2025-2026 CATALOG

LANDER COLLEGE OF ARTS & SCIENCES

LANDER COLLEGE FOR MEN

LANDER COLLEGE FOR WOMEN
THE ANNA RUTH AND MARK HASTEN SCHOOL

LANDER COLLEGES
A DIVISION OF TOURO UNIVERSITY

LANDER COLLEGE OF ARTS & SCIENCES

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Catalog

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ACCREDITATION

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

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

Touro University California (TUC) and its branch campus Touro University Nevada (TUN), as well as Touro University Worldwide (TUW) and its division Touro College Los Angeles (TCLA), are part of Touro University, and separately accredited by the Western Association of Schools and Colleges Senior College and University Commission (WSCUC), 985 Atlantic Avenue, Alameda CA 94501 (Tel: 510-748-9001). TUN is also accredited by the Middle States Commission on Higher Education (MSCHE), 1007 N. Orange Street, 4th Floor, MB #166 Wilmington, DE 19801, (267) 284-5011, pending final approval from the U.S. Department of Education.

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

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

POLICY OF NON-DISCRIMINATION

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

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

IMPORTANT NOTICE

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

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

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

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

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

General Disclaimer

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

COVID-19 Related Clinical Procedures

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

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Message from the President

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

As the second president in Touro's history, I am deeply committed to Touro's mission of serving humanity and building a better world, as well as providing academic excellence and personal attention for students seeking to maximize their personal and professional growth. In carrying out our goals, we continue to work with our students in a collective effort to help make the world a better place for all. Lander College of Arts and Sciences-Flatbush, Lander College for Women-The Anna Ruth and Mark Hasten School, and Lander College for Men work toward these objectives by providing cohorts of aspiring high school graduates from well-regarded yeshivas and seminaries with a foundation of academic excellence for professional career growth, in an environment that is supportive of the religious values of students. Graduates have assumed leadership roles and continue to strengthen Jewish communities throughout the world.

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

Alan Kadish, M.D.

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

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

From the Classroom to the Boardroom

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

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

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

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

Jewish Values, Global Vision

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

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

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

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

Dr. Bernard Lander, Founding President of Touro University

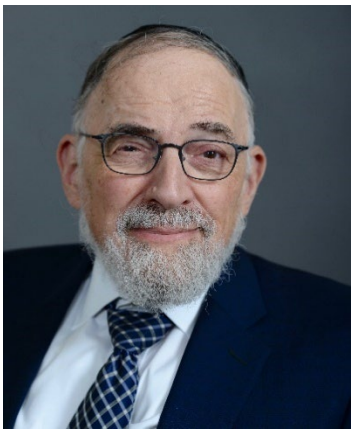
Dr. Bernard Lander was an inspirational leader and visionary who revolutionized the field of education. As an educator and preeminent scholar, Dr. Lander devoted his life to Jewish and general higher education. Dr. Lander founded Touro College in 1970 and served as its first president until his passing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

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

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

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

Message from the Vice President of Undergraduate Education and Dean of Faculties



I am happy to invite you to explore the 2025-2026 Catalog of the Lander College of Arts and Sciences, the Lander College for Men, and the Lander College for Women, divisions of Touro University. You will find here much about the University that has given it distinction over the past years, and much that will be useful to you. An education at one of the Lander Colleges provides unique opportunities for self-development. This Catalog can provide you with the information necessary to make the most of these opportunities.

Having completed its fifth decade of achievement in higher education, Touro University continues to enhance educational opportunities for its students. The Lander Colleges, combining excellence in Jewish studies, professional preparation, and the study of the arts and sciences, were the first of the divisions of the university to be established. They remain a vital and vibrant educational resource for the Jewish community.

Educational opportunities have grown and continue to grow because of the development of graduate and professional programs available at the university. The Office of the Vice President of Undergraduate Education / Dean of Faculties can provide you with the most current information concerning academic programs at the university. I will be happy to help you learn more about how Touro University and the Lander Colleges can help you. This Catalog is your first step in the process.

Stanley Boylan, Ph.D.

