ACCREDITATION

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

Touro College is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104, (267) 284-5000. The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the United States Secretary of Education and the Council for Higher Education Accreditation.

This accreditation status covers Touro College and its branch campuses, locations and instructional sites in the New York area, as well as branch campuses and programs in Berlin, Paris, Jerusalem, Moscow, and Miami, Florida.

Touro University California and its Nevada branch campus, as well as Touro College Los Angeles and Touro University Worldwide, are separately accredited institutions within the Touro College and University System, accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC), 985 Atlantic Avenue, Alameda, CA 94501, (510) 748-9001.

The Physician Assistant Program is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA), 12000 Findlay Road, Suite 150, Johns Creek, GA 30097; 770-476-1224; www.arc-pa.org. The Doctor of Physical Therapy Program at Touro College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; 703-706-3245; accreditation@apta.org; http://www.capteonline.org. The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449; 301-652-2682; www.acoteonline.org. The Occupational Therapy Assistant Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449; 301-652-2682; www.acoteonline.org. The Graduate Program in Speech-Language Pathology is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA), 2200 Research Boulevard, Rockville, MD 20850-3289; 301-296-5700; www.asha.org/academic/accreditation.

POLICY OF NON-DISCRIMINATION

Touro College treats all employees, students, and applicants without unlawful consideration or discrimination as to race, creed, color, national origin, sex, age, disability, marital status, genetic predisposition, gender identity, sexual orientation, or citizen status in all decisions, including but not limited to recruitment, the administration of its educational programs and activities, hiring, compensation, training and apprenticeship, promotion, upgrading, demotion, downgrading, transfer, layoff, suspension, expulsion and termination, and all other terms and conditions of admission, matriculation, and employment.

Inquiries or complaints concerning the non-discrimination policies should be sent to Elan Baram, 500 7th Avenue, 4th Floor, New York, New York, 10018, Elan.Baram@touro.edu (646-565-6000 x 55636) or, alternatively, to the Chief Compliance Officer at compliance@touro.edu and 646-565-6000 x 55330.
IMPORTANT NOTICE

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

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

This Catalog is written for informational purposes only and may contain errors. The policies, procedures and practices described herein may be modified, supplemented or discontinued in whole or in part, at any time with or without notice. All changes will be posted on the Touro website. Although we will attempt to inform you of any changes as they occur via the Touro email address assigned to you upon activating your myTouro portal account, it is nevertheless your responsibility to keep current on all College policies, procedures and practices. Your assigned Touro email address is the official method of contact for all such notices and for all Touro communication.

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

Registration and matriculation at Touro after the issuance of this Catalog is consideration for and constitutes a student’s knowing acceptance of the binding Alternative Dispute Resolution (“ADR”) mechanisms (including binding arbitration) contained herein. Thus, any dispute, claim or controversy arising out of or related to your application, registration, matriculation, graduation or other separation from Touro and/or this Handbook, which is not resolved through Touro’s internal mechanism shall be exclusively resolved through final and binding expedited arbitration conducted solely before the American Arbitration Association (“AAA”), or any successor in interest, in accordance with the AAA Rules then in effect. The location of the arbitration shall be at a convenient office on a Touro campus where the student is (or was last) affiliated. See “Arbitration of Disputes” provision for a more elaborate treatment.
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MESSAGE FROM THE PRESIDENT AND CHIEF EXECUTIVE OFFICER

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 College - recognized as Touro University in California and Nevada – remains faithful to its original mission, educating approximately 19,000 students of diverse backgrounds, worldwide. We offer a wide range of undergraduate, graduate, and professional degree programs in a variety of disciplines – from Jewish studies to education to law and to the health sciences - including outstanding programs for students pursuing careers in medicine and the allied health professions.

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

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

Sincerely,

Alan Kadish, M.D.
Dr. BERNARD LANDER
FOUNDING PRESIDENT OF THE TOURO COLLEGE AND UNIVERSITY SYSTEM

Dr. Bernard Lander was an inspirational leader and visionary who revolutionized the field of education. As an educator and preeminent scholar, Dr. Lander devoted his life to Jewish and general higher education. Dr. Lander founded Touro College in 1970 and served as its first president until his passing in February 2010. Under his stewardship, Touro underwent significant growth, becoming an institution with multiple campuses and international reach. Today, Touro 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 DEAN OF THE SCHOOL OF HEALTH SCIENCES

The Touro College School of Health Sciences provides high-quality education in a number of areas of health sciences, including physical therapy, occupational therapy, physician assistant studies, nursing, and speech and language pathology. Our faculty are leaders in their fields and many have achieved national recognition. They are dedicated to providing students with cutting-edge knowledge and skills. They emphasize intensive interaction with students and are always available to help students in any way they can. Our programs provide students with the hands-on training necessary for them to acquire the highest degree of expertise in their fields. Our classes are small, and students are treated as individuals. The administration is dedicated to ensuring the maintenance of the quality of the educational experience and to providing the faculty and students with the tools to achieve excellence. The prominence and success our graduates have enjoyed in their fields is testimony to the quality of our programs. I look forward to welcoming you to our school.

Sincerely,

Louis H. Primavera, Ph.D.
TOURO COLLEGE MISSION AND GOALS

MISSION STATEMENT

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

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

GOALS

1. To transmit and enrich the Jewish heritage and its tradition of intellectual inquiry, as well as to incorporate Jewish studies into programs on the undergraduate, graduate and professional levels

2. To promote sensitivity to ethical concerns and social responsibility through both the curriculum and community outreach

3. To further the career interests and professional aspirations of our students though a broad range of academic programs and related activities

4. To advance proficiency in communication, information and technological literacy, analytical skills, and quantitative reasoning

5. To promote and support faculty and student research and scholarship

6. To develop and provide educational opportunities to underserved students in diverse communities

7. To maintain Touro as a learner-centered community in consonance with the college mission

8. To expand educational opportunities through distance learning and blended programs
2014-2016 CALENDARS

Each program has its own calendar which you can consult for specific information regarding the dates for the start and end of each semester, examination periods, deadlines for adding or dropping courses, periods of clinical rotations, dates for winter and spring breaks, and perhaps other variations in the calendar for that program.

Please note that the school closes at 2:00 PM on Fridays and is closed on Saturdays.

2014-2015 ACADEMIC YEAR

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<th>EXAM</th>
<th>STAFF</th>
<th>BUILDING</th>
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<td>Fri., July 4, 2014</td>
<td>Independence Day</td>
<td>No</td>
<td>No</td>
<td>Yes to 12:00</td>
<td>Open</td>
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<tr>
<td>Tues., August 4, 2014</td>
<td>Tisha B’Av Eve</td>
<td>Yes to 5:00</td>
<td>No</td>
<td>Regular Work</td>
<td>Open</td>
</tr>
<tr>
<td>Wed., August 5, 2014</td>
<td>Tish B’Av</td>
<td>No</td>
<td>No</td>
<td>Regular Work</td>
<td>Open</td>
</tr>
<tr>
<td>Thurs., August 6, 2014</td>
<td>Day After Tish B’Av</td>
<td>Yes</td>
<td>No</td>
<td>Regular Work</td>
<td>Open</td>
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<tr>
<td>Sun., August 31, 2014</td>
<td>Labor Day Eve</td>
<td>No</td>
<td>No</td>
<td>Off</td>
<td>Closed</td>
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<tr>
<td>Mon., September 1, 2014</td>
<td>Labor Day</td>
<td>No</td>
<td>No</td>
<td>Off</td>
<td>Closed</td>
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<td>Tues., September 9, 2014</td>
<td>SHS Commencement</td>
<td>Yes</td>
<td>No</td>
<td>Regular Work</td>
<td>Open</td>
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<td>Wed., September 24, 2014</td>
<td>Rosh Hashanah Eve</td>
<td>Yes to 1:00</td>
<td>No</td>
<td>Work to 2:00</td>
<td>Close at 2:30</td>
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<tr>
<td>Thurs., September 25, 2014</td>
<td>Rosh Hashanah</td>
<td>No</td>
<td>No</td>
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<tr>
<td>Fri., September 26, 2014</td>
<td>Rosh Hashanah</td>
<td>No</td>
<td>No</td>
<td>Off</td>
<td>Closed</td>
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<tr>
<td>Sun., September 28, 2014</td>
<td>Fast of Gedalia</td>
<td>Yes</td>
<td>No</td>
<td>Regular Work</td>
<td>Open</td>
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<td>Fri., October 3, 2014</td>
<td>Yom Kippur Eve</td>
<td>Yes to 12:00</td>
<td>No</td>
<td>Work to 12:00</td>
<td>Close at 12:30</td>
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<tr>
<td>Sat., October 4, 2014</td>
<td>Yom Kippur</td>
<td>No</td>
<td>No</td>
<td>Off</td>
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<td>Wed., October 8, 2014</td>
<td>Sukkot Eve</td>
<td>Yes to 12:00</td>
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<td>Thurs &amp; Fri October 9 &amp; 10</td>
<td>Sukkot</td>
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<td>Sat – Tues October 11 – 14</td>
<td>Middle Days of Sukkot</td>
<td>Yes</td>
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<td>Shmini Atzeret Eve</td>
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<td>Fri., November 28, 2014</td>
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<td>Thurs., January 1, 2015</td>
<td>Tenth of Tevet</td>
<td>No</td>
<td>No</td>
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<td>Sun-Thurs Dec 21- Thurs Jan 1*</td>
<td>Winter Break</td>
<td>No</td>
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<td>Mon., January 19, 2015</td>
<td>Martin Luther King Day</td>
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<td>Sun., February 15, 2015</td>
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<td>Fri., March 6, 2015</td>
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<td>Fri., April 3, 2015</td>
<td>Passover, First Day Eve</td>
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<td>Fri &amp; Sat April 10 &amp; 11</td>
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<td>Sun., April 12, 2015</td>
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</tr>
<tr>
<td>Sat., May 23, 2015</td>
<td>Shavuot Eve</td>
<td>No</td>
<td>No</td>
<td>Off</td>
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<tr>
<td>Sun &amp; Mon May 24 &amp; 25</td>
<td>Shavuot</td>
<td>No</td>
<td>No</td>
<td>Off</td>
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<tr>
<td>Sun., May 24, 2015</td>
<td>Memorial Day Eve</td>
<td>No</td>
<td>No</td>
<td>Off</td>
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<tr>
<td>Mon., May 25, 2015</td>
<td>Memorial Day</td>
<td>No</td>
<td>No</td>
<td>Off</td>
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</tr>
<tr>
<td>Tues., May 27, 2015</td>
<td>Day After Shavuot</td>
<td>Yes</td>
<td>No</td>
<td>Regular Work</td>
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</table>

*Winter and Spring Breaks may be on different dates for some programs.
<table>
<thead>
<tr>
<th>DATE</th>
<th>HOLIDAY</th>
<th>CLASSES</th>
<th>EXAM</th>
<th>STAFF</th>
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<tr>
<td>Fri., July 3, 2015</td>
<td>Independence Day Observed</td>
<td>No</td>
<td>Off</td>
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<tr>
<td>Sat., July 4, 2015</td>
<td>Independence Day</td>
<td>No</td>
<td>Off</td>
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<tr>
<td>Sun., July 5, 2015</td>
<td>Fast of Tammuz</td>
<td>Yes</td>
<td>No</td>
<td>Regular Work</td>
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<tr>
<td>Sat., July 25, 2015</td>
<td>Tisha B’Av Eve</td>
<td>No (Shabbat)</td>
<td>Off (Shabbat)</td>
<td>Closed (Shabbat)</td>
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<tr>
<td>Sun., July 26, 2015</td>
<td>Tish B’Av</td>
<td>No</td>
<td>No</td>
<td>Regular Work</td>
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<tr>
<td>Mon., July 27, 2015</td>
<td>Day After Tish B’Av</td>
<td>Yes</td>
<td>No</td>
<td>Regular Work</td>
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<tr>
<td>Sun., September 6, 2015</td>
<td>Labor Day Eve</td>
<td>No</td>
<td>No</td>
<td>Off</td>
<td>Closed</td>
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<tr>
<td>Mon., September 7, 2015</td>
<td>Labor Day</td>
<td>No</td>
<td>No</td>
<td>Off</td>
<td>Closed</td>
</tr>
<tr>
<td>Sun., September 13, 2015</td>
<td>Rosh Hashanah eve</td>
<td>Yes to 1:00</td>
<td>No</td>
<td>Work to 2:00</td>
<td>Close at 2:30</td>
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<tr>
<td>Mon., September 14, 2015</td>
<td>Rosh Hashanah</td>
<td>No</td>
<td>No</td>
<td>Off</td>
<td>Closed</td>
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<tr>
<td>Tues., September 15, 2015</td>
<td>Rosh Hashanah</td>
<td>No</td>
<td>No</td>
<td>Off</td>
<td>Closed</td>
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<tr>
<td>Wed., September 16, 2015</td>
<td>Fast of Gedalia</td>
<td>Yes</td>
<td>No</td>
<td>Regular work</td>
<td>Open</td>
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<tr>
<td>Tues., September 22, 2015</td>
<td>Yom Kippur Eve</td>
<td>Yes to 12:00</td>
<td>No</td>
<td>Work to 12:00</td>
<td>Close at 12:30</td>
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<tr>
<td>Wed., September 23, 2015</td>
<td>Yom Kippur</td>
<td>No</td>
<td>No</td>
<td>Off</td>
<td>Closed</td>
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<tr>
<td>Sun., September 27, 2015</td>
<td>Sukkot Eve</td>
<td>Yes to 12:00</td>
<td>No</td>
<td>Work to 12:00</td>
<td>Close at 12:30</td>
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<tr>
<td>Mon &amp; Tue September 28 &amp; 29, 2015</td>
<td>Sukkot</td>
<td>No</td>
<td>No</td>
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<tr>
<td>Wed – Sat Sep 30- October 3</td>
<td>Middle Days of Sukkot</td>
<td>Yes</td>
<td>No</td>
<td>Regular work</td>
<td>Open</td>
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<tr>
<td>Sun., October 4, 2015</td>
<td>Hoshana Rabba</td>
<td>Yes to 12:00</td>
<td>No</td>
<td>Work to 2:00</td>
<td>Close at 2:30</td>
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<tr>
<td>Mon., October 5, 2015</td>
<td>Shmini Atzeret</td>
<td>No</td>
<td>No</td>
<td>Off</td>
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<tr>
<td>Tues., October 6, 2015</td>
<td>Simchat Torah</td>
<td>No</td>
<td>No</td>
<td>Off</td>
<td>Closed</td>
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<tr>
<td>Wed., November 25, 2015</td>
<td>Thanksgiving eve</td>
<td>Yes to 5:00</td>
<td>Yes</td>
<td>Regular work</td>
<td>Close at 5:30</td>
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<tr>
<td>Thurs., November 26, 2015</td>
<td>Thanksgiving</td>
<td>No</td>
<td>No</td>
<td>Off</td>
<td>Closed</td>
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<tr>
<td>Fri., November 27, 2015</td>
<td>Thanksgiving</td>
<td>No</td>
<td>No</td>
<td>Off</td>
<td>Closed</td>
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<tr>
<td>Tues., December 22, 2015</td>
<td>10th of Tevet</td>
<td>No (Winter Break)</td>
<td>No</td>
<td>Regular Work</td>
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<tr>
<td>Tues - Sun Dec 22- Jan 3, 2016</td>
<td>Winter Break</td>
<td>No</td>
<td>No</td>
<td>Regular work</td>
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<tr>
<td>Mon., January 18, 2016</td>
<td>Martin Luther King Day</td>
<td>No</td>
<td>No</td>
<td>Off</td>
<td>Closed</td>
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<tr>
<td>Sun., February 14, 2016</td>
<td>Presidents’ Day Eve</td>
<td>No</td>
<td>No</td>
<td>Off</td>
<td>Closed</td>
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<tr>
<td>Mon., February 15, 2016</td>
<td>Presidents’ Day</td>
<td>No</td>
<td>No</td>
<td>Off</td>
<td>Closed</td>
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<tr>
<td>Wed., March 23, 2016</td>
<td>Fast of Esther</td>
<td>Yes to 5:00</td>
<td>No</td>
<td>Regular work</td>
<td>Open</td>
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<tr>
<td>Thurs., March 24, 2016</td>
<td>Purim</td>
<td>No</td>
<td>No</td>
<td>Regular work</td>
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<tr>
<td>Fri., March 25, 2016</td>
<td>Day After Purim</td>
<td>Yes</td>
<td>No</td>
<td>Regular work</td>
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<tr>
<td>Fri., April 22, 2016</td>
<td>Eve of Passover,</td>
<td>Yes to 12:00</td>
<td>No</td>
<td>Work to 12:00</td>
<td>Close at 12:30</td>
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<tr>
<td>Sat &amp; Sun April 23 &amp; 24, 2016</td>
<td>Passover, first days</td>
<td>No</td>
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<tr>
<td>Fri –Wed April 22 – April 27, 2016</td>
<td>Spring Break</td>
<td>No</td>
<td>No</td>
<td>Regular work</td>
<td>Open</td>
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<tr>
<td>Thurs., April 28, 2016</td>
<td>Eve of last days</td>
<td>No</td>
<td>No</td>
<td>Work till 12:00</td>
<td>Close at 12:30</td>
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<tr>
<td>Fri &amp; Sat April 29 &amp; 30, 2016</td>
<td>Passover, last days</td>
<td>No</td>
<td>No</td>
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<td>Sun., May 1, 2016</td>
<td>Day after Passover</td>
<td>Yes</td>
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<tr>
<td>Mon., May 30, 2016</td>
<td>Memorial Day</td>
<td>No</td>
<td>No</td>
<td>Off</td>
<td>Closed</td>
</tr>
<tr>
<td>Sun &amp; Mon Jun 12 &amp; 13, 2016</td>
<td>Shavuot</td>
<td>No</td>
<td>No</td>
<td>Off</td>
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<tr>
<td>Tues., June 14, 2016</td>
<td>Day After Shavuot</td>
<td>Yes</td>
<td>No</td>
<td>Regular Work</td>
<td>Open</td>
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</tbody>
</table>

*Winter and Spring breaks may be on different dates in some programs.*
THE TOURO COLLEGE AND UNIVERSITY SYSTEM

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

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

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

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

Enhancing the Jewish Heritage

Touro’s first college, the Touro College of Liberal Arts and Sciences, was established in 1971. In 1997 Touro designated the various divisions of the College as The Lander Colleges, in honor of Founding President Dr. Bernard Lander, for his historic contribution to higher Jewish education in America. The Lander Colleges are comprised of the Lander College of Arts and Sciences – Flatbush (with separate divisions for men and women); the Lander College for Women – The Anna Ruth and Mark Hasten School in Manhattan; and the Lander College for Men in Kew Gardens Hills, Queens. The Lander Colleges embody Touro’s commitment to enrich the college experience for young Jewish men and women. The Graduate School of Jewish Studies admitted its first class in 1981, preparing students for careers in education and community service. In 1989, Touro pioneered the School for Lifelong Education (SLE) to serve the academic needs of the Hasidic community, whose unique culture, commitment, and lifestyle required bold and innovative approaches to higher learning. The Institute for Professional Studies (IPS) – Machon L’Parnasa - was established in 1999 to provide practical applications in higher education for the ultra-orthodox community. In 2005, Touro College Los Angeles (TCLA) was created, following a curriculum modeled after The Lander Colleges.

Fulfilling Needs - and Building Strength - in Health Care

The School of Health Sciences was developed in 1972 as the Division of Health Sciences, consolidated into a school in 1986, and incorporated into a restructured Division of Graduate Studies in 2008. The School, which pioneered the training of physician assistants, has shown steady growth, innovation, and excellence over the years, and has established a number of campuses in the New York area that prepare health care professionals to serve a broad range of patient needs. The Touro College of Osteopathic Medicine (TouroCOM) opened in September 2007 in Harlem to prepare students to become outstanding osteopathic physicians who uphold the values, philosophy and practice of osteopathic medicine. The College is committed to recruiting students to practice in underserved communities such as Harlem, and to function as an integral part of the New York City/Harlem community. In 2008, the Touro College of Pharmacy enrolled its inaugural class of Doctor of Pharmacy students. Also located in Harlem, the school is committed to serving underrepresented communities and developing interest on the part of minority students in careers in pharmacy and other health professions. In 2011, Touro affiliated with New York Medical College (NYMC), one of the nation’s oldest health sciences universities, thereby creating one of the largest affiliations of medical and health education and biological studies programs under one banner. Located in Westchester County, NYMC is the leading academic biomedical research center between New York City and Albany, with nearly $34.5 million in sponsored research and other programs under management.
In 1997, Touro established a Western Division, Touro University California, with the opening of Touro University College of Osteopathic Medicine (TUCOM) in San Francisco. In 1999 the College moved to its current site on Mare Island in Vallejo, California. Also on Mare Island, Touro opened the Touro University College of Pharmacy (TUCA COP), which admitted its first class in 2005. In 2010, the College of Education and Health Sciences (CEHS) was created with the merger of the College of Education, which opened in 2004, and the College of Health Sciences, which opened in 2002. In 2004, Touro University Nevada (TUN) was established as a branch campus of Touro University California to help address critical needs in health sciences and education and as a resource for community service in the state of Nevada. The Touro University Nevada College of Osteopathic Medicine (TUNCOM) opened in 2004 in response to a shortage of primary care physicians and physician assistants throughout Nevada and the southwest. TUN’s College of Health and Human Services, opened in 2005, offers numerous degree programs in health sciences and education, and has implemented extensive community outreach to assist underserved populations in southern Nevada.

Charting New Territory in Law, Business and Technology

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

Educating the Educators, Serving the Community

Touro’s Graduate School of Education was established in 1993 to prepare America’s future leaders in education. The School has one of the largest teacher education programs in New York state, and through its Lander Center for Educational Research assists public schools in addressing problems that impact student achievement and equality of educational opportunity. The New York School of Career and Applied Studies (NYSCAS) was established in 2002 through the merger of the School of General Studies (SGS), founded in 1974, and the School of Career and Applied Studies (SCAS), launched in 1985. NYSCAS’ mission is to provide quality undergraduate educational experiences at multiple locations throughout New York City that reflect the city’s economic, ethnic and social diversity. In 2006 the Touro College Graduate School of Social Work was created to inspire and prepare graduates for clinical social work practice in a variety of urban and multicultural environments. The School prepares students to advocate effectively for the most underserved in society. In 2008, the Graduate School of Psychology was organized as a self-standing school, building upon programs developed in 1993 at the Graduate School of Education and Psychology. The School trains sensitive and dedicated applied psychology professionals, offering degree programs in mental health counseling, school psychology, school counseling, and industrial/organizational psychology.

Forging Ties with Israel and Revitalizing Jewish Life in Europe

Touro College in Israel (TCI) was established in 1986 to provide the English-speaking population in Israel with the opportunity to earn credits towards an academic degree while studying in Israel. In 2004, an affiliate of Touro with a separate Israeli charter, Machon Lander, was recognized by Israel’s Ministry of Higher Education. Machon Lander offers more than 100 courses at several schools, including graduate courses and undergraduate programs.

In 1991, Touro College became the first American higher education institution to establish a program of Jewish studies in Moscow. The School of Jewish Studies, now renamed the Lander Institute Moscow, was established to afford members of the Jewish community a greater awareness of their Jewish heritage, offer them a well-rounded general education, and to provide professional preparation to serve organizations and schools. In 2003, Touro began offering an academic program through Touro College Berlin and in 2005 the Lander Institute for Communication about the Holocaust and Tolerance was founded with a focus on examining the range of its consequences.
SCHOOL OF HEALTH SCIENCES PROFILE

History
The School of Health Sciences was developed as the Division of Health Sciences in 1972, consolidated into a single school in 1986, and incorporated in the Division of Graduate Studies in 2007. The School has shown steady growth, innovation, and excellence over the years, and has established a number of campuses in the New York area, offering a variety of associate, baccalaureate, master and doctoral-level programs in the health professions: AAS in Nursing, BS/MS in Occupational Therapy, AAS in Occupational Therapy Assistant, Doctor of Physical Therapy, Orthopedic Physical Therapy Residency, BS/MS in Physician Assistant Studies, and MS in Speech-Language Pathology. Through its Undergraduate Studies department, the School grants baccalaureate degrees with majors in Biology, Psychology, and Health Sciences.

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

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

SCHOOL OF HEALTH SCIENCES VISION, MISSION, AND GOALS

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

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

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

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

GOALS OF THE SCHOOL OF HEALTH SCIENCES
The programs offered at the School of Health Sciences reflect the stated goals of Touro College in that they:

- promote academic and clinical excellence in the health sciences
- foster ethical values and humanistic ideals of service
- foster critical thinking and analytical competencies
- foster effective communication
- foster leadership skills
- promote lifelong learning and scholarly contributions through the development of information literacy and research skills
- produce graduates who will contribute to the betterment of society through health promotion, disease prevention and the healing arts.
**PROGRAMS OFFERED BY THE SCHOOL OF HEALTH SCIENCES**

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

- Nursing
- Occupational Therapy
- Occupational Therapy Assistant
- Physical Therapy
- Physician Assistant
- Speech-Language Pathology

The School of Health Sciences also has an Undergraduate Studies Department that offers Bachelor’s degree programs in Psychology, Biology and Health Sciences, as well as all prerequisite coursework for those who are interested in pursuing a degree in the School of Health Sciences’ professional programs in Occupational Therapy, Physical Therapy, and Physician Assistant.

**NURSING DEPARTMENT**

**Nursing Programs.** Undergraduate programs with the following degree options: Associate in Applied Science degree, Bachelor of Science degree, AAS/BS dual degree, and an RN to BS degree.

**OCCUPATIONAL THERAPY DEPARTMENT**

**Occupational Therapy Program.** An upper-division undergraduate/graduate dual degree program leading to a Bachelor of Science in Health Sciences (BSHS) and a Master of Science in Occupational Therapy (MSOT). The BSHS/MSOT Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) 4720 Montgomery Lane, Bethesda, MD. 20814-3449, 301-652-2682, www.acoteonline.org.

**OCCUPATIONAL THERAPY ASSISTANT DEPARTMENT**

**Occupational Therapy Assistant Program.** An undergraduate program leading to an Associate in Applied Science degree. The Occupational Therapy Assistant Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) 4720 Montgomery Lane, Bethesda, MD. 20814-3449, 301-652-2682, www.acoteonline.org.

**PHYSICAL THERAPY DEPARTMENT**

**Doctor of Physical Therapy (DPT) Program.** An upper-division undergraduate/graduate program leading to dual Bachelor of Science in Health Sciences/Doctor of Physical Therapy degrees. The Doctor of Physical Therapy Program at Touro College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: http://www.capteonline.org.

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

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

**PHYSICIAN ASSISTANT DEPARTMENT**

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

**Manhattan Campus Physician Assistant Program.** An upper-division undergraduate/graduate program leading to dual Bachelor of Science in Health Sciences/Master of Science in Physician Assistant Studies degrees. The program is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA).
SPEECH-LANGUAGE PATHOLOGY DEPARTMENT
Graduate Program in Speech-Language Pathology. A graduate program leading to a Master of Science degree. The program is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA).

UNDERGRADUATE STUDIES DEPARTMENT
Bachelor’s Degree Programs. Offers Bachelor’s degree programs in Psychology, Biology and Health Sciences, as well as all prerequisite coursework for those who are interested in pursuing a degree in one of the School of Health Sciences’ professional programs in Occupational Therapy, Physical Therapy, and Physician Assistant.
SCHOOL OF HEALTH SCIENCES LOCATIONS

BAY SHORE CAMPUS

The main campus of the School of Health Sciences is situated on a ten-acre site in Bay Shore, Long Island. The campus entrance at Fourth Avenue is just off Union Boulevard. Abundant parking is available. The Bay Shore station of the Long Island Railroad is diagonally across the street from the campus. The mailing address of the campus is:

School of Health Sciences
Touro College
1700 Union Boulevard
Bay Shore, NY 11706
(631) 665–1600

The Office of the Dean is located on the first floor along with the library, cafeteria, student lounge, computer laboratories, and auditorium. Student Administrative Services (Admissions, Bursar, Financial Aid, and Registrar) are also located on the first floor. Departmental and program offices and classrooms are located on the second and third floors. Also located on the third floor is the office of the Director of Student Affairs and the cadaver laboratory.

The Bay Shore campus houses programs in Occupational Therapy, Physical Therapy, and Physician Assistant Studies, as well as the Undergraduate Studies Department.

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

<table>
<thead>
<tr>
<th>Day</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>Monday–Thursday</td>
<td>7:30 AM to 10:00 PM</td>
</tr>
<tr>
<td>Friday</td>
<td>7:30 AM to 2:00 PM</td>
</tr>
<tr>
<td>Saturday</td>
<td>Closed</td>
</tr>
<tr>
<td>Sunday</td>
<td>8:00 AM to 4:00 PM</td>
</tr>
</tbody>
</table>

The building is closed at 2:00 PM on Fridays and all day on Saturday. In addition, the School is closed on various holidays and during vacation periods. The parking lot is closed and locked shortly after the building closes.

The building is accessible to people with disabilities.

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

Anatomy Laboratory
The cadaver lab, located on the third floor, provides adequate room and resources for the study of human anatomy. The lab has twenty dissection tables with the appropriate equipment available for dissections. There are skeletons, anatomical models, and X-ray boxes to enhance laboratory instruction. The lab is air-conditioned and equipped with air purifiers for the safety and comfort of students.

Computer Laboratories
Located on the first and second floors, the School’s computer laboratories provide computer support for students and allow for computer-assisted instruction. These laboratories are equipped with workstations, printers, and PCs that are connected by a Local Area Network, and provide Internet access through the Touro College Wide Area Network. Technical assistants are available to students during the laboratories’ hours of operation.

Parking at the Bay Shore Campus
Students who purchase a parking sticker may park in the parking lot during the hours that the building is open. Students use their ID cards to access the parking lot. Overnight parking is not permitted at the Bay Shore campus; vehicles remaining in the lot after closing may be towed at the driver’s expense.
Disabled cars must be reported to the gatehouse attendant, who will record the driver’s name and program.

**MANHATTAN CAMPUS**

The School of Health Sciences in Manhattan is located at Touro’s Main Campus, 27-33 West 23rd Street, near the intersection of Fifth Avenue and Broadway, in the historic Flatiron District. There are abundant restaurants, shops, and transportation in the area. Stations for the subway (F, M, N, and R lines) and New Jersey PATH trains are located within a block of the College. Nearby buses run uptown, downtown and crosstown. Public parking lots are located on the north side of 23rd Street and on surrounding blocks.

The Manhattan Campus houses the programs in Occupational Therapy, Occupational Therapy Assistant, and Physical Therapy.

The office of the Dean is located on the 6th floor of 27 West 23rd Street.

The Manhattan Physician Assistant Program is located in mid-town Manhattan on 218-242 West 40th Street, near the famous Times Square intersection and the Theater District, in walking distance from many New York City attractions, such as the Empire State Building and Grand Central Station. There are abundant restaurants, attractions and shops in the area. The building is accessible from the nearby Port Authority Bus Terminal and the Times Square subway station (1, 2, 3, 7, A, C, E, N, Q, R and Shuttle lines.) Public parking lots are located on the south side of 40th Street and on surrounding blocks.

The buildings are accessible to people with disabilities.

**Library**

Touro College’s main library is located on the 5th floor of 43 West 23rd Street, just down the street from the main campus building, and is connected by interlibrary loan and computer referencing to Touro libraries at several satellite sites throughout the metropolitan area, including the Health Science Library at Bay Shore. The library serves the teaching, reference, and research needs of faculty, students, and staff of the various schools of the College.

**Computer Laboratories**

Computer laboratories are located on the 3rd and 6th floors of the Manhattan campus building at 27-33 West 23rd Street, on the 2nd floor of 43 West 23rd Street, and on the 6th floor of 50 West 23rd Street, and on the 4th floor of 218-232 West 40th Street. These laboratories are equipped with workstations, printers, and PCs that are connected by a Local Area Network, and provide Internet access through the Touro College Wide Area Network. Technical assistants are available to students during the laboratories’ hours of operation.

**BROOKLYN LOCATIONS**

**SPEECH - LANGUAGE PATHOLOGY**

The Graduate Program in Speech-Language Pathology is located at 1610 East 19th Street (Avenue P between East 18th and 19th Streets) in the Midwood section of Brooklyn. The subway and numerous bus routes are located a short walk from the facility. This section of Brooklyn is home to many fine restaurants, including a variety of kosher restaurants.

The facility is accessible to people with disabilities.
Library
For Brooklyn programs, the main library is located at the Flatbush campus of the Lander College of Arts and Sciences, at Avenue J and East 16th Street in Midwood. This library currently houses Speech Pathology material, including books and multi-media items, numerous current periodical subscriptions, and videotapes specifically related to Speech Pathology. At the Avenue P facility there is a library room with computers linked to the Lander College campus, enabling students to access all library material available.

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

Clinic
The Avenue P campus also houses a Speech and Hearing Center. This clinic provides services to children and adults with various speech, language, and hearing disorders. Student interns are closely supervised by Speech-Language Pathologists and/or Audiologists holding the Certificate of Clinical Competence in Speech-Language Pathology of the American Speech-Language Hearing Association as well as New York State professional licensure.

Beginning Spring 2015, the program and clinic will be located at 902 Quentin Road, Brooklyn in a brand new, state-of-the-art facility. The F, Q, and B trains, as well as several bus routes are available for public transportation.

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

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

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

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

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

WINTHROP UNIVERSITY HOSPITAL EXTENSION CENTER
The office of the Physician Assistant Program Winthrop Hospital Extension Center (WUH) is located at 288 Old Country Road, Mineola, NY 11501. Office hours are:
- Monday – Thursday 8:00 AM – 4:00 PM
- Friday 8:00 AM – 2:30 PM

Cafeteria
A coffee shop is located on the first floor at the main entrance to Winthrop University Hospital and a cafeteria is located on the premises. In addition, there are many dining establishments in the surrounding area.
Library
A medical library is located on the grounds of Winthrop Hospital and they are welcome to use the library facility at Bay Shore. The library has electronic and standard texts and journals as a part of its database. Additionally, Internet access provides students with enhanced medical research capabilities.

Parking
At Winthrop, hospital-based parking is available to students for an additional fee. Off-street parking and metered parking are also available.

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

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

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

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

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

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

• Official transcripts of high school and college work
  Official transcripts should be sent to the Office of Admissions, 1700 Union Blvd, Bay Shore, New York 11706 either (1) directly by the issuing institution, or (2) in an envelope sealed by the issuing institution. Transcripts submitted via the web-based application, fax or in any other form cannot be considered official documents. Applicants should arrange to send transcripts of all college-level work, degree or non-degree, even if they do not intend or expect to transfer credit. Applicants must provide documentation of high school graduation or a GED, unless they have earned a degree from a college.

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

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

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

Applicants who do not meet a program’s established grade-point standards may petition the program’s Admissions Committee for consideration. The petition must be in writing and must accompany the completed application. It must clearly explain extenuating circumstances that have prevented the applicant from meeting existing grade-point standards, and describe elements of the applicant’s background that would indicate the potential for success in the program. The Admissions Committee may choose to admit students who have not met established admission requirements, based on the student’s petition, application, interview and other supporting documents required as part of the application process.

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

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

TRANSFER STUDENTS
Transfer students are welcome members of the Touro learning community. Transfer students, upon applying to Touro, should submit official transcripts from all prior colleges or universities attended. Official transcripts should be sent from the issuing school directly to the Office of Admissions, 1700 Union Blvd, Bay Shore, New York 11706. Requests for advanced standing or for transfer credit equivalent to courses taken within a professional program are evaluated by the program’s Admissions Committee at the request of the applicant at the time of application.

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

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

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

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

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

INTERNATIONAL STUDENTS
Students from foreign countries are eligible for admission to Touro College upon graduation from high school, or the equivalent. Additionally, students who already possess a degree that supersedes high school, such as a baccalaureate degree, are eligible for entry. Such students follow the same application procedure as other candidates for admission.
Students whose native language is not English, or who did not graduate from high school or college in the USA or other English-speaking country, must also demonstrate proficiency in English through satisfactory performance on one of the following English proficiency examinations:

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

**Foreign Transcript Evaluation**

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

**CRIMINAL BACKGROUND CHECK**

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

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

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

General fees that apply to all departments in the School of Health Sciences include:

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Late registration fee</td>
<td>$50</td>
</tr>
<tr>
<td>Graduation fee (with final semester registration only)</td>
<td>$200</td>
</tr>
<tr>
<td>Returned check fee</td>
<td>$40</td>
</tr>
<tr>
<td>Transcript fee</td>
<td>$10</td>
</tr>
</tbody>
</table>

Tuition and fees are payable through QuikPAY® accessed via TCWeb, the College’s website for online student services. QuikPAY® is Touro’s means of providing our student body 24-hour access to student account activity, E-bills and making payments online. Payment methods accepted through QuikPAY® include all major credit cards or by E-Check using your checking or savings account. Students financing a portion of their education through grants, loans, or scholarships must provide proof of such award at registration. Students without such documentation will be expected to pay the full tuition bill and will be refunded any excess once the award is received by the College.

TUITION LIABILITY FOR WITHDRAWAL

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

**Fall and Spring Sessions**

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

**Summer Semester (if 6 weeks or less)**

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

Please note that, when a student in receipt of Title IV funds withdraws from school, a Federal recalculation takes place. You may obtain a copy of these regulations from the Financial Aid office.

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

GENERAL INFORMATION
The School of Health Sciences offers Financial Aid representatives at the Bay Shore, Brooklyn, and Manhattan campuses for guidance throughout your course of study:

Bay Shore (Occupational Therapy, Physical Therapy, Physician Assistant, and Undergraduate Studies students): 1700 Union Boulevard, Bay Shore, NY 11706

Avenue J, Brooklyn (AAS Nursing students): 1602 Avenue J, Brooklyn, New York 11230

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

Manhattan (BS Nursing, Occupational Therapy, Occupational Therapy Assistant, Physical Therapy, Physician Assistant students): 27-33 West 23rd Street, New York, NY 10010-4202

To assist you off-campus or for general financial aid inquiries, please contact the Student Services Call Center at studentservices@touro.edu or 212-463-0400, ext. 5276

APPLICATION PROCEDURE
Students who wish to apply for financial aid must complete a Free Application for Federal Student Aid (FAFSA or a Renewal FAFSA), and submit it to the government once every academic year. The FAFSA must be completed online at www.FAFSA.ed.gov The Federal code for Touro College is 010142. Applications become available in January for the upcoming school year.

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

• Federal Pell Grants
  The Pell Grant Program is a need-based entitlement program which makes funds available to undergraduate students who are pursuing their first baccalaureate degree and are enrolled in less than half-time (4 credits) part-time (6-9 credits) or full-time study (12-18 credits). Students may also receive a Pell Grant for up to one full year of remediation.

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

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

Participation in the program is determined by student eligibility, need, institutional funding and job availability. Preference is given to students who can demonstrate exceptional financial need. The College is responsible for selecting recipients and determining award amounts. Factors considered by the Financial Aid Office in determining whether and for how many hours the recipient may work under this program include: financial
need, class schedule, academic progress, and the student’s health status. The level of salary must be at least the minimum wage.

Students are currently permitted to work up to 25 hours per week when school is in session and up to 30 hours per week when school is not in session. Rates of pay vary depending on the student’s level of study.

**Veterans Administration (VA) Benefits**

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

**Federal Perkins Loan Program**

Touro College participates in the Federal Perkins Loan Program. The Federal Perkins Loan Program is a low interest (5%) educational loan offered to undergraduate and graduate students with exceptional financial need such as students with the lowest Expected Family Contribution (EFC).

As of October 1998, Federal regulations stipulate that undergraduate students may borrow up to $5500 per year with an aggregate loan limit of $27,500. Graduate or professional students may borrow up to $8000 per year with an aggregate loan limit of $60,000 (including undergraduate loans).

The amount of the loan is determined by the school based on the student’s financial need and the availability of funds. Borrowers must sign a promissory note at the time the loan is taken agreeing to repay the loan and must attend an exit interview before leaving school.

At Touro College, awards can range up to $2000 per academic year for the Perkins Loan. No interest accrues while the student is in college. For Perkins Loan borrowers, repayment begins nine months after graduation or leaving school, or after a student drops below half-time status. An additional extension is permitted for low-income borrowers. Borrowers are allowed up to ten years to repay the loan depending on the amount borrowed.

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

**Subsidized Federal Direct Stafford Loan**

Students who borrow a need-based Federal Stafford Loan benefit from the federal government paying the interest while they are in school or in deferment. Need-based loans are called Subsidized Federal Stafford Loans because the government subsidizes these loans until repayment begins.

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

**Unsubsidized Federal Direct Stafford Loan**

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

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

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

Borrowers are given a six-month grace period after they graduate, leave school or drop below half time. Subsidized loan borrowers do not have to pay principal or interest during that period. Unsubsidized loan borrowers will be responsible for the interest during the six months grace period. Borrowers will be notified of the date repayment begins but are responsible for beginning repayment on time regardless of notification.
• Federal Direct Parent Loans for Students
A borrower under this program must be the parent of a financially dependent undergraduate student. Students’ eligibility criteria are comparable to those for Stafford Loans. The parents must have good credit histories. The amounts borrowed in any year cannot exceed educational costs taking into account all other financial aid received. The borrower must sign a promissory note at the time the loan is taken agreeing to repay the loan. Repayment must begin sixty days after the loan is disbursed. Parents may apply for deferments by contacting their lending institution.

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

For detailed information regarding the rights and responsibilities of a borrower, deferment, or cancellation, please consult with a financial aid administrator.

• Federal Direct Grad Plus Loans
Borrowers under this program must be enrolled in an approved graduate level of study. Students’ eligibility criteria are comparable to those for Stafford Loans. Borrowers must have good credit histories. The amounts borrowed in any year cannot exceed educational costs taking into account all other financial aid received. The borrower must sign a promissory note at the time the loan is taken agreeing to repay the loan. Repayment must begin sixty days after the loan is disbursed. Students may apply for deferments by contacting their lending institution.

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

For detailed information regarding the rights and responsibilities of a borrower, deferments, or cancellations please consult with a financial aid administrator.

All students are required to complete an Entrance and Exit Interview when receiving Federal Direct Loans.

ELIGIBILITY

In order to be eligible for Federal aid a student must:
1. have financial need
2. have a high school diploma or a GED
3. be enrolled half-time or more as a matriculated student (must be full time for TAP)
4. be in good academic standing and making satisfactory progress
5. be a U.S. citizen or eligible non-citizen
6. not be in default on a Federal Perkins Loan (or National Direct Student Loan), Federal Stafford Loan (subsidized and/or unsubsidized) Guaranteed Student Loan.
7. not owe a refund on a Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (SEOG), or State Student Incentive Grant (SSIG)
8. not be convicted for the possession or sale of illegal drugs for an offense that occurred while you were receiving federal student aid. You will be ineligible for a period of time based on the type or number of convictions.
9. agree to use any federal student aid received solely for educational purposes
10. sign a statement of educational purpose/certification statement on refunds and defaults
**Aggregate Limits** – Federal Direct Loans have aggregate limits. The limits are as follows:

<table>
<thead>
<tr>
<th></th>
<th>Subsidized</th>
<th>Combined Subsidized &amp; Unsubsidized</th>
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<tbody>
<tr>
<td>Dependent Undergraduates</td>
<td>$23,000</td>
<td>$31,000</td>
</tr>
<tr>
<td>(Except students whose parents are unable to obtain Plus Loans.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent Undergraduates</td>
<td>$23,000</td>
<td>$57,500</td>
</tr>
<tr>
<td>Graduated</td>
<td>$65,500</td>
<td>$138,500</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No more than $23,000 may be subsidized.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No more than $65,500 may be subsidized.</td>
</tr>
</tbody>
</table>

**OTHER EDUCATIONAL LOAN PROGRAMS**

- **Private Loans**
  In addition to the above loans, a student may apply for private industry loan programs. These loans are not need-based and require a credit check. Most of the alternative loans require that undergraduate students apply with a co-signer. Information regarding these loans is available at the Financial Aid Office.

**NEW YORK STATE PROGRAMS**

Touro College participates in state funded grant programs such as the Tuition Assistance Program (TAP), the New York State Scholarship Program and Aid for Part-Time Study (APTS).

**TUITION ASSISTANCE PROGRAM (TAP)**

The Tuition Assistance Program is an entitlement program which means all eligible applicants will receive an award. Students can apply for TAP award applying for FAFSA online at [www.FAFSA.ed.gov](http://www.FAFSA.ed.gov/).

Please note that NEW YORK STATE HIGHER EDUCATION SERVICES verifies income data with the NYS Department of Taxation and Finance for all applicants.

**TAP Eligibility:**

In order to be eligible for a TAP award, a student must:

1. Be a U.S. citizen, permanent resident alien, a paroled refugee, or a conditional entrant to the United States;
2. Be a New York State resident for at least one year prior to the semester for which aid is sought;
3. Be enrolled full-time and matriculated in an approved NYS post-secondary program;
4. Be in good academic standing;
5. Fall within the prescribed NYS income limits;
6. Not be in default of a loan guaranteed by HESC.
7. Have graduated from a high school in the United States or earned a GED, or passed a federally approved "Ability to Benefit" test as defined by the Commissioner of the State Education Department.
8. Have a tuition charge of a least $200 per year.

**TAP Waiver**

A student is not eligible to receive a TAP award if in the previous semester, he/she:

1. Withdrew from all courses any time after the first day of classes or
2. Completed fewer than 6 credits in each semester of the first year of the award, 9 credits each semester of the second year, and 12 credits each semester of the third and fourth years of TAP awarding and/or
3. Earned fewer credits than, or achieved a grade point average (GPA) less than, required by the TAP Satisfactory Academic Progress chart.
### 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

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<tr>
<th>Before being certified for this payment</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
</tr>
</thead>
<tbody>
<tr>
<td>a student must have accrued at least this many credits</td>
<td>0</td>
<td>6</td>
<td>15</td>
<td>27</td>
<td>39</td>
<td>51</td>
</tr>
<tr>
<td>with at least this grade point average</td>
<td>0</td>
<td>1.3</td>
<td>1.5</td>
<td>1.8</td>
<td>2.0</td>
<td>2.0</td>
</tr>
</tbody>
</table>

**Calendar: Semester**

**Program: Baccalaureate Program (2010 Standards):** applies to non-remedial students first receiving aid in 2010/11 and thereafter

<table>
<thead>
<tr>
<th>Before being certified for this payment</th>
<th>1st</th>
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<th>4th</th>
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<th>7th</th>
<th>8th</th>
<th>9th**</th>
<th>10th**</th>
</tr>
</thead>
<tbody>
<tr>
<td>a student must have accrued at least this many credits</td>
<td>0</td>
<td>6</td>
<td>15</td>
<td>27</td>
<td>39</td>
<td>51</td>
<td>66</td>
<td>81</td>
<td>96</td>
<td>111</td>
</tr>
<tr>
<td>with at least this grade point average</td>
<td>0</td>
<td>1.5</td>
<td>1.8</td>
<td>1.8</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
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**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

<table>
<thead>
<tr>
<th>Before being certified for this payment</th>
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<th>3rd</th>
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<tbody>
<tr>
<td>a student must have accrued at least this many credits</td>
<td>0</td>
<td>3</td>
<td>9</td>
<td>18</td>
<td>30</td>
<td>45</td>
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<tr>
<td>with at least this grade point average</td>
<td>0</td>
<td>0.5</td>
<td>0.75</td>
<td>1.3</td>
<td>2.0</td>
<td>2.0</td>
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**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

<table>
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<th>Before being certified for this payment</th>
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<th>9th**</th>
<th>10th**</th>
</tr>
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<tbody>
<tr>
<td>a student must have accrued at least this many credits</td>
<td>0</td>
<td>3</td>
<td>9</td>
<td>21</td>
<td>33</td>
<td>45</td>
<td>60</td>
<td>75</td>
<td>90</td>
<td>105</td>
</tr>
<tr>
<td>with at least this grade point average</td>
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<td>1.1</td>
<td>1.2</td>
<td>1.3</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
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**Calendar: Semester**

**Program: Graduate Divisions other than the Law Center (eligible only for NYS Scholarship)**

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<th>5th*</th>
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<tbody>
<tr>
<td>a student must have accrued at least this many credits</td>
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<td>6</td>
<td>12</td>
<td>21</td>
<td>30</td>
<td>45</td>
<td>60</td>
<td>75</td>
</tr>
<tr>
<td>with at least this grade point average</td>
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<td>2.0</td>
<td>2.5</td>
<td>2.75</td>
<td>3.0</td>
<td>3.0</td>
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**9th and 10th payments are only for 5 Year program.**
A student who failed to meet one or more of the TAP Eligibility conditions must receive a TAP waiver from the Touro College Committee on Academic Standing to be eligible to receive further TAP awards for the subsequent semesters.

TAP COACH – Summer Study
To be eligible for an accelerated summer payment, a student receiving a first award in the 2006-2007 academic year and thereafter must satisfy these criteria in addition to the standard TAP eligibility requirements for each summer semester of attendance:

- Be enrolled full-time in the prior spring term;
- Earn 24 credits from the same institution in the prior Academic Year - Fall and Spring terms (3 credits equivalent in remedial study in each term are permitted as part of the total 24 credits, or 18 credits plus 6 credit equivalents); this requirement must be met each time an accelerated award is sought;
- Enroll for at least six but fewer than 12 semester hours for a half time accelerated payment.

Part-time TAP
If you are a New York State resident and taking 6 to 11 credits and in the previous academic year earned two consecutive semesters of 12 credits each (24 credits) and maintained a “C” average, you may be eligible to receive this grant through the New York State Tuition Aid Program.

AID FOR PART-TIME STUDY (APTS)
APTS is not an entitlement program. It is a campus-based program. The College selects recipients and determines individual award amounts. To be eligible, students must:

1. be enrolled part-time in an approved program or credit-bearing certificate or diploma program in New York State (part-time study for APTS is defined as enrollment for at least three but fewer than twelve semester hours);
2. meet the income limits;
3. be in good academic standing;
4. not be in default on a federal or State student loan or on any repayment of state awards;
5. be a New York State Resident;
6. be either a U.S. citizen, permanent resident alien, or refugee;
7. apply for a Federal Pell Grant if eligible;
8. have a tuition charge of a least $100 per year;
9. have remaining TAP eligibility;
10. have graduated from a high school in the United States or earned a GED, or passed a federally approved "Ability to Benefit" test as defined by the Commissioner of the State Education Department;
11. be matriculated in an approved NYS post-secondary program.

AID FOR PART-TIME STUDY (APTS)
APTS is not an entitlement program. It is a campus-based program. The College selects recipients and determines individual award amounts. To be eligible, students must:

1. be enrolled part-time in an approved program or credit-bearing certificate or diploma program in New York State (part-time study for APTS is defined as enrollment for at least three but fewer than twelve semester hours),
2. meet the income limits
3. be in good academic standing
4. not be in default on a federal or State student loan or on any repayment of state awards
5. be a New York State Resident
6. be either a U.S. citizen, permanent resident alien, or refugee
7. apply for a Federal Pell Grant if eligible
8. have a tuition charge of a least $100 per year
9. have remaining TAP eligibility
10. have graduated from a high school in the United States or earned a GED.
The number of recipients and the amount of each award is determined by the individual institution. Awards for qualified students range up to $2,000 per academic year depending on tuition charges. An APTS award cannot exceed tuition charges.

NEW YORK STATE SCHOLARSHIPS

Please visit www.hesc.com for more information on:

- Awards for children of deceased or disabled veterans
- Awards for children of deceased Police Officers or Firefighters
- New York State World Trade Center Memorial Scholarships
- State Aid to Native Americans
- New York State Health Services Corps
- New York State Professional Regents Scholarship
- New York State Lottery Award
- New York City Department of Education Graduate Scholarship Program (TEACH NYC)

ALTERNATE SOURCES OF AID

EMPLOYEE BENEFITS/TUITION REMISSION
Touro College full-time employees who wish to attend classes at Touro College and take advantage of the Employee Benefits Tuition Remission policy must:

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

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

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

FINANCIAL AID TERMS

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

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

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

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

**New Borrower:** A term that applies to the Stafford Loan(s), and Parents Loan for Undergraduate Students (PLUS). A student is a “new borrower” under these programs if, upon the date the promissory note is signed, he/she had no outstanding Stafford Loans, PLUS, SLS, or consolidation loans, and if the loan was either disbursed on or after July 1, 1987, or was for a period of enrollment that began on or after July 1, 1987. Once a student qualifies as a new borrower, the loan conditions that apply to “new borrowers” automatically apply to any future Stafford or PLUS loan that a student receives.
**Promissory Note:** A legal document signed by a borrower at the time he/she gets a student loan. It lists the conditions under which the borrowing takes place and the terms under which the borrower agrees to pay back the loan.

**STANDARDS OF SATISFACTORY ACADEMIC PROGRESS**

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

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

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

THE TOURO COLLEGE LIBRARIES

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

Branches

The Bay Shore library, located at 1700 Union Boulevard on Long Island, is supervised by a Chief Librarian and is open Monday through Thursday from 8 AM to 10 PM, Friday from 8 AM to 2 PM, and Sunday from 8 AM to 4 PM. It has more than 8,500 books and media items and 50 current periodicals on pre-clinical and clinical medicine, occupational therapy, physical therapy and physician assistant.

The Main Campus library, located at 43 West 23rd Street in Manhattan, is supervised by a Chief Librarian and is open Monday through Thursday from 9 AM to 9 PM, Friday from 9 AM to 2 PM, and Sunday from 10 AM to 6 PM (except during August). It has more than 13,000 books and media items and 45 current periodicals on pre-clinical and clinical medicine, occupational therapy, physical therapy, and physician assistant.

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

Touro College Library Services

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

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

COMPUTER LABORATORIES

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

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

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

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

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

Computer labs at locations where desktop and web publishing courses are taught are equipped with scanners, color printers, and special software to support course offerings, including Adobe InDesign®, Photoshop® and Illustrator®. Macintosh computers are also available at several locations.
STUDENT SERVICES

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

Web: studentservices.touro.edu
Email: studentservices@touro.edu
Phone: 212-463-0400 x5736

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

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

Touro College Web-Based Student Services (TCWeb)
Touro College’s TCWeb site (https://tcweb.touro.edu) enables students to do the following:

- Register for courses (in programs which allow online registration)
- View and print grades
- View and print class schedule
- Search current course offerings
- Access QuikPAY® for online e-bills and tuition payments
- View textbook information (titles, authors, ISBNs, prices)

The School of Health Sciences offers representatives for the Registrar’s office at our Bay Shore, Brooklyn, and Manhattan campuses:

Manhattan (Occupational Therapy, Occupational Therapy Assistant, Physical Therapy, Physician Assistant):
27-33 West 23rd Street, 2nd floor
New York, NY 10010

Bay Shore (Occupational Therapy, Physical Therapy, Physician Assistant, Undergraduate Studies):
1700 Union Boulevard
Bay Shore, NY 11706

Avenue J, Brooklyn (Nursing):
1602 Avenue J
Brooklyn, NY 11230

Kings Highway, Brooklyn (Speech-Language Pathology):
946 Kings Highway, 2nd floor
Brooklyn, NY 11223

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

The School of Health Sciences offers Financial Aid representatives at our Bay Shore, Brooklyn, and Manhattan campuses:
Manhattan (BS Nursing, Occupational Therapy, Occupational Therapy Assistant, Physical Therapy, Physician Assistant):
27-33 West 23rd Street, 2nd floor
New York, NY 10010

Bay Shore (Occupational Therapy, Physical Therapy, Physician Assistant, Undergraduate Studies):
1700 Union Boulevard
Bay Shore, NY 11706

Avenue J, Brooklyn (AAS Nursing):
1602 Avenue J
Brooklyn, NY 11230

Kings Highway, Brooklyn (Speech-Language Pathology):
946 Kings Highway, 2nd floor
Brooklyn, NY 11223

BURSAR’S OFFICE
The mission of the Bursar’s Office is to obtain and process the data necessary to provide accurate bills and information to students. The Bursar’s Office, as part of student services, is responsible for maintaining all students’ tuition accounts and the College’s receivables. This includes posting all tuition charges and fees, collecting, processing and inputting all payments, generating bills, issuing student refunds, and all collection activity. These functions are accomplished while servicing the needs of students within the framework of Touro’s policies and legal guidelines.

The Office of the Bursar also guides students and keeps them on track regarding their educational financial obligations. Students may choose or be eligible to finance their education through a combination of Federal and state grants, Federal loans, Touro scholarships, outside scholarships, private loans, or personal out-of-pocket payments. Students should speak to a Financial Aid counselor about their eligibility.

Once a student’s financial aid application is processed and s/he has met all Federal and state guidelines, funds awarded are later credited to the student’s tuition account and will be reflected on his/her monthly statement. As such, any remaining balances due are dealt with by the Office of the Bursar.

The Office of the Bursar takes very seriously the privacy rights of students, including the protection of personal credit card and bank account information. We ask that all tuition payments be made directly by students online through the use of QuikPAY®, accessed via TCWeb, the College’s website for online student services. QuikPAY® is Touro’s means of providing our student body 24-hour access to E-bills and making payments online. Payment methods accepted through QuikPAY® include all major credit cards or by E-Check using one’s checking or savings account. Students financing a portion of their education through grants, loans, or scholarships must provide proof of such award at registration. Students without such documentation will be expected to pay the full tuition bill and will be refunded any excess once the award is received by the College.

The Office of the Bursar also issues refunds due to overpayment or as proceeds of student loans. Refunds are issued within 14 days of the credit balance. If payment was made by credit card, the account will be credited. If payment was made by check, a refund check will be mailed. (It is important, therefore, that students’ addresses in the College’s computer system be current.)

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

Manhattan (BS Nursing, Occupational Therapy, Occupational Therapy Assistant, Physical Therapy, Physician Assistant):
27-33 West 23rd Street, 2nd floor
New York, NY 10010

Bay Shore (Occupational Therapy, Physical Therapy, Physician Assistant, Undergraduate Studies):
OFFICE OF STUDENT AFFAIRS
The Office of Student Affairs supports the academic mission of the College. It is located on the Bay Shore campus, and is managed by the Director of Student Affairs. Its chief role is student advocacy. It assists students through a number of support services, and a variety of organized student activities.

STUDENTS WITH DISABILITIES
Touro College complies with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, which protects persons from discrimination on the basis of physical or mental impairments for all educational and employment purposes. Assistance is available for students who have physical or learning-related disabilities. Disabled students should contact the SHS Director of Student Affairs at the start of every semester to discuss their needs and problems.

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

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

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

1. A Request for Accommodation of Disability application, filled out in its entirety.

2. Documentation from a physician, clinical psychologist, or other certified individual of the specific disability, to include:
   - A cover letter from the physician, clinical psychologist, or other certified individual,
   - Appropriate and thorough diagnostic test results, conducted no more than five years prior to the request. Summarization of results, while helpful, by itself is not considered satisfactory. The detailed report should also clearly diagnose the disability, report the severity of the disability, offer implications of the disability for the student’s program of study, and include a summary of what accommodations are needed to assist in overcoming the disability.

Decisions on RADAs are made by the department chairperson in consultation with Touro College’s Office of Compliance. If the RADA is granted, the department chairperson will notify the student and his/her instructors.

A Handbook for Students and Applicants with Disabilities can be obtained from the Office of Student Affairs or from the student’s program office.

ACADEMIC ADVISEMENT
The School of Health Sciences attempts to maximize each student’s professional, intellectual and personal growth. To this end, each program within the School of Health Sciences assigns its students to faculty advisors who follow the students’ progress throughout their academic programs. Advisors assist students with academic problems,
Students with psychological or serious personal problems that interfere with their academic progress may be advised to seek outside professionals for counseling.

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

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

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

NEW YORK STATE PROOF OF IMMUNIZATION REQUIREMENT
In accordance with New York State law, students born on or after January 1, 1957 must demonstrate proof of immunization against measles, mumps, and rubella. They must also complete and submit the Meningococcal Meningitis Vaccination Response Form.

Students must submit acceptable medical proof of immunization. Immunization forms can be obtained in the Office of the Registrar at various campus locations, or downloaded at www.touro.edu/registrar/immunization.asp. Students who fail to provide the required proof of immunization will not be permitted to register or to attend classes until a properly completed form has been submitted to the Office of the Registrar.

