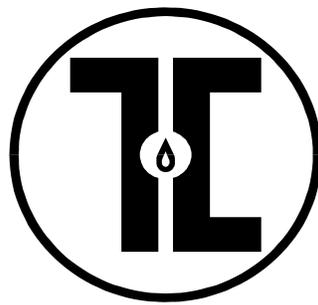




Touro College Los Angeles



2017-2019 Catalog

www.tcla.touro.edu

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West Hollywood, CA 90046
(323) 822-9700

ACCREDITATION

Touro College Los Angeles is a division of Touro University Worldwide, which is accredited by the WASC Senior College and University Commission (WSCUC): 985 Atlantic Ave. #100, Alameda, CA 94501-6444: Tel. 510-748-9001. Touro College Los Angeles is an Equal Opportunity Institution. Touro College Los Angeles opened in Fall 2005.

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

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

The Office of the Dean and the Office of the Registrar provide current information concerning course offerings, programs and regulations. Financial information is available from the Office of Financial Aid.

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For purposes of this Catalog, "Touro College," "Touro," or "TC" refers to Touro College and University System, Touro University Worldwide (TUW) and Touro College Los Angeles (also referred to as TCLA).

For all questions regarding this information, please contact the Office of the Dean at 323-822-9700 ext. 85150, between the hours of 9 AM and 4 PM.

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MESSAGE FROM THE CEO OF TOURO UNIVERSITY WORLDWIDE AND TOURO COLLEGE LOS ANGELES

Welcome and thank you for your interest in Touro College Los Angeles and Touro University Worldwide. I am honored to introduce you to the network of higher learning institutions that Dr. Edith Neumann and I have helped to put in place.

Touro has long been on the cutting edge of online learning. Touro University International, which Edith and I originally founded in 1998, was the first university in the world to offer an accredited, fully online Ph.D. program with no residency requirements. It gives me great joy to return to the Touro system as CEO of Touro University Worldwide and Touro College Los Angeles and continue the important work Dr. Bernard Luskin began.

Through Touro University Worldwide, I have been able to realize my goal of creating a learning environment where students can receive a higher education degree on their own schedule, allowing them to pursue careers simultaneously. The Touro College and University System is a not-for-profit, visionary institution that aims to serve the underserved and promote academic success that translates into professional advancement. I believe in the mission of the college and have dedicated the majority of my life to upholding that mission.

Drawing from the Judaic principles on which the school was founded, Touro students receive a holistic education. Our graduates are not only skilled in critical thinking, problem solving and communication, but they are also ethical leaders and global citizens. I fully believe in this approach, and the high retention and graduation rates that TUW maintains serve as testament to the powerful learning environment we've built at Touro.

Again, thank you for your interest in Touro. We look forward to helping you succeed.



Dr. Yoram Neumann – Chief Executive Officer of Touro University Worldwide

Yoram Neumann, Ph.D.

Chief Executive Officer

Touro University Worldwide & Touro College Los Angeles

MESSAGE FROM THE DEAN OF TOURO COLLEGE LOS ANGELES

Welcome to Touro College Los Angeles (TCLA)! TCLA is the only regionally-accredited college under Orthodox Jewish auspices on the West Coast. As such, we are committed to providing a quality secular education in an environment that is in full alignment with and supportive of our precious *mesorah*.

Touro College Los Angeles admitted its first class in the fall of 2005 under the capable leadership of Dr. Esther Lowy, a”h. Our students continue to benefit from the educational opportunities and the warm and friendly community she established, which provide a place to learn without the need to compromise religious practice, and free of the negative influences found on so many college campuses today. Students can pursue a Bachelor of Science degree in Business Management and Administration, a Bachelor of Arts degree in Psychology, and a Bachelor of Arts degree in Judaic Studies. TCLA has added a health science concentration for those students who wish to pursue graduate school and professional opportunities in health science and medicine.

TCLA is fortunate to be able to draw upon the traditions established by Touro College New York. At Touro College, students pursue their academic and professional goals without sacrificing their personal growth as Torah-observant Jews. Just as students at other campuses in the Touro College and University System have been accepted by prominent graduate programs, TCLA graduates have been accepted to some of the most prestigious graduate and professional programs in the country, including those at UCLA, USC, Columbia University, Boston College Law School, Southwestern School of Law, Sackler School of Medicine and the Touro Colleges of Medicine, Pharmacy, Physician’s Assistant and Nursing.

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

You have made a wise choice in choosing TCLA for your undergraduate studies. I look forward to getting to know you and to helping you on your path to your educational and career success.

Rabbi David Jacobson, PhD
Dean
Touro College Los Angeles



Rabbi Dr. David Jacobson earned an M.A. and a Ph.D. in Education (Educational Psychology) from the University of California, Los Angeles, semicha from studies in both Los Angeles and Israel and a B.A. in Jewish Studies from the University of California, Los Angeles. Dean Jacobson was appointed Dean in the Fall of 2016 after serving as Director of College Affairs. He has worked in Education and Jewish Education for over 30 years including as an instructor and administrator at elementary, high school and college levels in Los Angeles, Israel and Dallas. He is the founding director of Yeshiva Educational Services, a nonprofit dedicated to the improvement of Jewish education and has lectured, presented workshops and coached and mentored teachers nationally.

CALENDAR 2017-2018

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

FALL 2017

Sunday, August 27.....	New Student Orientation
Monday, August 28	First day of Classes
Monday, September 4.....	No Classes – Labor Day
Wednesday, September 20 – Friday, September 22	No Classes – Rosh Hashanah
Friday, September 29.....	No Classes – Yom Kippur
Wednesday, October 4 – Sunday, October 15	No Classes – Sukkot
Monday, October 16.....	Classes Resume
Thursday Nov. 23 – Friday Nov. 24	No Classes - Thanksgiving
Friday, December 29	Last day of classes
Sunday, December 31, 2017 – Thursday, January 11, 2018.....	Final Examinations
Monday, January 1	No Classes or Exams – New Year’s Day

At publication time, the calendars for 2018-2019 was not yet finalized. Please check the website for the latest calendar information.

INTRODUCTION

Touro College Los Angeles is a part of the Touro College and University System, which is a Jewish-sponsored independent institution of higher and professional education. The College was established primarily to perpetuate the Jewish heritage, and to serve the larger American community. Over 19,000 students are currently enrolled in its various schools and divisions, in 30 cities and six countries. Touro College Los Angeles, along with the undergraduate Lander College of Arts and Sciences, Lander College for Men, and Lander College for Women, and the Graduate School of Jewish Studies, embody the College's fundamental purposes. Through programs in Jewish Studies here and in Israel, the humanities core requirement, liberal arts and sciences majors, and outstanding pre-professional and professional programs, Touro offers students a distinctive educational experience.

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

Touro College and University System was chartered by the Board of Regents of the State of New York in 1970. Under the leadership of its founding president, Dr. Bernard Lander, the College opened with a class of 35 Liberal Arts and Sciences students in 1971. Since then, the College has continued to demonstrate dynamic growth. A Women's Division was added to the College of Liberal Arts and Sciences, and the Schools of General Studies, Law, and Health Sciences were subsequently organized. The College organized sister institutions in Israel and Russia. The School for Lifelong Education, offering a non-traditional, contract-learning-based program was organized in fall 1989. The Institute for Professional Studies (IPS) – Machon L’Parnasa was established in early 1999 to provide higher education with practical applications for the ultra-orthodox community. The Graduate School of Education and Psychology were created in 1993, and have been growing ever since, with the Lander Center for Educational Research in fall 2006. The Graduate School of Business (originally established in the late 1980s as Touro’s International School of Business and Management), opened a new facility in the Wall Street area in summer 2007. The New York School of Career and Applied Studies opened in 2001.

Subsequently, the Touro University College of Osteopathic Medicine and Touro University International (both based in California) added to the professional options available to Touro students. An upper-division College offering programs in other professional areas (e.g. Osteopathic Medicine, Physician Assistant, Pharmacy, and Public Health) opened at the Vallejo, California campus in 2002. A branch of the Touro University College of Osteopathic Medicine (including, Occupational Therapy, Physical Therapy, Nursing, and Physician Assistant) was opened in Henderson, Nevada in fall 2004. An overseas branch of the College, Touro College-Berlin, offering both Jewish studies and

professional courses, was opened in Fall 2003. Touro College Los Angeles, a liberal arts college modeled after the program of the Lander Colleges, was opened in Fall 2005 in West Hollywood, California. A School of Social Work was established in Fall 2006, and a Graduate School of Technology in Spring 2007. An Osteopathic Medical School, based in Harlem, opened in Fall 2007. The Graduate Schools were organized as elements of the Touro Division of Graduate Studies in January 2008. A School of Pharmacy opened in Fall 2008 in close proximity to the School of Osteopathic Medicine. Touro University Worldwide, the distance learning and online University, opened in June of 2008. In 2010, Dr. Alan Kadish took over as president of Touro University and College System following Dr. Lander's esteemed tenure, he renewed our commitment to ensure that even as we grow, each campus, every program, and all of our students are held to the standard set for us over 220 years ago. In May 2011, New York Medical College, in Valhalla, NY became part of the Touro family. The Hebrew Theological College joined the Touro College and University System in July 2015. The inaugural class of the Touro College of Dental Medicine at New York Medical College began in July 2016.

MISSION STATEMENT

Touro College and University System 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.

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

TOURO'S OTHER CALIFORNIA CAMPUSES

Touro University College of Osteopathic Medicine

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

In 1999 the College moved to its current campus on Mare Island in Vallejo, California. This new facility includes basic science buildings with state-of-the-art laboratories as well as a modern research center. In addition, the campus offers recreational opportunities for students through its gymnasium, swimming pool and outdoor athletic facilities. The College offers graduate programs in Pharmacy, a joint Master's of Science in Physician Assistant Studies and Master of Public Health, and a Masters of Arts in Education. The College graduated its first class in June of 2001 and has already established itself as an outstanding College of Osteopathic Medicine. The College of Osteopathic Medicine is accredited by the American Osteopathic Association. A branch of the College of Osteopathic Medicine opened in Henderson, Nevada in Fall 2004. Touro University California opened a school of nursing in Fall 2016 and is a member of the American Association of Colleges of Nursing (AACN).

