higher.
- Maintenance of G.P.A. levels: 3.0 cumulative, 3.0 in Education
- Approval of the Student Teaching Coordinator or Education Department Chair.

Core Requirements for Education Students

Education major students must complete a modified core as follows (please note that the Major/Concentration form in Education should be approved by the Education Department):

Core Requirements (49-50 credits)

GLLN 110 or 111	Introduction to College Writing (or exemption).....	4
GLLN 121	College Writing I.....	4
GLLN 122	College Writing II.....	4
GLLN 205	Emergence of Modern Literature.....	3
GCAN 101.....	Public Speaking	3
GCAN 153.....	Introduction to the Arts.....	3
GCON 122.....	Computer Literacy and Information Retrieval.....	3
GHSN 205	Emergence of the Modern World	3
GSMN 130.....	College Mathematics (if exempt, must take Pre-Calculus).....	3
Various Ethnic or Judaic Studies.....		3

One of the following (3-4 credits):

GBEN 101	Principles of Macroeconomics.....	3
GBEN 102	Principles of Microeconomics	3
GHSN 105	History of the U.S. from Settlements to 1877.....	4
GHSN 335	America in the Twentieth Century.....	3
GPLN 200.....	Introduction to American Government.....	3
GPSN 224.....	Psychology of the Family (cannot use as Psychology elective).....	3
GSON 121	General Survey of Sociology and Anthropology.....	4

Two Science courses with lab (8 credits)—for example:

GPSN 301/301T	Experimental Psychology/Lab.....	3+1
GSBN 111	Human Biology for Non-Majors.....	4

A language other than English (6 credits)

Two courses in the same language, such as:

GLLN 141	Spanish I	3
GLLN 142	Spanish II.....	3

OR

GSLN 223.....	Introduction to American Sign Language.....	3
GSLN 224.....	Intermediate American Sign Language	3

Recommended Liberal Arts electives

GHSN 450	American Cultural History.....	4
GLLN 202	Introduction to American Literature	3
GLLN 222	Creative Writing	3

Additional electives are required to complete the 130-credit degree

*If a student is exempt from College Math, he or she is required to take GSMN 134, Pre-Calculus.

**Students who have passed a three-year New York State Regents examination in a foreign language are exempted from the six-credit Education core language requirement, but must take six (6) elective credits to reach the 130-credit total.

General Education Core for both Early Childhood and Childhood Tracks (15 credits)

GEDN 201Psychosocial Foundations of Growth, Development, and Learning, Birth – Grade 63
SPEN 600History and Philosophy of Education and Special Education3
SPEN 640Assessment of Individual Differences in General Education and Special Education: A Socio-
Cultural Perspective3
SPEN650Educational Technology in Special Education and General Education3
SPUN 602Introduction to Teaching Students with Disabilities3
GEDN 510Seminar in Substance Abuse0
GEDN 511Seminar on Identification and Reporting of Child Abuse0
GEDN 512Seminar on Child Safety Education Prevention of Child Abduction, & Fire & Arson Prevention...0
GEDN 513Seminar on School Violence Prevention and Intervention.....0
Three-hour workshop on Autism; and six hours workshop on Harassment and Bullying

Students may choose either track - Early Childhood or Childhood as follows (41 credits total):

Early Childhood, Birth to Grade 2 (26 credits)

GEDN 209 Foundations of Parenting 3
GEDN 311 Principles of Early Childhood Education 3
GEDN 312 Methodology of Early Childhood Education 3
GEDN 316 Language Acquisition and Emergent Literacy I, Birth-Pre-K 3
GEDN 317 Language Acquisition and Emergent Literacy II, K-Grade 2 3
SPUN 313 Developmentally Appropriate Learning Experiences for Young Exceptional Children....3
SPUN 314 Addressing Challenging Behaviors of Young Exceptional Children.....3
GEDN 318 Field Experience and Student Teaching I2
SPUN 418 Field Experience and Student Teaching II.....3

Childhood, Grade 1-6 (26 credits)

GEDN 301 Teaching Reading and Language Arts, Grades 1-63
GEDN 302 Diagnosis and Correction of Reading Disabilities, Grades 1-63
GEDN 303 Teaching the Social Studies Spectrum Subjects, Grades 1-6.....3
GEDN 304 Mathematics, Science, and Technology: Teaching and Remediation, Grades 1-6 3
GEDN 306 Teaching the Arts and Physical Education, Grades 1-63
SPUN 309 Principles of Curriculum Development for Students with Disabilities, Grades 1-63
SPUN 310 Principles of Classroom Management for Students with Disabilities, Grades 1-63
SPUN 319 Field Experience, Grades 1-6.....2
SPUN 419 Student Teaching, Grades 1-6.....3

Students who major in Education should choose Psychology as a concentration. See next page.

PSYCHOLOGY CONCENTRATION FOR EDUCATION STUDENTS

Requirements for major (minimum 31 credits including electives)

GPSN 110 General Survey of Psychology4
GPSN 335 Abnormal Psychology3
GPSN 351 Biological Psychology3
GPSN 493 Advanced Topics in Psychology.....3

OR

GPSN 406 Advanced Topics in Educational Psychology.....3
GSMN 261 Statistics for Social Sciences3

Choose five electives (15 credits)—the following Psychology courses are strongly recommended:

GPSN 201 Developmental Psychology 3
GPSN 204 Child Psychology3
GPSN 216 Adolescent Psychology.....3
GPSN 224 Psychology of the Family3
GPSN 230 Psych. and Social Aspects of Developmental Disabilities.....3
GPSN 231 Psychological Testing3
GPSN 232 Behavior Management of Developmental Disabilities3
GPSN 312 Cognition and Memory3

GPSN 315	Motivation and Personality	3
GPSN 317	Human Sexuality	3
GPSN 320	Drugs and Behavior	3
GPSN 325	Psychology of Minority Families.....	3
GPSN 401	Psychology of the Exceptional Child.....	3
GPSN 420	Obesity and Eating Disorders	3
Other approved Psychology electives		

MINORS

These minors are not open to Education Majors or to Interdisciplinary students with a concentration in Education.

- Four of the six courses in the two minors must be taken at Touro University.
- Childhood covers ages/grades one to six.
- Early Childhood covers ages/grades birth to grade two.
- Students do not need any specific criteria to be enrolled in this minor.
- Course used for the minors may not be used to satisfy other degree requirements.
- Exception: GCON 122 fulfills the core requirement for Computer Science.

CHILDHOOD EDUCATION (18 CREDITS)

Required Core (12 credits)

GCON 122	Computer Literacy & Information Retrieval*	3
GEDN 201	Psychosocial Foundations of Growth, Development and Learning	3
GEDN 301	Teaching Reading & the Language Arts, Gr. 1-6	3
GEDN 304	Math, Science & Technology: Teaching & Remediation, Gr. 1-6.....	3

Two of the following (6 credits)

GEDN 302	Diagnosis and Correction of Reading Disabilities, Gr. 1-6	3
GEDN 303	Teaching the Social Studies Spectrum Subjects, Gr. 1-6.....	3
GEDN 306	Teaching the Arts & Physical Education, Gr. 1-6.....	3
SPEN 600	History and Philosophy of Education and Special Education**	3
SPUN 309	Principles of Curriculum Development for Students with Disabilities, Gr. 1-6	3
SPUN 310.....	Principles of Classroom Management for Students with Disabilities, Gr. 1-6	3

*GCON 120 will *not* satisfy computer requirements for this minor.

**Students must have upper division status and Education Department approval before registering for this course

EARLY CHILDHOOD EDUCATION (18 CREDITS)

Required Core (12 credits)

GEDN 201	Psychosocial Foundations of Growth, Development and Learning	3
GEDN 311	Principles of Early Childhood Education	3
GEDN 317	Language Acquisition & Emergent Literacy II: K-Grade 2.....	3
GCON 122.....	Computer Literacy & Information Retrieval*	3

Two of the following:

SPEN 600	History and Philosophy of Education and Special Education**	3
GEDN 209	Foundations of Parenting	3
GEDN 312	Methodology of Early Childhood Education	3
GEDN 316.....	Language Acquisition & Emergent Literacy I: Birth-Pre-K.....	3
SPUN 313.....	Developmentally Appropriate Learning Experiences for Young Exceptional Children.....	3
SPUN 314.....	Addressing Challenging Behaviors of Young Exceptional Children.....	3

* GCON 120 will not satisfy computer requirements for this minor.

**Students must have upper division status and Education Department approval before registering for this course.

HUMAN SERVICES

G. David, Chair of Undergraduate Studies in Human Services (NYSCAS)

C. Swangin, Deputy Chair (NYSCAS)

The courses offered by this department enable students to earn the Associate in Science and Bachelor of Science degrees in Human Services. The Bachelor of Science degree offers six different specialties: Addiction Services, Adult and Family Services, Child and Youth Services, Developmental Disabilities, Gerontological Services, and Human Services Administration.

Students pursuing the Human Services degree learn the principles, concepts, values and skills of the service professions, including social and behavioral science concepts, the human services delivery system, and how to interface with a multifaceted client population.

With a generalist background, the student will be sufficiently prepared for an entry-level position as a paraprofessional in a myriad of human services/social services agencies, e.g., mental health services, family support services, community centers, day treatment program centers, and others. These positions include assistant counselors, recreation leaders, and mental health or caseworker aides.

The department offers Associate in Science (A.S.) and Bachelor of Science (B.S.) degrees. In the Bachelor's degree program **only**, a student can concentrate in Addiction Services, Adult and Family Services, Child and Youth Services, Developmental Disabilities, Gerontological Services or Human Services Administration.

Mission/Purpose

The Department of Human Services prepares students who are grounded in theory, research and practice in the human service specialties and for leadership and service roles in the human service professions. Through its certification, licensure, associate and baccalaureate programs, the Department combines theory with practical experience in school and community settings to help improve the quality of the lives of others while maximizing the advancement of student's personal and professional development.

Goals

- Goal 1: The student will be expected to explain relevant human services theories and concepts.**
- Goal 2: The student will be expected to study, to review and to reflect on the role of quantitative and qualitative evidence in social science research.**
- Goal 3: The Human Services major at Touro University will be expected to study, analyze and apply elements of the case study.**
- Goal 4: The student will be expected to have the basic computer skills necessary to find, communicate, create, and apply human services information.**
- Goal 5: The student will be expected to have information literacy skills necessary to find, evaluate, communicate, create and apply human service knowledge and information.**
- Goal 6: The student will be expected to think critically.**
- Goal 7: The student will be expected to cultivate the writing skills necessary to communicate effectively with persons whom they encounter in their work, civic obligations, and personal life.**

BACHELOR OF SCIENCE (120 CREDITS)

This degree requires a Human Services Base plus a concentration in one of six areas of specialization. Please note: Not all concentrations are offered currently. Students may need to take classes at various NYSCAS locations.

Core Requirements (minimum 36 credits):

GLLN 110 or 111	Introduction to College Writing (or exemption).....	4
GLLN 121	College Writing I.....	4
GLLN 122	College Writing II	4
GLLN	Literature (2)	6
GHSN/GPLN.....	American Studies (2)*	6
Various	Ethnic or Judaic Studies	3
GSMN 130.....	College Mathematics (if exempt, must take another Math course—Statistics recommended).3	
GSBN/GSCN/GSPN/GSSN..	Science	3
GCON 120.....	Fundamentals of Computers with Microcomputer Applications.....	4
GCAN.....	Speech (GCAN 215 fulfills the requirement).....	3

*Starting with the Fall 2018 semester, students who are admitted to the Bachelor's degree program (see p. 9 — Baccalaureate Transfer and Matriculation) may complete the following modified American Studies core requirement: Students may take one designated history survey course (GHSN) *plus* one additional course in American Studies (either GHSN or GPLN). Students who were admitted to the Bachelor's degree program prior to Fall 2018 may also choose this option if they have not already completed this requirement. The following courses are designated as survey courses:

- GHSN 105 History of the U.S. from Settlement to 1877
- GHSN 106 History of the U.S. from 1877 to Present
- GHSN 335 America in Twentieth Century
- GHSN 202 Civilization of the Ancient World
- GHSN 205 Emergence of the Modern World

Human Services Base (42 credits)

GPSN 110.....	General Survey of Psychology	4
GSON 121	General Survey of Sociology & Anthropology.....	4
GHUN 140.....	Survey of Mental Health & Developmental Disabilities	4
GHUN 141.....	Introduction to Human Services	4
GHUN 240/241	Theories of Counseling/Practicum.....	3+1
GHUN 326.....	Case Management I in Human Services	3
GPHN 240	Values & Ethics in Human Services.....	3
GCAN 215.....	Interpersonal Communications	3
GHUN 441.....	Human Services Field Project I.....	4
GHUN 442.....	Human Services Field Project II.....	4

Two electives from the following:

GHUN 110.....	Introduction to Social Work	3
GPSN 201	Developmental Psychology	3
GPSN 224.....	Psychology of the Family	3
GPSN 335.....	Abnormal Psychology*.....	3
GPSN 345.....	Health Psychology*.....	3

*May be used as concentration electives for Addiction Services, Adult & Family Services, Developmental Disabilities, Gerontological Services.

In addition, students must choose one of the following concentrations:

CONCENTRATIONS (MINIMUM 21 CREDITS INCLUDING ELECTIVES)

ADDICTION SERVICES

GHUN 217.....	HIV and Drug Addiction	3
GHUN 331.....	Case Management II in Addiction Services.....	3
GPSN 320.....	Drugs and Behavior	3
GSON 217	Sociological and Cultural Comparatives on Addictive Substances	3

Select electives from the following (minimum 8-9 credits)

GHUN 243..... Group Work Techniques..... 3
GHUN 246..... Counseling Addictive Behaviors 3
GPSN 420..... Obesity and Eating Disorders 3
GSON 335 Selected Topics in Social Deviance..... 3
GSON 350 Compulsivity: Abusive Relationships and Addictions 3
Other approved electives

ADULT & FAMILY SERVICES

GEDN 209..... Foundations of Parenting 3
GHUN 245..... Theories and Techniques of Family Counseling..... 3
GHUN 328..... Case Management II in Adult & Family Services 3
GSON 350 Compulsivity: Abusive Relationships and Addictions 3

Select electives from the following (minimum 8-9 credits)

GHUN 243..... Group Work Techniques..... 3
GHUN 246..... Counseling Addictive Behavior..... 3
GHUN 260..... The Family in the Urban Setting..... 3
GPSN 325 Psychology of the Minority Family 3
GSON 318 Sociology of the Family..... 3
Other approved electives

CHILD & YOUTH SERVICES

GHUN 330..... Case Management II in Child and Youth Services 3
GHUN 261..... Child Care & Advocacy..... 3
GPSN 204 Child Psychology..... 3
GPSN 216 Adolescent Development..... 3

Select electives from the following (minimum 8-9 credits)

GEDN 209..... Foundations of Parenting 3
GHUN 243..... Group Work Techniques..... 3
GHUN 246..... Counseling Addictive Behavior..... 3
GHUN 322..... Counseling Children and Adolescents 3
GSON 230 Youth in Urban Communities 3
Other approved electives

DEVELOPMENTAL DISABILITIES

GHUN 254..... Public Policy: Legal and Social Mandates of Developmental Disabilities 3
GHUN 332..... Case Management II in Developmental Disabilities..... 3
GPSN 230 Psychological and Sociological Aspects of Developmental Disabilities 3
GPSN 232 Behavior Management in Developmental Disabilities 3

Select electives from the following: (minimum 8-9 credits)

GHUN 255..... Education Models for the Developmentally Disabled Learner 3
GHUN 256..... Health Issues Relating to Developmentally Disabled Individuals 3
GHUN 322..... Counseling Children and Adolescents 3
GHUN 323..... Counseling People with Developmental Disabilities..... 3
GPSN 430 Human Sexuality and Developmentally Disabled Persons 3
Other approved electives

GERONTOLOGICAL SERVICES

GPSN 225 Psychology of Aging 3
GSON 233 Sociology of Aging..... 3
GHUN 257..... Public Policy and Services for Older Adults 3
GHUN 329..... Case Management II in Gerontology 3

Select electives from the following: (minimum 8-9)

GHUN 320.....	Recreational & Educational Programs for Older Adults.....	3
GHUN 321.....	Counseling the Older Adult	3
GHUN 333.....	Health Issues Relating to the Elderly.....	3
GHUN 340.....	The Minority Elderly	3
Other approved electives		

HUMAN SERVICE ADMINISTRATION

GHUN 251.....	Principles of Human Services Administration.....	3
GHUN 327.....	Case Management II in Human Service Administration	3
GHUN 258.....	Survey of Community Needs and Resources.....	4
GPSN 221	Industrial Psychology	3

Select two or three from the following (minimum 8-9)

GHUN 253.....	Social Agency Administration.....	4
GHUN 342.....	Networking and Professional Relationships	3
GHUN 351.....	Program Planning Development and Evaluation in Human Services.....	3
Other approved electives		

The above 3-credit courses may be offered with a related 1-credit practicum or “topics” course.

ASSOCIATE IN SCIENCE (MINIMUM 62 CREDITS INCLUDING 30 CREDITS IN LIBERAL ARTS)

Core Requirements (minimum 24 credits)

GLLN 110 or 111	Introduction to College Writing (or exemption).....	4
GLLN 121	College Writing I	4
GLLN 122	College Writing II.....	4
GLLN	Literature	3
GHSN/GPLN.....	American Studies.....	3
Various	Ethnic or Judaic Studies	3
GSMN/GSSN/GSBN/GSPN ...	Math or Science.....	3
GCON 120.....	Fundamentals of Computers with Microcomputer Applications	4

Human Services Major (minimum 34 credits including electives)

GPSN 110	General Survey of Psychology	4
GSON 121	General Survey of Sociology & Anthropology.....	4
GHUN 140.....	Survey of Mental Health and Developmental Disabilities.....	4
GHUN 141.....	Introduction to Human Services	4
GHUN 326.....	Casework Management 1.....	3
GHUN 441.....	Human Services Field Project I	4
GCAN 215.....	Interpersonal Communications	3

Two or three of the following (minimum 8-9 credits):

GHUN 110.....	Introduction to Social Work	3
GHUN 240/241	Theories of Counseling/Practicum.....	3+1
GHUN 243.....	Group Work Techniques.....	3
GHUN 246.....	Counseling Addictive Behaviors	3
GPSN 201	Developmental Psychology	3
GPSN 204.....	Child Psychology.....	3
GPSN 216.....	Adolescent Development.....	3
GPSN 224.....	Psychology of the Family	3
GPSN 225	Psychology of Aging	3
GPSN 317.....	Human Sexuality	3
GPSN 320.....	Drugs and Behavior	3
GPSN 325.....	Psychology of Minority Families.....	3

GPSN 335	Abnormal Psychology	3
GPSN 345	Health Psychology	3
GPSN 420	Obesity and Eating Disorders	3
GSON 233	Sociology of Aging.....	3
GSON 318	Sociology of the Family.....	3
GSON 350	Compulsivity-Abusive Relationships & Addictions.....	3

OR

Other approved electives

The above 3-credit courses may be offered with a related 1-credit practicum or “topics” course; if these are taken in addition, the student can fulfill this requirement with two courses instead of three. Student may need to take additional 4 credit course to satisfy the requirement of 62 credits.

Students going on for the Bachelor’s degree are advised to choose electives which will also satisfy requirements for that degree and/or the concentration.

ASSOCIATE IN APPLIED SCIENCE (A.A.S.) (60 CREDITS)

Students who plan to continue for a B.A. or B.S. degree are strongly urged to earn an A.A. or A.S. degree rather than an A.A.S. degree.

Core Requirements (16 credits):

GCON 120.....	Fundamentals of Computers with Microcomputer Applications	4
GLLN 110 or 111	Introduction to College Writing (if exempt, must take College Writing I and II)	4
GLLN 121	College Writing I	4
GSMN 130/132	College Mathematics/Workshop.....	3+1

Human Services Base (16 credits):

GHUN 140.....	Survey of Mental Health and Developmental Disabilities.....	4
GHUN 141.....	Introduction to Human Services	4
GPSN 110	General Survey of Psychology	4
GSON 121	General Survey of Sociology and Anthropology.....	4

Human Services Major (17 credits):

GCAN 215.....	Interpersonal Communications	3
GHUN 240/241	Theories of Counseling/Practicum.....	3+1
GHUN 326.....	Case Management I	3
GHUN 441.....	Human Services Field Project I	4
GHUN 110.....	Introduction to Social Work	3
Electives (11 credits)		

MINOR IN HUMAN SERVICES (18-21 CREDITS)

Required Courses (12 credits):

GPSN 110	General Survey of Psychology	4
GHUN 140.....	Survey of Mental Health and Developmental Disabilities.....	4
GHUN 141.....	Introduction to Human Services	4

Three electives from the following:

GEDN 209.....	Foundations of Parenting.....	3
GHUN 217.....	HIV and Drug Addiction	3
GHUN 240.....	Theories of Counseling.....	3
GHUN 243.....	Group Work Techniques.....	3
GHUN 245.....	Theories and Techniques of Family Counseling.....	3
GHUN 246.....	Counseling Addictive Behaviors	3
GHUN 260.....	The Family in the Urban Setting.....	3
GHUN 261.....	Child Care & Advocacy.....	3
GHUN 322.....	Counseling Children and Adolescents	3

GHUN 326.....	Case Management I in Human Services	3
GHUN 328.....	Case Management II in Adult & Family Services	3
GHUN 330.....	Case Management II in Child and Youth Services	3
GHUN 331.....	Case Management II in Addiction Services.....	3
GPHN 240	Values & Ethics in Human Services.....	3
GSON 230	Youth in Urban Communities.....	3
GSON 318	Sociology of the Family.....	3
GSON 335	Selected Topics in Social Deviance.....	3
GSON 350	Compulsivity-Abusive Relationships & Addictions.....	3

Other approved electives

Comments:

- Four of the six courses in the minor must be taken at Touro University.
- Students who major in Psychology and wish to have a minor in Human Services (in addition to all the requirements) must complete one additional course in psychology or human services that is not being used to satisfy any other degree requirements.
- Courses used for the minor may not be used to satisfy other degree requirements.

NATURAL SCIENCES (BIOLOGY; CHEMISTRY AND PHYSICS; GENERAL SCIENCE)

R. Bressler, Chair of Undergraduate Studies in Biology

B. Chiswell, Deputy Chair (NYSCAS)

T. Werblowsky, Chair of Undergraduate Studies in Chemistry & Physics

F. Califano, Acting Deputy Chair Chemistry and Physics (NYSCAS)

The Division of Natural Sciences is comprised of the Department of Biology and the Department of Chemistry and Physics. The Division offers courses for students seeking to major in Biology as well as Interdisciplinary Liberal Arts & Sciences. Students may also enroll in natural science courses to meet specific general education science requirements. Students often enroll in the Biology major to prepare for Health Sciences and allied health professions or in preparation for graduate study in a related field.

LABORATORY SCIENCE: BIOLOGY

Mission/Purpose

The Biology Department offers a major in biology. We expect our students to become proficient in biology so that they may continue on to graduate school and professions in the health fields such as medicine, dentistry, physical therapy and occupational therapy. We strive to enable our students to gain an appreciation of how natural laws influence their lives and comprehend issues that appear in news stories and governmental debates so that they may gain perspective on the intellectual climate of their time.

Goals

Goal 1: Students will develop an understanding of biological concepts and terms.

Goal 2: Students will demonstrate an understanding of the scientific process.

Goal 3: Students will effectively communicate within the discipline of biology.

Goal 4: Students will apply ethical standards to the life sciences.

LABORATORY SCIENCE: CHEMISTRY AND PHYSICS

Mission/Purpose

The mission of the Chemistry and Physics Department is to educate students by promoting scientific thinking so that they can make correct decisions regarding natural phenomena as they enter health science related fields. The Department of Chemistry and Physics, as a service department, offers courses to fulfill the requirements for health-related fields. Students wishing to major in chemistry can complete the requirements for a bachelor's degree in chemistry in residence. Courses offered by the department to achieve the specific goals of our mission are constantly reviewed and changed according to evolving needs.

Goals

- Goal 1: Students should have the necessary skills and knowledge to enter health related professional schools.**
- Goal 2: Students will develop information literacy, research and technical skills for chemistry and physics.**
- Goal 3: Students will communicate effectively within the disciplines of chemistry and physics.**
- Goal 4: Students will demonstrate knowledge of safety procedures for protection of the environment.**

BACHELOR OF SCIENCE IN BIOLOGY (MINIMUM 120 CREDITS, OF WHICH 60 CREDITS MUST BE IN LIBERAL ARTS)

Liberal Arts Core Requirements (minimum 36 credits)

GLLN 110 or 111	Introduction to College Writing (or exemption).....	4
GLLN 121	College Writing I.....	4
GLLN 122	College Writing II.....	4
GLLN	Literature (2).....	6
GHSN/GPLN.....	American Studies (2)*	6
Various	Ethnic or Judaic Studies	3
GSMN 134.....	Pre-calculus	3
GSSN/GSBN/GSCN/GSPN	Science.....	3 or 4
GCON 120.....	Fundamentals of Computers with Microcomputer Applications	4
GCAN.....	Speech**.....	3

*Starting with the Fall 2018 semester, students who are admitted to the Bachelor's degree program (see p. 9 — Baccalaureate Transfer and Matriculation) may complete the following modified American Studies core requirement: Students may take one designated history survey course (GHSN) *plus* one additional course in American Studies (either GHSN or GPLN). Students who were admitted to the Bachelor's degree program prior to Fall 2018 may also choose this option if they have not already completed this requirement. The following courses are designated as survey courses:

- GHSN 105 History of the U.S. from Settlement to 1877
- GHSN 106 History of the U.S. from 1877 to Present
- GHSN 335 America in Twentieth Century
- GHSN 202 Civilization of the Ancient World
- GHSN 205 Emergence of the Modern World

**Only the following courses meet the Speech requirement: GCAN 100,101,127, and 215

Required Courses (27 credits):

GSBN 101	Principles of Biology I/Lab.....	4
GSBN 102	Principles of Biology II/Lab	4
GSBN 493	Research Topics in Biology	3
GSCN 101	General Chemistry I/Lab	4
GSCN 102	General Chemistry II/Lab	4

Two from the following:

GSCN 201	Organic Chemistry I/Lab	4
GSCN 202	Organic Chemistry II/Lab	4
GSPN 101	General Physics I/Lab	4
GSPN 102	General Physics II/Lab	4

Five to Six Electives from the following including one BIO laboratory course (18 credits)

GSDN 211	Genetics	4
GSDN 222	Anatomy and Physiology I/Lab	4
GSDN 223	Anatomy and Physiology II Lab	4
GSDN 228	Microbiology/Lab	4
GSDN 302	Immunology	3
GSDN 303	Histology	4
GSDN 304	Endocrinology	3
GSDN 318	Cellular and Molecular Biology	4
GSDN 494	Senior Honors Project in Biology	3
GSCN 311	Biochemistry	3
GSPN 351	Biological Psychology	3
Other approved electives		

BACHELOR OF SCIENCE IN BIOLOGY, HONORS MAJOR (MINIMUM 120 CREDITS, OF WHICH 60 CREDITS MUST BE IN LIBERAL ARTS)

Liberal Arts Core Requirements (minimum 36 credits)

GLLN 110 or 111	Introduction to College Writing (or Exemption)	4
GLLN 121	College Writing I	4
GLLN 122	College Writing II	4
GLLN	Literature (2)	6
GHSN/GPLN	American Studies (2) *	6
Various	Ethnic or Judaic Studies	3
GSMN 134	Pre-calculus	3
GSSN/GSDN/GSCN/GSPN	Science	3 or 4
GCON 120	Fundamentals of Computers with Microcomputer Applications	4
GCAN	Speech**	3

*Starting with the Fall 2018 semester, students who are admitted to the Bachelor's degree program (see p. 9 — Baccalaureate Transfer and Matriculation) may complete the following modified American Studies core requirement: Students may take one designated history survey course (GHSN) *plus* one additional course in American Studies (either GHSN or GPLN). Students who were admitted to the Bachelor's degree program prior to Fall 2018 may also choose this option if they have not already completed this requirement. The following courses are designated as survey courses:

- GHSN 105 History of the U.S. from Settlement to 1877
- GHSN 106 History of the U.S. from 1877 to Present
- GHSN 335 America in Twentieth Century
- GHSN 202 Civilization of the Ancient World
- GHSN 205 Emergence of the Modern World

**Only the following courses meet the Speech requirement: GCAN 100, 101, 127, and 215.

Required Courses (38 Credits)

GSDN 101	Principles of Biology I/Lab	4
GSDN 102	Principles of Biology II/Lab	4
GSDN 493	Research Topics in Biology	3
GSDN 494	Senior Honors Project in Biology	3
GSCN 101	General Chemistry I/Lab	4
GSCN 102	General Chemistry II/Lab	4

GSCN 201	Organic Chemistry I/Lab	4
GSCN 202	Organic Chemistry II/Lab.....	4
GSPN 101	General Physics I/Lab.....	4
GSPN 102.....	General Physics II/Lab	4

Five to Six Electives from the following including one GSBN laboratory course (18 credits)

GSBN 211	Genetics	4
GSBN 222	Anatomy and Physiology I/Lab	4
GSBN 223	Anatomy and Physiology II/Lab.....	4
GSBN 228	Microbiology/Lab	4
GSBN 302	Immunology	3
GSBN 303	Histology	4
GSBN 304	Endocrinology	3
GSBN 318	Cellular and Molecular Biology	4
GSCN 311	Biochemistry.....	3
GPSN 351.....	Biological Psychology	3

Other approved electives

***Students must meet specified requirements to be admitted to this major. See advisor for details.**

Minor in Biology (24-28 CREDITS)

Required Core (12 credits)

GSBN 101	Principles of Biology I/Lab	4
GSBN 102	Principles of Biology II/Lab	4
GSCN 101	Inorganic Chemistry I/Lab.....	4

Four electives from the following, including one from each group: (12-16 credits)

Group I

GPSN 351	Biological Psychology	3
GSBN 222	Anatomy and Physiology I/Lab	4
GSBN 223	Anatomy and Physiology II Lab.....	4
GSBN 303	Histology/Lab	4
GSBN 304	Endocrinology	3
GSCN 311	Biochemistry.....	3

Other approved electives

Group II

GSBN 206	Cellular Physiology	3
GSBN 211	Genetics/Lab.....	4
GSBN 228	Microbiology/Lab	4
GSBN 302	Immunology	3
GSBN 318	Cellular and Molecular Biology/Lab	4

Other approved electives

Four of the seven courses in the minor must be taken at Touro University.

This minor is not open to Biology or Interdisciplinary Science majors.

Courses used for the minor may not be used to satisfy other degree requirements.

PARALEGAL STUDIES

B. Cutler, Director of Paralegal Studies (NYSCAS)

The growing complexity of legal services has steadily increased the need for paralegals – individuals who are not lawyers, but who assist them by performing law-based work requiring knowledge of specific legal forms, concepts, procedures, and practices used in concrete legal situations. The paralegal does research, drafts and files memoranda and legal documents, interviews witnesses and clients, helps prepare for trial, and handles the paperwork for real estate and other business transactions. The Touro University Paralegal Studies prepares students for paralegal employment. Paralegals assist the attorney in the practice of law, as well as the law-related activities of other organizations, such as commercial banks, securities firms, insurance and real estate companies or administrative offices in the court system. The program combines a strong foundation in legal concepts and vocabulary with practical and technical training in specialized areas of the legal and business community. The courses are taught by attorneys, paralegals and other professionals in the legal field.

Mission/Purpose

This program prepares students for paralegal employment. Paralegals assist the attorney in the practice of law, as well as the law-related activities of other organizations, such as commercial banks, securities firms, insurance and real estate companies or administrative offices in the court system. The program combines a strong foundation in legal concepts and vocabulary with practical and technical training in specialized areas of the legal and business community.

Goals

Goal 1: To gain an understanding of legal writing and research.

Goal 2: To understand the judicial systems and alternative to the court.

Goal 3: Students will be able to understand the civil and criminal legal areas, including but not limited to, contracts, property law, criminal law, elder law, commercial law, family law, estates and trusts.

ASSOCIATE IN SCIENCE (63 CREDITS, INCLUDING 30 CREDITS IN LIBERAL ARTS)

Core requirements (minimum 27 credits):

GLLN 110 or 111	Introduction to College Writing (or exemption).....	4
GLLN 121	College Writing I.....	4
GLLN 122	College Writing II.....	4
GLLN	Literature	3
GHSN/GPLN.....	American Studies.....	3
Various	Ethnic or Judaic Studies	3
GSMN/GSSN/GSBN.....	Math or Science	3 or 4
GCON 120.....	Fundamentals of Computers with Microcomputer Applications.....	4
GCAN.....	Speech*	3

*Only the following courses meet Speech requirements: GCAN 100, 101, 127 and 215.