ACADEMIC CALENDARS

Lander College for Men

Lander College for Women

Lander College of Arts and Sciences, Men's Program

Lander College of Arts and Sciences, Women's Program

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

FALL 2025 CALENDAR
LANDER COLLEGE OF ARTS AND SCIENCES
FLATBUSH MEN'S DIVISION

Monday, March 24, 2025	Online Registration Begins for Current Students
Tuesday, August 26, 2025	**In-Person New Men's Student Orientation & Dinner**
4:00 PM	Early Administration of Placement Tests
5:45 PM – 9:30 PM	**DINNER, ORIENTATION, PLACEMENT EXAMINATIONS AND CAREER WORKSHOPS FOR NEW MEN STUDENTS**
Thursday, August 28, 2025	
2:00 PM – 3:30 PM	**NEW MEN'S IN-PERSON REGISTRATION**
3:30 PM – 6:00 PM	**REGISTRATION FOR NEW MEN STUDENTS, INCLUDING STUDENTS RETURNING FROM ISRAEL AND SUMMER SESSION**
	Registration for New and Current Students who did not register online
Monday September 1, 2025	No Classes (Labor Day) – Campus Closed
Tuesday, September 2, 2025	First Meeting of Men's Weekday Classes
Tuesday, September 2, 2025	DEADLINE FOR SUBMITTING MISSING WORK FOR SUMMER I 2025 and MAKE-UP EXAMS ADMINISTRATION (MISSED FINALS WITH PERMISSION) Incomplete Grades will Turn to "F", if Not Made-Up
Sunday, September 7, 2025	First Meeting of Sunday Men's Classes
Monday, September 15, 2025	❖ **Last day of late Registration with fee** ❖ **Last Day to Add a Class** ❖ **Last Day to Withdraw from a Class Without Notation of "W" on Transcript**
Monday, September 22 to Wednesday, September 24, 2025	No Classes (Rosh Hashanah)
Wednesday, October 1 to Thursday, October 2, 2025	No Classes (Yom Kippur)
Monday, October 6, 2025	DEADLINE FOR SUBMITTING MISSING WORK FOR SUMMER II 2025 and MAKE-UP EXAMS ADMINISTRATION (MISSED FINALS WITH PERMISSION) Incomplete Grades will Turn to "F", if Not Made-Up

FALL 2025 CALENDAR
LANDER COLLEGE OF ARTS AND SCIENCES
FLATBUSH MEN'S DIVISION

Monday, October 6 to Wednesday, October 15, 2025	No Classes (Succos)
Thursday, October 16, 2025	Classes Resume

Monday, November 10, 2025	**Spring 2026 Online Registration Begins By Class**
Friday, November 14, 2025	❖ **Deadline for Filing Graduation Application for January 2026 Degree Candidates**
Wednesday, November 19, 2025	**Last Day to Withdraw from a Class With Notation of "W" on Transcript**

Thursday, November 27 to Sunday, November 30, 2025	No Classes (Thanksgiving) – Campus Closed
Sunday, January 4, 2026	Last Meeting of Men's Sunday Classes
Thursday, January 8, 2026	Last Meeting of Men's Weekday Classes

NOTE: All Monday and Wednesday classes include an extra online (asynchronous) class meeting.

Friday, January 9 to Thursday, January 15, 2026	Final Examinations Period (See Final Examination schedule for dates and times of specific examinations)
Friday, January 16 to Sunday, January 25, 2026	College Intersession
Monday, January 26, 2026	First Day of Spring Semester Classes

REFUND CALENDAR:

End Date	*Percentage tuition refund*
9/15/25	**100%**
9/22/25	**50%**
9/29/25	**20%**

THERE WILL BE NO TUITION REFUNDS AFTER SEPTEMBER 29, 2025.