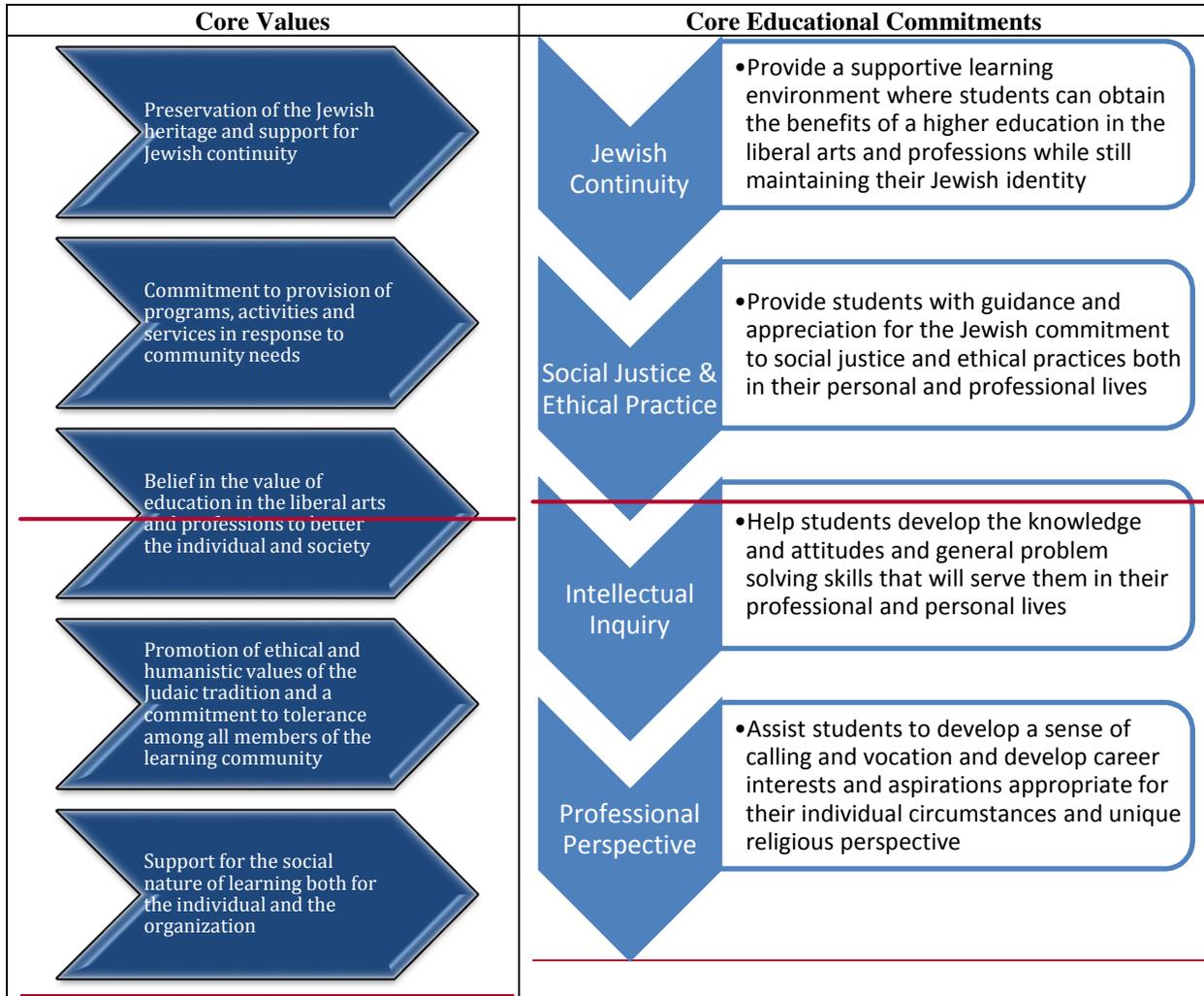
Touro University Worldwide

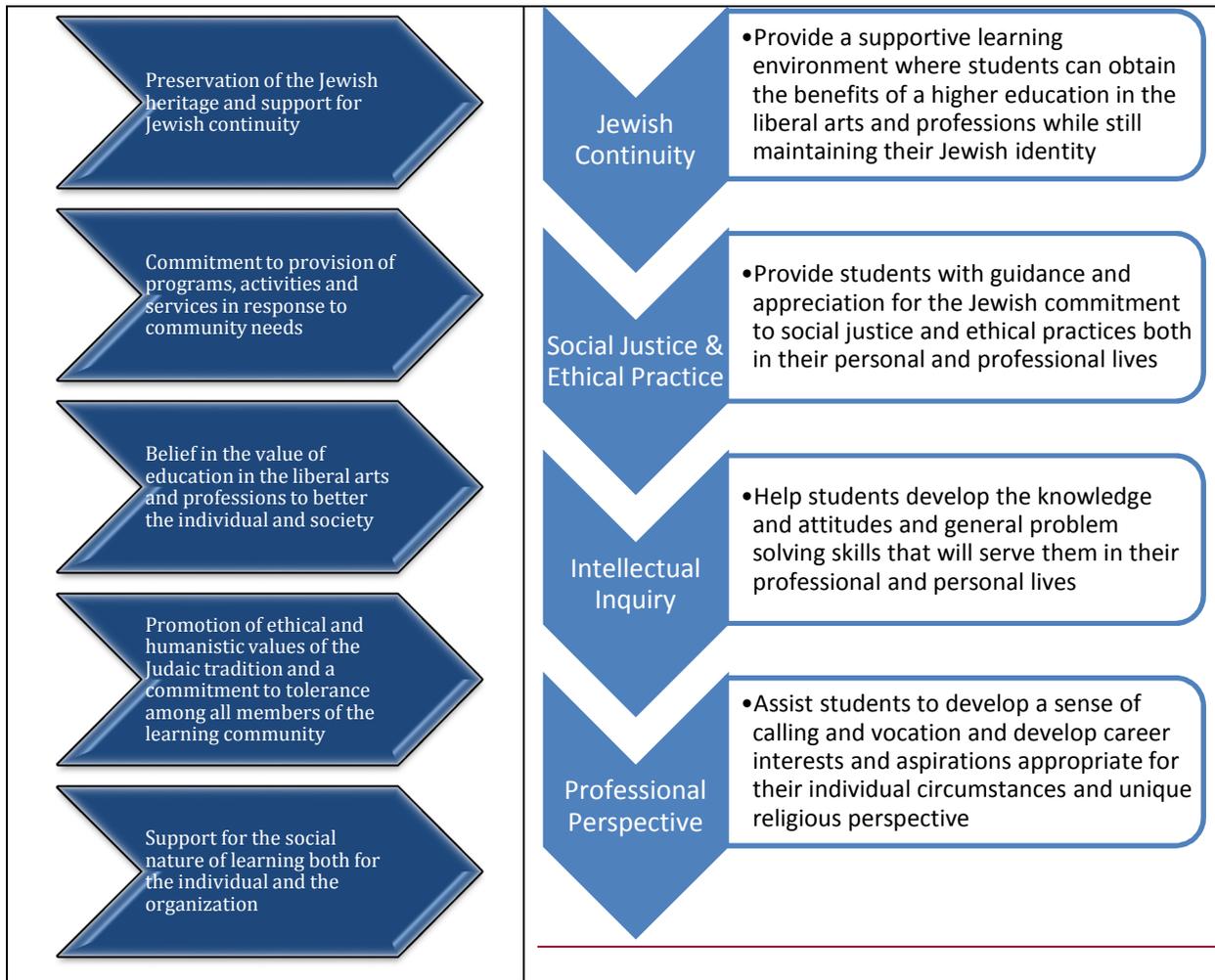
Touro University Worldwide (TUU) is the online distance learning college of TCUS. The administrative offices of TUU are located near Los Angeles, CA, in Los Alamitos. The Provost of TUU, Dr. Edith Neumann, along with the CEO Dr. Yoram Neumann are experienced, recognized leaders in higher education and pioneers in distance and distributed learning. Dr. Neumann and Dr. Neumann came to TUU following years of experience running Touro University International, one of the first online schools. TUU supports the global e-learning mission of Touro through fostering the belief that education contributes to a quality life and a better world. Programs offered include Associate of Arts in General Studies, Bachelor of Science in Business Administration and Management, a Bachelor of Science in Human Resource Management, Bachelor of Arts in Psychology and Social Work, Bachelor of Science in Health Sciences in Health Care Administration and Health Education, Masters of Business in Administration, Masters of Arts in Psychology, Industrial/Organizational Psychology, Marriage and Family Therapy, Masters of Science in Health Sciences, and a Doctorate in Psychology in Human and Organizational Psychology.

TOURO COLLEGE LOS ANGELES

CORE COMMITMENTS

Touro College Los Angeles's core institutional values form the basis for the school's core educational commitments.





VISION STATEMENT—TOURO COLLEGE LOS ANGELES

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

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

OVERVIEW

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

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

FACILITIES

THE TOURO LIBRARY

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

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

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

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

THE TOURO COLLEGE LOS ANGELES LIBRARY

The Los Angeles library currently holds 2,858 titles, 162 DVDs, 97,390 Ebooks, 5,049 unique eJournals and subscriptions to 23 journals. The library's collection's strongest areas are psychology, business, literature, and Jewish studies.

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

THE TOURO COLLEGE LOS ANGELES COMPUTER LAB

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

Other hardware available to faculty members through the TCLA includes large-screen multimedia monitors, projectors, VCRs, and DVD players.

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

STUDENT LIFE

THE PERSONAL COLLEGE ENVIRONMENT

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

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

A FLEXIBLE SCHEDULE FOR ASPIRING PROFESSIONALS

Men's classes are primarily scheduled for Monday and Wednesday evenings from 6:00 PM to 11:00 PM. Some Judaic Studies classes for men may be given on Friday morning. Many students register for 12 to 18 credits per semester at Touro College Los Angeles. The evening class schedule allows students the option of working.

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

ADVISEMENT AND COUNSELING

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

Tutoring in selected fields, such as mathematics, can be arranged by peer tutors and others.

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

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

CREDITS FOR YESHIVA AND SEMINARY STUDIES

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

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

TCLA ISRAEL OPTION (STUDY ABROAD)

TOURO COLLEGE LOS ANGELES ISRAEL OPTION

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

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

All students choosing to participate in TCLAIO will be required to attend TCLA the fall following their year abroad as a full-time student.

For more information, please contact:

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

CREDITS, GRADES AND TRANSCRIPTS

Students who successfully complete a year of full-time study in Israel can receive approximately 24-36 college credits for a year. To earn credits, students must satisfy all course and examination requirements of Touro College Los Angeles. Individual courses are recorded on the Touro College Los Angeles permanent record. **The grading system follows the American system (with letter grades A to F) for all courses with a written final examination. Touro will assign grades of P (Passing) and F (Failing) for classes where only oral examinations are administered,** as is the custom in many yeshivas. Courses credited are generally in the field of Jewish Studies. Grades earned in Israel under TCLAIO are counted as part of the student's grade point average (GPA) at Touro.

PARTICIPATING ISRAELI INSTITUTIONS

Students may enroll at one of the cooperating Israeli institutions. A full, up-to-date list of these institutions is available from the Touro College Office of Admissions. Students may apply to the following Touro-affiliated schools in Israel:

Women's Schools

- Ateres Bnos Yerushalayim
- B'nos Avigail
- B'nos Batsheva
- B'nos Chava
- B'nos Sarah
- B'not Torah Institute
- Ba'er Miriam
- Beit Chana Chabad
- Beth Jacob of Jerusalem
- Binas Bais Yaakov
- Chemdas Bais Yaakov
- Darchei Binah
- Hadar Bais Yaakov
- Keser Chaya
- Lahav Bais Yaakov
- Machon Alte (Chaya Mushka Seminary)
- Machon B'nos Yehuda
- Machon Maayan
- Machon Raaya
- Me'ohr Bais Yaakov
- Mesores Rochel
- Michlala
- Michlelet Mevaseret Yerushalayim

- Midreshet Eshel (starting Fall 2017)
- Midreshet Moriah
- Midreshet Tehilla
- Nachlas Bais Yaakov
- Neimos (P'ninim)
- Seminar Yerushalayim
- Sha'alvim for Women
- Tehilas Bais Yaakov
- Tiferet Center
- Tomer Devorah

Men's Schools

- Aderes HaTorah
- Ateret Yerushalayim
- Bais Yisroel
- Chofetz Chaim
- Derech Etz Chaim
- Kerem B'Yavneh
- Mercaz HaTorah
- Midrash Shmuel
- Netiv Aryeh
- Ohr Dovid
- Ohr Someyach-Derech
- Ohr Yerushalayim
- Reishit Yerushalayim
- Sha'alvim
- Shaarei Mevaseret Tzion
- Tiferet Yerushalayim
- Toras Chaim
- Toras Moshe
- Torat Shraga
- Yishrei Lev

TUITION

Tuition for the Israel Option varies with each Israeli institution. These charges are subject to change each year and students should request up-to-date information from the Touro College Los Angeles Office of Admissions. There is an application fee of \$50 due at time of admission to TCLAIO. There is a \$1500.00 administrative fee associated with Israel Option, which is due on August 15th. (\$1100 if paid by June 15th)

FINANCIAL AID

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

TOURO COLLEGE ISRAEL (TCI)

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

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

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

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

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

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

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

For further information and application forms go to:

<http://www.TouroIsrael.org>

or email

Israel@touro.edu

Touro College Israel Office

11 Beit Hadfus Street

Jerusalem 95483 Israel

Telephone +972-2-651-0090

Fax +972-2-651-0097

Toll Free 1-800-950-4824 from the United States

ADMISSIONS

ADMISSIONS DECISIONS

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

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

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

The admissions process will also require a personal interview with the Director of Admissions, and a member of the faculty or administration.

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

ACADEMIC REQUIREMENTS

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

REGULAR APPLICANTS

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

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

EARLY ADMISSION

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

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

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

ADMISSIONS PROCEDURES

The Admissions Schedule

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

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

The Completed Application

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

1. **Application for Admission** and a non-refundable application fee of \$50.

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

SPECIAL CATEGORIES / TRANSFER STUDENTS / INTERNATIONAL STUDENTS

Non-Matriculated Students

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

Transfer Students

Transfer students are welcome members of the TCLA community. Transfer applicants are required to submit official transcripts from all colleges or universities attended prior to applying to Touro. **Transcripts from previously attended institutions must be received within six months of beginning study at TCLA if transfer credit is to be awarded.** Official transcripts should be sent from the issuing school directly to the Office of Admissions, Touro College Los Angeles, 1317 N. Crescent Heights, West Hollywood, CA 90046.

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

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

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

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

A minimum of 50% of the credits in a student's major must be taken at TCLA and a maximum of 75 credits (combined total from all non-TCLA institutions) may be transferred in by each student. Therefore, to receive a TCLA degree, a minimum of 45 credits must have been completed at Touro College Los Angeles.

Obtaining Documents Originating from Another Agency or Institution

In accordance with record release standards, we do not release documents that have become the property of Touro College Los Angeles through a legal release to a third party (TCLA). We are not the official, legal custodian of record for any documents that did not originate at TCLA and therefore do not have the legal authority to release them. This includes documents such as high school records, ACT/SAT scores, AP/IB scores or college transcripts from other institutions. These records are the property of the college and are for our internal college purposes only. Please contact the originating agency, organization or institution that produced the original records to obtain a legal copy.

International Students

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

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

Foreign Transcript Evaluation

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

ADMISSIONS INQUIRIES

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

Office of Admissions
Touro College Los Angeles
1317 N. Crescent Heights Blvd.
West Hollywood, CA 90046
(323) 822-9700 ext. 85155
Fax: (323) 654-2086
tourola.admissions@touro.edu

PAYING FOR COLLEGE

THE BURSAR'S OFFICE

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

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

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

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

Tuition and fees are payable to the Bursar upon registration at the beginning of each semester. Students may pay using TouchNet or by personal check. If you need anybody else to make payments on your behalf, please make them an authorized user so they will be able to receive statements and make payments in the system. Please see Bursar for details.

Students financing a portion of their education through grants, loans or scholarships must provide proof of such awards at registration. Students without such documentation will be expected to pay a deposit toward their tuition, and will be refunded any excess once the College receives the award.

TUITION AND FEES 2017-2018

TUITION

FALL AND SPRING SEMESTERS

1-11 credits	\$700 per credit
12-18 credits	\$8,385 flat fee per semester
18+ credits	\$8,385 + \$700 per credit for each credit over 18 per semester

SUMMER SESSIONS

Per-credit charge (maximum 8 per session)	\$700
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FEES

Administrative fee (Fall or Spring)	\$150 per semester – NOT REFUNDABLE
Administrative fee (Summer)	\$75 – NOT REFUNDABLE
Transcript fee (per transcript)	\$10 per transcript
Laboratory (flat fee)	\$100 per semester
Late-registration fee.....	\$500 per semester
Graduation fee	\$200
Returned-check fee	\$40
Late-registration fee.....	\$500 per semester
Israel Option administrative fee.....	\$2,000
Freshman Center.....	\$100 per credit
Freshman Center administrative fee	\$50 per semester – NOT REFUNDABLE

At publication time, the tuition for 2018-2019 was not yet finalized. Please check the website for the latest tuition information.