Requirements for major (30 credits):

Required courses:

PLGN 100.....	Introduction to Paralegal Studies.....	3
PLGN 101.....	Introduction to Law and Ethics.....	3
PLGN 102.....	Legal Research	3

Seven electives from the following:

PLGN 103.....	Legal Writing.....	3
PLGN 200.....	Civil Litigation	3

PLGN 201.....	Real Property Law	3
PLGN 202.....	Contracts.....	3
PLGN 203.....	Business Organizations.....	3
PLGN 204.....	Probate Procedures	3
PLGN 205.....	Interviewing and Investigation	3
PLGN 206.....	Wills, Trusts and Estates	3
PLGN 207.....	Elder Law	3
PLGN 208.....	Criminal Law.....	3
PLGN 209.....	Family Law.....	3
PLGN 495.....	Paralegal Internship	3

CERTIFICATE (30 CREDITS)

Certificate programs are recommended for the student who wishes to enter the job market prior to completing the Associate in Science Degree. This certificate program prepares students for entry level positions in courthouses, law offices, police, corrections and parole offices.

Required courses (9 credits):

PLGN 100.....	Introduction to Paralegal Studies.....	3
PLGN 101.....	Introduction to Law and Ethics.....	3
PLGN 102	Legal Research	3

Seven electives from the following (21 credits):

PLGN 103.....	Legal Writing.....	3
PLGN 200.....	Civil Litigation	3
PLGN 201.....	Real Property Law	3
PLGN 202.....	Contracts.....	3
PLGN 203.....	Business Organizations.....	3
PLGN 204.....	Probate Procedures	3
PLGN 205.....	Interviewing and Investigation	3
PLGN 206.....	Wills, Trusts and Estates	3
PLGN 207.....	Elder Law	3
PLGN 208.....	Criminal Law.....	3
PLGN 209.....	Family Law.....	3
PLGN 495.....	Paralegal Internship	3

PSYCHOLOGY

M. Press, Chair of Undergraduate Studies in Psychology

C. Beckford, Chair (NYSCAS)

G. David, Deputy Chair (NYSCAS)

Note: A related one-credit “topics” or workshop course may be offered with certain three-credit Psychology courses.

Mission/Purpose

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

Goals

Goal 1: Students will demonstrate familiarity with the knowledge base of contemporary psychology, both basic and applied.

Goal 2: Students will develop conceptual frameworks to organize and understand the knowledge base in relation to both the natural and social sciences and will be aware of the historical and philosophical development of these frameworks.

- Goal 3: Students will develop skills in reasoning and critical thinking about psychological issues.**
- Goal 4: Students will be able to communicate effectively about psychological issues both orally and in writing.**
- Goal 5: Students will be able to gather and synthesize psychological information from both written and computerized sources (“information literacy”).**
- Goal 6: Students will understand and apply basic research methods in psychology, including research design, data analysis and critical interpretation.**
- Goal 7: Students will be aware of ethical issues in psychology and the discipline’s response to those issues.**
- Goal 8: Students will understand and apply psychological principles to personal, social and organizational issues.**
- Goal 9: Students will be able to use their knowledge and skills to realistically plan their professional future.**

BACHELOR OF ARTS (120 CREDITS)

Psychology majors may pursue graduate work in various specializations such as school, industrial, health, clinical and experimental psychology. They may also continue in related fields such as guidance counseling, social work and medicine.

Core requirements (minimum 36 credits):

GLLN 110 or 111	Introduction to College Writing (or exemption)	4
GLLN 121	College Writing I	4
GLLN 122	College Writing II	4
GLLN	Literature (2)	6
GHSN/GPLN	American Studies (2) *	6
Various	Ethnic or Judaic Studies	3
GSMN 130	College Mathematics (if exempt, must take Statistics)	3
GSSN/ GSNB/GSCN/GSPN	Science	3 or 4
GCON 120	Fundamentals of Computers with Microcomputer Applications	4
GCAN	Speech**	3

*Starting with the Fall 2018 semester, students who are admitted to the Bachelor’s degree program (see p. 9 — Baccalaureate Transfer and Matriculation) may complete the following modified American Studies core requirement: Students may take one designated history survey course (GHSN) *plus* one additional course in American Studies (either GHSN or GPLN). Students who were admitted to the Bachelor’s degree program prior to Fall 2018 may also choose this option if they have not already completed this requirement. The following courses are designated as survey courses:

- GHSN 105 History of the U.S. from Settlement to 1877
- GHSN 106 History of the U.S. from 1877 to Present
- GHSN 335 America in Twentieth Century
- GHSN 202 Civilization of the Ancient World
- GHSN 205 Emergence of the Modern World

**Only the following courses meet the Speech requirement: GCAN 100, 101, 127 and 215.

Requirements for major (minimum 35 credits including electives):

Required courses:

GPSN 110	General Survey of Psychology	4
GPSN 201	Developmental Psychology	3
GPSN 301	Experimental Psychology	3
GPSN 301T	Experimental Psychology Lab (Required)	1

GPSN 335	Abnormal Psychology	3
GPSN 351	Biological Psychology	3
GPSN 493	Advanced Topics in Psychology	3
GSMN 261	Statistics for the Social Sciences	3

Choose four electives from the following:

GPSN 204	Child Psychology	3
GPSN 210	Learning	3
GPSN 213	Social Psychology	3
GPSN 216	Adolescent Development	3
GPSN 221	Industrial Psychology	3
GPSN 224	Psychology of the Family	3
GPSN 225	Psychology of Aging	3
GPSN 230	Psych. and Social Aspects of Developmental Disabilities	3
GPSN 231	Psychological Testing	3
GPSN 232	Behavior Management of Developmental Disabilities	3
GPSN 312	Cognition and Memory	3
GPSN 315	Motivation and Personality	3
GPSN 317	Human Sexuality	3
GPSN 320	Drugs and Behavior	3
GPSN 325	Psychology of Minority Families	3
GPSN 330	Psychology of Minority Women	3
GPSN 332	History and Systems of Psychology	3
GPSN 345	Health Psychology	3
GPSN 401	Psychology of the Exceptional Child	3
GPSN 420	Obesity and Eating Disorders	3
GPSN 485	Internship in Psychology	3
Other approved Psychology electives		

Some of the courses may be offered with related, optional 1-credit workshops or “topics” courses for which students may register.

Students need to take additional courses to fulfill 120 credits, including 90 credits in Liberal Arts.

BACHELOR OF ARTS, HONORS MAJOR (120 CREDITS)

REQUIREMENTS FOR ADMISSION TO THE PSYCHOLOGY HONORS MAJOR:

- Declare Psychology as a major.
- Completion of 21 credits in Psychology (including GPSN 301 Experimental Psychology).
- Have a GPA of 3.4 or higher in Psychology.
- Have an overall GPA of 3.0 (B) or higher.
- Complete a brief application for the honors major. (See Department Chair for details).

Liberal Arts Core Requirements (minimum 36 credits)

GLLN 110 or 111	Introduction to College Writing (or exemption)	4
GLLN 121	College Writing I	4
GLLN 122	College Writing II	4
GLLN	Literature (2)	6
GHSN/GPLN	American Studies (2) *	6
Various	Ethnic or Judaic Studies	3
GSMN 130	College Math (if exempt must take Statistics)	3
GSSN/GSBN/GSCN/GSPN	Science	3 or 4
GCON 120	Fundamentals of Computers with Microcomputer Applications	4
GCAN	Speech**	3

*Starting with the Fall 2018 semester, students who are admitted to the Bachelor’s degree program (see p. 9 — Baccalaureate Transfer and Matriculation) may complete the following modified American Studies core requirement: Students may take one designated history survey course (GHSN) *plus* one additional course in American Studies (either GHSN or GPLN). Students who were admitted to the Bachelor’s degree program prior to Fall 2018 may also choose this option if they have not already completed this requirement. The following courses are designated as survey courses:

- GHSN 105 History of the U.S. from Settlement to 1877
- GHSN 106 History of the U.S. from 1877 to Present
- GHSN 335 America in Twentieth Century
- GHSN 202 Civilization of the Ancient World
- GHSN 205 Emergence of the Modern World

**Only the following courses meet Speech requirement: GCAN 100, 101, 127 and 215.

Required courses: (minimum 34 credits plus electives)

GPSN 110.....	General Survey of Psychology	4
GPSN 201.....	Developmental Psychology.....	3
GPSN 301/301T	Experimental Psychology with Lab.....	3+1
GPSN 312.....	Cognition and Memory.....	3
GPSN 332.....	History and Systems of Psychology	3
GPSN 335.....	Abnormal Psychology	3
GPSN 351.....	Biological Psychology.....	3
GPSN 492.....	Senior Honors Seminar in Psychology.....	3
GPSN 493.....	Advanced Topics in Psychology	3
GPSN 494.....	Senior Honors Project in Psychology.....	3
GSMN 261.....	Statistics for the Social Sciences	3

Three electives from the following: (9 credits)

GPSN 210.....	Theories of Learning	3
GPSN 213.....	Social Psychology	3
GPSN 221.....	Industrial Psychology	3
GPSN 224.....	Psychology of the Family	3
GPSN 225.....	Psychology of Aging.....	3
GPSN 230.....	Psych. and Social Aspects of Developmental Disabilities.....	3
GPSN 231.....	Psychological Testing.....	3
GPSN 232.....	Behavior Management in Developmental Disabilities	3
GPSN 315.....	Motivation and Personality.....	3
GPSN 317.....	Human Sexuality	3
GPSN 320.....	Drugs and Behavior.....	3
GPSN 325.....	Psychology of Minority Families	3
GPSN 330.....	Psychology of Minority Women	3
GPSN 345.....	Health Psychology.....	3
GPSN 401.....	Psychology of the Exceptional Child	3
GPSN 420.....	Obesity and Eating Disorders	3
GPSN 485.....	Internship in Psychology	3
Other approved Psychology electives		3

MINOR IN PSYCHOLOGY (19 CREDITS)

Required Courses (7 credits):

GPSN 110.....	General Survey of Psychology	4
GPSN 301.....	Experimental Psychology*	3
OR		
GPSN 351.....	Biological Psychology*.....	3

Four electives from the following (12 credits):

GPSN 201.....	Developmental Psychology	3
GPSN 204.....	Child Psychology	3

GPSN 213.....	Social Psychology	3
GPSN 216.....	Adolescent Development.....	3
GPSN 224.....	Psychology of the Family	3
GPSN 225.....	Psychology of Aging	3
GPSN 230.....	Psychological and Sociological Aspects of Developmental Disabilities.....	3
GPSN 231.....	Psychological Testing.....	3
GPSN 312.....	Cognition and Memory.....	3
GPSN 315.....	Motivation and Personality.....	3
GPSN 317.....	Human Sexuality	3
GPSN 325.....	Psychology of Minority Families	3
GPSN 332.....	History and Systems of Psychology	3
GPSN 485.....	Internship in Psychology	3
Other approved electives		

*Biological Psychology and Experimental Psychology may be offered with a lab for four credits

Comments:

- Four of the six courses in the minor must be taken at Touro University.
- This minor is not open to Psychology or Social Science majors with concentration in Psychology.
- Courses used for the minor may not be used to satisfy other University requirements.
- Students who major in Human Services and wish to have a minor in Psychology (in addition to all the requirements) must complete one additional course in psychology that is not being used to satisfy any other human services requirements.

SOCIAL SCIENCES

- Z. Kaplan, Chair of Undergraduate Studies in History**
- D. Luchins, Chair of Undergraduate Studies in Political Science**
- L. Perkal, Deputy Chair, History and Political Science (NYSCAS)**
- M. Press, Chair of Undergraduate Studies in Psychology**
- C. Beckford, Chair, Psychology (NYSCAS)**
- S. Brock, Chair, Business Department (NYSCAS)**
- M. Verbit, Chair of Undergraduate Studies in Sociology**

BACHELOR OF ARTS (120 CREDITS)

Students in the Bachelor of Arts program may elect to major in the social sciences. This program requires the completion of a 12-credit social science base and a 20-credit concentration in one of the social science disciplines: history, political science, sociology, or psychology.

The Social Sciences program is recommended for students interested in pursuing careers in government, law or public administration or graduate study in the social sciences. It is also designed for those students who wish to learn more concerning principles underlying social interactions and relationships. The Bachelor of Arts degree requires the completion of 120 credits including 90 credits in Liberal Arts.

Core Requirements (minimum 36 credits):

GLLN 110 or 111	Introduction to College Writing (or exemption).....	4
GLLN 121	College Writing I.....	4
GLLN 122	College Writing II	4
GLLN	Literature (2).....	6
GHSN/GPLN.....	American Studies (2)*.....	6
Various	Ethnic or Judaic Studies	3
GSMN 130.....	College Mathematics (if exempt, must take another math course, Statistics recommended)	3
GSBN/GSCN//GSPN/GSSN	Science	3-4
GCON 120.....	Fundamentals of Computers with Microcomputer Applications.....	4
GCAN.....	Speech**	3

*Starting with the Fall 2018 semester, students who are admitted to the Bachelor's degree program (see p. 9 — Baccalaureate Transfer and Matriculation) may complete the following modified American Studies core requirement: Students may take one designated history survey course (GHSN) *plus* one additional course in American Studies (either GHSN or GPLN). Students who were admitted to the Bachelor's degree program prior to Fall 2018 may also choose this option if they have not already completed this requirement. The following courses are designated as survey courses:

- GHSN 105 History of the U.S. from Settlement to 1877
- GHSN 106 History of the U.S. from 1877 to Present
- GHSN 335 America in Twentieth Century
- GHSN 202 Civilization of the Ancient World
- GHSN 205 Emergence of the Modern World

*Only the following courses meet the Speech requirement: GCAN 100, 101, 127 and 215.

Note: A related one-credit “topics” or workshop course may be offered with the above courses.

Social Sciences Base (12 credits)

Students must complete a minimum of 12 credits in three social science areas other than the concentration. Courses must be numbered at the 200 level or above. Prerequisites, if any, must be taken as Liberal Arts electives.

Concentration (20 credits)

Students must take a minimum of 20 credits numbered 200 and above in one social science discipline: history, political science, psychology, or sociology.

SOCIOLOGY

M. Verbit, Chair of Undergraduate Studies in Sociology

Note: A related one-credit “topics” or workshop course may be offered with certain three-credit Sociology courses.

Mission/Purpose

The Department seeks to give students the ability to apply sociology's concepts and analytic approaches to their experience in various institutional contexts. We also try to enhance students' ability to understand and assess reports of research that use the methods of social science. Our emphasis is on enabling students to use sociological perspectives to become more insightful and effective participants in society and culture as well as in the wide range of careers relevant to group life. In addition, our major prepares students for further study in graduate school.

Goals

Goal 1: To present major sociological concepts and analytic paradigms.

Goal 2: To describe and evaluate to students quantitative and qualitative research methods in sociology.

Goal 3: To examine the basic processes and institutions of society.

Goal 4: To show how sociological knowledge can be found.

Goal 5: To provide opportunities to communicate sociological knowledge effectively.

ASSOCIATE IN SCIENCE IN CRIMINAL JUSTICE

Mission /Purpose

The mission of the Criminal Justice Associate in Science degree is to provide Touro graduates with the knowledge of crime and criminal justice in the United States. Graduates of the program will acquire the skills necessary to obtain employment in the three central areas of criminal justice: law enforcement, courts, and corrections.

GOALS

- Goal 1: To prepare students to understand the basic social institutions and organization of Criminal Justice System and its actors: Police, Courts and Corrections and provide students with the knowledge of the juvenile delinquency justice system and its actors.**
- Goal 2: Students will develop the required knowledge and skills needed to understand the ethical issues and dilemmas in the criminal justice system.**
- Goal 3: Students will develop knowledge of cultures in a pluralistic society and their role in criminal justice and legal system.**
- Goal 4: Students will develop effective oral communication and writing skills.**
- Goal 5: Students will develop reasoning and critical thinking skills.**

Required Criminal Justice Major Courses (minimum 19 credits):

GSON 121	General Survey of Sociology and Anthropology.....	4
CJSN 100.....	Introduction to Criminal Justice System.....	3
CJSN 103.....	Introduction to Criminology.....	3
CJSN 107.....	Fundamentals of Criminal Law	3
CJSN 203.....	Ethics in Criminal Justice	3
GSON 332	Crime and Juvenile Delinquency.....	3

Electives (12-13 credits):

CJSN 105.....	Introduction to Corrections.....	3
CJSN 210.....	Court System and Practices	3
CJSN 120.....	Introduction to Police Studies.....	3
GSON 248	Intergroup Relations in America	3
CJSN 115.....	Introduction to Forensic Science	4
GSON 335	Selected Topics in Social Deviance.....	3
GSON 350	Compulsivity, Abusive Relationships and Addictions	3

INTERDISCIPLINARY LIBERAL ARTS AND SCIENCES MAJOR

BACHELOR OF ARTS (90 LIBERAL ARTS CREDITS) OR BACHELOR OF SCIENCE (60 LIBERAL ARTS CREDITS) (TOTAL 120 CREDITS)

Core Requirements (minimum 36 credits)

GLLN 110 or 111	Introduction to College Writing (or exemption).....	4
GLLN 121	College Writing I.....	4
GLLN 122	College Writing II	4
GLLN	Literature (2).....	6
GHSN/GPLN.....	American Studies (2)*	6
Various	Ethnic or Judaic Studies	3
GSMN 130.....	College Mathematics (if exempt, must take another Math course)	3

GSDN/GSDN/GSDN/ OR GSDN.... Science	3
GCON 120..... Fundamentals of Computers with Microcomputer Applications.....	4
GCAN..... Speech**	3

*Starting with the Fall 2018 semester, students who are admitted to the Bachelor’s degree program (see p. 9 — Baccalaureate Transfer and Matriculation) may complete the following modified American Studies core requirement: Students may take one designated history survey course (GHSN) *plus* one additional course in American Studies (either GHSN or GPLN). Students who were admitted to the Bachelor’s degree program prior to Fall 2018 may also choose this option if they have not already completed this requirement. The following courses are designated as survey courses:

- GHSN 105 History of the U.S. from Settlement to 1877
- GHSN 106 History of the U.S. from 1877 to Present
- GHSN 335 America in Twentieth Century
- GHSN 202 Civilization of the Ancient World
- GHSN 205 Emergence of the Modern World

*Only the following courses meet the Speech degree requirement: GCAN 100, 101, 127, and 215.

Note: A related one-credit “topics” or workshop course may be offered with the above courses.

Major Requirements

Students may design, in consultation with academic or faculty advisor, a unique program of study integrating two or more related disciplines. The disciplines forming the major should have academic and intellectual cohesion.

This program requires the completion of 120 credits and leads to a Bachelor of Arts (requires 90 Liberal Arts credits) or Bachelor of Science (requires 60 Liberal Arts credits) degree.

This major is recommended for students who wish to obtain a broad background in such areas as history, political science, human services, ethnic studies, psychology or science and who wish flexibility in fashioning their academic program. The major should typically combine a breadth of knowledge in two specific disciplines. Students receiving such degrees may be prepared for graduate school and/or for careers in education, health sciences law, and public affairs, among others.

With guidance from an advisor, a student may design an individual major which meets his or her academic objectives. The coursework for this major must involve two subject areas. Examples of subject areas include the following:

- American studies, including courses in history and political science;
- The humanities, with courses in literature and history;
- Interdisciplinary sciences, with courses in Biology and Chemistry;
- Psychology and Human Services or Sociology and Human Services;
- Child development, with related courses in Education and Psychology;
- General business, with related courses drawn from accounting, economics, finance, management, and marketing;
- Computer Science and Business.

This major must include at least two 300-level courses and one 400-level course or four 300 level courses only. It also must consist of a least 32 credits of advanced courses (200-level or above) with a minimum of 15 or more credits in each of two subject areas. In addition to the 32 credits, there are typically several introductory prerequisite courses (100-level) in the relevant disciplines that are both required and that satisfy prerequisites for the advanced courses. Interdisciplinary degree in General Business and other Business subject areas require a minimum of 15 or more credits (total of 32 credits) at 200 level or above in at least two business subjects other than concentration, distributed as three credits or more in each subject area.

ASSOCIATE IN ARTS (60 CREDITS)

Core Requirements (minimum 24 credits):

GLLN 110 or 111	Introduction to College Writing (or exemption).....	4
GLLN 121	College Writing I.....	4
GLLN 122	College Writing II	4
GLLN	Literature	3
GHSN/GPLN.....	American Studies	3
Various	Ethnic or Judaic Studies	3
GSDN/GSCN/GSMN/GSSN.....	Math or Science.....	3-4
GCAN Speech* or GCON 120.....	Fundamentals of Computers with Microcomputer Applications.....	3-4

* Only the following courses meet the Speech requirement: GCAN 100, 101, 127 and 215.

With the guidance of an advisor, students may select the courses for a cluster that satisfies their academic interests. For example, those interested in American studies might organize a program of courses in American history, American government, American literature and American arts. Students interested in the Arts and Culture might build a study plan with classes in the communications, history, music, visual arts, performing arts and literature. Others interested in the social science might select their courses from the economics, political science, sociology and psychology departments.

DEPARTMENTS OFFERING GENERAL EDUCATION REQUIREMENTS

ART

A. Grenadir, Chair of Undergraduate Studies in Art

This department offers courses for students who wish to broaden their exposure to the visual and performing arts. Course offerings are designed to develop viewing and listening skills, provide a historical context for works of art and music, and give students a sense of the artistic process. Courses offered by the department also serve as electives whereby students may fulfill liberal arts requirements in their associate's or baccalaureate degree programs.

Mission/Purpose

The Art Program implements a course of study in the visual and performing arts that supports, integrates, and contributes to the mission of Touro University. The program, taken as a whole, promotes the appreciation and understating of art as a discipline and of its contributions to the culture and history of humanity in general and the Jewish people in particular. Students will develop technical skills for evaluating art in its historical context and reach a greater understanding and appreciation of the diverse responses and contributions of others. Students in the program will be prepared for various graduate and professional programs, career pursuits, and service as active and informed citizens sensitive to aesthetic and ethical dilemmas in the modern world.

Goals

- Goal 1: To provide students with skills to exercise educated aesthetic judgment.**
- Goal 2: To develop student's proficiency with the major concepts, theoretical perspectives and historical trends in the arts.**
- Goal 3: To develop students' technical skill in creating artworks.**
- Goal 4: To enable students to communicate effectively about art-related issues both orally and in writing.**
- Goal 5: To enhance students' ability to gather and synthesize art-related information from both written and computerized sources ("information literacy").**
- Goal 6: To make students aware of the sociological issues in art and its impact on artists, consumers of art, and the society as a whole.**
- Goal 7: To develop student understanding, appreciation and sensitivity to ethical issues relating to art and the discipline's response to those issues.**
- Goal 8: To develop student understanding of how art can be applied to dealing with personal, social and organizational issues.**
- Goal 9: To help students use their knowledge and skills to realistically plan their professional future.**

Note: A related one-credit "topics" or workshop course may be offered with certain three-credit Arts courses.

HISTORY

Z. Kaplan, Chair of Undergraduate Studies in History
L. Perkal, Deputy Chair, History and Political Science (NYSCAS)

Mission/Purpose

The Department of History's mission is to prepare students to think critically about historical issues and relate these issues to the present and offer a perspective for dealing with the future. The Department aims to provide future professionals in the field of history (or in applied fields) with the knowledge and tools to prepare them for graduate or professional work. As a pluralistic, democratic nation, all educated citizens need to understand the traditions and cultures of our American society, as well as our nation's and peoples' roots in past civilizations and traditions.

Goals

- Goal 1: Students should acquire knowledge of major developments in history and evaluate their unique contributions to an overall understanding of the past and their impact on the present.**
- Goal 2: Students will acquire the necessary analytical and reasoning skills in the study of history.**
- Goal 3: Students will acquire the necessary information literacy skills to conduct historical research and present it effectively in writing.**
- Goal 4: Students who complete a concentration in History are expected to meet all the criteria above on a more intensive level.**

JUDAIC STUDIES

S. Weissman, Acting Chair of Undergraduate Judaic Studies
R. Fogel, Acting Deputy Chair (NYSCAS)

Courses offered by this department enable students to fulfill ethnic studies and liberal arts degree requirements, and to complete an Interdisciplinary Liberal Arts and Sciences concentration.

A number of Judaic Studies offerings may also count as History courses. Please consult your advisor.

Mission/Purpose

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.**

Note: A related one-credit "topics" or workshop course may be offered with certain three-credit Judaic Studies courses.

LANGUAGES AND LITERATURE

I. Gold, Chair of Undergraduate Studies in Languages and Literature

F. Harel, Chair (NYSCAS)

W. Lewis, Deputy Chair (NYSCAS)

The Department of Languages and Literature offers courses in English as a Second Language (ESL) and Developmental English for Native Speakers, a College Writing Sequence, and a wide variety of Literature courses. Upon completing the writing sequence, students must take one literature course in order to graduate with an Associate's degree and two literature courses to graduate with a Bachelor's degree.

Mission/Purpose

The Department's mission is to enable our students to become proficient in the use of the English language. The Program encourages students to think critically by responding to expository and literary readings and to express themselves effectively in writing. Students gain the knowledge necessary to address the challenges in the workplace and in our multicultural society. The department supports the following General Education goals of the University:

Goals

Goal 1: Students will communicate effectively in writing.

Goal 2: Students will develop reasoning and critical thinking skills.

Goal 3: Students will develop information literacy necessary to identify, locate, evaluate, communicate, and apply information.

Goal 4: Students will develop knowledge of cultures in a pluralistic society.

DEVELOPMENTAL ENGLISH

Developmental English courses are designed for entering students who evidence a need for intensive work in English language arts and skills. Courses are offered for both native and non-native speakers. Students continue to the next level in the sequence after passing a departmental competency exam. Developmental courses may be repeated only once.

ENGLISH AS A SECOND LANGUAGE

ESL courses provide extensive work in English Language skills such as vocabulary, grammar, and sentence structure. By the end of the sequence, students will be able to write five-paragraph essays.

DEVELOPMENTAL ENGLISH FOR NATIVE SPEAKERS

Developmental English strengthens writing and critical thinking abilities, thereby preparing students for the College Writing Sequence and courses in other academic disciplines.

COLLEGE WRITING SEQUENCE

The writing sequence prepares students to communicate clearly by teaching a wide variety of rhetorical strategies and the ability to write research papers in both APA and MLA formats.

LITERATURE

Literature can change the way students see the world. Courses help develop strong reading and writing skills, powerful analytic thought, and refined research abilities.

LANGUAGES: SPANISH FOR NATIVE SPANISH SPEAKERS, SPANISH AS A FOREIGN LANGUAGE, SIGN LANGUAGE

MATHEMATICS

S. Fuhrer, Chair of Undergraduate Studies in Mathematics

W. Kunz, Deputy Chair (NYSCAS)

B. Ashurova, Coordinator

The courses offered by the Mathematics Department enable students to fulfill mathematics requirements in the liberal arts core and degree requirements for human services, health-science sequence, business, and education programs. Baccalaureate students must pass GSMN 130 prior to graduation.

Mission/Purpose

The mission of the Developmental Mathematics Program at Touro University is to provide selected students with the mathematical skills necessary to accomplish and succeed in their educational goals by supplying high-quality instruction in a student-friendly and supportive environment.

Mathematics is a discipline that is used by and has a strong influence on the curricula of many of the courses of study in the diverse course offerings and areas of major study. The impact of mathematics and the ability to use and understand the logic and reasoning skills have become increasingly more important in our continuously-evolving technological world. The Mathematics Department serves nearly the entire student body, as a service department for other major departments.

Goals

Goal 1: Students will be prepared to enroll in credit-bearing mathematics courses.

Goal 2: Students will be able to apply the tools and structure of mathematical systems.

Goal 3: Students will be able to communicate mathematical knowledge in oral and written form.

Goal 4: Students will be able to creatively solve mathematical problems.

Note: A one-credit “topics” or workshop course may be offered with certain three-credit Mathematics courses.

POLITICAL SCIENCE

D. Luchins, Chair of Undergraduate Studies in Political Science

L. Perkal, Deputy Chair, History and Political Science (NYSCAS)

Mission/Purpose

The Department of Political Science provides courses as part of the core requirements of different colleges and programs. Its purpose is to provide students with the background and tools necessary to be active and knowledgeable participants in the political process and to succeed in graduate studies in Political Science and/or in careers of government, laws, politics, and related fields.

Goals

Goal 1: Students will demonstrate familiarity with the knowledge base of the field of political science and of its sub-fields including American politics, political theory, comparative politics, and international relations.

Goal 2: To develop skills in reasoning and critical thinking about political science issues.

Goal 3: Students will demonstrate competence in information literacy and basic research skills.

Goal 4: To be able to communicate effectively.

Goal 5: To be able to plan a professional future.

SOCIOLOGY

M. Verbit, Chair of Undergraduate Studies in Sociology

Note: A related one-credit “topics” or workshop course may be offered with certain three-credit Sociology courses.

Mission/Purpose

The Department seeks to give students the ability to apply sociology’s concepts and analytic approaches to their experience in various institutional contexts. We also try to enhance students’ ability to understand and assess reports of research that use the methods of social science. Our emphasis is on enabling students to use sociological perspectives to become more insightful and effective participants in society and culture as well as in the wide range of careers relevant to group life. In addition, our major prepares students for further study in graduate school.

Goals

- Goal 1: To present major sociological concepts and analytic paradigms.**
- Goal 2: To describe and evaluate to students quantitative and qualitative research methods in sociology.**
- Goal 3: To examine the basic processes and institutions of society.**
- Goal 4: To show how sociological knowledge can be found.**
- Goal 5: To provide opportunities to communicate sociological knowledge effectively.**

SPEECH AND COMMUNICATION

G. Bardwell, Chair of Undergraduate Studies in Speech and Communication

The Department of Speech and Communication offers courses to help students improve their oral and interpersonal communications skills: The courses are designed for:

- students for whom English is a second language.
- students seeking to develop their professional skills in areas where the ability to communicate effectively is an integral part of job performance.

Mission/Purpose

The study of Communication is vital to our professional and personal lives. Knowledge and skill in Communication are essential in a culturally diverse and globalized society.

Goals

- Goal 1: Students will learn the fundamentals of communication, including effective use of voice, articulation and diction.**
- Goal 2: Students will learn how to research, organize and deliver presentations and speeches.**
- Goal 3: Students will gain an appreciation and understanding of concepts of presenting informational (unbiased), persuasive and motivational messages.**
- Goal 4: Students will learn the importance of listening, non-verbal behavior, language, belief systems, gender dynamics, emotion and power in all Communication transactions.**

COURSE DESCRIPTIONS

PLEASE NOTE:

Departments may offer experimental courses under the listing 501, 502, etc., prior to faculty review, and the student may repeat these numbers. Students may register for Independent Study (481-482) only with approval of the Department and Dean.