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

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

THE REGISTRATION PROCESS

SELECTING COURSES
The School of Health Sciences offers both day and evening classes in the Fall, Spring, and Summer semesters. Registration dates and times, prior to the start of classes, are assigned for each semester. Students in professional programs choose courses each semester to satisfy program requirements; Undergraduate Studies students choose courses to satisfy core requirements and requirements in a specific major. Students who are placed in remedial courses or in basic English writing courses are expected to take those courses in prescribed sequence each semester unless a waiver is recommended by the faculty member and approved by the Chair of the department. Academic advisors are available to assist in this process, but the final responsibility for any academic transaction rests with the student. Registration is an on-line process and students receive notification from their program of the on-line registration dates for the next semester. Students are able to access registration from the TCWeb by first logging onto their portal account at mytouro.touro.edu. Additional information regarding on-line registration is available by clicking on “HOW DO I ...?” link located in the Student Service Navigation panel on the portal.

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

SHS Undergraduate Studies students may take courses at other Touro locations only with prior permission from an appropriate College official; please consult an advisor. Students may be denied credit if they change courses or sections without filing the appropriate “Add/Drop” form. Loss of credit may also result if a student attends a course or section he or she is not registered for or takes a course out of sequence without appropriate written approval. Additionally, this may result in the loss of financial aid.

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

**SIZE OF PROGRAM – CREDIT LOAD**
During the Fall and Spring semesters, the minimum load for a full-time undergraduate student to qualify for financial aid is 12 semester hours. Students in the Undergraduate Studies Department of the School of Health Sciences may take no more than 18 credits each semester (excluding summers) without receiving special written permission in advance from the Dean or his designee. For Undergraduate Studies students, six credits is considered a normal load for Summer sessions, with eight credits the maximum.

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

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

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

**PASS/FAIL**
Students in the Undergraduate Studies Department 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 use the Pass/Fail option.** **Note:** Students who have completed 24 credits of coursework are considered to be entering the sophomore year.

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.

**Please note:** Some courses in the professional programs of the School of Health Sciences are graded on a Pass/Fail basis. Such courses do not require the filing of a “Pass/Fail Request” form.

**ADDITIONAL A COURSE**
A student may change his/her program by adding (a) course(s) within the first two weeks of the Fall or Spring semester. For Undergraduate Studies students, as summer course lengths vary, please consult with your advisor regarding the deadline to add a Summer course. To do this, a student must file a dated “Add/Drop” form signed by his/her advisor with the Office of the Registrar. Students adding (a) course(s) should also consult with the Bursar prior to submitting the form to the Registrar’s Office.

**DROPPING A COURSE**
A student may drop (a) course(s) within the first eight weeks of the Fall or Spring semester and up to the midpoint of a Summer semester course. Courses dropped within the first two official calendar weeks of the Fall or Spring semester, or during the designated period at the start of the Summer semester, will not appear on the student’s academic transcript. Courses dropped after this time, but within the designated period when a student may drop a course, will appear on the transcript with the grade of “W.” For all drops, the student must file an “Add/Drop” form, following the procedure described above for adding a course. The official date of withdrawal from the course is the date on which a completed add/drop form is submitted and date 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 official date of withdrawal will determine the student’s financial responsibility for the course(s) he/she is withdrawn from.

**Note:** The Add/Drop timeframe is adjusted for clinical rotations based on the rotation start date and length.

For some government programs, financial aid eligibility is dependent on full-time enrollment status. The student is strongly urged to consult with the Offices of Financial Aid and the Bursar before withdrawing from some or all of his/her courses to find out his/her status and to understand what the financial effect of the change might be.
COMMUNITY SERVICE REQUIREMENT
In keeping with the Touro College mission to serve the larger community and to sensitize its students to the realities of living with a serious health problem or disability and dealing with the health care system, the School of Health Sciences requires that students in most of the professional programs complete at least one credit of Community Service-Independent Study before graduation. Students should consult the individual department sections of this Bulletin for further details.

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

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

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

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

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

Distance learners are expected to assume greater responsibility for their own learning than students in traditional classroom-based courses. They must understand and address their own learning needs; take initiative in asking questions and obtaining help; interact with faculty and other students as appropriate; and be prepared to deal with technical difficulties in the two-way flow of information.

Online course offerings for each semester will be available to Touro students at registration. Touro has established eligibility criteria for taking online courses; interested students should read the Student Handbook for Online Courses, updated for each semester and available from the Office of the Registrar or on the Touro website.

Student Identity Verification Procedures
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 distance learning, Touro College has established and will periodically evaluate its process to confirm that a person who is enrolling in the College is the person who is completing the enrollment form, that a student taking an examination is the student who registered to take the examination, and that the student who is registered for an online course is the same student who participates in, completes, and receives credit for the course. To authenticate identities, Touro College will use one or more of the following methods for verification:

- A secure login with user name 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 data-bases

Students testing at a distance are informed in advance that there are additional costs associated with taking an online proctored exam.

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

Personally identifiable information collected by the College may be used as the basis for identity verification. This information may include a combination of the following:
• Student ID number
• Last 4 digits of the student’s Social Security Number
• At least 2 other pieces of information, such as the student's email address on file, date of birth, address, or user name

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

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

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

Life Experience credits may not be awarded by the professional programs in the School of Health Sciences. Please refer to the Academic Departments section of this Catalog for program-specific policies regarding the award of life experience credits.

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

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

Credit is generally not authorized for required courses through the CLEP program. All CLEPs in a student’s major require approval by the department chair. The maximum number of credits accepted in any test category is twelve, except for AP, where a maximum of thirty may be accepted. Detailed information about Touro’s CLEP, AP, and other transfer credit policies may be found at www.touro.edu/registrar/tpolicies.asp.

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.

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

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

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

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

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

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

GRADE TYPES
Non-Credit Courses
Pass/Fail grades of two types are assigned to developmental English classes:
- **P**: student is ready to move to the next course level
- **F**: student’s work was unsatisfactory; demonstrated insufficient effort; student must repeat course
*Each developmental course may be repeated only once.*

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

Grade Definitions
- **P**: Passing
- **F**: Student attended class regularly, but did not achieve passing grades on examinations and assignments.
- **W**: (No penalty.) This grade is assigned when a student officially withdraws from a course (up to eight weeks of the fall and spring semesters) by filing an Add/Drop form with the Office of the Registrar, signed by an academic advisor. A student who does not file this form will receive a failing grade of F or WU, depending on the number of class sessions attended and the amount of work completed. Time periods for official withdrawal vary by semester. Please reference the Dropping a Course section of the Registration Process.
- **WU**: Student stopped attending before the end of the eighth week of class; calculated as a failing grade.
- **WNA**: Student never attended class. This grade is not included in calculating the student’s grade point average (GPA).
- **INC**: (graduate-level courses only) Student did not complete all course assignments and received the instructor’s permission to complete course requirements at a later date. (See details below).
- **N**: No grade assigned.

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

<table>
<thead>
<tr>
<th>Grade Type</th>
<th>Grade</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>A+</td>
<td>4.000</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>4.000</td>
</tr>
<tr>
<td></td>
<td>A-</td>
<td>3.667</td>
</tr>
<tr>
<td>Good</td>
<td>B+</td>
<td>3.333</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>3.000</td>
</tr>
<tr>
<td></td>
<td>B-</td>
<td>2.667</td>
</tr>
<tr>
<td>Average</td>
<td>C+</td>
<td>2.333</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>2.000</td>
</tr>
<tr>
<td></td>
<td>C-</td>
<td>1.667</td>
</tr>
<tr>
<td>Poor but Passing</td>
<td>D+</td>
<td>1.333</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>1.000</td>
</tr>
<tr>
<td></td>
<td>D-</td>
<td>0.667</td>
</tr>
<tr>
<td>Failing</td>
<td>F and WU</td>
<td>0</td>
</tr>
</tbody>
</table>

*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 (or quality) points earned in the student's program in the School of Health Sciences by the total number of course credits attempted, except for those with the grade of “P”. Example: A student receives the following credits and grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Credit Hours</th>
<th>Grade Value</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>x 4.000</td>
<td>16.000</td>
</tr>
<tr>
<td>A-</td>
<td>3</td>
<td>x 3.667</td>
<td>11.001</td>
</tr>
<tr>
<td>B+</td>
<td>4</td>
<td>x 3.333</td>
<td>13.332</td>
</tr>
<tr>
<td>B-</td>
<td>3</td>
<td>x 2.667</td>
<td>8.001</td>
</tr>
<tr>
<td>C</td>
<td>4</td>
<td>x 2.000</td>
<td>8.000</td>
</tr>
<tr>
<td>Totals</td>
<td>18</td>
<td></td>
<td>56.334</td>
</tr>
</tbody>
</table>

Calculated GPA is 56.334 ÷ 18 = 3.130

TENTATIVE GRADES AND INCOMPLETES
A tentative grade of TC- to TF is given at the discretion of the instructor when a student has not completed a required assignment or examination in an undergraduate course. Students cannot receive academic credit for work that has not been completed. Therefore, when determining a tentative grade, the incomplete work is graded as F.

Example: A student who has done work all semester, but does not submit a required paper, might receive a tentative grade of TD. If the work is not completed, the tentative grade of TD becomes a final grade of D. When the student makes up the missed work in the time allowed, a grade change form is submitted with the student’s earned grade.

Tentative Fall grades become final on the last day of the sixth week of the following Spring semester. Tentative Spring and Summer grades become final on the last day of the sixth week of the following Fall semester.

Students who have not fulfilled all course requirements in a graduate-level course may receive a grade of “INC” for the course. The Department Chairperson will determine the date by which completion must occur. If work is not completed by the deadline date, the grade of “INC” becomes “F”.

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

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

REPEATING A PASSED CREDIT-BEARING COURSE
An undergraduate student who has taken and passed a 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 GPA in that semester is at least 3.0, excluding the course being repeated. The student must file a “Request to Repeat a Passed Course” form with the Office of the Registrar at the time of registration. Failure to submit this form may result in the loss of credit for the second grade earned.

Both courses will appear on the student’s official transcript. The earlier course will have its credit value (e.g., 3.0) reduced to 0 (no credit), but the grade will remain on the transcript. The grade received in the repeated course will appear along with the credits earned. Only the second grade received - whether higher or lower than the original one – is 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 loss of credit for the second grade earned.
In cases where the student has received permission to take a course at another college and/or submits a transcript to the Office of the Registrar that indicates a passing transferable grade (i.e., “C” or better), the course may not be repeated for credit at Touro College. If repeated at Touro, credit will be denied for the repeated course, although the grade for that course will be allowed to remain on the student’s record. The repeated passed course will not count toward the student’s minimum credit load for financial aid purposes.

The professional programs in the School of Health Sciences often have more stringent policies regarding what constitutes a satisfactory grade in a course. Grades of “C+”, “C” or “D” may not be sufficient for a course to count for the degree. Please refer to the program-specific Student Handbook for further clarification. To repeat a course in such situations, the student must be granted permission by the program. If granted permission, the student may do so without filing a “Request to Repeat a Passed Course” form. Both courses will appear on the student’s official transcript. The earlier course will have its credit value (e.g., 3.0) reduced to 0 (no credit), but the grade will remain on the transcript. The grade received in the repeated course will appear along with the credits earned. Only the second grade received - whether higher or lower than the original one – is calculated in the student’s GPA.

CREDITS AND SEMESTER HOURS

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

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

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

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

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

- Lower Freshman entry
- Upper Freshman 12
- Lower Sophomore 24
- Upper Sophomore 40
- Lower Junior 56
- Upper Junior 72
- Lower Senior 88
- Upper Senior 104
LEAVING THE COLLEGE

GRADUATION

Application for Graduation

It is the student’s responsibility to schedule a graduation conference with an academic advisor during the semester before completing his/her certificate or degree requirements to determine whether the requirements are being met. After the graduation conference, the student must notify the Office of the Registrar that he/she is a candidate for graduation by submitting the “Application for Graduation” form by November 15th for January candidates, May 1st for June and July candidates, and July 15th for September candidates. Students who complete their certificate or degree requirements in January, June, or September of a given year participate in the School of Health Sciences commencement exercises.

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

Graduation Requirements and Standards

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

Candidates for the 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.

Students at extension center sites must complete some portion of their program curriculum at the main campus in order for a degree to be awarded. 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 College. The baccalaureate degree requires at least 45 credits in residence at Touro.

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

Graduation Honors and Awards

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.

**Associate’s degree candidates are recognized as follows:**

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

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

- Summa Cum Laude – 3.80 to 4.00
- Magna Cum Laude – 3.60 to 3.79
- Cum Laude – 3.40 to 3.59
LEAVES OF ABSENCE AND READMISSION

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

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

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

TRANSCRIPTS
Students who wish to order official copies of their transcripts have two options: online or “paper” requests.

Online Transcript Ordering
Transcript Ordering is a secure transaction provided through the National Student Clearinghouse, a non-profit organization serving the higher education community in cooperation with Touro College. This convenient method allows students to order official transcripts via the Web at any time, 24/7. Registering for this service is free, and as many as five official copies per transaction can be ordered, using any major credit card. The fee is $7.75 per official copy ordered, plus a $2.25 service charge per transaction. After clearance is received from the Bursar’s office, the official copy(ies) is (are) automatically sent to the specified institution(s). Each order generates one unofficial “student” copy free of charge, which acts as a confirmation that the official copies have been issued. Students who use this service receive real-time order updates by email, and can also track their orders online at the NSC site.

For more details and to access this service, visit www.touro.edu/registrar/transcripts.asp and click on “Request an Official Transcript – Online Ordering” in the middle of the page.

“Paper” Transcript Requests
Students can also order official copies of their transcripts by completing a form which can be obtained by visiting the Registrar’s office, or by downloading it from the Touro portal or the Touro College website.

The completed form should then be submitted either in person, by mail, or by FAX, according to the instructions. The fee for transcripts is $10.00 per copy for the first five official copies in an order and $5.00 per copy for any additional, payable by credit card. Students are also entitled to one unofficial copy per official copy ordered. Those who submit their requests in person must first pay the fee to the Bursar and receive a clearance. The standard processing time is 7 to 10 business days from receipt in the Registrar’s office, longer during peak periods. Students who would like Federal Express overnight delivery once their order is processed may pay the applicable fee.
The “paper” option is recommended if the student is requesting:

- more than 5 copies of an official transcript.
- an official transcript that needs to be sent with an attached form.
- an official transcript to be sent to another Touro division.
- an unofficial copy only.

(Note: With either transcript ordering method, if a request is denied by the Bursar because of an outstanding balance, the Registrar will inform the student.)

Unofficial Transcripts or Grade Reports
Students who want only unofficial or “student” copies of their transcripts should use the quicker and easier alternative to submitting a transcript request: downloading an unofficial grade report from TCWeb, Touro’s online student services site, via the “MyTouro” web portal. This method is available to students 24 hours a day, 7 days a week.

Viewing and Printing Your Unofficial Transcript from the Touro Website
1. If you do not already know it, obtain your Touro College student ID number from the Registrar’s office.
2. From any computer with Internet access, go to the Touro website, www.touro.edu. Log onto the “MyTouro” portal from the home page, then onto TCWeb. (The portal home page has many links to help you, whether you are a first-time user, have forgotten your ID or password, or need other assistance.)
3. Click on “My Grades” from the menus at the top of the page; you will see an overview for your current division.
4. Click on “Final Grades, All Divisions, All Terms”; you will see all of your semesters and courses displayed.
5. To print a report with a Touro College logo and heading on it, click on the “Print” option from the “File” menu on the toolbar at the top of the screen; the words “This is an unofficial grade report” will print at the top and bottom of the report.

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 College computer lab.
ACADEMIC DEPARTMENTS

DEPARTMENT OF NURSING

NURSING PROGRAM – Associate in Applied Science, Bachelor of Science
Sandra Russo, RN, MS, Department Chairperson/Program Director

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

Touro College offers the following programs in Nursing:

**BS Program**
The Bachelor of Science in Nursing prepares students to take advantage of nursing opportunities which continue to expand in New York and throughout the United States. This 4-year, 125-credit bachelor’s degree program provides a foundation in liberal arts and sciences, along with a core health sciences curriculum. This degree is appropriate for those who wish to pursue graduate education in nursing. Graduates of the program qualify to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

**AAS/BS Dual Degree Program**
Like the BS program, the AAS/BS dual-degree program is a 4-year, 125-credit program. The dual-degree program is structured so that after the completion of year three, students are eligible to receive the AAS degree in Nursing and to sit for the NCLEX-RN. In year four, students complete the remaining curriculum and are eligible to receive the Bachelor of Science degree.

**RN to BS Program**
The RN to BS program is a 2-year, 58-credit program designed for licensed registered nurses who have graduated from accredited Associate degree or Diploma nursing programs. The nurse graduate can apply those credits towards a Bachelor of Science degree at Touro College. Students earning this degree are equipped to pursue graduate education in nursing.

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

MISSION and PHILOSOPHY

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

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

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

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

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

**STUDENT LEARNING OUTCOMES**
Graduates 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.

**ADMISSION REQUIREMENTS AND PROCEDURES**
(Also see general admission policies and procedures, pp. 16-18)

**FOR THE BS PROGRAM, AAS/BS DUAL DEGREE PROGRAM, AND AAS PROGRAM:**

**Who Should Apply**
The Nursing department encourages applications from individuals interested in becoming registered nurses. For high school graduates just starting to think about a career path as well as individuals who have a previous college degree in another field, the field of nursing offers a broad array of options and a wealth of employment opportunities.
opportunities. The BS program is designed to prepare students to function as baccalaureate-prepared registered nurses, the foundation for advanced education in the field of nursing. The AAS/BS dual degree program prepares students for the option of taking the NCLEX-RN exam upon completion of their third year of study, and completing the requirements for the BS degree while working as an RN. The AAS program is designed to prepare students to develop the competencies essential for beginning professional nursing practice, and to build a foundation for study in a baccalaureate nursing program.

Admission Process and Requirements
The BS program and the AAS/BS dual degree program admit students once a year, in September. The AAS program admits students once a year, in June.

Applicants are encouraged to apply through NursingCAS but, as an alternative, may use the TouroApply application. The Supplemental Application can be found on the TouroApply application for those choosing that option. If applying through NursingCAS, applicants will need to download and complete the Nursing Program Supplemental Application form.

Currently, the BS program and the AAS/BS dual degree program enroll up to 50 students per year; the AAS program enrolls 35 students per year. The completed application and supporting documentation should be submitted as early as possible, since admission is competitive and decisions are made on a rolling basis.

Applicants are evaluated based on information in the application and accompanying materials. Of primary importance in determining an applicant’s suitability for admission are the high school and/or college academic record and NLN-PAX (National League for Nursing Pre-Admission Exam) scores. The applicant’s character, personality, and contribution to school and community life are also factors.

Admissions Requirements
- A Completed application accompanied by the application fee for the method used to apply (NursingCAS or TouroApply)
- Completed Nursing Program Supplemental Application form
- Official high school transcript OR a GED certificate and score sheet
- Official transcript(s) of any college-level work completed
- Personal Statement
- Two letters of recommendation submitted through the TouroApply application system or NursingCAS
- NLN-PAX (National League for Nursing Pre Entrance Exam for RN) scores sent directly from the NLN

The following high school or college-level coursework is recommended for admission:
- 1 year of Math
- 1 year of Biology
- 1 year of Chemistry

FOR THE RN-BS PROGRAM:
Who Should Apply
The program encourages applications from current Registered Nurses who graduated from accredited Associate’s-level or Diploma nursing programs. The RN-BS program grants a baccalaureate degree in nursing. The program focuses on professional nursing practice and builds on theories of community nursing and leadership. Admitted students may have up to 65 credits of coursework transferred into the RN-BS program.

Admission Process and Requirements
The RN-BS program admits students once a year, in September. Applicants use the TouroApply application, which also contains the Supplemental Application. The completed application and supporting documentation should be submitted as early as possible, since admission is competitive and decisions are made on a rolling basis. Applicants are evaluated based on information in the application and accompanying materials. Of primary importance in determining an applicant’s suitability for admission is the college academic record. The applicant’s character, personality, and contribution to profession and community are also factors.

Admissions Requirements
- A Completed application through TouroApply accompanied by the $50 application fee.
• A Completed Supplemental Application
• Official transcript(s) indicating completion of Diploma or Associate's-level nursing program*
• Personal Statement
• Two letters of recommendation on the recommendation form included in the Nursing Program Supplemental Application packet addressing the applicant’s potential for success in a nursing program
• Current licensure as a registered nurse in the State of New York or eligibility for licensure endorsement

*The RN-BS Program is structured so that a minimum of 24 credits of liberal arts courses are needed in transfer from an Associate's degree program. Students with fewer than 24 transfer credits in liberal arts will be required to take additional liberal arts courses during the program.

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

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

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

TUITION, FEES AND EXPENSES
(Also see general tuition and fees information, p. 19)

The tuition for the Nursing Program for the 2014-2015 academic year is $12,120 per semester for students taking the recommended sequence of courses.

Tuition and fees for the 2014-2015 academic year:

<table>
<thead>
<tr>
<th>Description</th>
<th>Fee</th>
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</thead>
<tbody>
<tr>
<td>Tuition, per semester (12-18 credits)</td>
<td>$12,120</td>
</tr>
<tr>
<td>Tuition, per credit (less than 12 or more than 18 credits, or for repeated courses)</td>
<td>$1,010</td>
</tr>
<tr>
<td>Administrative fee, per semester</td>
<td>$200</td>
</tr>
<tr>
<td>Laboratory fee, per semester</td>
<td>$200</td>
</tr>
<tr>
<td>Malpractice insurance fee (annually in fall semester)</td>
<td>$85</td>
</tr>
<tr>
<td>Program Equipment fee (incoming students only)</td>
<td>$700</td>
</tr>
</tbody>
</table>

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

Additional fees:
• Upon entering the program: mandatory background check ($110 as of 4/2013)
• Upon entering the program, and every two years: mandatory BCLS Certification ($75-80 as of 4/2013)
• When filing for graduation: $200 to Touro College with "Application for Graduation" by designated due dates

Expenses:
• Textbooks (approximately $200/semester)
• Transportation costs (varies widely by individual)
• Before first clinical semester: uniforms for use in hospitals, agencies, and skills lab (approximately $100)
• Before first clinical semester: Prep-U Testing for Nursing courses ($75 as of 4/2013)
• Upon graduation: NCLEX-RN Licensure Application (as of 2/2013: $138)
• Upon graduation: Pearson NCLEX-RN Registration (as of 2/2013: $200)
<table>
<thead>
<tr>
<th>Semester</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>Monday, September 8, 2014</td>
<td>Friday, January 16, 2015</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>Monday, February 2, 2015</td>
<td>Friday, June 19, 2015</td>
</tr>
<tr>
<td>Summer 2015</td>
<td>Monday, June 22, 2015</td>
<td>Wednesday, August 26, 2015</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>Monday, August 31, 2015</td>
<td>Sunday, January 17, 2016</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>Monday, February 1, 2016</td>
<td>Friday, June 17, 2016</td>
</tr>
<tr>
<td>Summer 2016</td>
<td>Tuesday, June 20, 2016</td>
<td>Friday, August 26, 2016</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>Tuesday, September 6, 2016</td>
<td>Monday, January 16, 2017</td>
</tr>
</tbody>
</table>

**CURRICULUM**

NUR 410, NUR 420, NUR 430, and NUR 450 have a didactic component only. NUR 411, 485, and 440 have a didactic and clinical preceptor component. Clinical sessions may be held on Sundays and on weekday evenings, depending on the need during the respective semester. Clinical sessions may begin as early as 7:00 am for day sessions, and may end as late as midnight for evening sessions.

**RECOMMENDED SEQUENCE OF COURSES FOR THE DUAL DEGREE AAS/BS PROGRAM**

<table>
<thead>
<tr>
<th>Fall I</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Liberal Art Elective</td>
<td>3</td>
</tr>
<tr>
<td>HIS: History Course</td>
<td>3</td>
</tr>
<tr>
<td>LLE 101: English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 111: College Mathematics or MAT 120: Pre-Calculus</td>
<td>3</td>
</tr>
<tr>
<td>PSY: Psychology Course</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL SEMESTER CREDITS</strong></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring I</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Art Elective</td>
<td>3</td>
</tr>
<tr>
<td>BIO 248: Nutrition for Nursing Majors</td>
<td>3</td>
</tr>
<tr>
<td>COC 101: Fundamentals of Speech</td>
<td>3</td>
</tr>
<tr>
<td>HIS: History Course</td>
<td>3</td>
</tr>
<tr>
<td>LLE 102: English Composition II</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL SEMESTER CREDITS</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall II</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 120: Human Anatomy and Physiology for Nursing I</td>
<td>4</td>
</tr>
<tr>
<td>LLE: Literature Course</td>
<td>3</td>
</tr>
<tr>
<td>NUR 110: Fundamentals of Nursing</td>
<td>7</td>
</tr>
<tr>
<td>NUR 130: Pharmacology in Nursing</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL SEMESTER CREDITS</strong></td>
<td><strong>17</strong></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Spring II</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO 122: Human Anatomy and Physiology for Nursing II</td>
<td>4</td>
</tr>
<tr>
<td>LLE: Literature Course</td>
<td>3</td>
</tr>
<tr>
<td>NUR 200: Medical-Surgical Nursing I</td>
<td>8</td>
</tr>
<tr>
<td><strong>TOTAL SEMESTER CREDITS</strong></td>
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</tr>
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</table>
## Fall III

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 355: Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>HS 201: Community Service</td>
<td>1</td>
</tr>
<tr>
<td>MCO 122: Computer Literacy and Information Retrieval OR</td>
<td>3</td>
</tr>
<tr>
<td>MCO 140: Fundamentals of Computers w/ Apps</td>
<td></td>
</tr>
<tr>
<td>NUR 300: Medical-Surgical Nursing II</td>
<td>5</td>
</tr>
<tr>
<td>NUR 330: Mental Health Nursing</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL SEMESTER CREDITS</strong></td>
<td><strong>17</strong></td>
</tr>
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</table>

## Spring III

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 229: Applied Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>NUR 301: Medical-Surgical Nursing III</td>
<td>5</td>
</tr>
<tr>
<td>NUR 310: Maternal Child Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NUR 320: Trends in Nursing</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL SEMESTER CREDITS</strong></td>
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</tr>
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</table>

## Fall IV

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 261: Statistics for Social Science Majors</td>
<td>3</td>
</tr>
<tr>
<td>NUR 411: Health Assessment and Promotion</td>
<td>4</td>
</tr>
<tr>
<td>NUR 430: Client Education across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>NUR 440: Community Health</td>
<td>3</td>
</tr>
<tr>
<td>SAS: Sociology Course</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL SEMESTER CREDITS</strong></td>
<td><strong>16</strong></td>
</tr>
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</table>

## Spring IV

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 314: Genetics and Genomics</td>
<td>3</td>
</tr>
<tr>
<td>NUR 410: Populations at Risk</td>
<td>2</td>
</tr>
<tr>
<td>NUR 420: Professional Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NUR 450: Nursing Research and Evidence Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>NUR 485: Advanced Leadership</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL SEMESTER CREDITS</strong></td>
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</table>

**TOTAL CREDITS**  **125**

## RECOMMENDED SEQUENCE OF COURSES FOR THE BS PROGRAM

### Fall I

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 120: Human Anatomy and Physiology for Nursing I</td>
<td>4</td>
</tr>
<tr>
<td>History Course</td>
<td>3</td>
</tr>
<tr>
<td>LLE 101: English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 111: College Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 101: Introduction to Psychology</td>
<td>3</td>
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<tr>
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### Spring I

<table>
<thead>
<tr>
<th>Course</th>
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<td>BIO 122: Human Anatomy and Physiology for Nursing II</td>
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<td>History Course</td>
<td>3</td>
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<td>LLE 102: English Composition II</td>
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<td><strong>TOTAL SEMESTER CREDITS</strong></td>
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</tr>
<tr>
<td>Semester</td>
<td>Course Title</td>
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<td>---------------</td>
<td>------------------------------------------------</td>
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<tr>
<td>Fall II</td>
<td>Elective Liberal Art Course</td>
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<tr>
<td></td>
<td>Literature Course</td>
</tr>
<tr>
<td></td>
<td>MCO 140: Computer Concepts</td>
</tr>
<tr>
<td></td>
<td>BIO 229: Applied Microbiology</td>
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<td><strong>TOTAL SEMESTER CREDITS</strong></td>
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<td></td>
<td>Literature Course</td>
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<td>Sociology Course</td>
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<td>NUR 110: Fundamentals of Nursing</td>
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<td>BIO 355: Pathophysiology</td>
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<td>Spring III</td>
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<td>Fall IV</td>
<td>NUR 300: Medical Surgical Nursing II</td>
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<td>NUR 330: Mental Health Nursing</td>
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<td></td>
<td>NUR 440: Community Health</td>
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<td></td>
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<tr>
<td></td>
<td><strong>TOTAL PROGRAM CREDITS</strong></td>
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**RECOMMENDED SEQUENCE OF COURSES FOR THE RN-BS PROGRAM**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Fall I</td>
<td>BIO 355 Pathophysiology</td>
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<tr>
<td></td>
<td>LLE 102 English Composition II</td>
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<td></td>
<td>NUR 411 Health Assessment and Promotion</td>
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</tr>
<tr>
<td></td>
<td>NUR 430 Client Education Across the Lifespan</td>
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<td>NUR 440 Community Health</td>
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<tr>
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<td>Credits</td>
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<td>----------</td>
<td>---------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Spring I</td>
<td>BIO 314 Genetics and Genomics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NUR 410 Populations at Risk</td>
<td>2</td>
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<td></td>
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<td></td>
<td><strong>TOTAL SEMESTER CREDITS</strong></td>
<td><strong>14</strong></td>
</tr>
<tr>
<td>Fall II</td>
<td>SAS Sociology Course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>HIS History Course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>HS 201 Community Service</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>LLE Literature Course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MAT 111 College Mathematics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL SEMESTER CREDITS</strong></td>
<td><strong>13</strong></td>
</tr>
<tr>
<td>Spring II</td>
<td>HIS History Course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>LLE Literature Course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MAT 261 Statistics for Social Science Majors:</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MCO 140 Computer Concepts w/ Micro Apps</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Art Course</td>
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</tr>
<tr>
<td></td>
<td><strong>TOTAL SEMESTER CREDITS</strong></td>
<td><strong>15</strong></td>
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</table>

**CREDITS EARNED IN AAS OR DIPLOMA PROGRAM**: 65

**TOTAL NURSING CREDITS**: 21

**TOTAL LIBERAL ARTS CREDITS**: 36

**COMMUNITY SERVICE CREDIT**: 1

**TOTAL CREDITS**: 123
## RECOMMENDED SEQUENCE OF COURSES FOR THE AAS DEGREE

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer I</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>BIO 120: Human Anatomy and Physiology for Nursing I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>BIO 248: Nutrition for Nursing Majors</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>LLE 101: English Composition I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PSY 101: Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL SEMESTER CREDITS</strong></td>
<td><strong>13</strong></td>
</tr>
<tr>
<td><strong>Fall I</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>BIO 122: Human Anatomy and Physiology for Nursing II</td>
<td>4</td>
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<tr>
<td></td>
<td>NUR 110: Fundamentals in Nursing</td>
<td>7</td>
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<tr>
<td></td>
<td>NUR 130: Pharmacology in Nursing</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>TOTAL SEMESTER CREDITS</strong></td>
<td><strong>14</strong></td>
</tr>
<tr>
<td><strong>Spring I</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>BIO 229: Applied Microbiology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>NUR 200: Medical-Surgical Nursing I</td>
<td>8</td>
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<td><strong>TOTAL SEMESTER CREDITS</strong></td>
<td><strong>12</strong></td>
</tr>
<tr>
<td><strong>Fall II</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communication Course (COC 101/MCO 140 course)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NUR 300: Medical-Surgical Nursing II</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>NUR 330: Mental Health Nursing</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL SEMESTER CREDITS</strong></td>
<td><strong>13</strong></td>
</tr>
<tr>
<td><strong>Spring II</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>HS 201: Community Service</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>NUR 301: Medical-Surgical Nursing III</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>NUR 310: Maternal Child Nursing</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>NUR 320: Trends in Nursing</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL SEMESTER CREDITS</strong></td>
<td><strong>13</strong></td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL LIBERAL ART CREDITS</strong></td>
<td><strong>24</strong></td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL NURSING CREDITS</strong></td>
<td><strong>40</strong></td>
</tr>
<tr>
<td></td>
<td><strong>COMMUNITY SERVICE CREDITS</strong></td>
<td><strong>1</strong></td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL PROGRAM CREDITS</strong></td>
<td><strong>65</strong></td>
</tr>
</tbody>
</table>

### Affiliations

Touro College’s Nursing program is affiliated with some of the top hospitals and medical centers in New York. Our students participate in clinical experiences at these facilities, many leading to permanent placements.

Course descriptions may be found on pp.133-136 of this Catalog.

### GRADUATION REQUIREMENTS

(Also see general graduation information, p. 42)

- Students must complete all Nursing courses with a grade of B- or better.*
- Students must achieve a cumulative GPA of 2.5 or better.
- Students must complete HS 201 (Independent Study-Community Service) according to the requirements of the Department.
- Students must take at least one course in residence at the Manhattan main campus to meet the residency requirement of Touro College.
- During each of the last two semesters of the program, students must meet with their Nursing faculty advisors for graduation conferences to review their progress toward meeting graduation requirements.
After the graduation conference, the student must complete the "Application for Graduation" and the "Major or Concentration" forms and submit them to the Office of the Registrar by the appropriate deadline, together with the graduation fee.

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

Familiarity with and completion of requirements for graduation are the responsibility of the student. Students are responsible for filing appropriate forms with the Registrar by posted deadlines. Graduates of the program qualify to take the NCLEX-RN which is administered by the states and territories of the United States.

GRADE REQUIREMENTS FOR PROGRESSION IN THE PROGRAM
All NUR courses (100 level through 300 level) must be passed with a final course grade of "B- in both the AAS and BS Programs." NUR 400 level courses must be passed according to the Touro Policy for minimum passing grade, while maintaining a cumulative program GPA of 2.5.
The Nursing clinical laboratory and Nursing skills laboratory are graded Pass/Fail ("P/F"). A failure in either Nursing clinical laboratory or Nursing skills laboratory will result in the grade of "F" in the Nursing course, irrespective of the average grade on written examinations and/or quizzes.
DESCRIPTION OF THE PROFESSION

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

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

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

The Occupational Therapy programs offer a three-year curriculum leading to the dual degrees, Bachelor of Science in Health Sciences (BSHS) and Master of Science in Occupational Therapy (MSOT). The program is offered at two campuses: Classes at the Bay Shore campus begin in August (fall semester) of each year and are presented in six sequential academic semesters. Fieldwork is incorporated by way of three strategically-placed full-time clinical experiences during the three-year commitment. Classes at the Manhattan campus begin in February (spring semester) and follow the same six sequential academic semesters and fieldwork plan. (See pp. 12-13 for information about campus locations and transportation.)

EXTENDED STUDY OPTION

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

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

ACCREDITATION

The Occupational Therapy Program is registered with the New York State Education Department and accredited by the Accreditation Council for Occupational Therapy Education (ACOTE), 4720 Montgomery Lane, Suite 200, Bethesda, MD. 20814-3449, (301) 652-2682, www.acoteonline.org.

FIELDWORK EXPERIENCE: BSHS/MSOT PROGRAM

Clinical Fieldwork experience is an integral part of the student’s occupational therapy education at Touro College. It provides students with opportunities to practice new skills, observe client/patient behavior, model practice after master clinicians, and explore the application of didactic and theoretical knowledge acquired in the classroom.

Clinical Fieldworks are integrated throughout the curriculum and must be completed in the established sequence. Failure to successfully complete the proper sequence may interrupt the sequence of courses available, and/or impact the timely completion of the entire program of study.

Level I fieldwork consists of six site visits to clinical settings. These visits are intended as preliminary exposure and exploration opportunities, although they may also include specific assignments. It is expected that student performance will improve as the student advances through the program. Time for Level I fieldwork is built into the student’s schedule. Students are expected to attend all Level I sessions. If an absence occurs, students are to call the OT Program and the fieldwork site. Students are required to make up any missed sessions.

Level II fieldwork is a full-time placement in a clinical setting under the supervision of an experienced occupational therapist. Level II fieldwork is generally either twelve (OT 302 and 402) or eight (OT 602) weeks full-time in a single site, although special alternative placements may be arranged from time to time. Students on Level II fieldwork are expected to perform as entering professionals, abiding by the legal, ethical, procedural standards and assigned schedule of the center, the profession, and the school. Scheduling for Level II placement is done by the Academic Fieldwork Coordinator. Students are placed in facilities and centers with which Touro has a clinical contract. Only the School and the Program can act as representatives in the development of such a clinical contract.

Students are assigned to fieldwork placements that are selected from our pool of available fieldwork centers. Placement may be at local or distant out-of-town sites. While some fieldwork centers provide stipends, meals, parking, and/or housing options, students should be financially prepared to pay for uniform, travel, housing, and
meal expenses involved in fieldwork assignments. Students should expect to be commuters or residential boarders for each of their fieldwork assignments. It is the student’s responsibility to have transportation arrangements in place that will allow for full and punctual participation in all academic and/or fieldwork experiences scheduled throughout the Occupational Therapy Program.

Students in the BSHS/MSOT Program must complete all Level II Fieldwork within 24 months of the completion of all other courses.

**OCCUPATIONAL THERAPY VISION, MISSION, AND OUTCOMES**

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

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

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

**TECHNICAL STANDARDS**

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

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

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

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

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

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

ADMISSION REQUIREMENTS AND PROCEDURES
(Also see general admission policies and procedures, pp. 16-18)

Application for Admission
The Occupational Therapy Program invites the submission of applications through the Occupational Therapy Centralized Application Service (OTCAS). Applicants apply online by visiting https://portal.otcas.org/. Applicants are encouraged to apply through OTCAS but, as an alternative, may apply online through TouroApply.

Application Deadlines and Important Dates
The Occupational Therapy department offers the BS/MS Occupational Therapy Program in two New York locations: The Bay Shore campus in western Suffolk County on Long Island and the Manhattan Main Campus. There are two separate admission cycles for application, depending on your choice of location:

<table>
<thead>
<tr>
<th></th>
<th>Bay Shore Campus</th>
<th>Manhattan Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Deadline</td>
<td>March 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>September 1&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>Please submit the completed application and all supporting documents by the application deadline. Applications received after the deadline may be considered after all applications received by the deadline have been processed and if places in the entering class are still available.</td>
<td>Please submit the completed application and all supporting documents by the application deadline. Applications received after the deadline may be considered after all applications received by the deadline have been processed and if places in the entering class are still available.</td>
</tr>
<tr>
<td>Orientation</td>
<td>Accepted students are required to attend a full-day orientation which is normally scheduled for the Thursday prior to the class start date in mid- to late-August.</td>
<td>Accepted students are required to attend a full-day orientation which is normally scheduled for the Thursday prior to the class start date in late January.</td>
</tr>
<tr>
<td>Classes start</td>
<td>Late August (1 week prior to Labor Day)</td>
<td>During the 1&lt;sup&gt;st&lt;/sup&gt; week of February</td>
</tr>
</tbody>
</table>

Admission requirements
Prerequisites:
Satisfactory completion of 60 transferable credits in liberal arts and sciences is required and must include 36 credits in the specific subject prerequisites listed below. Only coursework completed with a grade of “C” or better can be accepted as prerequisites. No more than 15 prerequisite credits in total, and no more than 4 credits in prerequisite laboratory sciences, may be outstanding at the time of application. All outstanding prerequisites must be scheduled to be completed before the first day of classes at the OT program location where the student will be attending. Science courses completed more than 10 years prior to application are not accepted as prerequisites.

Prerequisite courses are as follows:
- 8 credits Biology (Biology I and II, or Anatomy & Physiology I and II) with labs, offered through a biology department and designed for science majors;
- 4 credits Chemistry or Physics, with labs, and designed for science majors;
9 credits Psychology including: General Psychology, Abnormal Psychology, and Growth and Development covering the lifespan from early childhood to adulthood. (The lifespan requirement can be fulfilled with more than one course);
- 3 credits Introduction to Sociology;
- 6 credits English Composition and/or English Literature;
- 3 credits Mathematics (algebra level or above; pre-calculus recommended);
- 3 credits Statistics (NOT Business Statistics);
- 24 additional credits in liberal arts and sciences. (There is a cap of 12 credits per subject area, such as history, that can be counted toward the additional 24 credits of liberal arts and sciences)

Additional requirements:
- A minimum cumulative GPA of 3.0 and a minimum science GPA of 3.0 are required. Decisions regarding admission to the program are based on a rigorous and competitive review process. Therefore, meeting only minimum requirements cannot guarantee selection for an interview or admission to the program.
- Official score reports for either the SAT, ACT, or GRE
- Documentation of completion of 40 hours of volunteer experience under the supervision of a licensed occupational therapist, completed within the last 3 years. Volunteer hours must be complete and verified on the OT Volunteer Hours form for an application to be eligible for review by the OT Admissions Committee. Volunteer experience with more than one type of setting or population is strongly recommended.
- Two written recommendations on the required reference form, obtained no more than 3 years prior to application. The required form can be found on OTCAS or within the TouroApply online application. One reference should be from a licensed occupational therapist and one from a professional and/or academic source.
- A personal statement (no more than 500 words) must be submitted with the application through OTCAS or within the TouroApply online application:
  - Your personal statement should address why you selected occupational therapy as a career and how an OT degree relates to your immediate and long term professional goals. Describe how your personal, educational, and professional background will help you to achieve your goals.
- Applicants whose native language is not English, or who did not graduate from college in the USA or other English-speaking country, must also demonstrate proficiency in English through satisfactory performance on the Test of English as a Foreign Language (TOEFL) examination or the International English Language Testing System (IELTS) examination. (Note: These exams do not substitute for the SAT, ACT, or GRE requirement, nor do they fulfill the 6-credit English prerequisite requirement).
- Accepted students must provide, no later than the date of orientation, evidence of completion of initial training and/or re-certification in CPR (pediatric and adult preferred; Online certification is not acceptable; Basic-Life-Support or Professional Rescuer is suggested).

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

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

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

Applicants who do not meet the minimum requirements for admission may petition the OT Admissions Committee for consideration of special circumstances. The petition must be made in writing at the time of application and should be sent to the School of Health Sciences Office of Admissions. It must clearly explain extenuating circumstances that have prevented the applicant from meeting the requirements, and describe elements of the applicant’s background that would indicate the potential for success in the program. Admission decisions regarding students who have not met established admission requirements are based on the student’s petition, application, interview and other supporting documents required as part of the application process.
Please note: Students with previous occupational therapy experience or courses are not exempt from satisfying all admission requirements and completing all courses in the BSHS/MSOT degree program.

For information, contact:
Office of Admissions – OT Program
School of Health Sciences
Touro College
1700 Union Boulevard, Bay Shore, N.Y. 11706
(866) TOURO-4-U
Enrollhealth@touro.edu

OT TUTION, FEES AND EXPENSES
(Also see general tuition and fees information, p. 19)

The majority of students attend the OT Program on a full-time basis. This requires a major commitment of both time and resources. Tuition and fees for the 2014-2015 academic year:

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time tuition per semester (12 or more credits)</td>
<td>$13,530</td>
</tr>
<tr>
<td>Extended study program (per credit fee)</td>
<td>800</td>
</tr>
<tr>
<td>Per credit tuition (less than 12 credits, other than extended study)</td>
<td>1,230</td>
</tr>
<tr>
<td>Tuition deposit (non-refundable, applied to 1st semester tuition)</td>
<td>1,000</td>
</tr>
<tr>
<td>Administrative fee (per semester)</td>
<td>100</td>
</tr>
<tr>
<td>Materials fee (per semester)</td>
<td>50</td>
</tr>
<tr>
<td>Laboratory fee (per year)</td>
<td>100</td>
</tr>
<tr>
<td>Technology fee</td>
<td>50</td>
</tr>
<tr>
<td>Program Equipment fee (incoming students only)</td>
<td>700</td>
</tr>
</tbody>
</table>

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

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

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

SEMESTER START AND END DATES
OT Program - Bay Shore Campus

<table>
<thead>
<tr>
<th>Academic Semester</th>
<th>Program Semester</th>
<th>Semester Start date</th>
<th>Didactic Course End date</th>
<th>Semester End Date (*includes clinical fieldwork in the Spring)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Semester VI</td>
<td>Jan. 21, 2014</td>
<td>*June 27, 2014</td>
<td></td>
</tr>
<tr>
<td>Semester</td>
<td>Start Date</td>
<td>End Date</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>------------</td>
<td>----------</td>
<td>-------</td>
<td></td>
</tr>
</tbody>
</table>

*Unless otherwise specified by Academic Fieldwork Coordinator.*

**Spring 2015**
- Semester VI: Jan. 20, 2015, May 1, 2015, *July 2, 2015*

**Fall 2015**
### OCCUPATIONAL THERAPY CURRICULUM

**PROGRAM GOALS AND OUTCOMES**

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

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

The Core Curriculum Threads, program goals, and learning outcomes are as follows:

**Core Curriculum Thread A: The Art and Science of Occupation**

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

**Core Curriculum Learning Outcomes:**

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

I. Synthesize the science of human occupation with the artistry of occupation as a therapeutic agent of change.

II. Create opportunities to promote health and justice through participation and engagement in purposeful and meaningful occupation within a variety of contexts and cultures.

**Core Curriculum Thread B: Professional Ethics and Responsibilities**

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

**Core Curriculum Learning Outcomes:**

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

---

<table>
<thead>
<tr>
<th>Academic Semester</th>
<th>Program Semester</th>
<th>Semester Start date</th>
<th>Didactic Course End date</th>
<th>Semester End Date (*includes clinical fieldwork in the Fall)</th>
</tr>
</thead>
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<tr>
<td><strong>Spring 2014</strong></td>
<td>Semester I</td>
<td>Feb. 3, 2014</td>
<td>June 20, 2014</td>
<td>June 20, 2014</td>
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<tr>
<td></td>
<td>Semester III</td>
<td>Feb. 18, 2014</td>
<td>June 20, 2014</td>
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<td>Semester V</td>
<td>Feb. 18, 2014</td>
<td>June 20, 2014</td>
<td>June 20, 2014</td>
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<td>Semester I</td>
<td>Feb. 2, 2015</td>
<td>June 20, 2015</td>
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<td><strong>Spring 2016</strong></td>
<td>Semester I</td>
<td>Feb. 1, 2016</td>
<td>May 27, 2016</td>
<td>June 17, 2016</td>
</tr>
</tbody>
</table>
I. Apply ethics and values in keeping with the philosophies and standards of the profession, regulations, and respect for individual dignity and diversity.

II. Apply activism, advocacy, and foresight to the varied roles of the occupational therapist in traditional and emerging areas of practice.

III. Apply effective and sensitive communication, collaboration, and administration strategies with diverse populations, cultures, and professions (including OTA), within various service delivery models, and through a range of media.

Core Curriculum Thread C: Occupational Therapy Theory and Practice

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

Core Curriculum Learning Outcomes:
It is intended that graduates will implement occupational therapy practice with the ability to:

I. Apply knowledge, theories, and practice models of occupational therapy to client-centered evaluation, intervention formulation and implementation.

II. Apply the knowledge of structure, function, and development of the human body and mind, integrated with the human spirit, to achieve outcomes related to occupational performance with populations that are well and with disabilities.

III. Select, analyze, and adapt preparatory methods, occupations and activities, incorporating therapeutic use of self, to optimize skills for client-centered occupational performance and participation.

Core Curriculum Thread D: Scholarly Practices

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

Core Curriculum Learning Outcomes:
It is intended that graduates will implement occupational therapy practice with the ability to:

I. Critically appraise and participate in scholarly activities required for evidence-based practice, program evaluation, quality improvement, and professional development.

II. Seek out, acquire, and reflect on knowledge and skills to enable lifelong enhancement of learning, professional competence, and quality.

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

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

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

The Enrichment Level of the OT curriculum (600-level courses)
The third and final phase of the curriculum is designed to enrich the knowledge, skill, and affect that students develop through the curriculum. Students have developed entry-level practice skills with diverse populations. Students take on increased responsibility in their role as learner. The third year allows choice in courses, and stresses reflective inquiry, written and oral communication, research, analysis, and reasoning. The third level of study culminates in the third level I and level II fieldwork experiences in a specialty area of practice for 8 weeks.
RECOMMENDED SEQUENCE OF COURSES FOR FULL-TIME ENROLLMENT

### FIRST YEAR

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HS 301 Physiology</td>
<td>5</td>
</tr>
<tr>
<td>HS 304 Human Gross Anatomy (for Bay Shore students)*</td>
<td>7</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>HS 305 Human Gross Anatomy (for Manhattan students)*</td>
<td>7</td>
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<tr>
<td>OT 322 Growth and Development I</td>
<td>2</td>
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<tr>
<td>OT 330 Psychosocial Studies and Group Process I</td>
<td>3</td>
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<tr>
<td>OT 371 Introduction to Occupational Therapy</td>
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<table>
<thead>
<tr>
<th>Semester II</th>
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<tbody>
<tr>
<td>HS 352 Kinesiology</td>
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<tr>
<td>HS 390 Neuroscience</td>
</tr>
<tr>
<td>OT 302 Level II Fieldwork and Seminar (12 weeks full-time in a Psychosocial setting)</td>
</tr>
<tr>
<td>OT 323 Growth and Development II</td>
</tr>
<tr>
<td>OT 331 Psychosocial Studies and Group Process II</td>
</tr>
<tr>
<td>OT 335 Substance Abuse Seminar</td>
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<tr>
<td>OT 376 Foundations of Occupational Therapy</td>
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### SECOND YEAR

<table>
<thead>
<tr>
<th>Semester III</th>
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<tr>
<td>HS 440 Human Disease Processes I</td>
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<tr>
<td>OT 415 Pediatrics</td>
<td>3</td>
</tr>
<tr>
<td>OT 460 Prosthetics and Orthotics</td>
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<tr>
<td>OT 470 OT Theory and Practice: Pediatrics</td>
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<tr>
<td>OT 475 OT Theory and Practice: Physical Disabilities I</td>
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<tr>
<td>OT 495 Research Design and Statistics I</td>
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<table>
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<th>Semester IV</th>
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<tbody>
<tr>
<td>HS 441 Human Disease Processes II</td>
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<tr>
<td>HS 447 Health Promotion/ Patient and Professional Education</td>
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<tr>
<td>OT 402 Level II Fieldwork and Seminar (12 weeks full-time in a Physical Disabilities setting)</td>
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<tr>
<td>OT 405 Gerontology</td>
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<tr>
<td>OT 465 Rehabilitation Design</td>
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<tr>
<td>OT 476 OT Theory and Practice: Physical Disabilities II</td>
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<tr>
<td>OT 496 Research Design and Statistics II</td>
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### THIRD YEAR

<table>
<thead>
<tr>
<th>Semester V</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HS 651 Administration/Health Care Delivery</td>
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<tr>
<td>OT 640 Current Trends in Occupational Therapy Practice</td>
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<tr>
<td>OT 670 Advanced Analysis and Synthesis of Activity</td>
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<tr>
<td>OT 695 Research I</td>
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<td>Select two of the following (availability depends on enrollment; subject to change):</td>
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<tr>
<td>OT 660 Advanced Clinical Neurology</td>
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<tr>
<td>OT 661 Cognitive Rehabilitation</td>
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<tr>
<td>OT 662 Vocational Readiness</td>
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</tr>
<tr>
<td>OT 663 Advanced Clinical Orthopedics</td>
<td>3</td>
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<tr>
<td>OT 664 Occupational Therapy Practice in Schools</td>
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<td>OT 602</td>
<td>Advanced Fieldwork Elective (8 weeks of full-time in an elective area)</td>
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<td>OT 649</td>
<td>Graduate Independent Study</td>
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<tr>
<td>OT 650</td>
<td>Specialty Area Seminar***</td>
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<tr>
<td>OT 655</td>
<td>Advanced Clinical Reasoning</td>
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<tr>
<td>OT 675</td>
<td>Advanced OT Theory and Practice</td>
</tr>
<tr>
<td>OT 696</td>
<td>Research II</td>
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<tr>
<td>HS 668</td>
<td>Independent Study – Community Service****</td>
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<td>OR</td>
<td></td>
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<tr>
<td>OT 385</td>
<td>Service Learning in Elder Care</td>
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<tr>
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<td></td>
</tr>
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</table>

* HS 304 Human Gross Anatomy at the Bay Shore campus is taught utilizing human cadaver dissection. At the Manhattan campus, HS 305 is taught utilizing computer-generated images, physical models, and other multimedia tools.

**Minimum required; credits may vary.

***Availability determined by on enrollment; topics will vary and may include but is not limited to those listed.

****Students of the School of Health Sciences must complete a one credit independent study in Community Service to be eligible for graduation. This course may be taken at any time during the student’s time at Touro; however, first semester of the first year is not recommended. OT 385 also will meet the requirement. See your advisor regarding these courses.

Course descriptions may be found on pp. 137-143 of this Catalog.

**Program Totals for BSHS/MSOT**

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
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<tbody>
<tr>
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<tr>
<td>Total Touro OT undergraduate credits</td>
<td>75</td>
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<tr>
<td>Total Touro OT graduate credits</td>
<td>31</td>
</tr>
<tr>
<td>Total credits for Community Service requirement</td>
<td>1</td>
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<tr>
<td>TOTAL CREDITS</td>
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</table>

**CERTIFICATION AND LICENSURE**

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

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

OCCUPATIONAL THERAPY ASSISTANT (OTA) PROGRAM – Associate in Applied Science
Rivka Molinsky, Ph.D., OTR/L, Department Chairperson/Program Director

DESCRIPTION OF THE PROFESSION
Occupational therapy practitioners use goal-specific activities to help people of all ages prevent, lessen, or overcome disabilities. Those who work in occupational therapy use their personal and professional skills to help people deal with health problems that interfere with their ability to function in daily life.

Occupational therapy practitioners are important members of the health care team working closely with physicians, psychologists, nurses, and physical, speech, and recreational therapists. Career opportunities abound in hospitals, schools, rehabilitation centers, nursing homes, and home health programs. Experienced therapists may also become private practitioners or choose to work in business and industrial settings.

Occupational therapy practitioners work in mental health, pediatrics, gerontology, physical disabilities, and many other areas. By gaining additional skills and training, they are able to practice in specialized areas such as hand rehabilitation, drug and alcohol abuse, and vocational rehabilitation. In addition to clinical practice, practitioners may choose to become involved in administration, education, or research. Occupational therapy is a varied, interesting, and rewarding profession.

Occupational Therapy Assistants are professionally trained at the Associate’s level to work closely with and under the supervision of the Occupational Therapist. Occupational Therapy Assistants work in a diverse range of clinical, educational, and health-related settings.
PROGRAM DESCRIPTION
The Occupational Therapy Assistant Program is a two-year, full-time, program leading to an Associate in Applied Science (AAS) degree, and is offered at Touro College’s Manhattan Main Campus. The first eighteen months are an evening course of study followed by a five-month daytime fieldwork experience. The curriculum provides a foundation in liberal arts and sciences as well as specific courses for the OTA. The evening program is designed to support the College mission of expanding access to educational opportunities. The program includes minimal daytime fieldwork visits during the third and fourth semesters, and includes a five-month, full-time daytime clinical experience at the conclusion of the academic component.

Students study and train under the supervision of licensed and registered Occupational Therapists (OTRs) and Certified Occupational Therapy Assistants (COTAs), receiving a comprehensive overview of the types of clients and settings encountered in practice. This AAS curriculum emphasizes the application of treatment techniques that enables the student to work under the supervision of an Occupational Therapist. Students learn treatment planning and delivery, data collection, and how to communicate effectively and collaborate with other members of the health care team. While the level of instruction and the nature of the courses vary from that of the OTR, the expectations placed upon the student, and the ultimate contribution the student makes to the health care team remain consistent: to serve society.

Occupational Therapy Assistant courses are presented using diverse instructional methods to accommodate different learning styles and to take advantage of the cultural diversity of the student body at Touro College. This approach facilitates the development of students’ sensitivity to and appreciation of multiculturalism as a necessity for client-centered focus in their practice as professionals and as citizens.

The development of professional behaviors is considered to be a critical aspect of the educational program. Therefore, all courses coded as OTA include a portion of their grade for professional development. The desired outcome of the program is facilitation of student achievement of the necessary knowledge and skills to become competent, caring and ethical Occupational Therapy Assistant practitioners.

ACCREDITATION AND REGISTRATION
The OTA Program is registered with the Division of Professional Education of the New York State Education Department. The program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at 4720 Montgomery Lane, Suite 200, Bethesda, MD. 20814-3449, (301) 652-2682, www.acoteonline.org.

MISSION AND EDUCATIONAL PHILOSOPHY
Consistent with the philosophical base of Occupational Therapy (AOTA 2011), the Touro College Occupational Therapy Assistant program recognizes the inherent value of occupational engagement in increasing “health and well-being across the lifespan.” (AOTA 2011) This value is evidenced in the program’s curriculum design and course content. Many courses in the program engage students in meaningful activities both to educate the students on treatment modalities and to promote their adaptive process in actualizing their professional persona.

The Occupational Therapy Assistant program at Touro College enables student development into skilled clinical practitioners. The Occupational Therapy Assistant Department recognizes that we educate adult learners as diverse as the metropolitan area in which we teach. Utilizing the diversity of the student population to enhance the development of the skills necessary for the collaborative therapeutic process is a key component of the program. We believe in an educational process that is multi-dimensional, to reflect the multi-dimensional character of the clients our graduates will serve. We take advantage of our students’ intrinsic motivation to help others by refining their sense of self and supporting their development as skilled clinical practitioners.

We believe that a human being’s ability to learn is facilitated by didactic and interactive experiences that enable the development of a professional persona. This should be consistent with the values of the profession, the domain of occupational therapy and the role of the Occupational Therapy Assistant in the delivery of health care. Therefore, embedded in the program are pedagogical activities that include, but are not limited to, those which are designed to incorporate case-based, reflective clinical reasoning and knowledge-development processes which build on students’ life skills while challenging them to acquire and apply new learning reflective of current practice, incorporating occupation-based treatment in each area of practice.
We believe that excellence, accountability, and innovation in our teaching methods reflect a commitment to continued learning on the part of both faculty and students. We recognize the need not only to transmit ideas, theories, frames of reference, models of practice, and intervention strategies, but also to participate in the development and exploration of new ideas at the leading edge of health care. Accordingly, we encourage personal responsibility for learning, scholarly activity, inquiry and ongoing reflective dialogue among our faculty and students to promote personal growth and professional development.

Predicated on the OTA department’s mission and educational philosophy, the strategic goals of the department are to:

- Promote and increase faculty scholarship and pedagogical skills
- Maximize the processes and avenues by which the program meets the needs of its diverse student population
- Prepare graduates as competent occupational therapy assistants who will continue to develop their knowledge and skills in the science and art of excellent therapeutic interventions, through life-long learning and inquiry
PROGRAM GOALS AND OUTCOMES

1. To provide in-depth knowledge of developmental and acquired physical and mental disorders across the life-span. Students will be able to:
   a. describe the functional consequences of developmental and acquired physical and mental disorders
   b. apply knowledge of the human mind, body and spirit and their interrelationships to clinical practice

2. To develop critical reasoning for clinical and research applications. Students will be able to:
   a. apply inquiry and research skills to support evidence-based practice
   b. design and execute research under the direction of faculty and/or program-approved principal investigators
   c. critically analyze concepts, methods, and systems as they relate to client diagnoses, intervention strategies and outcome measures

3. To foster professional written and oral communication skills and information literacy. Students will be able to:
   a. apply inquiry and research skills to support evidence-based practice
   b. formulate written treatment plans with objectives and goals that, when implemented, are likely to facilitate functional and occupational performance
   c. articulate the role of each level of occupational therapy practitioner

4. To provide the theoretical basis for the design and implementation of client-centered occupation-focused intervention. Students will be able to:
   a. provide intervention strategies that promote, restore, prevent loss, and/or maintain performance skills that meet activity demands
   b. analyze and adapt activities to optimize the therapeutic intervention
   c. apply the use of purposeful occupation as well as therapeutic use of self to enhance the therapeutic relationship and effectiveness of intervention

5. To prepare students for the national examination for certification as an occupational therapy practitioner. Students will be able to demonstrate:
   a. familiarity with local, state, federal and professional regulations and guidelines regarding the practice of occupational therapy
   b. the ability to take computer-based examinations
   c. competency on national exam practice tests

6. To prepare students for careers in occupational therapy. Students will be able to:
   a. operate as a generalist with broad exposure to the delivery models and systems utilized in settings where occupational therapy is currently practiced and where it is emerging as a practice area
   b. recognize the necessity to be a life-long learner and to keep current with occupational therapy theory and practice
   c. demonstrate knowledge and appreciation of the impact that socio-cultural, socioeconomic, diversity factors, and lifestyle choices have on clients served in all practice areas

7. To foster an understanding and appreciation of ethics and values of the profession of occupational therapy. Students will be able to:
   a. judge personal responsibility for ongoing professional development to ensure a level of practice consistent with current and accepted standards, including the ability to reflect on the quality of all aspects of one’s practice
   b. understand and apply professional ethical principles related to occupational therapy practice
TECHNICAL STANDARDS

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

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

II. Communication Skills
1. Communicate in oral and written English effectively and appropriately.
2. Engage in non-verbal communication effectively.
3. Acquire information through classroom instruction, clinical experiences, independent learning and consultation.
4. Complete reading assignments, search for and evaluate the literature required for learning within the academic and clinical environments.