Spring 2026 Calendar
Lander College of Arts and Sciences
Flatbush Men's Division

Monday, November 10, 2025	**Online Registration Begins for All Current Students By Class Standing**
Sunday, January 18, 2026 6:45 PM-8:00 PM	**VIRTUAL ORIENTATION FOR NEW MEN STUDENTS (MANDATORY)**
Monday, January 19, 2026	**MARTIN LUTHER KING JR DAY - CAMPUS CLOSED**
Wednesday, January 21, 2026	**IN-PERSON REGISTRATION FOR NEW STUDENTS,** including students returning from Israel, Summer Session and Freshman Centers Students
10:00 AM - 2:00 PM	**English & Mathematics Placement Exams**
3:00 PM - 6:00 PM	**Registration for New and Current Students**
Monday, January 26, 2026	**First Meeting of Men's Weekday Classes**
Sunday, February 1, 2026	**First Meeting of Men's Sunday Classes**
Friday, February 6, 2026	❖ **Last Day to Add a Class** ❖ **Last Day of Late Registration With a Fee** ❖ **Last Day to Drop Without a "W" Notation and Without Tuition Liabilities**
Monday, February 16, 2026	President's Day (No Classes) - Campus Closed
Friday, February 27, 2026	**DEADLINE FOR MAKING UP <u>FALL</u> INCOMPLETE GRADES(INCOMPLETE GRADES WILL TURN TO "F", IF NOT MADE UP)**
Friday, February 27, 2026	**LAST DAY TO FILE ONLINE FOR JUNE AND SEPTEMBER 2026 GRADUATION**
Monday, March 2, 2026	Taanis Esther (No Classes)
Tuesday, March 3, 2026	Purim (No Classes)

Spring 2026 Calendar
Lander College of Arts and Sciences
Flatbush Men's Division

Wednesday, March 4, 2026	**FOLLOWS A MONDAY SCHEDULE**
Tuesday, March 31 to Thursday, April 9, 2026	Pesach Vacation (No Classes)
Friday, April 10, 2026	Classes Resume
Wednesday, April 22, 2026	**Last Day to Withdraw from a Class With Notation of "W" on Transcript**
Thursday, May 21 to Friday, May 22, 2026	Shavuot - No Classes
Friday, May 22, 2026	Campus Closed
Sunday, May 24, 2026	Last Meeting of Men's Sunday Classes
Monday, May 25, 2026	Memorial Day - Campus Closed
Sunday, May 31, 2026	Annual Commencement Exercises
Thursday, June 4, 2026	Last Meeting of Men's Weekday Classes
Friday, June 5 to Thursday, June 11, 2026	**Final Examinations Period** (See Final Examination schedule for dates and times of specific examinations)
Friday, June 12 to Sunday, June 21, 2026	College Intersession
Monday, June 22, 2026	Summer Session I Begins

NOTE: All Wednesday, Thursday and Friday classes include an extra online (asynchronous class meeting).

REFUND CALENDAR:	*End Date*	*Percentage tuition refund*
	2/06/2026	**100%**
	2/13/2026	**50%**
	2/20/2026	**20%**

THERE WILL BE NO TUITION REFUNDS AFTER FEBRUARY 21, 2025.