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:

Summer Semester (up to 8 weeks in length)

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

Fall/Spring Semesters:

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

The administrative fee is non-refundable for all semesters.
All other fees are refundable during the add/drop period only

A \$75.00 withdrawal fee will apply to all withdrawals.

Summer Semester – When withdrawing from a some courses

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

Fall & Spring Semesters – When withdrawing from a some courses

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

Please note that, when a student in receipt of Title IV funds (such as Pell Grants or Cal Grants) withdraws from school, a Federal recalculation takes place. You may obtain a copy of these regulations from the Financial Aid office.

If the student has not paid full tuition and fees for the term in which the withdrawal takes place, s/he must pay the proportionate amount noted above before leaving the College. The withdrawal date is the date that the Registrar receives written notification of withdrawal.

OBLIGATION FOR PAYMENT

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

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

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

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

FINANCIAL AID

GENERAL INFORMATION

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

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

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

APPLICATION PROCEDURES

Students who wish to apply for financial aid must complete a Free Application for Federal Student Aid (FAFSA or a Renewal FAFSA), and submit it to the government once every academic year. The FAFSA is completed and submitted online by using FAFSA on the Web at <http://www.fafsa.gov>. The U.S. Department of Education has provided a free web site for students to complete their FAFSAs online. It will submit their data directly to the U.S. Department of Education's Processing System (CPS), which has the ability to process applications within 72 hours.

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

CALIFORNIA STATE RESIDENTS

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

All Cal Grant applicants are considered for a Cal Grant A, B, or C, but students may only receive benefits from one Cal Grant program at a time. (More details regarding the Cal Grant programs are found on pages 28-30.)

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

APPLICATION DEADLINES

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

Students ineligible for federal grants are nevertheless advised to complete FAFSAs in order to be considered for loans and for non-federal or institutional aid. Students applying for financial aid at Touro should indicate Touro College Los Angeles (a division of Touro University Worldwide) as their school of choice when completing their FAFSAs. **TCLA's school code is 041425.**

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

Any financial aid they receive once they have completed the application process will be refunded to them or applied to their second semester's tuition.

FINANCIAL NEED

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

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

Dependency Status

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

For the academic year 2017-2018 and 2018-2019, a student will be considered independent only if at least one of the following applies to them:

- S/he will be 24 as of January 1 of the award year;
- S/he is married (or separated but not divorced);
- S/he is enrolled in a graduate or professional educational program (beyond a bachelor's degree);
- S/he has children who receive more than half of their support from him or her;
- S/he has legal dependents other than their spouse or children;
- S/he is an orphan or ward of the court (or was a ward of the court since the age of 13);
- S/he is or was an emancipated minor or in legal guardianship (as determined by a court in their state of legal residence at the time);
- S/he is or was an unaccompanied youth who was homeless (as determined by the local school district homeless liaison or other qualified official);
- S/he is a veteran of the U.S. Armed Forces ("veteran" includes students who attended a U.S. federal military academy and who were released under a condition other than dishonorable); or
- S/he is currently serving on active duty in the U.S. armed forces for purposes other than training (are you a National Guard or Reserves enlistee, are you on active duty for other than state or training purposes?).

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

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

STUDENTS' BUDGETS

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

FEDERAL FINANCIAL AID PROGRAMS

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

- Federal Pell Grant Program
- Federal Supplemental Educational Opportunity Grants (FSEOG)
- Federal Work Study (FWSP)
- Federal Stafford Loans (FFEL)
- Federal PLUS Loans (PLUS)

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

Eligibility

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

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

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

FEDERAL PELL GRANTS

The Federal Pell Grants program is a need-based entitlement program that makes funds available to undergraduate students who are pursuing their first baccalaureate degree and are enrolled for at least 3 credits or more. Financial eligibility is determined by a standard formula established by Congress and used by the U.S. Department of Education to evaluate the information reported by students on their FAFSAs. The maximum annual Pell Grant for academic year 2017-2018 is \$5,920. The maximum annual Pell Grant for academic year 2018-2019 was not finalized at press time. Students' awards are based on their EFCs and their enrollment statuses. You can receive a Federal Pell Grant for no more than 12 semesters (assuming full-time status).

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS (FSEOG)

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

FEDERAL WORK STUDY

The Federal Work Study Program provides jobs for undergraduate and graduate students with financial need who want to earn money to help pay for their education expenses. The program encourages community service work and work related to the student's course of study.

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

Students should direct all inquiries regarding work-study to the Financial Aid Coordinator.

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

Rates of pay vary, based on on-campus or off-campus employment and level of study. Work-study awards are usually made for one academic year. Students are paid directly by Touro College.

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

LOAN PROGRAMS

FEDERAL STAFFORD LOANS

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

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

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

During the academic year 2017-2018 and 2018-2019:

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

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

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

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

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

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

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

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

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

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

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

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

Repayment of Federal Stafford Loans begins six months after the borrower graduates, drops to less than half time, or withdraws from school for other reasons.

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

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

FEDERAL PLUS LOANS (Loans for Parents of Students)

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

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

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

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

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

FEDERAL CONSOLIDATION LOANS

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

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

For more information about loan consolidation, StudentLoans.gov. You will be able to electronically complete the Federal Direct Consolidation Loan Application and Promissory Note. Electronic applications on StudentLoans.gov consist of five steps:

1. Choose Loans & Servicer
2. Repayment Plan Selection
3. Terms & Conditions
4. Borrower & Reference Information

5. Review & Sign

After you submit your application electronically via StudentLoans.gov or by mailing a paper application, the consolidation servicer selected will complete the actions required to consolidate your eligible loans. The consolidation servicer will be your point of contact for any questions you may have related to your consolidation application.

ENTRANCE/EXIT COUNSELING

All borrowers are required to complete entrance counseling online before receiving their first loan disbursements and exit counseling before leaving school. These counseling sessions are designed to provide students with important information about their loans. Students may find additional information about their loans, as well as links to entrance and exit counseling, at www.studentloans.gov.

BORROWERS RESPONSIBILITIES AND RIGHTS

Borrower Responsibilities

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

- repay their loans according to the terms of their agreement;
- complete entrance counseling before receiving their first loan disbursements, and exit counseling before leaving school;
- consider the consequences of going into default because they are unable or unwilling to live up to the terms of their agreement.

They must notify their loan servicer(s) if they:

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

Borrower Rights

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

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

Before repayment begins, loan servicers must tell student borrowers:

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

CALIFORNIA STATE FINANCIAL AID PROGRAMS

CAL GRANTS

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

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

- be a U.S. citizen or eligible non-citizen,
- be a California resident,
- attend an eligible California college or university,

demonstrate financial need at his or her college,

- meet U.S. Selective Service requirements,

be in a program leading to an undergraduate degree, certificate, or first professional degree,

not have a bachelor's or professional degree before receiving a Cal Grant,

have a valid social security number,

- maintain at least half-time enrollment,
- maintain satisfactory academic progress as defined by the school of attendance,

not owe a refund or any state or federal educational grant

- NOT be in default on any federal or state educational loan or owe a grant refund.

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

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

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

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

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

The maximum Cal Grant A award amount for the 2017-18 academic year is \$9,084. The maximum Cal Grant A award amount for the 2018-19 academic year was not finalized at press time. The Cal Grant B Access portion is \$1672 for the 2017-18 academic year, and is expected to be the same for the 2018-19 year. However, by California law, these amounts are subject to the final determination of the state budget and are not considered final until the state budget act is signed, typically in July. Other changes to the Cal Grant program that may occur through the state budget process may impact awards or eligibility. All budget changes must be approved by both the legislature and the governor prior to being implemented.

CAL GRANT RENEWALS

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

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

Minimum Number of Terms

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

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

CAL GRANT LEVELS OF ELIGIBILITY

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

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

Level of Eligibility

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

For example, a student who enters a Cal Grant program as a freshman will receive 400% eligibility. While eligibility usage is tied to attendance status, eligibility is used for each term the student receives payment and the amount of usage is determined by the type of term. For instance if a student attends a semester or trimester term school, 50% of eligibility will be used for each full-term payment.

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

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

CAL GRANT LEAVE OF ABSENCE

If you do not want to use your Cal Grant while you are attending Touro College Los Angeles or if you are not enrolled at least half-time (6 or more units) for the Fall and/or Spring semester, you can request a leave of absence from the Cal Grant program online at mygrantinfo.csac.ca.gov.

A Leave of Absence must be approved by the California Student Aid Commission. If you have any questions, contact the California Student Aid Commission at www.csac.ca.gov or call the Commission's Customer Service Branch at (888) 224-7268.

CAL GRANT DEFERMENT REQUEST

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

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

OTHER FUNDING SOURCES

ALTERNATIVE LOANS

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

AMERICORPS

AmeriCorps is a national service initiative that engages individuals from all backgrounds in community service activities. In return for the successful completion of their service participants receive money for school in the form of education awards that can be applied to outstanding student loans or used for future higher educational and vocational training pursuits. There is no maximum Full time participants can be awarded, but AmeriCorps requires the participant to co-pay for their education as detailed on their website. For more information, call (800) 942-2677 or visit WWW.AMERICORPS.ORG.

FEDERAL TAX INCENTIVE PROGRAMS

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

The HOPE credit, also known as the American Opportunity Credit, worth up to \$2,500 per student is available to first and second year students enrolled at least half time.

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

STUDENT LOAN INTEREST DEDUCTION

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

VETERANS ADMINISTRATION (VA) BENEFITS

A variety of educational assistance benefits are available to those who have served in the active military, naval or air service and their dependents. For information on all veterans' benefits, and assistance in applying for them, students are advised to contact the Financial Aid Office, or the Office of the Veterans Administration at (800) 827-1000.

TOURO COLLEGE LOS ANGELES FINANCIAL AID PROGRAMS

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

Touro Merit Scholarships

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

Touro Dean's Scholarships

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

Touro Grants

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

semester.

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

- Complete an Employee Tuition Remission Application form and waver prior to the start of each semester they are planning to attend school. Employees can locate the form on TouroOne.
- Complete a FAFSA loan, or, if not eligible, complete a waiver form.
- Complete Registration.

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

OTHER SOURCES OF AID

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

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

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

TUITION PAYMENT PLANS

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

IMPORTANT FINANCIAL AID TERMS

DEFAULT

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

FINANCIAL AID REFUND

Federal regulation assumes that awards of federal student aid funds are earned in proportion to the number of days attended for the period funded. If a student is considered withdrawn from the University, federal regulations require a calculation be performed according to a specific formula that identifies the total scheduled financial assistance a student earned, and is therefore entitled to receive. If more financial aid is received (by either the student or by the University on the student's behalf) than is earned, the unearned funds must be returned to the U.S. Department of Education and/or the appropriate lender. If the student (or the University on the student's behalf) receives less financial aid than the amount earned, the student may be able to receive those additional funds.

The portion of federal student aid that a student is entitled to receive is calculated on a percentage basis. The percentage is determined by comparing the total number of days in the specific payment period to the number of days completed before withdrawing from the University.

In general, federal student aid awards fund a specific period of time and number of credits called the payment period. Once more than 60% of the payment period is considered complete, then all (100%) of the award for the period is considered earned. For example, if 30% of the payment period is considered completed, then 30% of the aid is earned. This means that 70% of the aid is unearned and must be returned.

If it is determined that the student received excess funds that must be returned, the University shares the responsibility of returning those excess funds. The University's portion of the excess funds to be returned is equal to the lesser of:

1. The entire amount of the excess funds, or
2. The total tuition and fees charges multiplied by the percentage of unearned aid received

IMPORTANT NOTE: If a student is considered withdrawn from the University before completing 60% of their payment period, the student may have to repay unearned aid that was disbursed to them at the beginning of the payment period.

If the refund calculation determines that the University is not required to return all of the excess funds, the student must return the remaining amount. Any loan funds that a student is required to return must be repaid according to the terms of their loan. If any grant funds must be returned, the law provides that the amount that the student must repay is to be reduced by 50%. This means that a student who has receives too much in grant funds will only be required to return half of the amount considered in excess.

If there is a return of any unearned aid by the University, the student will be billed accordingly. In such cases, the student will be required to make arrangement with the Business Office to pay the amount refunded to the U.S. Department of Education and/or lender.

Order of Title IV Fund Adjustments

The Financial Aid Office utilizes the withdrawal date to determine the percentage of aid earned by dividing the number of days attended in the payment period or period of enrollment by the total number of days scheduled in the payment period or period of enrollment. A student has earned 100% of eligible aid if they attend beyond the 60% point in time of a course or program.

Financial aid programs are adjusted accordingly based on earned aid and funds are returned to the appropriate programs. Awards are adjusted in the following sequence:

Federal Direct Unsubsidized Loan
Federal Direct Subsidized Loan
Federal Direct Graduate/Parent PLUS
Federal Direct PLUS
Federal Pell Grant
Federal Supplemental Educational Opportunity Grant (SEOG)

FINANCIAL NEED

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

PROMISSORY NOTES

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

STATEMENT OF EDUCATIONAL PURPOSE/CERTIFICATION STATEMENT ON REFUNDS AND DEFAULT

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

SELECTIVE SERVICE REGISTRATION

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

ADDITIONAL FINANCIAL AID POLICIES FOR UNDERGRADUATE STUDENTS

Transfer Students

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

Financial Aid for Repeated Coursework: Financial Aid Impact

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

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

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

THE CURRICULUM

The academic heart of an institution of higher learning is its curriculum. At Touro College Los Angeles, the baccalaureate degree curriculum is organized around three basic components: Jewish Studies, General Education Requirements, and the completion of a major.