III. Intellectual/Conceptual, Integrative and Qualitative Skills
1. Use computers for searching, recording, storing and retrieving information.
2. Comprehend three dimensional relationships and understand spatial relationships.
3. Measure, calculate, reason, analyze, and synthesize information.
4. Effectively apply knowledge and skills gained from academic experiences in clinical situations.

IV. Sensory/Observational Skills
1. Observe demonstrations and participate appropriately during laboratory and clinical experiences as required by the curriculum.
2. Tolerate close physical contact with patients. Tolerate manipulation of his/her body by students and/or faculty for instructional purposes.
3. Recognize emergency signals.

V. Behavioral/ Social Skills and Professionalism
1. Demonstrate attributes of empathy, integrity, concern for others, interpersonal skills, interest, and motivation (assessed during admissions and throughout OT education).
2. Possess the emotional well-being required for use of his/her intellectual abilities.
3. Exercise sound judgment.
4. Demonstrate prompt completion of all responsibilities and the development of mature, sensitive and effective relationships.
5. Adapt to ever-changing environments, display flexibility and learn to function in the face of uncertainties and stresses which are inherent in the education process, as well as the clinical problems of many patients.
6. Be assertive, delegate responsibilities appropriately and function as part of a treatment team.
7. Possess the organizational skills necessary to meet deadlines and manage time.
8. Respond appropriately to emergency situations.

ADMISSION REQUIREMENTS AND PROCEDURES
(Also see general admission policies and procedures, pp. 16-18)
The following are required for admission to the program:
- Touro College School of Health Sciences web-based application
- A completed OTA Supplemental Application form
- $50 application fee
- A written personal statement
- Official high school transcript or GED certificate and score sheet
- Official transcripts of all college-level coursework
- A minimum of 35 hours of volunteer service in an occupational therapy setting or multiple occupational therapy settings (supporting documentation must be provided)
- Two recommendations on the form provided in the Supplemental Application; one of which must be from an occupational therapy practitioner
• For applicants who have not already taken college-level English or Mathematics, Touro College proficiency exams in English and Mathematics are required
• Applicants are encouraged, but not required, to submit Scholastic Aptitude Test (SAT) or American College Testing (ACT) scores with the application for admission
• An interview
• For international students, additional testing may be required

Decisions on admission are made by a committee of OTA faculty, and are based on an assessment of the applicant’s past academic performance, potential for success in the profession, understanding of and commitment to the profession of occupational therapy, and the role of the occupational therapy assistant.

The program begins annually in the fall; students may begin enrollment in the program in the Fall semester only.

Individuals with a past criminal record should contact credentialing agencies directly prior to commencing the OTA program to ensure that practicing as an OTA will be possible after graduation.

The program comprises five semesters, including summer sessions. The last five months of the program are spent in full-time fieldwork placements; this Level II fieldwork is divided into two distinct experiences, nine weeks each at two clinical sites. All semesters are scheduled for a minimum of 12 credit hours to allow eligibility for student financial aid.

Selected courses utilize innovative learning modalities such as distance learning and the addition of web-based tools.

For application and further information regarding the OTA Program at Touro College, please call or write:

Office of Admissions
Touro College School of Health Sciences
1700 Union Boulevard
Bay Shore, New York 11706
Telephone: 866-TOURO4U
Email: enrollhealth@touro.edu

TUITION, FEES, AND EXPENSES
(Also see general tuition and fees information, p. 19)

<table>
<thead>
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<th>Tuition and fees for the 2014-2015 academic year:</th>
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<tbody>
<tr>
<td>Tuition (12 or more credits), per semester</td>
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<tr>
<td>Administrative fee, per semester</td>
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<tr>
<td>Materials fee, per semester</td>
</tr>
<tr>
<td>Technology fee, per semester</td>
</tr>
<tr>
<td>Program Equipment fee (incoming students only)</td>
</tr>
<tr>
<td>Per credit charge (1 to 11 credits)</td>
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Tuition and fees are subject to change annually. The Touro College Board of Trustees reserves the right to change the tuition and fees schedule without prior written notice.

SEMIESTER START AND END DATES

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<tr>
<th>Semester</th>
<th>Start Date</th>
<th>End Date</th>
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<tr>
<td>Fall 2014</td>
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<td>January 23, 2015</td>
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<td>Summer 2015</td>
<td>June 22, 2015</td>
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<td>September 8, 2015</td>
<td>January 29, 2016</td>
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<td>June 17, 2016</td>
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<td>September 6, 2016</td>
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<tr>
<td>Spring 2017</td>
<td>February 5, 2017</td>
<td>June 18, 2017</td>
</tr>
</tbody>
</table>
CURRICULUM
Students are generally admitted, and expected to progress through the program, on a full-time basis. The Occupational Therapy Assistant curriculum is designed as an integrated, developmental process; courses are offered once a year and must be taken in sequence. Completion of the program requires two years of study.

Alternatively, the curriculum may be extended to meet individual student needs. Students interested in pursuing this part-time option must receive approval from the OTA program to individualize their academic plan. Since tuition and financial aid status may be affected by this option, students should examine these factors before beginning part-time study, and are encouraged to seek advisement from the Touro College Financial Aid Office. In addition, fieldwork requirements must be completed within 18 months of completion of academic requirements of the program.

FIELDWORK EXPERIENCE
Fieldwork experience is an integral part of the student’s occupational therapy education at Touro College. It provides students with opportunities to practice new skills, observe client/patient behavior, model practice after master clinicians, and explore the application of didactic and theoretical knowledge acquired in the classroom.

Level I fieldwork consists of site visits to clinical settings while classes are in session, usually related to a particular class. These visits are intended as preliminary exposure and exploration opportunities, although they may also include specific assignments. Level I fieldwork occurs throughout the curriculum. Students should plan ahead to schedule these daytime commitments during the 3rd and 4th semesters.

Level II fieldwork is a full-time, daytime workweek placement in a clinical setting under the supervision of an experienced occupational therapy practitioner. Each of the two Level II fieldwork experiences is full-time at a single site. Students on Level II fieldwork are expected to abide by the legal, ethical, and procedural standards of the center, the profession, and the School. The Fieldwork Coordinator schedules Level II fieldwork placement in centers that have a contractual agreement with Touro. Only the School and the department can act as representatives in the development of such a clinical contract.

Students will be scheduled for fieldwork in advance from our pool of centers. Placement may be at local or distant, out-of-town sites.

All the clinical fieldwork experiences must be completed in the pre-arranged sequence. Failure to complete the proper sequence may significantly interrupt the sequence of courses available, and/or the timely completion of the entire program of study. Students in the AAS - OTA program must complete all Level II Fieldwork within 18 months of the completion of all academic courses.
### RECOMMENDED SEQUENCE OF COURSES

<table>
<thead>
<tr>
<th>Semester I (Fall)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLL 121 College Writing I</td>
<td>4</td>
</tr>
<tr>
<td>GPS 110 General Survey of Psychology</td>
<td>4</td>
</tr>
<tr>
<td>GSB 117 Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>OTA 110 Introduction to Occupational Therapy</td>
<td>3</td>
</tr>
<tr>
<td>HS 201 Independent Study – Community Service</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester II (Spring)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPS 201 Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>GPS 335 Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>GSB 118 Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>OTA 210 OT: Skills and Applications I</td>
<td>3</td>
</tr>
<tr>
<td>OTA 250 Applied Kinesiology</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester III (Summer)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTA 246 Community Health</td>
<td>1</td>
</tr>
<tr>
<td>OTA 270 Clinical Conditions</td>
<td>3</td>
</tr>
<tr>
<td>OTA 315 OT in Mental Health Practice*</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester IV (Fall)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLL 122 College Writing II</td>
<td>4</td>
</tr>
<tr>
<td>GSM 130 College Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>OTA 325 OT in Pediatric Practice</td>
<td>4</td>
</tr>
<tr>
<td>OTA 345 OT in Adult Practice*</td>
<td>4</td>
</tr>
<tr>
<td>OTA 365 OT in Older Adult Practice</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>19</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester V (Spring)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTA 405 OT: Skills and Applications II</td>
<td>3</td>
</tr>
<tr>
<td>OTA 415 Professional Development</td>
<td>2</td>
</tr>
<tr>
<td>OTA 490 Clinical Practice II**</td>
<td>4</td>
</tr>
<tr>
<td>OTA 495 Clinical Practice II**</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

**Total Credits in Program** | **73**

*Fieldwork (OTA 490 and OTA 495) must be completed within 18 months of completing the academic requirements.*

*Includes daytime fieldwork  
**Full-time daytime fieldwork

Course descriptions may be found on pp. 143-146 of this Catalog.

### GRADUATION REQUIREMENTS

(Also see general graduation information, p. 42)

Graduation is dependent upon the successful completion of all liberal arts, OTA program academic and fieldwork requirements within five years of entering the program. The fieldwork requirements must be completed within 18 months of completion of academic requirements of the program.

The program faculty and the Registrar review all student records prior to notifying the National Board for Certification in Occupational Therapy (NBCOT) and the New York State Education Department, Division of Professional Licensing, of the student’s completion of requirements for graduation.
CERTIFICATION

Graduates of accredited OTA programs are eligible to take the national certification exam offered by the National Board for Certification in Occupational Therapy (NBCOT). Students who complete the Touro College OTA Program and pass the national certification exam are then eligible to apply for professional licensure/certification to practice as an occupational therapy assistant in all states.

Individuals with a past criminal record should contact credentialing agencies directly prior to commencing the OTA Program to ensure that practicing as an OTA will be possible after graduation.
PHYSICAL THERAPY DEPARTMENT

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

DOCTOR OF PHYSICAL THERAPY (DPT) PROGRAM
Jill Horbacewicz, PT, Ph.D., Program Director
Robert Troiano, PT, DPT, CHT, Associate Director, Bay Shore campus
Emil Euaparadorn, PT, D.Sc., COMT, Associate Director, Manhattan campus

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

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

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

The American Physical Therapy Association’s (APTA) vision for the field is that by 2020, “physical therapy will be provided by physical therapists who are doctors of physical therapy, recognized by consumers and other health care professionals as the practitioners of choice to whom consumers have direct access for the diagnosis of, interventions for, and prevention of impairments, functional limitations, and disabilities related to movement, function, and health.” (www.apta.org).
PROGRAM DESCRIPTION
The Touro College School of Health Sciences offers a three-year graduate-level program curriculum leading to the dual degrees, Bachelor of Science (BS) in Health Sciences and a Clinical Doctoral degree in Physical Therapy (DPT). The Touro College PT Program was established in 1984, and transitioned to a DPT program in 2005. The DPT program is offered at two campuses – the Long Island campus in Bay Shore, and the Manhattan campus in the Chelsea area of Manhattan. Both campuses offer full-time day programs: The Bay Shore program holds classes Monday through Friday, while the Manhattan program holds its classes Sunday through Thursday. The program begins in the fall of each year and is divided into six academic semesters, including four full-time clinical affiliations.

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

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

PHYSICAL THERAPY DEPARTMENT MISSION STATEMENT
In keeping with the mission of Touro College and the School of Health Sciences, and in consideration of APTA’s mission of physical therapist professional education, the mission of the Physical Therapy Department is:
- To provide quality education for individuals from diverse cultural, traditional and non-traditional backgrounds to enter the physical therapy profession.
- To offer a variety of educational programs, degree and non-degree, which provide opportunities for continued professional development and career growth.
- To provide physical therapy programs which foster a high level of academic excellence and scholarly achievement while maintaining humanistic, legal, ethical and professional values at the core.
- To develop competent, self-assured, reflective practitioners with leadership skills who value critical inquiry in the pursuit of lifelong education to meet the ever-changing demands of the health care environment.
- To produce graduates with high moral standards who can contribute to society by assuming the multifaceted role of clinical practitioner, teacher, researcher, consultant, administrator and leader.

PHYSICAL THERAPY DEPARTMENT PHILOSOPHY
The Physical Therapy Department is dedicated to preparing highly skilled practitioners who can play active roles in the rapidly evolving health care environment. Embedded in the philosophy of the program is the belief that an education built upon a foundation of liberal arts and sciences provides the underpinning for the development of competent practitioners. With this foundation, the program and its faculty value critical inquiry, with its problem-posing, problem-solving and reflective processes. Such integration is considered essential to successful clinical reasoning and future practice and professional endeavors. Faculty value the development of an effective teaching and learning environment that fosters reflection, active learning, collaborative efforts, evidence-based practice, humanistic values, and the pursuit of excellence. In accordance with the College’s mission of serving the larger community, empowerment of students to be socially responsible clinicians who seek lifelong development and service to the community as constitutive to best practice are values held by all faculty members. Thus, faculty members accept their responsibility to be professional role models for the students through their active participation in an array of practice, inquiry, educational and service activities.
GOALS AND OBJECTIVES OF THE DPT PROGRAM

GOALS FOR THE PROGRAM

1. Provide entry-level and post-professional programs which offer educational opportunities for continued professional development and career growth for individuals from diverse cultural, traditional and non-traditional backgrounds, underserved populations, and the community at large.

   **Objective**
   
   a. Offer entry-level and post-professional physical therapy educational opportunities including continuing education courses

2. Create an academic environment that will prepare the students to assume the multifaceted current and future roles of the physical therapist as practitioner, teacher, researcher, consultant, administrator, and leader.

   **Objectives**
   
   a. Provide a curriculum that reflects contemporary physical therapy practice
   b. Integrate relevant elements of clinical practice, research and teaching into the curriculum
   c. Provide clinical experiences in all areas of physical therapy practice across the lifespan

3. Promote academic excellence and support teaching, learning, and professional growth of students and faculty in a caring environment.

   **Objectives**
   
   a. Provide experiences that encourage reflection, active learning, and critical thinking
   b. Provide a rigorous curriculum with high academic standards
   c. Provide for mentoring of students and faculty
   d. Create physical therapy educational programs that foster a high level of academic achievement, critical inquiry, and effective communication, at the core

4. Create an environment that fosters humanistic and ethical values and embraces diversity to produce graduates that will better society.

   **Objectives**
   
   a. Integrate elements of cultural competence and ethical practice throughout the curriculum
   b. Provide opportunities for service to the community at large as well as the physical therapy community

5. Continually assess, develop, and improve the programs offered.

   **Objectives**
   
   a. Utilize self, peer, and student assessments
   b. Integrate feedback from other key sources such as alumni and clinical education faculty
   c. Monitor program effectiveness and areas of programmatic strengths and weakness
   d. Address programmatic deficits as necessary

GOALS FOR THE FACULTY

1. Faculty will be comprised of experienced practitioners, knowledgeable in contemporary physical therapy practice who will teach within their area of expertise, continue to develop their professional competence as teachers, and value the importance of continued learning.

   **Objectives**
   
   a. Participate in activities that ensure currency and expertise such as professional conferences, continuing education, and consumption of published literature
   b. Utilize self-reflection, student and peer assessment to improve teaching effectiveness
   c. Design and refine course materials as necessary

2. Faculty will assume responsibility for transmitting the values of the profession to the student, as well as role modeling through teaching, service and scholarship.

   **Objectives**
   
   a. Model the core values of the profession in all interactions with students inside and outside the classroom
   b. Provide service to the College, the department, the profession and/or the community
   c. Engage in scholarship, and disseminate the results in a peer-reviewed public forum

GOALS FOR THE STUDENT

Student goals are divided into three sections, Professional Practice expectations, Patient/Client Management expectations, and Practice Management expectations.

**Professional Practice expectations:**
By completion of the program, the student will:

1. Embody the core values of the physical therapy profession.

   Objectives
   a. Adhere to professional ethical and legal standards, exhibit behaviors consistent with laws and regulations and practice in a manner consistent with the professional code of ethics and standards of practice
   b. Demonstrate altruism through community service and placing the needs of the patient/client ahead of self-interest
   c. Demonstrate caring and compassion in delivery of health care and value individual differences in patient/clients, family members, and peers based on race/ethnicity, religion, gender, age, sexual orientation, disability, preferences and expressed needs to provide culturally-competent care
   d. Consistently use effective oral, written and nonverbal communication skills to interact effectively and in a professional and culturally-competent manner with patients/clients, caregivers, families, members of the health care team, consumers, payers and policy makers
   e. Demonstrate excellence via high levels of academic knowledge, use of evidence to support clinical decision-making, and pursuit of new knowledge
   f. Demonstrate integrity, professional behavior and appropriate interpersonal skills in all aspects of patient/client care and in relating to other members of the health care team, health care industry and regulatory agencies
   g. Serve the profession of physical therapy by providing optimal care and by participating in professional organization activities within and beyond the practice setting
   h. Demonstrate social responsibility by advocating for individual patient rights, and/or the profession of physical therapy, participating in community volunteerism and promoting wellness and preventative health care across the lifespan

2. Be a reflective practitioner that utilizes clinical reasoning, and demonstrates critical inquiry skills and uses evidence-based practice in clinical decision-making and in the pursuit of lifelong education to meet the ever-changing demands of the health care environment and society.

   Objectives
   a. Access the current scholarly evidence and apply the findings for best practice
   b. Utilize valid and reliable outcome measures when appropriate
   c. Demonstrate synthesis of self-reflection, scholarly evidence and clinical judgment in clinical decision-making

3. Effectively educate others.

   Objectives
   a. Employ basic principles of teaching and learning in instructing a variety of audiences
   b. Evaluate the effectiveness of learning activities

4. Be prepared to engage in research and scholarly activities.

   Objectives
   a. Integrate the basic principles of research in critical analysis of concepts and findings generated by self and others
   b. Advance evidence-based practice by accessing, interpreting, analyzing and applying research into professional practice

Patient/Client Management expectations

By completion of the program, the student will be able to:

5. Assume the role of a highly competent, safe, and effective clinical practitioner who practices across the lifespan and throughout the continuum of care.

   Objectives
   a. Efficiently and effectively determine the needs of the patient/client by performance of screenings and examinations, evaluation of findings, and determination of a diagnosis and prognosis
   b. Efficiently and effectively develop and implement a plan of care by establishing realistic patient/client goals and outcomes, including interventions that are safe and effective, realistic, and culturally competent
   c. Continually reassess and modify the plan of care as necessary
   d. Provide physical therapy services for health promotion and wellness of individuals and groups

Practice Management expectations

By completion of the program, the student will:
6. Demonstrate competence in application of supervisory and management principles.
   **Objectives**
   a. Supervise and manage personnel to whom tasks have been directed to meet patient/client expected goals and outcomes
   b. Be prepared to develop a business plan and to participate in marketing and public relations endeavors

7. Participate in consultative activities.
   **Objective**
   a. Provide consultative services within the boundaries of expertise to individuals, groups, schools, government agencies and the public at large

8. Demonstrate self-direction and leadership with a commitment to personal and professional growth.
   **Objectives**
   a. Take responsibility for one’s own learning
   b. Assume leadership positions in clinical practice, and/or in professional and community organizations

ADMISSION REQUIREMENTS AND PROCEDURES
(Also see general admission policies and procedures, pp. 16-18)
The Doctor of Physical Therapy program at Touro College participates in the Physical Therapist Centralized Application Service (PTCAS). All applicants must apply online using the PTCAS application. The program has a rolling admission policy and applicants are encouraged to apply early. For further information regarding application deadlines and procedures, please visit www.ptcas.org. Entry into the program is in the fall semester only.

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

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

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

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

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

Other requirements for admission include:
- A minimum GPA of 3.0 for all coursework.
- Graduate Record Exam (GRE) scores.
- Two letters of recommendation: one from a licensed physical therapist; the other from a student’s former college professor.
- 50 documented hours of volunteer/work service in two or more different physical therapy settings. At least 25 hours must have been spent in an in-patient setting.
- Current American Red Cross Community or Professional Rescuer CPR competency certification.
- Current Standard First Aid competency certification.
Students who do not meet established grade point standards may still apply through PTCAS, and then complete the appropriate section of the PTCAS application when one is asked to comment whether one’s grades are reflective of one’s abilities. It must clearly explain extenuating circumstances that have prevented the student from meeting existing grade point standards, and describe elements of the applicant’s background that would indicate the potential for success in the program. The Admissions Committee may choose to admit students who have not met established admission requirements, based on the student’s application, and other supporting documents required as part of the application process.

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

For further information, contact:
Office of Admissions
Touro College School of Health Sciences
1700 Union Boulevard
Bay Shore, New York 11706
Phone: 866-TOURO-4-U
Fax: 646-495-3880
Email: enrollhealth@touro.edu

TUITION, FEES AND EXPENSES
(Also see general tuition and fees information, p. 19)

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

Tuition and fees for the 2014-2015 academic year are as follows:

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time tuition (12 or more credits), per semester</td>
<td>$13,250</td>
</tr>
<tr>
<td>Per credit tuition (fewer than 12 credits)</td>
<td>$1,080</td>
</tr>
<tr>
<td>Tuition deposit (non-refundable, applied to year 1 tuition)</td>
<td>$500</td>
</tr>
<tr>
<td>Administrative fee, per semester</td>
<td>$100</td>
</tr>
<tr>
<td>Laboratory fee, per year</td>
<td>$50</td>
</tr>
<tr>
<td>Technology fee, per semester</td>
<td>$50</td>
</tr>
<tr>
<td>Program Equipment fee (for incoming students only)</td>
<td>$700</td>
</tr>
</tbody>
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Tuition and fees are subject to change annually. The Touro College Board of Trustees reserves the right to change the tuition and fees schedule without prior written notice.

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

Estimated Annual Expenses
Annual personal expenses for books, travel, housing, food, uniforms, supplies, and other items will vary greatly from individual to individual. All students are required to carry malpractice and health insurance, maintain membership in the American Physical Therapy Association, and cover the cost of background checks. Travel plus room and board for distant fieldwork assignments will also affect student costs. Students are encouraged to meet with a financial aid counselor early in the application process to plan for these expenses.

Annual expenses for a dependent commuting student are estimated as follows for 2014-2015:

<table>
<thead>
<tr>
<th>Category</th>
<th>9 months (living with parents)</th>
<th>12 months (living with parents)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transportation</td>
<td>$2,050</td>
<td>$2,668</td>
</tr>
<tr>
<td>Books &amp; supplies</td>
<td>$1,718</td>
<td>$1,718</td>
</tr>
<tr>
<td>Room &amp; board</td>
<td>$16,603</td>
<td>$22,137</td>
</tr>
<tr>
<td>Personal</td>
<td>$3,556</td>
<td>$3,556</td>
</tr>
<tr>
<td>Total</td>
<td>$23,927</td>
<td>$30,079</td>
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</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>9 months (living with parents)</th>
<th>12 months (living with parents)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transportation</td>
<td>$2,050</td>
<td>$2,668</td>
</tr>
<tr>
<td>Books &amp; supplies</td>
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</tr>
<tr>
<td>Room &amp; board</td>
<td>$16,603</td>
<td>$22,137</td>
</tr>
<tr>
<td>Personal</td>
<td>$3,556</td>
<td>$3,556</td>
</tr>
<tr>
<td>Total</td>
<td>$12,158</td>
<td>$14,387</td>
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SEMESTER START AND END DATES
For the DPT Class of 2017

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>START*</th>
<th>END*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester I (Fall 2014)</td>
<td>August 26, 2014</td>
<td>December 19, 2014</td>
</tr>
<tr>
<td>Semester III (Summer/Fall 2015)</td>
<td>July 6, 2015</td>
<td>October 30, 2015</td>
</tr>
<tr>
<td>Clinical Affiliation I</td>
<td>November 2, 2015</td>
<td>December 18, 2015</td>
</tr>
<tr>
<td>Semester IV (Spring 2016)</td>
<td>January 4, 2016</td>
<td>May 13, 2016</td>
</tr>
<tr>
<td>Clinical Affiliation II</td>
<td>May 16, 2016</td>
<td>July 15, 2016</td>
</tr>
<tr>
<td>Semester V (Fall 2016)</td>
<td>September 6, 2016</td>
<td>December 23, 2016</td>
</tr>
<tr>
<td>Clinical Affiliation III</td>
<td>January 3, 2017</td>
<td>March 3, 2017</td>
</tr>
<tr>
<td>Semester VI (Spring 2017)</td>
<td>March 6, 2017</td>
<td>May 5, 2017</td>
</tr>
<tr>
<td>Clinical Affiliation IV</td>
<td>May 8, 2017</td>
<td>August 25, 2017</td>
</tr>
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</table>

*Dates are subject to change; please visit the PT website at www.touro.edu/shs/pt for possible updates.

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

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

Students in the Touro DPT Program participate in four clinical education experiences, which begin after successful completion of the first three semesters.
1. Clinical Affiliation I – A 6-week experience after the third semester
2. Clinical Affiliation II – An 8-week experience after the fourth semester
3. Clinical Affiliation III – An 8-week experience after the fifth semester
4. Clinical Affiliation IV – The final clinical experience lasting 16 weeks after completion of the sixth and final semester

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

RECOMMENDED SEQUENCE OF COURSES (for Class of 2015 and 2016)

<table>
<thead>
<tr>
<th>FIRST YEAR</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester I – Fall</td>
<td></td>
</tr>
<tr>
<td>DPT 404 Professional Development I</td>
<td>3</td>
</tr>
<tr>
<td>DPT 406 Lifespan I</td>
<td>3</td>
</tr>
<tr>
<td>DPT 618 Physical Therapy Interventions I</td>
<td>2</td>
</tr>
<tr>
<td>HS 402 Anatomy</td>
<td>7</td>
</tr>
<tr>
<td>HS 403 Physiology</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
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</tr>
</tbody>
</table>
### Semester II – Spring

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DPT 412</td>
<td>Exercise Physiology</td>
<td>3</td>
</tr>
<tr>
<td>DPT 415</td>
<td>Lifespan II</td>
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<tr>
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### SECOND YEAR

#### Semester III – Summer/Fall

<table>
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<tr>
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<tr>
<td>DPT 600</td>
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<td>DPT 604</td>
<td>Physical Therapy Examination</td>
<td>3</td>
</tr>
<tr>
<td>DPT 605</td>
<td>Research Methods</td>
<td>2</td>
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<tr>
<td>DPT 606</td>
<td>Cardiopulmonary System Evaluation &amp; Management I</td>
<td>2</td>
</tr>
<tr>
<td>DPT 607</td>
<td>Integument System Evaluation &amp; Management</td>
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#### Semester IV – Spring

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<td>Musculoskeletal System Evaluation &amp; Management I</td>
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<tr>
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<td>Statistical Applications for Research</td>
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<td>DPT 620</td>
<td>Professional Development II/III</td>
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<tr>
<td>HS 668</td>
<td>Independent Study - Community Service</td>
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### THIRD YEAR

#### Semester V – Fall

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<td>Research Project</td>
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<td>HS 656</td>
<td>Education II: Colleagues &amp; the Community</td>
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#### Semester VI - Spring

<table>
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<td>DPT 663</td>
<td>Integrative Case-Based Recitation III: The Complex Patient</td>
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<td>DPT 665</td>
<td>Research Seminar</td>
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<td>Administration</td>
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**TOTAL CREDITS IN PROGRAM**

<table>
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<tr>
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# RECOMMENDED SEQUENCE OF COURSES (for Class of 2017 and beyond)

## FIRST YEAR

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<thead>
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<th>Semester I – Fall</th>
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<tbody>
<tr>
<td>DPT 401 Lifespan - Birth through Middle Adulthood</td>
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<td>DPT 618 Physical Therapy Interventions I</td>
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<tr>
<td>HS 402 Anatomy</td>
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<td>HS 403 Physiology</td>
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<td>DPT 412 Exercise Physiology</td>
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<td>DPT 416 Education</td>
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<td>DPT 619 Kinesiology</td>
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<td>HS 418 Clinical Medicine</td>
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## SECOND YEAR

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<td>DPT 600 Clinical Education Affiliation I (6 Weeks)</td>
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<td>DPT 604 Physical Therapy Examination</td>
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<td>DPT 605 Research Methods</td>
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<td>DPT 606 Cardiopulmonary System Evaluation &amp; Management I</td>
<td>2</td>
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<tr>
<td>DPT 607 Integument System Evaluation &amp; Management</td>
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<thead>
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<tbody>
<tr>
<td>DPT 610 Clinical Education Affiliation II (8 weeks)</td>
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<td>DPT 612 Musculoskeletal System Evaluation &amp; Management I</td>
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<td>DPT 613 Neuromuscular System Evaluation &amp; Management</td>
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<tr>
<td>DPT 615 Statistical Applications for Research</td>
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<tr>
<td>DPT 620 Professional Development II/III</td>
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<td>DPT 654 Physical Therapy Interventions IV</td>
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## THIRD YEAR

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<thead>
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<tr>
<td>DPT 614 Lifespan – Late Adulthood through End of Life</td>
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<td>DPT 616 Integrative Case-Based Recitation II</td>
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<table>
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<tr>
<td>DPT 660 Clinical Education Affiliation IV (16 weeks)</td>
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<td>DPT 663 Integrative Case-Based Recitation III: The Complex Patient</td>
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<td>DPT 664 Professional Service</td>
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<td>DPT 665 Research Seminar</td>
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<tr>
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<td><strong>21</strong></td>
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</table>
*Course descriptions may be found on pp. 146-159 of this Catalog.

**GRADUATION REQUIREMENTS**
(Also see general graduation information, p. 42)

To qualify for graduation with the dual degrees of BS in Health Sciences and DPT in Physical Therapy, students in the class of 2015 and 2016 must satisfactorily complete a total of 122.5 credit hours of coursework by achieving at least the minimum passing grade in all coursework in the DPT curriculum. Students in the class of 2017 and beyond must satisfactorily complete a total of 121.5 credit hours of coursework by achieving at least the minimum passing grade in all coursework in the DPT curriculum.

Degrees are conferred three times a year – in January, June, and September.

**LICENSURE AND REGISTRATION**

Graduates of the DPT Program are eligible to sit for the National Licensing Examination, offered by the Federation of State Boards of Physical Therapy (FSBPT). Graduates can then apply for physical therapy licensure, which is required to practice physical therapy in any state.

The program administers a comprehensive test prior to graduation to prepare students for the licensing examination. The program also hosts a review course for the licensing exam. The FSBPT provides information about pass rates and scores (http://www.fsbpt.org/).
POST-PROFESSIONAL DOCTOR OF PHYSICAL THERAPY PROGRAM
Frances Corio, PT, Ph.D. OCS, Program Director

ABOUT THE POST-PROFESSIONAL DPT DEGREE (PDPT)
The American Physical Therapy Association describes PDPT as follows:

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

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

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

The 30-credit curriculum prepares students for leadership roles in clinical practice, administration, research, and professional service. Students have the opportunity to develop specialized skills in a clinical area, including orthopedic and geriatric physical therapy. All students complete a doctoral research project or case study.
ACCREDITATION
The PDPT program is registered with the New York State Department of Education, Office of the Professions. Graduates of the program receive a Doctor of Physical Therapy degree.

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

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

GOALS AND OBJECTIVES
1. The program will provide Physical Therapy practitioners the opportunity to advance their professional degrees.
   a. Students will be able to successfully complete all requirements of the curriculum leading to a degree.
   b. Students will be able to acquire leadership skills enhancing their professional status.

2. The program will provide the theoretical and applied expertise to participate in clinical research.
   a. Students will be able to design and execute a research project.
   b. Students will be able to assess and critically analyze literature relevant to their topic.
   c. Students will be able to formulate and present an effective presentation of their research material.

3. The program will develop critical thinking and problem solving skills in the area of Health Care Administration.
   a. Students will be able to integrate and apply management principles as they relate to the health setting.
   b. Students will be able to compare and contrast leadership styles in the management of health.
   c. Students will be able to identify various components (agencies) relevant to current health care delivery.

4. The program will enhance communication skills and information literacy through evidence-based practice.
   a. Students will be able to integrate research evidence and clinical expertise into patient care.
   b. Students will be able to demonstrate skills in the use of technology to locate research evidence.

5. The program will provide the professional student with theories of teaching and learning as they apply to classroom and clinic.
   a. Students will be able to integrate theories of adult development into teaching methods that address characteristics of learners.
   b. Students will be able to choose appropriate teaching strategies based on environment and characteristics of the learners.
   c. Students will be able to integrate information on learning theories, motivation, memory, and learning styles and apply it to actual teaching situations.

6. The program will enhance clinical expertise.
   a. Students will be able to critically analyze their clinical skills.
   b. Students will be able to demonstrate advanced skills in various treatment areas.

ADMISSION REQUIREMENTS AND PROCEDURES
(Also see general admission policies and procedures, pp. 16-18)
Who Should Apply
Licensed physical therapists seeking to augment their clinical skills and prepare themselves for a leadership role in the field will be interested in this program. Compassionate and caring physical therapists dedicated to lifelong
learning and social responsibility, who have demonstrated academic excellence and who meet the admission requirements, are encouraged to apply.

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

**Admission Process**
The completed School of Health Sciences application and the Supplemental Application for the Post-Professional DPT Program should be mailed to the School of Health Sciences Office of Admissions, 1700 Union Boulevard, Bay Shore, New York 11706.

The following documentation must be included with the application:
- Current resume/curriculum vitae
- The two letters of recommendation from physical therapists, in sealed envelopes, or recommenders may send letters directly to the program.
- Official transcript(s) documenting physical therapy degree
- Proof of licensure

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

**TUITION AND FEES**
*(Also see general tuition and fees information, p. 19)*

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

<table>
<thead>
<tr>
<th>Per credit tuition</th>
<th>$770</th>
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<tr>
<td>Portfolio fee</td>
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<td>Administrative fee, per semester</td>
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<td>Test-out fee</td>
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<tr>
<td>Technology fee (Fall and Spring)</td>
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Tuition and fees are subject to change annually. The Board of Trustees of Touro College reserves the right to change the tuition and fee schedule without prior written notice.

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

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

**SEMESTER START/END DATES**

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<th>Semester</th>
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<th>End Date</th>
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<td>August 14, 2015</td>
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<td>Spring 2016</td>
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<td>Summer 2016</td>
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CURRICULUM OVERVIEW
The curriculum comprises 30 credits of coursework, consisting of 19 credits of core courses and 11 credits of electives. The core courses include courses in clinical sciences, research, education, management, diagnostic imaging, and professional service. Elective courses include clinical specialty tracks in orthopedics and geriatrics, as well as courses in general clinical practice.

REQUIRED COURSES (19 credits)

<table>
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<tr>
<th>Course</th>
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<tr>
<td>DPT 710</td>
<td>Research Methods / Statistics</td>
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<td>DPT 715</td>
<td>Principles &amp; Methods of Evidence-Based Practice</td>
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<td>DPT 723</td>
<td>Advanced Strategies for Teaching and Learning</td>
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<td>DPT 724</td>
<td>Advanced Teaching and Learning: CI Credentialing</td>
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<td>DPT 725</td>
<td>Management &amp; Health Care Delivery</td>
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<td>DPT 745</td>
<td>Ethics in Physical Therapy Practice</td>
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<td>DPT 760</td>
<td>Anatomic Basis for Differential Diagnosis of Somatic Dysfunction</td>
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<td>Fundamentals of Diagnostic Imaging</td>
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AREAS OF ELECTIVE CONCENTRATION (11 credits in total)

General
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<td>DPT 767</td>
<td>Foot and Ankle</td>
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<td>DPT 770</td>
<td>Physical Therapy Practicum</td>
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<td>APT 812</td>
<td>Advances in Prosthetics and Orthotics</td>
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Orthopedics
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<td>DPT 762</td>
<td>Treatment of Lumbar / Pelvic Dysfunction</td>
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<tr>
<td>DPT 764</td>
<td>Advanced Skills in Extremity Treatment</td>
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<td>DPT 766</td>
<td>Functional Orthopedics I</td>
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<td>DPT 768</td>
<td>Treatment of Cervical / Thoracic Dysfunction</td>
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Geriatrics
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<td>Geriatrics II: Special Topics in Geriatrics</td>
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<td>DPT 775</td>
<td>Geriatrics III: Geriatric Nutrition for Physical Therapists in Clinical Practice</td>
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<td>DPT 778</td>
<td>Geriatric Balance</td>
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</table>

TOTAL CREDITS IN PROGRAM 30

Course descriptions may be found on pp. 146-159 of this Catalog.

REQUIREMENTS FOR GRADUATION
(Also see general graduation information, p. 42)

Successful completion of all courses required by the Post-Professional Doctor of Physical Therapy program.
ORTHOPEDIC PHYSICAL THERAPY RESIDENCY PROGRAM
Frances Corio, PT, Ph.D., OCS, Program Director

ABOUT ORTHOPEDIC PHYSICAL THERAPY RESIDENCY
The American Physical Therapy Association describes clinical residencies as follows:

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

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

The program features:

- Flexible delivery of instruction. Clinical courses may be presented in condensed form, entailing two to four all-day sessions offered at the Bay Shore campus, augmented by online learning. Alternatively, the same clinical courses may be made available at more convenient locations across the country.
- Clinical mentoring provided in a distance-learning format while you remain at your present place of employment.
- Wide selection of supervised clinical residencies that involve 180 hours of guided clinical practice with expert clinicians at facilities located throughout the country.
ABOUT THE OPTR PROGRAM
The Orthopedic Physical Therapy Residency Program (OPTR) at Touro College was established and received approval from the New York State Department of Education in 2009. It is a two-year, university-based clinical residency program designed for physical therapists who wish to pursue a post-graduate specialization in orthopedics. The program offers an intense and rigorous year of clinical coursework, online mentoring and supervised clinical training in the art and science of manual orthopedic physical therapy practice. It is designed to allow physical therapists to advance as patient/client care providers in their areas of clinical practice while remaining at their present jobs. It is also geographically convenient, with courses available in many locations across the country. Through ongoing clinical supervision and mentoring in both classroom and clinical settings by physical therapists who excel in the field, the resident is prepared to become a board-certified Orthopedic Clinical Specialist (OCS) and take the next step in career advancement.

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

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

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

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

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

ADMISSION REQUIREMENTS AND PROCEDURES
(Also see general admission policies and procedures, pp. 16-18)
Requirements for Admission
Graduates of APTA-accredited programs in Physical Therapy may apply to the program. Applicants must be eligible for and obtain licensure as a physical therapist in the state in which they will do their clinical residency. Recent physical therapy graduates, as well as experienced clinicians, are encouraged to apply.
Admission Process
All applications are submitted through the RF-PTCAS. The application link can be found on the OPTR website (www.touro.edu/shs/optr).

The following documentation must be included with the application:
- Current resume/curriculum vitae
- Two letters of recommendation. Letters of recommendation must be in sealed envelopes. (Evaluators may send letters of recommendation directly to the program.)
- Official transcript(s) documenting physical therapy degree
- Proof of licensure

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

TUITION AND FEES
(Also see general tuition and fees information, p. 19)

Students are admitted to the program on a part-time basis and pay a per-credit fee. The following are tuition and fees for the 2014-2015 academic year:

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Per credit tuition</td>
<td>$770</td>
</tr>
<tr>
<td>Administrative fee, per semester</td>
<td>$100</td>
</tr>
<tr>
<td>“Testing-out” fee (see Recommended Sequence of Courses)</td>
<td>$400</td>
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</tbody>
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Tuition and fees are subject to changes annually. The Board of Trustees of Touro College reserves the right to change the tuition and fee schedule without prior written notice.

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

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

SEMIESTER START/END DATES

<table>
<thead>
<tr>
<th>Semester</th>
<th>Start Date</th>
<th>End Date</th>
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<tbody>
<tr>
<td>Fall 2014</td>
<td>August 17, 2014</td>
<td>January 23, 2014</td>
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<tr>
<td>Summer 2015</td>
<td>July 12, 2015</td>
<td>August 14, 2015</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>August 16, 2015</td>
<td>January 22, 2016</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>February 1, 2016</td>
<td>June 24, 2016</td>
</tr>
<tr>
<td>Summer 2016</td>
<td>July 5, 2016</td>
<td>August 12, 2016</td>
</tr>
</tbody>
</table>

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

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

Fall Semester (September - January)

DPT 762  Treatment of Lumbar/Pelvic Dysfunction  2 credits
DPT 763  Fundamentals of Diagnostic Imaging  1 credit
DPT 764  Advanced Skills in Extremity Treatment  2 credits
DPT 766  Functional Orthopedics I  2 credits
PTR 729  Differential Diagnosis in Orthopedics  1 credit

Spring Semester (February – June)

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

Summer Semester (July–August)

PTR 733  Orthopedic Clinical Residency  1 credit

TOTAL CREDITS IN PROGRAM  18 CREDITS

*PLEASE NOTE: Students who have taken a Continuing Education course identical to any one of the six 2-credit courses offered have the opportunity, for a fee, to “test out” of one of those courses by taking a challenge exam administered by the program. (Also see Tuition and Fees on p. 92).

Course descriptions may be found on pp. 146-159 of this Catalog.

COMPLETION CRITERIA

To qualify for a Certificate of Completion of the Orthopedic Physical Therapy Residency Program, a student must:
1. Successfully complete all courses required by the OPTR curriculum
2. Achieve a grade of B- or better in all courses
3. Comply with a Code of Professional Behavior
4. Comply with affiliation criteria

APPLICATION FOR CERTIFICATION

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

Joseph Faiella-Tommasino, PA-C, Ph.D., Department Chairperson
Joseph Bruni, M.D., Medical Director Bay Shore campus
Fred M. Carter, M.D., Medical Director Winthrop extension
Michael Poon, M.D., Medical Director Manhattan campus
Michael Weber, PA-C, MPAS, Assistant Chairperson

BAY SHORE CAMPUS/WINTHROP EXTENSION CENTER PHYSICIAN ASSISTANT PROGRAM
John Rongo, PA-C, M.S., Program Director

MANHATTAN CAMPUS PHYSICIAN ASSISTANT PROGRAM
Kristin Thomson, PA-C, MHS, Program Director

DESCRIPTION OF THE PROFESSION

Physician Assistants (PAs) are health care professionals licensed to practice medicine with physician supervision. The physician/PA team relationship is fundamental to the PA profession, and enables the physician and PA to optimize their time and training to effectively deliver quality patient care. Within the physician/PA relationship, PAs exercise autonomy in medical decision-making and provide a broad range of diagnostic, therapeutic, preventive, and health maintenance services. The clinical role of PAs includes primary and specialty care in medical and surgical practice settings. PA practice is centered on patient care and may include educational, research and administrative activities.

The duties delegated to the physician assistant can be extensive, and may include the following:

- eliciting a detailed and accurate medical history, performing a complete physical examination and recording all pertinent data.
- ordering and/or interpreting diagnostic studies, including laboratory tests, radiologic studies, and electrocardiographic (ECG) tracings.
- formulating a diagnosis, and instituting appropriate treatment including outpatient prescriptions and inpatient orders.
- performing therapeutic procedures, including injections, immunizations, wound care, suturing, incision and drainage of superficial infections, insertion of nasogastric and bladder catheters, cast application and providing follow-up care for simple fractures.
- counseling patients regarding physical and mental health, as well as providing patient information on diet, health promotion, disease prevention, normal growth and development, and family planning.
- in inpatient settings, performing patient rounds, recording patients’ progress notes, determining and implementing therapeutic plans, and participating in the surgical suite.
- delivering health care services to patients requiring continuing care, i.e., at home, skilled nursing homes, and extended care facilities.
- facilitating the appropriate referral of patients and maintaining awareness of existing health delivery systems and social welfare resources.

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

DESCRIPTION OF THE PROGRAMS

The BAY SHORE CAMPUS PHYSICIAN ASSISTANT PROGRAM, like the PA profession itself, was developed in response to a shortage of providers in primary health care, with a mandate to educate students to provide primary health care services in medically under-represented areas. The subsequent establishment of the Extension Center affiliated with the Winthrop University Hospital located in Mineola increased access to PA education for individuals from the metropolitan New York area. The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) designates the Bay Shore program and its extension center as Bay Shore (D).
The Bay Shore and Winthrop Hospital Extension Center programs are equivalent programs whose curriculum is designed to educate students to function as Physician Assistants delivering high quality health care to all patient populations. Winthrop Extension Center students take a portion of their classes at the Bay Shore campus.

The program is a 6-semester, 24-month professional program that leads to the degrees of Bachelor of Science in Health Sciences and Master of Science in Physician Assistant Studies, and qualifies students to take the NCCPA exam. The first 12 months are devoted to didactic work in the basic sciences, medicine, behavioral sciences, and research methodologies. The next 12 months constitute the clinical phase and entail rotations in clinical sites such as hospitals, clinics, and private practices. During this phase students also complete didactic graduate coursework and a required Master’s research project. The program provides a nurturing learning environment, and stresses the importance of continuing medical education.

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

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

The final 4 months (1 semester) are the culminating semester and include graduate coursework, an advanced clinical rotation elective, and completion of a capstone Master’s project.

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

The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted Accreditation-Continued status to the Touro College Physician Assistant Program located in Bay Shore (D) and to the Touro College–Manhattan Physician Assistant Program sponsored by Touro College-Manhattan. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the Bay Shore (D) PA program by the ARC-PA will be March 2017. The approximate date for the next validation review of the Manhattan PA program by the ARC-PA will be September 2021. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

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

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

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

- **Sensory:** PA students must have sufficient visual and auditory ability to observe in lecture-learner, laboratory and patient care settings. Sensory skills required in the performance of complete physical examinations utilizing inspection, percussion, palpation and auscultation include adequate vision, hearing, and tactile sensation.

- **Motor:** PA students must be able to perform therapeutic and diagnostic procedures in addition to negotiating various health care environments, such as outpatient facilities, laboratories and hospitals. The didactic phase of the program requires extended sitting, in contrast to the clinical phase which requires extended standing and moving about various clinical facilities.

- **Communication:** PA students must be able to read and understand, write and speak English for effective classroom and laboratory communication. PA students must be able to record and communicate patient information in a timely and effective manner to other members of the health care team.

- **Intellectual:** PA students must be able to sustain attention, calculate, reason, analyze, assimilate, and recall information. Correlating information to arrive at a reasonable clinical conclusion in a timely fashion is a basic tenet of clinical practice. With rapidly expanding avenues of clinical information, the ability to extract valid, useful and relevant information from the medical literature is also required.

- **Behavioral and Social Attributes:** PA students must be able to relate and perform professionally in a work environment with other members of the health care team. Recognizing limitations, demonstrating concern for patients and exercising good judgment are also required attributes.

**CERTIFICATION AND LICENSURE**

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

To maintain NCCPA Certification, physician assistants must complete an on-going ten-year process that involves logging of CME (Continuing Medical Education) credits including category 1 and category 2 as defined by the NCCPA, as well as a recertification examination.
MISSION OF THE PHYSICIAN ASSISTANT PROGRAM
The mission of the Touro College Physician Assistant Programs is to educate capable students to meet the challenges of providing health care services under the supervision of a licensed physician. The programs also strive to excel in the education and training of physician assistants who will serve the health care needs of the community with competence, compassion, and dedication. The program curriculum is designed to educate its graduates to function as traditionally-trained primary care providers who are able to provide care to patients in any number of specialties in hospital-based and private office settings, and to prepare graduates with the requisite medical knowledge to pass the national certifying examination. The curriculum is also formulated to sensitize the student to diverse patient populations and the impact of socioeconomic factors on health care and its availability.

GOALS AND OBJECTIVES / COMPETENCIES
The goals and learning objectives/competencies of the program are taken from the “Expected Competencies for the Physician Assistant Profession” http://www.arc-pa.com/documents/CompetenciesFINAL.pdf.

The goals and learning objectives/competencies are as follows:

1. To prepare physician assistant students with the core knowledge about established and evolving biomedical and clinical sciences, and with the ability to apply this knowledge effectively and appropriately to patient care.
   a. Students will be able to recall etiologies, risk factors, underlying pathologic processes, and epidemiology for medical conditions.
   b. Students will be able to identify signs and symptoms of common medical conditions.
   c. Students will be able to differentiate between the normal and the abnormal in anatomical, physiological, and laboratory findings and in other diagnostic data.
   d. Students will be able to collaborate with the health care team in developing and implementing management and treatment plans for general medical and surgical conditions.
   e. Students will be able to recall the indications, contraindications, side effects, interactions and adverse reactions of pharmacologic agents and other relevant treatment modalities.
   f. Students will be able to identify appropriate interventions for the prevention of conditions.

2. To promote in students an investigatory and analytic thinking approach to clinical situations.
   a. Students will be able to elicit a detailed and accurate medical history and perform a complete physical examination.
   b. Students will be able to analyze a chief complaint and to perform a focused physical exam.
   c. Students will be able to select and interpret appropriate diagnostic or lab studies.
   d. Students will be able to formulate a differential diagnosis, using history and physical findings and diagnostic studies.
   e. Students will be able to make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, current scientific evidence, and clinical judgment.
   f. Students will be able to collaborate with others to solve health care problems.

3. To develop in students interpersonal and communication skills that will enhance effective communication exchange with patients, their families, physicians, and other members of the health care team.
   a. Students will be able to use effective listening, nonverbal, explanatory, questioning, and writing skills to elicit and provide information.
   b. Students will be able to communicate and work effectively with supervising physicians and other professionals as a member of a health care team.
   c. Students will be able to accurately and adequately document and record information regarding the care process for medical, legal, quality assurance and financial purposes.
   d. Students will be able to apply an understanding of human behavior across the lifespan in their interactions with patients.
   e. Students will be able to provide patient education and counseling regarding physical and mental health, health promotion and disease prevention, normal growth and development, and family planning.

4. To foster an attitude of professionalism and positive values such as responsibility, ethical practice, sensitivity to diverse patient populations and adherence to legal and regulatory requirements.
   a. Students will be able to work effectively with physicians and other health care professionals to provide patient-centered care.
   b. Students will be able to recall the legal and regulatory requirements, as well as the appropriate role of the physician assistant.
c. Students will be able to recall and apply the ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices.
d. Students will be able to provide care with sensitivity to patients’ culture, age, gender, and disabilities.
e. Students will be able to recognize the impact of socioeconomic and ethnic diversity on the availability and delivery of health care.
f. Students will be able to understand their limitations and know when to make appropriate referrals.
g. Students will be able to recognize the responsibility to serve the needs of the community and to provide health care services in medically-underserved areas.

5. To provide students with the tools to become lifelong learners.
a. Students will be able to apply information technology to manage information, access on-line medical information, and support their own lifelong education.
b. Students will be able to apply knowledge of study designs and statistical methods to the appraisal of clinical studies.
c. Students will be able to locate and appraise medical studies, and integrate evidence from medical studies to patient management.

6. To produce graduates with the requisite medical knowledge and competencies to pass the national certification examination and successfully compete in the metropolitan-area job market.

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

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

Some factors to consider are the following:
- The intense 24-month, 6-semester professional, graduate-level program requires personal as well as financial sacrifices, and demands a high degree of self-sufficiency and well-developed study skills.
- The rigorous nature of the program precludes maintaining outside employment.
- During the clinical phase, students must be adaptable to variations in scheduling, location of clinical sites, and scope of responsibilities.
- The profession necessitates working with those who are ill, and interacting effectively and cooperatively with doctors, nurses, and other members of the health care team.

ADMISSION REQUIREMENTS AND PROCEDURES
(Also see general admission policies and procedures, pp. 16-18)
The Bay Shore Campus Physician Assistant Program and the Winthrop Extension Center participate in the Central Application Service for Physician Assistants (CASPA). Applicants must complete the online application at https://portal.caspaonline.org.

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

Deadlines for receipt of the application and all accompanying documentation:
- Spring 2015 entering class at the Winthrop Extension Center - November 1st of every year
- Fall 2015 entering class at the Bay Shore campus - March 1st of every year
- Spring 2016 entering class at the Winthrop Extension Center - November 1st of every year

The following are required for consideration for admission:
- Completed CASPA application
- Completed Supplemental Application
- A written personal statement (see CASPA application for guidelines)
- 3 letters of recommendation (one must be from a physician assistant)
- Documentation of a minimum of 200 hours of direct patient contact health care experience, either volunteer or paid (patient contact form can be found in the Supplemental Application).
- Documentation of a minimum of 20 hours "shadowing" a physician assistant (shadowing form can be found in the Supplemental Application).
- Official transcript(s) indicating (1) a minimum cumulative GPA of 3.0, (2) a minimum GPA of 3.0 in science courses, and (3) successful completion of 90 transferable credits – 60 of which must be in general liberal arts and sciences and specifically include 52 credits of prerequisites listed below – with grades of “C” or better* at an accredited college, university, or its equivalent. Please note: An applicant may apply to the program with prerequisite coursework in progress. However, pending coursework may delay review of the candidate’s application. All prerequisites must be completed prior to entering the program.

**Distribution of 52 credits of specific prerequisites:**

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

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

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

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

- For applicants who do not hold a degree from an accredited college, university, or its equivalent, an official high school transcript or proof of GED is required.
- Applicants whose native language is not English, or who did not graduate from high school or college in the USA or other English-speaking country, must demonstrate proficiency in English through satisfactory performance on the Test of English as a Foreign Language (TOEFL) examination or the International English Language Testing System (IELTS) examination. (Note: these exams do not fulfill or substitute for the 6-credit English prerequisite requirement).
- All prerequisite science courses must be designed for science majors. Transfer of science courses designed for non-science majors, e.g., liberal arts, nursing, respiratory therapy, is at the discretion of the Admissions Committee.
- Applicants whose sciences prerequisites are more than 10 years old may be required to take refresher courses unless a Waiver Request is approved by the PA Program Admissions Committee.
- All prerequisite courses are offered by the School of Health Sciences’ Undergraduate Studies department at the Bay Shore campus, as well as by Touro College’s Lander Colleges of Arts and Sciences and New York School of Career and Applied Studies.
- The PA program does not award academic credit for experiential learning.
- Meeting the minimum requirements listed above does not guarantee an interview or admission to the program.

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

- Quality and content of the personal statement
- Strength of the recommendations made in the three letters
- Cumulative GPA
- Science GPA
• Nature and extent of health care experiences

Based on this evaluation, selected applicants are invited for a personal interview, at which time they are assessed with regard to their understanding of the PA role, their motivation, maturity, intellectual qualities, insights, and interpersonal skills.

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

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

Applicants who miss the CASPA deadline and are still interested in applying should contact the Office of Admissions for further information.

For applications and information, please contact:

Physician Assistant Program/Office of Admissions
Touro College School of Health Sciences
1700 Union Boulevard
Bay Shore, N.Y. 11706
Phone: 866-TOURO-4-U
enrollhealth@touro.edu

Preferred Admission for School of Health Sciences Undergraduate Studies Students

Touro College students who have completed 34 or more undergraduate credits in the School of Health Sciences’ Undergraduate Studies department may qualify for “preferred admission” status to the Bay Shore Campus or Winthrop Extension Physician Assistant programs. The School of Health Sciences holds open a certain number of places in each entering class for students with “preferred” status.

Following are the criteria for consideration for preferred admission:

• Successful completion of all prerequisite courses (see listing above)
• Submission of a completed CASPA application and Supplemental Application
• Submission of the personal statement (see CASPA application for guidelines)
• Submission of verification of a minimum of 200 hours of direct patient contact including a minimum of 20 hours shadowing a PA (documentation forms can be found in the Supplemental Application)
• Submission of three letters of reference, including one from a Physician Assistant
• A 3.0 minimum cumulative GPA at Touro College
• A 3.0 minimum cumulative science/math GPA (excluding Physics) from all colleges attended

Unlike applicants who attended other institutions, Undergraduate Studies students applying for admission to a given PA class who meet the above criteria and whose cumulative science/math GPA falls in the upper 80% qualify for preferred admission and are assured of an interview. The PA Admissions Committee, as with other applicants, makes final decisions on admission.

School of Health Sciences’ Undergraduate Studies applicants who do not meet the established grade point standards or other established admission requirements may petition the PA Admissions Committee in writing for consideration. Please refer to the “Admissions Appeals” section above for further details.
TUITION, FEES AND EXPENSES
(Also see general tuition and fees information, p. 19)

Students are admitted to the program on a full-time basis. This requires a major commitment of both time and resources. Estimated total program cost, based on tuition and fees for the 2014-2015 academic year, would be $82,780.

Tuition and fees for the 2014-2015 academic year are as follows:

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<thead>
<tr>
<th>Tuition and Fees</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time tuition, per semester (Fall, Spring, Summer)</td>
<td>$12,200</td>
</tr>
<tr>
<td>Tuition deposit (Non-refundable, applied to 1st semester tuition)</td>
<td>$1,500</td>
</tr>
<tr>
<td>Administrative fee, per semester (Fall, Spring, Summer)</td>
<td>$100</td>
</tr>
<tr>
<td>Malpractice insurance fee, per year</td>
<td>$90</td>
</tr>
<tr>
<td>Laboratory fee, per semester (Fall, Spring, Summer)</td>
<td>$425</td>
</tr>
<tr>
<td>Clinical Site fee, per semester (Fall, Spring, Summer)</td>
<td>$700</td>
</tr>
<tr>
<td>Occupational Medicine fee, per semester (Fall, Spring, Summer)</td>
<td>$125</td>
</tr>
<tr>
<td>Program Equipment fee (Incoming students only)</td>
<td>$700</td>
</tr>
<tr>
<td>Technology fee(Fall and Spring)</td>
<td>$50</td>
</tr>
</tbody>
</table>

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

Professional Expenses
Personal expenses for books, travel, housing, food, uniforms, supplies, and other items vary greatly from individual to individual. All students are required to carry health insurance, and cover the cost of background checks performed by clinical affiliation sites. Students are encouraged to meet with a financial aid counselor early in the application process to plan for these expenses.

A breakdown of estimated professional expenses is as follows:

<table>
<thead>
<tr>
<th>Expense Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical supplies (including lab coat)</td>
<td>$975 (1st semester)</td>
</tr>
<tr>
<td>Background check</td>
<td>$90 (required 1st semester)</td>
</tr>
<tr>
<td>Books</td>
<td>$2,500 (total of 2 years)</td>
</tr>
</tbody>
</table>

SEMESTER START/END DATES
BAY SHORE CAMPUS and WINTHROP EXTENSION CENTER – DIDACTIC PHASE

<table>
<thead>
<tr>
<th>Semester</th>
<th>Didactic Semester Start Date</th>
<th>Last Date for Final Exams</th>
<th>Official Semester End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Aug. 28, 2015 (Winthrop)</td>
<td></td>
</tr>
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</table>

BAY SHORE CAMPUS and WINTHROP EXTENSION CENTER – CLINICAL PHASE

<table>
<thead>
<tr>
<th>Semester</th>
<th>Clinical Semester Start Date</th>
<th>Last Date for Exams</th>
<th>Official Semester End Date</th>
</tr>
</thead>
</table>
CURRICULUM
The 24-month professional curriculum is composed of six 15-week semesters organized into a didactic phase and a clinical/culminating phase. The didactic phase consists of a “lock-step” curriculum divided into three consecutive semesters over 12 months.

The clinical phase is divided into three consecutive semesters over 12 months, during which students are provided with supervised clinical practice experiences through nine rotations, each lasting five weeks. Rotation assignments are made by the program; students are not required to arrange for their own clinical placements. Clinical rotations consist of seven required core disciplines, one main discipline elective and one general elective. During the clinical phase learning experiences, each student develops his/her identity as a health care practitioner and a member of the professional health care team. The rotations take place in hospitals, clinics, or private settings. The clinical year also includes graduate coursework and completion of a Master’s project.