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

ART

GCAN 105 Interpreting American Culture (Upon Request)

A beginning course in American culture through an artistic perspective. The student will examine such topics as American institutions, customs, values, society and media through the preparation of short essays and artistic projects that will encourage expansion of one's literary, language, speaking and artistic skills through a personal and group analysis of American life. 4 credits

GCAN 131 Introduction to Music I (Annual)

The goal of this course is to acquaint students with the basic elements of the musical language (melody, harmony, musical form, etc.), basic musical genres (symphony, opera, concerto, etc.), and give them a panoramic view of the performing arts (pianists/conductors/singers/dancers). Listening to live and recorded music performances will develop the skills that enhance music appreciation. Biographical and descriptive materials are also included. 4 credits

GCAN 132 Introduction to Music II (Annual)

This course continues the exploration of musical forms, with emphasis on the 18th through 21st century, from the Romantic and Impressionist styles, opera, concert music, through Jazz and contemporary music. It explores the unique musical styles and traditions formed in major capitals of the world (Vienna, Paris, Berlin, Moscow, New York, etc.), in their historical evolution, their distinctive musical "accents" and their roles in context of the world musical culture. Musical portraits of each place will be created through comparison with literature, theater and painting as a part of the larger cultural context, and the social and political influences on music will also be examined. Prerequisite: GCAN 131 or permission of the Department. 4 credits

GCAN 133 History of Music I: Ancient to Baroque (Upon Request)

This course provides a solid introduction to the various genres and styles of Western music from its earliest forms up to the dawn of the 20th century, emphasizing the baroque, classical, romantic and impressionist periods. Music will be examined in the context of the literature, social values and philosophy of its period. Special attention will be paid to the individual features of great composers - their life-stories, personal styles and techniques. 4 credits

GCAN 134 History of Music II: Classical to Modern (Upon Request)

This course explores how modern music incorporates earlier styles, modes, and techniques (chamber music, the symphony, opera and popular music) and combines them and modifies them. We examine the birth of Schoenberg's new system of tonality and the development of musical theater, jazz and "modern" music. How music reflects the society in which it is written and performed is emphasized. Prerequisite: GCAN 133. 4 credits

GCAN 136 Women in Music

This course explores the diverse roles women have played in the creation of music, be it their own or those of the male composers they assisted and inspired. Topics will include life histories, professional activities and artistic contributions of women in music, past and present, as composers, performers, critics, pedagogues, or simply muses. Special attention will be paid to "gender ideology" as it affected the public recognition of women's works. 4 credits

GCAN 138 Introduction to Film (Annual)

Students will see a variety of films to introduce the ways a filmmaker shapes a story through images, editing techniques, rhythm, music, etc., to influence and create an impact on the viewer. Special attention is paid to the multicultural and political themes which are demonstrated in each film. Students will be able to effectively evaluate their own viewing experience, rather than easily accepting opinions of others. 4 credits

GCAN 141 Art of Western Civilization I (Annual)

This course is a comparative survey of the styles, structure and functions of Western art from prehistoric art through Baroque art, including the life and artistic style of influential artists. Art fundamentals and the principles of organization are applied to analyze artworks from antiquity to the present. The course includes lectures with slide presentations as well as visits to major museums. 3 credits

GCAN 142 Art of Western Civilization II (Upon Request)

This course is a comparative survey of the styles, structure and functions of Western art from the Renaissance through the 21st century, including the life and artistic style of influential artists. Art fundamentals and the principles of organization are applied to analyze artworks from antiquity to the present. The course includes lectures with slide presentations as well as visits to major museums. 3 credits

GCAN 150 Introduction to Theatre (Upon Request)

Live theatre is the foundation of all films and television. Understanding how a playwright creates a play, its characters, scenery, costumes and lighting will help the student become a more discriminating viewer of the other arts. Multicultural aspects of plays and performance are emphasized. Some scene work is included. 4 credits

GCAN 153 Introduction to the Arts (Fall, Spring)

Through the Internet, CDs and videos, live performances and museum visits, students will be introduced to the major art forms of theatre, music, dance, film, the visual arts of painting, sculpture and architecture as well as drama, poetic and prose literature. They will discover how each artist uses common elements like idea concept, form, line, color, rhythm, the use of sound and movement to create a work of art. Works from various cultures will be explored. Required for Education majors. 3 credits

GCAN 162 Introduction to Performing Arts (Annual)

Students will study a variety of theatre, dance, music and film performances developed by various cultures and the special meaning these art forms have had through the ages. Field trips to concerts, theatres and cinema are included. 4 credits

GCAN 166 Introduction to the Visual Arts (Annual)

Survey of the visual arts, emphasizing painting, sculpture, architecture, photography and film. The course begins with a discussion of why art is important in our lives, why people create art, and what are the elements of design. The historical survey includes art from the Ancient World through the present. Trips to museums are included. 4 credits

GCAN 168 Mass Media in America (Annual)

The public receives most of its information through the filter of the media. To make informed decisions, students need to be aware of the forces that operate in the media. This course examines the responsibilities, values, structure, dissemination of information and effectiveness of the media (newspapers, magazines, radio, television, film and Internet). The potential conflicts between freedom of speech / freedom of the press and the rights of the individual and public are discussed. 4 credits

GCAN 224 Drawing and Painting I (Annual)

In this course, students learn how to draw and paint basic forms and objects, the fundamentals of perspective and composition. They gain understanding of how light and shadow affect drawing and painting as well as the basic principles of color. 3 credits

GCAN 225 Drawing and Painting II (Upon Request)

Concepts of visual art: color, value, shape, line, form, composition, perspective, balance. Exploration of art media as a vehicle for personal expression. Advanced techniques in drawing, painting, and planning works of art. Field trips, research and lectures are part of this course. Prerequisite: GCAN 224. 3 credits

GCAN 234 Opera (Annual)

Study of the great operas of the Western world, including their composers, texts, music and contexts. Through the history of opera, we examine the ways an opera shapes a story through singing, acting and dancing. Through videos and DVD, students will view a variety of operas, primarily from 19th and 20th centuries, paying attention to the connection of storytelling in opera to our own human connection in a diverse world. 3 credits

GCAN 240 Black Theatre (Upon Request)

By exploring the rich African-American theatrical literature, students will discover the various arts of playwriting, acting and production, concentration, rehearsal practice, Stanislavsky acting techniques, scene study and performance. Designed for the serious theatre student, two staged performances are required during the semester. 3 credits

GCAN 301 Aesthetics of Modern Art (Upon Request)

How modern painters and sculptors, from the impressionists through the postmoderns, respond to a rapidly changing world by visualizing, often in an abstract manner, the technological, political and psychological forces around them. Museum visits complement the in-class slide lectures. Prerequisite: GCAN 166 or permission of the department. 3 credits

GCAN 333 American Music (Upon Request)

This course covers classical and popular American music, focusing primarily on the Twentieth Century. We will explore how the social and historical forces spanning from Colonial American times to the present have influenced musical development in our country. Students will listen to the works of great American composers, and their lives and social context will be discussed. Trips to concerts and recitals may be included. 3 credits

GCAN 366 American Art (Annual)

This course will introduce students to better understanding of visual arts in the Americas, particularly in the United States. The course includes a discussion of public art in New York City and regional styles as they relate to various periods and genres in American art history. Current issues in the American and particularly New York art scene will be discussed. Museum and gallery visits may be included, as well as presentation of the material on videotapes and slide projections. 3 credits

GCAN 400 Topics in Art (Upon Request)

By approval of the Department Chair. May be repeated for credit. 1-4 credits.

BUSINESS: ACCOUNTING, ECONOMICS, FINANCE, MANAGEMENT, AND MARKETING

Note: Some courses listed below may not be offered at every NYSCAS location. Also, certain specialized courses may not be offered by NYSCAS, but are available through Touro's Lander Colleges. Students should consult their advisors regarding such courses.

Note: A related one-credit "topics" or workshop course may be offered with certain three-credit Accounting, Economics, Finance, Management, and Marketing courses.

ACCOUNTING**GBAN 101 Principles of Accounting I (Fall, Spring,)**

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. Prerequisite: GSMN 130. 3 credits

GBAN 102 Principles of Accounting II (Fall, Spring,)

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

GBAN 103 Accounting I/Workshop

Hands-on utilization of computer programs used in the accounting profession will be taught. Corequisite: GBAN 101. 1 credit

GBAN 104 Accounting II/Workshop

Additional applications of the computer-based software will be used. Corequisite: GBAN 102. 1 credit

GBAN 201 Intermediate Accounting I (Fall, Spring)

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

GBAN 202 Intermediate Accounting II (Fall, Spring)

Focuses on the accounting for long-term debt, leases, pensions, investments and income taxes. Detailed review of the stockholder's equity section of the balance sheet, inclusive of earnings-per-share calculations. Examines the issues of revenue recognition and the treatment of various accounting changes and errors. Prerequisite: GBAN 201. 3 credits

GBAN 209 Financial Statement Analysis (Fall, Spring)

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

GBAN 213 Cost Accounting (Fall, Spring)

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

GBAN 214 Managerial Cost Accounting (Upon Request)

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

GBAN 217 Business Taxes (Annual)

A comprehensive course in payroll accounting. Students learn to calculate wages, determine types and amounts of payroll deductions and to identify the stages of the payroll cycle, laws, rules and regulations as they apply to the payroll process. A hands-on manual and computerized approach to payroll accounting is utilized. Corequisite: GBAN 102. 3 credits

GBAN 301 Advanced Accounting (Upon Request)

Provides an overview of the accounting for partnerships, government and not-for profit organizations. Examines statement of cash flows preparation, as well as the issue of segment reporting. Introduces the concept of international accounting by reviewing foreign currency transactions and translation of foreign financial statements. Emphasis on the accounting for business combinations and preparation of consolidated financial statements. Prerequisites: GBAN 202 and appropriate grade on the screening exam. 3 credits

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

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

GBAN 305 Managerial Auditing for Non-CPA Students (Annual)

Introduces the audit function and process. Discussion of auditing standards, ethics, and legalities in relation to performing an audit. Topics covered include basic audit objectives, documentation, as well as basic audit concepts.

Please Note: *This course does not satisfy the auditing requirement needed for a CPA certification. Students who are ineligible to take EBA 308 Auditing (please see the Catalog of the Lander Colleges) may take this course to satisfy auditing requirements for other degree programs.* Prerequisite: GBAN 202 and GBAN 314. 3 credits

GBAN 308 Auditing (Upon Request)

Focuses on the audit process. Emphasis is placed upon three phases of an audit engagement. Introduces the procedures employed in the audit of both balance sheet and income statement accounts in accordance with GAAP. Provides an in-depth study of the form and content of the auditor's standard report, as well as modifications thereto. Prerequisite: GBAN 202 and appropriate grade on the screening exam. 3 credits

GBAN 314 Federal Income Taxation of Individuals (Fall, Spring)

This first course in taxation focuses on the federal taxation of individuals. The individual tax formula is explored in depth, concentrating on gross income, deductions, exemptions, tax calculations and tax credits. Basic tax concepts, such as capital gains and losses, net operating losses and accounting periods and methods, are covered. Prerequisite: GBAN 102. Corequisite: GBAN 201. 3 credits

GBAN 316 Corporation & Partnership Tax (Annual)

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

GBAN 440 International Accounting (Upon Request)

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

GBAN 451 Contemporary Issues in Accounting (Upon Request)

A comprehensive review of principles of accounting and auditing. Discussion of problems selected from the CPA examination papers of the AICPA. Prerequisite: Senior status. Corequisite: GBAN 301, GBAN 308. 3 credits

GBAN 481 Independent Study in Accounting (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 department Chair. 3 credits

GBAN 493 Research Project in Accounting (Upon Request)

Prerequisite: Senior status or departmental permission. 3 credits

GBAN 494 Senior Honors Project in Accounting (Upon Request)

Prerequisites: GBAN 301 and departmental permission. 3 credits

GBAN 498 Internship in Accounting (Fall, Spring)

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

ECONOMICS

GBEN 101 Principles of Macroeconomics (Fall, Spring)

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

GBEN 102 Principles of Microeconomics (Fall, Spring)

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

GBEN 204 Money and Banking (Annual)

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: GBEN 101 and 102. 3 credits

GBEN 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: GBEN 101 and GBEN 102. 3 credits

GBEN 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: GBEN 101 and GBEN 102. 3 credits

GBEN 220 Urban Economics (Upon Request)

The city as an economic organization. Urbanization trends, functional specification, and the nature of growth within the city; organization of economic activity within the city and its outlying areas, the organization of the labor market, and problems of urban poverty; the urban public economy; housing and land-use problems; transportation problems; special problems within the public sector. Prerequisites: GBEN 101 and GBEN 102. 3 credits

GBEN 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: GBEN 101 and GBEN 102. 3 credits

GBEN 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: GBEN 101 and GBEN 102. 3 credits

GBEN 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: GBEN 101 and GBEN 102. 3 credits

GBEN 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: GBEN 101 and GBEN 102. 3 credits

GBEN 315 Industrial Organization (Upon Request)

Interdependence of competitive and monopolistic tendencies. Industrial structures and their concentration and effect on economic performance, competitive markets, monopolies, oligopolies, monopolistic competition; anti-trust laws and their effectiveness. Prerequisite: GBEN 212. 3 credits

GBEN 325 Public Finance (Upon Request)

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

GBEN 400 Topics in Applied Economics (Upon Request)

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

GBEN 408 International Trade and Monetary Systems (Upon Request)

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

GBEN 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 department Chair. 3 credits

GBEN 498 Internship in Economics (Upon Request)

Students with senior status may register for a 3-credit field experience with cooperating business firms in the NYC area. The internship is monitored by a supervising professor and a representative of the cooperating company. (See GBAN 498) 3 credits

FINANCE**GBFN 101 Principles of Finance** (Fall, Spring)

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: GBEN 101 or GBEN 102. 3 credits

GBFN 210 Investment Principles (Annual)

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: GBFN 101. 3 credits

GBFN 220 Corporate Finance (Fall, Spring)

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: GBFN 101. 3 credits

GBFN 241-242 Real Estate Principles I, II (Annual)

Instruments and procedure of real estate, agency and contract law. Current regulations concerning fair housing rules, land use, and ethical practices as required in license law. Also covered is real estate mathematics relating to methods of financing and determining the value of real property and closing costs. Prerequisite: GBFN 101 for GBFN 241; GBFN 241 for GBFN 242. 3 credits

GBFN 310 Security Analysis (Fall, Spring)

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

GBFN 321 Portfolio Analysis (Annual)

This course provides an examination of modern portfolio theory. It first sets the foundation of the Investment Policy Statement. The course will include an introduction to the fundamental portfolio analysis tools, portfolio risk and return measures and the process of optimal portfolio selection. Following this, it covers topics of applications to portfolio construction and management relevant to Equity and Fixed Income portfolios. These will include international diversification, risk management and hedging, strategies, benchmarks and performance evaluation. Prerequisite: GBFN 210. 3 credits

GBFN 330 Financing For-Profit and Non-for-Profit Startups (Upon Request)

This course focuses on the financial requirements of entrepreneurial ventures and on different sources of finance available to entrepreneurs, including those who start not-for-profit ventures. The course develops an understanding on how to assess entrepreneurial financial strategies for small business and not-for-profit startups. It also examines the unique role in the entrepreneurial finance area of such factors as foundations, commercial and investment banks, venture capitalists, angels, internal sources of capital, government grants and incubators. Prerequisite: GBFN 101 or GBMN 320. 3 credits

GBFN 338 International Financial Markets (Fall, Spring)

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

GBFN 343 Real Estate Finance I (Upon Request)

Examines the fundamentals of real estate finance, including various types of mortgages and financing structures, loan underwriting, the construction loan, and the secondary mortgage. Debt securitization and financing residential and income-producing property are explored. Prerequisite: GBFN 220. 3 credits

GBFN 344 Real Estate Finance II (Upon Request)

Provides an analytical framework for understanding the real estate finance and development process from both a quantitative and non-quantitative perspective. Topics addressed include establishing investment/development objectives, identifying prospective sites, understanding the public permitting process, preparing market and feasibility studies, securing debt and equity financing, coordinating the design and construction process, and marketing and managing real estate assets. Includes preparation of income statements, sources and uses of funds statements, federal tax impact analysis, and discounted cash flow analysis. Prerequisite: GBFN 343. 3 credits

GBFN 400 Selected Topics in Finance (Upon Request)

An upper-division course designed to give greater coverage to those finance topics that are not covered in great detail in other courses. The topics selected are at the discretion of the instructor. Some potential topics include dividend policy, mergers and acquisitions, bankruptcy and reorganization, risk markets, cost of capital and capital structure. An integral part of the course is the class presentation required of all students. The presentation revolves around some area of interest from the topics covered in the course. Prerequisites: GBFN 210 and GBFN 220. May be repeated for credit. 1-3 credits

GBFN 410 Seminar in Options Trading (Annual)

The theoretical foundations, institutional details, and practical applications of options trading: various pricing models and their development; in-depth examination of the use of options as speculative, hedging, investment, and arbitrage tools; the role of options with respect to the proper functioning of the modern market economy. The central focus is on stock options. Prerequisite: GBFN 210. 3 credits

GBFN 420 Commodity Trading

A course in the development of commodity exchanges and the fundamentals of futures trading emphasizing the special characteristics of individual commodities and futures contracts. Also discussed are government programs, and their effect on prices, charting methods, market analysis and the Theory of Hedging. In addition, students will be exposed to trading techniques using commodity options. 3 credits

GBFN 437 International Commodities Trading (Annual)

This course looks in detail at derivatives used to conduct commodity trade across international markets. Such derivatives include options, futures, forwards, swaps, and spots. This course also focuses on risk management, and uses mathematical models to set conditions for minimum risk and to predict relevant variables important to such trade. Prerequisite: GBFN 210. 3 credits

GBFN 481 Independent Study in Finance (Upon Request)

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

GBFN 498 Internship in Finance (Fall, Spring)

Seniors majoring in Economics and Finance can register for academic credit for field experience with business or government agencies in the greater New York area. Students will work under the supervision of a faculty member. Prerequisites: Senior status, GPA of 2.5 in major and departmental permission. 3 credits

MANAGEMENT**GBMN 101 Principles of Management (Fall, Spring)**

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

GBMN 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: GBMN 101. 3 credits

GBMN 213 Business Law I (Fall, Spring)

Fundamental principles of law of contracts, contracts of guaranty and suretyship, 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: GBMN 101. 3 credits

GBMN 214 Business Law II (Fall, Spring)

Organizational structure of business entities, such as partnerships, joint ventures and corporation, and the functions and operation of each of these business entities, including government regulation of the employment relationship. Creditor and debtor's rights are examined and analyzed from both a theoretical and practical viewpoint. This includes focus on the laws of surety ship, secured transactions under Article 9 of the Uniform Commercial Code, the law of Commercial Paper under Article 3 and 4 of the Uniform Commercial Code and the law of Bankruptcy and the Bankruptcy Code. Prerequisite: GBMN 213. 3 credits

GBMN 224 Human Resource Management (Fall, Spring)

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: GBMN 101. 3 credits

GBMN 310 Multinational Business Management (Annual)

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: GBMN 101 and GBKN 101. 3 credits

GBMN 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: GBMN 101 and either GBEN 101 or GBEN 102. 3 credits. **Note: Credit will not be given for both GBMN 317 and GPHN 230.**

GBMN 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: GBMN 101. 3 credits

GBMN 400 Topics in Management (Upon Request)

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

GBMN 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: GBFN 101, GBMN 101, and GCON 120. 3 credits

GBMN 422 Management of Human Service Agencies (Annual)

An examination of the structure and function of human service organizations. Issues addressed include: power and authority, leadership, communications, decision making, organizational roles, stress and burnout, resource allocation, staff-client and board-staff relationships, organization linkages and environments, and organization. Prerequisite: GBMN 101. 3 credits

GBMN 481 Independent Study in Management (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 department Chair. 3 credits

GBMN 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

GBMN 498 Internship in Management (Fall, Spring)

Seniors may register for academic credit for field experience with business or government agencies in the greater New York area, under the supervision of a faculty member. Prerequisites: Senior status, a GPA of 2.5 in the major, departmental permission. 3 credits

MARKETING

GBKN 101 Principles of Marketing (Fall, Spring)

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

GBKN 201 Consumer Behavior (Annual)

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: GBKN 101. 3 credits

GBKN 202 Marketing Research (Annual)

Explores the scope, history and ethics of Marketing Research. Particular attention is given to methods of research design, the use of secondary data from marketing decisions, and the distinction between qualitative and quantitative techniques. 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. Prerequisite: GBKN 101. Corequisite: GSMN 261 or 3 credits

GBKN 204 Marketing Management (Fall, Spring)

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

GBKN 207 Social Media and Marketing

Surveys usage of social media tools and technology for marketing purposes. Studies the relevance and importance of these tools to new and emerging marketing processes. 3 credits

GBKN 310 Retail Management and Merchandising (Annual)

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: GBKN 202. 3 credits

GBKN 315 Advertising and Promotion Management (Annual)

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: GBKN 101. 3 credits

GBKN 330 Sales Force Management and Personal Selling (Annual)

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: GBKN 101. 3 credits

GBKN 340 International Marketing Management (Annual)

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: GBKN 101. 3 credits

GBKN 351 Direct Marketing (Upon Request)

Topics include: strategic planning, basic economic analysis, new product/ business development, direct marketing information systems, short-term budgeting and forecasting, and management of direct marketing operations. Prerequisite: GBKN 101. 3 credits

GBKN 400 Topics in Marketing (Upon Request)

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

GBKN 408 Strategic Marketing Management (Annual)

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: GBKN 202 and senior standing. 3 credits

GBKN 410 Business to Business Marketing (Annual)

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: GBKN 101. 3 credits

GBKN 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

GBKN 498 Internship in Marketing (Fall, Spring)

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

DIAGNOSTIC MEDICAL SONOGRAPHY**GRSN 101 Medical Terminology**

This course is designed to provide each student with an understanding of medical terminology. An introduction to the origins of medical terminology will also be assessed. Word building will be introduced, and abbreviation and symbols will be discussed. 2 credits

GRSN 110 Fundamentals of Ultrasound

This course introduces the student to the field of sonography. Course work also includes information concerning medical ethics and legal issues affecting the patient, student, and clinical site. The course provides the student with an overview of diagnostic sonography, its history and development. Emphasis is placed on patient care techniques and issues related to sonography. 3 credits

GRSN 119 Anatomy and Physiology for Sonography I

This is a course that will explore the structures of the human anatomy in all planes with particular emphasis on the cross-sectional mode. The organs and system relationship are examined, particularly the abdomen, thorax, cranium, pelvis, reproductive system, and retroperitoneum. Fetal cross-sectional anatomy will also be presented. 4 credits

GRSN 120 Anatomy and Physiology for Sonography II

This course is designed to provide the student with a foundation in anatomy for Sonography to include Cross Sectional Anatomy. This course will explore the structure of the human anatomy in all body planes with emphasis on the cross-sectional mode. The organs and system relationships are examined, particularly, the abdomen, thorax, cranium, pelvis, reproductive system and retroperitoneum. Fetal cross-sectional anatomy will also be presented. 4 credits

GRSN 125 Introduction to Vascular Imaging and Doppler

This course is designed to provide the student with the basic principles and uses of Doppler ultrasound. The course will include basic vascular imaging techniques and procedures, including basic arterial and venous studies with a focus on carotid artery and basic venous exams to rule out deep vein thrombosis. Students will correlate the physical principles of Doppler and the procedures utilized in imaging departments. Normal and abnormal tissue patterns are included within the discussions. 3 credits

GRSN 126 Sonography Physics and Instrumentation

This course is designed to present the basic concepts and principles of ultrasound physics as a foundation for understanding image interpretation. The student should learn the wave theory of sound and how it travels through various media. They should gain knowledge of the principles of how piezoelectricity converts sound energy to electrical energy in ultrasound transducers. They should gain mastery of instrumentation of the equipment and understand how the use of gain compensates for attenuation. They should acquire an understanding of harmonics, different types of resolution, basic fluid hemodynamics, color-flow Doppler, spectral analysis, power Doppler, harmonics, artifacts, and m-mode. 3 credits

GRSN 130 Sonography Clinical Practicum I

An introductory course to Sonography scanning, procedures, and protocols. The student will begin with observation and progress in assisting with and performing procedures. This course will cover general Sonography procedures of the abdomen, thyroid, scrotum, breast, MSK, non-cardiac chest, and major vasculature structures of the abdomen, and small parts. The student will attend a clinical rotation for 24 hours per week. Hours and days are subject to change. 1 credit

GRSN 131 Sonography Clinical Practicum II

This course is a continuation to the Clinical Practicum I course. The student will still be observing some procedures and progress to assisting with and performing procedures. This course will cover general Sonography procedures of the abdomen, thyroid, scrotum, breast, MSK, non-cardiac chest, and major vasculature structures of the abdomen, and small parts. The student will attend 24 hours of clinical per week. Hours and days are subject to change. 1 credit

GRSN 132 Sonography Clinical Practicum III

This course is a continuation of Clinical Practicum II course. The student is fairly confident with abdominal and small parts procedures at this point in their clinical rotation. The student should perform the required unassisted competencies this rotation as well as the required 2nd set of assisted competencies. This course will cover general Sonography procedures of the abdomen, thyroid, scrotum, breast, MSK, non-cardiac chest, major vasculature structures of the abdomen, small parts, OB/Gynecology, and vascular of the upper and lower extremities. The student will attend 24 hours of clinical per week. Hours and days are subject to change. 1 credit

GRSN 133 Sonography Clinical Practicum IV

This course is a continuation of Clinical Practicum III. The student is confident or fairly with abdominal, small parts, OB/Gynecology, and upper and lower extremity vascular procedures at this point in their clinical rotation. The student should perform the required unassisted competencies this rotation, once the student has completed these competencies, they should be able to perform all examinations with ease and confidence. This course will cover general Sonography procedures of the abdomen, thyroid, scrotum, breast, MSK, non-cardiac chest, major vasculature structures of the abdomen, small parts OB/Gynecology, and vascular of the upper and lower extremities. The student will attend 24 hours of clinical per week. Hours and days are subject to change. 1 credit

GRSN 145 Introduction to Vascular Lab

This “hands-on” scanning laboratory course is designed to complement the Vascular Ultrasound material. It will also cover interrogation of the arterial and venous circulation of the upper and lower extremities, as well as abdominal vasculature. 2 credits

GRSN 146 Vascular Imaging I

This course is designed to provide the student with content on the use of Duplex Doppler Ultrasound for examination of the vasculature of the human body. The course provides a history of treatment of vascular conditions and includes the extra-cranial circulation of the brain, including the carotid arteries. It will also cover the arterial and venous circulation of the upper and lower extremities. Normal and abnormal tissue patterns are included within the discussions. 3 credits

GRSN 147 Vascular Imaging II

This course is designed to provide the student with content on ultrasound assessment of abdominal vasculature, anatomy and pathology of abdominal vasculature, hepatic vasculature, kidney vasculature and pelvic vasculature. A review on Sonographic characteristics and findings of: deep venous thrombosis (DVT), Pulmonary Embolism, Phlebitis, Chronic venous insufficiency, Varicose veins, Venous Ulcers and Vein mapping. 4 credits

GRSN 167 Obstetric and Gynecologic Sonography

This course is designed for the student to learn the basic foundation of patient preparation, scanning techniques and protocols for performing gynecologic and obstetric exams. It is also designed to familiarize the student with normal sonographic imaging of the female reproductive system through appropriate usage of transabdominal (TAB) and transvaginal (TVA) probes. Study content should include the normal anatomy of the uterus, vagina, ovaries, and fallopian tubes. In addition, pre-menopausal and post-menopausal sonographic anatomy will be introduced. Various congenital anomalies of the uterus, fallopian tubes and ovaries will also be covered. Normal and abnormal first trimester pregnancies are introduced. The student should learn to recognize abnormal and/or pathologic sonographic patterns of the uterus and adnexa and to correlate the findings with patient history and lab values. Normal and abnormal 2nd and 3rd trimester pregnancy sonography will be covered. 3 credits

GRSN 167L Obstetric and Gynecologic Sonography Lab

This laboratory scanning course is designed to complement the Obstetric and Gynecologic Sonography lecture material. This course includes an emphasis on recognizing normal anatomy and pathology ultrasound scans of organs in the female pelvis. 4 credits

GRSN 169 Abdominal and Superficial Structures I

Abdominal Sonography is a comprehensive study of abdominal structures with emphasis on specialty organ examinations. Knowledge of the diagnosis, history and physical findings as they pertain to the pathophysiology of abdominal organs and systems is presented. Normal and abnormal tissue patterns are included within the discussions. Students will practice scanning in the lab. 3 credits

GRSN 169L Abdominal and Superficial Structures I Lab

This laboratory scanning course is designed to complement the Abdominal and Superficial Structures I lecture material. This course includes an emphasis on recognizing normal anatomy ultrasound scans of organs in the upper abdomen, such as the liver, kidneys, pancreas, spleen, vasculature. 2 credits

GRSN 170 Abdominal and Superficial Structures II

Review of superficial structures of the kidney and GI Tract with emphasis on specialty organ examinations. Normal and abnormal tissue patterns are included within the discussions. Students will practice scanning in the lab in preparation for objectives required in the clinical area. 3 credits

GRSN 170L Abdominal and Superficial Structures Lab II

This laboratory scanning course is designed to complement the Abdominal and Superficial Structures II lecture material. This course includes an emphasis on recognizing normal anatomy ultrasound scans of organs in the upper abdomen, such as the liver, kidneys, pancreas, spleen, vasculature. 2 credits

GRSN 171 Sonographic Case Studies

This course is designed to educate the student about the components of a case study in ultrasound. The goal of a case study is to accurately describe the details of a patient's ultrasound examination findings. Students will learn to critically analyze anatomical variants, normal, and pathological sonographic findings in images. The study should begin with the patient history derived from an oral interview and patient chart information including, results of relevant lab tests, imaging exams, and possible surgical procedures. The case study should describe the patient preparation for the exam, positioning on the exam table, and the imaging protocols used by the sonographer. 3 credits

GRSN 185 Sonographic Image Analysis & Pathology

This is a laboratory course and will increase your anatomy and pathology knowledge and Doppler skills of the cerebrovascular, extremities, abdominal vasculature, transcranial, plethysmography, segmental, ABI's, aortic aneurysms, IVC imaging, venous Doppler evaluation with compression and augmentation, Allen test, Laser vein ablation, radio frequency, invasive vs. non-invasive testing, carotid imaging and evaluation, Raynaud's testing using hands on technique. 1 credit

GRSN 201 Advanced Sonographic Imaging

Advanced Sonographic Imaging is a course that is designed to explore specialty techniques in the areas of abdomen, Obstetrics and Gynecology and Vascular Ultrasound. Neurosonography will be stressed to include normal and abnormal sonographic finding. 3 credits

GRSN 205 Sonography Exam Review

This course is designed to provide an extensive review to prepare the student to take the American Registry for Diagnostic Medical Sonography (ARDMS) examination for those who are focusing on either Abdomen (General), OB/GYN, Echocardiography, or Vascular specialties. Students will be given practice (mock) exams. 2 credits

GRSN 501 Seminar in Career Education

This interactive, hands-on course is targeted to senior students and will focus on professional development skills. Through class lectures, mock interviews, resume writing, guest speakers, practice sessions and homework assignments, students will learn workplace etiquette, advancement strategies and an introduction to leadership and professional communication/presentation skills. 0 credits

NURSING

GNRN 201 Community Service

This one credit course is a requirement of the School of Health Sciences. The student explores the concepts and principles of community service and Nursing as they apply to individuals, families, and the community as a whole. Students examine and recommend services and teaching available to their client(s) through independent study. This course builds on Orem's Self Care Theory as students document a reflection paper that includes a comprehensive health assessment. This course must be completed by senior year. 1 credit

GNRN 110 Fundamentals of Nursing

Introduces students to basic nursing principles, including concepts that form the theoretical basis for their roles as Registered Professional Nurses. Students develop nursing skills to meet the bio-psychosocial needs of a selected population, e.g. the elderly. The steps of the nursing process are introduced as the framework for nursing care and practice. The didactic (classroom) portion of this course includes the theoretical principles of: therapeutic communication, vital signs, infection control practices, body mechanics and safety, hygiene, comfort measures, skin integrity and wound care, nutrition, elimination, oxygenation, fluid and electrolytes, pain assessment, medication administration, care of the dying, introduction to the health care system and health care team, and legal and ethical issues that affect professional nursing practice. Students learn to initiate nursing actions in response to identification of self-care deficits, utilizing Orem's Self Care Deficit model. In the Nursing Skills Laboratory component of this course, students practice basic psychomotor skills related to theoretical topics introduced in the classroom. They then move on to the clinical component, applying these skills utilizing the nursing process within the framework of Orem's Theory, with patients in the traditional setting of medical-surgical hospital units. 7 credits

GNRN 130 Pharmacology in Nursing

Topics addressed include major drug classifications, pharmacokinetics, pharmacodynamics, pharmacotherapeutics, indications, uses, contraindications, cautions, side and adverse effects, toxicities, drug-drug, drug-food interactions and allergies. 3 credits

GNRN 200 Medical-Surgical Nursing I

Establishes the basis for application of critical thinking skills in utilizing the nursing process and Orem's self-care theory in organizing nursing care. The course focuses on nursing management of adult patients with acute health problems. Emphasis is on the acute stages of disease as well as health promotion and prevention, nutrition, 135 diagnostics and treatments. Nursing care issues are addressed in physiological, pathophysiological and psychosocial contexts. Prerequisite: NUR 110. 8 credits

GNRN 300 Medical-Surgical Nursing II

Designed to advance the theoretical and clinical knowledge of the student for managing care of the adult medical-surgical patient. Emphasis is placed on identifying specific universal, developmental and health deviation self-care requisites and deficits, as well as gerontological changes that interfere with the adult patient's ability to manage increasingly complex self-care needs. Both the nursing and medical management associated with meeting the needs of patients with various medical-surgical conditions are discussed. The nursing process continues to be incorporated utilizing Orem's Self-Care Deficit Theory as a framework for the organization and provision of care for the adult medical-surgical patient. The course also introduces the nurse's role as manager of care. Clinical experiences include opportunities for students to care for adult medical-surgical patients in the acute care setting. Integration of the nursing process, as well as the psychosocial, physiological and socio-cultural needs of the adult medical-surgical patient population are investigated during each clinical experience. Prerequisite: NUR 200. 5 credits

GNRN 301 Medical-Surgical Nursing III

This course is designed to advance and refine the theoretical and clinical knowledge of the student when managing care of the adult medical-surgical patient. Emphasis is placed on evaluating specific universal, developmental and health deviation self-care requisites and deficits, as well as gerontological changes that interfere with the adult patient's ability to manage increasingly complex self-care needs. Both the nursing and medical management associated with meeting the needs of patients with complex medical-surgical conditions are discussed. The nursing process continues to be incorporated utilizing Orem's Self-Care Deficit Theory as a framework for the organization and provision of care for the adult medical-surgical patient. This course focuses on the student's assimilation of knowledge related to nursing, liberal arts, health and social sciences in the care of a complex adult medical-surgical patient. Students are

expected to be pro-active participants in both the theoretical and clinical components of this course. Clinical experiences include opportunities for students to care for adult patients with complex medical surgical needs. The focus of the clinical experience will be to facilitate the transition of the student to the role of the professional registered nurse. Integration of the nursing process, as well as the psychosocial, physiological and socio-cultural needs of the adult medical-surgical patient population will be assessed during each clinical experience. Prerequisite: NUR 300. 5 credits