FALL 2025 CALENDAR
LANDER COLLEGE OF ARTS AND SCIENCES
FLATBUSH WOMEN'S DIVISION

Monday, March 24, 2025	Online Registration Begins for Current Students
Monday, August 25, 2025	**In-Person New Women's Student Orientation & Buffet Dinner**
4:00 PM	Early Administration of Placement Tests
5:45 PM – 9:30 PM	**Buffet Dinner** Orientation, Placement Examinations and Career Workshops for New Women Students
Wednesday, August 27, 2025	IN-PERSON REGISTRATION FOR NEW WOMEN STUDENTS BY ALPHABETICAL LISTING, INCLUDING STUDENTS RETURNING FROM ISRAEL, FRESHMAN CENTERS AND SUMMER SESSION
12:30 PM – 3:30 PM	**T – Z 12:30 – 1:00** **P – S 1:00 – 1:30** **M – Q 1:30 – 2:00** **H – L 2:00 – 2:45** **A – G 2:45 – 3:30**
3:30 PM – 6:00 PM	Registration for New and Current Students who did not register online
Monday September 1, 2025	No Classes (Labor Day) – Campus Closed
Tuesday, September 2, 2025	First Meeting of Women's Weekday Classes
Tuesday, September 2 2025	DEADLINE FOR SUBMITTING MISSING WORK FOR SUMMER I 2025 and MAKE-UP EXAMS ADMINISTRATION (MISSED FINALS WITH PERMISSION) Incomplete Grades will Turn to "F", if Not Made-Up
Sunday, September 7, 2025	First Meeting of Sunday Women's Classes
Monday, September 15, 2025	❖ **Last Day to Withdraw from a Class Without Notation of "W" on Transcript** ❖ **Last Day to Add a Class** ❖ **Last day of late Registration with fee**
Monday, September 22 to Wednesday, September 24, 2025	No Classes (Rosh Hashanah)
Wednesday, October 1st to Thursday, October 2, 2025	No Classes (Yom Kippur)
Monday, October 6, 2025	DEADLINE FOR SUBMITTING MISSING WORK FOR SUMMER II 2025 and MAKE-UP EXAMS ADMINISTRATION (MISSED FINALS WITH PERMISSION) Incomplete Grades will Turn to "F", if Not Made-Up

FALL 2025 CALENDAR
LANDER COLLEGE OF ARTS AND SCIENCES
FLATBUSH WOMEN'S DIVISION

Monday, October 6 to Wednesday, October 15, 2025	**No Classes (Succos)**
Thursday, October 16, 2025	**Classes Resume**
Monday, November 10, 2025	**Spring 2026 Online Registration Begins By Class**
Friday, November 14, 2025	❖ **Deadline for Filing Graduation Application for January 2026 Degree Candidates**
Wednesday, November 19, 2025	**Last Day to Withdraw from a Class With Notation of "W" on Transcript**
Thursday, November 27 to Sunday, November 30, 2025	No Classes (Thanksgiving) – Campus Closed
Sunday, January 4, 2026	Last Meeting of Women's Sunday Classes
Thursday, January 8, 2026	Last Meeting of Women's Weekday Classes

NOTE: All Monday and Wednesday classes include an extra online (asynchronous) class meeting.

Friday, January 9 to Thursday, January 15, 2026	Final Examinations Period (See Final Examination schedule for dates and times of specific examinations)
Friday, January 16 to Sunday, January 25, 2026	College Intersession
Monday, January 26, 2026	First Day of Spring Semester Classes

REFUND CALENDAR:

End Date	*Percentage tuition refund*
9/15/25	**100%**
9/22/25	**50%**
9/29/25	**20%**

THERE WILL BE NO TUITION REFUNDS AFTER SEPTEMBER 29, 2025.

Spring 2026 Calendar
Lander College of Arts and Sciences
Flatbush Women's Division

Monday, November 10, 2025	**Online Registration Begins for All Current Students By Class Standing**
Sunday, January 18, 2026 **5:00 PM-6:15 PM**	**VIRTUAL ORIENTATION FOR NEW WOMEN STUDENTS (MANDATORY)**
Monday, January 19, 2026	**MARTIN LUTHER KING JR DAY - CAMPUS CLOSED**
Tuesday, January 20, 2026	**IN-PERSON REGISTRATION FOR NEW STUDENTS,** including students returning from Israel, Summer Session and Freshman Centers Students
10:00 AM - 1:00 PM **2:00 PM - 6:00 PM**	**English & Mathematics Placement Exams** **Registration for New and Current Students**
Monday, January 26, 2026	**First Meeting of Women's Weekday Classes**
Sunday, February 1, 2026	**First Meeting of Women's Sunday Classes**
Friday, February 6, 2026	❖ **Last Day to Add a Class** ❖ **Last Day of Late Registration With a Fee** ❖ **Last Day to Drop Without a "W" Notation and Without Tuition Liabilities**
Monday, February 16, 2026	President's Day (No Classes) - Campus Closed
Friday, February 27, 2026	**DEADLINE FOR MAKING UP <u>FALL</u> INCOMPLETE GRADES(INCOMPLETE GRADES WILL TURN TO "F", IF NOT MADE UP)**
Friday, February 27, 2026	**LAST DAY TO FILE ONLINE FOR JUNE AND SEPTEMBER 2026 GRADUATION**
Monday, March 2, 2026	Taanis Esther (No Classes)
Tuesday, March 3, 2026	Purim (No Classes)