RECOMMENDED SEQUENCE OF COURSES

DIDACTIC PHASE

<table>
<thead>
<tr>
<th>SEMESTER I</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAM 411 Physiology</td>
<td>4</td>
</tr>
<tr>
<td>PAM 419 Introduction to Pharmacology</td>
<td>1</td>
</tr>
<tr>
<td>PAM 422 Medical Microbiology/Immunology</td>
<td>3</td>
</tr>
<tr>
<td>PAM 423 Psychosocial/Cultural Aspects of Health Care &amp; the PA Role</td>
<td>3</td>
</tr>
<tr>
<td>PAM 431 PA Physical Diagnosis I Lecture</td>
<td>3</td>
</tr>
<tr>
<td>PAM 431.6 PA Physical Diagnosis I Lab</td>
<td>1</td>
</tr>
<tr>
<td>PAM 432 Clinical Molecular Mechanism of Disease</td>
<td>2</td>
</tr>
<tr>
<td>PAM 434 Clinical Human Anatomy Lecture</td>
<td>3</td>
</tr>
<tr>
<td>PAM 434.6 Clinical Human Anatomy Lab (offered at Bay Shore campus only)</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>21</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER II</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAM 421 Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>PAM 427 Patho-Physiology</td>
<td>2</td>
</tr>
<tr>
<td>PAM 428 Clinical Procedures and Diagnostic Modalities</td>
<td>2</td>
</tr>
<tr>
<td>PAM 429/429.6 Advanced Physical Diagnosis II Lecture/Lab – H&amp;Ps</td>
<td>3</td>
</tr>
<tr>
<td>PAM 430 OB/GYN Note: Students enrolled in the Winthrop program take this course in the third semester.</td>
<td>2</td>
</tr>
<tr>
<td>PAM 610 Pediatrics</td>
<td>2</td>
</tr>
<tr>
<td>PAM 619 Introduction to Surgery</td>
<td>1</td>
</tr>
<tr>
<td>MPA 670 Clinical Medicine I</td>
<td>4</td>
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<tr>
<td>MPA 671 Clinical Medicine II</td>
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<td><strong>TOTAL</strong></td>
<td>22</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER III</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PAM 623 General Surgery</td>
<td>3</td>
</tr>
<tr>
<td>PAM 630 Geriatrics</td>
<td>1</td>
</tr>
<tr>
<td>PAM 634 Emergency Medicine</td>
<td>1</td>
</tr>
<tr>
<td>MPA 645 Health Science Epidemiology &amp; Biostatistics</td>
<td>2</td>
</tr>
<tr>
<td>MPA 646 Medical Research Methods &amp; Literature Review</td>
<td>3</td>
</tr>
<tr>
<td>MPA 672 Clinical Medicine III</td>
<td>4</td>
</tr>
<tr>
<td>MPA 673 Clinical Medicine IV</td>
<td>2</td>
</tr>
<tr>
<td>HS 668 Independent Study - Community Service</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>17</td>
</tr>
</tbody>
</table>
### CLINICAL PHASE

#### SEMESTER IV
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPA 647</td>
<td>Medical Ethics &amp; Healthcare Policy</td>
<td>3</td>
</tr>
<tr>
<td>MPA 653</td>
<td>PA Master’s Project I</td>
<td>1</td>
</tr>
<tr>
<td>PAC 660-687</td>
<td>Clinical Rotations</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>19</strong></td>
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</table>

#### SEMESTER V
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPA 642</td>
<td>Health Care Delivery Systems</td>
<td>3</td>
</tr>
<tr>
<td>MPA 654</td>
<td>PA Master’s Project II</td>
<td>1</td>
</tr>
<tr>
<td>PAC 660-687</td>
<td>Clinical Rotations</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>19</strong></td>
</tr>
</tbody>
</table>

#### SEMESTER VI
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPA 655</td>
<td>PA Master’s Project III</td>
<td>1</td>
</tr>
<tr>
<td>MPA 664</td>
<td>Evidence-Based Medicine</td>
<td>3</td>
</tr>
<tr>
<td>PAC 660-687</td>
<td>Clinical Rotations</td>
<td>15</td>
</tr>
<tr>
<td>PAM 636</td>
<td>Clinical Skills/Summative Evaluation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

### Second Year (Clinical) Disciplines

**Required Core Disciplines**
- PAC 670 Primary Care Medicine
- PAC 671 Pediatrics
- PAC 672 Emergency Medicine
- PAC 673 Surgery
- PAC 674 Internal Medicine
- PAC 675 Long Term Care
- PAC 676 OB/GYN

**Main Discipline Electives (choose 1)**
- PAC 660 Primary Care Elective
- PAC 662 Emergency Medicine Elective
- PAC 663 Surgery Elective
- PAC 664 Internal Medicine Elective
- PAC 665 Long Term Care Elective
- PAC 666 OB/GYN Elective
- PAC 687 Cardiology

**General Electives (choose 1)**
- PAC 677 Psychiatry
- PAC 680 Pediatric Subspecialty
- PAC 682 Orthopedics
- PAC 683 Surgical Subspecialty (SICU/CTV)
- PAC 684 Medicine Subspecialty (Dermatology/Infectious Diseases)
- PAC 686 Forensics

**TOTAL CLINICAL PHASE CREDITS = 58**
**TOTAL CREDITS IN PROGRAM = 118**

Course descriptions may be found on pp. 159-175 of this Catalog.
To qualify for graduation with a BS in Health Sciences and MS in Physician Assistant Studies, a student must fulfill all of the following:
Successful completion of all courses and rotations, totaling 118 credits which includes:

- Successful completion of the summative evaluation (PAM 636)
- Successful completion of the Master’s project
- Overall program GPA of 2.66 or better

The above requirements are reviewed by the Academic Progress Committee, which informs the Registrar’s Office that the student is certified for graduation.
MANHATTAN CAMPUS PHYSICIAN ASSISTANT PROGRAM
Kristin Thomson, PA-C, MHS, Program Director

MISSION STATEMENT
The mission of the Touro College Physician Assistant Programs is to educate capable students to meet the challenges of providing health care services under the supervision of a licensed physician. The programs also strive to excel in the education and training of physician assistants who will serve the health care needs of the community with competence, compassion, and dedication. The program curriculum is designed to educate its graduates to function as traditionally-trained primary care providers who are able to provide care to patients in any number of specialties in hospital-based and private office settings, and to prepare graduates with the requisite medical knowledge to pass the national certifying examination. The curriculum is also formulated to sensitize the student to diverse patient populations and the impact of socioeconomic factors on health care and its availability.

The Manhattan Campus PA Program offers non-traditional scheduling of classes. This has enabled the program to broaden access to PA education to persons who prefer a non-traditional schedule format because of family commitments or the need to work part-time to finance their education.

GOALS AND OBJECTIVES/COMPETENCIES
1. To prepare physician assistant students with the core knowledge about established and evolving biomedical and clinical sciences, and with the ability to apply this knowledge effectively and appropriately to patient care. Students will be able to:
   a. recall etiologies, risk factors, underlying pathologic processes, and epidemiology for medical conditions.
   b. identify signs and symptoms of common medical conditions.
   c. differentiate between the normal and the abnormal in anatomical, physiological, and laboratory findings and in other diagnostic data.
   d. collaborate with the health care team in developing and implementing management and treatment plans for general medical and surgical conditions.
   e. recall the indications, contraindications, side effects, interactions and adverse reactions of pharmacologic agents and other relevant treatment modalities.
   f. identify appropriate interventions for the prevention of conditions.

2. To promote in students an investigatory and analytic thinking approach to clinical situations. Students will be able to:
   a. elicit a detailed and accurate medical history and perform a complete physical examination.
   b. analyze a chief complaint and perform a focused physical exam.
   c. select and interpret appropriate diagnostic or lab studies.
   d. formulate a differential diagnosis, using history and physical findings and diagnostic studies.
   e. make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, current scientific evidence, and clinical judgment.
   f. collaborate with others to solve health care problems.

3. To develop in students interpersonal and communication skills that will enhance effective communication exchange with patients, their families, physicians, and other members of the health care team. Students will be able to:
   a. use effective listening, nonverbal, explanatory, questioning, and writing skills to elicit and provide information.
   b. communicate and work effectively with supervising physicians and other professionals as a member of a health care team.
   c. accurately and adequately document and record information regarding the care process for medical, legal, quality assurance and financial purposes.
   d. apply an understanding of human behavior across the lifespan in their interactions with patients.
   e. provide patient education and counseling regarding physical and mental health, health promotion and disease prevention, normal growth and development, and family planning.

4. To foster an attitude of professionalism and positive values such as responsibility, ethical practice, sensitivity to diverse patient populations and adherence to legal and regulatory requirements. Students will be able to:
   a. work effectively with physicians and other health care professionals to provide patient-centered care.
b. recall the legal and regulatory requirements, as well as the appropriate role of the physician assistant.

c. recall and apply the ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices.

d. provide care with sensitivity to patients’ culture, age, gender, and disabilities.

e. recognize the impact of socioeconomic and ethnic diversity on the availability and delivery of health care.

f. understand their limitations and know when to make appropriate referrals.

g. recognize the responsibility to serve the needs of the community and to provide health care services in medically-underserved areas.

5. To provide students with the tools to become lifelong learners and to pursue scholarly endeavors. Students will be able to:
   a. apply information technology to manage information, access on-line medical information, and support their own lifelong education.
   b. apply knowledge of study designs and statistical methods to the appraisal of clinical studies.
   c. locate and appraise clinical studies, and integrate evidence from clinical studies to patient management.
   d. design an investigation that utilizes research methodology to attempt to answer a clinical question through empirical research-based analysis.
   e. actively engage in scholarly activities, such as research, teaching, and professional presentations.

6. To produce graduates with the requisite medical knowledge, competencies, and critical thinking skills to provide quality, cost-effective health care, and to be supportive advocates to all patients. Graduates will be able to:
   a. extrapolate and apply the knowledge and experience accumulated in the program to successfully pass the National Certifying Examination.
   b. recognize patients’ health care needs and provide service and support to meet those needs.

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

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

Some factors to consider are the following:
- The intense 32-month professional, graduate-level program requires personal as well as financial sacrifices, and demands a high degree of self-sufficiency and well-developed study skills.
- During the first 16 months of the program, students may be able to maintain part-time employment. However, during the remainder of the program, employment is precluded.
- During the clinical phase, students must be adaptable to variations in scheduling, location of clinical sites, and scope of responsibilities.
- The profession necessitates working with those who are ill, and interacting effectively and cooperatively with doctors, nurses, and other members of the health care team.
ADMISSION REQUIREMENTS AND PROCEDURES
(Also see general admission policies and procedures, pp. 16-18)

The Manhattan Campus Physician Assistant Program participates in the Central Application Service for Physician Assistants (CASPA). Applicants must complete the online application at https://portal.caspaonline.org.

A new class of students is admitted to the program and enrolled each fall. Decisions on admission are made by a committee of Manhattan Campus PA Program faculty, and are based on an assessment of the applicant’s past academic performance, potential for success in the program, as well his/her understanding of and commitment to the PA profession. Classes in the BS/MS program at the Manhattan campus begin in late August.

Classes start in the fall of every year. Applicants with superior academic records may wish to avail themselves of the “early decision” option, for which the application deadline is November 1st. Candidates choosing this option will receive priority consideration in the admission process. The final deadline for all applications and accompanying documents is January 15th.

The following are required for consideration for admission:

- Completed CASPA application
- Completed Supplemental Application
- A written personal statement (see CASPA application for guidelines)
- 3 letters of recommendation (one must be from a physician assistant)
- Documentation of a minimum of 200 hours of direct patient contact health care experience, either volunteer or paid (patient contact form can be found in the Supplemental Application).
- Documentation of a minimum of 20 hours "shadowing" a physician assistant (shadowing form can be found in the Supplemental Application).
- Official transcript(s) indicating (1) a minimum cumulative GPA of 3.0, (2) a minimum GPA of 3.0 in science courses, and (3) successful completion of 90 transferable credits — 60 of which must be in general liberal arts and sciences and specifically include 52 credits of prerequisites listed below — with grades of “C” or better* at an accredited college, university, or its equivalent. Please note: Students may apply to the program with prerequisite coursework in progress. However, pending coursework may delay review of the candidate’s application. All prerequisites must be completed prior to entering the program.

Distribution of 52 credits of specific prerequisites:

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

* Advanced Placement courses taken in high school must have scores of 4 or 5 to transfer.
** Applicants who completed two Anatomy & Physiology courses for less than a total of 8 credits must satisfy the credit requirement by completing an additional elective in Biology or Chemistry.
+ Applicants must provide catalog descriptions for English courses not taught by an English department (e.g. through a core curriculum or honors program).

- For applicants who do not hold a degree from an accredited college, university, or its equivalent, an official high school transcript or proof of GED.
- Applicants whose native language is not English, or who did not graduate from high school or college in the USA or other English-speaking country, must demonstrate proficiency in English through satisfactory performance on the Test of English as a Foreign Language (TOEFL) examination or the International English Language Testing System (IELTS) examination. (Note: these exams do not fulfill or substitute for the 6-credit English prerequisite requirement).
Please note:

- All prerequisite science courses must be designed for science majors. Transfer of science courses designed for non-science majors, e.g., liberal arts, nursing, respiratory therapy, is at the discretion of the Admissions Committee.
- Applicants whose sciences prerequisites are more than 10 years old may be required to take refresher courses unless exempted by the PA Program Admissions Committee.
- All prerequisite courses are offered by the School of Health Sciences' Undergraduate Studies department at the Bay Shore campus, as well as by Touro College's Lander Colleges of Arts and Sciences and New York School of Career and Applied Studies.
- The PA program does not award academic credit for experiential learning.
- Meeting the minimum requirements listed above does not guarantee an interview or admission to the program.

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

- Quality and content of the personal statement
- Strength of the recommendations made in the three letters
- Cumulative GPA
- Science GPA
- Nature and extent of health care experiences

Based on this evaluation, selected applicants are invited for a personal interview where they are assessed with regard to their understanding of the PA role, their motivation, maturity, intellectual qualities, insights, and interpersonal skills.

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

Admissions Appeals
Students who do not meet established grade point standards or other established admission requirements detailed above may petition the PA Admissions Committee in writing for consideration. The petition must accompany the application. It should clearly explain extenuating circumstances that have prevented the student from meeting existing grade point standards or other requirements, and describe elements of the applicant’s background that would indicate the potential for success in the program. The Admissions Committee may choose to admit students who have not met established admission requirements, based on the student's petition, application, interview and other supporting documents required as part of the application process.

For information, please contact:
Physician Assistant Program/Office of Admissions
Touro College School of Health Sciences
1700 Union Boulevard
Bay Shore, N.Y. 11706
Phone: 866-TOURO-4-U
enrollhealth@touro.edu
TUITION, FEES AND EXPENSES
(Also see general tuition and fees information, p. 19)

Students are admitted to the program on a full-time basis. This requires a major commitment of both time and resources. **Tuition and fees for the 2014-2015 academic year are as follows:**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time tuition, per semester (Fall, Spring, Summer)</td>
<td>$12,125</td>
</tr>
<tr>
<td>Per credit tuition (for repeated courses)</td>
<td>$1,160</td>
</tr>
<tr>
<td>Tuition deposit (non-refundable, applied to 1st semester tuition)</td>
<td>$1,500</td>
</tr>
<tr>
<td>Administrative fee, per semester (Fall, Spring, Summer)</td>
<td>$100</td>
</tr>
<tr>
<td>Malpractice insurance fee, per year</td>
<td>$90</td>
</tr>
<tr>
<td>Clinical site fee, per semester (Fall, Spring, Summer)</td>
<td>$700</td>
</tr>
<tr>
<td>Occupational medicine fee, per semester (Fall, Spring, Summer)</td>
<td>$125</td>
</tr>
<tr>
<td>Laboratory fee, per semester (Fall, Spring, Summer)</td>
<td>$425</td>
</tr>
<tr>
<td>Technology fee, per semester (Fall and Spring)</td>
<td>$50</td>
</tr>
<tr>
<td>Program Equipment fee (incoming students only)</td>
<td>$700</td>
</tr>
</tbody>
</table>

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

Other expenses include books, medical equipment, health insurance, membership in the American Academy of Physician Assistants (AAPA), ACLS certification, online moral ethics code tutorial, and Infection Control certification. In some cases, students may be responsible for covering the cost of background checks performed by clinical affiliation sites. Approximate cost for books and equipment is $3,500.

SEMESTER START/END DATES
In each semester, start and end dates may differ according to when various entering classes are expected to graduate. Here is a sample schedule which applies to the Class of 2017:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>8/24/2014</td>
<td>12/19/2014</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>1/05/2015</td>
<td>5/08/2015</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>8/31/2015</td>
<td>12/18/2015</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>1/04/2016</td>
<td>5/06/2016</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>1/02/2017</td>
<td>5/05/2017</td>
</tr>
</tbody>
</table>

CURRICULUM
The 32-month professional curriculum is composed of eight 15-week semesters, organized into a didactic phase, a clinical phase, and a culminating semester. The didactic phase consists of a “lock-step” curriculum divided into four consecutive semesters (Fall, Spring, Summer, Fall) that take place over 16 months. Courses are scheduled Monday through Thursday 4pm-9pm, and Sundays 9am-5pm. All lectures are held at the Manhattan campus. The curriculum sequencing enables the progressive development of clinical knowledge and competence, and the reinforcement of clinical information from varying perspectives of medical, surgical, and emergency management.

The next 12 months, divided into three consecutive semesters (Spring, Summer, Fall), is the clinical phase, during which students are provided with supervised clinical practice experiences through nine rotations, each lasting five weeks. Eight of the nine rotations are core rotations, which all students must complete. There is one elective rotation during this phase, which students can choose in an area of interest. During the clinical phase learning experiences, each student develops his/her identity as a health care practitioner and a member of the professional health care team. The rotations take place in hospitals, clinics, or private settings and entail a full-time commitment during regular working hours. Rotation sites are in the metropolitan area, including but not limited to Manhattan, Brooklyn, Queens, the Bronx, Westchester, Nassau and Suffolk counties. Students should be prepared to travel to their assigned rotation sites.
The culminating semester (Spring) includes graduate coursework, an advanced clinical rotation elective, and completion of a capstone Master’s project.

No advanced standing can be granted in the PA Program. This is true whether equivalent courses have been taken in another PA training program or in medical school.
# RECOMMENDED SEQUENCE OF COURSES

## SEMESTER I (Fall)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAM 409</td>
<td>Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>PAM 411</td>
<td>Physiology</td>
<td>4</td>
</tr>
<tr>
<td>PAM 413</td>
<td>Clinical Biochemistry</td>
<td>2</td>
</tr>
<tr>
<td>PAM 417</td>
<td>Physical Diagnosis I</td>
<td>4</td>
</tr>
<tr>
<td>PAM 423</td>
<td>Psychosocial/Cultural Aspects of Health Care &amp; the PA Role</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>17</strong></td>
<td></td>
</tr>
</tbody>
</table>

## SEMESTER II (Spring)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PAM 414</td>
<td>Microbiology/Immunology</td>
<td>2</td>
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<tr>
<td>PAM 416</td>
<td>Pathology</td>
<td>3</td>
</tr>
<tr>
<td>PAM 418</td>
<td>Physical Diagnosis II</td>
<td>2</td>
</tr>
<tr>
<td>PAM 420</td>
<td>Introduction to Clinical Pharmacology</td>
<td>2</td>
</tr>
<tr>
<td>PAM 426</td>
<td>Diagnostic Modalities (3 modules - Lab Medicine, Diagnostic Imaging, ECG)</td>
<td>2</td>
</tr>
<tr>
<td>PAM 600</td>
<td>Medicine I (1 module – Pulmonary Medicine)</td>
<td>1</td>
</tr>
<tr>
<td>PAM 605</td>
<td>Psychiatry &amp; Behavioral Medicine</td>
<td>2</td>
</tr>
<tr>
<td>PAM 611</td>
<td>Obstetrics/Gynecology</td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
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## SEMESTER III (Summer)

<table>
<thead>
<tr>
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<th>Course Name</th>
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<tbody>
<tr>
<td>PAM 601</td>
<td>Medicine II (2 modules - Cardiology, Hematology)</td>
<td>3</td>
</tr>
<tr>
<td>PAM 602</td>
<td>Medicine III (3 modules - GI, Dermatology, Rheumatology)</td>
<td>3</td>
</tr>
<tr>
<td>PAM 603</td>
<td>Medicine IV (2 modules – Neurology, Ophthalmology)</td>
<td>2</td>
</tr>
<tr>
<td>PAM 606</td>
<td>Pharmacology I</td>
<td>2</td>
</tr>
<tr>
<td>PAM 610</td>
<td>Pediatrics</td>
<td>2</td>
</tr>
<tr>
<td>PAM 620</td>
<td>Surgery I</td>
<td>2</td>
</tr>
<tr>
<td>PAM 625</td>
<td>Emergency Medicine I</td>
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<tr>
<td>PAM 630</td>
<td>Geriatrics</td>
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## SEMESTER IV (Fall)

<table>
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<tr>
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<tbody>
<tr>
<td>PAM 604</td>
<td>Medicine V (3 modules – Nephrology, Endocrinology, Infectious Diseases)</td>
<td>2</td>
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<tr>
<td>PAM 607</td>
<td>Pharmacology II</td>
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<tr>
<td>PAM 621</td>
<td>Surgery II</td>
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<td>PAM 622</td>
<td>Surgery III (3 modules - Orthopedics, ENT, Special Topics)</td>
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<tr>
<td>PAM 626</td>
<td>Emergency Medicine II</td>
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<tr>
<td>PAM 635</td>
<td>Clinical Procedures and Correlations</td>
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</tr>
<tr>
<td>MPA 640</td>
<td>Applied Epidemiology &amp; Biostatistics</td>
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<td>MPA 641</td>
<td>Research Methods &amp; Literature Review</td>
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### SEMESTER V (Spring)

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<tr>
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<tr>
<td>PAC 670-PAC 677</td>
<td>Rotation #1</td>
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<tr>
<td></td>
<td>Rotation #2</td>
<td>5</td>
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<tr>
<td></td>
<td>Rotation #3</td>
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### SEMESTER VI (Summer)

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<tr>
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<td>Rotation #5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Rotation #6</td>
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<tr>
<td>MPA 643</td>
<td>Medical Ethics, Health Policy, and Professional Practice</td>
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### SEMESTER VII (Fall)

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<tr>
<td>PAC 670-PAC 677</td>
<td>Rotation #7</td>
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<td></td>
<td>Rotation #8</td>
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<tr>
<td>PAC 680-PAC 690</td>
<td>Rotation #9 (Elective Rotation)</td>
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<tr>
<td>MPA 665</td>
<td>Evidence-Based Medicine</td>
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### SEMESTER VIII (Spring)

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<tr>
<td>HS 668</td>
<td>Community Service</td>
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<tr>
<td>MPA 642</td>
<td>Health Care Delivery Systems</td>
<td>3</td>
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<tr>
<td>MPA 650, 651, 652</td>
<td>Master’s Project I, II, III</td>
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<tr>
<td>PAC 700</td>
<td>Advanced Elective Rotation</td>
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</tr>
<tr>
<td>PAM 637</td>
<td>Clinical Skills/Summative Evaluation</td>
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**TOTAL CREDITS IN PROGRAM = 127**

### Community Service Requirement

In keeping with the Touro College mission to serve the larger community and to sensitize its students to the realities of living with a serious health problem or disability, the School of Health Sciences requires that all students complete at least one credit of Community Service - Independent Study (HS 668) before graduation. This course may be completed at any point after program admission and before graduation.

Course descriptions may be found on pp. 159-175 of this Catalog.

### Elective Behavioral Health Track

Across the nation, there is a lack of professional behavioral health providers addressing the needs of underserved patients with acute and chronic psychiatric illnesses. Mental health PA professionals are not only needed to treat chronically ill persons who suffer with psychological disorders, but also promote behavioral changes that can positively impact treatment for all patients. This need has prompted the Touro College Manhattan PA Program to establish an elective track in Behavioral Health. The Behavioral Health Track offers advanced didactic and clinical electives to students with a strong interest in this field. These electives will have no effect on the length of our current program nor will they distract students from the student’s standardized PA education. Rather, students who complete this track will be awarded the dual degrees of BS in Health Sciences and MS in Physician Assistant Studies and will graduate with a letter of completion in Behavioral Health. This letter of completion is not transferable to any other Touro or non-Touro program.
Recommened Course Sequence for the Behavioral Health Track
Semester II (Spring)
   PAM 605 Psychiatry & Behavioral Medicine*
Semester III (Summer)
   PAM 608 Behavioral Health Advanced Seminar I
Semester IV (Fall)
   PAM 609 Behavioral Health Advanced Seminar II
Semesters V-VIII
   PAC 650 Behavioral Health Elective
   PAC 677 Psychiatry*
   PAC 701 Behavioral Health Advanced Elective

*Required coursework for all Manhattan PA Students

GRADUATION REQUIREMENTS
(Also see general graduation information, p. 42)
To qualify for graduation with a BS in Health Sciences and MS in Physician Assistant Studies, a student must successfully complete all courses and rotations totaling 127 credits, which includes:
   • Successful completion of the summative evaluation (PAM 636)
   • Successful completion of the capstone Master’s project
   • Maintaining an overall program GPA of 2.7 or better
SPEECH-LANGUAGE PATHOLOGY DEPARTMENT

GRADUATE PROGRAM IN SPEECH-LANGUAGE PATHOLOGY
Hindy D. Lubinsky, M.S., CCC/SLP, Department Chairperson/Program Director

DESCRIPTION OF THE PROFESSION
Speech-Language Pathologists treat children and adults with a wide variety of speech and language disorders. These may include individuals with disorders of articulation, language, hearing, voice or fluency, as well as individuals with cleft palate, aphasia, laryngectomy, dysphagia, developmental delays, and/or neurological impairments.

Speech-language pathologists are in great demand. They obtain employment in schools, nursing homes, agencies, rehabilitation centers, hospitals, private practice, and home care.

PROGRAM DESCRIPTION
Touro’s Graduate Program in Speech-Language Pathology offers a curriculum leading to a Master of Science degree in Speech-Language Pathology, the entry-level credential in this field. The program provides a broad-based and comprehensive education in the theoretical and practical aspects of the field. The curriculum is designed to promote critical thinking and academic excellence in order to prepare students to provide high-quality professional service. Under the direction of devoted and experienced faculty, students gain knowledge and skills needed to assess and treat individuals with diverse needs.

The 58-60 credit program is usually completed within 2 – 2½ years. Students complete 400 practicum hours in order to fulfill the hour requirements for clinical care experience established by New York State and by the American Speech-Language-Hearing Association (ASHA).

The service-delivery functions of the program are centered in the Speech and Hearing Center. The primary function of the Center is to provide speech, language, voice, and fluency assessment and treatment services to pediatric through adult populations. The Center also provides Audiology services. The Center plays a fundamental role in the clinical training of students by providing intensive, hands-on clinical experience to the students. The Program is able to provide services to the underserved and diverse segments of the community. In addition, following their in-house clinic experience, students are placed in outside placements such as nursing homes, hospitals, schools, etc. for a minimum of two semesters, where they accrue additional hours in a variety of caseloads, both adult and child.

Both the Graduate Program in Speech-Language Pathology and the Touro College Speech and Hearing Center are located on the 2nd floor (elevator access) of 1610 E. 19th Street, Brooklyn, New York (entrance on Avenue P). Our facility is fully ADA-compliant, and easily accessible by train and bus. Beginning Spring 2015, the program and clinic will be located at 902 Quentin Road, Brooklyn in a brand new, state-of-the-art facility.
ACCREDITATION
The Master of Science degree program in Speech-Language Pathology at Touro College is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA), 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071, 301-296-5700. The Program is also registered with the New York State Education Department. As an accredited program, Touro’s Graduate Speech-Language Pathology Program abides by all ASHA standards. Its graduates meet the academic and clinical requirements for ASHA certification in Speech-Language Pathology, and are eligible to apply for state licensure.

MISSION STATEMENT
The mission of the Master’s Program in Speech-Language Pathology is to provide students with a comprehensive course of study, which emphasizes academic knowledge, development of clinical competencies, and promotion of research in a professional, supportive and caring environment.

The academic and clinical competencies, which are the foundation of the program, are based on the scope of practice approved by the American Speech-Language-Hearing Association (ASHA), and the New York State Department of Education. The goal of the program is for each student to demonstrate these competencies as requirements for entry level into the profession. The mission and goals of the program are a reflection of the mission and goals of both the College and the School of Health Sciences.

In addition to the emphasis on academic and clinical knowledge and skills, the program’s goals include the development of critical and analytical thinking, promotion of information literacy, and the development of research skills. The program prepares the student to be able to select, utilize, and analyze the methodologies available to evaluate and treat individuals with communication disorders across the lifespan, with special attention given to the school-age child and the classroom setting, while demonstrating an understanding of different cultural heritages.

GOALS AND OBJECTIVES
1. Provide in-depth knowledge of communication disorders across the lifespan. Students will:
   a. be able to describe the functional and communication impairments as well as those associated with anatomical, physiological, and neurological anomalies and syndromes.
   b. obtain knowledge of a variety of communicative impairments, associated risk factors, and treatment options.

2. Develop critical thinking and problem-solving skills. Students will be able to:
   a. apply knowledge of research literature to evaluate and to treat individuals with communication impairments.
   b. differentially evaluate individuals with communication disorders.
   c. analyze their own clinical skills accurately, respond appropriately to constructive criticism from others, and develop strategies for improvement.

3. Enhance written and oral communication skills and information literacy. Students will be able to:
   a. compose accurate evaluation reports that reflect the nature of the individual’s communication disorder.
   b. formulate written treatment plans with objectives and goals that, when implemented, are likely to result in a change in communication behaviors.
   c. develop appropriate individualized education programs (IEPs) and collaborate with the interdisciplinary teams within the school settings.
   d. describe the research literature relevant to specific communication disorders.
   e. design and execute research under the direction of faculty.

4. Provide the theoretical and applied expertise to select, use, and analyze the methodologies available to evaluate and treat individuals with communication disorders. Students will be able to:
   a. collect and interpret background information relevant to the assessment process from available sources.
   b. select, administer, and/or adapt standardized and non-standardized measures of communicative abilities to meet individual client needs.
   c. determine an individual’s need for services, the level of service needed, the appropriate intervention model required, and referral services as appropriate.
d. construct a functional, ecologically valid intervention plan that includes specific short and long-term objectives to meet the needs of the “whole client.”

e. select and consistently implement appropriate intervention techniques to meet the client’s identified needs and modify these as needed.

5. Prepare students for the national examination in Speech-Language Pathology. Students will be able to:
   a. identify local, state, and federal regulatory guidelines governing service delivery.
   b. select appropriate materials and methods relevant to the evaluation and treatment of individuals with specific communication disorders across the age spectrum.

6. Prepare students for a career in the profession of Speech-Language Pathology. Students will be able to:
   a. document and communicate intervention outcomes to supervisors, clients, family members, classroom teacher and other educational personnel, as well as other professionals effectively.
   b. establish and maintain an effective relationship with the client’s family, educators, and other professionals to improve services to the client.
   c. recognize and respect cultural variations and individual differences in family systems/functions.

7. Provide the concepts and model the behaviors indicative of ethical practice within the profession of Speech-Language Pathology. Students will:
   a. be able to identify social, ethnic, cultural, and environmental variations that influence speech-language development, use, and test performance.
   b. understand and be able to apply the ethical principles outlined in the ASHA Code of Ethics and the N.Y.S. Practice Guidelines.
   c. be able to refer clients to other professionals appropriately.

ADMISSION REQUIREMENTS AND PROCEDURES
(Also see general admission policies and procedures, pp. 16-18)

Prerequisite Requirements
Admission to the Master’s Program in Speech-Language Pathology is on a selective basis. Requirements are as follows:

- A baccalaureate degree with a major in Speech from an accredited institution OR
- A baccalaureate degree in a related field, provided the following prerequisites have been completed (numbers shown in parentheses are for undergraduate courses offered in Touro’s Lander Colleges of Arts and Sciences – descriptions may be found in their catalog, either in print or online at www.touro.edu):
  - Phonetics (COC 208)
  - Anatomy and Physiology of Speech (COC 209)
  - Normal Speech and Language Development (COC 210)
  - Speech and Hearing Science (COC 308)
  - Audiology (COC 309)
  - Communication Disorders (COC 310)
  - Speech Pathology/Rehabilitation (COC 401)
- In addition, basic coursework in the behavioral, biological and physical sciences, as well as a course in statistics, are required.
- Highly recommended: one course in psycholinguistics (COC 361) and one in aural rehabilitation (COC 411)

Other requirements typically include:

- A minimum undergraduate grade point average of 3.0. Applicants should arrange to have official transcripts from all post-secondary institutions attended submitted directly to the Office of Admission.
- An official score report for the Graduate Record Examination (GRE) General Test.
- Three letters of reference from professors and/or employers. Two of the letters should come from college instructors who are Speech-Language Pathologists.
- A personal interview and a writing sample (may be required).

Transfer Credits
A maximum of 12 credits may be transferred from an accredited graduate program. The acceptance of courses is at the program’s discretion. For further information, please see the section on Transfer Credits.

Application Forms
The application deadline for the 2015-2016 academic year is February 6, 2015. Applications received after February 6 must be accompanied by a $75 fee (vs $50 pre-deadline), and will be considered (1) only after all
regular applications have been reviewed, (2) if places in the entering class are still available. For more information, please contact the Admissions Office at 1602 Avenue J, 718-252-7800 extension 299, email: admissions.speech@touro.edu

TUITION AND FEES
(Also see general tuition and fees information, p. 19)

The following are the tuition and fees for the 2014-2015 academic year:

<table>
<thead>
<tr>
<th>Tuition (per credit)</th>
<th>$780</th>
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<tr>
<td>Laboratory fee (per year)</td>
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<td>Administrative fee</td>
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<td>Returned Check fee</td>
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<td>Technology fee</td>
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<td>Program Equipment fee</td>
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Tuition and fees are subject to change annually. The Touro College Board of Trustees reserves the right to change the tuition and fees schedule without prior written notice.

FINANCIAL AID
For Financial Aid Information, please contact:
Touro College
Office of Financial Aid
Richard Lashley
946 Kings Highway
Brooklyn, NY 11223
(718) 301-2027

Touro College’s Master’s Program in Speech-Language Pathology is a proud participant in the New York City Department of Education Scholarship Program (TEACH). For information on this and scholarships available, please go to www.teachnycprograms.net or call (718) 935-2449 ext 12296.

SEMESTER START AND END DATES (projected)

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CURRICULUM
The academic coursework includes a broad spectrum of essential knowledge and skills that will prepare the student for the field. The student will complete 58 credits of coursework and practica for the Master of Science degree. For a sample 2-year sequence of course offerings, see below. If additional field hours are needed, the total credits for the program may be 60.

In addition to the coursework, unique projects help promote critical thinking and independent research. These include 1) a formative project, begun in the first semester and continuing until graduation, which is a longitudinal study of the speech and language development of a typically developing child aged 12 to 22 months, and 2) a research project, begun during the second semester and continuing until the final semester, that requires students to review relevant literature, develop and submit an IRB, develop research questions/design, conduct experiments, analyze the data, apply research literature to clinical procedures, and recognize issues regarding the evidence-based practices.
During the final semester of the program, students sit for a Comprehensive Examination, which is an assessment of their ability to integrate knowledge in communication disorders.

**CLINICAL PRACTICUMS**

Practicums are designed to enable students to fulfill the hour requirements for clinical care experience established by New York State and the American Speech-Language-Hearing Association. A seminar attached to each practicum covers the subject matter pertinent to that practicum, and students complete a total of 400 clock hours. The first therapy and diagnostic practicums (COC 621.1, 621.2) are done in-house, at the College’s clinic. Subsequent practicums (COC 621.3, 621.5, 621.6) take place in various settings arranged by the College, such as schools, clinics, and hospitals. Students are directly supervised for no less than 25% of their treatment practicum hours and 50% of diagnostic practicum hours, in all settings.

**RECOMMENDED SEQUENCE OF COURSES**

**FIRST YEAR**

<table>
<thead>
<tr>
<th>Semester I (Fall)</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COC 610 Clinical Methods in Speech-Language Pathology</td>
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<tr>
<td>COC 611 Diagnosis, Measurement and Evaluation</td>
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<tr>
<td>COC 612 Articulation and Phonology</td>
<td>3</td>
</tr>
<tr>
<td>COC 615 Neuroanatomy and Physiology of Speech</td>
<td>3</td>
</tr>
<tr>
<td>COC 630 Language Disorders in Pre-School and School-Age Children</td>
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<tbody>
<tr>
<td>COC 621 Seminar Clinic (Internship)</td>
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<td>OR</td>
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</tr>
<tr>
<td>COC 621.2 Seminar Diagnosis (Internship)</td>
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<tr>
<td>COC 627 Foundations of Research</td>
<td>3</td>
</tr>
<tr>
<td>COC 632 Language Disorders and Learning Disabilities</td>
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</tr>
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<td>COC 633 Autism Spectrum Disorders</td>
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<td>COC 650 Voice Disorders</td>
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<td>COC 645 Aphasia</td>
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<td>CHOOSE ONE ELECTIVE:</td>
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<tr>
<td>COC 712 Neurogenics and Motor Speech Disorders</td>
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<tr>
<td>COC 715 Cleft Palate and Craniofacial Anomalies</td>
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<tr>
<td>COC 732 Augmentative and Alternative Communication Devices</td>
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**SECOND YEAR**

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<td>OR</td>
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<tr>
<td>COC 621.2 Seminar Diagnosis (Internship)</td>
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<tr>
<td>COC 621.3 Seminar Externship I</td>
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<tr>
<td>COC 637 Disorders of Fluency</td>
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<td>COC 651 Dysphagia</td>
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<td>Elective (Choose 1 from the list below)</td>
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<td>COC 621.4 Seminar in Audiology</td>
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<td>COC 621.3 Seminar Externship I</td>
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</tr>
<tr>
<td>COC 621.5 Seminar Externship II</td>
<td></td>
</tr>
<tr>
<td>COC 621.7 Seminar Research</td>
<td>1</td>
</tr>
<tr>
<td>COC 640 Advanced Audiology</td>
<td>3</td>
</tr>
<tr>
<td>Elective (Choose 1 from the list below)</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>
Semester VI (Summer)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COC 621.5</td>
<td>Seminar Externship II</td>
<td>2</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COC 621.6</td>
<td>Seminar Externship III (if needed)</td>
<td>2</td>
</tr>
</tbody>
</table>

TOTAL CREDITS FOR M.S.: 58 credits; 60 credits if extra summer externship, COC 621.6, is needed to complete hour requirements

Electives (all carry 3 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COC 710</td>
<td>Speech of the Hearing-Impaired</td>
</tr>
<tr>
<td>COC 712</td>
<td>Neurogenic and Motor Speech Disorders</td>
</tr>
<tr>
<td>COC 715</td>
<td>Cleft Palate and Craniofacial Anomalies</td>
</tr>
<tr>
<td>COC 720</td>
<td>Rehabilitation of the Laryngectomee</td>
</tr>
<tr>
<td>COC 725</td>
<td>Cerebral Palsy</td>
</tr>
<tr>
<td>COC 728.2</td>
<td>Seminar on Topics in Language Disorders: Central Auditory Processing Disorders</td>
</tr>
<tr>
<td>COC 728.3</td>
<td>Seminar on Topics in Language Disorders: Multicultural &amp; Bilingual Populations</td>
</tr>
<tr>
<td>COC 728.4</td>
<td>Seminar on Topics in Language Disorders: Language and Literacy</td>
</tr>
<tr>
<td>COC 728.5</td>
<td>Seminar on Topics in Language Disorders: Geriatrics (Normal &amp; Abnormal Aging)</td>
</tr>
<tr>
<td>COC 728.6</td>
<td>Seminar on Topics in Language Disorders: Language Sampling Analysis</td>
</tr>
<tr>
<td>COC 728.7</td>
<td>Seminar on Topics in Language Disorders: Language &amp; Cognitive Rehabilitation in MR, TBI, AIDS, &amp; Dementia</td>
</tr>
<tr>
<td>COC 728.9</td>
<td>Seminar on Topics in Language Disorders: Memory &amp; Cognition as Factors in Language Acquisition (Psycholinguistics)</td>
</tr>
<tr>
<td>COC 729</td>
<td>Language Intervention Across the Lifespan</td>
</tr>
<tr>
<td>COC 730</td>
<td>Speech Pathologist in the Public School</td>
</tr>
<tr>
<td>COC 731</td>
<td>Cluttering</td>
</tr>
<tr>
<td>COC 732</td>
<td>Augmentative &amp; Alternative Communication Devices</td>
</tr>
<tr>
<td>COC 733</td>
<td>Early Intervention</td>
</tr>
</tbody>
</table>

Course descriptions may be found on pp. 175-179 of this Catalog.

ADDITIONAL REQUIREMENTS FOR TEACHER OF STUDENTS WITH SPEECH AND LANGUAGE DISABILITIES CERTIFICATE (TSSLD)

12 credits of Education coursework. It is recommended that these requirements be fulfilled prior to entering the Speech-Language Pathology Program. However, students may also complete the requirements while enrolled in the program.

A full list of Education courses is available from the undergraduate education department chairperson, Dr. Arthur Brezak.

Required seminars include:

- Child Abuse (EDU 511)
- S.A.V.E.: School Violence Prevention (EDU 513)
- Autism (SPED 565)
- Harassment, Bullying, Cyber-bullying and Discrimination (Dignity for All Students Act – DASA) (EDU 565)

The following tests must be completed successfully:

- ALST
- EAS
- Praxis examination with a grade of 600 or higher

Additional requirements:

- Fingerprinting
- TEACH account and application for TSSLD
• College recommendation (Once all requirements are met, the College recommendation will be entered you the student’s TEACH account found on the TEACH (NYSED.gov) website).

For course descriptions, please see the Lander College of Arts and Sciences Catalog.

GRADUATION REQUIREMENTS
(Also see general graduation information, p. 42)

Students are recommended for graduation after they complete all coursework, workshops, clinical hours, formative project and the research project, file KASA forms, and pass the comprehensive examinations. Students are required to file an “Application for Graduation” with the Registrar’s Office along with the applicable fee and meet with their advisor, the Clinical Director, and the Program Director. Students must also take the PRAXIS examination prior to graduation. The Registrar’s Office audits the student’s record for completion of all requirements.

PRAXIS EXAMINATION
The PRAXIS examination assesses a broad range of knowledge critical for a speech-language pathologist working in a variety of settings. A qualifying score of 600 is necessary for ASHA certification and state licensure. Students must take the PRAXIS prior to graduating. It is generally offered seven times throughout the year; however, it is typically taken during the last semester of the program. Additional information regarding the PRAXIS examination can be obtained at www.ets.org.

LICENSURE AND CERTIFICATION
Students who complete the Master’s degree program and the subsequent clinical fellowship experiences, and who pass the applicable examination are eligible to apply for ASHA certification in Speech-Language Pathology (CCC-SLP) and NYS licensure (NYS-SLP).

Touro College has been approved by the New York State Education Department to recommend students for the Teacher of Students with Speech and Language Disabilities Certificate (TSSLD) on the Master's level. Students who complete the Master’s degree program may also be recommended for the NYS teacher certification, TSSLD, after completion of prescribed education courses, required seminars, and exams. Employment positions require some or all of the above.
INTRODUCTION
The Undergraduate Studies department of the School of Health Sciences offers Bachelor’s degree programs in Psychology, Biology and Health Sciences, as well as all prerequisite coursework for those who are interested in pursuing a degree in one of the School of Health Sciences’ professional programs.

Bachelor of Science in Biology
The primary focus of the major in Biology is to introduce students to both basic and advanced concepts in biology at the undergraduate level. The Biology program aims to combine the humanistic and scientific aspects of biology. The biology major is designed for students (1) who desire to study and understand human biology, (2) who want a career in the biological sciences, (3) who are preparing for entry into the health professions, or (4) who want to engage in more advanced research in the biological sciences at the graduate level.

Bachelor of Arts in Psychology
The primary focus of the major in Psychology is to introduce students to both basic and advanced concepts in psychology at the undergraduate level. The Psychology program emphasizes both general and specialized aspects of psychology. The psychology major is designed for students (1) who desire to study and understand human behavior, (2) who want to enter psychology as a profession, or (3) who regard psychology as liberal arts preparation for further training in other careers.

Bachelor of Science in Health Sciences
The primary focus of the major in Health Sciences is to introduce students to the health sciences field, the health care system, and various opportunities available within the allied health field. The health sciences major is designed for students (1) who wish to pursue positions in the health care sector as health care administrators, pharmaceutical and hospital sales representatives, specialists in insurance companies, research assistants, etc., (2) who need an undergraduate degree for entry into a professional degree program, or (3) who desire a general degree in the health field and/or professional health interest.

Progression to Upper-Division Professional Programs
Undergraduate Studies offers all coursework necessary to meet the requirements for admission to the School of Health Sciences’ upper-division professional programs in Occupational Therapy (OT), Physical Therapy (PT), and Physician Assistant (PA). The curricula provide students with a strong didactic and laboratory background in science along with a broad foundation in the Liberal Arts. Qualified Undergraduate Studies students can receive Preferred Admission to these professional programs.
MISSION
The mission of Undergraduate Studies is to provide students the opportunity to earn baccalaureate-level degrees in designated majors, as well as to lay the foundation for progression into upper-division School of Health Sciences programs. In doing this, it emphasizes the pursuit of academic rigor and integrity, excellence in instruction, intellectual accomplishment, and research. The academic environment creates a collegial and cooperative learning community, respect for and appreciation of differing viewpoints, scholarship, and academic freedom.

GOALS AND OBJECTIVES
1. Develop critical thinking and problem solving skills.
   a. Students will be able to obtain in-depth knowledge of issues in their major.
   b. Students will be able to apply knowledge of research to evaluate topics in their major.
   c. Students will be able to accurately assess their own analysis skills, respond appropriately to constructive criticism from others, and develop strategies for improvement.
   d. Students will be able to demonstrate critical decision-making skills and an open mindedness to alternative solutions through the use of case inquiry and problem solving.
2. Enhance written and oral communication skills and information literacy.
   a. Students will be able to design and execute research under the direction of the faculty.
   b. Students will be able to explain and evaluate research.
   c. Students will be able to formulate written, computer and oral presentations.
   d. Students will be able to use research skills to obtain information from appropriate Internet sources.
3. Provide the theoretical and applied expertise to select, use and analyze the methodologies available to synthesize and evaluate data.
   a. Students will be able to collect and interpret background information relevant to the assessment process from available sources.
   b. Students will be able to select, administer and /or adopt standardized measures.
   c. Students will be able to compare work with the highest known standards in the field.
   d. Graduates will be able to formulate and execute programs based upon their research and the new research being published in the field.
   e. Graduates will be able to monitor program changes to allow for continuing quality improvement.
4. Provide the concepts and model the behaviors indicative of ethical practice within the profession.
   a. Students will be able to understand and apply ethical principles.
   b. Students will be able to defend the ethical standards, values and attitudes of the health care professional.

ADMISSION REQUIREMENTS AND PROCEDURES
(Also see general admission policies and procedures, pp. 16-18)
Who Should Apply
- High school graduates wishing to pursue a four-year degree and/or to fulfill prerequisite requirements for admission to one of the School of Health Sciences’ upper-division professional programs
- Transfer students from other colleges and universities interested in a degree in Psychology, Biology, and Health Sciences, or in a career in the allied health fields

Admission Requirements
Students are evaluated in terms of their prior academic records, their extracurricular activities, and personal traits that affect the likelihood for success in given academic or professional paths. The following materials are required as part of the application process:
- A completed application for admission
- $50 Application fee
- Official high school transcript or GED certificate and score sheet, unless the applicant holds a college degree
- Official transcripts from all colleges. Documentation should be sent directly to Touro College School of Health Sciences Office of Admissions at 1700 Union Boulevard, Bay Shore, NY 11706, by the issuing school. Transcripts issued to students are not official unless they are issued in a sealed envelope. All foreign documents must be accompanied by an official English translation and a course–by–course evaluation by a Touro-approved service. A list of such approved services may be obtained from the Registrar’s office, or by visiting www.naces.org/members.htm
- For applicants from high school, Scholastic Aptitude Test (SAT) and/or American College Testing Program (ACT) score reports. A combined SAT score of at least 1000 in the Critical Reading and Math categories is
recommended to be considered for admission. Touro College’s SAT score report number is 5577; for the ACT, it is 2961.

- Transfer credits are awarded for appropriate college-level coursework completed at an accredited institution with grade of “C” or better. Science courses being transferred must be designed for science majors and must be less than 10 years old. Appropriate transfer credit is awarded for Advanced Placement courses taken in high school with a score of 4 or 5.
- Two letters of recommendation, preferably from an academic or professional source
- A personal essay (150 to 200 words in length) describing his/her goals and aspirations
- All entering students who have not already taken college-level English or Mathematics courses will be given placement exams. Depending on the outcome of these placement tests, a student may have to take non-credit English or Mathematics remedial courses.

**Preferred Admission to the Bay Shore Physician Assistant Program**

Touro College students who complete 34 or more undergraduate credits with the School of Health Sciences Undergraduate Studies department may qualify for “preferred admission” status to the Bay Shore Campus or Winthrop Extension Physician Assistant programs. The School of Health Sciences holds open a certain number of places in each entering class for students with “preferred” status.

Following are the criteria for consideration for preferred admission:

- Successful completion of all prerequisite courses (see p. 98)
- Submission of a completed CASPA application and Supplemental Application
- Submission of a personal statement (see CASPA application for guidelines)
- Submission of verification of a minimum of 200 hours of direct patient contact including a minimum of 20 hours shadowing a PA (documentation forms can be found in the Supplemental Application)
- Submission of three letters of reference, including one from a Physician Assistant
- A 3.0 minimum cumulative GPA at Touro College
- A 3.0 minimum cumulative science/math GPA (excluding Physics) from all colleges attended

Unlike applicants who attended other institutions, Undergraduate Studies students applying for admission to a given PA class who meet the above criteria and whose cumulative science GPA falls in the upper 80% qualify for preferred admission and are assured of an interview. The PA Admissions Committee, as with other applicants, makes final decisions on admission.

School of Health Sciences’ Undergraduate Studies applicants who do not meet the established grade point standards or other established admission requirements may petition the PA Admissions Committee in writing for consideration. Please refer to the “Admissions Appeals” section on p. 100 for further details.

**For further information, contact:**

Office of Admissions
Touro College School of Health Sciences
1700 Union Boulevard
Bay Shore, New York 11706
Phone: 866-TOURO-4-U
Fax: 646-495-3880
Email: enrollhealth@touro.edu
TUITION, FEES AND EXPENSES
(Also see general tuition and fees information, p. 19)

Tuition and fees for the 2014-2015 academic year are as follows for students entering Undergraduate Studies:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time tuition, per semester (12 – 18 credits)</td>
<td>$7,590</td>
</tr>
<tr>
<td>Per credit tuition (if fewer than 12 credits)</td>
<td>$630</td>
</tr>
<tr>
<td>Tuition deposit (non-refundable, applied to tuition)</td>
<td>$500</td>
</tr>
<tr>
<td>Administrative fee, per semester</td>
<td>$100</td>
</tr>
<tr>
<td>Laboratory fee, per semester</td>
<td>$100</td>
</tr>
<tr>
<td>Technology fee (Fall and Spring)</td>
<td>$50</td>
</tr>
<tr>
<td>Graduation fee</td>
<td>$200</td>
</tr>
<tr>
<td>Late Registration fee</td>
<td>$50</td>
</tr>
<tr>
<td>Returned Check fee</td>
<td>$40</td>
</tr>
<tr>
<td>Stop Payment fee</td>
<td>$50</td>
</tr>
</tbody>
</table>

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

SEMESTER START/END DATES

<table>
<thead>
<tr>
<th>Semester</th>
<th>Start</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016</td>
<td>Aug. 28, 2016</td>
<td>Jan. 16, 2017</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>Jan. 17, 2017</td>
<td>June 18, 2017</td>
</tr>
</tbody>
</table>
BACHELOR OF SCIENCE IN BIOLOGY

Completion of 120 credits of college-level work approved by the College, with at least 60 credits of liberal arts and sciences, is required for the Bachelor of Science degree.

A major in Biology provides students with a rigorous training and broad background in the biological sciences, helps prepare students for careers in the health sciences, including medicine and dentistry, as well as for more advanced research at the graduate level.

Majors in Biology must take the following courses:

<table>
<thead>
<tr>
<th>CORE CURRICULUM (27 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLE 101 English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>LLE 102 English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>(various) Literature courses</td>
<td>6</td>
</tr>
<tr>
<td>(various) Survey of Modern/Western/World History courses</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics course at College Math level or above</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science course</td>
<td>3</td>
</tr>
<tr>
<td>Public Speaking or Oral Communication course</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>REQUIRED COURSES FOR THE MAJOR (27 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 101 Principles of Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 102 Principles of Biology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 493 Research Topics in Biology</td>
<td>3</td>
</tr>
<tr>
<td>CPC 101 Principles of Inorganic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CPC 102 Principles of Inorganic Chemistry II</td>
<td>4</td>
</tr>
</tbody>
</table>

Two of the following:

<table>
<thead>
<tr>
<th>REQUIRED COURSES FOR THE MAJOR (27 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPC 201 Principles of Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CPC 202 Principles of Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CPP 101 General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>CPP 102 General Physics II</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELECTIVES FROM THE FOLLOWING (at least 18 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 211 Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO 222 Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 223 Anatomy &amp; Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 228 Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 302 Immunology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 304 Endocrinology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 311 Human Genetics</td>
<td>3</td>
</tr>
<tr>
<td>BIO 313 Topics in Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>BIO 318 Cellular &amp; Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 321 Parasitology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 349 Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>BIO 481-482 Independent Study</td>
<td>Credits by arrangement</td>
</tr>
<tr>
<td>BIO 494 Senior Honors Project in Biology</td>
<td>3</td>
</tr>
</tbody>
</table>

GENERAL ELECTIVES (48 credits maximum)
BACHELOR OF ARTS IN PSYCHOLOGY

Completion of 120 credits of college-level work approved by the College, with at least 90 credits of liberal arts and sciences, is required for the Bachelor of Arts degree.

A major in Psychology promotes an understanding of the psychological processes underlying normal and abnormal human behavior. Psychology majors may pursue graduate work in psychology, including experimental, industrial, health, clinical, and school psychology. They may also continue in related fields such as social work, education, and medicine.

Majors in Psychology must take the following courses:

<table>
<thead>
<tr>
<th>CORE CURRICULUM (27 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLE 101 English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>LLE 102 English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>LLE (various) Literature courses</td>
<td>6</td>
</tr>
<tr>
<td>GHS/HIS (various) Survey of Modern/Western/World History courses</td>
<td>6</td>
</tr>
<tr>
<td>MAT Mathematics course at College Math level or above</td>
<td>3</td>
</tr>
<tr>
<td>MCO Computer Science course</td>
<td>3</td>
</tr>
<tr>
<td>COC Public Speaking or Oral Communication course</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>REQUIRED COURSES FOR THE MAJOR (22 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 101 Principles of Biology I</td>
<td>4</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>CPC 101 Principles of Inorganic Chemistry I</td>
<td></td>
</tr>
<tr>
<td>MAT 261 Statistics for Social Science Majors</td>
<td>3</td>
</tr>
<tr>
<td>PSY 101 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 201 Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 301 Experimental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 301.6 Experimental Psychology Lab</td>
<td>1</td>
</tr>
<tr>
<td>PSY 335 Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 351 Biological Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 493 Advanced Topics in Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FOUR ELECTIVES FROM THE FOLLOWING (12 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 102 Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 205 Psychology of Motivation</td>
<td>3</td>
</tr>
<tr>
<td>PSY 210 Learning</td>
<td>3</td>
</tr>
<tr>
<td>PSY 221 Industrial Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 225 Psychology of Aging</td>
<td>3</td>
</tr>
<tr>
<td>PSY 231 Psychological Testing</td>
<td>3</td>
</tr>
<tr>
<td>PSY 302 Advanced Experimental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 310 Personality</td>
<td>3</td>
</tr>
<tr>
<td>PSY 311 Psycholinguistics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 312 Cognition and Memory</td>
<td>3</td>
</tr>
<tr>
<td>PSY 313 Language/Speech Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY 325 Drugs and Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PSY 332 History and Systems of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 340 Introduction to Counseling and Therapy</td>
<td>3</td>
</tr>
<tr>
<td>PSY 345 Psychology of Health and Illness</td>
<td>3</td>
</tr>
<tr>
<td>PSY 401 Psychology of the Exceptional Child</td>
<td>3</td>
</tr>
<tr>
<td>PSY 402 Clinical Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>PSY 420</td>
<td>Psychology of Eating Disorders</td>
</tr>
<tr>
<td>PSY 432</td>
<td>Neuropsychology</td>
</tr>
<tr>
<td>PSY 481-482</td>
<td>Independent Study</td>
</tr>
<tr>
<td>PSY 485</td>
<td>Internship in Psychology</td>
</tr>
<tr>
<td>PSY 492</td>
<td>Senior Honors Seminar</td>
</tr>
<tr>
<td>PSY 494</td>
<td>Senior Honors Project in Psychology</td>
</tr>
</tbody>
</table>

**GENERAL ELECTIVES (55 credits, of which 25 must be in liberal arts and sciences)**
**BACHELOR OF SCIENCE IN HEALTH SCIENCES**

Completion of 120 credits of college-level work approved by the College, with at least 60 credits of liberal arts and sciences, is required for the Bachelor of Science degree.

Several 30-credit tracks or concentrations are anticipated in the major. Currently, the track offered is Health Care Management.

Majors in Health Sciences must take the following courses:

<table>
<thead>
<tr>
<th>CORE CURRICULUM (27 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLE 101 English Composition I</td>
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<tr>
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<tr>
<td>MCO Computer Science course</td>
<td>3</td>
</tr>
<tr>
<td>COC Public Speaking or Oral Communication course</td>
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<table>
<thead>
<tr>
<th>NATURAL SCIENCE CORE CURRICULUM (20 credits)</th>
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<tbody>
<tr>
<td>BIO 101 Principles of Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 102 Principles of Biology II</td>
<td>4</td>
</tr>
<tr>
<td>Three of the following:</td>
<td></td>
</tr>
<tr>
<td>CPC 101 Inorganic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CPC 102 Inorganic Chemistry II*</td>
<td>4</td>
</tr>
<tr>
<td>BIO 222 Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 223 Anatomy and Physiology II*</td>
<td>4</td>
</tr>
<tr>
<td>CPP 101 General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>CPP 102 General Physics II*</td>
<td>4</td>
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<table>
<thead>
<tr>
<th>REQUIRED COURSES FOR THE MAJOR (18 credits)</th>
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<tbody>
<tr>
<td>HIA 200 Medical Terminology</td>
<td>3</td>
</tr>
<tr>
<td>HSB 101 The U.S. Health Care System</td>
<td>3</td>
</tr>
<tr>
<td>HSB 260 Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>HSB 347 Legal Issues in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>PHI 233 Biomedical Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 345 Psychology of Health and Illness</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>ELECTIVES FOR THE HEALTH CARE MANAGEMENT TRACK IN HEALTH SCIENCES (30 credits)</th>
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<tbody>
<tr>
<td>EBM 100 Introduction to American Business</td>
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</tr>
<tr>
<td>EBM 101 Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>HSB 201 Introduction to Health Services Facilities</td>
<td>3</td>
</tr>
<tr>
<td>HSB 211 Human Resources I</td>
<td>3</td>
</tr>
<tr>
<td>HSB 212 Human Resources II</td>
<td>3</td>
</tr>
<tr>
<td>HSB 251 Patient Services I</td>
<td>3</td>
</tr>
<tr>
<td>HSB 252 Patient Services II</td>
<td>3</td>
</tr>
<tr>
<td>HSB 301 Finance and Marketing in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HSB 302 Advanced Finance in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HSB 310 Staffing of Personnel and Scheduling</td>
<td>3</td>
</tr>
<tr>
<td>HSB 312 Government Regulations</td>
<td>3</td>
</tr>
<tr>
<td>HSB 320 Medicare and Medicaid</td>
<td>3</td>
</tr>
<tr>
<td>HSB 322 Case Management and Insurance</td>
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<td>Course Code</td>
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<tr>
<td>HSB 341</td>
<td>Health Information Systems I</td>
</tr>
<tr>
<td>HSB 342</td>
<td>Health Information Systems II</td>
</tr>
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<td></td>
<td>Or other courses approved by the department</td>
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**GENERAL ELECTIVES (25 credits)**

* Part I in any two-semester sequence is the prerequisite for Part II
RECOMMENDED SEQUENCE OF COURSES FOR PROGRESSION TO UPPER-DIVISION PROGRAMS IN THE SCHOOL OF HEALTH SCIENCES

Students should consult the upper-division program of their choice for specific requirements.