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

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

REQUIREMENTS FOR THE BACCALAUREATE DEGREE

1. **Completion of 120 credits of college-level work approved by the College. A high school diploma or equivalent must be on file with the Office of Admissions.**
2. **Communication Skills: English Composition I-II (LLEL 101-102) and Fundamentals of Speech (SPLL 101). Placing out of any of these courses does not exempt you from the 120 credit minimum for graduation.**
3. **Completion of Judaic Studies requirements of at least three credits for each full-time semester of enrollment, up to a maximum of 24 credits. Students with a large number of Jewish transfer credits may consult departmental advisors concerning their program.**
4. **Completion of all other General Education requirements.**
5. **Completion of a major (at least fifty percent of major courses must be completed at the College).**
6. **Forty-five credits completed in residency at the College.**
7. **Cumulative grade point average of 2.0 and a grade point average of 2.3 in the approved major. Note: Some departments may require examinations, additional course work, or a higher grade point average.**

English Composition and Communication Skills

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

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

English Composition I and II are core requirements for all students who do not demonstrate proficiency through the placement examination. Students placed into Intro to Composition must complete this course before enrolling in English Composition I. English Composition I is to be completed in the student's first semester at Touro, followed by English Composition II, unless an exemption is granted.

Students who have earned composition credit with the grade of C or better at another accredited college

may be awarded such transfer credit if they have also been exempted by the placement examination.

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

CORE REQUIREMENTS

General Education Requirements

The College takes great pride in its offerings in the traditional area of humanistic studies. The curriculum provides an introduction to areas of knowledge which have been central to western and world civilization and which lie at the core of a liberal arts education. Students are exposed to the basic concepts and ideals of civilization for the purpose of increasing their understanding and the history of their ideas, their ethical sensitivity, and their ability to appreciate works of art and literature.

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

*Students are required to complete 45–61 credits of General Education coursework from the below GE offerings. 24 credits of these must be Judaic Study courses. Students can meet these goals by completing courses at TCLA, or by transferring them in from an approved Yeshiva or Seminary and/or any accredited institution. Students who complete more than 45 credits (up to a total of 61) of the General Education coursework may use these credits to replace an equal number of credits of their major electives. **The same course cannot be used to meet both General Education and major program requirements, nor may it be used to meet more than one GE requirement.***

Communication 6-12 Credits

SPLL 101 Fundamentals of Speech.....3 credits
 LLEL 100 Intro to Composition3 credits
 LLEL 101 English Composition I.....6 credits
 LLEL 102 English Composition II.....6 credits
or other Communication courses approved by the student's advisor

Critical Thinking 6 Credits

Judaic Studies..... 6 credits
or other Critical Thinking courses approved by the student's advisor

Mathematics 3-6 Credits

MATL 111 College Mathematics 3 credits

or

MATL 120 Pre-Calculus 3 credits
or other Mathematics courses approved by the student's advisor

Physical & Biological Science 3-12 Credits

CPCL 101-102 Chemistry I/II (w/ lab).. 4 credits each
 BIOL 101-102 Biology I/II (w/lab)..... 4 credits each
 CPPL 150 Physical Universe 3 credits
 BIOL 246 Nutrition & Human Dev. 3 credits
or other Physical or Biological Science courses approved by the student's advisor

Touro College CORE LEARNING GOALS

- Write and speak fluently and expressively
- Identify, analyze, and evaluate arguments as they occur in one's own and others' writing
- Analyze and interpret data in a scientific or social context
- Demonstrate a comprehension of one's individual cultural identity in relationship to other cultures and lifestyles
- Analyze situations based on moral and ethical principles
- Assess, access and use information responsibly
- Collaborate with others in diverse group settings
- Comprehend the nature of the natural world and scientific inquiry
- Interpret creative expressions of the human experience
- Explain human behavior as it relates to its social environment
- Explain today's political and social circumstances in terms of historical and social force

Arts & Humanities 6 Credits

Judaic Studies..... 6 credits
or other Arts & Humanities courses approved by the student's advisor

Social Sciences 3-6 Credits

POLL 101 American Politics 3 credits
 SASL 101 Introduction to Sociology..... 3 credits
or other Social Sciences courses approved by the student's advisor

Cultural Studies 12 Credits

Judaic Studies..... 12 credits
or other Cultural Studies courses approved by the student's advisor

History 3-6 Credits

HISL 220 Survey of Mod. History I..... 3 credits
 HISL 221 Survey of Mod. History II 3 credits
 HISL 262 The Holocaust..... 3 credits
 HISL 155 History of the Jewish Ppl I...3 credits
 HISL 156 History of the Jewish Ppl II...3 credits
or other History courses approved by the student's advisor

Information Literacy 3 Credits

MCOL 140 Computer Concepts..... 3 credits
or other Information Literacy courses approved by the student's advisor

45-61 Credits

THE MAJOR

The major provides the kind of knowledge and understanding of a particular field necessary for further study and for a successful career. Completion of an approved program of study, determined by a department or interdisciplinary committee, is required for graduation from the College. Students must complete at least 50% of their major courses at TCLA.

Assessment Tests

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

Capstone Courses

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

DEPARTMENTAL REQUIREMENTS

B.S. IN BUSINESS MANAGEMENT AND ADMINISTRATION

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

MISSION STATEMENT

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

Required Business Courses (Core):

EBEL 200	Principles of Microeconomics.....	3
EBEL 201	Principles of Macroeconomics.....	3
EBFL 200	Principles of Finance.....	3
EBKL 200	Principles of Marketing.....	3

Department of Business Learning Goals

- Demonstrate an understanding of the managerial role of planning, organizing, leading and controlling.
- Understand development and implementation of a SWOT Analysis in a variety of organizational settings.
- Demonstrate an understanding of the importance of attracting, developing and retaining a high quality and diverse workforce.
- Describe the role and strategies of marketing in organizations.
- Identify ethical and legal issues in managing organizations.
- Use online databases to conduct research on managing and trends in organizations.
- Use communication skills for managers that foster teamwork in an organization.
- Display fundamental knowledge of finance and budgeting in various organizations and use it to make informed decisions about the operating performance and financial position of a company.

EBML 200	Principles of Management.....	3
EBML 202	Organizational Theory and Behavior ...	3
EBML 213	Business Law I.....	3
EBML 310	International Business Management	3
EBML 493	Business Policy (Capstone).....	3
LLEL 203	Business Report Writing.....	3
MATL 261	Statistics	3
MCOL 200	Advanced Computer Business Applications	3
PHIL 225	Business Ethics	3
Total:		39

Business and Management Electives: (24 credits)

(This is not a complete listing of elective courses offered; other courses may be approved by the Dean.)

EBML 214	Business Law II.....	3
EBML 215	Diversity in Industry	3
EBML 224	Human Resource Management	3
EBML 223	Team Building.....	3
EBML 226	Leadership.....	3
EBML 312	Business Decision Making.....	3
EBML 320	Entrepreneurship and Management of Small Businesses.....	3
EBEL 204	Money and Banking	3
EBFL 210	Investment Principles.....	3
EBFL 220	Corporate Finance	3
EBFL 310	Security Analysis.....	3
EBFL 343	Real Estate Finance I.....	3
EBKL 201	Consumer Behavior.....	3
EBKL 202	Marketing Research	3
EBKL 204	Marketing and Management.....	3
EBKL 207	Social Media and Marketing	3
EBKL 315	Advertising and Promotion Management	3

Accounting: (12 credits)

EBAL 101	Principles of Accounting I.....	3
EBAL 102	Principles of Accounting II	3
EBAL 201	Intermediate Accounting I.....	3
EBAL 213	Cost Accounting.....	3

Entrepreneurship: (12 credits)

EBML 320	Entrepreneurship and Management of Small Businesses.....	3
EBKL 330	Sales Force Management & Personal Selling	3
MGTW 333	Business Opportunity (Tuw course)...	3
MGTW 335	New Ventures and e-Business (Tuw course).....	3

Marketing: (12 credits)

EBKL 201	Consumer Behavior.....	3
EBKL 330	Sales Marketing.....	3
EBKL 315	Advertising and Promotion Management	3
EBKL 204	Marketing Management	3

B.A. IN JUDAIC STUDIES

MISSION STATEMENT

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

Department of Judaic Studies Learning Goals

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

Students completing a major in Judaic Studies must complete at least fifteen credits of major courses (including advanced topics) at the College. Students who have completed four years (48 credits) of Talmud/Intensive Talmud courses, and do not have another major, will be considered to have completed a Judaic Studies major at the College. Intensive Talmud students will also be expected to

complete an advanced topics course or research project in addition to their 48 credits.

REQUIREMENTS FOR THE MAJOR

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

Required Judaic Studies Courses (Core):

EDUL 265	Practicum in Education	3
EDUL 265	Practicum in Education	3
EDUL 265	Practicum in Education	3
EDUL 265	Practicum in Education	3
JSBL 493	Advanced Topics in Biblical Studies (Capstone)	3
JSHL 187	Introduction to Jewish Thought.....	3
JSHL 188	Introduction to Jewish Thought.....	3
JSL 364	Psychology and Halacha	3
JSBL/JSBL	Other Judaic Studies course	3
JSBL/JSBL	Other Judaic Studies course	3
PSYL 200	Introduction to Psychology	3
PSYL 201	Development Psychology.....	3
PSYL 210	Theories of Learning	3
Total:		39

Elective Courses (24 credits)

EDUL 302	Diagnostic and Correction of Reading Disabilities	3
EDUL 304	Math, Science & Technology: Teaching & Remediation	3
EDUL 306	Teaching the Arts of Physical Education Grades 1-6.....	3
EDUL 311	Principles of Early Childhood Education	3
EDUL 312	Methodology of Early Childhood Education	3
EDUL 600	History and Philosophy of Education & Special Education.....	3
JSBL/JSBL	Other Judaic Studies course	3
PSYL 202	Social Psychology	3
PSYL 231	Psychological Testing.....	3
PSYL 312	Cognition and Memory	3
PSYL 335	Abnormal Psychology.....	3
PSYL 340	Introduction to Counseling and Therapy	3
PSYL 401	Psychology of the Exceptional Child ...	3

Education (12 credits):

EDUL 201	Psychosocial Foundations of Growth, Development & Learning	3
EDUL 301	Teaching Reading & the Language Arts.....	3
EDUL 303	Teaching the Social Studies Spectrum Subjects	3
EDUL 310	Principles of Classroom Management for Students with Disabilities	3

B.A. IN PSYCHOLOGY

Courses in the department promote an understanding of the psychological processes underlying normal and abnormal human behavior. Psychology majors may pursue graduate work in psychology, including experimental, industrial, health, clinical, and school psychology. They may also continue in related fields such as social work, education, law, the rabbinate or Jewish Studies, medicine, and health sciences.

MISSION STATEMENT

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

Department of Psychology Learning Goals

- Summarize the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology
- Describe how psychology utilizes the scientific method, research design, and analysis
- Demonstrate information literacy and technology competency in the field of psychology
- Apply psychological principles to personal, social and organization issues
- Weigh evidence, tolerate ambiguity, act ethically, and reflect the values that are the underpinning of the discipline of psychology
- Use critical and creative thinking, skeptical inquiry and, when possible, the scientific method to discern, evaluate and criticize specific issues in psychology
- Articulate through verbal and written communication the theories, concepts and applications of the field of psychology
- Recognize, understand and respect socio-cultural and international diversity, especially in regards to its impact on psychology

Required Psychology Courses (Core):

PSYL 200	Introduction to Psychology	3
PSYL 202	Social Psychology	3
PSYL 201	Developmental Psychology	3
PSYL 231	Psychological Testing	3
MATL 261	Statistics for Social Science Majors	3
PSYL 301	Experimental Psychology	3
PSYL 301L	Experimental Psychology Laboratory ..	1
PSYW 304	Ethics in Psychology (TUW course)	3

PSYL 310	Theories in Personality	3
PSYL 312	Cognition & Memory	3
PSYL 335	Abnormal Psychology	3
PSYL 340	Introduction to Counseling and Therapy	3
PSYL 351	Biological Psychology	3
PSYL 493	Advanced Topics in Psychology (Capstone)	3

Total: 40

Electives from the following (24 credits):

(This is not a complete listing of elective courses offered; other courses may be approved by the Dean.)

PSYL 205	Psychology of Motivation	3
PSYL 206	Psychology of Marketing	3
PSYL 207	Psychology of Social Media	3
PSYL 210	Theories of Learning	3
PSYL 215	Psychology of Diversity	3
PSYL 216	Adolescent Development	3
PSYL 221	Industrial Psychology	3
PSYL 223	Group Behavior	3
PSYL 226	Psychology of Leadership	3
PSYL 302	Experimental Psychology II	3
PSYL 322	Psychology of Entrepreneurship	3
PSYL 325	Drugs and Behavior	3
PSYL 326	Forensic Psychology	3
PSYL 345	Psychology of Health and Illness	3
PSYL 401	Psychology of the Exceptional Child ...	3
PSYL 402	Clinical Psychology	3
PSYL 405	Mood & Anxiety Disorders	3
PSYL 420	Eating Disorders	3
PSYL 432	Neuropsychology	3
Total credits	24

Clinical Psychology: (12 credits)

PSYL 402	Clinical Psychology	3
PSYL 405	Mood and Anxiety Disorder	3
PSYL 420	Eating Disorder	3
PSYL 485	Internship in Psychology	3

Early Childhood Education: (12 credits)

PSYL 210	Theories of Learning	3
EDUL 201	Psychosocial Foundations of Growth, Development, & learning, Birth-Grade 6	3
EDUL 301	Teaching Reading and Language Arts, Grade 1-6	3
EDUL 303	Teaching the Social Studies Spectrum Subject, Grade 1-6	3

Health Science: (12 credits)

BIOL 222	Anatomy & Physiology I (with Lab)	4
BIOL 223	Anatomy & Physiology II (with Lab) ..	4
BIOL 228	Microbiology (with Lab)	4

COURSE DESCRIPTIONS

Courses are coded as follows:

A slash (/) between numbers indicates a course that may be entered in the second semester. A dash (-) between numbers indicates a course whose first term is a prerequisite for the second term. Course credits are for each semester in two-semester courses. Departments may offer experimental courses under the listing 501, 502, etc., prior to faculty review.