Lander College of Arts and Sciences
Flatbush Women's Division
Calendar: Spring 2026

Wednesday, March 4, 2026	**FOLLOWS A MONDAY SCHEDULE**
Tuesday, March 31 to Thursday, April 9, 2026	Pesach Vacation (No Classes)
Friday, April 10, 2026	Classes Resume
Wednesday, April 22, 2026	**Last Day to Withdraw from a Class With Notation of "W" on Transcript**
Thursday, May 21 to Friday, May 22, 2026	Shavuot - No Classes
Friday, May 22, 2026	Campus Closed
Sunday, May 24, 2026	Last Meeting of Women's Sunday Classes
Monday, May 25, 2026	Memorial Day - Campus Closed
Sunday, May 31, 2026	Annual Commencement Exercises
Thursday, June 4, 2026	Last Meeting of Women's Weekday Classes
Friday, June 5 to Thursday, June 11, 2026	**Final Examinations Period** (See Final Examination schedule for dates and times of specific examinations)
Friday, June 12 to Sunday, June 21, 2026	College Intersession
Monday, June 22, 2026	Summer Session I Begins

NOTE: All Wednesday, Thursday and Friday classes include an extra online (asynchronous class meeting).

REFUND CALENDAR:	*End Date*	*Percentage tuition refund*
	2/06/2026	**100%**
	2/13/2026	**50%**
	2/20/2026	**20%**

THERE WILL BE NO TUITION REFUNDS AFTER FEBRUARY 21, 2025.

MISSION STATEMENT

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

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

The following goals support Touro's Mission:

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

INTRODUCTION

This catalog is intended to be a guide to students, informing them of their rights and responsibilities as well as institutional policies and procedures. It does not constitute a contract, and therefore the University reserves the right to make changes at any time without prior notice. This edition replaces and supersedes all prior editions. This current Catalog remains in effect unless and until it is revised, supplemented, discontinued, or replaced by a subsequently published version posted by Touro University.

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

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

TOURO UNIVERSITY

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

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

Touro has grown from an initial class of 35 students in New York City to an international university system of over 19,000 students across 36 campuses and locations, in seven states and four countries. Its commitment to academic excellence and growth through innovative programs continues to inform all of Touro's endeavors. Today, Touro enjoys the strong leadership of Chancellor Rabbi Doniel Lander and President Dr. Alan Kadish in furthering Touro's historic purpose.

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

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

Enhancing the Jewish Heritage

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

education for the ultra-orthodox community; and Touro College Los Angeles, which follows a curriculum modeled after The Lander Colleges. In 2015, Touro welcomed the Hebrew Theological College of Skokie, Illinois into the Touro system. Most recently, in Fall 2023, the Lander Colleges opened a facility in Boca Raton to offer courses in-person and to better serve students studying remotely from Florida.

Fulfilling Needs - and Building Strength - in Healthcare

Touro has grown into one of the largest healthcare educational systems in the country. Its highly regarded health sciences, dental, pharmacy as well as allopathic and osteopathic medical schools have made Touro a national leader in comprehensive health education and care.

Beginning with the School of Health Sciences in New York City in 1972, Touro pioneered the training of physician assistants and established other campuses in the New York area that prepare healthcare professionals to serve a broad range of patient needs including nursing, physical and occupational therapy, speech language pathology, psychology, and mental health. In 2020, Touro expanded its offerings to a new campus in Skokie, Illinois with a program in physician assistant studies.