RECOMMENDED FIRST-YEAR SEQUENCE OF COURSES FOR ALL PROGRAMS

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 101</td>
<td>Principles of Biology I, with Laboratory</td>
</tr>
<tr>
<td>HIS 220</td>
<td>Survey of Modern History I</td>
</tr>
<tr>
<td>LLE 101</td>
<td>English Composition I</td>
</tr>
<tr>
<td>MAT 111</td>
<td>College Math</td>
</tr>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
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<td><strong>TOTAL</strong></td>
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<table>
<thead>
<tr>
<th>Semester II</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 102</td>
<td>Principles of Biology II, with Laboratory</td>
</tr>
<tr>
<td>CPC 101</td>
<td>Principles of Inorganic Chemistry I, with Lab</td>
</tr>
<tr>
<td>HIS 221</td>
<td>Survey of Modern History II</td>
</tr>
<tr>
<td>LLE 102</td>
<td>English Composition II</td>
</tr>
<tr>
<td>MAT 120</td>
<td>Pre-Calculus</td>
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<td><strong>TOTAL</strong></td>
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RECOMMENDED SECOND AND THIRD YEAR SEQUENCE OF COURSES FOR PHYSICIAN ASSISTANT BS/MS PROGRAM

(Students will need a total of 90 credits)

<table>
<thead>
<tr>
<th>Semester III</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 222</td>
<td>Anatomy &amp; Physiology I, with Lab</td>
</tr>
<tr>
<td>CPC 102</td>
<td>Principles of Inorganic Chemistry II, with Lab</td>
</tr>
<tr>
<td>MCO 140</td>
<td>Computer Concepts with Microcomputer Applications</td>
</tr>
<tr>
<td>PSY/SAS</td>
<td>(Various) Behavioral Science Elective</td>
</tr>
<tr>
<td></td>
<td>(Various) Humanities Elective</td>
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<td><strong>TOTAL</strong></td>
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<table>
<thead>
<tr>
<th>Semester IV</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 223</td>
<td>Anatomy &amp; Physiology II with Laboratory</td>
</tr>
<tr>
<td>BIO/CPC</td>
<td>Biology or Chemistry elective</td>
</tr>
<tr>
<td>COC 101</td>
<td>Fundamentals of Speech</td>
</tr>
<tr>
<td></td>
<td>Liberal Arts Elective</td>
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<td><strong>TOTAL</strong></td>
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<table>
<thead>
<tr>
<th>Semester V and VI</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Must include</strong></td>
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</tr>
<tr>
<td>CPC 201</td>
<td>Principles of Organic Chemistry I</td>
</tr>
<tr>
<td>MAT 261</td>
<td>Statistics for Social Science Majors</td>
</tr>
<tr>
<td>PSY/SAS</td>
<td>(Various) Behavioral Science elective</td>
</tr>
<tr>
<td>BIO/CPC</td>
<td>(Various) Biology or Chemistry electives</td>
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<td></td>
<td>(Various) Electives</td>
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### RECOMMENDED SECOND YEAR SEQUENCE OF COURSES FOR OCCUPATIONAL THERAPY BS/MS PROGRAM
(Students will need a total of 60 credits)

<table>
<thead>
<tr>
<th>Semester III</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CPP 101</td>
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</tr>
<tr>
<td>LLE 220</td>
<td>3</td>
</tr>
<tr>
<td>MAT 261</td>
<td>3</td>
</tr>
<tr>
<td>PSY 201</td>
<td>3</td>
</tr>
<tr>
<td>SAS 103</td>
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<td><strong>TOTAL</strong></td>
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<table>
<thead>
<tr>
<th>Semester IV</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 222</td>
<td>4</td>
</tr>
<tr>
<td>COC 101</td>
<td>3</td>
</tr>
<tr>
<td>MCO 140</td>
<td>3</td>
</tr>
<tr>
<td>PSY 335</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
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### RECOMMENDED SECOND AND THIRD YEAR SEQUENCE OF COURSES FOR PHYSICAL THERAPY BS/DPT PROGRAM
(Students will need a total of 90 credits)

<table>
<thead>
<tr>
<th>Semester III</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIO 222</td>
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<tr>
<td>CPC 102</td>
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<tr>
<td>PSY 201</td>
<td>3</td>
</tr>
<tr>
<td>(Various) Humanities elective</td>
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</tr>
<tr>
<td>(Various) Liberal Arts elective</td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>17</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Semester IV</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 223</td>
<td>4</td>
</tr>
<tr>
<td>COC 101</td>
<td>3</td>
</tr>
<tr>
<td>LLE 221</td>
<td>3</td>
</tr>
<tr>
<td>PSY 335</td>
<td>3</td>
</tr>
<tr>
<td>PSY 345</td>
<td>3</td>
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<tr>
<td><strong>TOTAL</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Semester V and VI</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPP 101</td>
<td>4</td>
</tr>
<tr>
<td>CPP 102</td>
<td>4</td>
</tr>
<tr>
<td>MAT 261</td>
<td>3</td>
</tr>
<tr>
<td>(Various) Electives</td>
<td>13</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
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</table>

Course descriptions may be found on pp. 180-189 of this Catalog.
REQUIREMENTS FOR GRADUATION  
(Also see general graduation information, p. 42) 

Candidates for the baccalaureate degree must complete 120 credits with a minimum cumulative GPA of 2.0 and a minimum of 2.3 in the major at Touro. For the Bachelor of Arts degree, at least 90 credits must be in liberal arts. For the Bachelor of Science degree, at least 60 credits must be in liberal arts.

The baccalaureate degree requires at least 45 credits in residence at Touro. Students must complete more than 50% of the major in the Undergraduate Studies department in order for the School of Health Sciences to grant the baccalaureate degree.

Candidates continuing in upper-division programs in the School of Health Sciences should consult the individual programs for graduation requirements.
COURSE DESCRIPTIONS

DEPARTMENT OF NURSING

BIO120 Human Anatomy and Physiology for Nursing I
This course is designed for pre-professional students as an introduction to a basic understanding of the structural organization of the human body starting with the tissues, integumentary, skeletal, muscular, digestive and nervous systems. The course focuses on the cellular organization and on the tissue and organ levels of each system. In laboratory exercises, students study and learn structures from various available anatomical models. 4 credits

BIO 122 Human Anatomy and Physiology for Nursing II
This is the second of the series offered to pre-professional students. The course focuses on the organization of the cardiovascular, respiratory, lymphatic, endocrine, urinary and reproductive systems. Class discussions deal with the basic cellular, tissue level and organ level organization of each system. Functional significance as well as clinical correlations of some structures are covered. Special focus is on fertilization and reproduction, pregnancy and lactation, coronary and cerebrovascular circulation. Laboratory exercises include studying structures from available anatomical models. Prerequisite: BIO 120. 4 credits

BIO 229 Applied Microbiology
This course covers the structure, reproduction, physiology, biochemistry, genetics and identification of microorganisms. It includes a study of their relationship to each other and to other living organisms, their distribution in nature, and their beneficial and disease causing effects on humans. 4 credits

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 well-being. Environmental, social, physical, and psychological reasons underlying poor diet are examined. Not for science majors. 3 credits

BIO 314 Genetics and Genomics
A study of human genetics in order to elucidate the basic laws of heredity and their physical basis (classical genetics); structure and function of the gene (molecular genetics); and population genetics, with attention to human abnormalities as illustrations of these principles. Prerequisite: BIO 122. 3 credits

BIO 355 Pathophysiology
Emphasis is placed on the relationship of usual health patterns of major body systems to changes that occur during the illness experience. Major pathophysiologic concepts are explored using a body systems approach. Theories relating etiology, pathogenesis, and clinical manifestations are used to study common disease processes. Concepts from anatomy and physiology provide the foundation for exploring human dysfunction. Prerequisite: BIO 122. 3 credits

COC 101 Fundamentals of Speech
Techniques of public speaking. Includes the delivery of several speeches during the course of the program. 3 credits

HS 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

LLE 101-102 English Composition I & II
Extensive practice in the composition of clear, concise, and grammatically-correct sentences and paragraphs with special emphasis on the five-paragraph essay and the research paper. Admission by assignment following placement test. 3 credits each
MAT 111 College Mathematics
An introductory course in mathematical skills and techniques which are necessary for further undergraduate college study. Fundamental principles of algebraic calculations such as operations with signed numbers, exponents, negative exponents and operations with fractions; verbal problems and solution of equations; graphical methods; linear equations and systems of linear equations. Prerequisite: Placement by departmental examination. 3 credits

MAT 120 Pre-Calculus
Functions, solution of equations and systems of equations, the trigonometric functions and their graphs, addition theorems and identities, logarithmic and exponential functions, and elementary analytic geometry. Prerequisite: MAT 111 or exemption. 3 credits

MAT 261 Statistics for Social Science Majors
Basic concepts in descriptive and inferential statistics, including measurement scales, frequency distributions, measures of central tendency and distribution, correlation coefficients, linear regression, probability theory, binomial distribution, and parametric and non-parametric tests of significant differences. Introduction to hypothesis testing. Prerequisites: MAT 111 or examination. 3 credits

MCO 122 Computer Literacy and Information Retrieval
Students examine basic computer topics and terminology, with a special emphasis on electronic information retrieval, as they explore ways to apply information retrieval technology to teaching the various academic disciplines. To this end, computer hardware and software are discussed, along with personal computer applications such as Word, Excel and PowerPoint. Internet topics, such as advanced search techniques, constructing deep searches, finding specialty information, newsgroups and mailing lists, are examined in detail. A capstone project is the preparation of a research project, which should use both traditional as well as electronic methods of research. This course is not a required course or approved elective for a Computer Science or MIS degree. 3 credits

MCO 140 Computer Concepts with Microcomputer Applications
This course introduces students to basic computer topics and terminology. Computer hardware and software are discussed along with personal computer (PC) applications. Office applications are taught as well. Students will complete this course with a solid understanding of computers, how to use computers, and how to access information on the World Wide Web. This course is not a required course or approved elective for a Computer Science or MIS degree. 3 credits

NUR 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

NUR 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

NUR 200 Medical-Surgical Nursing I (formerly NUR 120)
Establishes the basis for application of critical thinking skills in utilizing the nursing process and Orem’s self care theory in organizing nursing care. The course focuses on nursing management of adult patients with acute health problems. Emphasis is on the acute stages of disease as well as health promotion and prevention, nutrition,
diagnostics and treatments. Nursing care issues are addressed in physiological, pathophysiological and psychosocial contexts. Prerequisite: NUR 110. 8 credits

NUR 300 Medical-Surgical Nursing II (formerly NUR 240)
Designed to advance the theoretical and clinical knowledge of the student for managing care of the adult medical-surgical patient. Emphasis is placed on identifying specific universal, developmental and health deviation self-care requisites and deficits, as well as gerontological changes that interfere with the adult patient's ability to manage increasingly complex self-care needs. Both the nursing and medical management associated with meeting the needs of patients with various medical-surgical conditions are discussed. The nursing process continues to be incorporated utilizing Orem's Self-Care Deficit Theory as a framework for the organization and provision of care for the adult medical-surgical patient. The course also introduces the nurse's role as manager of care. Clinical experiences include opportunities for students to care for adult medical-surgical patients in the acute care setting. Integration of the nursing process, as well as the psychosocial, physiological and socio-cultural needs of the adult medical-surgical patient population are investigated during each clinical experience. Prerequisite: NUR 200. 5 credits

NUR 301 Medical-Surgical Nursing III (formerly NUR 241)
This course is designed to advance and refine the theoretical and clinical knowledge of the student when managing care of the adult medical-surgical patient. Emphasis is placed on evaluating specific universal, developmental and health deviation self-care requisites and deficits, as well as gerontological changes that interfere with the adult patient's ability to manage increasingly complex self-care needs. Both the nursing and medical management associated with meeting the needs of patients with complex medical-surgical conditions are discussed. The nursing process continues to be incorporated utilizing Orem's Self-Care Deficit Theory as a framework for the organization and provision of care for the adult medical-surgical patient. This course focuses on the student's assimilation of knowledge related to nursing, liberal arts, health and social sciences in the care of a complex adult medical-surgical patient. Students are expected to be pro-active participants in both the theoretical and clinical components of this course. Clinical experiences include opportunities for students to care for adult patients with complex medical-surgical needs. The focus of the clinical experience will be to facilitate the transition of the student to the role of the professional registered nurse. Integration of the nursing process, as well as the psychosocial, physiological and socio-cultural needs of the adult medical-surgical patient population will be assessed during each clinical experience. Prerequisite: NUR 300. 5 credits

NUR 310 Maternal Child Nursing (formerly NUR 210)
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

NUR 320 Trends in Nursing (formerly NUR 260)
Current issues and trends that impact the practice of Nursing in the 21st century are addressed, as is the influence of the holistic model of health care. Nursing practice related to complementary healing techniques, and evidence-based practice in the art and science of healing, act as catalysts for class discussion and debate. Economic and political influences, the health care environment, and various aspects of nursing practice are discussed. Prerequisite: NUR 300. 2 credits

NUR 330 Mental Health Nursing (formerly NUR 230)
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
NUR 410 Populations at Risk
This course is designed to study populations at risk, such as the aged and those diagnosed with cancer or HIV, with emphasis on variables that may be modified to increase quality of care and life. An epidemiological model is used to study health status as it is affected by environment, lifestyle, heredity, and community. Students observe and participate in managing the care of a patient being followed by agencies that are selected for their interdisciplinary approach. 2 credits

NUR 411 Health Assessment and Promotion
Focuses on the development of comprehensive health assessment skills, including measures of physical and functional status, documentation of the assessment findings, and health promotion strategies for each body system. Considerations of racial and cultural differences are discussed with respect to health assessment as well as health promotion strategies. 4 credits

NUR 420 Professional Nursing Practice
Explores the history and development of professional nursing, including past and current issues and trends relevant to the profession. The role of the Registered Nurse, as well as values and ethical and legal issues are also included. Students become acquainted with health care systems within which professional nurses practice. Prerequisite: NUR 320. 3 credits

NUR 430 Client Education Across the Lifespan
Builds upon the roles played by core concepts of teaching-learning principles, therapeutic communication and the nurse-client relationship in meeting the learning needs of clients and their families/significant others throughout the life-span. A client-centered and nursing process-driven approach is employed, with emphasis on assessing learner readiness and preference, cultural and spiritual practices, developmental level and cognitive and language considerations. Bloom’s taxonomy of learning domains provides a framework for the development of effective nursing interventions. Theories of client education including the health belief model, locus of control, cognitive dissonance and diffusion theories will be explored in terms of their impact on the learning process. 3 credits

NUR 440 Community Health
Focuses on community assessment, environmental factors affecting health and illness, concepts and principles of epidemiology, and problems of the urban environment. In collaboration with home care agencies, community outreach agencies and selected ambulatory clinics, and under faculty supervision, students provide nursing care in patients' home settings. 3 credits

NUR 450 Nursing Research and Evidence-Based Practice
The conceptual and research development of nursing knowledge that forms the basis for evidence-based practice. Current areas of nursing inquiry are presented. The validity of quantitative methods and the conformability of qualitative methods used to formulate answers to nursing research questions are discussed. Students evaluate current nursing research and assess applicability to clinical practice. 3 credits

NUR 485 Advanced Leadership
Emphasizes leadership and management theories. Students utilize organizational behavior, educational administration and business theories to analyze content related to leadership and management. Integrated into the course are legal and ethical issues. This course requires a senior capstone project, assigned in the final semester prior to graduation, where the nursing process is used to promote, restore, and maintain the health states of individuals, families, and groups. Students develop their leadership ability under the direct guidance of a selected agency preceptor. Students cultivate the development of their professional role and use leadership skills to become active members of the health care team. This course must be taken as part of the student's final semester of nursing courses. Prerequisites: NUR 410, 411, 420, 430, 440, 450. 3 credits

PSY 101 Introduction to Psychology
Psychology as a biological, behavioral, and social science. Topics include: critical and scientific analysis of human behavior, fundamentals of psychological research, biological bases of behavior, states of consciousness, learning, thought, memory and intelligence, social behavior and personality, mental health and adjustment, diagnosis and treatment of abnormal behavior. 3 credits
OCCUPATIONAL THERAPY DEPARTMENT

HS 301 Physiology
This course provides an understanding of the physiological mechanisms by which the human body functions in health and in disease. Particular emphasis is given to the neuromuscular, cardiovascular, respiratory, renal and endocrine systems. 5 credits

HS 304 Human Gross Anatomy
This course is designed for the occupational therapy curriculum as an introduction to the structure and function of the human body. The entire human body is covered in lecture and laboratory. The musculoskeletal system is studied in detail. Laboratory experiences and cadaver dissection complement course material. The initial presentations are systemic. Basic anatomic terminology, osteology, arthrology, angiology, and neurology are covered to provide a background for the subsequent regional lectures. 7 credits

HS 305 Human Gross Anatomy
This course is designed for the occupational therapy curriculum as an introduction to the structure and function of the human body. The entire human body is covered in lecture and laboratory. The musculoskeletal system is studied in detail. Multimedia computer simulations, anatomical models, and other types of audiovisual materials complement course material. The initial presentations are systemic. Basic anatomic terminology, osteology, arthrology, angiology, and neurology are covered to provide a background for the subsequent regional lectures. 7 credits

HS 352 Kinesiology
Kinesiology is the study of the human motion. This lecture/laboratory course includes the study of and evaluation of joint motion and muscle function. Students learn to palpate joints, bony prominences, and muscles, as well as to test muscle strength and range of motion. Analysis of functional movement is also included. Prerequisites: HS 304 or HS 305, HS 301. 4 credits

HS 390 Neuroscience
This course provides the student with an integrated understanding of the organization of the nervous system, including structure and function. The brain is studied from a gross point of view, in sections, and also using a systems approach. Relevant clinical problem solving is incorporated into the lectures. Prerequisites: HS 304 or HS 305, HS 301. 4 credits

HS 440 Human Disease Processes I
This is the first of two courses covering medical terminology, pathology, etiology, pharmacology, diagnosis, and treatment of medical and developmental conditions commonly seen by occupational therapists. Emphasis is placed on the impact of the disease on the individual’s sensorimotor, cognitive, psychosocial, and occupational performances. Included in the sequence are general medical and surgical, orthopedic, neurological, and cardiopulmonary conditions and some developmental, genetic, and psychiatric conditions. Prerequisite: OT 302. 3 credits

HS 441 Human Disease Processes II
This is the second of two courses covering medical terminology, pathology, etiology, pharmacology, diagnosis, and treatment of medical and developmental conditions commonly seen by occupational therapists. Emphasis is placed on the impact of the disease of the individual’s sensorimotor, cognitive, psychosocial, and occupational performances. Included in the sequence are general medical and surgical, orthopedic, neurological, cardiopulmonary conditions and some developmental, genetic, and psychiatric conditions. Prerequisites: OT 302, HS 440. 3 credits

HS 447 Health Promotion/Patient and Professional Education
This course and laboratory is designed to present concepts related to health and wellness, disease management, disease prevention, and health promotion, in the context of contemporary health care delivery. Students are exposed to public health concepts and principles, and refine their knowledge about health promotion in order to improve health and foster wellness. Students explore occupational therapy approaches within the framework of health promotion. In addition, this course refines students’ skills in developing effective strategies for the communication and teaching of information and procedures to patients, consumers, professionals and others responsible for patient and consumer care. Prerequisite: OT 302. 2 credits
HS 651 Administration/Health Care Delivery
Two important challenges for the occupational therapists are administration and health care management. In addition to clinical skills, therapists must have specific knowledge and skills needed in administration and health care management. This course introduces students to basic concepts of regulations and standards, managed care, management theories, organizational structure, personnel, public relations, marketing strategies, program and facility planning, financial management, ethics, quality assurance measures, outcome measures, supervision and written and verbal communication skills, risk management and team building. Prerequisite: OT 402. 2 credits

HS 668, 669 Independent Study-Community Service
In keeping with the Touro College mission to serve the larger community, students in the School of Health Sciences are required to complete an independent study that involves a minimum of twenty-five (25) hours of community service with individuals disadvantaged due to illness, disability, or other circumstance. The purpose of this requirement is to (1) provide students in the School of Health Sciences with an opportunity to learn from, and give back to, the larger community; (2) enhance awareness of how a disability or illness impacts the individual, family, friends, caregivers, and community. Through this experience, students may interact with people from different cultural and socioeconomic backgrounds, with people who have impairments leading to functional limitations in the physical, cognitive, and/or social-emotional domains, or with people who struggle with issues related to poverty, homelessness and hunger. The specifics of the experience and project undertaken are negotiated on an individual basis between the student and the department faculty advisor. HS 669 may be taken as an additional elective, upon approval of the student’s advisor, in the same or subsequent semesters. 1 credit each

OT 302 Level II Fieldwork and Seminar
This is the first full-time 12-week clinical experience for students and takes place at selected psychosocial treatment facilities. Students have the opportunity to practice their new knowledge and clinical skills under the supervision of a registered/licensed occupational therapist. Students have completed their psychosocial studies and the basic science courses. Students are able to assess, evaluate, develop goals, treatment plan, and document patient care efficiently and effectively by the end of this Fieldwork placement. A seminar is scheduled periodically to help students and faculty to maintain contact, to work on areas of weakness, and to pre-empt potential problem areas (i.e. communication problems between the student and/or the faculty, and the clinical placement). Students have this forum to discuss their concerns and positive experiences. 3 credits

OT 322 Growth and Development I
This is the first of two courses designed to provide occupational therapy students with knowledge of developmental theories and factors influencing the normal developmental processes. The students will examine developmental norms and sequences with an emphasis on sensory-motor, cognitive, and psychological domains. Through community assignments, the students will begin to develop clinical observation skills through interaction with typical children. This course covers the life span from prenatal development through adolescence. The second course in the sequence (OT 323) focuses on human development from young adulthood through late adulthood. 2 credits

OT 323 Growth and Development II
This course is a continuation to OT 322 Growth and Development I. It is designed to provide the students with further knowledge of the developmental theories and factors influencing the normal developmental processes. It examines developmental norms and sequences from adolescence through older adulthood, with an emphasis on physical, cognitive, and psychosocial tasks. Prerequisite: OT 322. 2 credits

OT 330 Psychosocial Studies and Group Process I
This course integrates the theory and practice of occupational therapy in the area of psychosocial dysfunction. It introduces psychiatric setting terminology and diagnoses, and reviews psychological theories. It provides an overview of psychosocial occupational therapy for mental illness and other psychosocial conditions and examines the frames of reference and techniques utilized by the occupational therapist. A group dynamics lab is included to enable the student to utilize skills learned in this course under the guidance of the faculty, and to further enhance the student’s professional and personal growth. 3 credits

OT 331 Psychosocial Studies and Group Process II
This course is the continuation of OT 330. It continues to integrate theory and practice in the psychosocial setting. The students further explore the frames of reference, terminology, and diagnoses utilized, and integrate the
interview, evaluation and treatment techniques available, pharmacological information, and current ethical and social issues regarding mental illness and other psychosocial issues. Analysis of modalities and the development of group treatment designs are incorporated into the coursework. Level I fieldwork experiences for this course include observation of and participation in the evaluation and treatment of individuals with mental illness and other psychosocial issues. **Prerequisite: OT 330. 3 credits**

**OT 335 Substance Abuse Seminar**
This seminar focuses on the physiological, sociological, and psychological effects of substance abuse on the abuser and those around him/her. Trends, treatment models and methods are examined. Exploration of the occupational therapist’s role in the evaluation and treatment of the substance abuser will be included. 1 credit

**OT 349 Undergraduate Independent Study**
This is an elective course where the student may do individual work on a topic of interest. The student works with an instructor in a tutorial manner. The student and instructor develop a plan of activities, assessment strategies, and criteria commensurate with the credits and topic agreed upon. This agreement is filed in the student’s OT department records. Upon successful completion of these activities, the student receives a grade for the course. This course may be taken pass/fail. 1-3 credits

**OT 371 Introduction to Occupational Therapy**
This course introduces the occupational therapy student to the role of the occupational therapists and other team members in various settings including adult physical disabilities, pediatrics, and mental health settings. *Occupational Therapy Practice Framework, Domain and Process* is introduced. Lecture sessions have been designed to provide an overview of the occupational therapist’s scope of practice, ethics, philosophy, history of the profession, and documentation. Academic integrity and proper referencing are addressed. Lab sessions have been designed to introduce the student to the analysis of human occupations, including craft, as intervention media. 3 credits

**OT 376 Foundations of Occupational Therapy**
This course introduces the occupational therapy student to major occupational therapy theories and models, theorists, approaches, terminology, and selected treatment modalities. Major theoretical models used in occupational therapy across disability and developmental levels will be discussed, compared and contrasted. The occupational therapy processes of evaluation, treatment planning, documentation, and activity analyses are incorporated through lecture, discussion, and lab activities. Media laboratories in modern industrial and technological occupations will provide students with an opportunity to learn and practice basic skills in these crafts and expand their abilities to analyze human occupations used for work, leisure and therapy. Written assignments and exercises will integrate the course sections with each other and with previous and concurrent coursework. 3 credits

**OT 385 Service Learning in Elder Care**
This elective course provides students with an opportunity to participate in an experiential learning program in elder care. Students will provide a minimum of 25 hours of volunteer service and will participate in monthly 1 ½-hour seminars to gain insight and understanding about issues related to aging and the needs/concerns of elders, and the impact of institutions, economics, and social policy on elders. This course may be utilized to meet the community service requirement, HS 668. 1 credit

**OT 386 Special Topics-Undergraduate**
This course number is for use with special coursework offered by the department on a special-case or experimental basis. Courses using this designation will be given a descriptive suffix and will have a regularly prepared course outline filed with the OT office. 2-4 credits

**OT 402 Level II Fieldwork and Seminar**
This is the second full-time, 12-week clinical experience under the supervision of a registered/licensed occupational therapist. The focus is on physical disabilities. Students will have completed the studies necessary to integrate theory and practice into clinical skills. The student is able to treat the “whole” person, acknowledging the psychological impact of his/her impairment, and utilizing newly acquired clinical skills to treat the physical activity limitations or participation restrictions. By the end of the clinical experience, the student should be able to assess, evaluate, plan goals, develop treatment plans, and treat and document patient care efficiently and effectively. A seminar is scheduled periodically to maintain contact between the student and faculty, in order to work on areas
of weakness, pre-empt problem areas among the student, faculty, and clinical site, and to allow a forum for students to discuss their concerns and/or positive experiences. 3 credits

**OT 405 Gerontology**
This course focuses on the aging process and its physiological, sociological, and psychological effects. Students will learn to connect theories of gerontology relevant to occupational therapy and incorporate them into entry-level practice. The course focuses on the role of occupational therapy with this specialty population, with emphasis on principles of geriatric rehabilitation (in-patient, out-patient, and home care), long term care, wellness and safety programs, hospice, and community-based programs (socialization, day treatment, and day care programs). Students learn necessary tools to conducting evaluations with older adults. Students will gain insight into how treatment plans can differ with older adults, as well as how the use of adaptive equipment, assistive technology, and environmental modifications improve the quality of life of older persons. Students also address the role of OT with community-dwelling older adults, with attention to their heterogeneity and strengths and capabilities through the required service learning experience. *Prerequisites: OT 302, HS 440.* 2 credits

**OT 415 Pediatrics**
This course introduces the student to the roles occupational therapists assume in pediatrics in a variety of service environments. The influence of legislation, family social and cultural values and their influence on goal selection in a client-centered focus are examined. Students learn about the multiple causes, issues and effects of abnormal development, acute and chronic medical conditions (including orthopedic and neuromuscular conditions) and psychosocial disorders as they relate to pediatric occupational therapy. *Prerequisite: OT 302.* 3 credits

**OT 460 Prosthetics and Orthotics**
This course is designed to provide students with the background and experience in orthotic fabrication and prosthetic management. The class is divided into lecture and lab. The lecture section incorporates anatomical, biological and kinesiological concepts, as well as biomechanical principles relating to orthosis design and fabrication. Common diagnoses and indications for selected orthoses are reviewed. The lab section focuses on orthotic design and fabrication. Students are exposed to a variety of orthoses equipment, tools, supplies, and low temperature thermoplastics. *Prerequisite: OT 302.* 3 credits

**OT 465 Rehabilitation Design**
This course centers on adapting the environment to improve the quality of life of individuals of all ages who are challenged by physical, cognitive and/or sensory impairments. It examines the therapist’s ability to help individuals with disabilities reintegrate into the community. This involves the use of wheelchairs and other mobility equipment, adaptive ADL equipment, resolution of architectural barriers, environmental and seating designs and the use of microcomputers and current technologies as they apply to patient care and treatment. *Prerequisite: OT 302.* 2 credits

**OT 470 Occupational Therapy Theory and Practice: Pediatrics**
This course focuses on occupational therapy frames of reference, key concepts, treatment principles and modalities in pediatric occupational therapy. It integrates several of the predominant models in current practice with material from previous courses in development, biological and social sciences and with concurrent courses, particularly Pediatrics. Evaluation, treatment principles, planning and modality analysis are incorporated through lecture and discussion, laboratory and Level I Fieldwork activities. *Prerequisite: OT 302; Co-requisite: OT 415.* 4 credits

**OT 475 Occupational Therapy Theory and Practice: Physical Disabilities I**
This is the first of two courses that address the role of occupational therapy in the evaluation and restoration of performance in areas of occupation to individuals recovering from illness, surgery or with chronic medical conditions that result in physical impairments and/or disabilities. The nature of the subject matter is both theoretical and applied, relying heavily on the basic medical courses as prerequisites. The lecture and lab address evaluation and treatment principles and procedures necessary to effectively assess and treat performance in areas of occupation, performance skills, performance patterns, and body functions of those with physical impairment and disability. This course will integrate prerequisite course knowledge to provide the occupational therapy student with the basic skills necessary for entry-level practice in the area of physical dysfunction. *Prerequisite: OT 302.* 3 credits
OT 476 Occupational Therapy Theory and Practice: Physical Disabilities II
This is the second of two courses which addresses the role of occupational therapy in the evaluation of and restoration of function in individuals recovering from illness, surgery or with chronic medical conditions that result in physical impairments and/or limitations or dysfunction. The subject matter is both theoretical and practical, relying heavily on the basic medical courses and OT 475 as prerequisites. This course addresses the evaluation procedures necessary to effectively assess occupational performance and performance components and the treatment principles and procedures necessary to effectively restore function and/or support compensatory abilities in people with physical impairment, disability or handicaps. This course includes Fieldwork I experiences and required seminar, and will integrate prerequisite course knowledge to provide the occupational therapy student with the basic skills necessary for entry-level practice in the area of physical dysfunction. 
Prerequisite: OT 475. 3 credits

OT 495 Research Design and Statistics I
This is the first course in a series of four (4) required research courses within the curriculum. Students are introduced to and develop an appreciation for the essential components of research within the occupational therapy profession. Emphasis is on the development of skills required for the student to become competent in their essential role as an entry-level therapist and a consumer of research. Ethical considerations pertaining to research are addressed. The major focus of this course will be joining a research group led by a faculty member, formulating a research question, and writing a critical review of the literature in occupational therapy and related fields. Prerequisite: OT 302. 2 credits

OT 496 Research Design and Statistics II
This is the second course in a series of four (4) required research courses within the curriculum. Students are further introduced to and develop an appreciation for the essential components of research within the occupational therapy profession. Emphasis is on the development of skills required for the students to become competent in their essential roles as an entry-level therapists, research consumers, and members of research teams. Ethical considerations pertaining to the researcher and research subjects are addressed. The students continue to work with their group and faculty mentor and participate in a variety of research activities, including development of a research proposal and IRB application, tool development, data collection and analysis and the completion of research reports. The course is a balance of class instruction, field research activities, and meetings with faculty mentors. Prerequisite: OT 495. 2 credits

OT 602 Advanced Fieldwork Elective
Students spend eight weeks full-time in a clinical experience of their choice (preferably a specialty area). This may be done either under the supervision of a registered/licensed occupational therapist, or under the supervision of someone approved by the OT program director, if done in a non-traditional setting. Students reaching this level are expected to integrate theory and practice easily, to communicate well in a professional manner and to present a professional image, to demonstrate good problem-solving skills with the ability to initiate self-learning, and to exhibit the basic skills of an entry-level occupational therapist. 2 credits

OT 640 Current Trends in Occupational Therapy Practice
This course provides students with an opportunity to explore innovative areas of occupational therapy practice. Students have the opportunity to learn from occupational therapists that have developed private practices, consulting firms, or have branched out into innovative areas of occupational therapy practice. Students explore a variety of work settings, and/or types of practice including OT role delineations in community based and non-traditional settings. Ethical and legal issues and professional advocacy are also addressed. Prerequisite: OT 402. 2 credits

OT 649 Graduate Independent Study
This is a graduate level course in which the student performs scholarly activities focusing upon a specified area of interest. The student works with the instructor in a tutorial manner. The student and instructor develop a plan of activities and assessment strategies appropriate for the credits and topics agreed upon. This course may be taken as a pass/fail. 1-3 credits

OT 650 Specialty Area Seminar
The student is expected to select one of the specialty areas listed, and to be involved in seminars focusing on that specialty. Highly skilled clinicians provide input into the specialty area through case discussion, enhancement of treatment techniques, review of literature, and current trends. Based on enrollment and availability of clinical
experts, specialty sections of the course may include but are not limited to: Hand Therapy; School-Based Occupational Therapy; Gerontology; Adult Rehabilitation; Child Rehabilitation; Psychosocial Adult; Psychosocial Child; Developmental Disabilities. Fieldwork and field trips related to the subject area discussed are integrated with readings and discussions. Level I Fieldwork experiences are customized for the student. **Prerequisite: OT 402.** 3 credits

**OT 655 Advanced Clinical Reasoning**
This course focuses on the development of clinical reasoning skills with a strong emphasis on case examples in all areas of practice. Lab experiences allow students the opportunity to practice advanced evaluation techniques, lead group discussions and critique theories of practice. **Prerequisite: OT 402.** 3 credits

**OT 660 Advanced Clinical Neurology**
This course presents a survey of treatment methods and modalities used in clinical practice by occupational therapists working with neurologically impaired populations. This course reviews neurophysiological, neurobiological, and neuropsychological concepts stressing implications for the management of major sensory-perceptual-motor deficits encountered in everyday clinical practice. The lab includes discussion, guided exploration, assessment, and practice, critique and skill development in assessment and treatment approaches and modalities. **Prerequisite: OT 402.** 3 credits

**OT 661 Cognitive Rehabilitation**
This course focuses on the principles and techniques for rehabilitation of visual, perceptual and cognitive dysfunction after brain injury. Emphasis is on clinical reasoning, theoretical rationale and specific skills needed to evaluate and treat a wide range of visual, perceptual and cognitive deficits, using a variety of treatment approaches within the framework of OT practice. **Prerequisite: OT 402.** 3 credits

**OT 662 Vocational Readiness**
This course presents concepts and principles related to vocational evaluations, treatment planning, and program development relevant to occupational therapy. General issues such as the development of occupational preferences, the significance of work, the impact of disabilities on the worker’s role and its social implications are discussed. Specific methods of evaluations and treatment planning are presented. Students have the opportunity to administer a number of standardized and non-standardized evaluations. **Prerequisite: OT 402.** 3 credits

**OT 663 Advanced Clinical Orthopedics**
This is an advanced occupational therapy course focusing on the orthopedic population across the lifespan. The main emphasis is placed on the rehabilitation principles and protocols with the orthopedic patient population. Practical hands on skills are instructed in regards to therapeutic techniques and the use of physical agent modalities. **Prerequisite: OT 402.** 3 credits

**OT 664 Occupational Therapy Practice in Schools**
This elective course is directed towards students who have a specific interest in school-based occupational therapy. Students integrate previously learned material including the Occupational Therapy Practice Framework 2nd Edition (*Framework-II; AOTA, 2008*), pediatric frames of reference, and pediatric evaluation and treatment strategies and apply them to a variety of student populations commonly seen in schools. Additional topics covered include current laws, practice trends, and education initiatives such as Response to Intervention (RTI), Positive Behavior Intervention and Supports (PBIS), Common Core Standards, and transition, among others. Students examine and contrast school-based service delivery models (both direct and indirect), analyze evidence on a variety of school-based interventions, and discuss ethical and management consideration, including supervising OTA’s, documentation, workload vs. caseload, advocacy, and more. **Prerequisite: OT 402.** 3 credits

**OT 670 Advanced Analysis and Synthesis of Activity**
This course expands the student’s knowledge about the development, adaptation and use of therapeutic occupations in relation to occupational therapy theory. Specifically, the course reviews theories and models exploring influences of performance contexts on role performance in all occupational areas including work, self-care, and leisure. This course is taught in a seminar format with lab experiences. Students lead discussions, present, and critique related literature, analyze a variety of activity analyses, and prepare lab activities. **Prerequisite: OT 402.** 3 credits
OT 675 Advanced Occupational Therapy Theory and Practice
This course is designed to deepen students' understanding of contemporary local and global occupational therapy theories and enhance their competencies in critically applying these theories to diverse situations, including traditional and emerging practice settings. Prerequisite: OT 402. 3 credits

OT 686 Special Topics-Graduate
This course number is for use with coursework offered at the graduate level by the OT department on a special-case or experimental basis. Courses may be developed because of special student or faculty interest in a given topic, as special electives, or in response to the needs of clinical faculty. Courses using this designation will be given a descriptive suffix and have a regularly prepared course outline filed with the OT department. 2-4 credits

OT 695 Research I
This is the third course in a series of four (4) research courses in the required research sequence in which students explore and develop a variety of research projects in areas of interest related to occupational therapy practice. The students continue to work with their group and faculty mentor and participate in a variety of research activities, including development of a research proposal and IRB application, tool development, data collection and analysis and the completion of research reports. An additional focus of the course is the research and writing of an evidence-based practice paper on an occupational therapy intervention. The course is a balance of class instruction, field research activities, and meetings with faculty mentors. Prerequisites: OT 402, OT 496. 3 credits

OT 696 Research II
This is the fourth course in a series of four (4) research courses in the required research sequence in which students explore and develop a variety of research projects in areas of interest related to occupational therapy practice. The students continue to work with their group and faculty mentor and participate in a variety of research activities, including development of a research proposal and IRB application, tool development, data collection and analysis and the completion of research reports. The course is a balance of class instruction, field research activities, and meetings with faculty mentors. Prerequisite: OT 695. 3 credits

OCCUPATIONAL THERAPY ASSISTANT DEPARTMENT

GLL121 College Writing I
Extensive practice in expository writing, with emphasis on the composition of clear, concise, and grammatically correct five-paragraph essays. Prerequisite: GLL 110 or placement by examination. 4 credits

GLL122 College Writing II
Continued practice in expository writing, leading to proficiency in the composition of larger, multi-paragraph essay forms, based on readings in literature and other disciplines. Prerequisite: GLL 121 or placement by examination. 4 credits

GSM130 College Mathematics
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. Prerequisites: GSM 001, GSM 001.2, or placement by examination or appropriate transfer credit in mathematics. 3 credits

GPS 110 General Survey of Psychology
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

GSB 117 Human Anatomy and Physiology I
This course is designed 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 functional significance and clinical correlations of these structures. In laboratory exercises, students study and learn structures from various available anatomical models. Not for science majors. 4 credits
GSB 118 Human Anatomy and Physiology II
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. In laboratory exercises, students study and learn structures from various available anatomical models. Not for science majors. 4 credits

GPS 201 Developmental Psychology
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: GPS 110. 3 credits

GPS 335 Abnormal Psychology
An overview of psychological disorders with emphasis on etiology, symptoms, diagnostic tools and treatments. The major theories of psychopathology are considered. Prerequisite: GPS 110. 3 credits

HS 201, 202, 203 Independent Study-Community Service
Each student is required to complete an independent study that involves community service to individuals afflicted with physical or mental health problems, their families and friends. Upon completion of the community service, the student prepares a paper, presentation, or project related to this experience. The two major objectives of this course are (1) to increase the student’s appreciation of the difficulties experienced by the patient, his family and friends, when illness and disability occur, and (2) to sensitize the student to the personal satisfaction gained by community service and the potential benefits of integrating community service with a lifelong career as a health care practitioner. HS 202 and 203 may be taken as additional electives, upon approval of the student’s adviser, in the same or subsequent semesters. Students may complete this requirement at any time between acceptance to the program and graduation. The specifics of the experience and project undertaken are negotiated on an individual basis between the student and the department faculty member advising the student for the project. 1 credit each

OTA 110 Introduction to Occupational Therapy
This course provides an orientation to Occupational Therapy. Students learn the history of the profession, OTR/OTA role delineation, terminology, domain of practice, service environments, professional behavior, safety and the occupational therapy process. The essential documents of practice, including the Code of Ethics and the Core Values and Attitudes of Occupational Therapy as documented by the AOTA, are introduced. The laboratory experience incorporates a range of treatment modalities to better understand the concepts of the occupational therapy profession such as occupation, grading, and activity analysis. 3 credits

OTA 210 OT: Skills and Applications I
This course expands on concepts introduced in OTA 110. Occupational therapy key documents of practice are understood in the context of practice, professionalism and academia. Students learn about activity analysis and the use of media in occupational therapy interventions. Laboratory experience expands on the modalities in OTA 110 by including basic skills needed for adaptation and development of adaptive equipment. 3 credits

OTA 246 Community Health
This course will provide the students with basic understanding of the health care system in the United States with emphasis on the diverse populations and unique nature of treatment in New York City. Health legislation, types of facilities, health care funding, available medical care and future trends will be examined. Issues of health and wellness and preventative health practice will be explored. Introductory and supported research is included. 1 credit

OTA 250 Applied Kinesiology
An introduction to the skills required for analysis of functional movement. This course includes mechanics of human motion, joints and joint motion, the muscle and neuromuscular function, and muscle activity and stability. Principles of occupational therapy evaluation including joint range of motion, muscle tone and strength are also introduced. 4 credits
OTA 270 Clinical Conditions
Explanation and analysis of underlying pathology and clinical manifestation of medical conditions that contributes to disability. These are the conditions that will be affecting occupational therapy recipients. Documentation methods are further developed through independent study. 3 credits

OTA 315 Occupational Therapy in Mental Health Practice
This course will provide an understanding of the theory and practice of occupational therapy for patients of all ages with psychosocial dysfunction. Lecture, laboratory and practicum address the needs and conditions in the mental health arena. Occupational Therapy techniques/modalities in prevention, evaluation and treatment are explored. Practice arenas specific to this population are included. Level I fieldwork experience is incorporated to enhance application of techniques covered and improve clinical reasoning and application skills. 4 credits

OTA 325 Occupational Therapy in Pediatric Practice
This course will provide an understanding of the theory and practice of occupational therapy for children. Lecture, laboratory and practicum address the unique needs and conditions of the pediatric treatment population. Occupational Therapy techniques/modalities in prevention, evaluation and treatment are explored. Practice arenas specific to this population are included. 4 credits

OTA 345 Occupational Therapy in Adult Practice
This course will provide an understanding of the theory and practice of occupational therapy for adults. Lecture, laboratory and practicum address the unique needs and conditions of the adult physically disabled population. Occupational Therapy techniques/modalities in prevention, evaluation and treatment are explored. Practice arenas specific to this population are included. Level I fieldwork experience is incorporated to enhance application of techniques covered and improve clinical reasoning and application skills. 4 credits

OTA 365 Occupational Therapy in Older Adult Practice
This course will provide an understanding of the theory and practice of occupational therapy for older adults. Lecture, laboratory and practicum address the unique needs and conditions of the older adult population. Occupational Therapy techniques/modalities in prevention, evaluation and treatment are explored. Practice arenas specific to this population are included. 4 credits

OTA 405 OT: Skills and Applications II
This course will identify and examine the roles and skills of the individual necessary for adaptation to the home or institutional setting environment, and the assessment of his/her leisure, work and self-care abilities. Application of knowledge related to therapeutic intervention strategies will be demonstrated through case studies and the development of client-centered treatment plans. 3 credits

OTA 415 Professional Development
A culminating seminar designed to aid transition from student to practitioner. Strategies to use the supervision and collaboration process as a member of the occupational therapy service team including eliciting feedback and responding to constructive criticism will be shared and practiced. The value of, and methods for, evidence-based intervention strategies are reviewed. Discussions include the process of moving from student to job placement. 2 credits

OTA 490 Clinical Practice I *
A full-time internship under clinical supervision in an Occupational Therapy Department serving clients with psychosocial dysfunction or physical disabilities. The emphasis will be put on developing skills, observation and practicing treatment approaches using appropriate activities and effective interpersonal communication. Written and oral communication with other professionals is required. 4 credits
*These fieldwork requirements must be completed within 18 months of completion of academic requirements of the program.

OTA 495 Clinical Practice II *
A full-time internship under clinical supervision in an Occupational Therapy Department serving clients with psychosocial dysfunction or physical disabilities. Emphasis will be put on developing skills in observation, practicing treatment approaches, using appropriate activities and effective interpersonal communication. Written and oral communication with other professionals is required. Effective Spring 2013, all students registered for OTA 495 are
required to purchase an online NBCOT practice exam and document completion of that exam with a minimum passing grade of 70%. Students must achieve this minimum passing grade in order to pass OTA 495. 4 credits

*These fieldwork requirements must be completed within 18 months of completion of academic requirements of the program.

PHYSICAL THERAPY DEPARTMENT

APT 812 Advances in Prosthetics and Orthotics
This course addresses the biomechanical principles underlying the application of orthotics and prosthetics, and the evaluation of the most appropriate use of orthotic and prosthetic components and interventions, taking into account a wide variety of patient scenarios. Consideration of the whole individual is critical to the assessment of any individual who will receive and use an orthotic or artificial limb. This course trains the Physical Therapist to 1) determine the biomechanical principles that make up the clinical decision making and orthotic/prosthetic prescription process of the patient/client management model for orthotic/prosthetic interventions, 2) make appropriate recommendations for the selection of the best orthotic /prosthetic components for each patient--taking into account individual characteristics, physical and medical status and 3) teach patients successful strategies for optimal function with orthoses/prostheses through the careful analysis of normal and prosthetic gait and activities of daily living. 1 credit

DPT 401 Lifespan – Birth through Middle Adulthood (new course starting Fall 2014 as a result of merging DPT 406 and DPT 415)
This is the first course of a two-course Lifespan sequence. The central themes include: growth and development, gender differences, psychosocial factors, and health and wellness. Provides an overview of human development and an introduction to the principles of normal growth and development through adulthood. It is designed for physical therapy students to examine various development theories and the multitude of factors influencing the normal development process. Students integrate developmental norms and sequences in the cognitive, psychosocial, motor, speech and language, play and moral development domains, both longitudinally and horizontally. Students observe children’s development, and plan and problem solve age-appropriate activities for the typically developing child. Students summarize the effects of environmental and cultural factors on normal development and will be given the opportunity to individually explore development across the lifespan from a variety of perspectives (personal, cultural, ethnic, and historical) through readings, observations, interviews and reflective assignments. 3 credits

DPT 404 Professional Development I
This course is a preparation for clinical practice and a basis for one’s growth as a physical therapist. The course will consist of various units of relevance to physical therapy practice. Course design is aimed at introducing physical therapy students to the essential aspects of their role as health care practitioners. Some areas included for discussion are definition of roles, patient/client and therapist communication, patient/client rights, accessibility issues, physical therapy practice settings, legislative issues in physical therapy, the APTA, and documentation formats, the disablement model, the Guide to Physical Therapist Practice, professional practice expectations, the health care system. 3 credits

DPT 406 Lifespan I (not applicable starting Fall 2014)
This is the first course in a three-semester sequence. This course provides an overview of human development and an introduction to the principles of normal growth and development through childhood. This first course is designed for physical therapy students to examine various developmental theories and the multitude of factors influencing the normal developmental process. The students will integrate developmental norms and sequences in the cognitive, psychosocial, motor, speech and language, play and moral development domains, both longitudinally and horizontally. The students will observe children’s development. The students will plan and problem-solve age-appropriate activities for the typically developing child. The students will also be able to summarize the effects of environmental and cultural factors on normal development and will be given the opportunity to individually explore development across the lifespan from a variety of perspectives (personal, cultural, ethnic, historical) through readings, observations, interviews and reflective assignments. 3 credits

DPT 412 Exercise Physiology
The discipline of exercise physiology provides a frame of reference for the scientific evaluation of the limits of human performance across a wide spectrum of individual differences. The principle of specificity and its effects on the physiological response to exercise, conditioning and training programs is assessed in individuals with reference to age, gender and level of physical fitness. Exercising for general fitness to improve health and wellness is
differentiated from training for physiological capabilities to improve physical performance in specific sports or activities. Special attention is given to exercise and sports-related injuries, and the assessment of the physiological response to rehabilitation exercise. In addition, the physiological consequences of inactivity, detraining, and immobilization are evaluated. Emphasis is placed on the evaluation of health-related fitness goals, especially the effects of aerobic training and conditioning on endurance performance and cardiovascular health. The laboratory sessions provide in-depth, hands-on experience to analyze and evaluate the physiological response of young men and women to various forms of work and exercise. The laboratory also provides opportunity to evaluate tests that measure strength, muscular power and endurance, maximum anaerobic power, maximum aerobic capacity, maximum physical work capacity, and cardiovascular fitness. 3 credits

**DPT 415 Lifespan II (not applicable starting Fall 2014)**
This course, the second in the Lifespan series, is designed for first-year students in Physical Therapy. It reflects the perspective of the individual’s development within the framework of one’s family, community and the world at large that was established in Lifespan I. The emphasis of Lifespan II is the continuum of adult development from adolescence through old age and end-of-life issues. Particular focus is given to the relationship between accomplishing the developmental tasks of adulthood and responding to impairments/functional limitations. Factors associated with healthy lifestyles and wellness will be emphasized as students continue their analysis of “Healthy People 2010” goals and their application in physical therapy practice. 2 credits

**DPT 416 Education**
This education course is designed to optimize the efficacy of physical therapists in their role as clinical educators facilitating patient-centered care. Effectively teaching patients, caregivers, other clinicians and the public about impairments, physical therapy interventions, exercise, wellness, and injury prevention is an important skill for physical therapists. Utilizing principles of learning, developing varied teaching strategies and participating in structured groups prepares students to interact successfully with diverse audiences. Motivational techniques provide students with additional strategies for behavior change. Reflection and feedback foster refinement of physical therapists’ expertise both as practitioners and as clinical educators. Throughout the course, clinical scenarios are used to challenge the skills being developed. 3 credits

**DPT 600 Clinical Education Affiliation I (6 weeks)**
This is the first affiliation for the Doctor of Physical Therapy students following three semesters of academic training. It is a six-week, full-time affiliation in selected health care settings that will enable the student to develop professional behavior and to practice early clinical decision-making skills as they apply the patient client management model in direct patient care. 3 credits

**DPT 602 Basic and Clinical Neurosciences**
This course serves as an introduction to the structure and function of the human nervous system. The anatomy and physiology of primary neurologic systems will be presented, followed by an analysis of how impairments in these systems result in abnormal movement, dysfunction and disability. Special attention will be paid to understanding the diagnoses that physical therapists are most likely to encounter, such as stroke, spinal cord injury, traumatic brain injury, multiple sclerosis and Parkinson’s disease. 6 credits

**DPT 603 Physical Therapy Interventions III**
Physical Therapy Interventions III is a clinical course designed to provide the student with guidance and direction in understanding the principles of therapeutic exercise and designing exercise programs for a variety of patients. Students will develop the ability to utilize therapeutic exercise as an intervention designed to eliminate or reduce the severity of impairments, functional limitations and disabilities and prevent or minimize future impairments, functional limitations and disabilities for the patient/client. The course is designed to guide the student through the cognitive process in the selection of and the use of goal-oriented exercises in the intervention plan. The sequence of intervention planning and progression of exercise programs from simple to complex will be analyzed throughout the course. Various types of symptom clusters will be presented and students will develop exercise programs accordingly. 2 credits

**DPT 604 Physical Therapy Examination**
This course is specifically designed for the entry-level physical therapy student preparing for their first clinical affiliations. Comprehension and application of the techniques covered in this course are basic to the broad practice of physical therapy. The course will combine the knowledge gained from previous courses with the theory and practice of physical therapy examinations. The theoretical foundations and practical applications of various tests
and measures will provide the student with the tools to perform a systems review and examine patients with cardiopulmonary, neurological, musculoskeletal, and integument dysfunction. Lectures, discussions, audio-visual presentations, laboratory demonstrations and practice will be incorporated to provide the student with a firm understanding of the basic evaluative test and measures used in physical therapy as used in individuals across the lifespan. This course will provide a base upon which subsequent courses will build with more advanced evaluative techniques. 3 credits

**DPT 605 Research Methods**
During this course, students will explore research methodologies including analytical, descriptive, experimental and qualitative. Methodological and evaluative research studies will be examined and ethical issues in research raised. Informed consent will be discussed along with the purpose and function of the Institutional Review Board (IRB) Committee. Topics include: principles of measurement, populations and samples, probability and non-probability sampling techniques, experimental control and design, and research hypotheses. Students will read the research literature in order to identify areas of interest as well as significant and meaningful clinical problems that may serve as potential research topics for the research project. Student research study groups will formulate the initial phases of the comprehensive research proposal including the introduction and part of the methodology that includes subject selection and the elements of informed consent where human subjects are involved. Student research groups will select and/or be assigned a faculty research advisor who will work with them to refine research proposals, prepare documents for submission to the IRB Committee, and carry out research projects during the third year. 3 credits

**DPT 606 Cardiopulmonary System Evaluation and Management I**
This course is designed to integrate the physiology and pathophysiology of the cardiopulmonary system and to relate these foundation sciences to intervention and prevention strategies for cardiopulmonary impairments, limitations and disabilities. Emphasis will be placed on basic examination and evaluation of the cardiopulmonary system, differential diagnosis of cardiopulmonary practice patterns, prognoses, therapeutic interventions, wellness and prevention programs. Basic ECG interpretation and other cardiopulmonary diagnostic testing will be introduced. Students will be able to plan and implement Phase I cardiopulmonary rehabilitation plans of care including intervention strategies for well and compromised clients of all ages and all backgrounds in settings that include general acute care, and ICU/CCU. To facilitate this process, a problem-solving approach will be utilized throughout the course, in addition to lecture and laboratory sessions. 2 credits

**DPT 607 Integument System Evaluation and Management**
This course is a clinical course designed to provide the student with the knowledge, skills, and analytical abilities to examine, evaluate, diagnose, formulate a plan of care with prognosis, and manage patients with integument disorders such as impaired integument integrity, burns, edema, and restricted lymphatic drainage. A thorough exploration of connective tissue layers, connective tissue repair, and wound healing will precede discussion of the principles and techniques of massage, myofascial release, wound care intervention, and ulcer prevention. Lecture, demonstration, and group problem-solving activities will help the student use critical thinking to synthesize available case information into a well-designed plan of care. Laboratory practice will develop the manual skills necessary for the student to execute the plan of care skillfully, with special focus on massage and myofascial release. 2 credits

**DPT 609 Physical Therapy Interventions II**
This course is designed to introduce the physical therapy student to the use of modalities, including both physical agents and electrotherapy, as interventions in clinical practice. This course will provide the student the guidance to evaluate literature regarding thermal and physical modalities. Through collaborative efforts, students will review literature and apply information to case studies and present to fellow classmates and course instructors. Students will participate in role-play with therapeutic modalities. This will provide the experience needed to develop proficiency in the practical use of modalities as a physical therapy direct intervention. The physics, chemistry, physiological effects, indications and contraindications along with the application of each modality will be studied. 2.5 credits

**DPT 610 Clinical Education Affiliation II (8 weeks)**
This is the second affiliation for Physical Therapy students following two years of didactic and clinical training. The affiliation provides students with the opportunity to enhance their clinical decision-making skills in the application of the patient client management model. Application and practice allow the student to build confidence in all aspects of patient care. Students are encouraged to explore their role as well as the role of various members of the
health care team as they design and implement the plan of care for their patients. As students progress through the Clinical Education sequence they develop an understanding of the PT's role as a consultant and as a team member working with PTAs and other supportive personnel. Students should demonstrate the initial ability to function professionally in these roles. 4 credits

**DPT 612 Musculoskeletal System Evaluation & Management I**
This course will emphasize examination, evaluation and intervention for dysfunction in the musculoskeletal system. Emphasis will be placed on an understanding of the pathophysiological basis for musculoskeletal dysfunction and the integration of the therapeutic process for the restoration of function of the patient with dysfunction of the musculoskeletal system. This class presents the physical therapy student with the fundamental principles and concepts as they relate to musculoskeletal clinical practice and will progress to exposure to, and integration of, accepted intervention and advanced therapeutic techniques. The role of joint mobilization as a type of intervention is introduced. Through lecture, laboratory, and problem-solving sessions, students will investigate all musculoskeletal practice patterns. 6 credits

**DPT 613 Neuromuscular System Evaluation & Management I**
When given the responsibility of being part of the rehabilitation team working with a patient with a neurological dysfunction, the physical therapist performs an examination, evaluates the result of the examination, formulates a physical therapy diagnosis, determines the prognosis, develops a plan of care and performs interventions that lead to enhancement of function. Via lecture, group activity, literature search and laboratory practice, the student will learn the theories and applications of these processes. 5.5 credits

**DPT 614 Lifespan – Late Adulthood through End of Life**
This final course in the Lifespan series is intended to inform the student about the particular physical issues associated with aging. Information provided in this course about how the aging process affects the systems of the body will prepare the student to evaluate and manage the physical therapy-related issues and movement dysfunctions found in the aging population. As this population is expected to increase at an extremely fast rate over the next decade, it is of great importance that graduating physical therapists develop an understanding of the specific conditions that face the aging individual, and learn to utilize the appropriate evaluative, assessment, and intervention skills. 2 credits

**DPT 615 Statistical Applications for Research**
Students study a broad spectrum of research methodologies including analytical, descriptive, experimental, qualitative, methodological and evaluative research studies, as well as ethical issues in research, informed consent and the purpose and function of the IRB Committee. Principles of measurement, populations and samples (probability and non-probability sampling techniques), experimental control and design, and research hypotheses will be emphasized. Students will read the research literature in order to identify areas of interest as well as significant and meaningful clinical problems that may serve as potential research topics for the research project. Student research study groups will formulate the initial phases of the comprehensive research proposal including the introduction and part of the methodology that includes subject selection and the element of informed consent where human subjects are involved. 2 credits

**DPT 616 Integrative Case-Based Recitation II**
The purpose of this course is to continue the training of the physical therapy student to utilize a problem-solving process when confronted with a patient. A case study will be presented to groups of students who will over the course of the term determine the appropriate evaluations, assessments, treatments, interventions, and goals. The problems that students are expected to solve in this case study will be more complex, reflecting the additional coursework and clinical experiences that they have received. The students will present their cases to the rest of the class on the last day. 0.5 credits

**DPT 618 Physical Therapy Interventions I**
Physical Therapy Interventions I is a clinical course designed to introduce the Physical Therapy student to common physical therapy interventions. The student will participate in interactive learning activities that will guide the development of proficiency in basic physical therapy interventions. Through lecture, laboratory, role playing and group problem-solving, the student will learn to use critical thinking to analyze the situation, identify the problem, synthesize the solution and communicate this sequence with other health care professionals and patients / clients. Problems introduced are representative of those the first year student will encounter in clinic. Interventions learned will be useful for situations both simple and complex. 2 credits
DPT 619 Kinesiology
Kinesiology presents the physical therapist with information to analyze normal human motion. The ability to examine, evaluate and design a plan of care is dependent upon a therapist’s thorough understanding of kinesiology. Kinesiology is the study of normal human motion. This course will emphasize the analysis and examination of normal motion and muscle function to prepare the student for understanding pathologic function as well as providing a foundation for understanding current trends in rehabilitation. This course covers the topics of biomechanics, joint structure and function, muscle structure and function, with emphasis on the extremity joints as well as the vertebral column. Students will learn about human gait and posture, and will participate in human movement analysis and activity analysis. This course will provide a comprehensive overview of the principles needed to understand human function and dysfunction. 4.5 credits