GNRN 310 Maternal Child Nursing

Builds upon the foundation acquired in NUR 110, NUR 130 and NUR 200. Uses the Nursing Process, Orem's model of self-care and a developmental approach to build upon principles of humanity, health and environment as they affect nursing care of women, infants and children. Emphasis is placed on health teaching and providing care to obstetrical, newborn and pediatric patients with complex problems, from the prenatal period through adolescence. Clinical experiences are provided in a structured multicultural medical center with a parent-child focus. Other learning experiences will occur in the classroom with assigned activities in the computer and skills lab. Prerequisite: NUR 200. 5 credits

GNRN 320 Trends in Nursing

Current issues and trends that impact the practice of Nursing in the 21st century are addressed, as is the influence of the holistic model of health care. Nursing practice related to complementary healing techniques, and evidence-based practice in the art and science of healing, act as catalysts for class discussion and debate. Economic and political influences, the health care environment, and various aspects of nursing practice are discussed. Prerequisite: NUR 300. 2 credits

GNRN 330 Mental Health Nursing

Builds upon and expands basic psychosocial knowledge and skills acquired in PSY 101, NUR 110 and NUR 200. Progression to more complex mental health patterns as they relate to nursing practice provides students with the opportunity to expand their understanding of human-environmental interactions and evolving mental health patterns within diverse cultures. Behavioral patterns as they appear in normative growth and developmental perspectives as well as alterations in these patterns with the resulting nursing implications are addressed. An intertwining of the nursing process and Orem's Self Care Deficit Theory forms the framework for the assessment of self-care deficits and interventions necessary to meet the self-care needs of psychiatric patients, their families and significant others. Prerequisite: NUR 200. 5 credits

RADIOGRAPHIC TECHNOLOGY

GRTN 101 Principles of Imaging I

A study of radiographic imaging and the production of quality x-ray images. This unit will provide the student with knowledge on the production and control of scatter radiation, intensifying screens, cones and collimators, grids, formulations exposure techniques, AED, technique charts. Screen-film Radiography and Screen-film Radiographic Technique, Image Artifacts and Screen-film radiographic quality control. 3 credits

GRTN 102 Principles of Imaging II

This course will include discussions on the following subject matters; Computers in medical imaging and Computed Radiography; Digital Radiography, Digital radiographic technique, Viewing the digital radiographic image. Digital radiographic artifacts Digital radiographic quality control. 2 credits

GRTN 103 Radiation Protection

The unit will provide the students with knowledge of the basic elements of radiation protection for the patient, radiographer, other personnel and the general public, shielding requirements, units of measurements and exposure monitoring are discussed. The principles and concept explaining basic interaction with matter, maximum permissible doses and the effects of measurements are also included. Content of this course is designed to impart awareness on the proper application of radiation limiting devices and techniques, radiation monitoring systems, safety standards, units of measurement and calculation exposure. 2 credits

GRTN 111 Patient Care I

This course introduces the concepts and techniques of patient assessment and patient care. The student will demonstrate proficiency in measuring vital signs and pulse oximetry, and taking a complete patient medical history. Care of patients receiving contrast media, having central venous line or nasogastric tube. An Introduction to EKG and interpretation of EKG waveform will be discussed. Knowledge of common medical emergencies and how to deal with them will be introduced to students. 3 credits

GRTN 112 Patient Care II

This course introduces the concepts and techniques of patient assessment and patient care. The students learn how to admit a patient to the radiology department and how to properly move and transfer patients. The students are taught to care for patients with various problems (e.g. skull or spinal injuries, pediatric or geriatric patients, shock, etc.). Proper methods of the administration of enemas and caring for patients with various types of tubes are discussed. Surgical aseptic technique, and proper skin preparation. The student is taught how to assist with drug and contrast media administration. Various contrast complications and anaphylactic reactions are discussed. Transmission of microorganisms and isolation techniques are learned. 3 credits

GRTN 121 Clinical Radiography I

This is the first of four clinical externship courses. This course is designed to provide the student with hands-on-radiographic positioning and patient care experience at a clinical site under the supervision of a qualified Radiologic technologist. Emphasis is placed on achieving clinical competency in performing radiographic examinations of the chest, abdomen, upper and lower extremities as per the A.R.R.T. competency requirements for primary certification in radiography. In addition, student must demonstrate appropriate critical thinking and affective skills and the clinical education setting. 1 credit

GRTN 122 Clinical Radiography II

This is the second of four clinical externship courses. This course is designed to provide the student with hands-on-radiographic positioning and patient care experience at a clinical site under the supervision of a qualified Radiologic technologist. Emphasis is placed on achieving clinical competency in performing radiographic examinations of the chest, abdomen, upper and lower extremities as per the A.R.R.T. competency requirements for primary certification in radiography. In addition, student must demonstrate appropriate critical thinking and affective skills and the clinical education setting. 0.5 credits

GRTN 123 Clinical Radiography III

This is the third of four clinical externship courses. This course is designed to provide the student with hands-on-radiographic positioning and patient care experience at a clinical site under the supervision of a qualified Radiologic technologist. Emphasis is placed on achieving clinical competency in performing radiographic examinations of the chest, abdomen, upper and lower extremities as per the A.R.R.T. competency requirements for primary certification in radiography. In addition, student must demonstrate appropriate critical thinking and affective skills and the clinical education setting. 1.5 credits

GRTN 124 Clinical Radiography IV

This is the fourth of four clinical externship courses. This course is designed to provide the student with hands-on-radiographic positioning and patient care experience at a clinical site under the supervision of a qualified Radiologic technologist. Emphasis is placed on achieving clinical competency in performing radiographic examinations of the chest, abdomen, upper and lower extremities as per the A.R.R.T. competency requirements for primary certification in radiography. In addition, student must demonstrate appropriate critical thinking and affective skills and the clinical education setting. 1.5 credits

GRTN 131 Radiographic Procedures I

This course will provide the student with the fundamental knowledge of skeletal anatomy. The course will teach the student different positioning terminology and basic positioning principles as well as x-ray projections and how the two relate to create an image. Anatomical regions that the student will know how to image include: chest, abdomen, fingers, hand, wrist, arm, elbow and shoulder joints, entire leg including hip, knee and ankle joints and foot; pelvis including ilium and 51 joints, axial spine and thorax. 4 credits

GRTN 132 Radiographic Procedures II

This course will provide the student with the fundamental knowledge of skeletal anatomy. The course will teach the student different positioning terminology and basic positioning principals as well as x-ray projections and how the two relate to create an image. Anatomical regions that the student will know how to image include: radiographic positioning of the lower extremities and pelvic girdle. 4 credits

GRTN 133 Radiographic Procedures III

The core of this course will consist of positioning of the bones of the thorax and spine. Specific procedures for mobile, operating room, pediatric and geriatric imaging will be covered. Review of anatomy and image evaluation for each area of interest is also included. Including demonstration and practice of radiographic positioning for the bones of the thorax and spine discussed in the classroom. Students will also be evaluated on their ability and skills to perform previously covered procedures, diagram and image identification of anatomy and positioning errors. 4 credits

GRTN 141 Radiographic Anatomy II

This course is to introduce the students to the body systems and their interdependency, cells and tissues and the structure and function of the integumentary system. Information on related topographical anatomy and essential terminology will be presented. The course will provide classroom instruction concerning the following system: skeletal and muscular. The course will include information on the structure and function of the component part of each system as well as general anatomy and related terminology. 3 credits

GRTN 142 Radiographic Anatomy III

This course is designed to provide each student with knowledge of the basic structure and function of human body. The course material is presented in lecture format. The course covers the This course is an introduction to human anatomy and physiology from an integrative perspective. Students learn the structure and function of the tissues, the skeletal system, the nervous system, the endocrine system, and muscle function from the level of the cell to the level of the organism. Emphasis will be placed on Radiologic Anatomy. At the end of the entire course, the student should be familiar with all principal organs of the human body, should have a good working knowledge of their functions and interactions, should have a basic understanding of human metabolic processes and should understand the elements of human anatomy. This course will use both a systems & regional approach to uncover the anatomy. It is our intention to provide the best environment to facilitate your learning. You will be encouraged to discuss, challenge, and critique information by interacting with your peers and the instructors. 3 credits

GRTN 151 Radiation Physics I

This course will include discussions on the following subject matters; The essential concepts of Radiologic Science, The structure of matter, Electromagnetic energy, electricity, magnetism and electro magnetism. 2 credits

GRTN 152 Radiation Physics II

This course will provide the information on the special equipment used in radiography such as fluoroscopy, TV camera and different recording systems. The content of this course will provide the student the necessary knowledge on the quality control and quality assurance of the radiographic department. The equipment used for different quality control tests, maintenance of the different radiographic equipment and the different methods to troubleshoot malfunctions are discussed. 2 credits

GRTN 160 Advanced Imaging

This unit will provide the students with the basic fundamental concepts pertaining to special procedures including: Gastric Procedures/Fluoro, OR/Port Fluoroscopy, Mammography, CT, MRI, Pediatrics and Geriatrics. The patient care, radiation protection, positioning techniques and equipment required for each procedure will also be discussed. 3 credits

GRTN 161 Radiation Biology

This course provides instruction on the principles of cell radiation interaction. Radiation effects on cells and factors affecting cell response are presented. Acute and chronic effects of radiation are discussed. Topics include: radiation detection and measurement; patient protection; personnel protection; absorbed dose equivalencies; agencies and regulations; introduction to radiation biology; cell anatomy; radiation/cell interaction; and effects of radiation. 3 credits

GRTN 162 Comprehensive Review

This course is designed to provide the student with a comprehensive review to prepare the student for the ARRT certification in radiology. Student will be administered mock examinations to simulate actual exam conditions. Stress reduction and test taking skills will be emphasized. This course also includes a complete review of the radiography curriculum in preparation for the American Registry of Radiologic Technologists National examination. 4 credits

GRTN 163 Radiographic Pathology This course will acquaint the student radiographer with basic medical terminology used to describe various pathologic conditions occurring in the human body and introduce the student to some specific imaging techniques. 3 credits

COMPUTER SCIENCE**GCON 103 Computer Concepts for Computer Majors** (Upon request)

This course is the foundation course for those students who are majoring in Computers. Students will learn concepts related to computer architecture, hardware, software (system and application), data storage devices, telecommunications, binary and hexadecimal number systems, basic binary arithmetic, Windows operating system and a popular Windows application suite, such as Office. 4 credits

GCON 120 Fundamentals of Computers with Microcomputer Applications (Fall, Spring)

This course discusses the basic principles of computer literacy. The student is exposed to extensive computer terminology and a thorough discussion of computer theory, including the Internet. In addition, a hands-on computer lab is incorporated into the course. The student will learn Windows operating systems, word processing, spreadsheet, and presentation application software. Outside lab time is required for class assignments. The software will be updated to reflect the constantly changing technologies available. 4 credits

GCON 122 Computer Literacy and Information Retrieval (Fall, Spring)

Students examine basic computer topics and terminology, with special emphasis on electronic information retrieval, as they explore ways to utilize information retrieval technology to keep abreast of developments in their various academic disciplines. To this end, computer hardware and software are discussed, along with personal computer applications such as Microsoft Office. Internet topics, such as advanced search techniques, constructing deep searches, finding specialty information, newsgroups and mailing lists, are examined in detail. A capstone project is the preparation of a research project, making use of both traditional as well as electronic methods of research. 3 credits

GCON 125 WAN I Lab (Fall, Spring)

This course/lab is offered in conjunction with GCON 223-WAN-I. Students will learn how to build and support simple Ethernet and wireless routers and switches, using Cisco command-line interface (CLI) commands to perform basic router and switch configurations. They will also network tools to verify small network operations and analyze data traffic through hands on practice in the computer lab. 1 credit

GCON 126 The Computer Milieu (Upon request)

This course is designed to introduce the most fundamental computer concepts and terminology in conjunction with a programming- or hardware-oriented curriculum. The basic terminology of hardware, software, data communications, the Internet, and the World Wide Web is discussed. 1 credit

GCON 127 WAN II Lab (Fall, Spring)

This course/lab is offered in conjunction with GCON 224-WAN-II. Students will learn how to configure a switch with VLANs and inter-switch communication, implement WAN links, and configure routing protocols on Cisco devices. Students will also perform troubleshooting and design simple internetwork using Cisco technology through hands on practice in the computer lab. 1 credit

GCON 130 Survey of PC Applications (Upon request)

(Also offered as GCDN 130)

This is an introductory course specifically designed for management and office technology.

Windows operating system, electronic word processing, spreadsheet applications and presentation programs are discussed in detail with extensive lab exercises. Software will be updated to reflect current popular application programs used in the business world. Outside lab time will be required for class assignments. 4 credits

GCON 141 Introduction to Programming (Fall, Spring)

This course is a concentrated orientation course dealing with algorithms, programs, and basic processing of quantitative character information. Emphasis is placed on flow-charting techniques and general programming concepts to include: instruction types, loops, arrays, input/output blocks, functions, pointers, arithmetic operations, debugging and verification of programs. Applications are selected from the areas of business, accounting, mathematics/statistics and the social sciences. Prerequisite: GCON 120; if GCON 120 is taken as a co-requisite, GCON 147 must also be taken as a co-requisite. 3 credits

GCON 147 Computer Hardware, Software and System Security (Fall, Spring)

This course provides an introduction to the computer hardware, software, and security skills needed to meet the growing demand for entry-level information technology (IT) professionals. It covers the fundamentals of PC computer technology, networking, and security. Students develop working knowledge of how computers operate, how to assemble computers, how to troubleshoot hardware and software issues, and implement computer system security. Corequisite: GCON 120. 3 credits

GCON 156 Electronics for Computers and Data Communications (Fall, Spring)

This course teaches students the electronic fundamentals required for modern day computers systems and telecommunications topics. The course allows the student to build technical intuition specifically for the rapidly changing world of IT technology for both computer and telecommunication technology. Prerequisite: GCON 120. Corequisite: GCON 147. 3 credits

GCON 162 Advanced Survey of Business PC Applications (formerly GCON 148) (Fall, Spring)

This course is a continuation of the Excel and PowerPoint applications taught in GCON 120. A current accounting application is also taught. The goal is to fully expose business students to the PC applications available to them, so that they may integrate these applications into their studies and on the job. Prerequisites: GCON 120 and GBMN 101. 3 credits

GCON 202 Networking Essentials (Fall, Spring)

Networking Essentials defines "Data Communications" and related terminology; presents real-world examples of Data Communications; describes network components & their corresponding functions; explains data flow throughout a network, and generates a keen understanding of how "connection" and "communication" are achieved in a network. The students will develop the understanding of how information flows throughout a network, from sender to receiver. **Not open to students who have taken GCON 353.** Prerequisite: GCON 147. 3 credits

GCON 220 Java I (Annual)

This course introduces students to Object Oriented Programming (OOP) using Java. Students will create Java applets and applications. The use of the Java language in developing Internet applications will be emphasized. This course is offered with a one-credit lab (GCON 220T). Prerequisite: GCON 141 or exemption. 3 credits

GCON 222 Java II (Annual)

This course teaches students to create programs using advanced Java features such as: multithreading, java collections, networking, database, remote objects using Client/Server organization and JavaBeans technology. Prerequisite: GCON 220. 3 credits

GCON 223 Wide Area Networks I (Fall, Spring)

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. Prerequisite: GCON 147. Corequisite: GCON 125. 3 credits

GCON 224 Wide Area Networks II (Fall, Spring)

This course is designed to provide students with classroom and laboratory experience in current and emerging networking technologies. It familiarizes students with the equipment applications and protocols installed in enterprise networks, with a focus on switched networks, security, and advanced routing protocols. Hands-on exercises, including network design processes, configuration, installation, and troubleshooting, upgrades, competitive analyses, and system integration reinforce student learning. Prerequisite: GCON 223. Corequisite: GCON 127. 3 credits

GCON 228 Advanced Computer Hardware and System Security (Fall, Spring)

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. Prerequisite: GCON 147. 3 credits

GCON 230 C++ Programming Language (Upon request)

This course focuses on the vocabulary and syntax of C++ by reading, writing and revising real problems. Topics include: data types, operators and expressions, control flow, functions and program structure, printers and data structures and I/O. Extensive lab time is scheduled. Prerequisite: GCON 141 or exemption. 3 credits

GCON 231 Fundamentals of Cybersecurity (Fall, Spring)

This course focuses on the overall security policy with emphasis on hands-on skills in the areas of secure perimeter, secure connectivity, secure management, identity services, and intrusion detection. The course teaches students to design and implement security solutions that will reduce the risk of revenue loss and vulnerability. Prerequisite: GCON 202. 3 credits

GCON 232 Advanced Programming (Upon request)

In this course students learn disciplined programming techniques including style analysis and structured programming. Advanced programming concepts including structures, advanced topics in pointers, file I/O, physical organization of files, files structures, file maintenance. Experience in selecting and using sequential data structures. Concepts and experience in selecting and using input-output techniques for sequential and non-sequential file processing. Prerequisite: GCON 141. 3 credits

GCON 234 LAN Applications (Fall, Spring)

In this course, students practice on-line network instruction lab exercises utilizing LAN software. Students become hands-on familiar with a popular LAN software package, including installation, utilization service, support, and troubleshooting. The software will be adjusted to reflect the constantly changing technologies available. Lab time is required for class assignments. Prerequisite or corequisite GCON 202. Corequisite: GCON 354. 1 credit

GCON 236 Advanced LAN Applications (Fall, Spring)

In this course, students work with on-line networking instruction lab exercises using LAN software. Students become hands-on familiar with a second popular LAN software package including installation, utilization service, support and troubleshooting. The software will be adjusted to reflect the constantly changing technologies available. Lab time is required for class assignments. Prerequisite: GCON 234. Corequisite: GCON 355. 1 credit

GCON 240 Microcomputer Operating Systems (Upon request)

This course explores one or more microcomputer operating systems in detail, including troubleshooting, file and folder management, sharing information, running applications and customizing windows. Hardware, e-mail and managing network resources are also included. Prerequisite: GCON 147. 3 credits

GCON 243 Operating Systems (Upon request)

Students are exposed to design and implementation of operating systems. Multi-programming, multi-processing, time-sharing. Communications, conversational computing, computer networks, memory protection, process management, interrupts segmentation, inter-process communications, paging, virtual memories, and memory management. The deadlock problem, detection, recovery and prevention methods. Input, output, buffering, channels. Lab time is required for class assignments. The software will be adjusted to reflect the constantly changing technologies available. Prerequisite: GCON 147. 3 credits

GCON 245 UNIX Operating Systems (Annual)

Topics in this course include introductory and advanced features of the UNIX operating system. Students gain valuable in-depth knowledge of the entire UNIX environment and the inner workings of this operating system. Prerequisite: GCON 141. 3 credits

GCON 250 Advanced UNIX Operating System (Upon request)

This course is designed for the student who is familiar with the basics of the UNIX operating system and desires to gain experience with advanced UNIX development and inter-process communication. The course includes a lab. Prerequisite: GCON 245. 3 credits

GCON 254 Database Applications (Upon request)

This course explores in detail a current database application program with extensive lab exercises. An advanced review of a Windows Operating Systems is included. Outside lab time is required for class assignments. Software will be adjusted to reflect constantly changing application technology. Prerequisite: GCON 141. 3 credits

GCON 260 Computer Architecture (Fall, Spring)

This course exposes students to basic digital circuits, Boolean algebra, combinational logic, data representation, transfer and digital arithmetic. Digital storage and accessing, control functions, input-output facilities, microprogramming, system organization, and reliability. Description and simulation techniques. Features needed for multi-programming, multi-processing, and real-time systems. Lab time is required for class assignments. Prerequisite: GCON 156. 3 credits

GCON 264 Data Structures I (Fall, Spring)

This course explores the more advanced concepts of the Object-Oriented Design and Programming paradigm including operator overloading, inheritance versus composition, polymorphism, run-time compile time binding, multiple inheritance, shallow versus deep copying, exception handling, and function templates. In addition, the basic file I/O operations will be covered. Some basic data structures such as stack and queues may be introduced as well. Prerequisite: GCON 230 or GCON 220. 3 credits

GCON 268 Wide Area Networks III (Upon request)

This is the third of four courses designed to introduce new content and extend previously learned networking skills. Instruction introduces and extends the student's knowledge and practical experience with switches, Local Area Networks (LAN's) and Virtual Local Area Networks (VLAN's) design, configuration and maintenance. Students develop skills related to configuring LAN's, WAN's, Novell networks, Internetwork Packet Exchange (IPX) routing and Interior Gateway Routing Protocol (IGRP) protocol and network troubleshooting. Prerequisite: GCON 224. 3 credits

GCON 270 Visual Basic I (Upon request)

This course discusses event-driven programming, using the Visual Basic programming Language. The difference between this type of programming and sequential programming is examined. Building blocks within the user interface, various properties and functions, assigning access keys, TOE charts and variables are some of the topics discussed. This course includes extensive lab time. Prerequisite: GCON 141 or exemption. 3 credits

GCON 272 Visual Basic II (Upon request)

The student's understanding of the techniques of event-driven programming using the Visual Basic programming language is explored and enhanced. More advanced topics such as sorting data, and relationships to databases are discussed. Prerequisite: GCON 270. 3 credits

GCON 275 Advanced Internet Tools and Web Page Design (Fall, Spring)

This course introduces HTML, XHTML, Cascading Style Sheets, JavaScript, and DHTML. Students will design and implement significant Internet-based Web sites using all the major features of HTML and client-side scripting. Prerequisite: GCON 141. 3 credits

GCON 311 Wireless Networks (Fall, Spring)

This course explains the general principles of wireless networking including architectures, protocols, and standards. It describes concepts, technology, and applications of wireless networking as used in current and next-generation wireless networks. It explains the engineering aspects of wireless networks functions and designs. Prerequisite: GCON 202. 3 credits

GCON 315 Voice over IP Fundamentals (Upon request)

This course provides students with the in-depth knowledge of Voice over IP (VoIP) and the TCP/IP networking protocol that VoIP is based on. VoIP technology, or making telephone calls over data networks such as the Internet, is now expected to become the standard telephone technology. This course provides the integral information needed by Information Technology students to understand and plan for future implementations of Voice over IP. Prerequisite: GCON 223. 3 credits

GCON 321 Computer Forensics (Fall, Spring)

This course introduces students to the collection, preservation, presentation and preparation of computer-based evidence for the purposes of criminal law enforcement or civil litigation. These activities define the central roles of computer forensic practitioners involved in investigating computer crime scenes and torts involving computers. Students will be prepared to assist in the formulation and implementation of organizational computer forensics preparedness policies, to determine the necessity for forensic procedures, extend governance processes to allow for proper future forensic investigations, and to be contributing members of computer forensics investigation teams.

Prerequisite: GCON 231. 3 credits

GCON 325 Advanced Cybersecurity (Fall, Spring)

This course focuses on the managerial aspects of information security and assurance for network administrators. It provides a study of information security concerns and techniques to protect against the risk of revenue loss and vulnerability utilized in current business environment. Topics covered include access control models, information security governance, and information security program assessment and metrics. Prerequisite: GCON 231. 3 credits

GCON 343 Database Concepts & Design (Fall, Spring)

This course provides students with an informed and critical perspective on current alternatives in the Database Management Systems (DBMS) area. Topics include: architecture; hierarchic, network and relational database approaches with respect to database structure, integrity, userview mechanisms, data storage and access techniques. Data manipulation; normalization and file structures versus DBMS; SQL & QBE. Prerequisite: GCON 141. 3 credits

GCON 344 Relational Database (Upon request)

This course provides students with a critical understanding of relational database concepts, theory and contemporary relational database management systems. Topics include: query language, distributed database management systems relational database design and trends in database. Prerequisite: GCON 220 or GCON 230 or GCON 232 or GCON 270. 3 credits

GCON 346 Business Programming (Upon request)

This course is a comprehensive overview of a popular business-related programming language for experienced programmers. Business applications are emphasized. Outside lab time is required to complete programming exercises. The programming language will be adjusted to reflect popular programming trends. Prerequisite: GCON 220 or GCON 230. 3 credits

GCON 352 Structured Systems Analysis (Annual)

This course provides students with a comprehensive understanding of the system life cycle with a strong emphasis on the analysis phase. Topics include: data flow diagrams (a graphic tool that represents data interfaces and functions); building system models using data flow diagrams; data dictionary; introduction to the CASE tools; and AD/cycle. Students participate in practical case studies and presentations in system analysis. Prerequisite: GCON 264. 3 credits

GCON 353 Data Communications (Fall, Spring)

This course provides students with a comprehensive understanding of present and future trends in the communications industry. The course discusses transmission media, transmission impairments, information structure, OSI model, LANs, WANs, modems, interfaces, standards, and protocols. Prerequisite: GCON 202. 3 credits

GCON 354 Local Area Network Concepts and Software (Fall, Spring)

This course provides students with a basic understanding of various major hardware and software products and designs related to a Local Area Network (LANs). The course discusses a popular LAN software product involving topologies, access protocols, security and LAN installation with service and support. Lab time is required to complete class assignments. The software will be adjusted to reflect the constantly changing technologies available. Prerequisite or corequisite: GCON 202. Corequisite: GCON 234. 3 credits

GCON 355 Advanced Local Area Network Architectures and Software (Fall, Spring)

This course presents various advanced LAN architectures and industry standards. Details of the IEEE standards are covered along with networking protocol suites - SNA and NETBIOS - as they apply to LANs. The course discusses software coexistence, integrating networking, management products and a second popular LAN software product. Lab time is required to complete class assignments. The software will be adjusted to reflect the constantly changing technologies available. Prerequisite: GCON 354. Corequisite: GCON 236. 3 credits

GCON 356 Advanced Topics in Local Area Networks (Upon request)

This course focuses on intensive hands-on training and advanced troubleshooting issues, and discusses the current version of Windows OS and Windows Server. The course prepares students for the MCP exam. Prerequisite: GCON 355. 3 credits

GCON 364 Data Structures II (Annual)

This course discusses representations, implementation and applications of stacks, queues, linked lists, trees and graphics, as well as recursion, sorting and searching techniques. There is minimal lab time. Prerequisite: GCON 264. 3 credits

GCON 366 Projects in Programming (Upon request)

This course teaches students to apply all previously-learned concepts in object-oriented programming. Students design and implement a complete package for common business needs under the supervision of the faculty advisor. Prerequisite: GCON 222 or GCON 272 or GCON 345 or GCON 364. 3 credits

GCON 368 Advanced Topics in Object-Oriented Programming (Upon request)

This course utilizes a current object-oriented programming language to explore advanced OOP concepts such as: classes, objects and encapsulation; inheritance and polymorphism; static and dynamic binding; and case studies in OOP implementation. Prerequisite: GCON 364. 3 credits

GCON 370 Wide Area Networks IV (Upon request)

This course introduces new content and extends previously-learned networking skills. It also extends the student's knowledge and practical experience with Wide Area Networks (WANs), Integrated Services Data Networks (ISDN) and Point-to-Point Protocols (PPP), and Frame Relay design, configuration and maintenance. Students develop skills related to configuring WAN's, ISDN, PPP and Frame Relay protocols, and network troubleshooting. Prerequisite: GCON 268. 3 credits

GCON 443 Advanced Topics in Database (Upon request)

This course will cover features of Microsoft SQL Server. Students will learn the use of such utilities as Enterprise Manager and ISQL/W. This course includes expanded coverage of Transact-SQL, Stored Procedures, and Triggers. Prerequisite: GCON 343 or GCON 344. 3 credits

GCON 451 Special Topics in Computer Science (Upon request)

Topics of current interest in computer science. Offerings include software engineering, microprocessors, computer graphics, system simulation, expert systems, and local area networks. Prerequisite: GCON 230 or GCON 232 or GCON 270. 1-4 credits

GCON 462 Advanced Topics in Data Communications (Upon request)

Topics of current interest in data communications. Offerings include specific LAN software, telecommunications, emerging technologies, and electronics. Prerequisite: GCON 355. 3 credits

GCON 481, 482 Independent Study (Upon request)

Independent Study project supervised by a faculty member. Prerequisites: Senior status and departmental permission. 1-4 credits

GCON 494 Senior Honors Project in Computer Science (Upon request)

Students complete a senior research project supervised by a faculty member. Achievement is measured by demonstrable attainment of project goals. A detailed written report is required. Prerequisites: Senior status and departmental approval. 3 credits

GCON 498 Internship in Computer Science (Upon request)

Students complete a commercial business project requiring a minimum of 9 hours of work per week. Internships complement students' classroom training and prepare them for the business world. Achievement is measured by demonstrable attainment of project goals and an evaluation by the business's management. Prerequisites: Senior status and departmental approval. 3 credits

Computer Applications Tutorials (1 credit each)**GCON 214 Spreadsheet Tutorial****GCON 215 Database Tutorial****GCON 216 Advanced Spreadsheet Tutorial****GCON 218 Advanced Database Tutorial****DIGITAL MULTIMEDIA DESIGN****GCDN 150 Foundations of Design I** (Annual)

In this course, students are taught the basics of two-dimensional design as related to graphic design and digital multimedia design. The basic vocabulary of visual form is taught, and materials and board skills necessary for these projects are explored. Overall, the development of students' visual creative skill is emphasized. Students will produce projects which reflect their understanding of the concepts and skills taught. 3 credits

GCDN 155 Foundations of Design II (Annual)

In this course, students' knowledge of basic design is extended into the area of graphic communication and typography in order to develop a framework on which to do professional graphic and web design. 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. The course requires students to produce projects which reflect their cumulative understanding of the concepts and skills taught. Prerequisite: GCDN 150. 3 credits

GCDN 201 Exploring Typography (Annual)

In this course, students study how human "markings" evolved from the earliest times to the present digital era, focusing on how letterforms began and how they've changed over time. Class projects concentrate on analyzing the structure of type form and how to use it effectively for creative visual communication. The course also highlights how to achieve visual effectiveness in the relationship of text to images on a page or screen. Prerequisite: GCDN 150. 3 credits

GCDN 221 Photography (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

GCDN 230 Digital Multimedia Design I (Annual)

This course introduces students to the principles of digital multimedia design, graphic design, page layout and typography. The relationship of typography to images and graphics in a full-color environment are explored through the assignment of various projects. Output requirements and the correct preparation of files are discussed. Good design and appropriate solutions for the problems presented are also encouraged. The software introduced to students is monitored and adjusted to reflect constantly changing technologies in the field. 3 credits

GCDN 231 Digital Multimedia Design II (Annual)

This course focuses on advanced features of page layout software. 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 include scanning, color separation and setting up files for pre-press. Lab time is necessary for class assignments and students present their work during class critiques. The software introduced to students is monitored and adjusted to reflect constantly changing technologies in the field. Prerequisite: GCDN 230 and 235. 3 credits

GCDN 235 Computer Graphic Design I (Annual)

This course introduces students to the use of 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 software as an illustration tool and on beginning to develop original ideas. Design principles, use of color and composition are also emphasized. Lab time is necessary for class assignments. 3 credits

GCDN 236 Computer Graphic Design II (Annual)

This course introduces students to working with images in a digital environment. Students receive an overview of tools, scanning, color correction, image size resolution, and digital compositing. Students work on projects that simulate “real world” design concepts and then present their work during class critiques. Lab time is necessary for class assignments. Prerequisites: GCDN 230 and 235. 3 credits

GCDN 262 Digital Multimedia Design III (Annual)

Page layout and the implementation of images and illustrations into a multipage document are the major focus of this course. The pre-press process, the preparation of images for output, and the use of crop marks, bleeds, and color separation are discussed. Students are expected to work independently on projects in addition to class meetings. Lab time is necessary for class assignments, and students present their work during class critiques. Prerequisites: GCDN 155, 231, 236. 3 credits

GCDN 263 Web Design I with Lab (Annual)

Introduction to webpage design; students will learn the skills needed to author and publish documents using HTML and authoring software. Design skills will be applied towards webpage construction. Students learn to apply their knowledge of print design and computer software to webpage design. Lab time outside of class will be necessary for class assignments. Prerequisites: GCDN 155, GCDN 231 and GCDN 236. 4 credits

GCDN 264 Web Design II (Annual)

This course covers topics such as client interactions, case studies, marketing strategies for websites, navigation design, SEO, responsive design, team projects, project planning and user testing. Students are required to create a minimum of one fully functional website for review. Advanced web design features are also explored. Prerequisite: GCDN 263. 3 credits

GCDN 267 Computer Graphic Design III (Annual)

In this course, students use advanced software tools to create, correct, and manipulate images on a professional level. Emphasis is placed on developing visual literacy in color and image manipulation. The development of the sequential thinking required to do advanced work is stressed. Lab time is necessary for class assignments. Prerequisite: GCDN 236. 3 credits

GCDN 291 Principles of 2D Animation (Annual)

This course explores the modern techniques and applications of 2-D animation and its technological implementation. Students study animation with emphases on production techniques, both technological and artistic, and on motion analysis, with an eye toward producing realistic/believable motion and performances. Prerequisites: GCDN 236. 3 credits

GCDN 302 Web Design III (Annual)