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

BIOLOGY

BIOL 101-102 Principles of Biology (4 credits each)

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

BIOL 222-223 Anatomy and Physiology (4 credits each)

A two-semester course which studies the structure and function of cells, tissues, organs and systems of the body. Emphasis is on the structural basis for function, and the coordinated functioning of all the organ systems for maintaining homeostasis. Recommended for students pursuing careers in allied health fields. (Lecture and laboratory course)

Prerequisites: BIOL 101-102 or BIOL 103-104.

BIOL 228 Microbiology (4 credits)

This course covers 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: BIOL 101-102.

BIOL 246 Nutrition and Human Development (3 credits)

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.

THE ARTS

COAL 302 Jewish Art (3 credits)

This course focuses on the methodological, theoretical, and concrete implications of representation in Jewish Art. May not be repeated for credit.

COAL 303 Jewish Music (3 credits)

The interplay between tradition and innovation as a recurrent theme in the presentation of various contexts and regional styles of Jewish music.

CHEMISTRY

CPCL 101-102 Principles of Inorganic Chemistry (4 credits each)

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

Prerequisite for CPCL 102: MATL 120.

CPCL 201-202 Principles of Organic Chemistry (4 credits each)

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

Prerequisites: CPCL 101-102.

CPCL 203 Biological Chemistry (3 credits)

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.

Prerequisites: CPCL 101-102.

PHYSICS

CPPL 101-102 General Physics (4 credits each)

This course, designed for the non-Physics major, covers classical mechanics, heat, electricity, magnetism, and light, and sound phenomena. The approach is generally quantitative, but does not require calculus. Laboratory experiments illustrate and test the

fundamental laws and the reliability of results. (Lecture and Laboratory course.)

Prerequisite: MATL 120.

CPPL 150 The Physical Universe (3 credits)

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

Prerequisite: MATL 111.

ACCOUNTING

EBAL 101 Principles of Accounting I (3 credits)

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

EBAL 102 Principles of Accounting II (3 credits)

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

EBAL 201 Intermediate Accounting I (3 credits)

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

Prerequisite: EBAL 102.

EBAL 202 Intermediate Accounting II (3 credits)

Focuses on the accounting for long-term debt, leases, pensions, investments and income taxes. Detailed review of the stockholders equity section of the balance sheet, inclusive of earnings-per-share calculations. Examines the issues of revenue recognition and the treatment of various accounting changes and errors.

Prerequisite: EBAL 201.

EBAL 213 Cost Accounting (3 credits)

Focuses on cost determination for manufacturers, products and services. This includes the establishment and maintenance of job order and process cost systems, and the classification of costs as product or period, direct or indirect. Included are managerial techniques and systems such as budgeting and

variance analysis, which enable a business to manage its affairs more efficiently.

Prerequisite: EBAL 102. Corequisite: EBAL 201.

ECONOMICS

EBEL 200 Principles of Microeconomics (3 credits) previously EBEL 102

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

EBEL 201 Principles of Macroeconomics (3 credits) previously EBEL 101

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

EBEL 204 Money and Banking (3 credits)

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

Prerequisites: EBEL 200 and 201.

EBEL 400 Topics in Applied Economics (1-4 credits)

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

FINANCE

EBFL 200 Principles of Finance (3 credits) previously EBFL 101

An introductory study of the basic principles, instruments, and institutions in the financial marketplace. Topics include the concept of money; the Federal Reserve and the banking system; the

provision and management of funds for both the short and long terms; the basic financial instruments; financial characteristics of the firm, including basic balance sheet analysis; the role of the stock and bond markets; interest rates and present value analysis; personal finance issues.

Prerequisites: EBFL 200 or 201.

EBFL 210 Investment Principles (3 credits)

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

Prerequisite: EBFL 200.

EBFL 220 Corporate Finance (3 credits)

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

Prerequisite: EBFL 200.

EBFL 310 Security Analysis (3 credits)

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

Prerequisite: EBFL 210.

EBFL 343 Real Estate Finance I (3 credits)

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

Prerequisite: EBFL 200.

EBFL 344 Real Estate Finance II (3 credits)

Provides an analytical framework for understanding the real estate finance and development process from both a quantitative and non-quantitative perspective. Topics addressed include establishing investment/development objectives, identifying prospective sites, understanding the public permitting process, preparing market and feasibility studies, securing debt and equity financing, coordinating the design and construction process, and marketing and managing real estate assets. Includes preparation of income statements, sources and uses of funds statements, federal tax impact analysis, and discounted cash flow analysis.

Prerequisite: EBFL 343.

EBFL 400 Selected Topics in Finance (3 credits)

An upper division course designed to give greater coverage to those finance topics that are not covered in great detail in other courses. The topics selected are at the discretion of the instructor. Some potential topics include dividend policy, mergers and acquisitions, bankruptcy and reorganization, risk markets, cost of capital and capital structure. An integral part of the course is the class presentation required of all students. The presentation revolves around some area of interest from the topics covered in the course.

Prerequisites: EBFL 210 and EBFL 220. May be repeated for credit.

EBFL 498 Internship in Finance (3 credits)

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

MARKETING

EBKL 200 Principles of Marketing (3 credits)

previously EBKL 101

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

EBKL 201 Consumer Behavior (3 credits)

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

Prerequisite: EBKL 200.

EBKL 202 Marketing Research (3 credits)

Explores the scope, history and ethics of marketing research. Particular attention is given to methods of research design, the use of secondary data from marketing decisions, and the distinction between qualitative and quantitative techniques. Students are introduced to techniques of questionnaire design as well as basic statistics for the social sciences. Where appropriate, dedicated software for marketing research, such as SPSS (Statistical Package for Social Sciences) is utilized.

Prerequisite: EBKL 200 and MATL 261.

EBKL 204 Marketing Management (3 credits)

This course helps students conceptualize the strategic planning process as it relates to the primary determinants of sales and profits. Students also

develop an in-depth understanding of the business and ethical problems marketing managers face in a global marketing environment, and explore various solutions to these problems.

Prerequisite: EBKL 200.

EBKL 206 Psychology of Marketing (3 credits)

Social, cognitive, and emotional factors on the economic decisions of individuals and institutions and the consequences for market prices, returns, and the resource allocation. Concerned with the bounds of rationality of economic agents, and how Marketing can affect the consumer.

EBKL 207 Social Media & Marketing (3 credits)

This course is designed to review and evaluate Media Psychology and examine its many influences in the society. Review the supporting evidence that examines the effect of encountering the ever increasing variety of forms of mass communication and its effect on our behavior. Discuss the influence of social media on advertising and the trends that have determined market diversions in 21st century. Gain a general understanding of science of persuasion and human behavior. Investigate various genres in the today's media and explore the role of Psychology on popularity of these genres and audience response. Qualitative and quantitative based research methods along with detailed review of media psychology experiments will also be covered in this course.

EBKL 315 Advertising and Promotion Management (3 credits)

Explores advertising, personal selling, sales promotion, sponsorship, direct marketing, e-commerce, and public relations. With three business plans as a foundation, students produce a campaign plan book integrating the concepts explored. Prerequisite: EBKL 200.

EBKL 330 Sales Force Management and Personal Selling (3 credits)

Provides an overview on the role of personal selling in the firm's overall marketing strategy, the skills and techniques required in performing the selling task; as well as concepts and techniques related to the management of sales force. Emphasis will be placed on recruiting and selecting techniques, designing compensation and expense plans, sales training, improving morale, territory management, evaluating sales performance, sales forecasting and sales analysis. Ethical and legal issues in selling and building long-term relationships are included. Prerequisite: EBKL 200.

EBKL 400 Topics in Marketing (3 credits)

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

EBKL 498 Internship in Marketing (3 credits)

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

MANAGEMENT

EBML 200 Principles of Management (3 credits)

previously EBML 101

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.

EBML 202 Organizational Theory and Behavior (3 credits)

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

Prerequisite: EBML 200.

EBML 213 Business Law I (3 credits)

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

Prerequisite: EBML 200.

EBML 214 Business Law II (3 credits)

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

Prerequisite: EBML 213.

EBML 215 Diversity in Industry (3 credits)

This course is designed to provide students with a solid understanding of diversity in the workplace as well as diversity in human development. This class will review the fundamental components of Human resources and diverse needs of employees in the workplace. Students will examine the various aspects

of the role of diversity in clinical settings and the effect of diversity in therapy. Students are required to be actively involved in assignments that allow them to gain active first-hand experience with the most common concepts encountered in the working as well as clinical setting in regards to diversity aiming to satisfy the requirement for the learning objective of each department. As an interdisciplinary class students are expected to gain a greater knowledge and exposure to the basics of each discipline as well as an amalgamation of both.

EBML 223 Team Building (3 credits)

Allows students to get a better understanding of team building: its theory and practice in the workplace. The class will delve into performance model, and review research regarding the structural and interpersonal factors that can affect team performance.

EBML 224 Human Resource Management (3 credits)

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

Prerequisite: EBML 200.

EBML 226 Leadership (3 credits)

This course is designed to provide students with a solid foundation in the basic components of leadership and management. The course is intended as an in-depth introduction to the basics of human behavior and traits as it relates to leadership, which will provide them with a better appreciation for the science of management. The importance of related ethical behavior and responsibilities of leadership with in profit or nonprofit sectors will also be covered in this course.

EBML 310 International Business Management (3 credits)

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

Prerequisites: EBML 200 and EBKL 200.

EBML 312 Business Decision Making (3 credits)

Business Decision making is related to the field of behavioral finance. The field is the study of social, cognitive, and emotional factors on the economic decisions of individuals and institutions and the consequences for market prices, returns, and the resource allocation. This class is primarily concerned with the bounds of rationality of economic agents. We will cover behavioral models integrated from psychology in so doing; the class can cover a range of concepts, methods, in the decision making process. This course will also examine how emotion can effect market decisions; as well as cognition and understanding as a mechanisms that drive decision making.

EBML 320 Entrepreneurship and Management of Small Businesses (3 credits)

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

Prerequisite: EBML 200.

MGTW 333 Business Opportunity Analysis (3 credits)

This course assesses the feasibility of a new business idea by applying a solid business analysis framework. Students will explore the factors that influence entrepreneur's opportunity to be successful and obtain long-term growth. Analyses include strengths and skills of new business idea, personal, professional and financial goals, 40 business environments, and competitive analysis.

MGTW 335 New Ventures and e-Business (3 credits)

This course examines the process, experience, and requirements for creating a new business as well as the impact of electronic media, such as the Internet, on new ventures.

EBML 400 Topics in Management (3 credits)

Study of selected topics in Management.

Prerequisite: EBEL 200.

EBML 493 Business Policy (3 credits)

An integrated capstone course focusing on application of case studies to the nature, functions and activities of actual businesses, analyzing objectives, policies, and performance in relation to the outside environment. Emphasis is placed on ethical aspects of decision-making. Case studies are used to develop analytical

skills. Knowledge and techniques developed in earlier courses are applied in this course.

Prerequisite: Senior standing.

EBML 498 Internship in Management (3 credits)

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

EDUCATION

EDUL 201 Psychosocial Foundations of Growth, Development, and Learning, Birth – Grade 6 (3 credits)

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

EDUL 301 Teaching Reading and Language Arts, Grades 1-6 (3 credits)

The developmental context to current approaches to teaching reading; creation of language-rich environments; organization of a functional reading program; informational and critical reading; assessment of reading and language skills; oral and written communication; approaches to working with English language learners and students with special needs; and attention to motivational factors in literacy development at home as well as at school.

Pre- or Co-requisite: EDUL 201.

EDUL 302 Diagnosis and Correction of Reading Disabilities, Grades 1-6 (3 credits)

The developmental context to understanding the symptoms and causes of reading disabilities; use and interpretation of achievement tests and diagnostic instruments; materials and methods used in remedial instruction; and preparation of teacher-made reading materials. Work with children and writing of case studies are required components of field experience.

Prerequisite: EDUL 301.

EDUL 303 Teaching the Social Studies Spectrum Subjects, Grades 1-6 (3 credits)

The social and developmental contexts for teaching social studies spectrum subjects to a diverse elementary school student population; curriculum development and methods and materials; development of integrated instruction in history and geography

(including history and geography of the United States), economics, citizenship and government, and the world of work; appreciation for the diversity of social life, including language and cultures; approaches to linking instruction to the context of students' lives.

Prerequisite or corequisite: EDUL 201.

EDUL 304 Mathematics, Science, and Technology: Teaching and Remediation, Grades 1 – 6 (3 credits)

The developmental context for a problem-solving approach to mathematics, science, and technology instruction and remediation; developmentally appropriate curriculum development and methods of teaching and remediation in mathematics, science, and technology; emphasis on manipulative materials and hands-on activities; application of mathematical concepts and skills in the study of science; application of mathematical concepts and skills and scientific concepts in real-life settings; and appreciation of the benefits, promise, and hazards of technology.

Pre- or corequisite: EDUL 201.

EDUL 306 Teaching the Arts and Physical Education, Grades 1 – 6 (3 credits)

The cognitive, emotional, and social contexts for exploring various art forms, including performing arts, movement, sports activities and other areas of physical education; discovering and building on individual interests and creative abilities; creating developmentally appropriate opportunities for self-expression and self-exploration; cooperation in group art and sports activities; the relationship of the arts and physical education to other curricula areas.

Pre- or corequisite: EDUL 201.