DPT 620 Professional Development II/III (formerly DPT 601 & DPT 611)
This is the second course of the Professional Development (PD) series, the bridge between academic and the clinical experience. The PD courses are designed to enhance students’ success during the clinical internships and to enable students to mature in their future roles as Doctors of Physical Therapy. Additionally, the PD sequences serve to advance students’ commitment to the physical therapy profession and promote the knowledge and clinical decision-making skills in five pertinent areas: communication, professionalism, professional development, cultural competence, and ethics. PD II/III will help students prepare for their roles as Doctors of Physical Therapy and begin the process of professional interaction using culturally effective communication styles befitting interactions with patients/clients, caregivers, members of the health care team and clinical supervisors on Physical Therapy. 2 credits

DPT 650 Clinical Education Affiliation III (8 weeks)
This is an eight-week, full-time affiliation scheduled in the middle of the third year of Doctor of Physical Therapy curriculum. It is third out of four full-time affiliations. Students are encouraged to progressively assume a caseload and to develop flexibility in their patient/client management approaches. Students should be able to treat progressively more complex patients competently, and to progress their patients appropriately. The learning experiences allow students to screen, examine, diagnose, prognosticate and design a plan of care for various patient populations across the lifespan utilizing increasingly higher level problem-solving skills. Students are encouraged to incorporate health and wellness programs into all aspects of their patient care and to utilize skills learned in educating consumers and the public about health and prevention activities. 4 credits

DPT 652 Musculoskeletal System Evaluation and Management II
This course will cover the examination, evaluation, diagnosis and prognosis of disorders of the vertebral column; including cervical, thoracic, and lumbar spines, the sacrum and the sacroiliac joints. Students will learn spinal mobilization techniques and other interventions such as postural re-education. Body mechanics and industrial rehabilitation will be covered as well as rehabilitation of temperomandibular disorders. 3.5 credits

DPT 653 Neuromuscular System Evaluation and Management II
This is an advanced hands-on course in the physical therapy curriculum designed to help the student synthesize information on normal and abnormal development, anatomy and pathophysiology as it relates to the pediatric patient. This course is designed to foster an understanding of pediatric disorders affecting the neuromuscular, cardiopulmonary and musculoskeletal systems. Students will explore the various physical therapy examination, evaluation and intervention approaches to be able to determine appropriate physical therapy diagnoses and prognoses and ultimately prepare a plan of care for the pediatric patient. Various intervention methodologies will be analyzed and appropriate plans designed for the pediatric patient population. After completing this course it is expected that students will be able to integrate information from this course and its prerequisite courses in examining and evaluating the pediatric patient to provide a diagnosis and prognosis as well as plan and implement appropriate treatment interventions for children with specific diagnoses and impairments. Students will be able to prescribe assistive devices and adaptive equipment when necessary. Finally, students will understand and value the role of each team member, including the parent or caregiver, in the multidisciplinary treatment of the pediatric patient. 4.5 credits

DPT 654 PT Interventions IV
PT Interventions IV presents information on prosthetics and orthotics. This includes information on artificial limbs and braces and allows the physical therapist to help in the selection of the proper devices for their patients and to train them in the uses of these devices. This course presents information on the design, biomechanical principles, fit and function of prostheses, and an introduction to the principles of orthotics. In addition, patient treatment, training and prosthetic care are discussed. 3 credits
DPT 655 Research Project
Peer research study groups complete research projects under the supervision of their faculty advisors, including data collection, data analysis and preparation of the written research report. Student research groups will schedule regular meetings with their faculty advisors during each phase of the research project in order to insure reasonable progress towards successful completion of the study. In addition, periodic seminar meetings will be scheduled with the entire class to provide a forum for students to share their research experiences, both positive and negative, with each other. As opposed to a typical thesis, the written research report will take the form of a journal article prepared for submission for publication and/or a research paper prepared for submission for presentation at a professional conference. 2 credits

DPT 657 Pharmacology
Pharmacology is the comprehensive understanding of how a single chemical mechanism can stop or reverse a disease process and restore normal biochemical and physiological function. Students are introduced to principles of pharmacology, including pharmacokinetics, pharmacodynamics, and classifications of drugs used in the treatment of disease. Physical therapy implications of pharmacological treatment are addressed, including recognition of adverse drug effects in patients commonly treated by physical therapists. 2 credits

DPT 660 Clinical Education Affiliation IV (16 weeks)
DPT 660 represents the fourth and final clinical rotation for the graduating entry-level doctor of physical therapy student. Scheduled after the completion of academic coursework, this full-time, supervised clinical experience in selected health care settings takes place in two stages spread over 16 weeks: Stage I occurs during the initial 8 weeks and Stage II is completed after the last 8 weeks. The affiliation will culminate with a clinical education doctoral project that explores, in depth, one aspect of the physical therapy profession, and addresses the needs of the clinical affiliation site. 8 credits (formerly 10 credits)

DPT 661 Professional Development IV
This final seminar series will help prepare the graduating Doctor of Physical Therapy to contribute to the field of physical therapy in any area of professional practice, including clinical practice, education, administration, professional service, and research. Students will reflect upon and analyze the role these areas of practice play in shaping clinical education and the profession of physical therapy. Students will also explore current professional issues such as ethics, evidence-based practice, and generic professional abilities, as well as prepare for entry into the professional job market. The seminars will provide a rich source of ideas for the development of a culminating clinical education project to be implemented during Stage II of the final affiliation (see DPT 660) and for the development of their future careers as potential leaders in the profession. 1 credit

DPT 662 Cardiopulmonary System Evaluation & Management II
This course in the advanced evaluation and intervention for the cardiovascular and pulmonary patient will include advanced ECG interpretation including stress testing. Recent advances in cardiopulmonary care as well as ischemic cardiac conditions, cardiac muscle dysfunctions, COPD and restrictive lung dysfunctions and their implications for physical therapy will be discussed. Students will be able to create Phase II and III cardiac and pulmonary rehabilitation plans of care. 2 credits

DPT 663 Integrative Case-Based Recitation III: The Complex Patient
This course will focus on the consideration of multiple systems when examining and designing a plan of care for complex multi-symptom patients across the lifespan. Guided self/group study, research of the literature that forms the relevant evidence base, and discussion with expert and novice clinicians will lead to professional demonstrations and presentations. Self-reflection, constructive criticism, and new or emerging information will be incorporated to allow a global approach to the individual and complex patient. Groups will meet with faculty mentors on a scheduled basis to discuss each week’s independent work. 2 credits

DPT 664 Professional Service
This course is designed to promote the importance of professional participation and service. Through participation in professional activities, students will understand the organization of the physical therapy profession and how the governance of physical therapy practice and education affects physical therapists and the care of their patients. Students will have an opportunity to become advocates of the profession at the local, state, and national level, witness and participate in the governance of the profession; take part in discussions of professional issues such as ethics and direct access; and interact with physical therapy professionals at different career levels and in varied professional settings. 1 credit
clinical specialties. Students and their faculty advisors will customize and conduct the student experience as an independent study, following the guidelines established here. Every student in the Touro College Physical Therapy Program is required to be a member in good standing of the American Physical Therapy Association (or other professional PT association) as well as attend three professional physical therapy meetings. 1 credit

**DPT 665 Research Seminar**

Student research study groups present the results of their research projects. While students have the major responsibility for research presentations, faculty advisors may assist in the presentations. All presentations in the research seminar will follow a format similar to professional conferences, and students are expected to make use of audio-visual materials (e.g. slides, overheads, PowerPoint, handouts, etc.), and be subject to the usual time constraints of approximately 15-20 minutes per presentation including questions, comments and discussion. Students engage in a comprehensive evaluation of the entire research experience. Students will be asked to reflect on and share their individual and group experiences in all phases of the research project. Self, peer and faculty assessments will be required in this course. 2 credits

**DPT 690 The Foot and Ankle (formerly PT 357)**

This elective focuses on advanced skills in the evaluation and management of foot and ankle and related lower extremity dysfunction. A sound biomechanical approach that addresses lower extremity dysfunction will be presented as a major focus in considering examination and intervention. The biomechanical analysis of the lower extremity is integrated with manual therapy, exercise intervention, and foot orthotic management (including trial orthosis fabrication and casting), for patients throughout the lifespan that present with multiple dysfunctions. This elective requires program approval. 1 credit

**DPT 691 Introduction to Hand Therapy (formerly PT 371)**

A senior elective course aimed at refining the student’s ability to critically examine and evaluate patients/clients with hand injury and/or dysfunction. The student will compare and contrast new examination and intervention techniques related to the hand, wrist, and forearm. Students will also have several opportunities to design intervention programs and fabricate upper extremity splints. This elective requires program approval. 1 credit

**DPT 692 Advanced Spinal Manual Therapy**

This 30-hour advanced spinal course emphasizes the use of osteopathic muscle energy technique (MET) in the management of Type I and II somatic dysfunction of the vertebral column. In addition, sacral dysfunction will be evaluated and treated with specific muscle energy procedures as described in the osteopathic literature. This course will include formal lectures, as well as supervised lab sessions. Thrust procedures will be demonstrated for various impairments covered. This course requires program approval. 2 credits

**DPT 710 Research Methods/ Statistics**

Introduces students to the process of interpretation, analysis and evaluation of research in physical therapy; to the development of a scientific approach to problem solving in clinical practice; and to critical thinking in the assessment of new and established intervention protocols. Emphasis is placed on the integration of research methodology with the appropriate statistical treatments that logically complement specific research designs in clinical research. Preference is given to the analysis and evaluation of research studies that examine significant clinical problems, including the efficacy of new and established intervention protocols, in order to assess the relationship of research to clinical evidence-based practice. Students are expected to integrate basic and advanced statistical treatments with various research design strategies utilized in clinical research in physical therapy. Emphasis is placed on the ability to select and evaluate the appropriate parametric and/or non-parametric statistical tests for use with normal and/or special and non-normal sample populations, respectively. With the integration of advanced statistical procedures that make use of non-parametric tests, students assess the limitations of statistical inference, especially where categorical qualitative or subjective data and/or non-normal populations are considered. Special attention is given to ethical considerations in the use of human subjects in clinical research. In addition, this course is designed to prepare qualified students to carry out independent research work in DPT 795/796 (Doctoral Project). 4 credits
DPT 715 Principles and Methods of Evidence-Based Practice
Introduces the concept of evidence-based practice and explores this concept as it relates to clinical practice. Strategies for development of this type of practice are examined, including introduction and maintenance of an evidence-based practice in various settings. Students critically analyze available scientific evidence, utilize the principles of evidence-based practice to evaluate a patient case, integrate research evidence and clinical expertise into patient care, demonstrate skill in the use of technology to locate research evidence, and efficiently initiate and carry out a web-based search. 1 credit

DPT 723 Advanced Strategies for Teaching and Learning
Theories of teaching, learning and adult development provide the foundation for constructing effective educational experiences both in the classroom as well as in the clinic. Students review assertive versus passive or aggressive communication strategies; translate technical information into layman’s language so the collaboration with patients, caregivers and other professionals is possible; integrate theories of adult development into teaching methods that address characteristics of individual learners, differentiate among various theories of learning as applied to adult learners, examine collaborative and active learning strategies; choose appropriate teaching strategies based on content to be taught, learning environment and characteristics of learners; and integrate information on learning styles into teaching strategies and integrate information on learning theories, motivation, memory and learning styles. 1 credit

DPT 724 Advanced Teaching and Learning: CI Credentialing
This course was designed by the APTA for physical therapists to understand and employ educational theories in their clinical practice. Theories of teaching, learning and development provide the foundation for constructing effective educational experiences in the clinic. 1 credit

DPT 725 Management and Health Care Delivery
Introduces students to health care administration and management principles. Students identify and analyze current issues in the health care setting, compare and contrast different practice settings, and problem-solve situations from rehabilitation environments. The focus is on contemporary, relevant managerial and leadership issues with “real life” examples in the rehabilitation environment. Critical topics to be explored include managerial principles and functions; leadership and decision-making; quality assurance and accountability; organizational structure, financial and reimbursement concerns; marketing and customer relations; and the regulatory and external environment. 1 credit

DPT 730 Management II: Physical Therapy in Private Practice
Provides the participant with the theoretical basis for successful management principles, as well as practical implementation strategies for these principles as they apply to the field of physical therapy. Emphasis is on basic management principles, performance/quality management strategies, marketing and business plan development; and enhancement and maintenance of quality care, including outcome analysis. The objective is to equip students to effectively provide high quality, efficient rehabilitation services in a changing marketplace. 1 credit

DPT 734 Integration of Modalities into Clinical Decision Making
This course is a hands-on course designed to provide the student with guidance and direction in comprehending therapeutic modalities and choosing appropriate modalities and parameters for a variety of patients and pathological conditions. Student will review the basic scientific and physiological principles underlining the application of physical agents. Students will be able to effectively utilize therapeutic modalities to enhance therapeutic outcomes, recognize indications and contraindications and learn about current research supporting the use of therapeutic modalities in rehabilitation. The course will emphasize evidence based rationale for selecting a modality and for the interventions. Various types of symptom clusters will be presented and participants will be able to develop a highly effective treatment plan for specific conditions. 1 credit

DPT 740 Professional Service
Promotes the importance of professional participation and service. Through participation in professional activities, students are familiarized with the organization of the physical therapy profession and how the governance of physical therapy practice and education affects physical therapists and the care of their patients. The student and the course coordinator customize and conduct the professional experience as an independent study. Every student in the Post-Professional DPT Program is required to be a member in good standing of the American...
Physical Therapy Association (or other professional PT association) and must attend two professional physical therapy meetings. 1 credit

**DPT 745 Ethics in Physical Therapy Practice**
Introduces students to principles of ethics, addressing such matters as professional practice issues, ethical issues in research, and code of ethics and dilemmas in ethics (ethical decision-making). Students are challenged to apply these principles to selected cases, as well as to integrate the information into their professional practices. The course facilitates the use of ethical principles when dealing with various clinical and professional practice issues. 1 credit

**DPT 750 Clinical Medicine**
Introduces students to the field of clinical sciences. Using a systems approach, students gain an understanding of diseases that require direct intervention of a physical therapist. With its integrated approach to clinical problem-solving, this course focuses on etiology, signs and symptoms, diagnosis, prognosis, and management including pharmacological treatment of common medical disorders encountered in both hospital and private practice settings. 2 credits

**DPT 760 The Anatomic Basis for Differential Diagnosis of Somatic Dysfunction**
Emphasizes the application of systems analysis principles to clinical situations, thereby improving the clinician’s ability to evaluate the patient’s complaint and identify those patients who require additional medical evaluation. Students consider the context of patient care in their clinical setting; assess patient complaints in a logical deductive manner; obtain a complete history including a review of systems; identify the basic skills of physical exam. In addition, students assess clinical scenarios as illustrated by relevant case studies. 1 credit

**DPT 761 Spinal Stabilization Training**
Provides an understanding of the concept and application of the functional range of neutral in the cervical and lumbar spine as a basis for stabilization training, exercise prescription and ADL re-education in the spinal orthopedic population. In addition, this course explores the interrelationship of anatomy, biomechanics and neurophysiology for the neuromusculoskeletal system. Emphasis is placed on the evaluation of neuromotor regulation with identification of faulty movement patterns in both the upper and lower quarters. Emphasis is placed on the use of specific home exercises to complement manual therapy for acute and chronic musculoskeletal dysfunction. Joint mobilization, manual stretching, self-stretching exercises and neuromotor retraining exercises are demonstrated and practiced by the participants. 2 credits

**DPT 762 Treatment of Lumbar/Pelvic Dysfunction**
Builds upon clinical and didactic knowledge presented in basic courses relating to the lumbar spine, pelvic girdle, and lower extremities. A review of the anatomy, arthrokinematics and pathomechanics of the articular and myofascial structures are included. Emphasis is placed on integrating, synthesizing, and sequencing techniques to specific dysfunction enumerated in the lower half. Further emphasis is placed on evaluation and treatment of the lower extremities, including gait mechanics as they relate to the pathogenesis of dysfunction in this region. Selected topics also include the integration of “functional technique” and “strain-counterstrain” as alternative approaches to “direct method.” An introduction to high velocity technique as related to lower half is also included. 2 credits

**DPT 763 Fundamentals of Diagnostic Imaging**
This course designed to introduce physical therapists to the basic science of imaging modalities including plain film radiography, magnetic resonance imaging (MRI), conventional and computed tomography, ultrasound and bone mineral density testing. The ability for physical therapists to communicate with referring physicians is integral to effective management of a patient’s case. Diagnostic imaging brings an entire realm of adjunct information to the therapist that can dramatically enhance understanding of the patient’s condition as well as improve monitoring and appropriate intervention selection. 1 credit

**DPT 764 Advanced Skills in Extremity Treatment**
Teaches examination, detailed assessment, biomechanics, and treatment techniques, including their effects and rationale of the upper and lower extremity musculoskeletal systems, including relating them to spinal dysfunction and pathology. There is a focus on a practical, hands-on overview of safe, effective and specific technique procedures. The emphasis is on techniques, which can be immediately integrated into the approach of each practitioner. The course provides the student with a review of the anatomy, physiology, arthrokinematics,
DPT 766 Functional Mobilization I
Emphasizes the principles and skills of soft-tissue evaluation and treatment and the integration of these skills with PNF and joint mobilization. The concept of the human body as an interconnected dynamic system is stressed. Observed changes in structure, posture, and movement are correlated to soft-tissue dysfunction. Emphasis is placed on the evaluation of the soft-tissue structures and the application of specific treatment techniques to normalize any identified dysfunction. 2 credits

DPT 767 Foot and Ankle
An in-depth review of the anatomy, physiology, arthrokinematics and pathomechanics of the foot and ankle, as related to the lower extremity kinetic chain. Emphasis is placed on the study of normal and abnormal mechanics of the foot and ankle in both the open and closed kinetic chains. Evaluation and treatment of various foot and ankle dysfunction are included and the students are exposed to current methodologies regarding the evaluation for and the fabrication of neutral subtalar orthotic devices. 2 credits

DPT 768 Treatment of Cervical-Thoracic Dysfunction
In this course students learn advanced musculoskeletal examination skills of the cervical spine, thoracic spine and costal cage based upon a thorough review of relevant anatomy, physiology, and pathophysiology. Treatment options include myofascial techniques, joint mobilization, muscle energy, therapeutic exercises, and home program instruction. An equal amount of time is spent in lecture and supervised lab sessions. At the conclusion of this advanced manual therapy course students will be able to manage complex patients seen in the clinic who present with significant impairment and functional limitation in the upper quarter and thoracic cage including those patients who present with headache of cervical origin. 2 credits

DPT 770 Physical Therapy Practicum
This elective independent study course accommodates and encourages student interest in independent research and practice. In addition, it provides students with an opportunity for collaborative work with faculty or clinical mentors on research problems of common interest that can make contributions to the improvement of clinical practice in physical therapy. 2 credits

DPT 771 The Psychology of Aging
A survey of major topics regarding the psychology of aging, this course takes a biopsychosocial approach to understanding human experience and behavior. Areas of focus include memory and cognition, sensation and perception, personality, emotion, physical and emotional health, spirituality, life transitions, and the older adult's social and cultural environments. Focus is on those aspects of aging that are of particular interest to physical therapists, namely, health/illness, psychopathology and clinical intervention. The course integrates important clinical issues such as psychological manifestations of physical diseases/illnesses/functional limitations and disabilities, with an overview of theories of change, behavior modification theory, and motivation. Individual and social/cultural factors, e.g., gender, race/ethnicity, health and socioeconomic status, influence the experience of aging. Students gain an understanding of how these factors influence the older adult's experience of life and its transitions. 2 credits

DPT 772 Geriatrics I: Physiology of Aging & Clinical Implications
This course explores the demographic composition of the aging population in the United States, from an historical perspective to the current status and on to forecasts for the next several decades. Understanding the various theories of aging, principally developmental-genetic and stochastic, can help physical therapists interpret the professional and lay literature as well as patients' histories and presentations. Probing the multiple dimensions of normal biological aging, with emphasis on the clinical implications for physical therapy, this course is designed to enhance the students' clinical effectiveness. Evidence-based practice will be emphasized. 2 credits

DPT 773 Geriatrics II: Special Topics in Geriatrics
Physical therapists who treat older adults encounter both disorders not seen in younger patients and different manifestations of disorders which do occur in younger patients. By in-depth analysis of selected disorders, course
registrants will have a model for approaching these and other clinical entities which arise among the elderly. Evidence-based practice will be emphasized. 2 credits

**DPT 775 Geriatrics III: Geriatric Nutrition for Physical Therapists in Clinical Practice**
This course is designed for graduate students in physical therapy who are preparing to work with older adults. Geriatric Nutrition provides the practitioner with the knowledge, skills and abilities necessary to assume an active role as a member of the health care team that makes decisions regarding the nutritional health of older individuals. The overall theme of the course is successful aging, and the role of the health professional in helping older adults reach this goal. DPT 775 presents the current thinking and emerging knowledge regarding the nutritional needs, problems and delivery of care in aging. In this regard, descriptive and experimental evidence are presented to encourage the therapist to critically evaluate the status of nutrient needs in older adults and to develop appropriate strategies to improve the nutritional health of older individuals. 1 credit

**DPT 778 Geriatric Balance**
This course provides working definitions of balance and mobility, explores the sensory and motor components of upright posture, and addresses the role of balance assessment and treatment in the medical management process. Students learn basic clinical tools needed to screen for instability and to provide appropriate treatment intervention. Students also learn specific assessments to identify different impairments and functional limitations pertinent to the elderly population. The course will broadly outline the development of postural control and it will identify the effects of aging on each system. This course will also identify the pharmacological effects on balance, and how to assess and treat these effects. 1 credit

**DPT 780 Proprioceptive Neuromuscular Facilitation**
Prepares the principles, philosophy and procedures to be used as a component of the manual evaluation and treatment of orthopedic and neurological dysfunctions. The information presented asserts the basic premise that all given movement dysfunctions, regardless of prevailing diagnosis, respond better to treatment when the principles are applied, either within the PNF approach or with other manual therapy approaches. The content includes philosophy and principles of PNF, movement assessment and re-education of the trunk, posture and movement assessment and re-education, and sitting and gait assessment and re-education. 2 credits

**DPT 781 Motor Science and Motor Learning: Implication for Physical Therapy**
Consists of fundamental principles, limitations, and clinical implications of the theories of motor control and motor learning influencing clinical practice. Incorporation of constructs from motor learning and motor control theories into therapeutic interventions for individuals with movement pathology resulting from movement dysfunction is included. 2 credits

**DPT 795 Doctoral Project I**
This course is the first of 2 courses representing the culmination of the transitional doctoral program in physical therapy in which students carry out a significant research project under the supervision of a faculty or clinical advisor as partial fulfillment for the requirements of the Post Professional DPT Degree in Physical Therapy at Touro College. DPT 795 is designed to both accommodate and encourage student interest in independent research. This course provides students with opportunity for collaborative work with faculty and/or clinical mentors on important and significant clinical problems of common interest that can contribute to the body of knowledge in physical therapy and improve clinical practice. In this course the student, working in groups, design a research project, write a proposal and receive IRB approval for the study. 2 credits

**DPT 796 Doctoral Project II**
This course is the second of 2 courses representing the culmination of the transitional doctoral program in physical therapy in which students carry out a significant research project under the supervision of a faculty or clinical advisor as partial fulfillment for the requirements of the Post Professional DPT Degree in Physical Therapy at Touro College. DPT 796 is designed to both accommodate and encourage student interest in independent research. This course continues to provide students with opportunity for collaborative work with faculty and/or clinical mentors on important and significant clinical problems of common interest that can contribute to the body of knowledge in physical therapy and improve clinical practice. In this course the student has the opportunity to carry out the project and present the results to the class. 2 credits
HS 402 Anatomy
This course is designed for the physical therapy curriculum as an introduction to the structure and function of the human body and is a prerequisite for most of the other courses. The entire human body is covered in lecture. The cardiopulmonary, neuromuscular and integumentary systems are studied as they relate to their anatomic structures. Palpation laboratories introduce the student to the practical application of surface anatomy. At the Bay Shore campus, the laboratory involves cadaver dissection and prosection. The initial presentations are systemic. Basic anatomic terminology, osteology, arthrology, angiology and neurology are covered to provide a background for the subsequent regional lectures. 7 credits

HS 403 Physiology
In this course the PT student will learn the physiological processes of the body systems and their dynamic interrelationships. Correlation between didactic information and clinical examples will be incorporated to promote critical thinking and prepare students for medical conditions encountered in the clinic. HS 403 provides the necessary prerequisites for other basic science courses that follow in the program. Students are encouraged to deal with the body as a series of interrelated systems that constantly impact one another. Bioinformatics are introduced to prepare the student for future courses in which literature reviews and research are required. 5 credits

HS 416 Education I: Patient, Family, Caregivers
This required course is the first of a 3-part education sequence designed specifically for the physical therapy curriculum. Teaching patients, family members and/or caregivers about impairments, physical therapy interventions, home exercises, wellness, and injury prevention is an important skill for physical therapists. Using appropriate, culturally sensitive communication strategies allows the physical therapist to work effectively with individuals across the lifespan. Utilizing principles of learning and developing varied teaching strategies prepare the student to interact successfully with others. Motivational techniques and conflict resolution approaches provide the student with additional strategies for behavior change. 2 credits

HS 418 Clinical Medicine
This course is designed to introduce the physical therapy students to the field of clinical sciences. It uses a systems approach to describe the material needed to understand diseases that require direct intervention of a physical therapist and to analyze pharmacological management. The course is an integrated approach to clinical problem-solving, and will utilize histology and pathology in the evolution of diseases that affect physical therapy practice. The course will first focus on basic histology and pathology so the student can build on this knowledge in understanding the pathophysiology of different diseases. The course will focus on the pathophysiology, etiology, signs and symptoms, diagnosis, prognosis, and pharmacological management of common medical disorders encountered in hospital and other patient settings. The mechanisms of action, therapeutic uses, side effects and drug interactions will be explored. This course is designed as an integrated approach of histology, pathophysiology, medicine and pharmacology with special attention to situations encountered in physical therapy practice. 5.5 credits

HS 656 Education II: Colleagues and the Community
This required course is the second in a three-part education sequence designed especially for the physical therapy curriculum. Integrating information about varied teaching styles and the principles of adult learning, students will develop and conduct presentations for colleagues and community members. They will design, evaluate and modify educational programs based on audience needs. They will compare self-assessment with feedback from others to develop professional development plans. 2 credits

HS 667 Administration
This course is designed to provide the student with health care administration and management principles. During the course, the students will identify and analyze current issues in the health care setting. The students will compare and contrast different practice settings and will problem-solve situations from rehabilitation environments. The focus will be on contemporary, relevant managerial and leadership issues with “real life” examples, from the rehabilitation environment. Critical topics to be explored will include managerial principles and functions; leadership and decision making; quality assurance and accountability; organizational structure, financial and reimbursement concerns; marketing and customer relations; and the regulatory and external environment. 3 credits
**HS 668, 669 Independent Study-Community Service**

In keeping with the Touro College mission to serve the larger community, students in the School of Health Sciences are required to complete an independent study that involves a minimum of twenty-five (25) hours of community service with individuals disadvantaged due to illness, disability, or other circumstance. The purpose of this requirement is to (1) provide students in the School of Health Sciences with an opportunity to learn from, and give back to, the larger community; (2) enhance awareness of how a disability or illness impacts the individual, family, friends, caregivers, and community. Through this experience, students may interact with people from different cultural and socioeconomic backgrounds, with people who have impairments leading to functional limitations in the physical, cognitive, and/or social-emotional domains, or with people who struggle with issues related to poverty, homelessness and hunger. The specifics of the experience and project undertaken are negotiated on an individual basis between the student and the department faculty advisor. HS 669 may be taken as an additional elective, upon approval of the student’s advisor, in the same or subsequent semesters. 1 credit each

**PTR729 Differential Diagnosis in Orthopedics**

This comprehensive course helps the physical therapist recognize significant overlaps between common musculoskeletal or neuromuscular conditions and other medical pathologic problems or co-morbidities that can affect clinical decision-making. The knowledge and skills necessary for accurate screening of all clients is emphasized. The purpose of this course is to emphasize the application of systems analysis principles to clinical situations. The course goal is to improve the clinician’s ability to evaluate the patient’s complaint and identify those patients who require additional medical evaluation. 1 credit each

**PTR 730 Advanced Skills in Extremity Treatment II**

The course is designed to teach examination, detailed assessment, biomechanics, and treatment techniques, including their effects and rationale, of the lower extremity musculoskeletal systems, including relating them to spinal dysfunction and pathology. There is a focus on a practical, hands-on overview of safe, effective and specific technique procedures. The emphasis is on techniques which may be immediately integrated into the approach of each practitioner. 1 credit

**PTR 731 Clinical Mentorship I**

The Clinical Mentorship sequence is a 2-course sequence designed to provide the practicing licensed physical therapist expert clinical mentorship while continuing to practice in their current clinical setting. Clinical Mentorship provides the resident with the opportunity to apply newly developed clinical skills from the courses taken during the academic module while having access to expert clinical mentorship by OPTR faculty. OPTR faculty mentor and assess the reflective processes and critical thinking of the residents remotely through online communication. 0.5 credits

**PTR 732 Clinical Mentorship II**

The Clinical Mentorship sequence is a 2-course sequence designed to provide the practicing licensed physical therapist expert clinical mentorship while continuing to practice in their current clinical setting. Clinical Mentorship provides the resident with the opportunity to apply newly developed clinical skills from the courses taken during the academic module while having access to expert clinical mentorship by OPTR faculty. OPTR faculty mentor and assess the reflective processes and critical thinking of the residents remotely through online communication. Prerequisite: PTR 731. 0.5 credits

**PTR 733 Orthopedic Clinical Residency**

The Orthopedic Clinical Residency course is a 180-hour mentored clinical experience. Designed for the licensed physical therapist enrolled in the Orthopedic Physical Therapy Residency (OPTR) program, the Orthopedic Clinical Residency is meant to complete the advanced training in orthopedics provided in the program. Residents work with a Clinical Residency Mentor, approved by the OPTR program in advance, with advanced qualifications that are recognized to demonstrate expertise in the care of orthopedics patients/clients. The Orthopedic Clinical Residency provides the resident with the opportunity to apply advanced skills developed in the program. As a part of the mentored clinical practice, residents are required to produce evidence of the advanced quality in their clinical practice. This includes presenting a patient evaluation and writing a resident’s case study from their clinical practice with decisions based on the available evidence to be submitted for peer-reviewed dissemination. 1 credit

**PTR 769 High Velocity: Manual and Manipulative Therapy of The Spine and Pelvis**

Combining lectures, demonstrations, and hands on laboratory sessions, this course emphasizes the application of evidence-based practice in all areas of spinal management. Where little evidence exists, a pragmatic approach
integrating basic principles of biomechanics and pathokinesiology is used. An introduction to the biomechanics, dysfunction types, and their respective terminology is provided. An integrated model of physical therapy examination and evaluation of spinal disorders is presented. Then, a physical therapy management approach of manual therapy of the spine and pelvis combined with patient education and exercise is discussed and incorporated. The course devotes lab time to carefully monitor skills of palpation, examination, and interventions.

2 credits

**PHYSICIAN ASSISTANT DEPARTMENT**

**HS 668, 669 Independent Study – Community Service**

In keeping with the Touro College mission to serve the larger community, students in the School of Health Sciences are required to complete an independent study that involves a minimum of twenty-five (25) hours of community service with individuals disadvantaged due to illness, disability, or other circumstance. The purpose of this requirement is to (1) provide students in the School of Health Sciences with an opportunity to learn from, and give back to, the larger community; (2) enhance awareness of how a disability or illness impacts the individual, family, friends, caregivers, and community. Through this experience, students may interact with people from different cultural and socioeconomic backgrounds, with people who have impairments leading to functional limitations in the physical, cognitive, and/or social-emotional domains, or with people who struggle with issues related to poverty, homelessness and hunger. The specifics of the experience and project undertaken are negotiated on an individual basis between the student and the department faculty advisor. HS 669 may be taken as an additional elective, upon approval of the student’s advisor, in the same or subsequent semesters. 1 credit each

**MPA 640 Applied Epidemiology and Biostatistics**

*(Only for students enrolled in the Manhattan program)*

As the first course in the research module, which culminates with the Master’s Project, this course introduces students to common research designs in epidemiology, issues of validity and reliability in medical testing, and common techniques for analyzing group statistics. Students are also introduced to concepts of risk, population distributions and factors associated with disease, analysis of costs and benefits of intervention, as well as the knowledge necessary to interpret statistical data and research results. The course will also familiarize students with statistical concepts of frequencies, within- and between-group variability, qualitative and quantitative data, common tests of statistical significance and probability theory. 2 credits

**MPA 641 Research Methods and Literature Review**

*(Only for students enrolled in the Manhattan program)*

As the second course in the research module, which culminates with the Master’s Project, this course builds on the knowledge acquired in Applied Epidemiology & Biostatistics (MPA 640) and further focuses on variations in research methodology and experimental design. Students are introduced to comparative strengths and weaknesses of study designs, appropriate statistical analysis for specific study designs, methods of control, measurement, data collection, and guidelines for the professional communication of results. Students will also learn to conduct computerized database searches of medical literature, to evaluate evidence-based resources and apply evidence-based criteria to medical decision-making. Emphasis is on the development of skills required to contribute to the development of the body of knowledge of the profession. Ethical issues in medicine and research are discussed, including Belmont Report standards and Institutional Review Board protocol. Students learn to utilize statistical analysis software and will have an opportunity to review, critique and produce work in accordance with scientific standards in the field. 3 credits

**MPA 642 Health Care Delivery Systems**

Introduces students to general concepts of health care delivery and the characteristics and functions of some important delivery systems. Emphasis is placed on decentralized, community-based and primary care systems, ambulatory care systems, as well as long-term care systems. Financial and ethical issues that challenge today’s system and ways to address them. 3 credits

**MPA 643 Medical Ethics, Health Policy, and Professional Practice**

*(Only for students enrolled in the Manhattan program)*

In seminar format, topics in medical ethics that develop the analytical skills and reflective sensitivity required for responsive, responsible and productive decision-making between patients and professional. Topics discussed include ethical decisions at both the beginning and the end of life, risk/benefit decision-making in medicine, confidentiality and privacy. Students also discuss and analyze a variety of professional practice issues, such as
privilege and confidentiality in communicating with patients, political and legal issues, credentialing and licensure, professional liability, and the physician-PA team relationship. 2 credits

MPA 645 Health Science Epidemiology and Biostatistics (formerly MPA 640)  
(Only for students enrolled in the Bay Shore/Winthrop program)  
Students gain the knowledge and skills to understand and apply epidemiological methods and statistical analysis in medical and/or public health settings. Students are introduced to the distribution and determinants of health and disease in the human population and the application of this study to the control and prevention of disease. Selected infectious and/or chronic diseases are studied with regard to describing their distributions and courses, analyzing their causes, and developing approaches to their prevention and control. Students develop and apply basic conceptual and analytical skills in the design and conduct of epidemiologic studies, and evaluate the process of epidemiologic surveillance. The course will also familiarize students with concepts in biostatistics, such as measures of disease frequency, measures of effect, and statistical significance. Students will be instructed in standard techniques of data collection and analysis, and the content of vital statistics and mass data in the health field. 2 credits

MPA 646 Medical Research Methods and Literature Review (formerly MPA 641)  
(Only for students enrolled in the Bay Shore/Winthrop program)  
Research methodology, experimental design, statistical analysis, and critical evaluation of the medical literature, and their applications to physician assistant practice. Students are introduced to study designs, and analyze their comparative strengths and limitations. Students will gain the knowledge and skills to effectively use biostatistics in research design and data analysis. Topics include choosing correct statistical methods and study designs in research and practice, descriptive statistics, probability and probability distributions, estimation and hypothesis testing, confidence intervals, simple linear regression, introduction to analysis of variance (ANOVA) and an introduction to the use of statistical software packages. Emphasis is on the development of skills required to contribute to the development of the body of knowledge of the profession as entry-level researchers, including: the pursuit of excellence in scientific inquiry, critical thinking, clinical interest and creativity in a scholarly end-product. Students apply their knowledge and skills to formulate research questions and hypotheses, develop research protocols, conduct computerized searches, and review and critically analyze the medical literature. Students will use journal articles and other evidence-based resources to address clinical questions and scenarios, and apply evidence-based medicine to clinical practice. Ethical issues in research are discussed, including informed consent and the function of an IRB. By the end of the course, students will have chosen a topic for their capstone project. 3 credits

MPA 647 Medical Ethics and Healthcare Policy (formerly MPA 644)  
(Only for students enrolled in the Bay Shore/Winthrop program)  
In seminar format, topics in medical ethics that develop the analytical skills and reflective sensitivity required for responsive, responsible and productive decision-making between patients and professional. Topics discussed include ethical decisions at both the beginning and the end of life, risk/benefit decision-making in medicine, confidentiality and privacy. Students also discuss a variety of professional practice issues, such as privilege and confidentiality in communicating with patients, political and legal issues, credentialing and licensure, professional liability, and the physician-PA team relationship. 3 credits

MPA 650 Master’s Project I  
(Only for students enrolled in the Manhattan program)  
As the first of three seminars that are designed as a “capstone” to the program and the culmination of the research module, this seminar begins the process of developing an original scientific contribution to the fund of knowledge in the field. Students will be expected to work with a faculty advisor, begin a literature search and generate an original and testable hypothesis for their research proposal. Students will learn the structure of a research project, appropriate use of APA format and style in the communication of ideas, and demonstration of critical thought. 1 credit
MPA 651 Master’s Project II
(Only for students enrolled in the Manhattan program)
In this second of three seminars, the focus is on refining, revising and finalizing the manuscript, which reflects original ideas, expressed in graduate-level, scientific research paper format. The body of the final project is expected to be 20 to 30 pages in length (references, footnotes, etc. excluded). 1 credit

MPA 652 Master’s Project III
(Only for students enrolled in the Manhattan program)
In this final seminar the focus is on preparation of the poster presentation of completed work. The final project should be suitable for presentation at a professional conference. 1 credit

MPA 653 PA Master’s Project I (formerly MPA 650)
(Only for students enrolled in the Bay Shore/Winthrop program)
Together, Master’s Project I, II, and III (MPA 653-655) are designed as a “capstone” to the program. These seminars will assist students, as future health care professionals, in understanding how to put together a research study. Students work with a faculty advisor to formulate clinical questions and perform literature searches on the topics. The seminars provide an opportunity for students to demonstrate analytical ability and comprehensive understanding of a subject. The research work allows the student to conduct literature reviews, explore and analyze problems, and design a study to answer a clinical question. Students learn the structure of a research project and APA style. A major responsibility for the student is to prepare a research proposal, and present to fellow students. Master’s Project I culminates in the writing of the initial draft of a 20-30 page paper. 1 credit

MPA 654 PA Master’s Project II (formerly MPA 651)
(Only for students enrolled in the Bay Shore/Winthrop program)
In Master’s Project II, students concentrate on refining, revising and finalizing their written paper, under the guidance of their faculty advisors. At the end of this course, students should have completed a graduate level research paper in APA style. The final, submitted paper should be suitable for potential publication. 1 credit

MPA 655 PA Master’s Project III (formerly MPA 652)
(Only for students enrolled in the Bay Shore/Winthrop program)
In Master’s Project III, students present a PowerPoint or poster presentation of their project to faculty and peers. The final project should be suitable for presentation at a professional conference. 1 credit

MPA 663 Healthcare Threat Analysis (formerly MPA 660)
(Only for students enrolled in the Bay Shore/Winthrop program)
Major environmental health problems, including water quality, waste water, occupational health, trace elements in the environment, municipal and hazardous waste, food protection, vector control, and air quality are discussed in a seminar format. Students model their skills to anticipate a leadership role in this public health arena, and develop the knowledge and skills to teach the general public and other health providers about relevant health threats. 2 credits

MPA 664 Evidence-Based Medicine
(Only for students enrolled in the Bay Shore/Winthrop program)
This course aims to introduce practitioners to principles of evidence-based practice and policy, practice guidelines, and information utilization for practice modeling. Increasingly, Physician Assistants are presented with new information about recent findings from research and professional consensus statements regarding best practice guidelines. This information pertains to practice assessment, intervention and the evaluation of outcomes. This course focuses on preparing students to engage in evidence-based practice, providing the skills needed to critically evaluate new information that is available from research findings and professional consensus statements. Furthermore, the course provides skills for integrating this new information into the student’s own, personalized approach to practice. 3 credits

MPA 665 Evidence-Based Medicine
(Only for students enrolled in the Manhattan program)
This course introduces physician assistant students to principles of evidence-based practice and policy, national practice guidelines and other best-practice paradigms. Various medical practice areas will be studied in an effort to demonstrate applicability of the evidence-based approach. This course teaches students to discern evidence-based approaches in the literature and apply appropriate findings to their future practice. The exercises, discussions and
readings offered in this course guide students in their development as clinicians capable of mindful critique. Furthermore, the course provides strategies for integrating this new information into the student’s own, personalized approach to clinical practice. 2 credits

MPA 670 Clinical Medicine I
(Only for students enrolled in the Bay Shore/Winthrop program)
This course is system oriented and includes the etiology, recognition, and treatment of common diseases in the following areas of clinical medicine: cardiology, pulmonary medicine, and hematology. The anatomy, physiology, and concepts of physical diagnosis relating to each system are reviewed. The pathophysiology of disease states, differential diagnosis of symptoms, and physical findings, along with interpretation of laboratory and radiographic tests appropriate to each system, are discussed. 4 credits

MPA 671 Clinical Medicine II
(Only for students enrolled in the Bay Shore/Winthrop program)
This course is system oriented and includes the etiology, recognition, and treatment of common diseases in the following areas of clinical medicine: dermatology, rheumatology, and ophthalmology. The anatomy, physiology, and concepts of physical diagnosis relating to each system are reviewed. The pathophysiology of disease states, differential diagnosis of symptoms, and physical findings, along with interpretation of laboratory and radiographic tests appropriate to each system, are discussed. 3 credits

MPA 672 Clinical Medicine III
(Only for students enrolled in the Bay Shore/Winthrop program)
This course is system oriented and includes the etiology, recognition, and treatment of common diseases in the following areas of clinical medicine: gastroenterology, nephrology, neurology, and clinical psychiatry. The anatomy, physiology, and concepts of physical diagnosis relating to each system are reviewed. The pathophysiology of disease states, differential diagnosis of symptoms, and physical findings, along with interpretation of laboratory and radiographic tests appropriate to each system, are discussed. 4 credits

MPA 673 Clinical Medicine IV
(Only for students enrolled in the Bay Shore/Winthrop program)
The course provides the etiology, recognition, and treatment of common diseases in the areas of endocrinology and infectious diseases. It also includes a component in correlative medicine, which allows students to fully assimilate and utilize their medical and basic science knowledge along with physical diagnosis skills to address the types of patient health care problems they may encounter in a clinical environment. This component utilizes the Problem-Based Learning Method as an instructional model, wherein students work both in groups and individually to develop a logical methodology of assessment of disease processes. 2 credits

PAC 650 Behavioral Health Elective
(Only for students enrolled in the Manhattan program)
This elective clinical learning experience is available to students who have elected to complete the Behavioral Health Track and who have already completed the psychiatry core rotation. This elective rotation provides students with further in-depth clinical training in the treatment of patients with behavioral health problems. Students learn with the supervision of licensed psychiatrists, psychologists and psychiatric physician assistants as well as other mental health professionals in clinical settings such as the Comprehensive Psychiatric Emergency Program (CPEP), and Behavioral Health Primary Care Outpatient Clinics. Students learn how to perform day-to-day psychiatric evaluations and propose patient management plans for each of their clinically assigned experiences. They obtain a working knowledge of how to prescribe psychotropic medications for the resolution of common behavioral health disorders. In addition, students are exposed to the treatment modalities of patients found in both out-patient clinics and private offices, and have opportunities to participate in the management of patients who are experiencing a psychiatric emergency. Prerequisites: PAM 609, PAC 677. 5 credits

PAC 660 Primary Care Medicine Elective
This Main Discipline Elective is an extension of the core rotation, PAC 670. Students are assigned to an out-patient department, primary care medical clinic or office practice, and work under supervision of licensed physicians and/or physician assistants and in conjunction with the health care team. This rotation provides students with the opportunity to acquire the skills and knowledge necessary to serve a diverse cross-section of the patient population, and to treat patients of all ages in an ambulatory care setting. Students learn how to provide family-oriented primary care services, including acute and chronic disease management, health promotion, maintenance,
psychosocial aspects of health care, patient education and disease prevention. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. In addition, students are familiarized with the differences in the coordination, management and follow-up of the outpatient as compared to the hospitalized patient, and with recognizing when to refer the patient for hospital admission. **Prerequisite: PAC 670. 5 credits**

**PAC 661 Pediatrics Elective**
This Main Discipline Elective is an extension of the core rotation, PAC 671. Students are assigned to work under the supervision of licensed physicians and/or physician assistants and in conjunction with the healthcare team, either in an inpatient or an outpatient pediatric department, clinic, or office. This rotation emphasizes the care of the child from birth to adolescence. Students learn to recognize and manage common childhood illnesses, assess variations in normal growth and development, and provide preventive health care services including immunizations, routine screening, parental and interventional counseling. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. **Prerequisite: PAC 671. 5 credits**

**PAC 662 Emergency Medicine Elective**
This Main Discipline Elective is an extension of the core rotation, PAC 672. Students are assigned to work under the supervision of licensed physicians and/or physician assistants and in conjunction with the healthcare team in the emergency room setting. Students rotate through the various areas of the Emergency Department, including medical, surgical, pediatric, orthopedic, and fast track. Students learn to systematically evaluate and manage patients with acute medical and surgical emergencies, perform diagnostic and therapeutic procedures, and participate in cardiac and trauma resuscitations. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are expected to attend grand rounds and scheduled lectures. **Prerequisite: PAC 672. 5 credits**

**PAC 663 Surgery Elective**
This Main Discipline Elective is an extension of the core rotation, PAC 673. Students are assigned to work under the supervision of licensed surgeons and/or physician assistants and in conjunction with the healthcare team in the Department of Surgery. Students become involved in all phases of diagnosis and treatment of the surgical patient, including pre-operative, operative, and post-anesthesia care. They learn the practical management of fluid, electrolyte and nutritional disturbances, post-operative infections, as well as wound healing and wound care. They scrub into the operating room and observe and assist in a variety of surgical procedures as assigned by the preceptor(s), and also become involved in the management of the critically ill surgical patient. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are expected to attend daily rounds, grand rounds, morbidity & mortality conferences and scheduled lectures. **Prerequisite: PAC 673. 5 credits**

**PAC 664 Internal Medicine Elective**
This Main Discipline Elective is an extension of the core rotation, PAC 674. Students are assigned to the Department of Medicine and work directly under the supervision of the medical house staff. Students medically evaluate hospitalized patients and follow their daily progress. In doing so, students learn to correlate history and physical findings with the patient’s physiological and laboratory data and emotional state, in order to arrive at a differential diagnosis, formulate a treatment plan, and provide continuity of care. Students develop skills and demonstrate competency in performing and interpreting a variety of medical procedures and tasks. Attendance at daily rounds, grand rounds, medical conferences and an orientation to the medical intensive care unit are required. In certain settings, there are opportunities to work with the house-staff who are assigned to the medical clinic area, to monitor and follow up patient management problems, and to participate in the formulation of their management plans. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are expected to attend daily rounds, grand rounds, and scheduled lectures. **Prerequisite: PAC 674. 5 credits**
PAC 665 Long Term Care Elective
This Main Discipline Elective is an extension of the core rotation, PAC 675. Students are assigned to work under the supervision of licensed physicians and/or physician assistants in conjunction with the healthcare team to gain practical clinical experience in working with the elderly and those patients who are suffering from chronic diseases. Students are exposed to a wide variety of common geriatric and long-term care problems. This rotation stresses characteristics of the normal aging process, so that students may better identify and address deviations from the norm. Students gain exposure to end-of-life issues and psychosocial dynamics. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Prerequisite: PAC 675. 5 credits

PAC 666 Obstetrics/Gynecology Elective
This Main Discipline Elective is an extension of the core rotation, PAC 676. Students are assigned to work under the supervision of licensed physicians and/or physician assistants in conjunction with the healthcare team, either in an inpatient or an outpatient OB/GYN department, clinic, or office. Students gain practical experience in evaluating obstetrical and gynecological patients. Students become familiar with the care and management of ante-partum and post-partum patients, and occasionally assist in deliveries. Students perform pre-natal care, including routine examinations of expectant mothers as they progress through their pregnancies. Students also become familiar with the care and management of a wide variety of gynecological problems, as well as health promotion and disease prevention of the female reproductive tract. Students develop competency in the performance of annual exams and Pap smears, counseling for birth control, infertility, menstruation, and sexuality. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are expected to attend inpatient rounds and scheduled lectures. Prerequisite: PAC 676. 5 credits

PAC 670 Primary Care Medicine
Students are assigned to an out-patient department, primary care medical clinic or office practice, and work under supervision of licensed physicians and/or physician assistants and in conjunction with the health care team. This core rotation provides students with the opportunity to acquire the skills and knowledge necessary to serve a diverse cross-section of the patient population, and to treat patients of all ages in an ambulatory care setting. Students learn psychosocial aspects of health care as well as how to provide family-oriented primary care services, such as acute and chronic disease management, health promotion, maintenance, patient education and disease prevention. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. In addition, students are familiarized with the differences in the coordination, management and follow-up of the outpatient as compared to the hospitalized patient, and with recognizing when to refer the patient for hospital admission. 5 credits

PAC 671 Pediatrics
Students are assigned to work under the supervision of licensed physicians and/or physician assistants and in conjunction with the health care team, either in an inpatient or an outpatient pediatric department, clinic, or office. This core rotation emphasizes the care of the child from birth to adolescence. Students learn to recognize and manage common childhood illnesses, assess variations in normal growth and development, and provide preventive health care services including immunizations, routine screening, parental and interventional counseling. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. 5 credits

PAC 672 Emergency Medicine
Students are assigned to work under the supervision of licensed physicians and/or physician assistants and in conjunction with the health care team in the emergency room setting. In this core rotation, students may rotate through the various areas of the Emergency Department, including medical, surgical, pediatric, orthopedic, and fast track. Students learn to systematically evaluate and manage patients with acute medical and surgical emergencies, perform diagnostic and therapeutic procedures, and participate in cardiac and trauma resuscitations. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. 5 credits
PAC 673 Surgery
Students are assigned to work under the supervision of licensed surgeons and/or physician assistants and in conjunction with the health care team in the Department of Surgery. In this core rotation, students become involved in all phases of diagnosis and treatment of the surgical patient, including pre-operative, operative, and post-anesthesia care. They learn the practical management of fluid, electrolyte and nutritional disturbances, post-operative infections, as well as wound healing and wound care. They scrub into the operating room and observe and assist in a variety of surgical procedures as assigned by the preceptor(s), and also become involved in the management of the critically ill surgical patient. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are expected to attend daily rounds, grand rounds, morbidity & mortality conferences and scheduled lectures. 5 credits

PAC 674 Internal Medicine
Students are assigned to the Department of Medicine and work directly under the supervision of the medical house staff. In this core rotation, students medically evaluate hospitalized patients and follow their daily progress. In doing so, students learn to correlate history and physical findings with the patient’s physiological and laboratory data and emotional state, in order to arrive at a differential diagnosis, formulate a treatment plan, and provide continuity of care. Students develop skills and demonstrate competency in performing and interpreting a variety of medical procedures and tasks. Attendance at daily rounds, grand rounds, medical conferences and an orientation to the medical intensive care unit are required. In certain settings, there are opportunities to work with the housestaff who are assigned to the medical clinic area, to monitor and follow up patient management problems, and to participate in the formulation of their management plans. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are expected to attend daily rounds, grand rounds, and scheduled lectures. 5 credits

PAC 675 Long-Term Care
Students are assigned to work under the supervision of licensed physicians and/or physician assistants in conjunction with the health care team to gain practical clinical experience in working with the elderly and those patients who are suffering from chronic diseases. In this core rotation, students are exposed to a wide variety of common geriatric and long-term care problems. This rotation stresses characteristics of the normal aging process, so that students may better identify and address deviations from the norm. Students gain exposure to end-of-life issues and psychosocial dynamics. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. 5 credits

PAC 676 Obstetrics/Gynecology
Students are assigned to work under the supervision of licensed physicians and/or physician assistants in conjunction with the health care team, either in an inpatient or an outpatient OB/GYN department, clinic, or office. In this core rotation, students gain practical experience in evaluating obstetrical and gynecological patients. Students become familiar with the care and management of ante-partum and post-partum patients, and occasionally assist in deliveries. Students perform pre-natal care, including routine examinations of expectant mothers as they progress through their pregnancies. Students also become familiar with the care and management of a wide variety of gynecological problems, as well as health promotion and disease prevention of the female reproductive tract. Students develop competency in the performance of annual exams and Pap smears, counseling for birth control, infertility, menstruation, and sexuality. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are expected to attend inpatient rounds and scheduled lectures. 5 credits

PAC 677 Psychiatry
(This is a core rotation for the Manhattan program, and an elective rotation for the Bay Shore/Winthrop program)
Students are assigned to work under the supervision of licensed physicians and/or physician assistants in conjunction with the health care team in an inpatient psychiatric setting, where they will learn a biopsychosocial approach to mental illness. In this rotation, students will evaluate and manage patients with a variety of psychiatric problems, do follow-up evaluations of those patients seen in the Psychiatric Emergency Room, and develop skills in the performance of mental status exams and psychiatric interviews. Students study the diagnoses
and treatment plans of child and adolescent patients, and the daily, intensive long-term treatment of severely disturbed out-patients, to gain an understanding of psychopathology, therapeutic community and team functioning. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are expected to attend scheduled lectures. 5 credits

**PAC 680 Pediatric Subspecialty**
This elective rotation provides students with another pediatric clinical experience, and is available to those who have completed the required Pediatrics rotation. Students are assigned to work directly with pediatricians in a private office or hospital setting. Students gain experience in analyzing historical and physical findings and diagnostic tests to formulate differential diagnoses, treatment plans, and counseling strategies. Students are expected to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students may be required to write a clinical research paper on a relevant topic or case or take a comprehensive exam. **Prerequisite: PAC 671.** 5 credits

**PAC 681 Infectious Diseases**
This elective clinical learning experience takes place in both in-patient and out-patient settings. Students are assigned to work directly with attending physicians and/or physician assistants in conjunction with the health care team in the Department of Infectious Diseases. Students develop proficiency in anti-microbial therapy, immunizations, and the work-up and management of infectious diseases, with special emphasis on AIDS and AIDS-related illnesses. Also, students learn and apply infectious disease control measures. Students may attend rounds, grand rounds, scheduled lectures and conferences while on the Infectious Diseases service. Students are expected to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students may be required to write a clinical research paper on a relevant topic or case or take a comprehensive exam. **Prerequisite: PAC 673.** 5 credits

**PAC 682 Orthopedics**
This elective clinical learning experience takes place in both the clinic and hospital settings. Students are assigned to work directly with attending physicians and/or physician assistants in conjunction with the health care team in the Department of Orthopedic Surgery. Students develop proficiency in the evaluation, diagnosis, and management of orthopedic problems in the adult and pediatric populations. They have the opportunity to observe and “scrub in” to assist in orthopedic surgical cases, to reinforce knowledge of sterile technique and the proper use of surgical instruments, and to participate in preoperative and postoperative management of the orthopedic patient. Students attend rounds, grand rounds, scheduled lectures and conferences while on the Orthopedic Surgery service. Students are expected to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students may be required to write a clinical research paper on a relevant topic or case or take a comprehensive exam. **Prerequisite: PAC 672.** 5 credits

**PAC 683 Surgical Subspecialty**
This elective rotation is available to students who have completed the General Surgery rotation. The rotation provides students with further in-depth training in a variety of surgical subspecialties, such as cardiothoracic surgery, plastic and reconstructive surgery. Students are assigned to work directly with surgeons and/or physician assistants in conjunction with the health care team. They have the opportunity to “scrub in” to assist in surgical cases, and develop proficiency in the surgical work-up, intra-operative intervention and post-operative management of patients. They also follow patients in the critical care setting and on the floors. Students are required to attend rounds, grand rounds, scheduled lectures and conferences while on the service. Students are expected to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students may be required to write a clinical research paper on a relevant topic or case or take a comprehensive exam. **Prerequisite: PAC 673.** 5 credits

**PAC 684 Medical Subspecialty**
This elective rotation is available to students who have completed the required Internal Medicine rotation. The rotation provides students the opportunity to concentrate on learning the work-up, diagnosis and medical management of patients with cardiac, gastrointestinal, or genitourinary diseases. Students work directly with attending physicians and/or physician assistants in conjunction with the health care team. Students attend
rounds, grand rounds, scheduled lectures and conferences while on the service. Students are expected to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students may be required to write a clinical research paper on a relevant topic or case or take a comprehensive exam. **Prerequisite:** PAC 674. 5 credits

**PAC 685 Critical Care Management**
This elective clinical learning experience is available to students who have completed the General Surgery rotation, and takes place in the Surgical Intensive Care Unit. Students are assigned to work directly with attending physicians and/or physician assistants in conjunction with the health care team in the Surgical ICU, where they develop proficiency in the management of critically ill surgical patients. Students become familiar with the placement, maintenance, monitoring and removal of central venous lines, Swan-Ganz catheters, chest tubes and arterial lines. Fluid and electrolyte management, the management of ventilator patients, the interpretation of arterial blood gas measurements, and the pharmacological agents utilized in the care of the critically ill, are also practiced. Students may attend rounds, grand rounds, scheduled lectures and conferences while assigned to the Surgical Intensive Care Unit. Students are expected to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students may be required to write a clinical research paper on a relevant topic or case or take a comprehensive exam. **Prerequisite:** PAC 673. 5 credits

**PAC 686 Forensic Medicine**
This elective rotation provides students with a clinical experience in which there is an interface between medicine and the law, especially regarding patient deaths, some of which will fall under the jurisdiction of the Medical Examiner. This rotation provides students with the opportunity to observe and perform the tasks associated with PA’s who work as Forensic (medico-legal) Investigators. Working with Forensic Pathologists, students are exposed to and participate in the forensic autopsy, and also spend time in the forensic serology and toxicology labs. They are introduced to forensic anthropology, forensic odontology and forensic photography. Through this rotation, students become familiar with the modern medical examiner system, the role of the Medical Examiner, and his/her relation to the criminal justice system. Students also learn the interpersonal skills necessary in dealing with families who are coping with sudden and unexpected death, public health and safety issues, and medicolegal issues. Students attend daily case review, scheduled lectures, and conferences while on the Forensic Medicine rotation. Students may be required to write a clinical research paper on a relevant topic or case or take a comprehensive exam. 5 credits

**PAC 687 Cardiology**
This elective rotation is available to students who have successfully completed the required Internal Medicine or Primary Care rotation. The rotation provides students the opportunity to learn the pathology, work-up, diagnosis and medical management of patients with cardiac diseases. Students work directly with board-certified attending physicians and physician assistants in conjunction with the health care team. Students may attend rounds, grand rounds, scheduled lectures and conferences while on the service. Students are expected to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are required to write a clinical research paper on a relevant topic or case. **Prerequisite:** PAC 670 or PAC 674. 5 credits

**PAC 700 Advanced Elective Rotation**
*(Only for students enrolled in the Manhattan program)*
This is a second elective learning experience of 4 weeks’ duration, scheduled during the last semester of the program, where the student develops a one-on-one relationship with the supervising physician. The student has the opportunity to gain a more advanced level of clinical experience in an area or specialty of future employment. Students are expected to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are required to write a clinical research paper and/or give a presentation on a relevant topic or case. **Prerequisite:** Any one of PAC 680-PAC 690. 4 credits

**PAC 701 Behavioral Health Advanced Elective**
*(Only for students enrolled in the Manhattan program)*
This elective clinical learning experience is available to students who have elected to complete the Behavioral Health Track and who have already completed the Psychiatry core rotation and the Behavioral Health Elective rotation. This elective rotation provides students with additional in-depth clinical training in the treatment of
patients with behavioral health problems. Students learn with the supervision of licensed physicians and psychiatric physician assistants as well as other mental health professionals in clinical settings such as the Comprehensive Psychiatric Emergency Program (CPEP), and Behavioral Health Primary Care Outpatient Clinics. Students continue to build on the knowledge and skills they have acquired in their Behavioral Health Elective.