This course covers advanced techniques in website design focusing on the functionality of interactive sites and effective use of text, graphics, and animation. Students are required to upload their original, functional websites for evaluation. Prerequisite: GCDN 264 and 267. 3 credits

GCDN 303 Multimedia Design (Annual)

In this advanced course, students will create animations and interactive Quick Time movies, mobile applications, CDs and DVDs. Prerequisite: GCDN 302. 3 credits

GCDN 320 Information Design (Annual)

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 internet. Prerequisite: GCDN 262. 3 credits

GCDN 335 Advanced Design Studio (Annual)

This course thoroughly acquaints students with traditional design skills necessary for the creation of professional-level designs. An emphasis is placed on mechanical techniques, conceptual thinking, and expanding students' visual vocabulary. Thumbnails, roughs, and mechanical layouts are taught, including the use of typography, hand lettering, color usage, audience research and targeting, and copy writing. Prerequisites: GCDN 262 and GCDN 267. 3 credits

GCDN 357 Computer Illustration (Annual)

In this course, students use a vector-based computer drawing program 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 media formats (advertising, editorial, informational). Students are encouraged to use innovation while honing skills in conceptualization, technique, design and presentation of computer illustrations. Projects completed in this course add significantly to the student designer's portfolio. Prerequisite: GCDN 236. 3 credits

GCDN 360 Video Production Studio (Annual)

This class is an introduction to shooting and editing digital video. Students create projects composing multilayered videos for DVD and the web. Sound editing, transfer of analog to digital, video graphics and streaming media are explored in this course. Pre-production planning and storyboarding will be stressed. 3 credits

GCDN 451 Special Topics (Upon Request)

This course will cover topics of current interest in digital multimedia design. Possible offerings include the business of graphic design, digital 3-D design, streaming technology for webcasting, or multimedia presentation. Prerequisite: Departmental approval. 3 credits

GCDN 480 Senior Project (Upon Request)

This is an advanced studio course devoted to individual portfolio-quality projects. Students choose one field of design in which to concentrate in developing a portfolio project for the semester. Areas of focus may be multimedia design, website print design (advertising, corporate, information, etc.) or other related design fields, with faculty approval. Prerequisite: Departmental approval. 3 credits

GCDN 490 Senior Portfolio (Annual)

Students design professional pieces that will enhance their chances of attaining a position in fields related to digital multimedia design. Magazine and catalogs, book cover design, package design, web design, and corporate identity are among the projects required for this course. Discussions on effective resumes and how to prepare for job interviews, as well as the job search, are also explored. Students will present portfolios to faculty members of the Digital Multimedia Design Program for critique and evaluation throughout the semester. Presentation skills, such as mounting and matting work, will be covered. Lab time will be required for class assignments. Prerequisites: GCDN 262, 264, 267 and 335. Corequisite: GCDN 302. 3 credits

GCDN 498 Internship in Digital Multimedia Design (Upon request)

This course requires students to complete an internship in a digital multimedia design or web-related field. Weekly logs and design work are required for internships and are reviewed by members of the Digital Multimedia Design Department faculty at the completion of the internship. The purpose of the internship is to provide students with practical experience to complement their coursework. Prerequisite: Departmental approval. 3 credits

EDUCATION

GEDN 201 Psychosocial Foundations of Growth, Development, and Learning, Birth-Grade 6 (Fall, Spring)

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

GEDN 209 Foundations of Parenting (Fall, Spring)

Parents and families as the context for growth, development and learning; similarities and differences in parenting styles in various cultural groups; the range of family structures; parents and family members as teachers of young children and collaborators with professional educators; ways in which early childhood education programs build and expand upon the foundation provided by parents; how educators form constructive educational partnerships with parents; awareness of community resources for parents and their young children. 3 credits

GEDN 301 Teaching Reading and Language Arts, Grades 1 - 6 (Annual)

The developmental context to current approaches to teaching reading; creation of language-rich environments; organization of a functional reading program; informational and critical reading; assessment of reading and language skills; oral and written communication; approaches to work with English language learners and students with special needs; and attention to motivational factors in literacy development at home as well as at school. Prerequisite: GEDN 201. 3 credits

GEDN 302 Diagnosis and Correction of Reading Disabilities, Grades 1 - 6 (Annual)

The developmental context to understanding the symptoms and causes of reading disabilities; use and interpretation of achievement tests and diagnostic instruments; materials and methods used in remedial instruction; and preparation of teacher-made reading materials. Work with children and writing of case studies are required components of field experience. Prerequisite: GEDN 301. 3 credits

GEDN 303 Teaching the Social Studies Spectrum Subjects, Grades 1 – 6 (Annual)

The social and developmental contexts for teaching social studies spectrum subjects to a diverse elementary school student population; curriculum development and methods and materials; development of integrated instruction in history and geography (including history and geography of the United States and New York State), economics, citizenship and government, and the world of work; appreciation of the diversity of social life, including language, across cultures; approaches to linking instruction to the context of students' lives. Prerequisite or Corequisite: GEDN 201. 3 credits

GEDN 304 Mathematics, Science, and Technology: Teaching and Remediation, Grades 1 – 6 (Annual)

The developmental context for a problem-solving approach to mathematics, science, and technology instruction and remediation; developmentally appropriate curriculum development and methods of teaching and remediation in mathematics, science, and technology; emphasis on manipulative materials and hands-on activities; application of mathematical concepts and skills in the study of science; application of mathematical concepts and skills and scientific concepts in real-life settings; and appreciation of the benefits, promise, and hazards of technology. Prerequisite or Corequisite: GEDN 201. 3 credits

GEDN 306 Teaching the Arts and Physical Education, Grades 1 – 6 (Annual)

The cognitive, emotional, and social contexts for exploring various art forms, including performing arts, movement, sports activities and other areas of physical education; discovering and building on individual interests and creative abilities; creating developmentally appropriate opportunities for self-expression and self-exploration; cooperation in group art and sports activities; the relationship of the arts and physical education to other curricula areas. Prerequisite or Corequisite: GEDN 201. 3 credits

GEDN 311 Principles of Early Childhood Education (Annual) (formerly GEDN 233)

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

GEDN 312 Methodology of Early Childhood Education (Annual)

Development of practice skills in the use of appropriate, creative methods and materials for integrated education of young children; emphasis on the use of play and hands-on activities as well as planned experience and instruction that provide students with opportunities to explore and manipulate ideas and concepts as they explore and manipulate the world; practical implementation of integrated instruction in the curricula areas noted in the course description for GEDN 311. Prerequisite or Corequisite: GEDN 201. 3 credits

GEDN 316 Language Acquisition and Emergent Literacy I, Birth – Pre-K (Annual)

The uses of oral language (building vocabulary, expression and comprehension of the spoken word), general cognitive skills (attention, memory, use of symbols, self-regulation), the concepts underlying reading and writing, and specific literacy skills (such as symbol to symbol correspondence) as the context of and initial steps toward literacy for young children. Motivational issues that pertain to the development of reading skills are explored. Emphasis on meeting the needs of young children, including those with limited proficiency in English, who enter day care, nursery school, and other early childhood and early intervention programs with inadequate literacy-related knowledge and skills. Prerequisite or Corequisite: GEDN 201. 3 credits

GEDN 317 Language Acquisition and Emergent Literacy II, K - Grade 2 (Annual)

Creation of language-rich environments and holistic approaches to reading instruction that meet the needs of children with varying language preparation and aptitudes as well as children from diverse backgrounds. Use of a range of teaching and learning modalities. Attention to connections between speech sounds and spellings; the alphabetic principle and recognition of words through letter-sound relations; achieving fluency and comprehension; spelling conventions. Emphasis on language-related experiences at home as well as school and the importance of frequent opportunities to write. Identification of services needed for children who are not making adequate progress in reading, and the importance of coordination of efforts among general educators, special educators, and reading specialists. Discussion of approaches used with language-minority children, including the conditions under which more or less emphasis is placed on reading in the native language. Prerequisite or Corequisite: GEDN 201. 3 credits

GEDN 318 Field Experience and Student Teaching I (Fall, Spring)

Students complete 50 hours of field experience in general education with one of the three following developmental groups: birth-pre-K, and grades 1-2 (combined field experience/student teaching in general education must cover all three developmental levels). Students also complete one 20-day student teaching experience in general education with one of the three developmental groups. 2 credits

For field experience, students work with appropriately certified cooperating teachers at school sites to gradually assume increased teacher-related responsibilities in the classroom. Field experience includes scheduled meetings, supervised by the Coordinator of Teaching or another assigned faculty member. Logs of hours and activities are maintained by all students, to be reviewed by the Coordinator. Written assignments require careful observation of cooperating teachers and children as well as reflection on the application of course work to the classroom. For student teaching, student teachers are supervised by appropriately certified cooperating teachers. Students are also observed and evaluated by a Touro faculty member. Student teaching placements are made in which students can increasingly take responsibility for teaching activities, including reaching the point of presenting academic lessons and activities independently. Students keep logs of their hours and experiences. Student teaching experiences are accompanied by regularly scheduled classes. Instruction is provided, and discussion encouraged, on professional issues ranging from creating lesson plans to arranging a professional portfolio and resume. Particular emphasis is placed on self-awareness and analysis of one's own teaching performance. Prerequisite: completion of all education courses, approval of Education Chair, receipt of a passing grade on the STAT (Student Teaching Admissions Test). 2 credits

GEDN 510 Seminar in Substance Abuse (Fall, Spring)

Seminar on the nature of substances of abuse, including legal as well as illegal drugs; factors associated with avoidance of and resistance to use and abuse of substances; risk factors; research on effective school-based substance abuse prevention programs. Current literature on substance abuse and school-based prevention programs is distributed. 0 credits

GEDN 511 Seminar on Identification and Reporting of Child Abuse (Fall, Spring)

Seminar on the identification and reporting of child abuse and neglect; signs and symptoms to look for; ways to approach children; understanding the variety of ways children may convey that they are being abused or neglected; the teacher's fear of reporting abuse or neglect; rationalizations for not reporting; working with systems; the aftermath of reporting abuse or neglect. 0 credits

GEDN 512 Seminar on Child Safety Education, Prevention of Child Abduction, and Fire and Arson Prevention (Fall, Spring)

Basic principles of child safety education; understanding particular safety issues and risk factors for different ages; using developmentally appropriate methods and materials to convey safety principles; proper use of materials and environments with attention to safety hazards, including fire; refusal skill instruction including those related to fire and arson prevention as well as child abduction. 0 credits

GEDN 513 Seminar on School Violence Prevention and Intervention (Fall, Spring)

Instruction on statutes, regulations and policies relating to a safe, nonviolent school climate; effective classroom management techniques and academic supports that promote a nonviolent school climate and enhance learning; social and problem-solving skill development for students within the regular school curriculum; warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; intervention techniques to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior. A booklet on violence prevention and intervention will be distributed and discussed. 0 credits

SPEN 600 History and Philosophy of Education and Special Education (Fall, Spring)

Historical and philosophical underpinnings of modern educational theory and practice. Study of: ancient Greek literature; early Jewish, Christian, and Muslim writings; philosophical developments in the Renaissance, Reformation, and revolutionary periods; social, cultural and ideological forces that have shaped educational policies in the United States; current debates on meeting the wide range of educational and social-emotional needs of students from diverse communities. Prerequisite: Education Department approval, upper division status, admission into the Education Concentration Program (ECP). 3 credits

SPEN 640 Assessment of Individual Differences in General Education and Special Education: A Socio-Cultural Perspective (Fall, Spring)

Assessment in general education and special education of individual differences in intelligence, learning potential, personality, motivation, and school achievement; management of data from assessment and monitoring of student progress; characteristics of standardized tests; the role of educational testing in program design and informing instruction; assessment of young children; use of achievement tests; relationship between assessment and program design; introduction to dynamic (or interactive) assessment; differences between static and dynamic assessment; the use of teacher-made, informal tests; opportunity to observe and practice use of achievement tests, curriculum-based assessment, and curriculum-oriented dynamic assessment approaches in classrooms. Prerequisite: Education Department approval, upper division status, admission into the Education Concentration Program (ECP). 3 credits

SPEN 650 Educational Technology in General Education and Special Education (Spring)

Design and use of computer and other technological devices that facilitate communication, learning, and related functions in educational contexts for children in general education and children in special education; technology for use in fostering literacy and remediating of reading disabilities; special applications with computers in and about the classroom; recent developments in the field of assistive technology for students with special needs. Prerequisites: GCON 122, Upper Division status, department approval. 3 credits

SPUN 309 Principles of Curriculum Development for Students with Disabilities, Grades 1-6 (Annual)

Review of curriculum for elementary school children. Concepts and skills in the teaching of reading, math, language arts, social studies, and science. Modification of instructional methods and materials for children with disabilities. Demonstration lessons will be used to highlight principles of development and modification of curriculum for elementary school children with disabilities. Prerequisites: GEDN 301 and GEDN 303 or GEDN 304. 3 credits

SPUN 310 Principles of Classroom Management for Students with Disabilities, Grades 1-6 (Annual)

Setting up the physical environment of the classroom to maximize learning productivity and prevent unnecessary behavior problems. Review of different models of intervention approaches for handling difficult behavior in the elementary school. The teacher's role in reducing conflicts, teaching social skills, and facilitating cooperative group living. The importance of the teacher's self-awareness in teacher-student interaction. Critical incidents will be used to develop specific guidelines for effective teacher interventions. Prerequisites: GEDN 301 and GEDN 303 or GEDN 304. 3 credits

SPUN 313 Developmentally Appropriate Learning Experiences for Young Exceptional Children (Fall, Spring)

Introduction to educational programs for infants, toddlers, pre-K students, kindergarten students, and first and second graders with disabilities. Review of developmentally appropriate integrated curriculum content; materials and activities in language arts, books, music, art, blocks, sand, water play, cooking and other play activities; parents as collaborators. Comparison of early intervention and early childhood special education programs reflected in Individualized Family Service Plan (IFSP) and Individualized Education Plan (IEP). Comparison of least restrictive environment and natural environment approaches. Prerequisite: GEDN 311 or GEDN 312 and GEDN 316 or GEDN 317. 3 credits

SPUN 314 Addressing Challenging Behaviors of Young Exceptional Children (Fall, Spring)

Setting up and managing play and learning activities in safe and developmentally appropriate environments for infants, toddlers, pre-K students, kindergarten students, and first and second graders with disabilities. Understanding temperament and its impact on the parent-child and teacher-child relationship; supporting positive parent-child interactions. Role of the teacher in guiding young children in the development of self-discipline and communication and social skills necessary for constructive peer relations and group living; interventions for prevention and management of challenging behaviors. Prerequisite: GEDN 311 or GEDN 312 and GEDN 316 or GEDN 317. 3 credits

SPUN 319 Field Experience, Grades 1-6 (Fall, Spring)

Students complete 100 hours of field experience in special education with one or two of the two groups - grades 1-3 and grades 4-6 - required for total field and student teaching experience in special education. Students also complete 50 hours of field experience in general education with both of the developmental groups. Students work with appropriately certified cooperating teachers at school sites to gradually assume increased teacher-related responsibilities in the classroom. Field experience includes scheduled meetings, supervised by the Coordinator of Student Teaching or another assigned faculty member. Logs of hours and activities are maintained by all students, to be reviewed by the Coordinator. Written assignments require careful observation of cooperating teachers and children as well as reflection on the application of course work to the classroom. 2 credits. **Note: Upper-division students can register for this course with the approval of the Chair of the Department.**

SPUN 418 Field Experience and Student Teaching II (Fall, Spring)

Students complete 100 hours of field experience in special education with one of the three developmental groups (combined field experience/student teaching in special education must cover all three developmental levels). Students also complete two 20-day student teaching experiences in special education with one or two of the three developmental groups. Students are observed and evaluated by a Touro faculty member. Prerequisite: GEDN 318 Completion of education courses, approval of Education Chair, receipt of a passing grade on the S.T.A.T. exam. 3 credits

SPUN 419 Student Teaching, Grades 1-6 (Fall, Spring)

Student teaching consists of two twenty-day student teaching experiences in special education covering the two developmental levels, grades 1-3 and grades 4-6. Student teachers are supervised by appropriately certified cooperating teachers. Students are also observed and evaluated by Touro faculty. Student teaching placements are made in which students can increasingly take responsibility for teaching activities, including reaching the point of presenting academic lessons and activities independently. Students keep logs of their hours and experiences. Student teaching experiences are accompanied by regularly scheduled classes. Instruction is provided, and discussion encouraged, on professional issues ranging from creating lesson plans to arranging a professional portfolio and resume. Particular emphasis is placed on self-awareness and analysis of one's own teaching performance. Prerequisite: Completion of education courses, approval of Education Chair, receipt of a passing grade on the STAT exam. 3 credits

SPUN 602 Introduction to Teaching Students with Disabilities (Fall, Spring)

The historical background to current approaches to teaching children with disabilities; special education and the Individuals with Disabilities Education Act; current theories and methodologies in special education; inclusion and the concept of the least restrictive environment; early intervention; special education programs, curricula, classroom management and technologies; educational challenges and instructional approaches with children whose disabilities are associated with mental retardation, physical and sensory impairments, language delays, emotional disturbance, and learning disabilities; introduction to approaches and debates on reading and language arts instruction for native English speakers and English language learners. Prerequisite: Education Department approval, upper division status, admission into the Education Concentration Program (ECP). 3 credits

HISTORY

Note: A related one-credit "topics" or workshop course may be offered with certain three-credit History courses.

GHSN 104 History of Science (also offered as GSSN 104) (Upon Request)

This course examines the role of science in the development of Western Civilization from its beginning as an area of astrological inquiry and speculation to its extraordinary impact on twentieth-century life. 4 credits

GHSN 105 History of the United States from Settlements to 1877 (Fall, Spring)

The interplay of political and social forces in America from the first settlements in America to 1877, with the emphasis on the development of an independent nation, early nationalism, sectionalism, reform movements, early industrialism, the transportation revolution, the settlement of the West, Manifest Destiny, slavery and the Civil War, and Reconstruction. 4 credits

GHSN 106 History of the United States from 1877 to the Present (Fall, Spring)

This course completes the survey of American history. It includes the major forces that shaped America from 1877 to the present, including western settlement, industrialism and the rise of cities, immigration, industrial labor, American expansion and imperialism, political protest movements, the social and cultural revolution of the 1920s, the Great Depression, and the New Deal, the World War II experience, the Cold War and the fall of Communism, suburbia, the Civil Rights Movement, recent economic developments, the women's movement, pluralism, and changes in the Presidency. 4 credits

GHSN 111 History of Graphic Design (Annual)

This course presents an historical overview of the development of graphic design as a discipline, using industry publications, reference materials, audio visual media, as well as field trips to museums, design studios, professional organizations and other places pertinent to the course content. Using a lecture/discussion format, the course provides a thorough visual and conceptual background for understanding how designers communicate. Research projects are also assigned. 3 credits

GHSN 202 Civilizations of the Ancient World (Upon request)

The history and philosophy of the ancient world from the beginning of recorded time through the rise of Christianity; the civilizations of Mesopotamia, Egypt, Greece, and Rome are investigated. 3 credits

GHSN 203 The Immigrant Experience in America (Fall, Spring)

This course examines the unique immigrant experience of various ethnic groups. Students learn about conditions in foreign countries that gave impetus to emigration, difficulties in adjustment and acculturation, specific areas of achievement, attempts to preserve ethnic identity within the American mainstream, and contemporary issues and problems. 3 credits

GHSN 204 Medieval and Renaissance Civilization (Upon request)

This course covers the period from the medieval age of faith and the founding of Islam through the Renaissance and the new Western beginnings in science, art and culture. Topics such as the process of secularization and the rise of individualism are studied. 3 credits

GHSN 205 Emergence of the Modern World (Annual)

The interplay of political and social forces in Europe and the world from period of the French Revolution Period to the present, with emphasis on the rise of political nationalism, socialism, communism and Fascism, imperialism and the rise of global empires, the two World Wars, the post-colonial world and the emergence of newly-independent nations in Africa and Asia, and the Cold War and its aftermath. 3 credits

GHSN 210 African-American Experience (Fall, Spring)

This course examines the history of African-Americans by placing it within the context of world and U.S. History. Coverage includes the African background, the effects of the transatlantic slave trade, the role of chattel slavery in the evolution of an African-American ethnicity, the era of Reconstruction, the imposition of a legally-based system of racial segregation, the growth and development of the Civil Rights movement, and current trends in the development of the African-American people. Special emphasis is placed on the many African-American men and women who contributed to the development of this ethnicity. 3 credits

GHSN 215 Hispanic American Experience (Annual)

Survey of the history of Hispanic Americans from pre-colonial America to the present. Special emphasis is placed on the Spanish heritage, Caribbean and Mexican influences, new cultural adaptations, contributions to American culture, and current problems and issues. 3 credits

GHSN 219 Asian-American Experience in the United States (Annual)

Survey of the history of Asian-Americans from the beginning of their immigration to the present. Special emphasis will be placed on the Asian heritages, new cultural adaptations, contributions to American culture, and current problems and issues. 3 credits

GHSN 240 Ethnic Groups in the United States (Fall, Spring)

Students examine the historical backgrounds of the various ethnic groups in the United States, both abroad and in this country, including the religious and social lives of the people, as well as the political and economic aspects of their lives in the United States. Also studied are the tensions among the various ethnic groups vis-à-vis each other and the larger “American society” which gave rise to racism and other social problems. The groups’ difficulties in adjustment and acculturation and specific areas of their achievement are investigated, as well as their attempts to preserve traditional identities within the American mainstream and solve their problems in America. 3 credits

GHSN 262 The Holocaust in History (also offered as GJSN 262) (Annual)

A history of the events and the catastrophe that befell European Jewry in the 1930’s and 1940’s. The Holocaust is placed within the context of European history. Anti-Semitism, xenophobia, the rise of Nazism and various Fascist movements are discussed. Jewish life and culture in Eastern and Western Europe are described in detail. German policies in both Germany and the occupied countries; ghetto, concentration, and extermination camp existence; Jewish resistance movements and the role of righteous Gentiles are analyzed. World reaction during and after the Holocaust is studied. 3 credits

GHSN 271 American Jewish History (also offered as GJSN 271) (Annual)

Study of the Sephardic legacy; German Jewish migration and influence; the development of religious communities, the impact of the Civil War, migrations from Eastern Europe, acculturation and assimilation, responses to the Holocaust and Zionism. The social, economic and religious structures of the modern Jewish community will be analyzed as well. 3 credits

GHSN 306 The History of New York City (Annual)

This course will trace the cultural history of New York City from its founding in 1624 to the present. From its Dutch and later English colonial roots, New York City took the lead in creating a distinctive American culture, a culture marked by diversity, individualism, national destiny and religiosity. Ever since General George Washington declared that the city would one day be the “capital of a great empire,” New York City has remained loyal to its unique identity. 3 credits

GHSN 308 Problems and Methods in American History (Upon Request)

A focused survey of the crises that shaped America from the first settlements to the present. The course examines such problems as the nature of Atlantic slavery, the nature of the American Revolution, the coming of the Civil War, the legacy of Reconstruction, the settlement of the West, finance capitalism and its effects, imperialism and its consequences, the unusual progressivism philosophy, the nature of the Great Depression and the New Deal, the ingredients of the Cold War, the character of the Civil Rights movement, the aims of the women’s movement and the growth of the new conservatism. Throughout, students learn to see history as the result of a clash of forces, as the product of events and deliberations. How the debates over America’s past problems inform our current discussions is an important theme of the course. Prerequisites: GHSN 105 and GHSN 106 or the permission of the department. 3 credits

GHSN 325 Civil Rights Movement in the United States (Annual)

Conditions in the United States which contributed to the post-World War II Civil Rights movement; historical development of the impact of the *Brown vs. Board of Education* decision; black activism between 1955-1970; recent legal and judicial milestones; current needs, status, and problems facing the Civil Rights movement. 3 credits

GHSN 330 Black-Jewish Relations (Fall, Spring)

A historical study of the relationship between the Jewish and African-American communities in the United States, with special focus on the developments and issues that have united and divided the two groups since 1945. This course examines the present challenges and responses affecting the future interrelationship of both populations. 3 credits

GHSN 335 America in the Twentieth Century (Fall, Spring)

In addition to focusing on political and diplomatic history, this course will examine significant cultural and economic trends in the United States during the last century. Prerequisite: GHSN 106 or permission of the instructor. 3 credits

GHSN 340 American Social and Economic History in the Twentieth Century (Upon Request)

The evolution of the American economy and society from 1900 to the present is studied. Topics emphasized include the interaction of economic and social forces such as business institutions, labor, immigration, consumption, technology, government policy and voluntary groups. The major focus is on the impact of modern industrialism, capitalism and technology on American society and social institutions. Prerequisite: Any course in history at the 200 level or above. 3 credits

GHSN 343 American Labor History (Fall, Spring)

This course presents an in-depth examination of the history of Labor in the United States. Topics include: Labor in the Colonial Period, industrialization and the rise of the factory system, the Civil War and early workers' movements, the growth of national unions, large scale industrialism and Labor; Labor during the Progressive Period and World War I; the Depression and the rise of industrial relations, Labor and World War II, unions and the Cold War, Civil Rights and the Labor movement; feminism; Labor legislation, the Labor movement today; collaborative models in the workplace. Students investigate the status and conditions of working people, the rise of the welfare-state concept, and the politics of the working class. 3 credits

GHSN 362 American Women's History (Annual)

The study of the conditions and experiences of American women, with emphasis on the period after the Civil War; historical development of the Women's movement after 1900, with major focus on post-World War II developments. The current status, needs, and problems of the movement will also be considered. 3 credits

GHSN 450 American Cultural History (Fall, Spring)

The evolution and development of American culture, including popular aspects from its flowering after the Civil War to the present. The emphasis will be on the period after 1900. Areas include literature, theater, film, the arts, music, and other media. Students examine ethnic and other influences on American culture. The interplay between cultural developments and the American civilization producing them is investigated. Prerequisite: Any History or Political Science course. 4 credits

GHSN 481/482 Independent Study

(Upon request)

Prerequisite: Departmental and Dean's permission. Credits by arrangement.

HUMAN SERVICES

Note: A related one-credit "topics" or workshop course may be offered with certain three-credit Human Services courses.

GHUN 110 Introduction to Social Work (Fall, Spring)

Introduction to the theory and practice of social work, focusing on the social welfare system; Federal, state, and municipal programs; principles of social psychology as applied to the counseling process; family systems theory. 3 credits

GHUN 140 General Survey of Mental Health and Developmental Disabilities (Fall, Spring)

This course is an overview of two major areas in Mental Health: (1) Psychological Dysfunctions and (2) Developmental Disabilities. The course examines various etiologies and functioning levels of the psychologically impaired and the developmentally disabled. It further examines intervention and treatment methods from a historical perspective, as well as more recent modalities of community-based treatment services. 4 credits

GHUN 141 Introduction to Human Services (Fall, Spring)

A survey of public and private human service programs with special emphasis on current human services available in the city and state. Skills, knowledge, attitudes and values for human service work are examined, as are the methods of intervention and counseling theories available to the human service worker. 4 credits

GHUN 150 The World of Work (Upon Request)

This course will enable students to prepare for future vocational and occupational opportunities in contemporary America. Topics will include: the current employment picture, job preparation and requirements, public policy considerations, employment opportunities, local career options and job development skills. Field trips to job sites and related activities, as well as work with resource people from various occupational fields will represent an integral part of the course. 2 credits

GHUN 217 HIV and Drug Addictions (formerly GSSN 217) (Annual)

This course explores the social and medical issues of HIV populations from a cross-cultural perspective. It covers the issues encountered in the correctional, social service and health care systems and teaches students how to assess needs and develop a service network. 3 credits

GHUN 240 Theories of Counseling (Fall, Spring)

A survey of the major current theories practiced in the counseling profession. Roles, responsibilities, and career opportunities for counselors, as well as the development of the counseling profession. Prerequisite: GHUN 140. 3 credits

GHUN 241 Practicum/Demonstration: Theories of Counseling (Fall, Spring)

This course enables students to examine the application of theory during the counseling process. Corequisite: GHUN 240. 1 credit

GHUN 242 Techniques of Counseling (Annual)

Application of counseling theories through case studies and role-playing. Prerequisite: GHUN 240. 3 credits

GHUN 243 Group Work Techniques (Annual)

Techniques of organizing and working with special client groups are reinforced by role playing and other activities. Prerequisite: GHUN 240. 3 credits

GHUN 244 Problems of the Disabled (Annual)

The causes, effects and treatment of disabling mental and physical disorders. Agencies and approaches that help disabled people lead better lives are surveyed. Prerequisite: GHUN 140. 3 credits

GHUN 245 Theories and Techniques of Family Counseling (Annual)

A comprehensive overview of current theory, process and practice in family therapy, covering the field's major underpinnings. An examination of family systems theory and different approaches to working with families. Prerequisite: GHUN 240. 3 credits

GHUN 246 Counseling Addictive Behaviors (Annual)

This course will investigate the psychological, socio-cultural, and physio-pharmacological foundations of addiction. Theories of addiction and treatment will be surveyed from social perspectives. Prerequisite: GHUN 240. 3 credits

GHUN 247 Practicum/Demonstration: Techniques of Counseling (Annual)

This course enables students to understand and apply techniques during the counseling process. Corequisite: GHUN 242. 1 credit

GHUN 248 Health Issues of the Disabled (Upon request)

This course will give students the information and skills needed to meet the basic health needs and health problems of the clients. It will explore common diseases, infection control, chronic ailments, and AIDS. The course will teach students the skills of medicine administration, First Aid, and CPR. The area of medication, negative reactions and emergency interventions will be surveyed. Prerequisite: GHUN 244. 3 credits

GHUN 249 Recreation for the Disabled (Upon request)

Socialization and recreation are important issues in working with the disabled. This course will focus on the needs of the various disabled client groups and will teach students how to design appropriate activities for clients. Prerequisite: GHUN 244. 3 credits

GHUN 250 Internship & Case Presentation (Upon request)

Students will be assigned a day treatment center or group home where they will learn to apply counseling and behavior modification techniques, as well as work with behavioral goals and treatment planning. In class sessions students will discuss their cases. In addition to oral presentations, they will be asked to write a case study based on their fieldwork. Prerequisites: GHUN 240. 3 credits

GHUN 251 Principles of Human Services Administration (Upon request)

Basic theories of administration and supervision. Effective organizational models, philosophy, goals, and styles of leadership appropriate for human service agencies and programs. Prerequisite: GHUN 141. 3 credits

GHUN 253 Social Agency Administration (Upon request)

A comprehensive experience-based study of administrative techniques and procedures used in planning, staffing, managing and evaluating social services. The administrator's responsibilities to policy-making bodies, agency personnel, and the community. Prerequisite: GHUN 251. 4 credits

GHUN 254 Public Policy: Legal and Social Mandate of Developmentally Disabled Persons (Upon request)

This course will take a historical perspective of societal attitudes toward the mentally retarded and disabled person. Topics to be covered include the early treatment of the mentally retarded, early attempts to train and classify the developmentally disabled individual, early attempts at legislation, and the major theorists throughout history. These topics will be explored chronologically, from the earliest attempts to care for the mentally retarded. The course will also include a review of the legal rights protecting the developmentally disabled individual, as well as the growing political clout of the parent and self-advocacy movements. Prerequisite: GHUN 140. 3 credits

GHUN 255 Educational Models for the Developmentally Disabled Learner (Upon request)

This course will cover a variety of teaching techniques used with the developmentally disabled population. Included will be a review of behavior modification, social learning theory, gentle teaching and positive behavior supports. Current trends in teaching, including facilitated communication, will be covered with related research. The controversy over mainstreaming will be explored, as well as treatment planning, Individual Education Plan (IEP) and functional education. Adaptive technologies will also be reviewed. Prerequisite: GHUN 140. 3 credits

GHUN 256 Health Issues Relating to the Developmentally Disabled Individual (Upon request)

This course will cover medication administration and the monitoring of medical needs. The health needs of developmentally disabled individuals will be discussed with special emphasis on the needs of those with medical components to their disability. The research pertaining to the linkage of physical attributes and brain damage will be reviewed, as will some of the more uncommon diagnostic categories, e.g., Tourette's Syndrome. Infection control issues will be discussed, as will the prevalence of diseases such as hepatitis and AIDS among the developmentally disabled population. Prerequisite: GHUN 140. 3 credits

GHUN 257 Public Policy and Services for Older Adults (Annual)

This course will introduce students to the policies, politics and programs of an aging society. We will examine the historical, social, economic and demographic issues affecting the elderly. We will also provide an overview of federal, and local legislation and their impact on the elderly. This course will explore the implications of age-based programs such as, Medicare, Social Security and OAA on the "Soon-to-be elderly." Prerequisite: GHUN 141. Corequisite: GSON 233. 3 credits

GHUN 258 Survey of Community Needs and Resources (Annual)

This course provides the student with an overview of the importance of assessing community resources and needs, and how the appropriate use of local resources can play a major role in the delivery of meaningful human services. This course will explore how community needs are determined, and how to make the best use of local services. The key role of community-based organizations and local community groups will be discussed. The role played by community workers will be explored as well as the one-stop shopping approach to the delivery of human services. 4 credits