EDUL 310 Principles of Classroom Management for Students with Disabilities, Grades 1-6 (3 credits)

Setting up the physical environment of the classroom to maximize learning productivity and prevent unnecessary behavior problems. Review of different models of intervention approaches for handling difficult behavior in the elementary school. The teacher's role in reducing conflicts, teaching social skills, and facilitating cooperative group living. The importance of the teacher's self-awareness in teacher-student interaction. Critical incidents will be used to develop specific guidelines for effective teacher interventions.

Prerequisites: EDUL 301 and EDUL 303 or EDUL 304.

EDUL 600 History and Philosophy of Education and Special Education (3 credits)

Historical and philosophical underpinnings of modern educational theory and practice. Study of: ancient Greek literature; early Jewish, Christian, and Muslim writings; philosophical developments in the Renaissance, Reformation, and revolutionary periods; social, cultural and ideological forces which have shaped educational policies in the United States;

current debates on meeting the wide range of educational and socio-emotional needs of students from diverse communities. Prerequisite: Upper div. status, Dept. approval.

HISTORY

HISL 155-156 History of the Jewish People (3 credits each)

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

HISL 220-221 Survey of Modern History (3 credits each)

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

HISL 262 The Holocaust (3 credits)

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

Prerequisite: HISL 156 or permission of the instructor.

HISL 271 American Jewish History (3 credits)

Study of the Sephardic legacy, German-Jewish migration and hegemony, the development of religious communities, the Civil War. Migrations from Eastern Europe, acculturation and assimilation, responses to Zionism and the Holocaust, and current issues. Historical and literary texts on the interaction of Jew and Gentile are examined as well.

Prerequisite: HISL 156 or permission of the instructor.

HISL 354 Topics in Jewish History (3 credits)

Study of selected topics, such as the Second Commonwealth, Ashkenazi Jewry, messianism, the Haskala, Hasidism, the Mussar movement, and anti-Semitism.

Prerequisite: HISL 155 or permission of the instructor.

HUMANITIES

HUML 203 Academic Research & Analysis Across the Disciplines (3 credits)

The course will instruct students in the art of academic writing and research necessary for producing academic essays across the disciplines. The course is designed to help students hone their critical reasoning and analytical reading skills. Instruction of research techniques will cover use of professional databases for

library and archival research, advanced search techniques, reference retrieval skills, familiarity with resources available through Touro's online library and other sources as well as source processing skills, including identification of useful sources and techniques for reading advanced materials.

JUDAIC STUDIES

ADVANCED BIBLE

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

BIBLICAL STUDIES

JSBL 357-358 Medieval and Modern Biblical Exegesis (3 credits each)

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

JSBL 412-413 Women in the Bible (3 credits each)

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

JEWISH HERITAGE AND THOUGHT

JSHL 187-188 Introduction to Jewish Thought (3 credits each)

JSHL 257 The Literature of the Mussar Movement (3 credits)

Study of selections from medieval and modern Jewish ethical literature. In addition to examination of classical texts such as Hovot ha-Levavot, Sha'arei Teshuva, Sefer Hasidim, and Mesillat Yesharim, the course will focus upon the development of the Mussar movement as reflected in the writings of Rabbi Israel Salanter and his disciples.

JSHL 261 Modern Movements in Traditional Judaism (3 credits)

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

JSHL 311-312 Topics in Jewish Philosophy (3 credits each)

Faith and reason: readings in Hilkhot Deot, Moreh Nevukhim, Kuzari, and Shmoneh Perakim.

JSHL 353 Modern Jewish Thought (3 credits)

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

JEWISH LAW**Codes****JSLL 362 Jewish Business Ethics** (3 credits)

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

Rabbinic Literature**JSLL 311-312 Intellectual Trends in Rabbinic Judaism** (3 credits each)

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

JSLL 364 Psychology and Halakhah (3 credits)

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

ENGLISH LANGUAGE AND LITERATURE**Composition****LLEL 100 Introduction to English Composition** (3 credits)

Intensive practice in the composition of three-paragraph essays, with special emphasis on writing in response to selected readings.

Prerequisite: Placement by examination.

LLEL 101-102 English Composition I, II (3 credits each)

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.

Prerequisite: LLEL 100 or placement by examination.

LLEL 203 Business Report Writing (3 credits)

Extensive study of writing clear, accurate and persuasive business reports. Emphasis on researching, organizing and presenting information.

Prerequisite: LLEL 102 or exemption.

Literature**LLEL 151 Survey of English Literature** (3 credits)

A survey of British literature featuring readings from Beowulf, Chaucer, Shakespeare, and a selection of modern writers.

LLEL 220-221 Survey of Modern Literature (3 credits each)

A two semester survey of Modern literature from the classical through the modern eras. First semester readings include: Sophocles, Beowulf, The Song of Roland, Chaucer, Shakespeare, Cervantes, and Molière. Second semester readings include: the Romantic Poets, Ibsen, Dostoyevsky, Chekhov, Tolstoy, Kafka, Melville, Faulkner, Beckett, Camus and Sartre. Not to be taken after HMLL 101, HMLL 102, HMLL 201, HMLL 202, LLEL 115, LLEL 116, LLEL 223 or LLEL 224.

Prerequisite: LLEL 102 or exemption.

HEBREW LANGUAGE AND LITERATURE**LLHL 101-102 Elementary Hebrew** (3 credits each)

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

LLHL 201-202 Intermediate Hebrew (3 credits each)

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

Prerequisite: LLHL 102.

MATHEMATICS**MATL 007 Developmental Math** (0 credits)

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

MATL 111 College Mathematics (3 credits)

An introductory course in mathematical skills and techniques necessary for further collegiate study. This course addresses fundamental principles of algebraic calculations such as operations with signed numbers, exponents, negative exponents and operations with fractions, verbal problems and solution of equations, graphical methods, systems of linear equations. Prerequisite: MATL 007 or placement by examination.

MATL 120 Pre-Calculus (3 credits)

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: MATL 111 or placement by examination.

MATL 121-122 Calculus I, II (4 credits each)

Continuity, limits, differentiation, and integration of polynomial, exponential, and trigonometric functions. Applications to geometry, physics, and other areas. Prerequisite: MATL 120 or placement by examination.

MATL 261 Statistics for Social Science Majors (3 credits)

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

Prerequisite: MATL 111 or placement by examination.

COMPUTER SCIENCE**MCOL 140 Computer Concepts with Business Applications** (3 credits)

This class introduces students to basic computer topics and terminology. Computer hardware and software are discussed along with an extensive overview of Microsoft Office applications under Microsoft Windows, and an introduction to Internet usage and research. Students will complete this course with a solid understanding of computers, how to use computers, and how to access information on the World Wide Web.

MCOL 200 Advanced Computer Concepts with Business Applications (3 credits)

This course presents advanced features of Excel, the basics of Microsoft Access, as well as the fundamental functions of the QuickBooks accounting application. The goal is to fully expose business students to computer applications that can integrate directly into their studies as well as on the job. Students will complete this course with a solid understanding of how computers are used in the modern business. Prerequisites: MCOL 140, EBAL 101, and EBFL 200.

PHILOSOPHY**PHIL 225 Business Ethics** (3 credits)

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

POLITICAL SCIENCE**POLL 101 American Politics** (3 credits)

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

PSYCHOLOGY**PSYL 200 Introduction to Psychology** (3 credits)

previously PSYL 101

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.

PSYL 201 Developmental Psychology (3 credits)

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

Prerequisite: PSYL 200.

PSYL 202 Social Psychology (3 credits)

previously PSYL 102

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

Prerequisite or co-requisite: PSYL 200.

PSYL 205 Psychology of Motivation (3 credits)

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: PSYL 200.

PSYL 206 Psychology of Marketing (3 credits)

Social, cognitive, and emotional factors on the economic decisions of individuals and institutions and the consequences for market prices, returns, and the resource allocation. Concerned with the bounds of rationality of economic agents, and how Marketing can affect the consumer.

PSYL 207 Psychology of Social Media (3 credits)

Review and evaluate Media Psychology and examine its many influences in the society. Review the supporting evidence of encountering the ever increasing variety of forms of mass communication and its effect on our behavior. Discuss the influence of social media on advertising and the trends that have determined market diversions in 21st century. Gain a general understanding of science of persuasion and human behavior. Investigate various genres in the today's media and explore the role of Psychology on popularity of these genres and audience response.

PSYL 210 Learning (3 credits)

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: PSYL 200.

PSYL 215 Psychology of Diversity (3 credits)

This course examines diversity in the workplace as well as diversity in human development. Will review fundamental components of Human resources and diverse needs of employments in the workplace. Students will examine the various aspects of the role of diversity in clinical settings and the effect of diversity in therapy.

PSYL 216 Adolescent Development (3 credits)

This course examines the physical, cognitive, emotional, and social development of adolescents. Topics include genetic, cultural, and social factors that enhance or inhibit development. Prerequisite: PSYL 200.

PSYL 221 Industrial Psychology (3 credits)

Psychological techniques for selecting and training employees, enhancing morale of workers and improving their relationship with management. Psychology of marketing and advertising. Prerequisite: PSYL 200.

PSYL 223 Group Behavior (3 credits)

Group Behavior exposes students to research and theories regarding effective behaviors in team and group settings. Various models regarding the structural and interpersonal factors that can affect team and group performance will be reviewed.

PSYL 226 Psychology of Leadership (3 credits)

Foundation in basic components of leadership and management. Experience with most common concepts and tasks encountered in leadership.

PSYL 231 Psychological Testing (3 credits)

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: PSYL 200.

PSYL 301 Experimental Psychology (3 credits)

Methodological and experimental approaches to human behavior focusing on sensation, perception, learning, and memory. Experiments conducted in class, results analyzed, and scientific reports written. Students also design and write a proposal for an experimental project.

Prerequisite: PSYL 200 and MATL 261.

Corequisite: PSYL 301L.

PSYL 301L Experimental Psychology Lab (1 credits)

Corequisite: PSYL 301.

PSYL 302 Advanced Experimental Psychology (3 credits)

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: PSYL 301.

PSYW 304 Ethics in Psychology (3 credits)

This course examines and discusses the value of empirical evidence, tolerance of ambiguity, ethical behaviors (including the APA Ethics Code), and other values that underpin psychology as a science and profession.

PSYL 310 Personality (3 credits)

Description and assessment of personality. Classical approaches of psychoanalysis, trait theory, humanism, behaviorism and cognitive theorists as well as contemporary research and practical applications. Prerequisite: PSYL 200.

PSYL 312 Cognition and Memory (3 credits)

Overview of approaches to thinking, reasoning, problem solving, and decision making. Memory theories and process and neurological underpinnings. Interplay of memory and cognition. Prerequisite: PSYL 200.

PSYL 322 Psychology of Entrepreneurship (3 credits)

Entrepreneurship is essential for international social and economic well-being, as new ventures are the dominant source of job creation, market innovation, and economic growth in many societies. Review

research, findings, and theories of modern psychology as the basis for gaining important, new insights into entrepreneurship—and into the hearts and minds of the talented, passionate professionals who create new business ventures.

PSYL 325 Drugs and Behavior (3 credits)

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: PSYL 200.

PSYL 326 Forensic Psychology (3 credits)

The course provides an overview of the interface between psychology and the legal system. It covers the role and functions of the forensic psychologist, the nature and methods of forensic assessment, mental health evaluations in the criminal justice system and in civil law. It will also address such special topics as jury selection and eyewitness testimony.

PSYL 335 Abnormal Psychology (3 credits)

Description and diagnosis of abnormal behavior. Causes, symptoms and treatments of mental illness. Basic principles of psychotherapy.

Prerequisite: PSYL 200.

PSYL 340 Introduction to Counseling and Therapy (3 credits)

Theories and techniques counseling. Course includes practice in interviewing and development of basic skills necessary for successful treatment.

Prerequisite: PSYL 200 and PSYL 335. PSYL 310 strongly recommended.

PSYL 342 Psychology of Religion (3 credits)

Nature of religious experience and behavior. Psychological aspects of belief, prayer, sin, guilt, mysticism, and membership in a religious community.

Prerequisite: PSYL 200.

PSYL 345 Psychology of Health and Illness (3 credits)

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

Prerequisite: PSYL 200.

PSYL 351 Biological Psychology (3 credits)

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: PSYL 200 or BIOL 101.

PSYL 401 Psychology of the Exceptional Child (3 credits)

Special problems of children who differ markedly from the average: mentally retarded, brain damaged, psychologically disturbed, sociopathic, physically handicapped, culturally deprived, and gifted children. Genetics, neuropsychological, and sociological aspects as well as causes, assessment, and remediation.

Prerequisite: PSYL 200 (PSYL 335 strongly recommended).

PSYL 402 Clinical Psychology (3 credits)

Overview of clinical psychology as both an art and a science. Roles of the clinical psychologist and the scientific foundations of assessment and treatment.

Prerequisite: PSYL 340 or Departmental permission.

PSYL 405 Mood and Anxiety Disorders (3 credits)

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

Prerequisite: PSYL 335.

PSYL 420 Eating Disorders (3 credits)

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: PSYL 335.

PSYL 432 Neuropsychology (3 credits)

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: PSYL 351.

PSYL 485-486 Internship in Psychology (3 credits)

Opportunity to work as an intern in an approved organization such as a clinic, school or hospital. The customary requirement is to work 1 day per week, keep a log of daily activity, read relevant texts and journal articles, and write a brief paper linking observations to the literature. Coordinated by a site supervisor and Touro faculty member.

Prerequisite: Senior status or at least 45 credits in residency at TCLA, and departmental permission.

PSYL 493 Advanced Topics in Psychology (3 credits)

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

SOCIOLOGY

SASL 103 Introduction to Sociology (3 credits)

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.

INTERPERSONAL COMMUNICATIONS AND SPEECH

SPLL 101 Fundamentals of Speech (3 credits)

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

SPLL 208 Phonetics (3 credits)

The study of the sounds of the English language and its application to speech correction. Introduces the student to basic anatomy and physiology of the speech mechanism. Identification of acoustic properties of speech sounds and their phonetic application. Instruction in reading and transcribing of the International Phonetic Alphabet of American English patterns.