**Prerequisite: PAC 650. 5 credits**

**PAM 409 Human Anatomy**
*(Only for students enrolled in the Manhattan program)*

An integrated lecture-laboratory course in gross anatomy designed to provide an understanding of the structural and functional anatomy of the human body relevant to the needs of the physician assistant. Clinical problems are used to highlight the importance of anatomy to the understanding of the clinical sciences. Sections covered include general anatomical concepts, central nervous system, upper extremities and back, head and neck, thorax and abdomen, perineum, pelvis and lower extremities. The laboratory component of the course entails a combination of prossection demonstrations in the computer lab. 4 credits

**PAM 411 Physiology**

A comprehensive course that provides an understanding of physiological mechanisms by which the human body functions in health and disease. Lectures analyze the physiological basis of fluid homeostasis, the role of excitable membranes, nerve and muscle function, the central nervous system, blood and hemostasis, the cardiovascular system, respiratory function, renal control of fluid and electrolyte balance, acid-base balance, endocrine and reproductive functions. In all topics, there is integration of physiological principles, pathophysiology, and clinical medicine. 4 credits

**PAM 413 Clinical Biochemistry**
*(Only for students enrolled in the Manhattan program)*

A course in human biochemistry with relevant clinical correlations. Includes structure and function of proteins, carbohydrates, lipids, and nucleic acids. The metabolism of carbohydrates, lipids, proteins, amino acids, and nucleotides is studied. Also explored are effects of enzyme deficiencies, biochemical and genetic mechanisms of human disease (e.g. diabetes, hemoglobinopathies, inborn errors of metabolism), nutrition, and vitamin deficiencies. 2 credits

**PAM 414 Microbiology/Immunology**
*(Only for students enrolled in the Manhattan program)*

Covers basic and clinical aspects of bacteriology, virology, mycology, parasitology, and immunology. Emphasis is placed on the application of microbiology concepts to clinical practice, including the systemic diseases caused by these organisms, control of microorganisms, antibiotics, the host-parasite relationship, and the establishment of disease. The immune system is discussed in detail, including topics on resistance to disease, immunity and serology, and immune disorders. 2 credits

**PAM 416 Pathology**
*(Only for students enrolled in the Manhattan program)*

The course explores the causes and mechanisms of disease and the associated alterations of structure and function of tissues. General concepts of disease are covered, including degeneration and necrosis, inflammation and repair, fluid and coagulation disturbances, and general aspects of neoplasia. Disease entities in each organ system are studied with regard to causation, evaluation, and morphology of pathological changes. 3 credits

**PAM 417 Physical Diagnosis I**
*(Only for students enrolled in the Manhattan program)*

The first semester of a 2-semester course consisting of lecture and laboratory. The lecture component introduces the student to the concepts and techniques of medical interviewing, obtaining an accurate history, and performing a physical examination system by system. The course covers the practical terminology utilized in recording a medical history and physical examination, and in describing clinical findings associated with common pathologies seen in each system. The laboratory portion, taught in small group settings, emphasizes the hands-on skills necessary to perfect the techniques of the physical exam. Emphasis is also placed on perfecting the written history and physical. The medical Spanish self-study portion of this course is designed to provide rudimentary knowledge of the language to aid in communication when interviewing Spanish-speaking patients. 4 credits
PAM 418 Physical Diagnosis II  
(Only for students enrolled in the Manhattan program)  
The second semester of a 2-semester course consisting of lecture and laboratory. The lecture component continues with general aspects of a normal physical exam, teaching the student to recognize normal and abnormal findings, understand their significance, accurately describe and note them, and formulate a differential diagnosis. The laboratory portion, taught in small groups, emphasizes the hands-on skills necessary to perfect the techniques of the physical exam, performed efficiently and sensitively, in a system-by-system approach. H&P writing skills are also emphasized. Students learn to perform a comprehensive and integrated physical exam without the benefit of teaching aids and in a timely manner. Prerequisite: PAM 417. 2 credits

PAM 419 Introduction to Pharmacology  
(Only for students enrolled in the Bay Shore/Winthrop program)  
The first course in the Pharmacology sequence that introduces the basic principles of pharmacokinetics and pharmacodynamics, and their application to clinical medicine. Also explores the influence and mechanisms of action of drugs upon the autonomic nervous system. Clinical case studies and problem solving sessions are utilized. 1 credit

PAM 420 Introduction to Clinical Pharmacology  
(Only for students enrolled in the Manhattan program)  
The first course in the Pharmacology sequence that introduces the basic principles of pharmacokinetics and pharmacodynamics, and their application to clinical medicine. Also explores the influence and mechanisms of action of drugs upon the autonomic nervous system. Students begin to learn mechanisms of action, therapeutic uses, major side effects, warnings, and precautions for drugs used to treat diseases covered in the clinical medicine course(s) given during the semester. Students learn the basic principles of prescription writing. Clinical case studies and problem solving sessions are introduced. 2 credits

PAM 421 Pharmacology  
(Only for students enrolled in the Bay Shore/Winthrop program)  
A continuation of PAM 419, in which students learn the clinical therapeutics essential in treating clinical conditions. Provides the student with a detailed understanding of a drug category’s mechanism of action, therapeutic uses, major side effects, warnings, and precautions. Classification of drugs is covered in depth. Clinical case studies and problem solving sessions are also utilized. Practical prescription writing and legalities of prescription writing as they pertain to PA’s are covered. Prerequisite: PAM 419. 3 credits

PAM 422 Medical Microbiology/Immunology  
(Only for students enrolled in the Bay Shore/Winthrop program)  
Discusses the anatomy, physiology, and relationships of bacteria, fungi, protozoa, viruses, and rickettsiae and helminths. Included are lectures on the systemic diseases caused by these organisms, control of microorganisms, antibiotics, the host-parasite relationship, and the establishment of disease. The immune system is discussed in detail, including topics on resistance to disease, immunity and serology, and immune disorders. Students are also given a training course in Infection Control, where certificates will be given upon successful completion. 3 credits

PAM 423 Psychosocial/Cultural Aspects of Health Care and the PA Role  
Provides a broad-based understanding of health as it relates to biological, cultural and psychosocial factors. The course incorporates views of human health and disease within the larger natural, cultural and behavioral ecosystems. Comparative studies of different belief systems and non-Western, traditional and alternative medical practices are offered for comment and discussion. The course develops students’ understanding of the role of PAs in health care, their scope of practice, the team relationship, and the history of the PA profession. Students discuss concepts in health psychology and behavioral medicine that identify the psychosocial factors contributing to health and physical and emotional well-being. Defenses and adaptations are explored, as related to the types of patients the students will work with. Psychological responses to acute and chronic illness, death and dying, and understanding the psychology of the handicapped are discussed as they relate to the patient and the medical practitioner. An integral part of this course focuses on the theory and method of interviewing. Through role-playing, students learn to deal with the diversity of personality types and cultural backgrounds in the establishment of practitioner-patient relationships. Open-mindedness and a reflective attitude are emphasized in all areas of patient contact, as is the consideration not only of evidence-based approaches, but complementary and alternative approaches as well. Due to the expanding use of electronic medical records (EMR), students are
introduced to the EMR system and given the skills necessary to navigate and understand EMR in order to improve quality and safety in medical care. 3 credits

**PAM 426 Diagnostic Modalities (3 modules – Laboratory Medicine, Diagnostic Modalities, ECG)**  
(Only for students enrolled in the Manhattan program)

Composed of three modules - laboratory medicine, diagnostic imaging, and ECG. Students gain competence in assessing and interpreting diagnostic tests, and learn basic clinical laboratory determinations and values and their correlation with normal and disease states. Practical sessions are given in urinalysis, hematology (CBC, hematocrit), and microbiology (Gram staining, pure culture techniques, antibiotic spectrum). Imaging modalities and their role in clinical medicine are introduced, with emphasis on conventional radiography and some discussion of ultrasound, CT, and MRI. Included are studies of the chest and abdomen, GI series, GU radiology, examination of extremities, and mammography. Basic concepts in ECG interpretation are taught, including principles of ECG tracings, rate and axis determination, and recognition of abnormal tracings. 2 credits

**PAM 427 Patho-Physiology**  
(Only for students enrolled in the Bay Shore/Winthrop program)

General concepts of disease are covered, including degeneration and necrosis, inflammation and repair, fluid and coagulation disturbances, and general aspects of neoplasia. Disease entities in each organ system are studied with regard to causation, evaluation, and morphology of pathological changes. 2 credits

**PAM 428 Clinical Procedures and Diagnostic Modalities**  
(Only for students enrolled in the Bay Shore/Winthrop program)

Deals with laboratory medicine, the technical skills of clinical laboratory medicine, diagnostic imaging, and the procedure-oriented skills that students will require on rotation. The student learns basic clinical laboratory determinations and values and their correlation with normal and disease states. Practical sessions are given in urinalysis, hematology (CBC, hematocrit), and microbiology (Gram staining, pure culture techniques, antibiotic spectrum). The student is introduced to imaging modalities and their role in clinical medicine, with emphasis on conventional radiography with some discussion of ultrasound, CT, and MRI. Included are studies of the chest and abdomen, GI series, GU radiology, examination of extremities, and mammography. In the lab portion, the student learns the principles of sterile technique and universal precautions. There are also hands-on sessions in phlebotomy, starting IVs, giving injections, and placing urinary catheters and nasogastric tubes. 2 credits

**PAM 429/429.6 Advanced Physical Diagnosis II Lecture/Lab**  
(Formerly PAM 417/417.6)  
(Only for students enrolled in the Bay Shore/Winthrop program)

Consists of lecture and laboratory. The lecture component is a continuation of Physical Diagnosis I and will carry on teaching the student the concepts and techniques of medical interviewing, obtaining an accurate history, and performing a complete and thorough physical examination. The course covers the practical terminology utilized to record a medical history and physical examination. The laboratory portion emphasized the hands-on skills necessary to perfect the techniques of the physical exam. These sessions are taught in a small group setting by the PA instructors. Sessions focusing on the examinations of the breast, genitalia, and rectum, and Pap smears are also included. During this course, the student will also be performing, under direct supervision, histories and physicals (H&P’s) on patients in hospital settings. 2 credits of lecture, 1 credit of lab

**PAM 430 OB/GYN**  
(Only for students enrolled in the Bay Shore/Winthrop program)

Normal anatomy and physiology of the female reproductive system are reviewed. The student is taught how to perform an obstetrical history and physical, the process and management of normal pregnancy, labor, and delivery, and their associated complications. Clinical manifestations and treatment of common gynecological problems such as venereal diseases, menstrual disorders, and neoplasms are considered. Patient education is stressed as a crucial part of the management plan. 2 credits

**PAM 431/431.6 PA Physical Diagnosis I Lecture/Lab**  
(Formerly PAM 417/417.6)  
(Only for students enrolled in the Bay Shore/Winthrop program)

Consists of lecture and laboratory. The lecture component introduces the student to the concepts and techniques of medical interviewing, obtaining an accurate history, and performing a complete and thorough physical examination. The course covers the practical terminology utilized to record a medical history and physical examination. The laboratory portion emphasized the hands-on skills necessary to perfect the techniques of the
physical exam. These sessions are taught in a small group setting by the PA instructors. During this course, the student will also be performing, under direct supervision, histories and physicals (H&P’s) on patients in hospital settings. 3 credits of lecture/ 1 credits of lab, respectively

PAM 432 Clinical Molecular Mechanism of Disease (formerly PAM 413)  
(Only for students enrolled in the Bay Shore/Winthrop program)
A course in human biochemistry with relevant clinical correlations. Includes structure and function of proteins, carbohydrates, lipids, and nucleic acids. The metabolism of carbohydrates, lipids, proteins, amino acids, and nucleotides is studied. Also explored are effects of enzyme deficiencies, biochemical and genetic mechanisms of human disease (e.g. diabetes, hemoglobinopathies, inborn errors of metabolism), nutrition, and vitamin deficiencies. 2 credits

PAM 434/434.6 Clinical Human Anatomy Lecture/Lab (formerly PAM 409/409.6)  
(Only for students enrolled in the Bay Shore/Winthrop program; offered at Bay Shore campus only)
Consists of a series of lecture, demonstrations, and virtual anatomy lab designed to provide an understanding of the structural and functional anatomy of the human body relevant to the needs of the physician assistant. Sections covered are: general anatomical concepts; upper extremity and back; head and neck; thorax and abdomen; perineum, pelvis, and lower extremity; neuroanatomy. Coordinated with the anatomy lectures are histology lectures, which introduce the student to the structure and function of cells and tissues of the body. 3 credits of lecture, 1 credit of lab

PAM 600 Medicine I (1 module - Pulmonary Medicine)  
(Only for students enrolled in the Manhattan program)
The first of a series of intensive medicine courses that cover the etiology, clinical manifestations, diagnosis, treatment and prognosis of common disease entities in various areas of medicine. This course consists of the module in pulmonary medicine. The pathophysiology of the organ system in relation to the various disease processes is integrated with the clinical presentations, historical and physical findings, and laboratory and radiographic test results. Emphasis is placed on application of new medical knowledge to clinical situations, on diagnostic problem-solving and differential diagnosis, and on issues of patient education and preventive medicine. Students refine their ability to reason independently in developing treatment and management plans for various patient presentations. 1 credit

PAM 601 Medicine II (2 modules - Cardiology, Hematology)  
(Only for students enrolled in the Manhattan program)
An intensive medicine course that covers the etiology, clinical manifestations, diagnosis, treatment, and prognosis of common diseases in the modules of cardiology and hematology. The pathophysiology of the organ systems in relation to the various disease processes is integrated with the clinical presentations, historical and physical findings, and laboratory and radiographic test results. Emphasis is placed on application of new medical knowledge to clinical situations, on diagnostic problem-solving and differential diagnosis, and on issues of patient education and preventive medicine. Students refine their ability to reason independently in developing treatment and management plans for various patient presentations. Common cardiac disorders seen in primary care are considered, such as coronary artery disease, angina, cardiac enlargement, arrhythmias, myocardial infarction, and hypertension. Clinical case scenarios and ECG interpretation are utilized to reinforce the lecture material and to develop critical thinking skills. Students learn the clinical approach to hematologic disorders, such as anemias, hemoglobinopathies, and disorders of hemostasis, and are also introduced to hematologic oncology. 3 credits

PAM 602 Medicine III (3 modules - Gastroenterology, Dermatology, Rheumatology)  
(Only for students enrolled in the Manhattan program)
An intensive medicine course that covers the etiology, clinical manifestations, diagnosis, treatment, and prognosis of common diseases in the modules of gastroenterology, dermatology, and rheumatology. The pathophysiology of the organ systems in relation to the various disease processes is integrated with the clinical presentations, historical and physical findings, and laboratory and radiographic test results. Emphasis is placed on application of new medical knowledge to clinical situations, on diagnostic problem-solving and differential diagnosis, and on issues of patient education and preventive medicine. Students refine their ability to reason independently in developing treatment and management plans for various patient presentations. 3 credits
PAM 603 Medicine IV (2 modules – Neurology, Ophthalmology) (formerly PAM 604)  
(Only for students enrolled in the Manhattan program)
An intensive medicine course that covers the etiology, clinical manifestations, diagnosis, treatment, and prognosis of common diseases in the modules of neurology and ophthalmology. The pathophysiology of the organ systems in relation to the various disease processes is integrated with the clinical presentations, historical and physical findings, and laboratory and radiographic test results. Emphasis is placed on application of new medical knowledge to clinical situations, on diagnostic problem-solving and differential diagnosis, and on issues of patient education and preventive medicine. Students refine their ability to reason independently in developing treatment and management plans for various patient presentations. 2 credits

PAM 604 Medicine V (3 modules – Nephrology, Endocrinology, Infectious Diseases) (formerly PAM 603)  
(Only for students enrolled in the Manhattan program)
An intensive medicine course that covers the etiology, clinical manifestations, diagnosis, treatment, and prognosis of common diseases in the modules of nephrology, endocrinology, and infectious diseases. The pathophysiology of the organ systems in relation to the various disease processes is integrated with the clinical presentations, historical and physical findings, and laboratory and radiographic test results. Emphasis is placed on application of new medical knowledge to clinical situations, on diagnostic problem-solving and differential diagnosis, and on issues of patient education and preventive medicine. Students refine their ability to reason independently in developing treatment and management plans for various patient presentations. 2 credits

PAM 605 Psychiatry and Behavioral Medicine  
(Only for students enrolled in the Manhattan program)
Deals with psychiatric and mental health disorders frequently encountered in outpatient settings. Lectures cover basic human behavior, psychological development and personality functioning, and major mental illnesses. Topics include depression, anxiety, phobia, psychosis, neurosis, and personality disorders. Human sexuality, sexual concerns and dysfunction are also discussed, and the relationship between drugs, health, and society is examined. The course provides a basic framework for treating the common psychiatric disorders that are seen in general medical practices, and an understanding of when specialized referral is needed. Emphasis is placed on application of new medical knowledge to clinical situations, and on diagnostic problem-solving and differential diagnosis. Students refine their ability to reason independently in developing treatment and management plans for various patient presentations. 2 credits

PAM 606 Pharmacology I  
(Only for students enrolled in the Manhattan program)
A continuation of PAM 419, in which students learn the clinical therapeutics essential in treating clinical conditions. Provides the student with a detailed understanding of a drug category's mechanism of action, therapeutic uses, major side effects, warnings, and precautions of the drugs used to treat diseases covered in the clinical medicine course(s) given during the semester. Classification of drugs is covered in depth. Practical prescription writing and legalities of prescription writing as they pertain to PA’s are incorporated into clinical case studies and problem solving sessions. Prerequisite: PAM 420. 2 credits

PAM 607 Pharmacology II  
(Only for students enrolled in the Manhattan program)
A continuation of PAM 606, in which students learn the clinical therapeutics essential in treating clinical conditions. Provides the student with a detailed understanding of a drug category's mechanism of action, therapeutic uses, major side effects, warnings, and precautions of the drugs used to treat diseases covered in the clinical medicine course(s) during the same semester. Classification of drugs continues to be covered in depth. Practical prescription writing and legalities of prescription writing as they pertain to PA’s are further incorporated into clinical case studies and problem solving sessions. Prerequisite: PAM 420. 2 credits

PAM 608 Behavioral Health Advanced Seminar I  
(Only for students enrolled in the Manhattan program)
This course is designed to focus and expand student knowledge base, skills, theories, research, models and critical issues in Behavioral Health. Topics in the seminar focus on advanced level knowledge and skills regarding public sector delivery systems, financing, collaborative/integrated care, and the impact of the Affordable Care Act (ACA) and Accountable Care Organizations (ACO). The role of mental health counseling, structures and operations of professional organizations, ethical and legal considerations related to counseling, and multicultural issues in mental health are explored. Behavioral Health Advanced Seminar I provides students with the integral knowledge
and skills pertaining to diagnosis, assessment, treatment, and prevention of behavioral health related issues. This course emphasizes the role of mental health counseling within the context of the community, strategies for community needs assessment, program interventions, and management of mental health services and programs. **Prerequisite: PAM 605 and Approved Application into the Behavioral Health Elective Track.** 2 credits

**PAM 609 Behavioral Health Advanced Seminar II**  
*(Only for students enrolled in the Manhattan program)*  
This course presents the bio-psychosocial approach to human development, and the context for thinking about disorders of emotion and behavior that appear and play a role in outcomes across medical conditions and settings. Students are exposed to basic human behavior, major mental illnesses, psychological development, personality functioning, and cultural/social factors that may influence disease processes. The seminar provides a basic framework for understanding the assessment and treatment of common psychiatric disorders seen in general medical practices, and an understanding of when specialized consultation with behavioral health specialists is needed. Emphasis is placed on the application of new medical knowledge to clinical situations, diagnostic problem solving, development of a clinical formulation and differential diagnoses. Students refine their ability to reason independently in developing treatment and management plans for various patient presentations.  
**Prerequisite:** PAM 608. 2 credits

**PAM 610 Pediatrics**  
Students learn the physiological and psychological fundamentals of normal growth and development as they pertain to the pediatric and adolescent patient. Topics covered include neonatology and infant nutritional requirements, preventive immunization schedules, child abuse and childhood injuries. Via a systems approach, students study common childhood illnesses and their signs, symptoms, and treatment. 2 credits

**PAM 611 Obstetrics/Gynecology**  
*(Only for students enrolled in the Manhattan program)*  
Students are instructed in the process and management of normal pregnancy, obtaining an obstetrical history and physical, labor and delivery, and their associated complications. Clinical manifestations, pathophysiology, diagnosis and treatment of common gynecological problems such as sexually-transmitted illnesses, menstrual disorders, and neoplasms are considered. Patient education is stressed as a crucial part of the management plan. 2 credits

**PAM 619 Introduction to Surgery**  
*(Only for students enrolled in the Bay Shore/Winthrop program)*  
Provides students with a basic understanding of surgical topics such as wound healing, surgical techniques, and pre- and post-operative management. 1 credit

**PAM 620 Surgery I**  
*(Only for students enrolled in the Manhattan program)*  
The first in a series of courses dealing with general surgical concepts in the management of the surgical patient. Provides students with a core understanding of mechanisms of wound healing, surgical techniques, and pre- and post-operative management of surgical problems. Included are illnesses that require surgical intervention, their signs and symptoms, diagnostic modalities, and outcomes. Also covered are basic concepts in anesthesiology. 2 credits

**PAM 621 Surgery II**  
*(Only for students enrolled in the Manhattan program)*  
A continuation of PAM 620 and the second in a series considering topics in surgical subspecialties, providing students with the academic preparation to evaluate and manage patients with surgical conditions in a clinical setting. Areas covered are urology, cardiovascular surgery, pediatric surgery, plastic and reconstructive surgery, hand surgery, head and neck surgery, and transplant. Included is a practical session in suturing, knot tying, and sterile technique. Students learn about critical care management and how to function as members of a critical care team in the ICU, CCU, and NICU. Topics covered include basic physiologic needs of critical care patients, gas exchange kinetics and pathophysiology, management of multi-organ failure, burn trauma, and neonatal intensive care. An essential focus of the course is the development of skills in clinical reasoning, self-directed learning, teamwork, and communication. Emphasis is placed on the application of new medical/surgical knowledge to clinical situations. **Prerequisite:** PAM 620. 2 credits
PAM 622 Surgery III (3 modules – Orthopedics, ENT, Special Topics)  
(Only for students enrolled in the Manhattan program)

This advanced surgery course encompasses the surgical subspecialties of orthopedics, otolaryngology (ENT), and other special topics. The orthopedics section considers the diagnosis and treatment of sprains, fractures, and dislocations, preparation and application of bandages, splints, and casts. Common orthopedic problems of the hand, knee, shoulder, and back are covered. Included is a practical session in casting/splinting. The otolaryngology unit reviews the structure and function of the ears, nose, parotid glands, oral cavity, and larynx. Emphasis is placed on the recognition, diagnosis, and treatment of common ENT disorders. Normal growth patterns, abnormalities, and the special senses (hearing, taste, and smell) are presented as each unit is presented. Lectures also cover the use of such basic diagnostic modalities as audiograms, tympanograms, and direct and indirect nasopharyngoscopy. Special topics include lectures in neurosurgery, neoplasms, and degenerative spine disease. Emphasis is placed on application of new medical/surgical knowledge to clinical situations, and on diagnostic problem-solving and differential diagnosis. Students refine their ability to reason independently in assessing treatment options for various patient presentations. **Prerequisite:** PAM 620. 2 credits

PAM 623 General Surgery  
(Only for students enrolled in the Bay Shore/Winthrop program)

Encompasses general surgery and its subspecialties orthopedics and otolaryngology. General surgery is a continuation of PAM 619 and covers surgical diseases of the esophagus, stomach, intestines, circulatory system, and urogenital system. The orthopedics section considers the diagnosis and treatment of sprains, fractures, and dislocations, preparation and application of bandages, splints and casts. Common orthopedic problems of the hand, knee, shoulder and back are covered. Included is a practical session in casting. The otolaryngology unit reviews the structure and function of the ears, nose, parotid glands, oral cavity, and larynx. Emphasis is placed on the recognition, diagnosis, and treatment of common ENT disorders. Normal growth patterns, abnormalities, and the special senses (hearing, taste and smell) are presented as each unit is presented. Lectures also cover the use of such basic diagnostic modalities as audiograms, tympanograms, and direct and indirect nasopharyngoscopy. Includes a surgery lab where students have hands-on sessions in suturing, knot tying, and gowning and gloving. 3 credits

PAM 625 Emergency Medicine I  
(Only for students enrolled in the Manhattan program)

The first of a two-semester course sequence dealing with the management and treatment options of severely injured and critically ill patients. Students are taught the key points of the epidemiology, pathophysiology, clinical features and differential diagnosis of many disease entities, as they may present in the Emergency Department. They will learn the art of drawing sufficient conclusions from insufficient resources. Topics include pulmonary and cardiac emergencies, GI emergencies, infections in the ED, renal and GU emergencies, GYN and obstetrical emergencies, psychosocial emergencies, and disaster management. **Prerequisite:** PAM 625. 1 credit

PAM 626 Emergency Medicine II  
(Only for students enrolled in the Manhattan program)

This is the second of a two-semester course sequence. Students are taught the key points of the epidemiology, pathophysiology, clinical features and differential diagnosis of many disease entities, as they may present in the Emergency Department. Also includes the recognition and appropriate early intervention and management of traumatic injuries. Other topics include toxicology, dental emergencies, environmental emergencies, ENT emergencies, burns, neurological emergencies, pediatric emergencies, hematologic and oncologic emergencies, and endocrine emergencies. **Prerequisite:** PAM 625. 2 credits

PAM 630 Geriatrics

Deals with aging and long-term care and continues to build on the student’s awareness of the social context in which health care is provided to the elderly and the chronically ill. The course emphasizes the development of communication skills necessary to enhance the humanistic practice of geriatric medicine, and prepares PA students to provide quality health care to elderly individuals in the community, long term care settings, and acute care settings. The core geriatric problems, i.e., confusion, delirium, dementia, depression, polypharmacy, dysmobility, falls, decubitus ulcers, and incontinence, are covered. Students also explore the ethical/legal issues of geriatric care. Emphasis is on the application of medical knowledge to clinical situations in the geriatric population with sensitivity and understanding, and on enhanced communication. 1 credit
PAM 634 Emergency Medicine
(Only for students enrolled in the Bay Shore/Winthrop program)
Initial, life-saving procedures on the critically ill and seriously injured are taught. Shock, trauma, burns, gastrointestinal, and other emergencies are covered. Additionally, students are certified in cardiopulmonary resuscitation and Advanced Cardiac Life Support. 1 credit

PAM 635 Clinical Procedures and Correlations
(Only for students enrolled in the Manhattan program)
Enables the student to develop and perfect skills that will be required on clinical rotations. The course encompasses Clinical Experiences, Clinical Procedures, and Clinical Correlations. The Clinical Experiences component provides the students with direct patient contact wherein they can perfect their skills in history-taking, physical examination, and writing H&Ps. In the Clinical Procedures component, students learn the basic principles of sterile technique and universal precautions. There are hands-on sessions in phlebotomy, starting IVs, giving injections, placing urinary catheters and nasogastric tubes. The Clinical Correlations component allows students to fully assimilate and utilize their medical and basic sciences knowledge along with problem-oriented history and physical examination skills to analyze the types of patient health care problems they may encounter in the clinical environment. This component utilizes the problem-based learning method as an instructional model, wherein students work both in groups and individually to apply critical reasoning skills to the assessment of clinical problems and case scenarios. 2 credits

PAM 636 Clinical Skills/Summative Evaluation
(Only for students enrolled in the Bay Shore/Winthrop program)
This formal course is designed to evaluate and test the student’s ability to adequately perform a history and physical examination, develop an assessment and management plan, and critically think through a case scenario. Each student is required to demonstrate his/her ability to perform at least two problem-oriented physical examinations during the course of the clinical year. The student is also required to take and pass a comprehensive written examination (summative evaluation) at the conclusion of the clinical phase to be eligible for graduation and/or to sit for the boards. 1 credit

PAM 637- Clinical Skills/Summative Evaluation
(Only for students enrolled in the Manhattan program)
This course is designed to prepare students for the NCCPA PANCE Board Exam and to evaluate a student’s readiness for clinical practice. This course provides students with a platform to assess content area strengths and weaknesses, which are supplemented with content area specific seminars and remediation opportunities. The summative evaluation portion of the course is based upon the NCCPA Blueprint task and content areas. Students participate in content area specific lectures, focused content area examinations, and a mid-term and final summative examination. The clinical skills portion of the course assesses history taking skills, physical examination skills, patient-physician communication, and clinical reasoning. General principles of clinical observation, assessment, and establishment of treatment goals, report writing, and documentation are also addressed. Graduation from the BS/MS program and board eligibility are contingent on the successful completion of this course. 1 credit

SPEECH-LANGUAGE PATHOLOGY DEPARTMENT

COC 610 Clinical Methods in Speech-Language Pathology
General principles of clinical observation, intervention, and formulation of measurable treatment goals, report writing, documentation, and service delivery in various facilities, including educational and medical settings are emphasized. Professional issues and standards related to the discipline of Speech-Language Pathology, including scope of practice, ethics, and cultural and linguistic diversity are included. 3 credits

COC 611 Diagnosis, Measurement and Evaluation
Selecting, evaluating, administering, and interpreting norm and criterion referenced assessment instruments, techniques, strategies, and procedures to determine the presence and extent of a communication disorder across the lifespan are addressed and accompanied by hands-on experience. Emphasis is placed on understanding the assessment and diagnostic process towards developing intervention plans, and understanding the impact of
communication disorders on children, adolescents, and adults, including IEP development, goals, progress reports, and professional interaction as part of a Committee on Special Education. 3 credits

**COC 612 Articulation and Phonology**
Typically developing phonology and speech sound acquisition are presented in contrast to atypical development and articulation related to communication disorders and differentiated from phonology influenced by languages other than standard English. Assessment and treatment procedures for the child and adult are addressed. The impact of phonology on later reading and other classroom issues are discussed. 3 credits

**COC 615 Neuroanatomy and Physiology of Speech** *(formerly “Advanced Anatomy and Physiology”)*
Topics focus on basic neuroanatomy and neurophysiology involved in sensory, motor and cognitive functions underlying respiration, phonation, articulation, resonance, hearing, and language. Structures and functions related to prenatal and acquired communication disorders are explored. 3 credits

**COC 621.1 Seminar Clinic (Internship)**
This seminar is the student’s initial clinical treatment experience within the program. Standard operating procedures of the clinical experience are introduced, including planning and providing therapy sessions, completing required reports, and maintaining records. Students have the opportunity to apply their knowledge regarding disorders of speech, language, voice, and/or fluency to the treatment of individuals who manifest them. The students are expected to be able to identify appropriate goals, set up lesson plans that include smart goals, utilize IEPs and write progress reports. Supervision is provided by licensed, ASHA-certified Speech-Language Pathologists on staff. Direct treatment hours are recorded by the student and applied to ASHA clock-hour requirements with the approval of the clinical supervisor. 2 credits

**COC 621.2 Seminar Diagnosis (Internship)**
This seminar accompanies the student’s initial clinical assessment experience for ASHA clock-hour requirements within the program. Standard operating procedures for diagnostic evaluations are introduced. The student has the opportunity to select, administer, and adapt appropriate evaluation procedures through the application, analysis, and synthesis of psychometric principles. The student interprets and integrates all information to develop differential diagnoses, makes appropriate recommendations for intervention, and completes administrative and reporting functions necessary to support the evaluation. Supervision and advisement are provided by licensed, ASHA-certified Speech-Language Pathologists. 2 credits

**COC 621.3 Seminar Externship I**
This seminar accompanies the initial externship placement. Direct service hours for ASHA clock requirements are supervised by licensed, ASHA-certified Speech-Language Pathologists. Within the context of hands-on clinical activities at the practicum sites, the student discerns and applies evidence of the effectiveness of methods and materials selected for the evaluation and treatment of individuals with communication impairments. Students conduct treatment sessions with measurable (IEP) objectives and goals and response to intervention within a stated period of time. The seminar provides students the opportunity to discuss ethical issues, share case studies, exchange protocols, and identify and solve problems that arise in the effective treatment of clients. 2 credits

**COC 621.4 Seminar in Audiology**
This seminar accompanies hands-on experience in the administration and interpretation of audiological procedures that fall within the scope of practice of speech-language pathologists. Technologies and techniques used within school settings and part of the child’s IEP are presented. Prerequisite: COC 640. 1 credit

**COC 621.5 Seminar Externship II**
COC 621.6 Seminar Externship III
These seminars accompany the second and third (if needed) externship placements, respectively. Direct service hours for ASHA clock requirements are supervised by licensed, ASHA-certified Speech-Language Pathologists. Within the context of hands-on clinical activities at the practicum sites, students demonstrate advanced knowledge of methods and materials selected for the evaluation and treatment of individuals with communication impairments. Students conduct treatment sessions with measurable (IEP) objectives and goals and response to intervention within a stated period of time. The seminar provides students the opportunity to participate in patient-care grand rounds, discuss alternate treatment protocols, and identify current evidence-based practices in the effective treatment of clients based on literature review. 2 credits each
COC 621.7 Seminar Research
This seminar provides mentoring for students during the final stages of their research requirement. Prerequisite: COC 627. 1 credit

COC 627 Foundations of Research
Systematic and controlled observations of measurable behaviors pertinent to clinical, experimental, and applied research in the areas of typical and atypical human communication are the skills taught in this course and referenced in terms of the choices of data to be collected, evaluated, and interpreted. Students design and execute projects consistent with the principles of ethical research and carried out through the Institutional Review Board of the college. 3 credits

COC 630 Language Disorders in Pre-School and School-Age Children
Students are guided through an in-depth comparison of typically developing language to disorders of language affecting listening, speaking and emergent literacy. Students apply the principles of language assessment and demonstrate evidence-based treatment plans designed to facilitate changes in language performance particularly in relationship to the preschool and school-age child. Response to intervention as it applies to children within the school system is included as are classroom issues for the child with communicative impairment. Prerequisites: COC 610, COC 611. 3 credits

COC 632 Language Disorders and Learning Disabilities
The contributions of neuropsychology, learning theory, discourse analysis, and cognitive-perceptual development to the investigation of language ability/disability and learning disabilities are explored. Intervention strategies for those with spoken and print language disorders, pertinent to the speech-language pathologist’s role in supporting language learning and learning language to acquire academic knowledge, are presented. Prerequisites: COC 610, COC 611, COC 615, COC 630. 3 credits

COC 633 Autism Spectrum Disorders
The array of definitions, etiologies, assessment, and treatment protocols pertinent to the study of Autism and Autism Spectrum Disorders are presented. Emphasis is placed on the evidence supporting better outcomes for early in life diagnoses and treatment in the home and school settings. Consideration is also given to assessment and treatment within different milieus across the lifespan. Prerequisites: COC 610, COC 611, COC 630. 3 credits

COC 637 Disorders of Fluency
This course provides students with knowledge of the nature of stuttering and other fluency disorders, including etiology, characteristics of the disorder, the neurophysiological basis of fluency disorders, developmental features of fluency disorders across the lifespan, psychological correlates of fluency disorders, linguistic factors relating to fluency disorders, multicultural and social considerations in the management of fluency disorders, counseling parents/caregivers of children who stutter, as well as teenagers and adults who stutter. Students learn about a variety of assessment and treatment approaches for clients of all ages, including those who manifest concomitant speech and/or language disorders. The students will appreciate their clients’ perspective as it relates to negative attitudes, stigma and stereotyping by the professionals and public alike. Prerequisites: COC 610, COC 611. 3 credits

COC 640 Advanced Audiology
The relationship of hearing loss to speech and language development and classroom performance are delineated in conjunction with a review of the test batteries that provide evidence of auditory impairment. Prerequisite: COC 615. 3 credits

COC 645 Aphasia
Assessment and rehabilitation protocols used with individuals who have acquired language disorders are the focus of this course. Evaluation and treatment are discussed within the context of the sites of central nervous system lesions that are correlated with the observed communication deficits. Prerequisites: COC 610, COC 611, COC 615. 3 credits

COC 650 Voice Disorders
This course addresses assessment and treatment protocols used in the speech-language pathologist’s scope of practice as they relate to a variety of etiologies of medically diagnosed voice disorders. Instrumental and non-instrumental assessment and treatment of the parameters of respiration, phonation and resonance are included.
Vocal hygiene techniques in the home and school settings are noted with regard to school-age children. 
Prerequisites: COC 610, COC 611, COC 615. 3 credits

**COC 651 Dysphagia**
The mechanics of normal deglutition and the etiology, diagnosis, assessment and (re)habilitation of common disorders of swallowing across the lifespan are the foci of this course. Instrumentation for the assessment and rehabilitation of swallowing is also included.  
Prerequisites: COC 610, COC 611, COC 615. 3 credits

**COC 710 Speech of the Hearing-Impaired**
Prevention of the potential and deleterious effect of hearing impairment on auditory/oral communication is the focus of this elective course. Assessment and intervention issues are explored as they impact the individual over the lifespan. Techniques, personnel, and technologies to assist the individual to communicate in the home, school and workplace are addressed. The role of cochlear implants in providing individuals, particularly children, with access to acoustic signals and the family centered focus of early intervention are emphasized. 
Prerequisites: COC 610, COC 611, COC 612, COC 640. 3 credits

**COC 712 Neurogenic and Motor Speech Disorders**
Motor speech impairments related to central and peripheral neural lesions along with the assessment and treatment of concomitant speech and language disorders are the topics of this elective course. 
Prerequisites: COC 610, COC 611, COC 615. 3 credits

**COC 715 Cleft Palate and Craniofacial Anomalies**
This elective course includes the nature, etiology, basic embryology, assessment, and management of potential communication and resonance disorders experienced by person with craniofacial anomalies across the lifespan. Specific genetic disorders and their social and psychological implications for the school-age child are discussed. 
Prerequisites: COC 610, COC 611, COC 615. 3 credits

**COC 720 Rehabilitation of the Laryngectomee (upon request)**
Compensatory methods by which the alaryngeal patient can produce a sound source with the remaining anatomy or with mechanical means subsequent to surgery are the topics covered in this elective course. 
Prerequisites: COC 610, COC 611, COC 612, COC 615, COC 650, COC 651. 3 credits

**COC 725 Cerebral Palsy**
The etiology and classification of perinatal cerebral anomalies are reviewed. The evaluation and treatment of speech, language and hearing problems are the emphasized topics of this elective course. Concomitant neuromuscular deficits that may require classroom modification, augmentative and alternative approaches to communication are referenced.  
Prerequisites: COC 610, COC 611, COC 612, COC 615, COC 630. 3 credits

**COC 728.2 Seminar on Topics in Language Disorders: Central Auditory Processing Disorders (upon request)**
This elective course investigates etiologies, manifestations, and characteristics of central auditory processing disorders with an emphasis on the differential diagnosis and appropriate intervention of auditory versus linguistically based disorders as may impact on language intervention and academic learning. 
Prerequisites: COC 610, COC 611, COC 612, COC 615, COC 630, COC 640. 3 credits

**COC 728.3 Seminar on Topics in Language Disorders: Multicultural & Bilingual Populations**
Topics in this elective include norm- and criterion referenced tools for assessing and differentiating between language impairment and language difference particularly in pre-school and school aged children. Methods and materials for intervention for individuals who are bilingual or have limited English proficiency are included as are bilingual language development, teaching literacy, family/caregiver education, and cultural sensitivity in relation to one’s native language/ culture. Foundations, history and practice of bilingualism, including legislation and educational program models are addressed.  
Prerequisites: COC 610, COC 611, COC 612, COC 615, COC 630. 3 credits

**COC 728.4 Seminar on Topics in Language Disorders: Language and Literacy**
This elective course presents an overview of the development of linguistic sub-skills, and the motor and visual-spatial processes involved in reading and writing along with frequently encountered anomalies in this process that challenge the individual’s ability to advance academically.  
Prerequisites: COC 610, COC 611, COC 612, COC 615, COC 630. 3 credits
COC 728.5 Seminar on Topics in Language Disorders: Geriatrics (Normal and Abnormal Aging)
The typical effects of aging are compared with the manifestations of atypical aging on communication, cognition, and memory are topics presented in this elective course along with strategies that the speech-language pathologist can employ to help the client compensate for or ameliorate negative manifestations. Prerequisites: COC 610, COC 611, COC 612, COC 615, COC 630. 3 credits

COC 728.6 Seminar on Topics in Language Disorders: Language Sampling Analysis (upon request)
Normal and abnormal language samples derived from Internet databases are analyzed and compared for various phonological and linguistic elements. 3 credits

COC 728.7 Seminar on Topics in Language Disorders: Language and Cognitive Rehabilitation in MR, TBI, AIDS and Dementia (upon request)
This elective course explores the etiology, prevention, assessment, and remediation of cognitive and communication disorders in children and adults diagnosed with traumatic brain injury, AIDS, dementia and mental retardation. Models of service delivery, team collaboration and working with families are included. Prerequisites: COC 610, COC 611, COC 612, COC 615, COC 630. 3 credits

COC 728.9 Seminar on Topics in Language Disorders: Memory and Cognition as Factors in Language Acquisition (Psycholinguistics)
This elective focuses on the psychological process (attention, memory, metacognition, executive functioning) involved in language, developing a comprehensive understanding of perception, production, acquisition, and representation of language. It also addresses the application of psycholinguistic knowledge to the field of speech language pathology. Current questions and debates in the field of psycholinguistics and related fields are discussed. Prerequisites: COC 610, COC 611, COC 612, COC 615, COC 630. 3 credits

COC 729 Language Intervention Across the Lifespan
This elective, seminar-style course provides emerging trends in the assessment and treatment of language disorders as evidenced in research focusing on models of disordered language including clinician-directed, child-centered, and collaborative approaches. Prerequisites: COC 610, COC 611, COC 612, COC 630. 3 credits

COC 730 The Speech-Language Pathologist in the Public School
This elective provides an overview of practicing speech-language pathology within the context of public education. Among the highlights are the legislative foundations of special education and eligibility for related service, the development of the IEP, service delivery options, and response to intervention. Prerequisites: COC 610, COC 611, COC 612, COC 630, COC 640. 3 credits

COC 731 Cluttering
This course introduces students to the theoretical and clinical competencies necessary to address the needs of individuals with cluttering. Major theories about the neural and linguistic bases of cluttering, and the symptoms, definitions, and prevalence of cluttering are presented. Differentiating cluttering from other disorders, such as stuttering, language, learning and articulatory disorders, autism, apraxia, ADHD, and cognitive disorders, is highlighted. The theoretical foundation is supplemented with an analysis of an evidence-based diagnosis and treatment of the multifaceted symptoms of cluttering, both in clinical and educational settings. 3 credits

COC 732 Augmentative and Alternative Communication Devices
The basis of AAC operation is the focus of this elective and includes the types of devices, their setup, programming and demonstration. Methods of evaluating the suitability of AAC devices for individuals with disabilities within school and work settings are noted along with switch technology, positioning, and different modalities. Field trips to Assistive Technology Centers are included. Prerequisites: COC 610, COC 611, COC 612, COC 630. 3 credits

COC 733 Early Intervention
The etiology and assessment of communication and feeding disorders of the infant and toddler are explored in this elective course. Language development and language / feeding intervention techniques consistent with a family centered plan of care and transition to the committee for pre-school educational services are examined. Prerequisites: COC 610, COC 611, COC 612, COC 630. 3 credits
UNDERGRADUATE STUDIES DEPARTMENT

BIO 101-102 Principles of Biology I & II
An introductory two-course sequence that presents the basic principles and processes of biological science. Principles of Biology I includes the structure and function of the cell, cellular metabolism, cell reproduction, plant physiology, genetics and molecular biology. Principles of Biology II includes viral genetics, endocrinology, immunology, animal development, and the circulatory, respiratory, digestive, excretory, reproductive and nervous systems. Laboratory exercises include microscopy, cellular reproduction, enzyme activity, DNA analysis, transformation, comparative studies of animal and plant cells, and vertebrates. 4 credits each

BIO 211 Genetics
Basic laws of heredity and their physical basis (classical genetics); structure and function of the gene (molecular genetics); and population genetics with some attention to human genetic abnormalities. The laboratory work familiarizes the student with basic techniques in genetic research including making crosses, analysis of data, recombinant DNA technology and problem-solving. (Lecture and laboratory course). Prerequisites: BIO 101-102. 4 credits

BIO 222-223 Anatomy and Physiology I & II
A two-course sequence which studies the structure and function of cells, tissues, organs and systems of the body. Emphasis is on the structural basis for function, and the coordinated functioning of all the organ systems for maintaining homeostasis. Recommended for students pursuing careers in allied health fields. (Lecture and laboratory course). Prerequisites: BIO 101-102. 4 credits each

BIO 228 Microbiology
This course covers the structure, reproduction, physiology, biochemistry, genetics and identification of microorganisms. It includes a study of their relationship to each other and to other living organisms, their distribution in nature, and their beneficial and disease causing effects on humans. (Lecture and laboratory course). Prerequisites: BIO 101-102. 4 credits

BIO 302 Immunology
The nature of the immune system and different aspects of natural defense systems are classified. Structural analogies between hematopoietic and lymphopoietic tissues are defined. The interrelationships between humoral, cell-mediated, and complement-mediated immunity are covered in-depth with particular attention to the regulation of the immune response by cell-cell interactions. The mechanisms, mediation, and control of allergic reactions by immunomodulatory agents is discussed. Current concepts of autoimmunity are covered and the mechanisms and consequences of immunodeficiency and immunoproliferative disorders are discussed as well. Prerequisites: BIO 101-102. 3 credits

BIO 304 Endocrinology
This course is designed to study the interactive physiology of mammals, with emphasis on 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 hormone 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: BIO 101 – 102. 3 credits

BIO 311 Human Genetics
Basic principles of human genetics, stressing human chromosome groups, clinical genetics, biochemical genetics, pharmacogenetics, somatic cell genetics, immunogenetics, and population genetics. The laboratory experiments include techniques used in both clinical and research genetics. Prerequisites: BIO 101-102. 3 credits

BIO 313 Topics in Biochemistry
A study of the chemistry of biomolecules, metabolic pathways and mechanisms of control that contribute to homeostasis and survival at the cellular, tissue, organ, organ system and whole body levels. Although structured as a one semester course, all aspects of a two semester lecture course in Biochemistry are covered in detail. These topics include a description of the classes of biomolecules, functions of enzymes, major metabolic pathways, respiration and photosynthesis, and important aspects of molecular biology. This course counts as an elective
towards a major in Biology. It also fulfills the new American Chemical Society Committee on Professional Training Guidelines. **Prerequisites:** BIO 102, CPC 102. 3 credits

**BIO 318 Cellular and Molecular Biology**
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:** BIO 101-102. 4 credits

**BIO 321 Parasitology**
This course is an introduction to the biochemistry, physiology, life cycles, classification, anatomy and ecology of parasites. **Prerequisites:** BIO 101-102. 4 credits

**BIO 322 Seminar in Selected Topics in Cell Biology (upon request)**
Recent advances in cell and molecular biology and in mechanisms of differentiation of tissues are dealt with utilizing lectures, discussion, and student reports. Topics covered vary each year depending on recent significant advances and on student interest. **Prerequisites:** BIO 101-102 and CPC 201-202. 2 credits

**BIO 349 Nutrition**
Nutritional science integrates many disciplines including, but not limited to, food science, anatomy and physiology, medicine, biochemistry, and psychology. An intensive study of functions, digestion/absorption, interrelationships, and cellular metabolism of the six classes of nutrients (carbohydrates, proteins, fats, vitamins, minerals, and water) will be presented. Nutritional requirements throughout the life cycle, meal planning essentials, and evaluation of diets for adequacy will be addressed. Acute and chronic diseases, having poor nutrition as a major risk factor for their development, will be discussed. Nutritional self-assessment will be incorporated through anthropometric studies and dietary analysis. **Prerequisites:** BIO 101-102; CPC 101-102. **Recommended prerequisites:** BIO 222-223. 3 credits

**BIO 481 - 482 Independent Study**
Credits by arrangement.

**BIO 493 Research Topics in Biology**
**Prerequisite:** Senior status. 3 credits

**BIO 494 Senior Honors Project in Biology (upon request)**
**Prerequisites:** BIO 493 and departmental permission. 3 credits

**COC 101 Fundamentals of Speech**
Techniques of public speaking. Includes the delivery of several speeches during the course of the program. 3 credits

**CPC 101-102 Principles of Inorganic Chemistry I & II**
Topics covered include nomenclature, stoichiometric relationships, atomic structure, bonding and states of matter. In addition, topics treated include chemical equilibria, free energy and entropy, acid-base reactions, oxidation reduction, electro-chemistry, complex ions, reaction rates, radioactivity, and elementary concepts of organic chemistry. Laboratory work entails experiments illustrating the principles taught in lecture and qualitative analysis. **Prerequisite for CPC 102: MAT 120. 4 credits each**

**CPC 201-202 Principles of Organic Chemistry I and II**
Subjects covered include reactions, synthetic procedures, and methods for differentiation and identification. Mechanisms of reactions, stereochemistry, and spectroscopy are emphasized. Details of the characteristics of aliphatic and aromatic compounds with different functional groups are stressed. Laboratory work with the methodology involved in synthetic and analytic procedures. (Lecture and laboratory course). **Prerequisites:** CPC 101 & 102. 4 credits each

**CPC 203 Biological Chemistry**
A one-semester introductory course for students preparing for professions in allied health sciences such as nutrition, physical and occupational therapy, and physician assistant. Topics include enzyme chemistry, function and structure of macromolecules, metabolism and synthesis of proteins, and molecular biology. This course will not count toward a major in biology, chemistry, or the interdisciplinary science degree. **Prerequisites:** CPC 101-102. 3 credits
CPP 101-102 General Physics I & II
This two-sequence course, designed for the non-physics major, covers classical mechanics; heat, electricity, magnetism, light and sound phenomena. The approach is generally quantitative, but does not require calculus. Laboratory experiments illustrate and test the fundamental laws and the reliability of results.
Prerequisite: MAT 120. 4 credits each

EBE 101 Principles of Macroeconomics
Theoretical models of the economy as a whole show what determines the level of national output, employment, and prices, and how these might be stabilized by the proper fiscal and monetary policies. The course also looks at the mechanisms by which our money supply changes, and considers the benefits and problems associated with international trade. Topics covered include the measurement of GNP, inflation and unemployment; Keynesian and classical theories of output and price determination; expenditures and money multipliers; the Federal Reserve System; the federal budget and the national debt; and the balance of payments. 3 credits

EBM 100 Introduction to American Business
A survey of American business. The student is given an overview of business formations, management origins, and the functional relationships of marketing, finance, personnel, systems analysis and production of the organization and its environment. 3 credits

EBM 101 Principles of Management
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. Prerequisite: EBE 101. 3 credits

GHS 202 Civilizations of the Ancient World
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

GHS 203 The Immigrant Experience in America
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

GHU 141 Introduction to Human Services
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

GHU 326 Case Management I in Human Services
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. Prerequisites: GHU 141. 3 credits

HIA 200 Medical Terminology
A study of the technical language of medicine through word construction utilizing roots, prefixes, suffixes and combining forms. This course includes accepted usage of anatomical, physiological, disease, therapeutic and procedural terms related to the delivery of health care. 3 credits

HIS 141-142 The Emergence of the United States I & II
The interplay of the political and social forces in America from the Colonial Period to the 1990’s with special attention given to the rise of political parties, the development of sectionalism, the causes and results of the Civil War, industrial growth, Progressivism, the New Deal, and the Cold War. HIS 141 concludes with the end of Reconstruction (1877). 3 credits each
HIS 220-221 Survey of Modern History I & II
A two-course survey of modern European and world history. HIS 220 covers the Renaissance through Reformation and Scientific Revolution until the downfall of Napoleon. HIS 221 begins with political and intellectual currents in the nineteenth century, focuses on the two world wars, and concludes with the contemporary world scene. 3 credits each

HIS 262 The Holocaust
The role of Nazism in the destruction of European Jewry, 1933 - 1945, is studied, with special attention given to the reactions of world Jewry and foreign governments to the catastrophe. Ghetto and concentration camp existence, as well as, Jewish resistance movements are also analyzed. Prerequisites: HIS 156 or permission of the instructor. 3 credits

HIS 450 American Cultural History
The evolution and development of American culture from colonial times to the present. Topics include Puritanism and its effect on American life and literature, the American Revolution and the spirit of individualism in American life, the Civil War, African-American literature, theater, film, music and art. 3 credits

HSB 101 The U.S. Health Care System
This course introduces students to the many facets of the U.S. health care system, including how it is financed, managed and delivered. There will be a strong emphasis on class discussion, using students’ personal experiences as a vehicle for exploring the details, the issues and the controversies. At the end of the class, students will gain skills in critical reading and thinking about the health care system. 3 credits

HSB 201 Introduction to Health Service Facilities
This course will provide an overview of health care facilities in the United States. Students will examine the roles and responsibilities of the personnel that work in those institutions, and how they are organized to make decisions, assure quality and solve problems. Students will visit different health care facilities and observe personnel at work. Classes will be interactive, with student participation driving much of the discussion. Classes will also focus on the exploration of case studies. Prerequisite: HSB 101. 3 credits

HSB 211 Human Resources I
This is an introduction to the study of the Human Resource Department and its function in various health care facilities. Personnel and their essential functions in each type of facility will be presented. Regulatory agency requirements and compliance issues also will be covered. Prerequisite: HSB 101. 3 credits

HSB 212 Human Resources II
Continuation of HSB 211, with a more in-depth look at specific Human Resource positions in various facilities as well as communication and motivational techniques used in organizational settings. Prerequisite: HSB 211. 3 credits

HSB 251 Patient Services I
An overview of patient services provided by various facilities will be given. Roles of personnel involved with each service will be reviewed along with the function, purpose and outcome of each service. Access issues regarding each service will be covered. Prerequisite: HSB 101. 3 credits

HSB 252 Patient Services II
This course describes what the patient and family need to know in order to negotiate the current health care delivery system. Available services as well as rights and process of care will be discussed. Prerequisite: HSB 251. 3 credits

HSB 260 Research Methods
Students will gain knowledge and skill in research methodology, experimental design, statistical analysis, and critical evaluation of health science literature. Students will develop the skills to formulate research questions, evaluate research protocols, hypotheses, study designs, and discuss their comparative strengths and limitations. Students will gain the knowledge and skills to effectively use and analyze bio-statistics in different research design and data analysis, to conduct computerized searches, and to understand, review and critically analyze professional journal articles. Topics include choosing correct statistical methods and study designs in research and practice, descriptive statistics, probability and probability distributions, estimation and hypothesis testing. Ethical issues in
research will be discussed, including informed consent and the function of an Institutional Review Board (IRB).  
Prerequisite: HSB 101. 3 credits

**HSB 301 Finance and Marketing in Health Care**  
This course presents the fundamentals of accounting according to generally accepted accounting principles (GAAP). The coursework will be concrete, with extensive use of workbooks and specific case studies and problems as related to the health care industry.  
Prerequisite: HSB 101. 3 credits

**HSB 302 Advanced Finance in Health Care**  
This course briefly reviews HSB 301 and then delves into the specific financial workings of health care facilities and the interpretation of financial reports for further planning and budgeting. A link will be made with data processing and health information management. Financial reports of real institutions will be used whenever practical.  
Prerequisite: HSB 301. 3 credits

**HSB 310 Staffing of Personnel and Scheduling**  
An overview of various health care facilities and their personnel and scheduling requirements. The reasoning for the personnel requirements for the various facilities is reviewed. Comparisons of the needs of the different facilities will be discussed. Software packages for personnel scheduling will be studied.  
Prerequisites: HSB 101, HSB 211. 3 credits

**HSB 312 Governmental Regulations**  
Presentation of all regulatory agencies governing health care facilities will be given. Structure, power and jurisdiction will be emphasized. Agendas of each agency will be reviewed and compared. History and changes in health care regulation will be discussed.  
Prerequisite: HSB 101. 3 credits

**HSB 320 Medicare and Medicaid**  
Guidelines for Medicare and Medicaid will be studied in detail. Differences and similarities will be discussed. Eligibility, financial rewards, hardships and compliance are issues that will be presented, in addition to descriptions of services that are covered.  
Prerequisite: HSB 101. 3 credits

**HSB 322 Case Management and Insurance**  
This course covers the definitions and functions of case management, its relationship to the insurance companies, the patient, physicians and facilities. It will also discuss the effects of case management on the quality and quantity of health care in the United States.  
Prerequisite: HSB 320. 3 credits

**HSB 341 Health Information Systems I**  
An overview of data processing is presented. This course emphasizes hardware systems but also considers some general software programs. General computer terms and functions will be explained. Students will acquire hands-on experience in computer operation. Mainframe and desktop exposure will be included. Networks will be reviewed. Systems of health information management will be discussed in terms of data acquisition, storage and retrieval. Internet access will be reviewed.  
Prerequisites: HSB 101, MCO 140. 3 credits

**HSB 342 Health Information Systems II**  
This course reviews HSB 341 and presents the data processing needs of health care facilities. It will also discuss those software programs currently on the market that are specifically designed for health care facilities. Each program will be reviewed and compared to the needs of various health care facilities.  
Prerequisite: HSB 341. 3 credits

**HSB 347 Legal Issues in Health Care**  
This is a law survey course. From health care insurance and patient rights, to public health preparedness and workplace safety, students will explore the institutions, mechanisms and controversies that comprise the legal aspects of the U.S. health care system.  
Prerequisite: HSB 101. 3 credits

**LLC 101 Elementary Mandarin Chinese I**  
This is an introductory Mandarin Chinese course (Putong Hua or Guo Yu) for non-native Chinese speakers. While the approach is aural-lingual, reading and writing skills are introduced in this program. This one semester course covers 700 Chinese characters, grammatical analysis and pattern drills, and stresses conversational practice. LLC 101 aims to develop elementary communicative skills and foster knowledge of the Chinese language and culture in students taking the course. 4 credits
LLE 100 Introduction to English Composition
Intensive practice in the composition of three paragraph essays, with special emphasis on writing in response to
selected readings. *(Placement by departmental examination)* 3 credits

LLE 101-102 English Composition I & II
Extensive practice in the composition of clear, concise, and grammatically correct sentences and paragraphs with
special emphasis on the five paragraph essay and the research paper *(admission by assignment following
placement test.)* 3 credits each

LLE 220-221 Survey of Modern Literature I & II
A two-course survey of modern literature from the classical through the modern eras. LLE 220 readings include:
Sophocles, Beowulf, The Song of Roland, Chaucer, Shakespeare, Cervantes, and Moliere. LLE 221 readings include:
Not to be taken after HML 101, HML 102, HML 201, HML 202, LLE 115, LLE 116, LLE 223 or LLE 224. *(Prerequisite:
LLE 102 or exemption.)* 3 credits each

LLE 371 American Literature Before 1900
Representative works from the colonial period to the end of the 19th century, with concentration on such later
writers as Poe, Melville, Hawthorne, and Twain. *(Prerequisites: HML 201 or permission of the instructor.)* 3 credits

LLE 372 The Modern American Novel
Major twentieth-century novelists, with emphasis on James, Dreiser, Hemingway, Fitzgerald and Faulkner.
*(Prerequisites: HML 201 or permission of the instructor.)* 3 credits

LLS 101-102 Elementary Spanish I, II
The essentials of Spanish syntax, vocabulary, and pronunciation. 3 credits each.