GHUN 260 The Family in the Urban Setting (Annual)

This course will examine the impact of the urban environment on the family, exploring a number of contemporary issues such as crime, poverty, drug addiction, homelessness, urban blight, racism, teenage parenting, etc. It will also examine a series of program models, services or treatment modalities developed to assist families in meeting and resolving these issues and will review the role of the Human Services practitioner as an advocate and resource for families coping with urban life. Prerequisite: GPSN 224. 3 credits

GHUN 261 Child Care and Advocacy (Annual)

This course will provide both a theoretical and a practical approach to the issues of physical and emotional child abuse and molesting by family members and strangers. It will provide an understanding of the effects of such abuse on the victim as well as the dynamics causing such behavior in the victimizer. Finally, it will provide an overview of treatment interventions for the child, parents, and other victimizers. There will be an emphasis on how to develop a network and referral system with social service agencies, hospitals, courts, and child protection services. Prerequisite: GPSN 204. 3 credits

GHUN 300 Survey of Human Services Policy (Upon request)

The courses will familiarize students with the practical aspects of working in human services for all populations in need. An overview of social welfare policy in this area will be offered, as well as techniques of needs assessment and information necessary to make referrals. Prerequisite: GHUN 141. 3 credits

GHUN 320 Recreation and Education Programs for Older Adults (Annual)

Examination of leisure from sociological and psychological points of view with focus on education, recreation, and creative arts as meaningful activities for older adults. Techniques of designing and implementing these programs in various settings for older adults. Prerequisite: GHUN 141. 3 credits

GHUN 321 Counseling the Older Adult (Annual)

Counseling as an important human service to older adults during times of dependency and crisis. A survey of appropriate counseling approaches, such as individual, group, family, and recreational therapy, as well as working with institutionalized elderly suffering from organic brain syndromes. The role of self-help groups will also be explored. Prerequisite: GHUN 240. 3 credits

GHUN 322 Counseling of Children and Adolescents (Annual)

This course will focus on the intervening role of the counselor and the techniques and skills necessary for working with children, adolescents, and family members who are experiencing the stress of normal and abnormal growth and change. Prerequisite: GHUN 240. 3 credits

GHUN 323 Counseling People with Developmental Disabilities (Upon request)

Counseling skills need to be modified when applied to people with developmental disabilities. Many have a limited ability to think abstractly, may have impaired judgment and memory, and often have difficulty generalizing from one situation to another. Counseling therefore needs to have a very concrete and specific orientation. Students learn to apply the general theories and techniques of counseling to their work with people with developmental disabilities. Both individual and group sessions will be discussed. Behavioral therapy will also be considered. Prerequisite: GHUN 240. 3 credits

GHUN 326 Case Management I in Human Services (Fall, Spring)

This course explores the recent development of the innovative functions of case management in human services. It further examines the case manager's role and its importance to effective client services. Issues of assessing clients' needs, brokering for client services and monitoring the quality of services will be discussed. Prerequisite: GHUN 141. 3 credits

GHUN 327 Case Management II in Human Services Administration (Upon Request)

This course examines Human Services Administration from a Case Management perspective. It examines the unique social welfare aspects of Case Management Administration Supervision, Staff recruitment, training and program evaluation. Issues of governmental regulation and financial reimbursement are carefully examined. The student will learn how to be self-critical through the examination of his/her own practice in the area of case management administration. Prerequisite: GHUN 326. 3 credits

GHUN 328 Case Management II in Adult and Family Services (Fall, Spring)

This course identifies the unique treatment and service delivery issues inherent in working as a case manager with adults and families. The broad range of human services interventions with and for adults and families is examined. The effects of social and psychological stressors such as homelessness, child abuse, domestic violence and disability are explored. The Supportive and entitlement services available to the adult and family population are discussed. The advocacy, brokering and coordination challenge of working with adults and families is given much attention through the students' critical examination of his/her practice. Prerequisite: GHUN 326. 3 credits

GHUN 329 Case Management II in Gerontology (Fall, Spring)

This course provides students with the knowledge, skills and values essential to working with the elderly. The broad range of human service techniques, including those of individual, group and community interventions with and for the elderly is examined. Special emphasis is placed on supportive, supplemental and entitlement services available to the elderly. The brokering, advocacy and coordination challenge of working with the elderly as a human service worker is closely examined in each student's current practice. Prerequisite: GHUN 326. 3 credits

GHUN 330 Case Management II in Child and Youth Services (Fall, Spring)

This course provides an in-depth approach to assessing the needs of children, including discussion of the rights and responsibilities that society has towards its children. It will explore the role of case management, advocacy and the process of networking services in the following areas: policy, intervention, family, juvenile justice system, public welfare, guardianship, education, foster care, child labor laws, protective services and adoption. Prerequisite: GHUN 326. 3 credits

GHUN 331 Case Management II in Addiction Services (Fall, Spring)

This course provides an in-depth multicultural approach to assessing the needs of chemically abusing individuals. It offers comprehensive approach to the case management of addictive behaviors. The student will learn how to network with the judicial system, rehabilitation services and social services supports. The approach will be multicultural in its approach. Prerequisites: GHUN 326. 3 credits

GHUN 332 Case Management II in Developmental Disabilities (Annual)

This course covers the role of the case managers in the current service environment, as well as the rights of the developmentally disabled individual in the Home and Community Based Service system (HCBSS). The theory of unbounded services is explored, and the implementation of this philosophy is reviewed. Community access and integration techniques are covered, including fostering choice and goal accomplishment in the developmentally disabled person. Finally, the various living options under the HCBSS waiver systems are reviewed. Prerequisite: GHUN 326. 3 credits

GHUN 333 Health Issues Relating to the Elderly (Annual)

This course introduces students to the physical, mental and spiritual issues relating to the health of the elderly. It examines the trajectory of "able-bodied" and disabled aging. Using the issue of "who pays whom for what," it touches on current health care issues such as "setting limits," ethics, and managed care. This course explores the "advocacy challenge" which affects human service workers in the area of health care for the elderly. Prerequisite: GHUN 321. 3 credits

GHUN 340 The Minority Elderly (Upon Request)

An exploration of the sociological factors that affect elderly people who are members of minority groups, with special emphasis on the African-American and Hispanic communities. The course focuses on the unique problems of minority aging and centers on service needs, barriers to obtaining services; and appropriate services, delivery systems and support networks in the community. Prerequisite: GSON 233. 3 credits

GHUN 342 Networking and Professional Relationships (Upon Request)

This course examines networking and the development of a professional relationship. The course provides the student with an elementary understanding of professional relationships and social support. Additionally, students develop the elementary knowledge and skills in the effective use of networking for building on patients. Students learn how to be self-critical through the examination of their own strengths and practice in the area of relationship development. Prerequisite: GHUN 326. 3 credits

GHUN 351 Program Planning, Development and Evaluation (Upon Request)

A survey of the tools, techniques, and information necessary to aid in the planning and development of human services programs. Students learn how to evaluate the effectiveness of the programs they will administer in the future. Prerequisite: GHUN 253. 3 credits

GHUN 400 Topics in Human Services (Upon Request)

See semester catalog for course title and description. May be repeated for credit. 1-4 credits

GHUN 441 Human Services Field Project I (Fall, Spring)

Under supervision, the student designs and conducts a field work project which provides opportunities to apply classroom learning and gain experiences in his/her selected human services specialization. The field project requires 112 hours of fieldwork in an agency serving a population which is relevant to the specialization selected by the student. Prerequisites: GHUN 141, GHUN 326, GPSN 110, GSON 121, plus two required courses in the specialization. Department Chair approval is required. 4 credits

GHUN 442 Human Services Field Project II (Fall, Spring)

This course allows students to expand their skills and knowledge through on-site training in an agency specializing in the area of the student's concentration. Under an agency supervisor, the student learns specific methods of service delivery and networking with related professional and service providers: logging, feedback and dealing with such issues as multicultural staffing and consumerism. To be eligible for the B.S. in Human Services, students are required to complete 112 hours of Field Project II in addition to the 112 hours already completed for Field Project I. Prerequisite: GHUN 441. 4 credits

RELATED COURSES

GPSN 232 Behavior Management of Developmental Disabilities (See Psychology listings)

GSON 217 Sociological and Cultural Comparatives on Addictive Substances
(See Sociology listings)

GSON 335 Selected Topic in Social Deviance (See Sociology listings)

GSON 350 Compulsivity – Abusive Relationships and Addictions (See Sociology listings)

JUDAIC STUDIES

Note: A related one-credit "topics" or workshop course may be offered with certain three-credit Judaic Studies courses.

GJSN 100 The Jewish Heritage (Upon request)

An overview of the historical developments of Jewish culture, values and practices. 4 credits

GJSN 101 Introduction to Bible I (Upon request)

This course provides an analysis of selections from the Pentateuch for its religious, historical, and moral significance. 4 credits

GJSN 102 Introduction to Bible II (Upon request)

Students will analyze selections from the prophets using archaeological information, combined with medieval and modern commentary. 4 credits

GJSN 103 Introduction to Bible III (Upon request)

This is a survey of the Hagiographa. Selected chapters from Psalms, Job, Ecclesiastics, Proverbs, Song of Songs and Lamentations are read and analyzed in class. Special attention is given to Biblical passages that have played a key role in Western civilization. Among the themes discussed are prayer, justice, morality, theodicy, sin and repentance. 4 credits

GJSN 110 History of Old Testament Period (Upon request)

This course offers a history of the Hebrews from earliest times down to the Hasmonean era. Topics covered are: Hebrew origins, the Israelite Empire, the Divided Kingdom, the Babylonian Exile, the Restoration, Hellenism, and the Hasmonean Kingdom. 4 credits

GJSN 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

GJSN 141 Introduction to Jewish Law Daily Life Cycle (Annual)

Study of the rituals of the Jewish daily life cycle utilizing classical and modern legal literature. 1.5 credits.

GJSN 225 Modern Israel (Annual)

This course will explore the roots of Zionism in religious tradition and the strings of modern nationalism which gave it a political form. Emphasis will be placed on Theodore Herzl, Chaim Weizmann, Zev Zaborinsky and Ben Gurion, the early Zionist congress, the rise of the State of Israel, the kibbutz, the cultural developments with emphasis on great writers, the role of religion in the state, Arab-Jewish confrontation and other contemporary problems. 3 credits

GJSN 257 The Literature of the Mussar Movement (Annual)

Study of selections from medieval and modern Jewish ethical literature. In addition to examination of classical texts such as *Hovot ha-Levavot*, *Sha'arei Teshuva*, *Sefer Hasidim*, and *Mesillat Yesharim*, the course will focus upon the development of the Mussar movement as reflected in the writings of Rabbi Israel Salanter and his disciples. 1.5 credits.

GJSN 262 History of the Holocaust (also offered as GHSN 262) (Fall, Spring)

The role of Nazism in the destruction of European Jewry, 1933-1945, is studied with special attention to the reactions of world Jewry and foreign governments to the catastrophe. Ghetto and concentration camp existence and the Jewish resistance movements are also covered. The literature and history writing of the Holocaust are included. 3 credits

GJSN 271 American Jewish History (also offered as GHSN 271) (Annual)

Study of the Sephardic legacy; German Jewish migration and influence; the development of religious communities, the impact of the Civil War, migrations from Eastern Europe, acculturation and assimilation, responses to the Holocaust and Zionism. The social, economic and religious structures of the modern Jewish community will be analyzed as well. 3 credits

GJSN 301 Jewish Ethics (Upon request)

In this course, we will examine the basics texts of Jewish ethics. The student will be introduced to the interdisciplinary concerns of [a] ethical theory, [b] the reading and understanding of classical Jewish texts and [c] the world construction of Judaism in its classical formulation. Prerequisite: GJSN 100 or permission of the department. 3 credits

GJSN 354 Issues in Contemporary Jewish Thought (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. 1.5 credits.

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

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

GJSN 400 Topics in Judaic Studies (Upon request)

Study of selected topics in Judaic Studies. 1-4 credits

GJSN 402 Topics in Jewish Law- Contemporary Problems (Upon request)

Contemporary problems in Jewish law with emphasis on those created by scientific and technological development.

GJSN 432 Topics in Jewish Law: Contemporary Problems (Annual)

Intensive study in responsa dealing with scientific and technological developments. 1.5 credits.

GJSN 481/482 Independent Study (Upon Request)

Prerequisite: Departmental and Dean's permission. Credits to be arranged.

LANGUAGES AND LITERATURE

DEVELOPMENTAL ENGLISH

Developmental English courses are designed for entering students who evidence a need for intensive work in English language arts and skills. Courses are offered for both native and non-native speakers. Students continue to the next level in the sequence after passing a departmental competency exam. Developmental courses may be repeated only once.

ENGLISH AS A SECOND LANGUAGE

ESL courses provide extensive work in English Language skills: vocabulary, grammar, and sentence structure. By the end of the sequence, students will be able to write five-paragraph essays.

GDEN 071 Essentials of Effective Reading & Writing (Fall, Spring)

Placement by examination. 8 hours. 0 credits

GDEN 072 Essentials of Effective Reading & Writing (Fall, Spring)

Prerequisite: GDEN 071 or placement by examination. 8 hours. 0 credits

GDEN 073 Essentials of Effective Reading & Writing (Fall, Spring)

Prerequisite: GDEN 072 or placement by examination. 8 hours. 0 credits

GLLN 111 Introduction to College Writing (Fall, Spring)

This course for English Language Learners emphasizes sentence skills, paragraph development, and the writing of three- and five-paragraph expository essays based on sample essays and other readings. Rhetorical patterns include: definition; classification; exemplification; cause/effect. 4 credits. Co-requisite: GLLN 103 or exemption. If no course section of GLLN 111 is available, students may enroll in GLLN 110.

DEVELOPMENTAL ENGLISH FOR NATIVE SPEAKERS

Developmental English strengthens writing and critical thinking abilities, thereby preparing students for the College Writing Sequence and courses in other academic disciplines.

GLLN 007 Essentials of Effective Reading & Writing (Fall, Spring)

Intensive review of basic vocabulary, sentence structure, grammar, usage, and reading comprehension, with an emphasis on the development of unified, coherent paragraphs that include a clear, focused topic sentence, substantial supporting details, and a concluding sentence. Students progress to writing five paragraph essays using the rhetorical patterns of narration, description, process exemplification, comparison/contrast, and persuasion. Placement by examination. 8 hours. 0 credits

GLLN 103 Critical Reading and Thinking in Ethnic Studies (Fall, Spring)

This course is designed to develop students' critical reading and analytical skills through active reader strategies and vocabulary expansion. College-level readings in Ethnic Studies provide the practice in the reading comprehension and critical thinking skills necessary to understand and analyze college texts across the curriculum. Corequisite: GLLN 110 or GLLN 111. 3 credits. Fulfills the Ethnic Studies requirement.

GLLN 105 Information Literacy (Fall, Spring)

This hands-on course is designed to help students of any major become efficient researchers and critical thinkers, providing them with a foundation for college success and life-long learning. 2 credits

COLLEGE WRITING SEQUENCE

The writing sequence prepares students to communicate clearly by teaching a wide variety of rhetorical strategies and the ability to write research papers in both APA and MLA formats.

GLLN 110 Introduction to College Writing (Fall, Spring)

The course focuses on intensive post-developmental reading and writing, leading to confidence and proficiency in the composition of five-paragraph expository essays utilizing the following rhetorical patterns: definition; classification;

exemplification; cause/effect. Correct grammar, punctuation, sentence structure, and word choice will be taught in conjunction with writing. Prerequisite: GLLN 007 or placement by examination. Corequisite: GLLN 103 or exemption. 4 credits

GLLN 111 Introduction to College Writing (Fall, Spring) (see ESL listings)

GLLN 121 College Writing I (Fall, Spring)

The course is based on planning, drafting, writing and rewriting critical and expository essays utilizing argument, compare/contrast, cause/effect, definition, and summary/analysis. A short critical paper with cited sources in APA format will be assigned. Prerequisite: GLLN 110 or placement. 4 credits

GLLN 122 College Writing II (Fall, Spring)

Continued practice in expository writing. The capstone project is a 5-7 page research paper in MLA format. Prerequisite: GLLN 121 or placement. 4 credits

GLLN 206 Business Report Writing (Upon request)

Extensive study of writing clear, accurate and persuasive business reports. Emphasis on researching, organizing and presenting information. 3 credits

GLLN 222 Creative Writing (Annual)

Students develop various creative writing techniques by studying examples drawn from American and English literature. Prerequisite: GLLN 122. 3 credits

LITERATURE

Literature courses have long been the cornerstone of a liberal arts education. Students will enjoy the excitement of reading and discussing a variety of texts while learning about culture, history, and human life.

GLLN 202 Introduction to American Literature (Fall, Spring)

A survey of nineteenth and twentieth century American writers. Readings from such authors as Hawthorne, Thoreau, Whitman, Dickinson, Twain, Hemingway, Faulkner, Mailer, Bellow, and Malamud. Prerequisite: GLLN 122. 3 credits

GLLN 203 Literature of the Ancient World (Upon request)

The course covers the literature of the ancient world from the beginning of recorded times through the rise of Christianity. Readings in literature include the Scriptures as well as works by such classical writers as Homer, Aeschylus, Plato, Sophocles, Euripides, Virgil, and Ovid. Prerequisite: GLLN 122. 3 credits

GLLN 204 Medieval and Renaissance Literature (Upon request)

The course covers the literature from the medieval period through the Renaissance. Readings in literature include major writers such as Dante, Chaucer, Cervantes, Shakespeare, and Milton. Prerequisite: GLLN 122. 3 credits

GLLN 205 Emergence of Modern Literature (Fall, Spring)

The course will cover the literature from the French Revolution to the present. Readings in literature include major writers such as Rousseau, Blake, Jefferson, Wordsworth, Whitman, Ibsen, Gabriel Garcia Marquez, and Baldwin. Prerequisite: GLLN 122. 3 credits

GLLN 210 Introduction to Fiction (Fall, Spring)

Major narrative traditions in literature from Homeric epics to twentieth-century novels. Prerequisite: GLLN 122. 3 credits

GLLN 211 Modern Drama (Upon request)

Plays by Ibsen, Chekhov, Strindberg, Shaw, Brecht, Pirandello, et al. Prerequisite: GLLN 122. 3 credits

GLLN 215 Introduction to Poetry (Fall, Spring)

A survey of poetry from medieval European lyrics to contemporary American verse, this course offers an overview of basic poetic techniques and structures. Prerequisite: GLLN 122. 3 credits

GLLN 232 Multicultural American Literature (Annual)

The canon of American literature is vastly changing with the growing interest of scholars and intellectuals in the literature of multicultural writers. This course focuses on these emerging works, emphasizing their impact on American literature, our culture, and ourselves. Prerequisite: GLLN 122. 3 credits

GLLN 233 Literature of the Third World (Annual)

Major twentieth-century writers such as Gabriel Garcia Marquez (Colombia) and Wole Soyinka (Nigeria) whose works both sustain and criticize the European literary tradition, and whose themes include the emergence of national identity and the equality of women. Prerequisite: GLLN 122. 3 credits

GLLN 235 20th Century Women's Writings (Annual)

An exploration of 20th century women's writing with emphasis on the transcending feminist voices within these texts. Areas of focus will include: the radical, as well as the subtler feminist voice; autobiographical women's writing; the search for selfhood; the lesbian feminist voice, etc. Prerequisite: GLLN 122. 3 credits

GLLN 237 African-American Literature (Fall, Spring)

Works of fiction, non-fiction, poetry, and drama written by Americans partly or entirely of African descent, from the 1700s to the present. Special emphasis is placed on often undervalued writings that have provided a foundation for a people devising a practical way of surviving physical and psychic adversity and forging a cultural identity of their own. Prerequisite: GLLN 122. 3 credits

GLLN 310 Literature of Survival (Annual)

The course will focus on how reading and writing can prove to be empowering and life sustaining. Topics include defining literature of survival and exploring one's identity. Prerequisite: GLLN 122. 3 credits

GLLN 316 Women in Fiction (Fall, Spring)

A study of various authors (including Aristophanes, Shakespeare, and Ibsen) who portray efforts by women to affirm their individuality and humanity in cultures dominated by men. Prerequisite: GLLN 122. 3 credits

GLLN 317 Shakespeare (Upon request)

The entire range of Shakespeare's dramatic art from tragedy and comedy to history and romance; a study of the themes around which Shakespeare constructed his dramatic situations as well as of the conventions of Elizabethan theater. Prerequisite: GLLN 122. 3 credits

GLLN 400 Topics in Languages and Literature (Upon request)

See department chair for course title and description. Prerequisite: GLLN 122. May be repeated for credit. 1-4 credits

GLLN 481/482 Independent Study (Upon request)

Prerequisite: Department and dean's permission. 3 credits

LANGUAGES

In an increasingly shrinking world, it is more important than ever to be able to communicate in a global economy. The study of another language can provide students with the skills and knowledge necessary for effective communication in both their personal and professional lives.

SPANISH FOR NATIVE SPANISH SPEAKERS

GLLN 137 Spanish for Native Speakers I (Annual)

This course is designed for students whose first language is Spanish. Through guided compositions, intensive drills, and structured presentation of grammar essentials, the student is expected to become aware of and master oral and written communication in Spanish. 3 credits

GLLN 138 Spanish Workshop I (Annual)

Corequisite: GLLN 137. 1 credit

GLLN 139 Spanish for Native Speakers II (Annual)

This course is designed to enable the student already familiar with basic Spanish grammar to express himself/herself in Spanish in a coherent and organized manner. The focus of the course is on the development of writing and analytic skills. Prerequisite: GLLN 137 or permission of instructor. 3 credits

GLLN 140 Spanish Workshop II (Annual)

Corequisite: GLLN 139. 1 credit

SPANISH AS A FOREIGN LANGUAGE**GLLN 141, 142 Spanish I, II (Fall, Spring)**

The essentials of Spanish syntax, vocabulary, and pronunciation. 3 credits each

GLLN 144, 145 Spanish Workshop I, II (Fall, Spring)

Corequisites: GLLN 141 and 142 respectively. 1 credit each

SIGN LANGUAGE**GSLN 223 Introduction to American Sign Language (ASL) (Annual)**

Students will learn the basics of ASL: signs, grammar, finger-spelling, vocabulary, use of facial expression and body language to convey meaning. 3 credits

GSLN 224 Intermediate American Sign Language (ASL) (Annual)

Students will continue to develop proficiency in ASL. Prerequisite: GSLN 223. 3 credits

MATHEMATICS

Note: A one-credit “topics” or workshop course may be offered with certain three-credit Mathematics courses.

GSMN 001 Developmental Math (Fall, Spring)

Review of basic arithmetical and algebraic skills. Topics include whole numbers, factoring, fractions, decimals, linear equations, word problems and signed numbers. Required of all students who do not pass the placement test or have appropriate transfer credit for mathematics. 4 hours. 0 credits. Placement by examination.

GSMN 130 College Mathematics (Fall, Spring)

Algebraic topics including linear equations and inequalities, systems of equations, quadratic equations, all including word problems. Exponents and radicals, operations with polynomials, factoring, and graphing. Prerequisite: GSMN 001 or placement. 3 credits

GSMN 131 College Algebra and Trigonometry (Fall, Spring)

Study of algebraic functions, solutions of quadratic word problems using two variables, equations, trigonometric functions and their graphs, logarithms, and exponential functions. Prerequisite: GSMN 130 or departmental approval. 3 credits

GSMN 132 College Mathematics Workshop (Fall, Spring)

Individualized and small-group-based study of skills such as word problem interpretations, translation and solution, algebraic operations with polynomials, process for solving various forms of equations. Corequisite: GSMN 130. 1 credit

GSMN 133 College Algebra and Trigonometry Workshop (Upon request)

Individual and small group exercises with trigonometric and other functions, and other applications required in the College Algebra and Trigonometry course. Corequisite: GSMN 131. 1 credit

GSMN 134 Pre-Calculus (Fall, Spring)

Functions, solution of equations and systems of equations, the trigonometric functions and their graphs, addition theorems and identities, logarithmic and exponential functions, and elementary analytic geometry. Prerequisite: GSMN 130 or placement. 3 credits

GSMN 135 Pre-Calculus Workshop (Fall, Spring)

Individualized and group assignments in various science and business applications of pre-calculus material presented in the Pre-Calculus course. Corequisite: GSMN 134. 1 credit

GSMN 136 Mathematical Foundations (Upon Request)

This course is designed to acquaint the student with various fields within mathematics including the binary system, plane and solid geometry, set theory, scientific notation, basic probability and statistics, math of finance and other areas. Prerequisite: GSMN 001 or placement. 3 credits

GSMN 137 Mathematical Foundations Workshop

Individualized instructor-student research activities related to the technical aspects of the required term projects for the Mathematical Foundations course. Corequisite: GSMN 136. 1 credit

GSMN 142-143 Calculus I, II (Annual)

Continuity, limits, differentiation, and integration of polynomial, exponential, and trigonometric functions. Curve sketching and related rates. Definite integrals, arch length, parametric equations and conic sections. Applications to geometry, physics, and other areas. Prerequisite: GSMN 134 or placement by departmental examination. 4 credits each

GSMN 261 Statistics for the Social Sciences (Fall, Spring)

This course surveys the basics of descriptive and inferential statistics, the standard normal probability distribution, sampling, estimation and hypothesis testing, probability theory, correlation and regression. Designed for students majoring in social sciences and health related fields. Cannot be taken if student has credit for GSMN 140. Prerequisite: GSMN 130 or exemption. 3 credits

GSMN 261T Statistics Workshop (Fall, Spring)

Corequisite: GSMN 261

NATURAL SCIENCES**GENERAL SCIENCE (NON-LABORATORY)**

Note: A related one-credit “topics” or workshop course may be offered with certain three-credit General Science courses.

BIO 248 Nutrition for Nursing Majors

This course offers a specialized review of the principles of sound nutrition and the effects of diet on personal wellbeing. Environmental, social, physical, and psychological reasons underlying poor diet are examined. Not for science majors. 3 credits

GSMN 113 Human Biology for Non-Education Students (Annual)

A course designed to provide an understanding of the principles of human biology for non-science students. Topics covered include: biochemistry, cell structure and function, cellular reproduction, digestion, nutrition, circulation, excretion, metabolism, hormonal control, the nervous system, reproduction and heredity. 3 credits

GSMN 104 History of Science (also offered as GHSN 104) (Upon request)

This course examines the role of science in the development of Western Civilization from its beginning as an area of astrological inquiry and speculation to its extraordinary impact on twentieth-century life. 4 credits

GSMN 105 Survey of Natural History (Upon request)

Study of the general structural features of different groups of organisms to emphasize the diversity of life. Ecological aspects include the interrelationship between the organism, populations, and communities, and their environment. Includes at least one trip to the Museum of Natural History. 4 credits

GSSN 108 Ethics and Life Sciences (also offered as GPHN 108) (Upon request)

Genetic manipulation, cloning, abortion, euthanasia, behavior modification, the practice of behavior control upon groups, and other ethical issues are considered from the scientific and moral points of view. 4 credits

GSSN 109 Physical Geology (Fall, Spring)

Basic principles of physical and historical geology, with emphasis on the following topics: volcanoes, earthquakes, land-slides, deformation of the earth's crust, continental drift and plate tectonics, extinction (e.g. the dinosaurs). Includes at least one fossil-collecting field trip to upstate New York, and other trips in the metropolitan area. 4 credits

GSSN 215 Life and Health Science (Upon request)

An introduction to life and health for non-science majors. This course introduces the concepts of health and disease. Topics include stress and emotional health, physical fitness, diet and nutrition, weight management, sexual health and communicable diseases, cardiovascular diseases, cancer, drugs, alcohol and tobacco, injury prevention, environmental health, geriatric health, and health care in America. 3 credits

GSSN 216 Life and Health Project (Upon request)

Individual student projects are completed in conjunction with GSSN 215. Corequisite: GSSN 215. 1 credit

GSSN 246 Nutrition and Human Development (Annual)

This course offers a specialized review of the principles of sound nutrition and the effects of diet on personal well-being. Environmental, social, physical, and psychological reasons underlying poor diet are examined. 3 credits

GSSN 350 Nutritional Therapies (Upon request)

This course analyzes the basis for diet therapy and the nutritional care of the individual who requires altered nutritional needs. Emphasis is on the role of nutrition in the prevention and treatment of disease. Prerequisite: GSSN 246. 3 credits

GSSN 400 Topics in Science (Upon request)

Study of selected topics in science. 1-4 credits

GSSN 481-482 Independent Study (Upon request)

Prerequisite: Departmental and Dean's permission. Credits by arrangement.