Prerequisite (or co requisite): SPLL 101.

SPLL 209 Anatomy and Physiology of Speech (3 credits)

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

Prerequisites: BIOL 111 or BIOL 101.

SPLL 210 Normal Speech and Language Development (3 credits)

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

SPLL 308 Introduction to Hearing Science/Acoustics (3 credits)

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

SPLL 309 Introduction to Audiology I (3 credits)

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

SPLL 310 Speech Pathology I: Communication Disorders (3.5 credits)

Introduction to etiology and diagnosis for speech disorders related to articulation, phonology, language, voice, stuttering, cleft palate, cerebral palsy, aphasia, hearing and mental retardation. 5 hours of observation to be included.

Prerequisites: SPLL 208, SPLL 209, SPLL 210.

SPLL 401 Speech Pathology II - Rehabilitation (4 credits)

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

Prerequisite: SPLL 310.

ACADEMIC RULES AND REGULATIONS

TO THE READER:

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

THE REGISTRATION PROCESS

SELECTING COURSES

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

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

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

Prerequisites and Corequisites

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

Size of Program - Credit Load

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

Repeating Failed Credit-Bearing Courses

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

Repeating Passed Credit-Bearing Courses

A student who has taken and passed a credit-bearing course and wishes to repeat the course may do so only one time. After this, the same course or any other passed course may not be repeated. A student may only repeat a course in which a grade of B- through D- has been received, and only if the overall grade point average in that semester is at least 3.0, excluding the course being repeated. Both courses will appear on the student's permanent record. The code "E" ("Excluded") will be added to the entry for the earlier course on the transcript, indicating that the grade received *will not* be calculated in the student's GPA. The grade will remain on the record. The repeated course entry will appear with the code "I" ("Included") added, indicating that the grade received will be calculated in the GPA. Therefore, *only the second grade earned – whether higher or lower than the original one – will be calculated in the student's GPA.*

The student must file a "Request to Repeat a Passed Course" form with the Office of the Registrar at the time of

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

CHANGE OF PROGRAM

Adding a Course

A student may add course(s) within the first two weeks of the Fall or Spring semester and within the first few days of the Summer semester. To do this, a student must register for the course on TouroOne, or file an “Add/Drop” form signed by his/her advisor with the Office of the Registrar.

Dropping or Withdrawing From a Course

A student may drop (through week 2) or withdraw (weeks 3 through 8) from courses within the first eight weeks of the Fall or Spring semester and up to the midpoint of the Summer semester. Courses dropped within the first two official calendar weeks of the Fall or Spring semester, or during the designated period at the start of the Summer semester, will not appear on the student’s academic transcript. Courses withdrawn from after this time will appear on the transcript with the grade of “W.” Courses with W are counted in calculating credits attempted when calculating a student’s rate of progress and maximum time frame for Satisfactory Academic Progress purposes. For all drops in the first two weeks, the student may either complete the process on TouroOne or may file an “add/drop/withdrawal” form. For all withdrawals, after the first two weeks, the student must file an “add/drop/withdrawal” form. It is not possible to withdraw from a course after the add/drop period via TouroOne. The official date of withdrawal from a course is the date on which a completed add/drop/withdrawal form is submitted and time stamped at the Office of the Registrar.

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

For some government programs, financial aid eligibility is dependent on full-time enrollment status. The student is strongly urged to consult with the Office of Financial Aid before withdrawing to find out his/her status and to understand what the financial effect of the change might be.

Please note that any student adding or dropping a course should also consult with the Bursar prior to submitting the form to the Registrar’s office. Charges may apply to dropped courses in accordance with the tuition refund schedule.

COURSE OPTIONS

ON GROUND COURSES

As a traditional, “brick and mortar” institution, the majority of our courses are offered, and must be taken, in a live, classroom setting. These classes are often enhanced with a variety of technology, especially those based in the computer or science laboratories, but all weekly class hours are live in the classroom and/or lab.

A number of our courses may be offered as “hybrids.” Hybrid courses meet in person once a week and have an online component in place of the second weekly meeting. This allows the advantages of the face-to-face interaction with the instructors and fellow students, yet provides some of the scheduling flexibility of an online course. These courses are considered live classroom courses for the purposes of any on ground/in person requirements and are designated in the semester schedule with “(H)” after the course number.

Students with excellent academic records may be afforded the following opportunities to acquire college credits:

ONLINE COURSES

TCLA offers a number of its own online courses. These courses follow the same semester schedule, syllabi, course numbers, and follow all of the programs and regulations of on ground TCLA classes. The Blackboard system is used to administer TCLA's online courses.

In addition, some courses may be offered through our sister school, Touro University Worldwide (TUW). TUW online courses are offered in intense 8 week sessions, with two sessions offered each semester, on their own system. TUW semesters often begin before the TCLA semester starts, and these courses have different course numbers and descriptions. Your advisor will let you know which courses you are eligible to take, and which requirements they would help you fulfill in your degree plan.

Online course offerings of both types for each semester will be available to Touro students at registration.

General Information about Online Courses

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. It is the policy of Touro College that all student e-mail inquiries will receive an initial reply within one business day of receipt by the professor. Students may also request a personal appointment or phone call from their instructor.

Keep in mind:

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

Student Eligibility for Taking Courses Online

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

You are NOT on probation.

You have at least a 3.0 ("B") average.

It is not your first semester at Touro.

In most cases, students will be limited to a single online course per semester

No more than two courses can be taken online per semester.

You need the Dean's written approval in order to register.

Permission will not be granted for an online course if the equivalent course is regularly offered on ground at TCLA.

Registering For a TUW Online Course

Students registering for online courses go through two distinct registration processes, first with the TCLA Registrar's Office and then one with the TUW Registrar's Office.

Getting In Touch With Your Instructor

When emailing an instructor, an online student can expect a response within 24 hours (note: this excludes weekends and vacation days). If you fail to get a response from your instructor within 24 hours, you should email the TCLA Registrar with name, course code, and the instructor name, so that Touro can track down the problem. *You should always Save or Print a copy of all email communication with the instructor and CC to yourself a copy of all emails sent to the instructor in case there is some problem and the email needs to be resent.*

Faculty role in regard to interaction with students in distance education courses

Regarding interaction with students in distance education, the faculty role is a continuous process across the curriculum. Faculty are trained and their role reinforced through discussion and implementation in the curriculum development and continuous improvement process, which assures their positive role in interacting with students. Further, faculty training is a tool that clarifies the faculty role relative to online students. Specific training is conducted for course design and development.

Course Outlines

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

Announcements and Assignments

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

Homework and Exams

Homework Assignments

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

Tests and Quizzes

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

Midterm Exams

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

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

Final Exams

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

TUTORIALS

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

DIRECTED STUDY

Courses listed in this Catalog may be offered to a single student, as a directed study. The material covered follows the standard course curriculum. *Generally, students are permitted to enroll in a directed study course only under special*

circumstances, for a required course not otherwise available. A directed study course requires the same work as a classroom course, including a final examination. Students who wish to register for a directed study course must complete an “Application For Directed Study” form and obtain written approval from the instructor, the department chairperson, and the Dean or his designee.

INDEPENDENT STUDY

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

ACADEMIC ADVISEMENT

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

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

CREDITS AND SEMESTER HOURS

Contact Hours

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

Class Standing

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

Lower Freshman	entry
Upper Freshman	12
Lower Sophomore	24
Upper Sophomore.....	40
Lower Junior.....	56
Upper Junior	72
Lower Senior	88
Upper Senior.....	104

ACADEMIC PROGRAMS AND FINANCIAL AID

Academic Standard Chart

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

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

Chart for Financial Aid Eligibility

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

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

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

EARNING OUTSIDE CREDIT

Off-Campus Credit While a TCLA Student

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

CREDIT BY TESTING

Equivalency Examinations

With a permit and scores above minimums set by Touro College Los Angeles, 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); and selected proficiency examinations sponsored by certain colleges.

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

Departmental Challenge Examinations

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

TRANSFER CREDIT

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

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

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

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

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

Students who have completed an associate's degree at an accredited institution are assured a minimum of 60 credits, but they must meet the individual course and liberal arts requirements of their selected certificate and/or degree program. Transfer students may request in writing that all prior college work completed at (a) particular school(s) not be evaluated. **This decision is irrevocable.**

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

To be eligible for a TCLA baccalaureate degree, at least 45 credits in residence at Touro College Los Angeles are required.

GRADES

ATTENDANCE AND CLASS PARTICIPATION

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

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

GRADE TYPES

Non-Credit Courses

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

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

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

Each developmental Math course may be repeated only once without special permission.

Credit Courses

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

Grade Definitions

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

- W:** (No penalty.) This grade is assigned when a student withdraws from a course and files an Add/Drop form (see p. 53) with the Office of the Registrar, signed by an academic advisor. A student who does not file this form will receive a failing grade of F or WU depending on the number of class sessions attended and the amount of work completed.
- WU:** Student stopped attending before the end of the eighth week of class; calculated as a failing grade
- WNA:** Student never attended class. This grade is not included in calculating the student's grade point average (GPA).
- N:** No grade assigned.

Grade Values

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

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

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

Grade Point Average (GPA)

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

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

GRADES FOR INCOMPLETE WORK

The option of receiving a grade of INC is only open to students who have acceptable levels of performance for a given course, but have failed to complete certain course requirements. Incomplete grades are routinely allowed only for the completion of missing course requirements, such as an examination, a paper, etc. Grades of INC are not used for students who are generally doing substandard work in order to give them the opportunity to redo their projects/exams so that they can achieve an acceptable grade.

The procedure for granting an Incomplete generally begins with the student requesting this grade from the faculty member. The request can be in writing or verbally. Subsequently, the faculty member will review the student's progress and decide whether it is appropriate for the student to receive the grade of INC. If the faculty member decides that the student does not fit the requirements for the grade of INC, they may deny the student's request. Students who wish to appeal an instructor's grade should follow procedures outlined below. A student who otherwise satisfies course requirements but misses a final examination (or other class requirement) for last-minute emergency reasons may be given an INC grade by the faculty member, at their discretion.

Once the student completes the required examination/project/assignment, the faculty member determines the final grade for the course and notifies the Registrar by using the standard Change of Grade form.

Once the deadline for completion of work is reached, if the student has not met the requirements or a Change of Grade form has not been submitted by the instructor, the incomplete grade will automatically be converted to a grade of "F". Grades of INC assigned for Fall courses become final on the last day of the sixth week of the following Spring semester. Grades of INC assigned for Spring and Summer courses become final on the last day of the sixth week of the following Fall semester.

If the course is a prerequisite for other courses, students will not be allowed to use the course as a prerequisite or continue in a further course unless the incomplete grade is resolved. The INC grade for such a course must be resolved no later than the end of add/drop period.

If a student seeks to complete the missing work after the grade of INC has changed to an F, they will need to complete an Extension Agreement (available from the Registrar), which must be approved by the Dean and the instructor. The approved Extension Agreement must be filed with the Registrar's office.

Grade changes based on work submitted later than one year after the end of the semester in which the course was taken must be appealed to the Committee on Academic Standing.

DEAN'S LIST

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

GRADE APPEALS

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

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

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

ACADEMIC PROGRESS AND STANDING

ACADEMIC HONORS

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

SATISFACTORY ACADEMIC PROGRESS

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

Conformance to Touro's SAP policy ensures students complete their academic program in a timely manner while achieving and maintaining compliance with minimum academic standards.

This SAP policy applies to all Touro Students 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., Cal Grant, if eligible), or individual program requirements. However, these standards are intended to be at least as rigorous as Touro College academic policies.

Please view the full policy at:

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

GRADUATION

APPLICATION FOR GRADUATION

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

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

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

GRADUATION REQUIREMENTS AND STANDARDS

Candidates for the baccalaureate degree must complete 120 credits.

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

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

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

HONORS AND AWARDS AT GRADUATION

Baccalaureate candidates who have completed at least 60 credits at Touro College Los Angeles 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

FINALIZING THE ACADEMIC RECORD

Once the degree is conferred at the date of graduation, the academic record is considered complete and final. No further changes will be made unless there is a documented clerical error. If readmitted to the college as a visitor, a student may return to campus and take additional TCLA coursework. Post-graduation coursework will not be applied to the degree. Course repeats are not permitted after a degree is awarded (see course repeat policy.) No transfer work will be accepted after the degree is conferred.

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" request form signed by all parties noted on the form. Normally, a leave of absence should be requested before the start of the first semester in which the student plans not to attend. However, if extenuating circumstances arise, a student may request a leave of absence mid-semester. These circumstances include, but are not limited to, a death in the family, medical reasons, and personal well-being.

A student whose leave of absence is approved, and who is registered for courses at the point of approval, is automatically withdrawn from all courses. Tuition will be refunded in accordance with Touro's published refund policy.

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

A student on an approved leave of absence which has also been approved by the Office of Financial Aid will retain "in-school" (but not enrolled) status for reporting purposes. A student on an approved leave of absence which has not been approved by the Office of Financial Aid (due to length of the leave or timing of the request) will be considered withdrawn for reporting purposes.