GSM 001 Developmental Math
Review of basic arithmetic skills. Topics include whole numbers, order of operations, rounding and factoring,
fractions, mixed numbers and decimals. Also a review of basic algebraic skills. Topics include substitution and
evaluation, linear equations, ratios and proportions, percents, word problems and signed numbers. Required of all
students who do not pass the placement test or have appropriate transfer credit for mathematics. May be
repeated. *(Prerequisite: placement by examination.)* 0 credits

MAT 111 College Mathematics
An introductory course in mathematical skills and techniques necessary for further collegiate study. This course
addresses fundamental principles of algebraic calculations such as operations with signed numbers, exponents,
negative exponents and operations with fractions, verbal problems and solution of equations, graphical methods
and systems of linear equations. *(Prerequisite: Placement by departmental examination.)* 3 credits

MAT 120 Pre-Calculus
Functions, solution of equations and systems of equations, the trigonometric functions and their graphs, addition
theorems and identities, logarithmic and exponential functions, and elementary analytic geometry. *(Prerequisite:
MAT 111 or exemption.)* 3 credits

MAT 121-122 Calculus I, II
Continuity, limits, differentiation and integration of polynomial, exponential and trigonometric functions are
discussed. Applications are made in fields of geometry, physics and other areas. *(Prerequisite: MAT 120.*
4 credits each

MAT 261 Statistics for Social Science Majors
Basic concepts in descriptive and inferential statistics including measurement scales, frequency distributions,
measures of central tendency and distribution, correlation coefficients, linear regression, probability theory,
binomial distribution, and parametric and non-parametric tests of significant differences and other topics.
*(Prerequisite: MAT 111 or examination.)* 3 credits

MCO 140 Computer Concepts with Microcomputer Applications
This course introduces students to basic computer topics and terminology. Computer hardware and software are
discussed along with personal computer (PC) applications. Office applications are taught as well. Students will complete this course with a solid understanding of computers, how to use computers, and how to access information on the World Wide Web. This course is not a required course or approved elective for a Computer Science or MIS degree. 3 credits

**PHI 101 Introduction to Philosophy**
Classical and contemporary writings in such areas as ethics, epistemology, metaphysics, political and social philosophy, philosophy of science, and aesthetics. Emphasis on techniques of critical analysis. 3 credits

**PHI 233 Biomedical Ethics**
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

**POL 101 American Politics**
This course studies (i) the current state of American politics, including the leading issues of the day, (ii) the historical and constitutional foundations of the national government, and (iii) the major institutions of the federal government, including Congress, the presidency and the judiciary. In-depth analysis of the Congress probes policymaking and organization of Congress and it evaluates the performance and functioning of Congress as a representative institution. Additional segments of the course deal with public opinion, the media and the American political economy. 3 credits

**POL 103 International Relations**
How nations and transnational actors interact in the international arena and why they behave the way they do with reference to power, balance of power, deterrence, imperialism, diplomacy and negotiations, international law, international organization, collective security, war and the interrelationship between international economic issues and international politics. 3 credits

**POL 201 Introduction to Political Theory**
A survey of political theory from Aristotle to the present. The development of political ideas and the writings of major political theorists in their historical and institutional contexts. 3 credits

**PSY 101 Introduction to Psychology**
Psychology as a biological, behavioral, and social science. Topics include: critical and scientific analysis of human behavior, fundamentals of psychological research, biological bases of behavior, states of consciousness, learning, thought, memory and intelligence, social behavior and personality, mental health and adjustment, diagnosis and treatment of abnormal behavior. 3 credits

**PSY 102 Social Psychology**
Social influences on values, attitudes, and behavior. Determinants of social perceptions and cognition. Bases for friendship, love, prejudice and anti-social behavior. Group dynamics involved in conformity, conflict and cooperation. Prerequisite or co-requisite: PSY 101. 3 credits

**PSY 201 Developmental Psychology**
Stages of life: infancy, childhood, adolescence, adulthood and old age, mental, emotional and personality changes during development, and the physiological hurdles overcome. Prerequisite: PSY 101. 3 credits

**PSY 205 The Psychology of Motivation**
Motivation for human behavior from the basic psychological drives to higher drives such as achievement, self-fulfillment and altruism. Emphasis on contemporary research as well as classical theories. Prerequisite: PSY 101. 3 credits

**PSY 210 Learning**
Models of animal and human learning including classical and operant conditioning, as well as contemporary theories drawn from information processing and cognitive science. Applications to education, social and clinical psychology. Prerequisite: PSY 101. 3 credits
PSY 221 Industrial Psychology
Psychological techniques for selecting and training employees, enhancing morale of workers and improving their relationship with management. Psychology of marketing and advertising. Prerequisite: PSY 101. 3 credits

PSY 225 Psychology of Aging
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: PSY 101. 3 credits

PSY 231 Psychological Testing
Theoretical and statistical foundations of psychological testing. Measurement of intelligence, aptitudes, academic skills, personality, and behavior. Includes formal and informal tests and rating scales. Prerequisite: PSY 101. 3 credits

PSY 301 Experimental Psychology
Methodological and experimental approaches to human behavior focusing on sensation, perception, learning and memory. Experiments conducted in class, results analyzed and scientific reports written. Students also design and write a proposal for an experimental project. Prerequisites: PSY 101 and MAT 261. 3 credits

PSY 301.6 Experimental Psychology Lab
1 credit

PSY 302 Advanced Experimental Psychology
More advanced research design and experimental approaches to human behavior including learning, perception, and problem solving. Scientific reports including possible honors thesis proposal prepared by students. Prerequisite: PSY 301. 3 credits

PSY 310 Personality
Description and assessment of personality. Classical approaches of psychoanalysis tract theory, humanism, behaviorism and cognitive theorists as well as contemporary research and practical applications. Prerequisite: PSY 101. 3 credits

PSY 311 Psycholinguistics
Psychology of language and the higher mental processes. Modern conceptions of syntactic, semantic, and lexical structure of language. Prerequisite: PSY 101. 3 credits

PSY 312 Cognition and Memory
Overview of approaches to thinking, reasoning, problem solving, and decision making. Memory theories and process and neurological underpinnings. Interplay of memory and cognition. Prerequisite: PSY 101. 3 credits

PSY 313 Language/Speech Development
This course examines acquisition of communicative behavior in normal children during the first decade of life; development of syntax, semantics, pragmatics, cognition; clinical laboratory experience with young children. Prerequisite: PSY 101. 3 credits

PSY 325 Drugs and Behavior
Behavioral effects of biochemical mechanisms of psychoactive drugs, including prescription, recreational, and illegal drugs. Topics include psychopharmacological treatment of abnormal behaviors and moods, addiction and tolerance, and the treatment of addictions. Prerequisite: PSY 101. 3 credits

PSY 332 History and Systems of Psychology
The origin of modern psychology within philosophy during the 19th century. Founding and growth of experimental psychology in Germany and its spread to the United States. Developments in psychoanalysis, Gestalt psychology, humanistic psychology, behaviorism, and new trends. Prerequisite: PSY 101. 3 credits

PSY 335 Abnormal Psychology
Description and diagnosis of abnormal behavior. Causes, symptoms and treatments of mental illness. Basic principles of psychotherapy. Prerequisite: PSY 101. 3 credits
PSY 340 Introduction to Counseling and Therapy
Theories and techniques of counseling. Course includes practice in interviewing and development of basic skills necessary for successful treatment. Prerequisites: PSY 101, PSY 335. Strongly recommended: PSY 310. 3 credits

PSY 345 Psychology of Health and Illness
This course will examine psychological influences on how people stay healthy, why they become ill, and how they respond when they are ill. Topics include the mind-body relationship, stress and stress management, chronic pain, headaches, biofeedback and the patient in various treatment settings. The course also examines changes in lifestyle and psychological issues faced by individuals dealing with stroke, arthritis, diabetes, heart disease, cancer and AIDS. Prerequisite: PSY 101. 3 credits

PSY 351 Biological Psychology
The biological bases of behavior and methods of study. Topics include: anatomy and physiology of the nervous system and sense organs, drugs and behavior, sleep and dreaming, eating and drinking, memory and language, brain disorders and abnormal behavior. Prerequisite: BIO 101 or PSY 101. 3 credits

PSY 401 Psychology of the Exceptional Child
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, neurophysiological, and sociological aspects as well as causes, assessment, and remediation. Prerequisite: PSY 101 (PSY 335 strongly recommended). 3 credits

PSY 402 Clinical Psychology
Overview of clinical psychology as both an art and a science. Roles of the clinical psychologist and the scientific foundation of assessment and treatment. Prerequisites: PSY 340 or Departmental permission. 3 credits

PSY 420 Psychology of Eating Disorders
The etiology, description, and treatment of anorexia nervosa, bulimia nervosa, and binge eating disorder associated with obesity. Relation between eating disorders and other psychopathology. Prerequisite: PSY 335. 3 credits

PSY 432 Neuropsychology
Cognitive function in the normal and brain-injured adult. Methods of neuropsychological assessment in clinical and research situations. Topics include consciousness, body sense, spatial understanding, language encoding, attention, memory, perceptual processing including vision, and personality. Strategies for remediation. Prerequisite: PSY 351. 3 credits

PSY 481-482 Independent Study (Upon Request)
Directed study in subject matter not offered in a standard course or independent research study of a new topic. Prerequisite: Junior or higher status with appropriate Psychology GPA and departmental permission. 3 credits

PSY 485 Internship in Psychology (Upon Request)
Opportunity to work as an intern in an approved organization such as a clinic, school or hospital. The customary requirement is to work 1 day per week, keep a log of daily activity, read relevant texts and journal articles, and write a brief paper linking observations to the literature. Coordinated by a site supervisor and Touro faculty member. Prerequisite: Senior status and departmental permission. 3 credits

PSY 492 Senior Honors Seminar
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. Prerequisites: 21 credits of psychology, including PSY 301. 3 credits

PSY 493 Advanced Topics in Psychology
Senior status or department permission. With department permission, may be taken more than once on different topics. 3 credits
PSY 494 Senior Honors Project in Psychology
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: PSY 492. 3 credits

SAS 103 Introduction to Sociology
The unique perspectives and methods of social science for understanding the social realities of everyday life; the concept of culture, socialization, social perception and cognition; semiotics and anthropological linguistics; the sociology of knowledge, social ethics and norms; groups and stratification, culture continuity and change; human ecology. 3 credits
THE TOURO COLLEGE CODE OF CONDUCT

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

1. Theft of, or damage to, College records and property, caused by intentional, negligent or irresponsible conduct;
2. Unauthorized use of any College property, including, but not limited to, its name, property, offices, premises, equipment (computer equipment, telephones, fax machines, copying equipment, laboratories and misuse of student ID cards);
3. Conduct which interferes with or obstructs any College functions or which physically obstructs or threatens to obstruct or restrain members of the college community;
4. The physical or sexual abuse or harassment of any member of the college community (such incidents must also be reported to the Title IX coordinator);
5. Threatening or actual infliction of bodily injury, assault, emotional trauma against students, faculty or staff of the College (such incidents must also be reported to the Chief Security Officer);
6. Disorderly, disruptive or abusive conduct in the classroom or on College premises;
7. Refusal to follow the directives of College officials acting in performance of their duties;
8. Impersonating college faculty, College officials, or college staff;
9. Forging signatures or other information on registration forms, financial aid forms or any other College documents;
10. Computer abuse, including possession of unauthorized passwords, plagiarism of programs, unauthorized destruction of files, misuse of computer accounts and disruptive or annoying behavior on the College’s computer system;
11. Unauthorized sale, distribution or consumption of alcoholic beverages on College premises;
12. Distribution, purchase or possession of barbiturates, amphetamines, marijuana, hallucinogens, opiates, or any other addictive or illegal drugs or paraphernalia on College premises;
13. Gambling in any form on College premises;
14. Possession, distribution or sale of weapons, incendiary devices, or explosives on College premises;
15. Tampering with or misusing fire-fighting equipment and/or safety equipment (such as alarm-boxes and extinguishers);
16. Participation in or furtherance of any illegal activity on Touro’s premises;
17. Offensive or derogatory written or verbal statements intended to inflict harm on members of the College community, including, without limitation, racist, ethnic, or sexist remarks or references regarding any member or group of the College community;
18. Any abusive conduct or harassment directed at an individual or group of individuals in the College community on the basis of the actual or perceived race, gender, color, national origin, ethnicity, religion, age, disability, sexual orientation, marital or parental status, or citizenship status of such person(s);
19. Refusal to identify oneself to an official or security officer of the College or to present proper identification upon entering the college premises;
20. Actions that are not harmonious with and supportive of the activities and functions of an educational institution; actions that harm the reputation of the College;
21. Aiding or abetting any conduct prohibited by this College Code;
22. Conviction of a felony crime while enrolled at the College;
23. Intentionally filing a false complaint under this College Code of Conduct;
24. Academic dishonesty and lack of academic integrity.

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

ADJUDICATION OF COLLEGE CODE OF CONDUCT VIOLATIONS

[Please note that there is a separate adjudication process for academic integrity violations (#24 in the Code of Conduct) in the section below entitled “Procedures in Response to Violations of Academic Integrity.”]
Any member of the college community may notify the Dean of the School of Health Sciences or his designated representatives of a Code of Conduct infraction by submitting a written statement describing the alleged violation within ten (10) school days of the alleged violation or within ten (10) school days from the time the charging individual learned of the alleged code violation, but no later than within three (3) months of the violation. The Dean, or one of his designated representatives, shall inform the individual charged with the infraction, in writing, of the nature of the charges against him/her and designate a time and place for a meeting.

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

- dismiss the charges;
- bring the parties together for informal mediation;
- impose any of the disciplinary sanctions listed in the section entitled “Sanctions,” except that the Dean (and/or his representatives) cannot require payment of restitution or order expulsion;
- upon consultation with the college’s legal counsel suspend a student for an interim period not to exceed fourteen (14) school days, pending disciplinary hearing by the SHS Committee on Academic Standing;
- refer the charges to the Committee on Academic Standing.

Determinations by the committee may be made in the absence of the student, as long as adequate notice is provided. The committee’s decisions are final.

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

Sanctions
The SHS Committee on Academic Standing may take one or more of the following actions:

1. Dismiss the Charges: After reviewing all relevant information, and student record materials, the Committee on Academic Standing may decide to dismiss the charges against the student.

2. Impose disciplinary sanctions, which include but are not limited to the following:
   (a) Warning – A written reprimand putting the student on notice that he/she has violated the Code of Conduct and indicating that further misconduct may result in a more severe disciplinary action. A copy of this warning will be placed in the student’s file.

   (b) Disciplinary Probation - A student may be placed on disciplinary probation for a definite period of time, not to exceed one year. While on probation, students may not hold office in student government organizations, clubs or societies or represent the college in any capacity. Further violations while on probationary status will result in suspension or expulsion from the college. A copy of the probation notice becomes a part of the student’s file.

   (c) Counseling and Treatment – A student’s continued enrollment at Touro College may be conditioned on his participation in counseling or treatment at outside counseling and treatment agencies. A student’s failure to participate in such a program after being advised that his enrollment is conditioned on participation may result in other disciplinary sanctions.

   (d) Restitution - A student may be required to pay restitution to the college or to fellow students for damages and losses resulting from his 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 suspension. He/she must apply to the Committee on Academic Standing for reenrollment authorization.

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

3. Additional Sanctions – The Committee on Academic Standing may impose the following sanctions in addition to those listed above:
   (a) A fine of to be paid to the college, in addition to restitution.
   (b) Service to the College community for a designated number of hours. The required service cannot interfere with the individual’s course schedule.

4. Legal Action – The Committee on Academic Standing in consultation with the Office of Institutional Compliance may recommend that students be turned over to law enforcement authorities for legal action. The final decision on referring student cases to the authorities is made by the Office of Institutional Compliance.

5. Other Sanctions – The Committee on Academic Standing may impose other sanctions that it deems appropriate and fair.

**Appeals of Disciplinary Sanctions Imposed for Code of Conduct Violations**

Any disciplinary action taken by the Dean or his representatives for a violation of the Code of Conduct may be appealed by filing a written appeal with the Committee on Academic Standing within ten (10) school days of the disciplinary action decision. The copy of the appeal should be submitted to the Dean.

The Committee on Academic Standing will set a date for a hearing within fourteen (14) school days of receipt of the student’s written appeal. The burden of proof is on the student to demonstrate that the decision of the Dean was erroneous, arbitrary or capricious.

In cases in which the disciplinary sanction was initially imposed by the Committee on Academic Standing, the student may file a written appeal with the Dean within ten (10) school days of the committee’s decision. The Dean shall appoint a Special Appeals Panel consisting of the Dean of Faculties (or his representative), three full-time faculty members, and a Student Affairs staffer, to hear the student’s appeal. This hearing must be scheduled within fourteen (14) school days of the receipt of the student’s written appeal. The Special Appeals Panel may overturn the decision of the Committee on Academic Standing only if it determines that the committee’s action was clearly erroneous, arbitrary or capricious.

**Protocols for Disciplinary Hearings**

Hearings conducted by the Committee on Academic Standing and the Special Appeals Panel will be governed by the following protocols:

(a) All hearings are closed to the public.
(b) A quorum of the committee membership, defined as 51% of the total membership, must be present.
(c) Attorneys are not allowed to be present at any hearings.
(d) Students have the right to bring witnesses on their behalf, to present any supporting information they deem relevant, to make opening and closing statements and to ask questions during the proceedings.
(e) The preponderance-of-evidence rule will govern the decision-making process.
(f) Decision will be made by a majority of participating members.
(g) The committee deliberations will be in camera.

**TOURO COLLEGE AND UNIVERSITY SYSTEM ACADEMIC INTEGRITY POLICY**

**STATEMENT ON ACADEMIC INTEGRITY**

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

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

The Touro College and University System views violation of academic integrity with the utmost gravity. Such violations will lead to appropriate sanctions, up to and including expulsion from the college community. We commit ourselves to the shared vision of academic excellence that can only flourish in a climate of integrity.

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

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

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

Adherence to these principles is necessary to ensure that:

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

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

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

**VIOLATIONS OF ACADEMIC INTEGRITY**

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

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

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

Intentional Plagiarism

Plagiarism takes many forms. Flagrant forms, or intentional plagiarism, as stated in the Thesis Guidelines of the New York Medical College, include, but are not limited to: purchasing or copying a paper from the Internet or from a fellow student or anyone else, whether or not that paper has been published; copying or cutting and pasting portions of others’ work (whether a unique phrase, sentence, paragraph, chart, picture, figure, method or approach, experimental results, statistics, etc.) without attribution; copying clinical notes/materials without personally performing the patient examination. Plagiarized sources may include not only print material but also computer programs, CD-ROM video/audio sources, emails and material from social media sites and blogs, as well as assignments completed by other students at Touro College and University System and elsewhere. A more subtle, but equally flagrant, form is paraphrasing or attempting to put in one’s own words the theories, opinions or ideas of another without proper citation.

Students may not reuse their own previous work without appropriate citation. This is a form of plagiarism called self-plagiarism, and may mislead the reader or grader into the erroneous belief that the current submission is new work to satisfy an assignment.

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

Unintentional Plagiarism

Plagiarism is not only the failure to cite but the failure to cite sources properly. If a source is cited but in an inadequate way, the student(s) may still be guilty of unintentional plagiarism. It is therefore crucial that students understand the correct way to cite. The rules are relatively simple:

- For exact words, use quotation marks or a block indentation, with the citation.
- For a summary or paraphrase, show exactly where the source begins and exactly where it ends.

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

CHEATING ON EXAMINATIONS AND OTHER CLASS/FIELDWORK ASSIGNMENTS

The Student Code of Academic Integrity at the New York Medical College defines cheating as improperly obtaining and/or using unauthorized information or materials to gain an advantage on work submitted for evaluation. Providing or receiving assistance unauthorized by the instructors is also cheating.

Examples of cheating include, but are not limited to:

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

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

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

RESEARCH MISCONDUCT AND OTHER UNETHICAL CONDUCT

The integrity of the scientific enterprise requires adherence to the highest ethical standards in the conduct of research and research training. Therefore, students and other trainees conducting research are bound by the same ethical guidelines that apply to faculty investigators. These standards are described briefly in the New York Medical College Guidelines for Ethical Practices in Research and Policies for Dealing with Instances of Alleged Violations of Ethical Standards and more fully in the US Public Health Service Policies on Research Misconduct.

Research misconduct is defined in the USPHS Policy as “fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results.” When appropriate, adjudication will be conducted according to Touro College and University System’s Guidelines for Ethical Practices in Research cited above.

In the Student Code of Academic Integrity, the New York Medical College uses the following as examples of research misconduct:

Fabrication
Fabrication means making up information, data, or research results, or pretending to have performed experiments that were not, in fact, conducted.

Falsification
Falsification means inappropriately altering or manipulating data, images, or information on clinical or laboratory records, practicum experiences, research results, equipment, and/or processes so that one possible conclusion or interpretation is favored over others.

Plagiarism (As Research Misconduct)
Plagiarism, on its own a violation of academic integrity, may additionally constitute research misconduct if it is committed in the context of a research effort.

Misleading or Fraudulent Behavior
Misleading or fraudulent behavior, put simply, is lying, and includes acts contributing to or associated with lying. It takes on any form of fabrication, falsification or misrepresentation.

Examples include, but are not limited to:
− Reporting false information to gain an advantage;
− Omitting information or data resulting in misrepresenting or distorting findings or conclusions;
− Providing false information to explain lateness or to be excused from an assignment, class or clerkship function;
− Falsely accusing another of misbehavior, or otherwise misrepresenting information about another;
− Providing false information about oneself, such as on an application or as part of some competition;
- Taking credit for accomplishments achieved by another;
- Omitting relevant information about oneself.

**Tampering**
Unauthorized removal or alteration of College documents (e.g., library books, reference materials, official institutional forms, correspondence), software, equipment, or other academic-related materials, including other students’ work, for the purpose of gaining an unfair academic advantage. It should be noted that tampering as a form of cheating may also be classified as criminal activity and may be subject to criminal prosecution.

Examples include, but are not limited to:
- Tearing out the pages of an article from a library journal to prevent other students from having access to the required reading material;
- 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”, can 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. As a general rule, if you think you might be violating the copyright law, you probably are. Examples of copyright violations include:
- Making or distributing copies of a copyrighted article for a group (on paper or electronically)
- Disseminating an image or video of an artist’s work without permission (such as a Netter® or Adam® anatomical drawing)
- Copying large sections of a book

The “fair use doctrine” regarding use of copyrighted materials can be found at the following link: [http://www.copyright.gov/fls/fl102.html](http://www.copyright.gov/fls/fl102.html)

**PROCEDURES IN RESPONSE TO VIOLATIONS OF ACADEMIC INTEGRITY**
This Touro College and University System Academic Integrity Policy applies to all students in each of Touro’s schools. 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 at no time will be less stringent than the requirements and standards set forth in this Policy Statement.

**REPORTING A CASE OF SUSPECTED PLAGIARISM OR CHEATING**
Faculty members or other members of the Touro community who encounter cases of plagiarism or cheating should contact the Chair of the relevant department, and inform the offending student of such. The Chair will report the incident, in writing, to the Dean. The Chair will provide faculty with advice specific to the individual incident. No grade may be entered onto the student’s record for the course in question before the issue is resolved, either informally or formally.

**RESOLUTION OF ACADEMIC INTEGRITY VIOLATIONS**
Students who are found to have violated the Touro College and University System’s Standards of Academic Integrity are subject to sanctions. Each school shall designate the Dean responsible for adjudicating violations of Academic Integrity (herein referred to as the “Dean” except where otherwise noted). Depending on the school’s Student Handbook or Bulletin, this may be the Dean of Students, the Dean of Faculties, or another appropriate responsible individual.

As stated above, incidents are reported to the department Chairperson, and a report by the Chair is submitted to the Dean. The method of resolution of the violation may be either informal or formal.

At the discretion of the Dean or Chair, the student may be removed from the class pending a resolution of the matter. Should a student action be of such a nature that it is felt that he or she must be relieved of his/her right to attend the Touro College and University System, the student may be temporarily suspended from the Touro
College and University System upon recommendation of the Dean. In the case of suspension, an expedited formal hearing will be scheduled. Suspended students may not avail themselves of the informal resolution process.

Informal Resolution
The student and faculty member may resolve the issue informally—with notice to the Chair of the Department and the Chair’s consultation with the Dean (which must be accompanied by a written synopsis of the matter)—and the faculty member, in consultation with the Chair, may impose any range of sanctions (Class C, D, or E) short of suspension and expulsion. If the student agrees to the decision, then any disposition will be final. Once accepted by the student, the decision of the faculty member and Chair is not subject to appeal, and is binding on both the student and faculty member.

The Chair must indicate whether the violation was a minor or inadvertent violation that is not subject to reporting, or whether the violation is significant enough to warrant reporting. The outcome of the informal resolution should be reported in writing to the Dean, who will maintain the record of significant violations for the duration of the student’s academic career.

The informal resolution process is not available to individuals who have been previously reported.

Formal Resolution
In the event that (1) the student denies the charge, (2) the student and faculty member do not agree to informal resolution, (3) the student is a repeat offender, or (4) for any other reason for which informal resolution is not appropriate as determined by the Chair or the Dean, then the matter shall be submitted for formal resolution.

The Touro College and University System has developed the following formal method of resolution to deal with academic integrity allegations and complaints.

To institute formal resolution, the following procedures shall be followed:

- The Dean receives a written statement from the instructor or any other complainant, as the case may be.
- The written statement must include the name of the involved student, the name and status of the reporting person, and the nature of the alleged act.
- The Dean shall arrange a hearing which, generally speaking, should take place no earlier than three (3) calendar days and no later than twenty (20) calendar days after receipt of the complaint.
- The hearing shall take place before the Standing Committee on Academic Integrity of the School.
- All persons involved in a hearing shall be given adequate notice of all hearing dates, times and places. Such notice, which may be by e-mail and followed by a hard copy, will be given at least twenty-four hours prior to any hearing, unless waived by the parties involved.
- Postponements of Committee hearings may be made by the interested parties or the administration. The student may be granted a postponement if pertinent information or interested parties cannot for good cause be present at the appointed time. Any postponement may not extend beyond a three-month period.
- The student charged and the person making the charges 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 to be closed sessions. The Committee may hear other people of its choosing who may be knowledgeable about the issue(s) under consideration, and may investigate relevant written reports, discussions with involved parties, examinations, papers, or other related documents.
- A quorum of this Committee must be present in order to conduct official business and render a decision.
- All decisions shall be made by majority vote, the mechanism to be determined by Committee membership.
- The student has the right to appear in person before the Committee in order to present his/her case, but, after proper notice of a hearing, the Committee may proceed, notwithstanding the student’s absence.
The hearing is academic in nature and non-adversarial. Representation by an attorney is not permitted.

A recording secretary may be appointed by the Committee Chair. Transcripts of the proceedings are not mandatory or required.

All issues in dispute shall be presented orally by the Committee Chair.

All information supporting the charges made against a student shall be presented first. Following this presentation, the student who is under investigation will present his/her side of this issue, submitting to the Committee information that he/she chooses to submit to support the student’s stance or position. The Dean, his or her designee, or other members of the Administration may also meaningfully participate in this information exchange. Pursuant to the Touro College and University System Code of Conduct, the student is expected not to obstruct the investigation or proceedings.

At the completion of all discussions, the student and his/her accuser may each make a closing statement. The administration may also be afforded an opportunity to make a statement.

At any time during the hearing the student, his/her accuser, the Committee, and/or the Touro College and University System’s representatives may raise questions about the information under review so that all aspects of the case are clarified.

The Committee shall reach a decision using the following guidelines:

- The Committee will meet in closed session to reach a decision, including recommended sanctions, if applicable. Such meeting will generally be held within one school day following the hearing.
- If the Committee seeks additional information following commencement of its deliberations, it will notify the parties within two school days, and reconvene the hearing within five school days of the conclusion of the original hearing. The Committee's final decision must then be made.
- The Committee’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 Committee’s decision will be presented in writing to the Dean and the student.
- In the absence of an appeal, the Dean will transmit the Committee’s decision to the Touro College and University System (TCUS) Academic Integrity Council. Solely in the event of a disparity or other irregularity in the sanction imposed, the TCUS Academic Integrity Council may remand the matter to the Dean, noting the new range of permissible sanction.

**ACADEMIC APPEAL PROCESS**

- Following notification of the Committee decision, a student may wish to appeal the decision. He or she has three (3) working days within which to submit a formal written appeal of the decision to the Dean of the Division or School. The appeal should be accompanied by a narrative explaining the basis for the appeal. The narrative should fully explain the student’s situation and substantiate the reason(s) for advocating a reversal or modification of the decision by the Committee.
- After consideration of the Appeal, the Dean may accept, reject or modify the Committee’s decision, and will notify the student in writing of the decision.
- The Dean, when notifying the student of the decision, shall inform the student of his/her right to appeal an adverse decision in the event the sanction imposed was a suspension, expulsion or revocation of the degree. In all other instances, the Dean’s decision will be FINAL.
- A copy of the Dean’s Final decision will be transmitted to the Touro College and University System (TCUS) Academic Integrity Council. Solely in the event of a disparity or other irregularity in the sanction imposed, the TCUS Academic Integrity Council may remand the matter to the Dean, noting the new range of permissible sanctions, for action consistent with overall TCUS standards.

In the event the Dean and the Committee have decided to suspend, expel or revoke a student’s degree, following notification of the Dean’s decision, a student may wish to appeal the decision. He or she has five (5) working days within which to submit a formal written appeal of the decision to the respective Chief Academic Officer (e.g., the Provost or Senior Provost) or Presidential designee. The appeal should be accompanied by a narrative explaining the basis for the appeal. The narrative should fully explain the student’s situation and substantiate the reason(s) for advocating a reversal of the prior recommendation or decision by the Committee or the Dean.

The Provost may grant an appeal only on the basis of one of the following:

- Evidence of bias of one or more of the members of the Committee or of the Dean.
- New material documenting information that was not available to the Committee or a relevant Dean at the time of the initial decision.
- Procedural error.

The Provost may interview the student, but will not conduct a hearing. The Provost will consider the merits of the appeal and may even consult the Chair of the Committee. The Provost will notify the student in writing of the appeal decision. The decision of the Provost shall be final.

**Status of Student Pending Action**
Pending resolution on charges, the status of the student will not be altered except in cases where the student has been suspended, in which case an expedited resolution procedure will be in effect. If a student is suspended for any reason, all as-yet undisbursed financial aid may be withheld unless or until the action is fully resolved and the student is reinstated. If reinstated, the financial aid funds can be released to the student. If the student is dismissed, the funds will be returned to the proper agency or lender.

**SANCTIONS**
Sanctions may be imposed by the faculty, the Dean or the Committee. Sanctions may include the following or combinations thereof:

**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)

**Class C Sanctions:**
- Indication of the disciplinary action 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;

**Class D Sanctions:**
- Placement on Probation;
- Failure in the course and requiring the student to repeat the entire course/clerkship;

**Class E Sanctions:**
- Ordering student to take additional ethics tutorials intended to assist student to avoid future misconduct;
- 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;
- Requiring the student to redo the assignment;

**Other Sanctions:**
- Other sanctions, as deemed just and proper. For example, repeat offenders may be subject to more stringent sanctions.

**RECORDKEEPING**
Records of the resolution of proceedings shall be kept in accordance with the following:
- If the Committee finds no merit in the allegation under discussion, the Touro College and University System records of the proceedings shall be sealed and secured in the office of the Dean until such time as any legal statute of limitations has expired. Upon the running of the limitations period, all records shall be destroyed. Should a need arise to open the sealed records, the Provost, Dean, or Chief Compliance Officer shall issue an order to open the record. These records will not go into a student's file.
- If the Committee determines that there is merit in the allegation, all matters relative to the resolution shall be entered in the student's academic file, with a copy held by the Dean.
A student may see his/her file in accordance with Touro College and University System regulations concerning inspection of records as spelled out in *Guidelines for Access to and Disclosure of Educational Records Maintained by the Touro College and University System.*

**ARBITRATION OF DISPUTES**

Touro College students, faculty and staff are expected to abide by all Touro College policies and regulations, including those set forth on the Touro College website, and including the policies and procedures set forth in this Catalog.

Touro College’s arbitration policy was created with the intention of providing a program for the quick, fair, accessible, and inexpensive resolution of Disputes (see definition below) between Touro College and Touro College’s current and former students (as well as applicants) related to or arising out of a current, former, or potential academic relationship with Touro College. The policy is intended to provide an exclusive mechanism for the final and binding resolution of all Disputes that cannot otherwise be resolved internally through the academic and disciplinary methods described elsewhere in this Catalog. It is not intended either to curtail or extend substantive rights available under applicable law, except to limit Touro College’s damages awardable to students in any and all events, and to limit the amount of time an aggrieved student has to file for arbitration. The policy should be interpreted in accordance with these purposes.

A student’s acceptance, registration, enrollment, matriculation and/or continued enrollment and matriculation at Touro College acts as his or her consideration and consent to these terms. Each student agrees that he or she will pay for their own fees and expenses related to or arising out of the arbitration. Each student acknowledges and understands that by registering and matriculating at Touro College they are clearly, freely and unambiguously agreeing to exclusively arbitrate any disputed claims that may arise, that are not otherwise resolved via Touro College’s internal complaint or dispute mechanisms. You agree to waive any right to a trial by jury or to bring an action in court.

All arbitrations of Disputes shall be exclusively conducted and heard by the American Arbitration Association (“AAA”), or its successor, before a single arbitrator who shall be an attorney. "Dispute" means all legal and equitable claims, demands, and controversies “of whatever nature or kind”, whether in contract, tort, under statute or regulation, or some other law or theory; the application, potential enrollment, enrollment, matriculation, continued enrollment and matriculation, and graduation, suspension, dismissal, expulsion, separation or any other academic, disciplinary or other action or termination of such student with Touro College; any other matter related to or concerning the relationship between the student and Touro College including, by way of example and without limitation, allegations of: discrimination based on race, religion, national origin, age, veteran status or disability, sex (including sexual harassment), gender, sexual orientation, retaliation, defamation, infliction of emotional distress, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments Act, The Americans With Disabilities Act of 1990, Campus Sex Crimes Prevention Act, as amended, Sections 1981 through 1988 of Title 42 of the United States Code, if applicable, Family Educational Rights and Privacy Act of 1974 (FERPA), if applicable, 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 law, as well as any other law related to students, not-for-profits and higher educational institutions. Disputes do not include collections actions of tuition or other fees payable by the student and owed to Touro College.

Requests to arbitrate must be filed with the other party and with AAA within one hundred and twenty (120) calendar days after the claim or dispute arises or the act or acts as to which arbitration is brought occur. If a student fails to file a request for arbitration with Touro College and AAA within one hundred and twenty (120) calendar days after the claim or Dispute arises, that claim or dispute will be conclusively resolved against the student even if there is an applicable statute of limitations that may have given the student more time. Any judgment upon the award rendered by the arbitrator may be entered in any court of competent jurisdiction.

The Arbitrator, rather than any court, is the sole venue for any claims regarding the arbitration mechanism. If any provision of the policy is determined to be invalid or unenforceable in any jurisdiction, the remaining provisions shall remain in full force and effect and shall be liberally construed so as to effectuate the purpose and intent of the policy. This policy precludes litigation in any court of any claim that could be arbitrated.
FAILURE TO EDUCATE AND LIABILITY DISCLAIMER

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

Touro College’s liability (as well as its faculty, staff, and third parties action by, through or on its behalf) is limited in all respects, no matter the cause of action or theory of liability, to the amount of tuition actually paid by the student in the one year prior to which the claim is made. No award of incidental, consequential, punitive or lost profits damages may be awarded.

POLICY ON BIAS, HARASSMENT AND DISCRIMINATION

All divisions of Touro seek to foster a collegial atmosphere where 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 an effective and timely manner, and will ensure that it does not recur.

Those believing that they have been harassed or discriminated against on the basis of their race, religion, color, national or ethnic origin, alienage, age, military veteran’s status, disability, and/or marital status should immediately contact the Dean of Students, Human Resources, and/or Security. 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.

Any member of the Touro community including students, faculty, employees, or vendors has a duty to report violations of this policy where individuals know, or should know, of accusations or actions which violate Touro Policy and will notify the Touro Compliance Officer of such violations promptly.

The Compliance Officer shall coordinate the enforcement, compliance, communication and implementation of Touro’s anti-harassment and anti-discrimination policy.

Complaints may be filed by contacting:

Elan Baram  
Compliance Officer  
Touro College  
500 7th Avenue, 4th Floor  
New York, NY 10018  
646-565-6000 x 55636  
elan.baram@touro.edu

or alternatively the Chief Compliance officer at compliance@touro.edu.

A complaint, which must be submitted within the earlier of the following two dates: (a) thirty (30) days after the alleged misconduct; or, (b) the end of the semester in which the alleged incident occurred.

Retaliation against any individual who made a complaint will not be tolerated.

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 this policy 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

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Title IX Policy

Our Title IX policy applies to all members of the Touro community, including students, faculty, and administrators as well as third-parties (including, but not limited to, vendors, invitees, etc.).

Discrimination or harassment of any kind in regards 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.

All divisions of Touro seek to foster a collegial atmosphere where 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.

Those believing that they have been harassed or discriminated against on the basis of their sex, including sexual harassment, should immediately contact the Title IX coordinator. 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.

Title IX, and its implementing regulations, prohibit 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. Retaliation against any individual who made a complaint will not be tolerated.

Title IX Coordinator
The Title IX Coordinator or his designee (“Title IX Coordinator”) is trained and knowledgeable about enforcement, compliance, communication, and implementation of Touro’s anti-harassment and anti-discrimination policy.

The Title IX Coordinator’s contact information is as follows:

Elan Baram
Title IX Coordinator
Touro College
500 7th Avenue, 4th Floor
New York, NY 10018
646-565-6000 x 55636
elan.baram@touro.edu

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, New York 10005
POLICY ON SEXUAL OFFENSES

This policy applies to all members of the Touro College (“Touro”) community, including students, faculty, and administrators as well as third-parties (including, but not limited to, vendors, invitees, etc.). Discrimination or harassment of any kind in regards 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. Touro will not tolerate unwelcome sexual advances, requests for sexual favors, and any other verbal or physical conduct of a sexual nature constituting sexual harassment.

In general, it is a sex crime to engage in any sexual contact with a person who does not consent, or to engage in sexual intercourse, deviant sexual intercourse, or sexual abuse if it is accomplished by forcible compulsion. 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.

All divisions of Touro seek to foster a collegial atmosphere where 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 immediately contact the Title IX coordinator. 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.

Please refer to the Touro Portal to view the complete policy.

Title IX Coordinator
The Title IX Coordinator or his designee (“Title IX Coordinator”) is trained annually and is knowledgeable about enforcement, compliance, communication, and implementation of Touro’s anti-harassment policy.

The Title IX Coordinator’s contact information is as follows:

Elan Baram
Title IX Coordinator
Touro College
500 7th Avenue, 4th Floor
New York, NY 10018
646-565-6000 x 55636
elan.baram@touro.edu

TOURO COLLEGE SEXUAL ASSAULT PREVENTION POLICY

The administration of Touro College is concerned with the physical safety and security of the students of the college.
Sexual offenses of all types directed against students by their peers, professors and/or employees of the college on the premises of Touro College constitute criminal acts and violate Touro College’s Code of Conduct. Under New York law, sexual offenses include: sexual abuse; rape; sodomy; sexual misconduct; public lewdness; stalking. All of these acts are punishable by imprisonment in New York State.

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

**Reporting Sexual Offenses to the College and Police**

To report sexual offense crimes, immediately call the Touro College Command Security Post at the Manhattan Main Campus, which is staffed 24 hours a day, at 212-463-0400 ext. 5782. To report the crime to the police, dial 911. For rape, assault and sexual violence, you may call the Sex Crime Hotline at 212-267-7273.

Victims of sexual assault seeking counseling may wish to contact:
The Crime Victim Center, 50 Court Street, 8th Floor, Brooklyn, N.Y. 11201; telephone: (347)328-8110.

**Filing Charges for Incidents of Sexual Assault**

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

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

**For Further Information**

Please consult our brochure, entitled Sexual Harassment: Information for College Students. This brochure is available from the Office of the Dean of Students.

**STUDENT COMPLAINT POLICY**

Touro College is committed to safeguarding the interests of all students. Students are entitled to be treated with fairness and respect in accordance with the College’s policies and procedures. The College does not condone unfair treatment of students by administration, faculty and staff.

Students who believe they have been aggrieved by the College or a member of its staff, and 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.

**PURPOSE**

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

**COMPLAINT POLICY**

If any student believes that his or her rights have been violated or infringed upon, or that Touro’s policies and procedures have not been followed, that student may file a formal complaint with the Dean of the school or division in which he/she is enrolled. When a complaint concerns an administrative function of the College, including but not limited to, tuition refund and student financial assistance, a student may file a formal complaint with the College-wide director or supervisor of the administrative unit in question, or their designee.

Prior to filing the formal complaint, the student should attempt to remedy the situation via an informal mediation (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
Formal complaints under this policy may only be brought within ninety (90) 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 College currently has a robust policy and procedure for dealing with such allegations. Therefore, all such incidents are considered under that anti-harassment policy/process. Other examples of exceptions to the Student Complaint Policy include, but are not limited to, Financial Aid estimations, awards or denials, race discrimination, Code of Conduct violations, and ADA Reasonable Accommodations requests and complaints.

Additionally, this Student Complaint Policy is separate and distinct from the Touro College or program-specific grade appeals polices. Therefore, this Policy may not be used for appealing grades, dismissals, or academic decisions by any Touro College programs. Such appeals are governed by the Student Handbook or Bulletin for the program in which the student is enrolled.

STUDENT COMPLAINT PROCEDURE PHASES

PHASE ONE: ATTEMPT TO RESOLVE THE MATTER THROUGH INFORMAL RESOLUTION

Direct Discussion: Students wishing to grieve an alleged violation of the College’s policies may first attempt to resolve the matter through informal resolution. In order to do so, the student should first contact the person responsible for the matter being grieved (the respondent) and attempt to resolve the grievance informally, within seventy (70) calendar days of the alleged misconduct.

Informal Mediation: At the request of the student or respondent, the Office of Ombudsman shall arrange for a meeting of parties, attend such meeting(s), and attempt to aid in the resolution of the complaint. Discussions with the Ombudsman are confidential in nature, and therefore Informal mediation does not constitute notification to the College of the complaint.

Advisement: Students uncertain about how to proceed may consult the Office of Institutional Compliance who shall identify the Ombudsman. Information about the Ombudsman may be found at http://www.touro.edu/about/administration/institutional-compliance/ombudsman/.

PHASE TWO: FORMAL REVIEW
(If the matter is not resolved in Phase One)

1. Filing of a Written Complaint: In the event the student opts to avoid informal resolution or if the grievance is not resolved informally within twenty (20) days after the student directly contacted the appropriate person to attempt an informal resolution, the student may obtain review by submitting a written complaint to the Dean or the appropriate director or supervisor of the administrative unit in question, or their designee (herein referred to as the “Dean”). The letter must be sent within twenty (20) days of the first direct contact that the student had with the respondent (person he/she felt to be responsible for the situation). The student’s letter of complaint must include the following:
   1. The specific written school or program policy that allegedly has been violated
   2. A description of the facts and evidence supporting the alleged violation
   3. A description of the redress that the grievant seeks

2. Appointment of an Investigator: The Dean shall direct the complaint to the Office of Institutional Compliance who shall:
   1. Review the allegedly violated policy
   2. Meet with the complainant
   3. Meet with other persons as he or she shall deem appropriate for this purpose of determining the facts and attempting to resolve the complaint
   4. Draft reports regarding their investigation
5. Provide their reports to a third-party fact-finder, who shall be a senior staff member or administrator designated by the Office of Institutional Compliance, upon completion of the investigation. The fact-finder shall render a written decision based upon the merits of the matter to the interested parties.

If the Complaint is against the Dean, the student may directly submit the complaint to the Office of Institutional Compliance by emailing Compliance@Touro.edu.

PHASE THREE: FINAL REVIEW BY A “FACT-FINDER,”—SENIOR STAFF MEMBER OR ADMINISTRATOR
1. If no additional information is requested by the fact-finder, the fact-finder shall determine within twenty (20) business days, what, if any, violation occurred and what, if any, remedies are required.
2. A request for information will reset the timetable for determination. Furthermore, the issuance of a determination may be postponed by unavailability, school closure any other unforeseeable circumstances.
3. The fact-finder’s decision as to the appropriate remedy shall be in writing and final, and copies shall be sent to the student and the respondent.

CONFLICTS OF INTEREST
Touro College ensures that final determination of each formal complaint will be made by a person or persons not directly involved in the alleged problem. If at any point in the formal complaint process a student, or any other individual, learns that an investigator is directly involved with the grievance at issue, he or she should inform the Dean of the program or division of the potential conflict immediately. If a Conflict of Interest exists, the College will immediately remove that individual from the investigation.

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

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

Security Services
Touro College 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 College, 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 College 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 College 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
POLICY ON DRUGS & CONTROLLED SUBSTANCES

Touro College seeks to safeguard the health and well-being of all members of the college community: students, faculty and staff. All members of the college community are accountable to the law and to the regulations of the college.

Students, faculty and staff who distribute or use illegal drugs or illicitly use legal drugs, including alcohol while on the campus locations and facilities of Touro College or as part of any of Touro’s activities are violating Federal Laws, New York State Laws and the regulations of Touro College. Violations of federal and state laws can lead to prosecution and criminal sanctions, including but not limited to, fines and/or imprisonment.

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

The College will provide confidential counseling and referral services to 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 strict confidentiality.

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

It is the policy of Touro College that the unlawful use, possession, distribution or manufacture of drugs or controlled substances on college property is strictly prohibited.

Individuals, who possess, use, distribute or manufacture drugs or controlled substances are subject to college disciplinary action as well as possible criminal prosecution.

Any students arrested for any liquor law or drug law violations or who are found in violation of these policies may be subject to disciplinary proceedings in accordance with the procedures outlined in the “Adjudication of College Code of Conduct Violations” section of respective school catalogs and student handbooks.

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

- **Warning** - A written reprimand putting the student on notice that he/she has violated the Code of Conduct. A copy of this warning is placed in the student's folder.
- **Probation** - A student may be placed on disciplinary probation for a definite period of time. While on probation, students may not hold office in Student Government Organizations, Clubs or Societies, or represent the college in any capacity. Further violations while on probationary status will result in suspension or expulsion from the college.
- **Counseling and Treatment** - A student’s enrollment at Touro College may be conditioned on his/her participation in counseling or treatment at outside counseling and treatment agencies.

A student’s failure to participate in such a program after being advised that his/her enrollment is conditional upon it may result in other disciplinary sanctions.

- **Restitution** - A student may be required to pay restitution to the college or to fellow students for damages and losses resulting from his/her actions.
- **Suspension** - At any time during a student’s enrollment at the college, he/she may be suspended and barred from attending classes for a definite period, not to exceed two years. A student may not
be automatically re-enrolled at the end of his/her suspension. He/she must apply to the Student Affairs Committee for re-enrollment.

- Expulsion - Touro College may terminate a student’s status at the college at any time.

**Disciplinary Standards for Faculty & Staff Possessing, Using, Distributing and/or Selling Drugs & Controlled Substances**

Each faculty and staff member of the college is expected to abide by the college's policies for maintaining a drug-free workplace. The policy statement on drug abuse pertaining to students also applies to faculty and staff.

Furthermore, all faculty and staff are required to notify the Dean of Faculties or the Director of Human Resources of any criminal conviction relating to his or her own drug activity within five (5) days of such conviction.

Faculty and staff (part-time and full-time) who are arrested for any liquor law or drug law violations or who violate college policies on drugs and controlled substances will be subject to disciplinary sanctions as follows:

- Censure - A written reprimand, outlining the violation(s) of college policies, may be placed in the personnel file of individual violators.
- Probation - Faculty and/or staff may be placed on probation for a definite period of time up to a maximum of one year. In such instances, individuals may be required to enroll in a therapeutic counseling or treatment program.
- Suspension - Faculty and/or staff may be suspended from employment without pay for a period of time ranging from seven days to a maximum of one year.
- Termination of Employment - Faculty and/or staff may be dismissed from employment upon written notice by the Dean of Faculties (for faculty members) or the Vice President for Administration (all other employees).
- Legal Action – Faculty and/or staff may be turned over to law enforcement authorities for criminal prosecution and legal action.

In both cases for students and faculty and staff, the existence of a progressive system of disciplinary sanctions measures does not preclude Touro College from levying a heavy sanction, without first resorting to a lesser sanction. By way of illustration and not exclusion, Touro College may expel a student or terminate a staff or faculty member for a violation of policy without first issuing a warning or putting that student or employee on probation.

**Regulations on Alcohol Use/Abuse**

The following regulations apply to students, faculty and staff of the college:

- The consumption of alcoholic beverages by individuals under the age of 21 is illegal.
- All persons are prohibited from consuming alcoholic beverages on the premises of Touro College (unless at an event specifically sanctioned by Touro College Administration in writing), or entering or remaining on Touro College premises in an impaired state.
- Any student who falsely represents himself/herself at a sanctioned Touro event as being of age to consume alcohol is subject to disciplinary action as outlined in the Code of Conduct.
- Any faculty and/or staff member of the college who transmits alcohol to a minor on college premises shall be subject to full penalty under the laws of their respective state.
- Alcoholism, while it may be a disability, does not excuse any faculty and/or staff member of the college from violating a legitimate Touro College policy or neglecting their responsibilities to the college. Individuals whose work performance is impaired as a result of the use/abuse of alcohol may be required to participate in an appropriate evaluation/treatment program.
- If you are an alcoholic, you may self-identify to the Dean of Students or Human Resources, as the case may be, and request reasonable accommodations.

Know the signs:
- Passed out or difficult to awaken
- Cold, clammy, pale or bluish skin
- Slowed breathing
- Vomiting (asleep or awake)
Know how to help:
- Turn a vomiting person on his/her side to prevent choking
- Clear vomit from the mouth
- Keep the person awake
- Never leave the person unattended
- Seek Medical Attention

For Further Information

Students should consult the Touro College Campus Security and Drug Alcohol Abuse Policies Information Brochure for a detailed description of the health risks and dangers resulting from consuming controlled substances. This brochure has a listing of treatment centers in the New York area. The brochure also outlines legal sanctions imposed under Federal Law and New York State Law.
STUDENT RESPONSIBILITIES AND RIGHTS

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

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

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

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


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

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

The administration reserves the right to limit, restrict or remove computing privileges from any student who violates the college’s computer policy, local State, or Federal laws, as well as the applicable articles of the College’s Code of Conduct contained in this Bulletin.

INTERNET AND E-MAIL POLICY
The college’s Internet and e-mail connections are intended solely for use in conducting the college’s business and promoting its educational goals. User’s conduct on the Internet and e-mail must conform to the College’s Code of Conduct and must be in furtherance of legitimate college business.

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

Violation of this policy may result in termination of Internet and e-mail access, and disciplinary action under the college’s disciplinary policy.
DRESS CODE
While individual variations regarding dress code and personal grooming are accepted, appropriate professional appearance is expected.

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

NO-SMOKING POLICY
Touro College recognizes the health, safety and benefits of smoke-free air and the special responsibility that it has to maintain an optimally healthy and safe environment for its faculty, students, employees and guests. Touro is committed to the promotion of good health, wellness and the prevention of disease and to comply with New York state law regarding smoking indoors. Out of respect and loyalty to the college and its mission, smoking (including electronic cigarettes) is not permitted inside any campus building, any of our healthcare facilities where patient care is delivered or inside College vehicles. Violators are subject to disciplinary action. In addition, smoking materials shall not be sold or in any way distributed under the auspices of the Touro College.

PROFESSIONAL CONDUCT
School of Health Sciences students are expected to conduct themselves in a manner consistent with the function of an institution of higher learning and with their role as future health care professionals. Students are required to abide by the highest standards of academic honesty, ethical fitness, and professional conduct. Characteristics key to the development of a health care provider include, but are not limited to:

1. ethical conduct and honesty;
2. integrity;
3. ability to recognize one’s limitations and accept constructive criticism;
4. concern for oneself, others, and the rights of privacy;
5. appropriate value judgment with respect to interpersonal relationships with peers, superiors, patients, and their families;
6. responsibility to duty;
7. an appearance consistent with a clinical professional;
8. punctual attendance at all program scheduled activities and adherence to deadlines set by the faculty and preceptors.

Each program within the School of Health Sciences has established standards of ethical and professional behavior. The standards are set forth in greater detail in the programs’ student handbook. Students of the School of Health Sciences are expected to act in a mature fashion, consistent with the principles of professional ethics and general professional conduct. Honesty and scrupulous concern for the person and property of others are essential.

Conduct that tends to bring discredit upon the School, the student, or the profession, whether committed in class, at a clinical site, or off-campus, shall constitute a violation of this policy for which a student may be subject to disciplinary action. The most serious violations may result in immediate suspension or dismissal. However, whenever it is appropriate, the student who demonstrates unacceptable performance or misconduct will initially be notified by the Program Director and given a warning regarding the persistence of such behavior or misconduct as soon as it becomes evident. The student shall be notified that continued misconduct or professional misbehavior will result in the student being placed on professional probation. The duration and condition of the probationary period will be determined on an individual basis and may require remedial study and/or repetition of a unit of study. This may result in extending the length of the program beyond its normal term.

It is the policy of the School of Health Sciences that procedures in disciplinary matters, which result in placing the student on professional probation, implementing disciplinary measures, or are serious enough to warrant dismissal from the program, be handled expeditiously and meet certain requirements to assure fairness to all parties concerned, and to ensure against arbitrary and capricious decisions. The student has a right to contest the Program Director’s decision by utilizing the program’s internal appeal process, as described in the program’s Student Handbook. Finally, the student has a right to appeal the program’s decision, utilizing the Hearing and Appeal Procedures outlined below.
ACADEMIC PERFORMANCE
In addition to the standards for student conduct outlined above, each program in the School of Health Sciences has established standards for academic performance. These standards are set forth in greater detail elsewhere in this catalog and/or in each program’s student handbook. A student whose academic performance falls below the minimum acceptable standards may be placed on academic probation or dismissed from the program. If placed on probation, the duration and conditions of the probationary period will be determined by program committees on an individual basis and may require remedial study and/or repetition of a unit of study. This may result in extending the length of the student’s education in the program.

The student has the right to contest the program’s decisions by utilizing the program’s internal appeal process, as described in the program’s Student Handbook. If still not satisfied, the student has a right to appeal the program’s decisions by utilizing the Hearing and Appeal Procedures as outlined below.

SUSPENSION
A student may be removed immediately from participation in school activities (i.e., didactic or clinical affiliations) and recommended for suspension if the student’s continued participation appears to be detrimental to the best interests of patients, peers, or the School of Health Sciences.

The Program Director may suspend a student on the Program Director’s own accord or on the recommendations of the program faculty, the student’s peers, or satellite clinical site professionals who supervise the student, at any time where there is (i) serious academic deficiencies, (ii) a serious error in professional judgment on the part of the student, or (iii) a breach of professional ethics or general rules of conduct.

In such cases, the Program Director will provide the student with a written statement of the grounds for the suspension, and the action to determine the student’s status will be taken expeditiously. The suspension will remain in effect until the administrative process, as outlined below, has taken place and the student has been reinstated.

HEARING AND APPEALS PROCEDURE
The student has the right to appeal a decision made for unprofessional conduct or unacceptable academic performance if there is good reason for the appeal, as described below. It is the policy of the School of Health Sciences that appeals be handled expeditiously.

The student who is appealing a decision made for unprofessional conduct or unacceptable academic performance must first complete the appeals procedure within the student’s program.

Following completion of the appeals process within the program, the Program Director will inform the student in writing of its decision. A copy of the notice will be sent to the office of the Dean.

To appeal a program decision, the student must send a written request to the Chair of the SHS Committee on Academic Standing (CAS) within fourteen (14) school days of receiving the program decision. This request must include the basis for the appeal. An appeal will be granted only if there is good reason for the appeal. Good reason for an appeal only exists if there is reason to believe that the student may have been treated unfairly, the decision was capricious, or there were extenuating circumstances that were not given adequate consideration. The Committee on Academic Standing will determine if a hearing is justified by the request. If not justified, the Chair of the CAS will inform the student in writing that the appeal is denied. If the CAS determines there is justification for the appeal, the Chair of the CAS will appoint a Faculty Committee to conduct a formal hearing. The Faculty Committee will consist of at least three members of the School of Health Sciences who have had no involvement in the decision that is under appeal. The Chair of the CAS will notify the student and the Program Director in writing of: (1) the date, time, and place of the hearing, (2) the members of the Faculty Committee, and (3) a brief description of the basis for the appeal.

The Faculty Committee will rely primarily on the Program Director (or the Director’s designee) and the student to present the case for and against the charges; however, other information may be relied upon as deemed necessary by the Committee. Each party may be assisted by an advisor from within or outside the program, provided that the advisor is not an attorney nor represents the office of an attorney. Each party may produce evidence and call one or more witnesses in support of the charges, and each party may examine any evidence and cross-examine any witness. The Committee may call and examine witnesses and invite the submission of additional evidence. The hearing will be closed and there will be no transcript or recording of the proceedings.
Within fourteen (14) school days following the conclusion of the hearing, the Faculty Committee will submit to the Committee on Academic Standing a written decision, with a brief explanation of the reasons for the decision. The decision will be limited to those issues on appeal. Within seven (7) school days the Chair of the SHS Committee on Academic Standing will notify the student and the Program Director, in writing, of the Faculty Committee’s decision.

Either party may file a written appeal of the Committee decision with the Dean of the School of Health Sciences. This appeal must include a statement of the reasons for the appeal, and it must be made within fourteen (14) school days of receiving notice of the decision of the Faculty Committee. The Dean may conduct a further investigation after which he/she will notify the Chair of the Committee on Academic Standing, Program Director, and the student of the decision to support or reject the appeal. The Dean’s decision is final.

CONFIDENTIALITY OF STUDENT EDUCATION RECORDS

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

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

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

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

1. The right to inspect and review the student’s education records within a reasonable period of time, but not more than 45 days after the College receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the students of the correct official to whom the request should be addressed.

2. The right to request an amendment to the student’s education records that the student believes contains information that is inaccurate, misleading, or in violation of the student’s rights of privacy. Students may ask the College to amend a record that they believe is inaccurate. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide signed and dated written consent before the College discloses personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.
a. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

b. A second exception that permits disclosure without consent is disclosure of Directory Information. Directory information is information that is generally not considered harmful or an invasion of privacy if released.

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

- Name
- 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
- Student identification number

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

Authorization For Disclosure
Enrolled students may refuse to permit disclosure of Directory Information. To do so, written notification must be received by the Registrar prior to September 15 of each academic year. This request is valid only for the academic year in which it is made. A new written notification requesting non-disclosure must be submitted each academic year.
The following table provides a complete list of all Touro College programs registered with the New York State Education Department at this time. Note: Enrollment in programs other than those listed below may jeopardize a student’s eligibility for certain student aid awards. Not all programs are available at all locations.

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<td>BS</td>
<td>F, M</td>
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<tr>
<td>Speech and Communication</td>
<td>1220</td>
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<td>Speech-Language-Pathology</td>
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<td>Teacher of Speech and Hearing Hand</td>
<td>0815</td>
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<td>F</td>
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<tr>
<td>Teaching Childhood Education/Teaching Students with Disabilities GR 1 – 6</td>
<td>0808</td>
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<td>Teaching Early Childhood Education/Teaching Students with Disabilities B – GR 2</td>
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<td>Teaching Middle Childhood/Teaching Students with Disabilities Middle Childhood</td>
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<td>Teaching Students with Autism &amp; Severe or Multi Disabilities</td>
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<td>Adv. Cert.</td>
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<td>Teaching SWD Generalist, Grades 7 – 12</td>
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<td>HEGIS Code</td>
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<td>Campus</td>
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<td>TESOL: ITI</td>
<td>0899.60</td>
<td>Adv. Cert.</td>
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<tr>
<td>Trans-Disciplinary Early Intervention</td>
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<td>Web and Multimedia Design</td>
<td>1099</td>
<td>MA</td>
<td>F, M</td>
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F = Registered at Flatbush Branch Campus, Brooklyn  
H = Registered at Huntington Branch Campus, Long Island  
K = Registered at Kew Gardens Branch Campus, Queens  
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O = Registered at Harlem Branch Campus  
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<tr>
<th>Name</th>
<th>Program</th>
<th>Degree(s)</th>
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<tr>
<td>Eileen Meehan</td>
<td>Occupational Therapy Program</td>
<td>M.S., Touro College</td>
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<td>Maria Meigel</td>
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<td>Constance Monaghan</td>
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<td>Karen Monstein</td>
<td>Physical Therapy Program</td>
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<td>Lisa Morrone</td>
<td>Physical Therapy Program</td>
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<td>Rem Narain</td>
<td>Occupational Therapy Program</td>
<td>M.S., Touro College</td>
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<td>Deborah Natale</td>
<td>Occupational Therapy Program</td>
<td>B.S., Misericordia College</td>
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<td>Nicole Noveck</td>
<td>Physician Assistant Program</td>
<td>B.S., Touro College</td>
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<td>Galina Oskman</td>
<td>Physical Therapy Program</td>
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<td>Eugenia Papadopoulos</td>
<td>Occupational Therapy Program</td>
<td>M.A., New York University</td>
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<td>Francine Pasadino</td>
<td>Nursing Program</td>
<td>M.A., New York University</td>
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<td>Edward Pascuzzi</td>
<td>Undergraduate Studies</td>
<td>M.S., Stony Brook University</td>
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<td>Anthony Pena</td>
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<tr>
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