LABORATORY SCIENCE: BIOLOGY

GSSN 101, 102 Principles of Biology I, II (Fall, Spring)

An introductory two-semester course that presents the basic principles and processes of biological science. The first semester includes the structure and function of the cell, cellular metabolism, cell reproduction, plant physiology, genetics and molecular biology. The second semester includes viral genetics, endocrinology, immunology, animal development, and the circulatory, respiratory, digestive, excretory, reproductive and nervous systems. Laboratory exercises. **Not open to students who have taken GSSN 111.** (Lecture and Laboratory.) 4 credits each

GSSN 111 Human Biology for Non-Majors (Annual)

A course designed to provide an understanding of the principles of human biology for the non-science student. Topics covered include: biochemistry, cell structure and function, cellular reproduction, digestion, nutrition, circulation, excretion, metabolism, hormonal control, nervous system, reproduction and inheritance. Laboratory exercises on topics discussed in lectures are included. **Not open to students who have taken GSSN 101.** 4 credits

GSSN 117 Human Anatomy and Physiology I (Upon request)

This course is designed for pre-professional students (i.e., OTA, PTA and Medical Coding) as an introduction to a basic understanding of the structural organization of the human body starting with the tissues, integumentary, skeletal, muscular, digestive, and nervous systems. The course will focus on the cellular organization and on the tissue and organ level of each system. In laboratory exercises, students study and learn structures from various available anatomical models. **Not for science majors.** 4 credits

GSBN 118 Human Anatomy and Physiology II (Upon request)

This is the second of the two courses offered to pre-professional students. The course focuses on the organization of the cardiovascular, respiratory, lymphatic, endocrine, urinary and reproductive systems. Class discussions deal with the basic cellular, tissue level and organ level organization of each system. Functional significances as well as clinical correlations of some structures are also covered. Special focus will be on fertilization and reproduction, pregnancy and lactation, coronary and cerebrovascular circulation. Laboratory exercises include studying structures from available anatomical models. **Not for science majors.** Prerequisite: GSBN 117. 4 credits

GSBN 206 Cellular Physiology (Upon request)

Structure and function of the cell and its organelles. Topics include membrane structure and function, organelle functions, signal transduction, cell cycle and cancer. Prerequisites: GSBN 101-102. 3 credits

GSBN 211 Genetics (Annual)

Basic laws of heredity and their physical basis (Classical Genetics); structure and function of the gene (Molecular Genetics); and population genetics with some attention to human genetic abnormalities. The laboratory work familiarizes the student with basic techniques in genetic research including making crosses, analysis of data, recombinant DNA technology and problem solving. (Lecture and laboratory course.) Prerequisites: GSBN 101-102. 4 credits

GSBN 222-223 Anatomy and Physiology I, II (Fall, Spring)

A two-semester course involving the study of the anatomy of the human body, cells, tissues, organs and organ systems, and physiological principles which govern human functions (lecture and laboratory). Prerequisite: GSBN 102. 4 credits each

GSBN 228 Microbiology (Fall, Spring)

Prevention and control of disease and the basic principles of microbiology as applied to personal and community hygiene (lecture and laboratory sessions). Prerequisite: GSBN 101 and GSBN 102. 4 credits

GSBN 229 Applied Microbiology for Nursing

This course covers the structure, reproduction, physiology, biochemistry, genetics and identification of microorganisms. It includes a study of their relationship to each other and to other living organisms, their distribution in nature, and their beneficial and disease-causing effects on humans. 4 credits

GSBN 302 Immunology (Annual)

This course covers molecular and cellular immunology, including antigen and antibody structure and function, effector mechanisms, complement, major histocompatibility complexes, B- and T-cell receptors, antibody formation and immunity, cytotoxic responses, and regulation of the immune response. Special topics include immunosuppression, immunotherapy, autoimmunity and vaccination. Prerequisites: GSBN 101-102. 3 credits

GSBN 303 Histology (Upon request)

A study of the structure and function of normal human and animal cells, tissues, and organs. Laboratory studies include microscopic examination of prepared slides and electron micrographs. Prerequisites: GSBN 102. 4 credits

GSBN 304 Endocrinology (Annual)

This course is designed to study the interactive physiology of mammals, with emphasis of the human organism, as regulated by the endocrine system. It will cover the following areas: (1) cellular endocrinology, including hormone-receptor interactions, second messenger systems, and hormonal synthesis; (2) systemic endocrinology, including regulation of body metabolism and homeostasis, and reproductive endocrinology; (3) new trends in molecular endocrinology; (4) disease states due to endocrine malfunction. Prerequisites: GSBN 101-102. 3 credits

GSBN 318 Cellular and Molecular Biology (Upon request)

The main focus of this course is regulation of gene expression. It integrates advanced biotechnology, cell biology and genetics. The laboratory consists of experiments designed to support concepts presented in lecture. Prerequisites: GSBN 101-102. 4 credits

GSDN 493 Research Topics in Biology (Fall, Spring)

Requires the preparation of a Senior Research Thesis based on the performance of a comprehensive literature search and critical review of a topic selected by the student and the instructor. An oral presentation, in the format of national scientific society meetings, is required in addition to the written document. Evaluation will be based on ability to retrieve information from the scientific literature, critical analysis of original research papers, quality of the oral presentation, and demonstration of skills learned in the biology courses taken. Prerequisite or Corequisite: 4 elective GSDN courses and Senior status. Requires department permission to register. 3 credits

GSDN 494 Senior Honors Project in Biology (Upon Request)

Student must perform original research in an ongoing research project. The student is required to present a documented rationale for the conduction of the research project, report the results obtained, critique the experimental design and prepare a proposal stating how they would continue the research beyond the current experiments. Prerequisites: GSDN 493. Requires suitable arrangement with a lab and departmental permission to register. 3 credits

LABORATORY SCIENCE: CHEMISTRY AND PHYSICS**GSDN 101 General Chemistry I** (Fall, Spring)

Topics include classification and states of matter, atomic structure, chemical bonding, stoichiometry, and thermochemistry. Problem-solving is an integral part of the course. Prerequisite or corequisite: GSMN 134. 4 credits

GSDN 102 General Chemistry II (Fall, Spring)

Topics include properties of solutions, thermodynamics and chemical equilibrium, rates of chemical reactions, acid base equilibria, electrochemistry, and nuclear chemistry. Prerequisite: GSDN 101 and GSMN 134. 4 credits

GSDN 201, 202 Organic Chemistry I, II (Fall, Spring)

Topics covered include reactions, synthetic procedures, and methods for differentiation and identification. Mechanisms of reactions, stereochemistry, and spectroscopy are emphasized. Details of the characteristics of aliphatic and aromatic compounds with different functional groups are stressed. Laboratory work with the methodology involved in synthetic and analytic procedures. Prerequisites: GSDN 102. 4 credits each

GSDN 311 Biochemistry (Fall, Spring)

Emphasis on the chemical descriptions of the basic biological systems such as proteins, lipids, carbohydrates, and nucleic acids. Aspects dealt with are structure, metabolism, functions in the cell, and control mechanisms. Prerequisites: GSDN 201. Corequisite: GSDN 202. 3 credits

GSDN 101, 102 General Physics I, II (Fall, Spring)

This two-semester course is designed for the non-physics major and covers relativity and nuclear, atomic, and molecular structure; classical mechanics; heat, electricity, magnetism, and light. The approach is generally quantitative but does not require calculus. Laboratory experiments illustrate and test the fundamental laws and the reliability of results. Prerequisite: GSMN 134. 4 credits each

GSDN 110 Introductory Physics

The Course is designed to provide an introductory survey to basic physics. This course will include discussions in the following subject areas; the structure of matter, electricity, magnetism and electromagnetism. 3 credits

GSDN 151 The Physical Universe (Annual)

This course aims to provide non-science majors with a conceptual understanding of physics. Students learn the basic principle of Newtonian physics and how it is applied to real-world phenomena; with an emphasis on the areas of mechanics and wave phenomena with applications to sound and light. Prerequisite: GSMN 130. 3 credits

PARALEGAL STUDIES**PLGN 100 Introduction to Paralegal Studies** (Annual)

Focuses on the origin and development of the paralegal profession, introducing students to the parameters of the paralegal's responsibility by covering the court system, reading and briefing cases, civil procedure, criminal

procedure, law office administration, interviewing, legal analysis, legal research, legal writing, the different paralegal law practice specialties, legal ethics and communication skills. Students learn job-search and career development techniques for paralegals, including drafting resumes and cover letters. 3 credits

PLGN 101 Introduction to Law and Ethics (Annual)

Introduces students to the structure of the US legal system and its historical antecedents through the analysis of a litigated case as it moves forward from the initial presentation of a claim or concern to a lawyer, covering informal fact gathering and investigation, case evaluation and strategy, parties, jurisdiction, pleadings, procedure motions, provisional remedies, evidence, discovery, settlement attempts, trial preparation, trials and appeals, enforcement of judgments, and alternatives to the traditional method of dispute resolution. 3 credits

PLGN 102 Legal Research (Annual)

The basic form of communication in the legal field is writing. This course covers the initial steps in briefing a case, researching and analyzing the various sources of law including constitutions, statutes, regulations, secondary resources including digests and miscellaneous research tools, validating research, computer assisted research tools, research strategies, basic legal writing and writing to the courts. 3 credits

PLGN 103 Legal Writing (Annual)

Focus on how to draft legal documents including but not limited to briefs, motions, restraining orders, wills, contracts and incorporation papers. 3 credits

PLGN 200 Civil Litigation (Annual)

Civil litigation is the legal method of resolving a dispute. Although most litigation does not end in trial, the preparation for trial is an essential ingredient in reaching a settlement. This course covers the functions of the paralegal in litigation: investigating of a case or claim, developing the initial evidence, drafting complaints, answers, replies and the steps involved in preparing documents for multi-party practice. Motion practice and related legal steps are covered, as well as steps and types of discovery, steps in resolving a case without trial, the paralegal's role during trial and any subsequent appeal, and forms of dispute resolution other than civil trial. 3 credits

PLGN 201 Real Property Law (Fall, Spring)

Ordinary real estate transactions beginning with the introduction of law or real property, concurrent ownership, surveys and land descriptions, public regulation, and encumbrances, including easements and licenses. Preparation and review of contracts to purchase real estate and drafting and reviewing deeds are emphasized, as well as real estate closings and forms. Hybrid forms of real estate transactions such as condominiums and cooperatives, and leases are also reviewed. Ancillary subjects such as financing, mortgage forms, title examination and title insurance are explained. 3 credits

PLGN 202 Contracts (Annual)

The basic legal relationship in a market economy such as that in the United States is expressed in contracts, which are usually in written form. Topics include the nature of a contract, contractual capacity, mutual assent, consideration, illegality of the bargain, third parties, performance, discharges, and the use of agents. Other types of responsibility and obligation are considered, including bankruptcy and consumer protection, torts, negligence, strict liability and criminal. An initial review of the legal system as an institution, constitutional law, and civil dispute resolution, are provided. 3 credits

PLGN 203 Business Organizations (Annual)

Several types of entities are permitted by law to conduct business, with each entity having different characteristics, powers and liabilities. This course deals with the formation and liabilities of sole proprietorships, and the law of partnerships, their liabilities, taxes, termination of them, as well as relationships among partners and with third parties. Included are limited partnerships as well as traditional partnerships. Corporations, their formation, pre-formation responsibilities, powers, ownership, management, shareholders, officers, directors and termination of them are considered. Closed corporations and professional corporations are highlighted. Selected topics include employment agreements, structure, trade secrets protection, restrictive covenants, compensation plans, dividends and other distributions, stock splits, and limited liability companies. 3 credits

PLGN 204 Probate Procedures (Annual)

The transfer of property and assets upon the death of an individual is covered. The structure of the Surrogate's Court, the specialized court which handles probate proceedings, is analyzed. The functions of a will are discussed and the

elements necessary to draft and execute a legal will, including testamentary capacity, is covered. Probate proceedings and the drafting and execution of probate forms are covered. Procedures in the event that no will is available upon a person's death are covered, including the necessary forms for this type of estate. Small estate matters and alternatives to probate are reviewed, as well as Federal and state estate tax proceedings and obligations. The obligations of the Executor/Executrix or Administrator/Administratrix are raised and the procedures for accountings, both simple and contested, are covered. 3 credits

PLGN 205 Interviewing and Investigation (Annual)

The initial work required to determine the viability of a matter for legal actions involves obtaining the relevant facts of the case. This is usually accomplished through a mechanism of interviews and investigations. The ethical and professional responsibility of the paralegal engaged in this process is discussed. Interviewing and investigation before the filing of an action is covered, followed by the coverage of the formal procedures and types of discovery available in both criminal and civil litigation. The rules of evidence which govern the investigation and production of evidence as well as the communication skills necessary for an investigation are established. Formulating an investigation plan, preparing and conducting client and witness interviews, identifying and locating a witness, and working with expert witnesses are all explored. Emphasis is placed on using both public and private sources of information. 3 credits

PLGN 206 Wills, Trusts and Estates (Fall, Spring)

The growing number of people who possess assets at time of death has led to an increase in demand for estate planning as well as the importance of wills. Initially, sources and kinds of property are identified and then the types of trusts are examined, as well as their creation, restrictions and termination. Students draft trust instruments utilizing the information presented. An overview of wills and their provisions is provided and the salient factors in drafting, executing and changing a will are examined. Estate planning is covered, including health and guardianship issues and income maintenance. Issues in estate administration, estate taxation, and ethical concerns are discussed. 3 credits

PLGN 207 Elder Law (Fall, Spring)

Increasing lifespan in the US has led to the need for assistance and care of a growing number of the elderly. This course explores strategies developed to help people in this category so that their life and possessions are protected. The importance of and the drafting of documents such as Power of Attorney, Health Care proxies and Living Wills is introduced. Guardianships, their powers and restrictions, and drafting of necessary documents for them are covered. Filing for and obtaining Medicaid coverage and other sources of assistance such as long-term nursing care insurance, Medicare, and nursing homes are explored. The use of living trusts and the functions of outright gifts are discussed. 3 credits

PLGN 208 Criminal Law (Annual)

The legal reaction to crimes including felonies, misdemeanors, offenses, and violations, and the court structures which are in place to handle these matters. The steps in a criminal prosecution are presented, including the examination of an arrest, grand and petit juries, accusatory instruments, preliminary motions, and negotiations. The paralegal's role in the criminal process from the defense attorney's and the prosecution's standpoint is examined. 3 credits

PLGN 209 Family Law (Annual)

The courts have become the primary agents of resolution for problems in the family. This course covers the defining characteristics of marriages, conventional families and non-marital families. The laws covering divorce and other dissolutions of marriage, such as annulment and legal separation, are reviewed. Issues involving problems of family life including custody, child support, spousal support, child abuse and neglect and establishing paternity are explored. Petitions and other forms used in Family Court are drafted. The divorce process and questions of court jurisdiction are covered, and the drafting of initial documents is covered. Creation of a family through adoption is explained. 3 credits

PLGN 495 Paralegal Internship (Fall, Spring)

The paralegal internship provides an opportunity to apply the knowledge developed through coursework to actual legal settings such as private law offices of various sizes and complexities, governmental units such as courts, agencies such as clerk's offices, public defenders' units, prosecutors' offices or quasi-legal functionaries such as title companies. Through these professional experiences, students become familiar with codes of ethics and professional responsibility, the issues of unauthorized practices of law, confidentiality, conflicts of interest, advertising and solicitation, fees and client funds, issues of competency and other concerns in the realm of advocacy. Prerequisite: PLGN 100, PLGN 101, PLGN 102. 3 credits

PHILOSOPHY

Note: A related one-credit “topics” course may be offered with certain three-credit Philosophy courses.

GPHN 101 Introduction to Philosophy (Upon Request)

This course covers techniques of critical analysis, familiarization with classical and contemporary writings in such areas as ethics, epistemology, metaphysics, political and social philosophy, philosophy of science, and aesthetics. 4 credits

GPHN 108 Ethics and Life Sciences (Upon Request)

Genetic manipulation, abortion, euthanasia, behavior modification, the practice of behavior control upon groups, and other ethical issues are considered from the scientific and moral points of view. 4 credits

GPHN 230 Business Ethics (Annual)

Students will examine the ethical issues that arise in the context of business. The relevance of ethical theory to such issues as consumer rights and truth in advertising will be studied. Obligations to shareholders and negotiating strategies are discussed. 3 credits

Note: Credit will not be given for both GPHN 230 and GBMN 317.

GPHN 233 Biomedical Ethics (Upon Request)

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

GPHN 240 Values & Ethics in Human Services (Fall, Spring)

This course surveys and analyzes the explicit and implicit values and ethical issues in the field of human services. Major theoretical perspectives are presented drawing on thinkers from the disciplines of science, philosophy, psychology, sociology and cultural analysis. A comparative analysis of ethical issues and practices in different cultures and societies are reviewed. The political and economic sources of values are considered along with how values and ethics affect the development of social rules and behavior. An examination of critical value issues at the national, city and organizational level are discussed. 3 credits

POLITICAL SCIENCE

Note: A related one-credit “topics” or workshop course may be offered with certain three-credit Political Science courses.

GPLN 100 The American Political System (Annual)

This course will introduce students to the fundamentals of citizenship in American society. Students receive an overview of the historical foundations of our political system and institutions and their current structure and operations. The roles of Congress, the president, and the Federal court system are closely studied. State government and its place in American Federalism are also addressed. 4 credits

GPLN 200 Introduction to American Government (Fall, Spring)

The focus is on the American system of government, with particular emphasis on the nature of federalism and the changing relations between the national and state governments. It features an analysis of the principle of the separation of powers, with attention given to the roles of the legislative, executive, and judicial branches. Non-governmental forces such as political parties, interest groups, and the news media are studied, especially with respect to their roles in shaping public policy. Special attention is paid to the “fourth branch” of government, administrative bodies such as the independent regulatory agencies. 3 credits

GPLN 201 American Politics and Foreign Policy (Annual)

United States diplomacy and foreign policy making in the 20th and 21st centuries, with major emphasis on post-Cold War and post-9/11 events. The role of the United States in world affairs is analyzed against the background of shifting centers of power, with special attention paid to East Asia and the Middle East. Students will also consider the influence of both governmental and non-governmental forces in the making of U.S. foreign policy. 3 credits

GPLN 210 American Political Parties (Annual)

The structure and operation of American political parties, including an exploration of political strategies, polling, the use of media and campaign financing. Political parties are also examined in comparison with other forces that influence nominations and elections, including the changing roles of interest groups, pressure groups, and the news media, candidates and campaign committees. Attention will also be given to an evaluation of the roles political parties play in today's political systems. 3 credits

GPLN 222 International Law (Upon Request)

This course introduces students to the study of public international law—the Law of Nations. Elements studied include the role of treaties, international organizations, customs, judicial decisions, and sources of international law. Also considered are the factors that make difficult the enforcement of international law (military, economic, political, etc.). Specific international legal documents are considered, including the United Nations, The Universal Declaration on Human Rights, and the charters of various regional organizations, and international charter trade organization. 3 credits

GPLN 241 The Presidency (Annual)

This is a study of the role of the Presidency and executive power in the American federal system. Students focus on the personal qualities and political styles of recent presidents and the array of formal and informal institutions that have come to constitute the modern institutional presidency. Case studies displaying examples of presidential decision-making are studied and discussed in class. 3 credits

GPLN 242 Congress and the Legislative Process (Annual)

Students examine the United States Congress and state legislatures and their roles in the lawmaking and political process. Topics studied include the relationship between legislators and their constituencies, state legislative and Congressional elections, the internal formal and informal structure of state legislatures and Congress, and the nature of legislative and Congressional decision-making in various policy areas. 3 credits

GPLN 305 International Organizations in World Politics (Upon Request)

The behavior of nations in the world arena, with special reference to power relationships, imperialism, diplomacy and negotiations, international law, collective security, war, and the relationship between international economic issues and international politics. The impact of international organizations, including the United Nations, the World Bank, the Organization of Petroleum Exporting Countries (OPEC) and regional agencies such as the North Atlantic Treaty Organization (NATO), the European Community, the Commonwealth of Independent Nations, the African Union, and the Organization of American States (OAS) is studied. The role of the great powers in international political systems will also be emphasized. In addition, students study the impact of non-governmental organizations and multinational corporations on international systems. 3 credits

GPLN 310 The Politics of Developing Nations (formerly Third World Politics) (Annual)

The conflicting goals and interests of the various developing nations viewed against their own internal politics and international political currents. The emergence of these nations as significant members of the international system will be studied. The effect of the end of the Cold War on the politics of developing nations will be analyzed. 3 credits

GPLN 311 Supreme Court and the Constitution (Annual)

The role of the Supreme Court in the American system of government is examined. Special attention is given to the role of judicial review, and the principles of checks and balances and the separation of powers are analyzed. The course also explores the issue of Federal power vs. states' rights. Prerequisite: GPLN 200 or permission of the department. 3 credits

GPLN 320 World Political Geography (Upon Request)

A study of the geopolitical regions of the world, with emphasis on the effect of geographic factors on the international relations of each region's major nation-states. Some attention will be given to the study of political and economic maps as a means of understanding the role of space, location, and material resources in a particular nation's foreign policy. The impact of weapons of mass destruction on a nation's use of war as an instrument of national policy will be considered. 3 credits

GPLN 325 Public Opinion, the Media, and American Democracy (Upon Request)

This course will examine public opinion and assess its place in the American political system and democratic process. The course will analyze both how citizens' thinking about politics is shaped by various institutions, and the effects American public opinion has on government and political processes. The course will explore historical and contemporary changes in public attitudes in the Unlisted States, developments in the mass media, and assess their effects on political leaders and policy making. Prerequisite: Departmental Approval. 3 credits

GPLN 400 Topics in Political Science (Upon Request)

Study of topics in Political Science. Prerequisite: GPLN 200 or equivalent. 1-4 credits

GPLN 450 The American Legal System

This course will examine the origins of the American legal system in the constitutional framework and its common law basis. The class will study the evolution and development of the legal system under the impact of judicial decisions, as well as political, economic and social conditions. Further, the students will consider the interplay between the legal system and American society, as well as current issues, problems and pressures affecting the legal system today. Prerequisite: GPL200 or permission of the Department. 4 credits

GPLN 481/482 Independent Study (Upon Request)

Prerequisite: Departmental and Dean's permission. Credits by arrangement.

GPLN 498 Internship (Fall, Spring)

Students work in political organizations or party law office or other related organizations to gain practical experience. Performance is assessed by site supervisor and department chair.

PSYCHOLOGY

Note: A related one-credit "topics" or workshop course may be offered with certain three-credit Psychology courses.

GPSN 110 General Survey of Psychology (Fall, Spring)

An introduction to psychology as a behavioral science and profession. Topics such as physiology and behavior, learning, memory and forgetfulness, intelligence, life span changes, personality development, social behavior, abnormal behavior and treatment approaches are examined. 4 credits

GPSN 201 Developmental Psychology (Fall/Spring)

A survey of human development from conception to death with an emphasis on the underlying psychological processes. The unique challenges associated with infancy, childhood, adolescence and adulthood are considered. Prerequisite: GPSN 110. 3 credits

GPSN 204 Child Psychology (Fall, Spring)

An overview of physical, emotional, social, language and cognitive development during childhood. The interplay of heredity and environment on normal and abnormal development is stressed. Prerequisite: GPSN 110. 3 credits

GPSN 210 Learning (Upon Request)

Models of animal and human learning including classical and operant conditioning, as well as contemporary theories drawn from information processing and cognitive science. Applications to education, social and clinical psychology. Prerequisite: GPSN 110. 3 credits

GPSN 213 Social Psychology (Annual)

An examination of the impact of social influences on attitudes, feelings, and behavior. Selected topics include conformity, obedience, prejudice, attitude change, liking and loving, aggression and conflict, helping and cooperation, group interactions and bystander apathy. Prerequisite: GPSN 110. 3 credits

GPSN 216 Adolescent Development (Fall, Spring)

This course examines the physical, cognitive, emotional, and social development of adolescents. Topics include genetic, cultural, and social factors that enhance or inhibit development. Prerequisite: GPSN 110. 3 credits

GPSN 221 Industrial Psychology (Annual)

Psychological methods for selecting and training employees, enhancing morale of workers and improving their relationships with management are studied. Another focus is the psychology of marketing and advertising. Prerequisite: GPSN 110. 3 credits

GPSN 224 Psychology of the Family (Fall, Spring)

An overview of the literature focusing on the psychological dynamics underlying functional and dysfunctional family relationships. Theories and techniques of family therapy are examined. Prerequisite: GPSN 110. 3 credits

GPSN 225 Psychology of Aging (Fall, Spring)

Physical, cognitive, sensory and personality changes that occur due to aging. Topics include theoretical perspectives, lifestyle changes, family relationships, age-related diseases, health care, as well as death and dying. Prerequisite: GPSN 110. 3 credits

GPSN 230 Psychological and Social Aspects of Developmental Disabilities (Upon Request)

This course will study developmental disabilities from a psychological and sociological perspective. Topics to be covered include the effects of institutional life on development, the role of the family in development, and the influence that peers and staff have on the life of the developmentally disabled person. In addition, the foundations of psychological measurement are presented, including the I.Q controversy. The social stigma attached to being physically challenged is discussed, with an emphasis on research regarding attitude formation and change. Prerequisite: GPSN 110. 3 credits

GPSN 231 Psychological Testing (Fall/Spring)

The historical, theoretical and statistical foundations of psychological testing. Examination of major tools that assess cognitive ability, achievement, behavior, personality and career interests. Prerequisite: GPSN 110. 3 credits

GPSN 232 Behavior Management of Developmental Disabilities (Annual)

This course explores the clinical, treatment and service delivery issues unique to working with the developmentally disabled. Using a biopsychosocial perspective, the course discusses challenges facing case managers in reaching clients whose functioning ranges from mild to profound levels of developmental delays. Behavior modification as it applies to developmental disabilities will be explored. Prerequisite: GPSN 110. 3 credits

GPSN 301 Experimental Psychology (Fall, Spring)

Methodological and experimental approaches to human behavior focusing on sensation, perception, learning, and memory. Prerequisites: GPSN 110 and GSMN 261. 3 credits

GPSN 301T Experimental Psychology Lab (Fall, Spring)

Experiments are conducted in class, results analyzed, and scientific reports written. Corequisite: GPSN 301. 1 credit

GPSN 302 Advanced Experimental Psychology (Upon Request)

More advanced research design and experimental approaches to human behavior including learning, perception, and problem-solving and social behavior. Scientific reports including possible honors thesis proposals prepared by students. Prerequisite: GPSN 301/301T. 3 credits

GPSN 312 Cognition and Memory (Annual)

Overview of approaches to thinking, reasoning, problem solving, and decision making. Memory theories and process and neurological underpinnings. Interplay of memory and cognition. Prerequisite: GPSN 110. 3 credits

GPSN 314 Group Dynamics (Upon Request)

This course covers the theoretical background and the practical applications of small group processes. Factors that hinder or promote group development, effective group development, effectiveness and productivity are discussed, and the necessary skills for effective group functioning are taught through experiential learning exercises. Fundamental topics, such as: Group Goals, Roles, Communication, Leadership, Conflict, Decision-Making and others will be covered. Prerequisite: GPSN 110. 3 credits

GPSN 315 Motivation and Personality (Annual)

The personality theories of Freud, Jung, Fromm, Sullivan, Rogers, Perls and Skinner and the motivational theories of Maslow and McClelland are studied. Prerequisite: GPSN 110. 3 credits

GPSN 317 Human Sexuality (Fall, Spring)

The psychological, physiological, social and developmental dimensions of sexuality. Physical components of sexual behavior, sexual identity, sexual behavior over the life span, dysfunctions and treatments are among the topics. Prerequisite: GPSN 110. 3 credits

GPSN 320 Drugs and Behavior (Fall/Spring)

An overview of legal and illegal psychoactive drugs. Topics include the nature of drug dependency and addiction, societal influences, biological and psychological bases of drug use and abuse, psychological and pharmacological treatments, prescription drug treatment for psychological disorders, and issues surrounding restriction and legalization. Prerequisite: GPSN 110. 3 credits

GPSN 321 Perception (Upon request)

Detection and interpretation of various stimuli. Relationship between perception, reality, and illusion. Function of sense organs and brain. Demonstrations provided. Prerequisite: GPSN 110. 3 credits

GPSN 325 Psychology of Minority Families (Annual)

The patterns and dynamics of minority families in the United States. Changing demographics, diversity of familial structures, difficulties surrounding immigration and acculturation, educational concerns, functional and dysfunctional family relationships, as well as treatment and therapeutic issues, are among the included topics. Prerequisite: GPSN 110. 3 credits

GPSN 330 Psychology of Minority Women (Annual)

Social and cultural conditions affecting minority women in the United States. Relationships, attitudes, achievements, mental health, as well as therapeutic issues and strategies, are examined. Prerequisite: GPSN 110. 3 credits

GPSN 332 History and Systems of Psychology (Upon request)

The origins of modern psychology within the discipline of philosophy during the 19th century. Conception and growth of experimental psychology, psychoanalysis, Gestalt psychology, humanistic psychology, behaviorism, psychobiology, and cognitive psychology, as well as new directions, are considered. Prerequisite: GPSN 110. 3 credits

GPSN 335 Abnormal Psychology (Fall, Spring)

An overview of psychological disorders with emphasis on etiology, symptoms, diagnostic tools and treatments. The major theories of psychopathology are considered. Prerequisite: GPSN 110. 3 credits

GPSN 345 Health Psychology (Fall/Spring)

Psychological aspects of physical health and illnesses such as heart disease, cancer, AIDS, and obesity are covered. Students also investigate the role of health providers and their institutions in improving the prognoses of patients. Treatments such as biofeedback, relaxation training, and hypnosis are also examined. Prerequisite: GPSN 110. 3 credits

GPSN 351 Biological Psychology (Fall, Spring)

The biological basis of behavior. Topics include anatomy and physiology of the nervous system and sense organs, drugs and behavior, sleep and dreaming, eating, brain disorders and abnormal behavior. Prerequisite: GPSN 110 or GSBN 101. 3 credits. Optional one-credit laboratory

GPSN 400 Topics in Psychology (Upon Request)

Prerequisite: Departmental and Dean's approval.

GPSN 401 Psychology of the Exceptional Child (Annual)

Special problems of children who differ markedly from the average: mentally retarded, brain damaged, psychologically disturbed, sociopathic, physically handicapped, culturally deprived, and gifted children. Genetics, neuropsychological, and sociological aspects as well as causes, assessment, and remediation. Prerequisite: GPSN 110. 3 credits

GPSN 406 Advanced Topics in Educational Psychology (Upon Request)

The course is intended to offer Education majors concentrating in Psychology an exposure to major developments in cognitive and learning psychology relevant to educators. The course will cover both theoretical issues and practical applications. Prerequisite: GPSN 110, GEDN 201. 3 credits

GPSN 420 Obesity and Eating Disorders (Annual)

The etiology, description, and treatment of anorexia nervosa, bulimia nervosa, and binge eating disorders associated with obesity. Relation between eating disorders and other psychopathology. Prerequisite: GPSN 110. 3 credits

GPSN 430 Human Sexuality and Developmentally Disabled Persons (Upon Request)

The psychological, social and developmental dimensions of sexuality in developmentally disabled persons. Differences and similarities between the development of sexuality in normal and developmentally disabled individuals will be explored. Sexual behavior over the life span of the developmentally disabled will be among the topics studied. Prerequisite: GPSN 110. 3 credits

GPSN 432 Neuropsychology (Upon Request)

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

GPSN 485 Internship in Psychology (Upon Request)

Students work in organizations such as schools, community agencies or clinics to gain practical experience. Performance is assessed by the site supervisor and a department faculty member. Prerequisite: GPSN 110, senior status and permission of the department. 3 credits

GPSN 492 Senior Honors Seminar (Upon Request)

This course is oriented to teaching students how to prepare a thesis, helping them to decide on a research topic by discussing issues with the seminar coordinator and visiting faculty, finding a mentor, preparing the outline of the project, presenting their ideas orally and in writing to peers and the seminar coordinator, and writing the literature review for their proposal. It is intended to produce the first part of the Senior Honors Project. Prerequisite: 21 credits of psychology, including GPSN 301. 3 credits

GPSN 493 Advanced Topics in Psychology (Fall, Spring)

Prerequisite: 21 credits in Psychology including GPSN 301 or permission of the department. 3 credits

GPSN 494 Senior Honors Project in Psychology (Upon Request)

Independent research study including literature review, protocol, methods and implementation, statistical analysis, results and discussion, supervised by a Touro faculty member or appropriate substitute. Prerequisite: GPSN 492. 3 credits

SOCIOLOGY

Note: A related one-credit "topics" or workshop course may be offered with certain three-credit Sociology courses.

GSON 121 General Survey of Sociology and Anthropology (Fall, Spring)

The way that sociology helps us to understand the social realities of everyday life. The nature and impact of culture and social structure. How society shapes individuals. Sociology's perspectives on family, social class, gender, politics, intergroup conflict, crime, and other aspects of society, Cultural continuity and change. Introduction to the anthropological approach to studying cultures. 4 credits

GSON 217 Sociological and Cultural Comparatives on Addictive Substances (Annual)

The course examines the use of addictive substances from a cross-cultural perspective. Factors such as age, socio-economic status, gender and patterns of use are addressed. Treatment interventions are explored. Prerequisite: GSON 121. Corequisites: GPSN 320. 3 credits

GSON 230 Youth in Urban Communities (Annual)

Impact of the home, school, and community on the growth and development of youth in urban areas and their problems, including academic underachievement, unemployment, delinquency and youth crime, teenage pregnancy, and mental health problems. 3 credits

GSON 233 Sociology of Aging (Annual)

The treatment of the elderly in contemporary societies, with special emphasis on the status of the elderly in America. The extent and effects of bias based on age are also examined. 3 credits

GSON 234 American Jewish Community (Upon request)

Survey of the American Jewish community, including demographic characteristics, social, religious, political and economic institutions, with emphasis placed on the contributions and problems of the American Jewish community in New York City. 3 credits

GSON 235 Asian-American Community (Upon request)

Survey of the Asian-American community, including demographic characteristics, social, religious, political, and economic institutions, with emphasis on the contributions and issues in the Asian-American community in New York City. 3 credits

GSON 237 African-American Community (Upon request)

Survey of the African-American community, including demographic characteristics; social, religious, political and economic institutions, with emphasis placed on the contributions and issues in the African-American community in New York City. 3 credits

GSON 239 Hispanic American Community (Upon request)

Survey of the Hispanic American community, including demographic characteristics; social, religious, political and economic institutions, with emphasis placed on the contributions and issues in the Hispanic American community in New York City. 3 credits

GSON 245 Sociology of the City (Upon request)

The course considers the forces leading to urbanization, suburbanization and metropolitanization. Social dislocation within metropolitan areas; community planning, urban renewal, and rehabilitation are examined, especially in the context of New York. 3 credits

GSON 248 Intergroup Relations in America (Annual)

An interdisciplinary analysis of the sociological, psychological, aspects of race and ethnicity. Theories of prejudice are discussed as well as male/female relations in light of contemporary social science theories of social structure, the learning process and individual development. 3 credits

GSON 250 Dynamics of Cross-Cultural Communications (Upon request)

An examination of the dynamics of learning across cultures. The course provides students with an intellectual basis for developing the interpersonal and other skills necessary to relate to persons of varying backgrounds. Among other tools, it identifies cultural patterns in the verbal and non-verbal behaviors of the populations in different parts of the world. 3 credits

GSON 255 Tradition and Change in Africa (Upon request)

A study of Africa and contemporary challenges to traditional lifestyles as reflected in the writings of leading African scholars and artists. 3 credits

GSON 318 Sociology of the Family (Fall, Spring)

The family as an institution of socialization, social control, and reproduction is studied, as well as family organization and disorganization, and comparative family systems. 3 credits

GSON 322 Sociology of Health Care (Annual)

Overview of the sociology of medicine. The relationships between social conditions and health; the history, structure and functions of health care institutions; the roles of patients and health care practitioners. 3 credits

GSON 332 Crime and Juvenile Delinquency (Fall, Spring)

The course examines the nature, causes, and extent of crime and juvenile delinquency and juvenile justice system. Specifically, the course will examine major theories that help the students to understand the development of delinquency within the context of individuals, families and communities. Furthermore, this course will focus on some key issues that professionals and social workers working within the juvenile justice system face today: poverty, child maltreatment, substance abuse, incarceration, peer relationships, the school to prison pipeline, evidence-based interventions and the role of ideology in juvenile justice policy. 3 credits

GSON 335 Selected Topics in Social Deviance (Upon request)

The course examines the concepts of social deviance, pathology, social disorganization, value conflict, and labeling. Focuses on the etiology of and policies for responding to alcoholism, drug abuse, violence, criminality, and other social problems. Students will be exposed to the sociological theories of deviant behavior and the particular forms it takes, which help professionals understand the current social deviance issues. Prerequisite: GSON 121 or departmental permission. 3 credits

GSON 350 Compulsivity – Abusive Relationships and Addictions (Fall, Spring)

This course explores the nature and dynamics of family violence from a sociological perspective. It covers the issues of obsessive love, the Stockholm Syndrome, the battered child syndrome, throw-away children, homeless mentally ill, and juvenile gangs as family replacements. It also examines contributing factors: addiction, poor frustration tolerance, lack of boundaries, poor self-esteem, media, public social policy, and the criminal justice system. A variety of interventions are explored. Prerequisite: GSON 121 or approval of the department. 3 credits

GSON 400 Topics in Sociology (Upon request)

See department for course description. May be repeated for credit. Prerequisite: GSON 121. 1-4 credits

GSON 481/482 Independent Study (Upon request)

Prerequisite: Approval of the department and the Dean of Faculties. Credits by arrangement.