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

WITHDRAWAL FROM THE COLLEGE

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

ACADEMIC DISMISSAL

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

LEARNING OUTCOMES

Introduction

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

TOURO COLLEGE INSTITUTIONAL LEARNING GOALS

ILO 1 Demonstrate the ability to communicate effectively through listening, speaking, reading, writing and use of technology and media

ILO 2 Display mastery of knowledge and skills in the discipline of study

ILO 3 Demonstrate cultural and global awareness to be a responsible citizen in a global society and world

ILO 4 Demonstrate the ability to exercise problem-solving skills, such as problem identification and analysis, and solution formulation, implementation, and assessment using an integrated approach

ILO 5 Exhibit the ability to think critically and utilize research and critical thinking to solve real life problems

ILO 6 Use collaboration and group processes to achieve a common goal

ILO 7 Demonstrate professional ethics and practice academic integrity

ILO 8 Demonstrate commitment to lifelong learning

COLLEGE CODES AND STUDENT RESPONSIBILITIES

CAMPUS CITIZENSHIP

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

ACADEMIC INTEGRITY STANDARDS

College Policy

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

Plagiarism

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

Cheating and Other Irregularities

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

Sanctions for Academic Integrity Violations

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

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

Appeals of Sanctions for Academic Integrity Violations

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

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

COLLEGE CODE OF CONDUCT

The Touro College Code of Conduct

The Touro College Code of Conduct applies to the entire Touro College Los Angeles community, including students, faculty, Touro College organizations and clubs and all Touro College Los Angeles employees. Members of the Touro College community are expected to behave in a manner that is harmonious with and supportive of the activities and functions of an educational institution. The following types of behavior are considered violations of the Touro College Los Angeles Code of Conduct and will result in disciplinary action:

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

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

Adjudication of College Code of Conduct Violations

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

ten (10) school days of the alleged violation or within ten (10) school days from the time the charging individual learned of the alleged code violation, but no later than within three (3) months of the violation.

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

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

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

Disciplinary Hearings

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

Sanctions

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

1. **Dismiss the Charges** - After reviewing all relevant information, evidence and record materials, the Committee on Academic Standing may decide to dismiss the charges against the student.
2. **Impose disciplinary sanctions**, which include but are not limited to the following:
 - (a) **Warning** – A written reprimand putting the student on notice that he/she has violated the Code of Conduct and indicating that further misconduct may result in a more severe disciplinary action. A copy of this warning will be placed in the student's file.
 - (b) **Disciplinary Probation** - A student may be placed on disciplinary probation for a definite period of time. While on probation, students may not hold office in Student Government Organizations, Clubs or Societies or represent the college in any capacity. Further violations while on probationary status will result in suspension or expulsion from the college. A copy of the probation notice becomes a part of the student's file.
 - (c) **Counseling and Treatment** – A student's continued enrollment at Touro College may be conditioned on his/her participation in counseling or treatment at outside counseling and treatment agencies. A student's failure to participate in such a program after being advised that his/her enrollment is conditioned on participation may result in other disciplinary sanctions.
 - (d) **Restitution** - A student may be required to pay restitution to the college or to fellow students for damages and losses resulting from his/her action.
 - (e) **Suspension** – A student may be suspended and may be barred from attending classes for a definite period, not to exceed two years. Notification of the suspension will appear on the student's academic transcript and will remain until the end of the suspension period. A notification of the suspension will remain in the student's file. A student may not be automatically re-enrolled at the end of his/her suspension and he/she must apply to the Committee on Academic Standing for reenrollment.
 - (f) **Expulsion** – This is termination of the student's enrolled status at the college. A student who has been expelled from the college is not permitted to complete his/her courses and may not re-register for a future semester. Notification of the expulsion will appear on the student's academic transcript.
3. **Impose Additional Sanctions** – The Committee on Academic Standing may impose the following sanctions in addition to those listed above:
 - (a) **A fine** of to be paid to the college, in addition to restitution.
 - (b) **Service to the College Community** for a designated number of hours. The required service cannot interfere with the individual's course schedule.
4. **Legal Action** – In addition to imposing the disciplinary sanctions outlined above, the Committee on Academic Standing may recommend that students be turned over to law enforcement authorities for legal action. The final decision on referring student cases to the authorities is made by the Office of the President.

5. **Other Sanctions** – The Committee on Academic Standing may impose other sanctions that it deems appropriate and fair.

Appeals of Disciplinary Sanctions Imposed for Code of Conduct Violations

Any disciplinary action taken by the Dean or his/her representatives for a violation of the Code of Conduct may be appealed by filing a written appeal with the **Committee on Academic Standing** within ten (10) school days. The Committee on Academic Standing will set a date for a hearing within fourteen (14) school days of receipt of the student's written appeal. The Committee on Academic Standing may overturn the decision of the Dean only if it was clearly erroneous, arbitrary or capricious. The burden of proof is on the student to demonstrate that the decision of the Dean was clearly erroneous, arbitrary or capricious.

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

In cases in which the disciplinary sanction was initially imposed by the Committee on Academic Standing, the student may file a written appeal with the Dean within ten (10) school days of the committee's decision. The Dean shall appoint a **Special Appeals Panel** consisting of the Dean (or his/her representative) and three faculty members to hear the student's appeal. This hearing must be scheduled within fourteen (14) school days of the receipt of the student's written appeal. The Special Appeals Panel may overturn the decision of the Committee on Academic Standing only if it determines that the committee's action was clearly erroneous, arbitrary or capricious.

Protocols for Disciplinary Hearings

Hearings conducted by committees designated as representatives of the Dean, the Committee on Academic Standing, and the Special Appeals Panel will be governed by the following protocols:

- (a) All hearings are closed to the public.
- (b) A quorum of the committee membership, defined as 51% of the total membership, must be present.
- (c) Attorneys are not allowed to be present at any hearings.
- (d) Students have the right to bring witnesses on their behalf, to present any evidence they deem relevant, to make opening and closing statements and to ask questions during the proceedings.
- (e) The preponderance-of-evidence rule will govern the decision-making process.
- (f) Decision will be made by a majority of participating members.
- (g) The committee deliberations will be in camera.

Other College Policies

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

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

STUDENT GRIEVANCES AND RIGHTS

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

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

Students with Disabilities

TCLA 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 Dean at the start of every semester to discuss their needs and problems.

TCLA 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 TCLA.

A student requesting accommodation for a documented disability under the ADA must meet with the Dean and submit a Request for Accommodation of Disability Application (RADA). Verbal disclosure prior to or following admission is not sufficient inasmuch as supporting documentation is required and verbal disclosure cannot substitute for required documentation. Students may apply for reasonable accommodations any time during their academic curriculum; however, if granted, the accommodation is given prospectively (accommodations cannot be supplied retroactively) and only for the academic year in which it is requested. Students must reapply for accommodations each academic year. If the nature of the accommodations being requested is unchanged, the student will not be asked to provide updated supporting documentation; such documentation is required only if there is a change in 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. A cursory report suggesting that a disability exists and detailing a list of accommodations requested, without more, is unacceptable.

Decisions on RADAs are made by the Office of Student Disabilities Services. If the RADA is granted, the Dean will notify the student and his or her instructors.

Academic Issues

If the complaint is about actions taken concerning a student's grade, course withdrawals, leaves of absence from school, or if it involves the curricular material or the conduct of a faculty member, the student should first inform the chairperson of the appropriate academic department/division, either orally or in writing, that he/she wishes to appeal the action taken. If the chairperson of the appropriate academic department/division determines that the action will not be reversed, the student may appeal the Chair's decision to the Dean or his/her designee, either orally or in writing. If the Dean determines that the action will not be reversed the student may file a formal grievance to appeal academic action taken against him/her by appealing to the Committee on Academic Standing, following procedures described elsewhere in this Student Handbook.

Issues of Student Behavior

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

All Other Grievances

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

If a student wishes to file a formal grievance and appeal the determination of the Dean for the particular division in which the action complained about was taken, he or she may request a formal hearing to review and adjudicate the complaint. The request for a hearing must be in writing to the Office of the Dean of Touro College Los Angeles, not more than 90

days after the Dean for the particular academic division has made a final determination. A date for a hearing will be set no later than thirty days following the receipt of the request.

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

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

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

Protocols for conducting hearings are as follows:

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

Conflicts of Interest

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

TOURO COLLEGE DRUG AND ALCOHOL ABUSE POLICY

The United States Department of Education has issued regulations implementing the provisions of **THE DRUG-FREE SCHOOLS AND COMMUNITIES ACT AMENDMENTS OF 1989 (PUBLIC LAW 101-226)**. In accordance with these regulations, Touro College Los Angeles is publicizing the following policy statements, rules and regulations pertaining to substance abuse and alcohol consumption.

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

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

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

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

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

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

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

Public Education Statement on Illicit Drug and Alcohol Use

The mind-altering substances to be discussed here are: marijuana, cocaine, heroin and their derivatives, amphetamines (uppers), barbiturates (downers), hallucinogens, and alcohol.

Many individuals take such drugs to escape from their problems; but doing so only creates more problems.

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

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

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

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

Touro College Los Angeles Regulations Relating to Alcohol Use

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

For Further Information

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

TOURO COLLEGE CAMPUS SECURITY POLICIES

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

Reporting Crimes

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

Barbara Avitan, Director of Safety and Security
1317 N. Crescent Heights Blvd.
(323) 822-9700 x 85150

Melody Erbes, Director of Operations and Human Resources
10601 Calle Lee, Suite 179
Los Alamitos, CA 90720

Office of the Dean – Rabbi David Jacobson, Ph.D.
1317 N. Crescent Heights Boulevard
(323) 822-9700 x85150

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

BIAS-RELATED CRIMES

Touro College Los Angeles is committed to safeguarding the rights of its students and to provide an environment free of bias and prejudice. Criminal activity motivated by bias and hatred toward another person or group based upon a belief or perception concerning race, color, national origin, ancestry, gender, religion, religious practice, age, disability, or, sexual orientation is illegal.

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

- a) intentionally selects the person against whom the offense is committed or intended to be committed in whole or in substantial part because of a belief or perception regarding the race, color, national origin, ancestry,

gender, religion, religious practice, age, disability or sexual orientation of a person, regardless of whether the belief or perception is correct, or

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

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

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

In addition, any attempt or conspiracy to commit any of these crimes is also punishable as a hate crime. A person convicted of a hate crime will be subject to certain sentencing guidelines for felonies that impose a more severe penalty than similar but non-hate crime offences. A hate crime conviction may also subject the offender to monetary penalties

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

Barbara Avitan, Director of Safety and Security
1317 N. Crescent Heights Blvd.
Los Angeles, CA 90046
(323) 822-9700 x 85150
Barbara.Avitan@touro.edu

Melody Erbes, Director of Operations and Human Resources
10601 Calle Lee, Suite 179
Los Alamitos, CA 90720
(818) 575-6800 x85101
Melody.Erbes@tuw.edu

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

SEXUAL HARASSMENT AND SEXUAL OFFENSE PREVENTION POLICIES

Policy Against Sexual Harassment

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

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

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

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

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

False Statements

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

Touro College Sexual Assault Prevention Policies

The administration of Touro College Los Angeles 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 Los Angeles constitute criminal acts and violate Touro College's Code of Conduct. Sexual offenses include: Sexual Abuse; Rape; Sodomy; Sexual Misconduct; Public Lewdness; Stalking.

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

Reporting Sexual Offenses

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

Barbara Avitan, Director of Safety and Security
1317 N. Crescent Heights Blvd.
Los Angeles, CA 90046

Melody Erbes, Director of Operations and Human Resources
10601 Calle Lee, Suite 179
Los Alamitos, CA 90720

Office of the Dean – Rabbi David Jacobson, Ph.D.
1317 N. Crescent Heights Boulevard
(323) 822-9700 x85150

To report the crime to the police, dial 911.

Filing Charges for Incidents of Sexual Assault

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

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

MISCELLANEOUS COLLEGE POLICIES

Anti-Hazing Regulations

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

No-Smoking Policy

The college observes local ordinances regarding cigarette smoking. State law bans smoking in schools and other public places except in designated areas. This policy extends to include vaping, e-cigs, hookahs and use of the like.

Computer Use Policy

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

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 Catalog.

Internet and E-Mail Policy

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

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

CONFIDENTIALITY OF STUDENT EDUCATION RECORDS

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

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

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

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

1. The right to inspect and review the student's education records within a reasonable period of time, but not more than 45 days after the College receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the students of the correct official to whom the request should be addressed.
2. The right to request an amendment to the student's education records that the student believes contains information that is inaccurate, misleading, or in violation of the student's right of privacy. Students may ask the College to amend a record that they believe is inaccurate. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
 - a. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
 - b. A second exception that permits disclosure without consent is disclosure of Directory Information. Directory information is information that is generally not considered harmful or an invasion of privacy if released.

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

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

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

GRADUATION/COMPLETION STATISTICS

The most recent graduation and completion rates for Touro College Los Angeles can be found at <https://nces.ed.gov/collegenavigator/?q=touro&s=all&id=459727#retgrad>

TOURO COLLEGE LOS ANGELES ALUMNI HAVE CONTINUED THEIR EDUCATION IN THE FOLLOWING SCHOOLS, AMONG OTHERS:

Baruch School of Public Affairs
Boston College Law School
California Lutheran University
California State University, Northridge
Columbia University
Loyola Law School
Monash University
Nova Southeastern University
Pepperdine University
Southwestern Law School
Touro University College of Medicine
Touro College Graduate School of Psychology
Touro University Worldwide
University of California Los Angeles Law School
University of Southern California
West Coast University
Western University of Health Sciences

TOURO COLLEGE LOS ANGELES ALUMNI HAVE FOUND CAREERS IN A VARIETY OF FIELDS AND PLACEMENTS, INCLUDING:

Capital Property Partners, Analyst

Certified Child Life Specialist
Cetera Financial Group, Associate
Data Analyst
Entrepreneur
Executive Director, Non-Profit
Financial Associate/Accounts Payable
GCNY Marketing, Account Management
Human Resources
Legal Practice
Los Angeles Unified School District
Non-Profit Management
Ping Mobile, Social Media and Marketing
Principal, Ohel Chana High School
Private Practice
Prodege, LLC
Rainbow Broadband, Account Representative
Registered Nurse
Speech Pathology
Touro College Los Angeles

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