GSON 493 Advanced Topics in Social Science (Upon request)

The study of selected topics, applying more advanced theoretical consideration and research methods. May be repeated for credit. Prerequisite: Approval of the department. 1-4 credits

CRIMINAL JUSTICE**CJSN 100 Introduction to Criminal Justice System**

This course provides an overview of the American Criminal Justice System. Topics include how laws are created, the history and types of law enforcement; structure of the court system; and the changing philosophies of the American Correctional System. Upon successful completion of this course, the student will be able to relate the basic principles of the American Criminal Justice System; the goals of the police; the history of the system; how the system protects the rights of all persons; and the constitutionally imposed restrictions on the system. This course will acquaint the student with the history and philosophy of law enforcement, the various agencies that comprise the criminal justice system, the relationship between the Constitution and the criminal justice system, and the various processes of the system. Prerequisite: GSON 121. 3 credits

CJSN 103 Introduction to Criminology

Introduction to Criminology provides the student of criminal justice an introduction to the study of crime in the United States. As an introduction to criminology, this course explores basic questions concerning human nature, human behavior, deviance, criminality, the controversies concerning determinism and free will, personal and social responsibility, and crime as deviant or normal behavior. The main focus of the course will revolve around the causation and measurement of crime, patterns and trends in crime, crime types, criminological theories, and how the theories are related to public policies and the criminal justice system. Prerequisite: CJSN 100. 3 credits

CJSN 105 Introduction to Corrections

Introduction to Corrections provides an overview of the role of the modern correctional system and its current philosophies, practices, and policies as part of the American criminal justice system. Specifically, this course provides the historical development of crime, punishment and rehabilitation. It also provides the current trends in the treatment of juvenile and adult offenders in various settings of correctional institutions (i.e. incarceration in jail or prison and through probation and parole). Finally, the course will provide students with a frontline view of careers in the corrections field. 3 credits

CJSN 107 Fundamentals of Criminal Law

This course is about principles underlying the criminal law in the United States as well as the classification of crimes, criminal states of mind, factors affecting criminal responsibility, the stages of a criminal act, and various types of criminal offenses against the person and property. Upon successful completion of this course, the student will be able to: define terms of law and concepts that accompany them; read criminal law statutes, discuss and analyze the basic

principles of criminal law, the history and development of criminal law (substantive and procedural law) and the practical application of criminal law; discuss the classifications of crime; discuss and explain the elements of crimes and the penalties attached thereto according to state law. Prerequisite: CJSN 100. 3 credits

CJSN 115 Introduction to Forensic Science

This course provides an introduction to the forensic sciences. The lecture portion of the course establishes a foundation for understanding how the natural sciences are applied to matters of legal concern, concentrating on the concepts and techniques on which forensic science is built, including crime scene processing, physical evidence collection, microscopy, and the analysis of fingerprints, firearms and DNA evidence. The laboratory portion of the course provides an opportunity to learn “hands-on” by using common analytical techniques. Upon completion of this course, the student will understand the role that a forensic scientist plays in the criminal justice system. 4 credits

CJSN 120 Introduction to Police Studies

Introduction to Police Studies will provide an overview and analysis of the American system of law enforcement, examining the origins, development, roles, and operations of policing in contemporary society. Students will develop a detailed understanding of the problems arising between citizens and police from the enforcement and non-enforcement of laws, from social changes, and from individual and group police attitudes and practices. 3 credits

GPHN 203 Ethics in Criminal Justice

Criminal justice professionals have the power to make discretionary decisions that impacts the offenders, victims, and society. This course exposes students to ethical issues associated with the police, prosecution, courts, and correctional systems. Thus, the goal of this course is to prepare students in identifying and critically examining ethical issues and dilemmas in the criminal justice system by applying ethical decision models. Prerequisite: CJSN 100. 3 credits

CJSN 210 Court System and Practices

This course examines the role of the judiciary in the criminal justice system. Upon successful completion of this course, the student will be able to discuss: the structure of the state court system; the prosecution of offenders; the basic right to counsel; the concept of pretrial release; the purpose and function of the grand jury; the procedural processes of adjudication; types and purposes of sentencing; the rules of evidence; rules concerning trial procedure; and the disposition of criminal cases. By focusing on court systems and the rules of procedure, the student will better understand why particular cases are filed in certain courts, and why certain procedures are required, while others are prohibited. Studying procedural law enables students to have a more complete understanding of the criminal process, from arrest through appeal. This course is designed to transfer to four-year colleges and universities offering degrees in criminal justice or related disciplines. Prerequisite: CJSN 100. 3 credits

GSON 332 Crime and Juvenile Delinquency (see p. 184 in Sociology course descriptions)

GSON 335 Selected Topics in Social Deviance (see p. 185 in Sociology course descriptions)

CJSN 350 Parole and Probation Systems

Parole and Probation Systems provides an overview of the role of Probation and Parole services within the criminal justice system. This course focuses primarily on the duties and challenges that modern parole and probation officers face as well as the variety of roles and the legal decisions affecting probation and parole officers. Additionally, the course will provide students with a basic understanding of the concepts of probation as part of the judicial process and parole as part of the prison/correctional system. Prerequisite: CJS 100. 3 credits

SPEECH AND COMMUNICATION

Note: A one-credit “topics” or workshop course may be offered with certain three-credit Speech & Communication courses.

GCAN 126 Fundamentals of Speech I (ESL) (Fall, Spring) (For students entering the ESL sequence at the .2 level)

Building and extending spoken English fluency is the goal of this course. Vocabulary-building and clear English articulation are staples of familiar speaking formats such as conversation, questioning, storytelling, reporting,

discussion, and impromptu and prepared speaking. Speech organization and outlining skills are introduced. Frequent practice is designed to increase general poise and self-confidence. Corequisite: GCAN 128. 3 credits

GCAN 127 Fundamentals of Speech II (ESL) (Fall, Spring)

Confirming and refining spoken English fluency is the goal of this course. Vocabulary building and clear English articulation continue to be standards of the course as students refine their oral English skills. Organization and outlining are important elements as students present various informative and persuasive speeches in impromptu discussion and extemporaneous formats. Frequent practice is designed to increase general poise and self-confidence. Corequisite: GCAN 129. 3 credits. Satisfies Speech Core requirement.

GCAN 128/129 Speech Workshop I-II (ESL) (Fall, Spring)

This corequisite of GCAN 126/127 focuses on the individual needs of students in developing communication competencies. 1 credit each

COURSES FOR NATIVE SPEAKERS OF ENGLISH

GCAN 100 Survey of Human Communication (Fall, Spring)

A study of oral communication skills most frequently used in the professions, business and industry as well as our daily lives. Exploration of the purpose of stage fright, the value of listening, the impact of verbal languages on conversation, the use of the telephone, interviewing, group discussion and meeting, impromptu speaking and presentations. 3 credits. Satisfies Speech Core requirement.

GCAN 101 Public Speaking (Fall, Spring)

Effectiveness in public speaking is vital for students who wish to achieve prominence in their chosen field. Intensive study of the preparation and delivery of various forms of public speaking. Continued focus on oral fluency and clarity of articulation. Skills include audience analysis, the development of ideas, organization and outlining, unity and coherence of speaking through impromptu, informative, demonstration and persuasive speaking assignments. 3 credits. Satisfies Speech Core requirement.

GCAN 102 Public Speaking Workshop (Fall, Spring)

This corequisite of GCAN 101 focuses on the individual needs of students in developing the communication competencies. 1 credit

GCAN 103 Communication Workshop (Fall, Spring)

This corequisite of GCAN 100 focuses on the individual needs of students in developing the communication competencies. 1 credit

GCAN 121 Ethics in Communication (Upon request)

Human beings are faced daily with decisions about the rightness and/or wrongness of their actions. Many make decisions without an ethical yardstick. This course focuses on analysis of classical and modern views of ethics and their relation to written and oral communication. Evaluation of contemporary standards and practices in the media (newspapers, magazines, radio, television, online), politics, the arts (theatre and film), the legal system, sales and advertising, the pulpit and classroom. 3 credits

GCAN 201 Persuasion and Propaganda (Upon request)

We are assaulted daily by billions of stimuli. Often, we are not aware of how we are influenced. This course analyzes how visual, kinetic and verbal/non-verbal strategies and techniques are used in the media, advertising, sales, politics, etc. to influence public opinion and to sell ideas, products, people and politicians. Exploration of the differences between persuasion and propaganda, the power of emotion, flattery, the group mind, the impact of mythology and hero-worship, stereotyping and scapegoating, suggestion and concealment. 3 credits

GCAN 204 Oral Interpretation of Literature (Upon request)

A consideration of the artistic standards governing the understanding and appreciation of literature as it is communicated orally. Techniques in ascertaining the purpose, ideas, and moods of the author. 3 credits

GCAN 205 Discussion and Meeting Dynamics (Upon request)

Meetings and discussion are the principal means by which business and professionals arrive at decisions. How they are conducted affects the outcome. A comprehensive study of the principles, methods of discussion and the impact on group dynamics on meetings of all kinds. Topic includes preparation for presentations to small groups. Listening, non-verbal communication, proxemics, Robert's Rules of Order, conflict resolution and negotiation. 3 credits

GCAN 215 Interpersonal Communication (Fall, Spring)

Much of the pain and confusion that results from misunderstandings can be avoided through a more complete awareness of the process of communication. The ability to communicate effectively is determined by self-concept and by sensitivity to and understanding of others' verbal and non-verbal behavior. 3 credits

GCAN 217 Introduction to Public Relations (Fall, Spring)

This course provides an overview of the functions, practices, and use of public relations in the professional workplace. It provides preparations for entry into the public relations profession. Issue analysis, press releases, press kits, brochures, newsletters, and public relations planning are covered. Communication theories and applications are covered. Prerequisites: GCAN 101, GLLN 122, and departmental approval. 3 credits

GCAN 218 Dispute Resolution (Upon Request)

This course is designed to provide an introduction to the field of dispute resolution. Key theories and approaches to peaceful dispute resolution, including negotiation, litigation, arbitration, mediation, and mediation-arbitration, will be explained and discussed. Students engage in mediation and arbitration of disputes. Each student prepares mediation agreements and arbitration awards. Prerequisites: GCAN 217 or departmental approval. 3 credits

GCAN 219 Non-Profit Communication and Management (Upon request)

Communication and management in non-profit institutions are not the same as in profit-oriented firms. The materials, language and publics have different expectations that require approaches to them that entail the acquisition of specialized written, research, and analytic communication knowledge and skills. This course addresses the communication environment and publics of nonprofits and key writing skills needed for professionals in this career area: analyses, reports, and funding proposals for businesses, foundations, and individuals. Prerequisite: Departmental approval. 3 credits

GCAN 220 Communication and Public Policy (Upon request)

Public policy is not confined to government. Corporations, international organizations, non-profits, foundations, religious groups, and other entities communicate with elected officials and others to formulate public policy. This course investigates their interplay in print, verbal, and visual communication forms. Particular reference is made to topics such as: racism, anti-Semitism, Nazism, environmentalism, the Civil Rights Movement, the Women's Movement, social responsibility, social entitlements, cultural/language movements, illegal/other immigrants' rights, and technology. 3 credits

GCAN 222 Customer-Service Management Communication (Upon request)

This course is designed to provide students with an understanding of principles and practices in effective customer-service management communication. The focus is on writing, speaking, information literacy, and non-verbal communication in business settings. Students learn about communication frameworks that include customer service policy formation, customer service in organizational/institutional planning, marketing, and profitability. Students analyze complex customer service issues and problems and make logical and sensitive written and oral presentations. 3 credits

GCAN 301 Commercial Advertising (Upon request)

Principles and practices in media advertising. Intensive exercises in the preparation and editing of copy and formats. 3 credits

GCAN 302 Introduction to Journalism (Upon request)

Principles and practices in the writing, editing, and publishing of community newsletters, journals, and other periodicals. Preparation of news releases, feature stories, and editorial writing. Techniques of securing and disseminating information. 3 credits

GCAN 305 Intercultural Communication (Fall, Spring)

Culture is communication. It is the way we organize our lives and interactions. This course is designed to explore ways that verbal and nonverbal communication occurs in various cultures in workplace, management, marketing, social, and other interactions. Recognizing globalization and our increasingly multicultural society, the aim of the course is to develop culturally fluent persons. 3 credits

GCAN 306 Event Management (Fall, Spring)

This course is directed to those preparing for careers in the private or public sector in which the planning and implementation of events, seminars, programs, promotions (such as fund-raising), and conferences are occasional or frequent responsibilities. The focus of this course is the development of analytical and planning skills and the social, cultural, and psychological context in which these are used in communication. Students learn to do various types of research used in communication, to prepare basic budgets, and to work as part of a communication team. 3 credits

GCAN 312 Debate and Rhetoric (Upon request)

Debate is intellectual combat. The debate process teaches critical thinking automatically. Debate trains the mind to strategize, analyze and research all sides of an issue as well as organize and present a cogent understanding of one side of a position. The ability to argue and defend a position while knowing the strengths and weaknesses of all sides is the best kind of preparation for the professions as well as daily life. 3 credits

GCAN 320 Professional Business Communication (Upon request)

This course is designed to provide students with an understanding of principles and practices in effective business communication. The focus is on writing, speaking, information literacy, visual/graphic arts, and non-verbal communication in business settings. Students learn about business communication frameworks that include business plans, business proposals, reports, business studies, graphic aids, and oral presentations. Students learn to organize their thoughts logically, to analyze complex issues and problems, and to present points of view. 3 credits

GCAN 350 Managerial Communication (Upon request)

The purpose of this course is to improve the ability of prospective managers to communicate effectively within organizations and with external publics. Students, individually and in teams, make oral presentations about case studies and problems. Students analyze research and compose various types of business and professional reports and materials. Students learn how to identify barriers to communication and methods to overcome them. Prerequisites: GLLN 122 and departmental approval. 3 credits

GCAN 481/482 Independent Study (Upon request)

Prerequisite: Departmental approval. Credits to be arranged.

GCAN 494 Internship in Communication (Upon request)

Students work in a Communication capacity in a business or organization related to communication to gain practical experience in the field. Performance is assessed by the site supervisor and a department faculty member. A weekly journal is required. May be taken twice with two different organizations. Pre-requisite: GCAN 100 and permission of the Department Chair. 3 credits

UNIVERSITY CODES AND POLICIES

TOURO UNIVERSITY CODE OF CONDUCT

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

1. Theft of, or damage to, University records and property, caused by intentional, negligent or irresponsible conduct;
2. Unauthorized use of any University property, including, but not limited to, its name, property, offices, premises, equipment (computer equipment, telephones, fax machines, copying equipment, laboratories and misuse of student ID cards);
3. Conduct which interferes with or obstructs any University functions, or which physically obstructs or threatens to obstruct or restrain members of the University community;
4. The physical or sexual abuse or harassment of any member of the university community (such incidents must also be reported to the Title IX coordinator);
5. Threatening or actual infliction of bodily injury, assault, emotional trauma against students, faculty or staff of the University (such incidents must also be reported to the Chief Security Officer);
6. Disorderly, disruptive or abusive conduct in the classroom or on University premises;
7. Refusal to follow the directives of University officials acting in performance of their duties;
8. Impersonating University faculty, University officials, or University staff;
9. Forging signatures or other information on registration forms, financial aid forms or any other University documents;
10. Computer abuse, including possession of unauthorized passwords, plagiarism of programs, unauthorized destruction of files, misuse of computer accounts and disruptive or annoying behavior on the University's computer system;
11. Unauthorized sale, distribution or consumption of alcoholic beverages on University premises;
12. Distribution, purchase or possession of barbiturates, amphetamines, marijuana, hallucinogens, opiates, or any other addictive or illegal drugs or paraphernalia on University premises;
13. Gambling in any form on University premises;
14. Possession, distribution or sale of weapons, incendiary devices, or explosives on University premises;
15. Tampering with or misusing fire-fighting equipment and/or safety equipment (such as alarm-boxes and extinguishers);
16. Participation in or furtherance of any illegal activity on Touro's premises;
17. Offensive or derogatory written or verbal statements intended to inflict harm on members of the University community, including, without limitation, racist, ethnic, or sexist remarks or references regarding any member or group of the University community;
18. Any abusive conduct or harassment directed at an individual or group of individuals in the University community on the basis of the actual or perceived race, gender, color, national origin, ethnicity, religion, age, disability, sexual orientation, marital or parental status, or citizenship status of such person(s);
19. Refusal to identify oneself to an official or security officer of the University or to present proper identification upon entering the University premises;
20. Actions that are not harmonious with and supportive of the activities and functions of an educational institution; actions that harm the reputation of the University;
21. Aiding or abetting any conduct prohibited by this University Code;
22. Conviction of a felony crime while enrolled at the University;
23. Intentionally filing a false complaint under this University Code of Conduct;
24. Academic dishonesty and lack of academic integrity.

TOURO UNIVERSITY SOCIAL MEDIA POLICY

Touro University policies apply to students' online conduct. University staff members do not "police" online social networks and the University is firmly committed to the principle of free speech. However, when the University receives a report of inappropriate online conduct it is obligated to investigate. This is true even when a student posts to a personal social media account using their own phone or computer while off-campus or during a break. The University has the right to discipline students for misconduct or lack of professionalism wherever it occurs, including online.

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

ADJUDICATION OF UNIVERSITY CODE OF CONDUCT VIOLATIONS

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

Any member of the University Community may notify the Dean of 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 University in any capacity. Further violations while on probationary status will result in suspension or expulsion from the University. A copy of the probation notice becomes a part of the student's file.

(c) Counseling and Treatment – A student's continued enrollment at Touro University may be conditioned on his/her participation in counseling or treatment at outside counseling and treatment agencies. A student's failure to participate in such a program after being advised that his/her enrollment is conditioned on participation may result in other disciplinary sanctions.

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

(e) Suspension – A student may be suspended and may be barred from attending classes for a definite period, not to exceed two years. Notification of the suspension will appear on the student's academic transcript and will remain until the end of the suspension period. A notification of the suspension will remain in the student's file. A student may not be automatically re-enrolled at the end of his/her suspension 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 University. A student who has been expelled from the University is not permitted to complete his/her courses and may not re-register for a future semester. Notification of the expulsion will appear on the student's academic transcript.

3. **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 University, in addition to restitution.

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

4. **Legal Action** – In addition to imposing the disciplinary sanctions outlined above, the 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 UNIVERSITY ACADEMIC INTEGRITY POLICY

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

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

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

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

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

- Properly acknowledge and cite all use of the ideas, results, or words of others, including the use of AI tools and other emerging technologies;
- Properly acknowledge all contributors to a given piece of work;
- Make sure that all work submitted as their own in a course or other academic activity is produced without the aid of unsanctioned materials or unsanctioned collaboration;
- Treat all other students in an ethical manner, respecting their integrity and right to pursue their educational

goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.

Adherence to these principles is necessary to ensure that:

- Everyone is given proper credit for their own ideas, words, results, and other scholarly accomplishments;
- All student work is fairly evaluated and no student has an inappropriate advantage over others;
- The academic and ethical development of all students are fostered;
- The reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.

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

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

VIOLATIONS OF ACADEMIC INTEGRITY

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

PLAGIARISM

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

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

INTENTIONAL PLAGIARISM

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

- Purchasing a paper;
- Commissioning another to draft a paper on one’s behalf;
- Intentionally copying a paper regardless of the source and whether or not that paper has been published;
- Copying or cutting and pasting portions of others’ work (whether a unique phrase, sentence, paragraph, chart, picture, figure, method or approach, experimental results, statistics, etc.) without attribution;
- Using computer-generated material via artificial intelligence (AI) and other emerging technologies without attribution;
- In the case of clinical documentation, copying clinical notes/materials without personally performing the patient examination.

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

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

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

UNINTENTIONAL PLAGIARISM

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

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

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

CHEATING ON EXAMINATIONS AND OTHER CLASS/FIELDWORK ASSIGNMENTS

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

Examples of cheating include, but are not limited to:

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

Examples of unauthorized assistance include:

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

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

RESEARCH MISCONDUCT

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

These terms are defined as follows:

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

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

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

OTHER UNETHICAL CONDUCT

MISLEADING OR FRAUDULENT BEHAVIOR

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

Examples include, but are not limited to:

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

TAMPERING

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

Examples include, but are not limited to:

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

COPYRIGHT VIOLATIONS

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

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

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

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

SANCTIONS

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

Class A Sanctions:

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

Class B Sanctions:

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

Class C Sanctions:

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

PROCEDURES IN RESPONSE TO VIOLATIONS OF ACADEMIC INTEGRITY

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

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

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

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

REPORTING A CASE OF SUSPECTED PLAGIARISM OR CHEATING

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

Depending on the school or program, faculty or students may report an alleged incident to:

Department Chair, Department Deputy Chair, Program Chair, Sequence Chair, Program Director, Department Director, Academic Dean, Preclinical Dean, Dean, or CAI Officer directly.

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

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

Faculty members, students, or other members of the Touro community who encounter suspected academic integrity violations should contact the relevant "Chair". The "Chair" will consult with the faculty member, and if a violation is identified, the faculty member will inform the student. The "Chair" will also report all suspected violations in writing (using the [Academic Integrity Violation Reporting Form](#)) to the CAI Officer, who will advise the "Chair" on whether to pursue an informal or a formal resolution. For first-time suspected violations, CAI Officers and faculty are strongly encouraged to seek an informal resolution with the student. No permanent grade may be entered onto the student's record for the course in question before the issue is resolved.

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

RESOLUTION OF ACADEMIC INTEGRITY VIOLATIONS

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

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

INFORMAL RESOLUTION

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

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

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

FORMAL RESOLUTION

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

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

- The Chief Academic Integrity Officer receives a written statement from the instructor, proctor, student, or any other complainant, as the case may be.
- The written statement must include the name of the involved student(s), the name and position of the reporting person, and the nature of the alleged act.
- The CAI Officer shall arrange a hearing which, generally speaking, should take place no earlier than five (5) calendar days and no later than twenty (20) calendar days after notification that informal resolution was unsuccessful or not pursued.
- The hearing shall take place before the designated Committee on Academic Integrity of the School. If the hearing involves a student in a dual-degree or joint-degree program, then the Hearing Committee should have representatives from both programs.
- The Committee shall receive the written statement, and any documents submitted by the student or reporting person.
- All persons involved in a hearing shall be given notice of all hearing dates, times and places. Such notice, which will be sent by e-mail will be given at least two (2) business days prior to any hearing, unless waived by the parties involved.
- Postponements of Committee hearings may be made at the discretion of the Committee Chair. Either party may be granted a postponement only if pertinent information or interested parties cannot, for good cause, be present at the appointed time. Any postponement may not extend beyond a one-month period and any delay may affect the student's ability to progress in the program.
- The accused student and the accuser will be afforded the following opportunities:
 - To review, but not copy, all pertinent information to be presented to the Committee. The length of time for review shall be reasonable, as determined by the Committee Chair.
 - To present fully all aspects of the issue before the Committee.

Committee Hearings will proceed under the following guidelines:

- All Committee hearings and meetings are closed to the public.
- The Committee may hear the student, the faculty member or proctor, and any other individual who may be knowledgeable or may have information to share with the Committee regarding the suspected offense. Each person will meet with the Committee on an individual basis.
- The Committee may consider relevant written reports, discussions with involved parties, examinations, videos, papers, screen shots, social media posts, or other related documents.
- The Committee must be comprised of a minimum of three people, who must be present either in person or via video-conference, and may not be the faculty member of the course in question.
- All decisions shall be made by majority vote.
- The student has the right to appear before the Committee, in person or via video conference, in order to present his/her case, but, after proper notice of a hearing, the Committee may proceed, notwithstanding the student's absence.
- The hearing is academic in nature and non-adversarial. Student representation by an attorney or other representative at the hearing is not permitted. However, the student may bring a support person to accompany them and be present in an anteroom, but not participate, in the hearing.
- Audio recordings of the hearing are not permitted and transcripts are not required.
- All information supporting the charges made against a student shall be presented first. Following this presentation, the student who has been accused of a violation will present his/her side of the matter by submitting to the Committee information that he/she chooses to submit to support their stance or position. The CAI Officer, his or her designee, Office of Institutional Compliance or other members of the faculty and Administration may also meaningfully participate in this information exchange. Pursuant to the Touro University Code of Conduct, the student is expected to conduct themselves harmoniously so as not to obstruct the investigation or proceedings.
- The student, his/her accuser, the Committee, and/or Touro University System's representatives may raise questions about the information under review so that all aspects of the case are clarified.

The Committee shall reach a decision using the following guidelines:

- The Committee will meet in closed session to reach a decision, including recommended sanctions, if applicable. Such meeting shall generally be held immediately after the hearing or within one Touro business day (a Jewish Day of Observance as delineated on the Touro calendar does not count as a business day).
- If the Committee seeks additional information following commencement of its deliberations, it will notify the parties within two (2) Touro business days, and reconvene the hearing within five (5) Touro business days of the conclusion of the original hearing. The Committee's final decision must then be made.
- The Committee may impose a range of Class A, B, or C sanctions.

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 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. In the event the case involved a student in a dual-degree or joint-degree program, the CAI Officer of each relevant school should be informed of the decision.

APPEAL PROCESS

- Following a Formal Resolution Hearing and notification of the Committee decision, either party may appeal the decision. An appeal may only be granted on the basis of: 1) evidence of bias of one or more of the members of the Committee; 2) new material documenting information that was not available at the time of the decision; 3) procedural error.
- The appellant has three (3) business days within which to submit a formal written appeal of the decision to the Appeals Dean for the School. The appeal should be accompanied by the Hearing Committee's letter and by a narrative explaining the basis for the appeal. The narrative should fully explain the appellant's position and substantiate the reason(s) for their appeal.
- The Appeals Dean may request to meet with the appellant.
- After consideration of the Appeal, the Appeals Dean may accept, reject or modify the Committee's decision, and will notify the student in writing of the decision.
- The Appeals Dean, when notifying the student of the decision, shall inform the student of his/her right to appeal an adverse decision to the Chief Academic Officer.

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

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

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

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

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

ALTERNATIVE DISPUTE RESOLUTION

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

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

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

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

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

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

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

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

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

ADR Procedures

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

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

FAILURE TO EDUCATE AND LIABILITY DISCLAIMER

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

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

TOURO POLICY ON BIAS-RELATED CRIMES

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

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

- Assault (1st, 2nd and 3rd Degree)
- Aggravated Assault on a Person Less than 11 Years Old
- Menacing (1st, 2nd and 3rd Degree)
- Reckless Endangerment (1st and 2nd Degree)
- Manslaughter (2nd Degree)
- Stalking (1st, 2nd, 3rd, and 4th Degree)
- Criminal Sexual Acts (1st Degree)
- Sexual Abuse (1st Degree)
- Aggravated Sexual Abuse (1st and 2nd Degree)
- Unlawful Imprisonment (1st and 2nd Degree)

- Kidnapping (1st and 2nd Degree) Coercion (1st and 2nd Degree)
- Burglary (1st, 2nd and 3rd Degree)
- Criminal Mischief (1st, 2nd, 3rd, and 4th Degree)
- Arson (1st, 2nd, 3rd, and 4th Degree)
- Petty Larceny
- Grand Larceny (1st, 2nd, 3rd, and 4th Degree)
- Robbery (1st, 2nd, and 3rd Degree)
- Harassment (1st Degree)
- Aggravated harassment
- Simple Assault
- Larceny Theft
- Intimidation
- Destruction/damage/vandalism of property

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

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

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

POLICY ON TITLE IX AND SEXUAL MISCONDUCT

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

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

Title IX Grievance Policy

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

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

Title IX Coordinator

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person,

by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

Contact Information for the Title IX Coordinator:

Matthew Lieberman
50 W. 47th St., 14th floor,
New York, NY 10036
Phone: 646-565-6000 x55667
Email: Matthew.Lieberman@touro.edu

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

When Title IX Applies

The Title IX process will apply when *all* of the following elements are met:

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

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

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

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

Sexual Misconduct

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

New York Law also defines these acts as crimes if any of them are engaged in with a person who is incapable of consent either because of the person's age or because the person is mentally defective, mentally incapacitated, or

physically helpless. Therefore, sexual abuse, sodomy, and rape are sex crimes and violators will be prosecuted in accordance with New York Penal Law.

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

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

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

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

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

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

Phone: 646-565-6000, ext. 55330

Email: compliance@touro.edu

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

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

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

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

STUDENT COMPLAINTS

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

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

If any student believes that his or her rights have been violated or infringed upon, or that Touro's policies and procedures have not been followed, that student may file a formal complaint with the Dean of the school or division in which he/she is enrolled. When a complaint concerns an administrative function of the University, including, but not limited to, tuition refund and student financial assistance, a student may file a formal complaint with the University-wide director or supervisor of the administrative unit in question, or their designee. Prior to filing the formal complaint, the student should attempt to remedy the situation via an informal mediation (described in Phase One below). If the informal mediation is unsuccessful, or if the student is uncomfortable attempting an informal resolution, then a formal complaint may be filed. The complaint should state, with particularity: the person(s) involved, the nature of the claim, the date, witnesses (if any), documents (if any), and the circumstances under which the alleged claim may have been committed.

Limitation Period

Claims under this policy may only be brought within sixty (60) calendar days of the alleged misconduct.

Exception to Policy

This Policy is not applicable to situations that are governed by other policies. For example, complaints of sexual harassment are governed by Title IX; the University currently has a robust policy and procedure for dealing with such allegations. Therefore, all such incidents are considered under that anti-harassment policy/process. Other examples of exceptions to the Grievance Policy include, but are not limited to, race discrimination, Code of Conduct violations, and ADA Reasonable Accommodations requests and complaints.

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

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

TOURO UNIVERSITY CAMPUS SECURITY POLICIES

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

Access to the Campus

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

Security Services

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

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

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

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

Reporting Criminal Incidents & Other Emergencies

All students, employees, and guests should promptly report criminal incidents, accidents, and other emergencies to the Department of Campus Security by dialing 1-88-Touro911 (1-888-687-6911). This service allows you to speak to a live operator, twenty-four hours a day, seven days a week, to report any incidents or occurrences. The service refers all calls to the appropriate agencies (i.e. fire, police, etc.) for assistance, as well as to the appropriate University authorities. Additionally, you may report any incidents to any Security Officer at your site, the Campus Security Director, and/or Operations. If you are located in a Student Residence Hall you can also report any incident to your Resident Director, Assistant Resident Director, or R/A at your facility. The Campus Security Administrative office is located at 50 W. 47th St., 14th floor, New York, NY 10036 and can be reached at (646) 565-6134 or via email at security@touro.edu.

If assistance is required in completing or reporting an incident/occurrence to local Law Enforcement agencies we at Touro Campus Security will be glad to render any assistance needed.

Annual statistics on the incidence of crime at Touro University campuses and sites are published in the *Touro Campus Security Handbook*.

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

POLICY ON DRUGS & CONTROLLED SUBSTANCES

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

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

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

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

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

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

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

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

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

STUDENT RESPONSIBILITIES AND RIGHTS

CAMPUS CITIZENSHIP

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

STANDARDS OF CLASSROOM BEHAVIOR

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

To ensure a clean and healthy environment for all students at the University, eating drinking and smoking are not permitted in any classroom, laboratory, or auditorium.

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

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

ACCEPTABLE USE POLICY FOR INFORMATION TECHNOLOGY

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

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

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

INTERNET SERVICES AND USER-GENERATED CONTENT POLICY

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

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

CONFIDENTIALITY OF STUDENT EDUCATION RECORDS

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

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

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

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

1. The right to inspect and review the student's education records within a reasonable period of time, but not more than 45 days after the University receives a request for access. Students should submit to the Office of the Registrar written requests that identify the record(s) they wish to inspect. The Office of the Registrar will make arrangements for access and notify the student of the time and place the records may be inspected.
2. The right to request an amendment to the student's education records that the student believes contains information that is inaccurate, misleading, or in violation of the student's rights of privacy. Students may ask the University to amend a record that they believe is inaccurate. They should write to the Office of the Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to provide signed and dated written consent before the University discloses personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
 - a. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

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

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

- Name
 - Address
 - E-mail address
 - Telephone listing
 - Date and place of birth
 - Photograph
 - Major field of study
 - Dates of enrollment
 - Enrollment status
 - Classification (freshman, etc.)
 - Honors and awards
 - Degrees and dates of conferral
 - Most recent prior educational agency or institution attended
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Touro University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605.

AUTHORIZATION FOR NON-DISCLOSURE OF DIRECTORY INFORMATION

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

UNDERGRADUATE COMPLETION RATE

The Undergraduate Overall Graduation Rate for Touro University New York can be found at <https://www.touro.edu/consumer-information/undergraduate-completion-rate/>. This information is updated annually.

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