The Touro College of Osteopathic Medicine (TouroCOM) opened its first campus in 2007 in Harlem, committed to training osteopathic physicians with a particular emphasis on practicing in underserved communities. A second campus of TouroCOM opened in Middletown, New York in 2014, and a third campus launched in Great Falls, Montana in 2023 to address the state's physician shortage and increase access to healthcare. TouroCOM's advanced research facilities include labs and resources on the Montana campus and at the Weissman Hood Institute at Touro (WHIT), formerly McLaughlin Research Institute. TouroCOM also offers an M.S. in Interdisciplinary Studies in Biological and Physical Sciences and an M.S. in Pathologists' Assistant.

The Touro College of Pharmacy, originally established in Harlem with a shared vision to promote wellness, relocated to Touro University's new 11-story Cross River Campus headquarters established in Times Square in 2023 when several of Touro's New York schools and programs consolidated into one location. TCOP provides pharmacy students with a competitive edge through exciting new courses, esteemed faculty and a unique curriculum that combines classroom and clinical experience rare among pharmacy schools.

New York Medical College (NYMC), one of the nation's oldest and most prestigious health science universities, joined the Touro system in 2011, thereby creating one of the largest affiliations of medical and health education and biological studies programs under one banner. Located in Westchester County, NYMC is the leading academic biomedical research center between New York City and Albany, with nearly $30.6 million in sponsored research and scholarship support.

In 2016, the Touro College of Dental Medicine (TCDM) opened on the NYMC campus, New York State's first new dental school to launch in nearly 50 years. The school operates a state-of-the-art teaching practice offering comprehensive high quality oral health services for all ages at reduced cost and a Dental Complex Care Clinic staffed by expert faculty who use the latest tools and techniques in digital dentistry. Services include routine dental exams and preventative care as well as cosmetic dentistry, advanced dental reconstruction, TMJ diagnosis, and implant surgery. The Center is uniquely designed with the most advanced dental technologies available anywhere, including 3D imaging, guided implant surgery and endodontic microscopy. TCDM also offers oral healthcare to individuals with Intellectual and Developmental Disabilities (IDD) as part of its mission to address a critical need for accessible and compassionate care among marginalized populations. Currently work is underway to build a new facility -- TouroCAREs (the Center for Access, Respect and Empathy) -- to serve this community, as well as to train tomorrow's dentists on how to treat this important community and eliminate significant barriers that affect their access to care. Additionally, through an annual "Give Kids a Smile" program, students and faculty provide screenings, lessons and fun-filled dental-themed activities to hundreds of children in Westchester County.

In 2025, TCDM opened a state-of-the-art new patient clinic in Albuquerque, New Mexico, which experiences severe shortages of dental professionals, especially in rural communities. The clinic, the first dental school facility in the state, is located on the campus of Touro's Lovelace Biomedical Research Laboratories, a not-for-profit research organization with a rich history of helping pharmaceutical and biotechnology partners. Lovelace joined Touro in 2022, significantly expanding Touro's capacity to make a difference in the health and lives of Americans. Founded in 1947,

Lovelace is one of the oldest not-for-profit biomedical research institutes in the country, noted for excellence in respiratory disease and neuroscience research, toxicology, drug development and protecting the nation against chemical, biological and nuclear threats.

The New York College of Podiatric Medicine (NYCPM) became part of Touro University in 2025. Founded in 1911, NYCPM was the nation's first medical college devoted to educating and training doctors of podiatric medicine. It combines outstanding classroom instruction with clinical training in one of the world's largest foot care clinics.

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

Charting New Territory in Law, Business, and Technology

Touro University Jacob D. Fuchsberg Law Center, opened in the 1980's, operates out of a new law complex on Long Island that includes a federal and state courthouse – the first law campus of its kind in the country. The Law Center is home to the William Randolph Hearst Public Advocacy Center, developed to create positive change in communities, legal training, and improve the lives of countless individuals in and beyond the local community. The Graduate School of Business offers a variety of graduate degree programs and trains graduates to work effectively in a world market of independent economies. The Graduate School of Technology offers multiple degree programs that reflect the power and pace of technological change. Touro University Worldwide, an online university, offers graduate degree programs for lifelong learners or those interested in furthering their professional development. In 2021, Touro created Touro University Illinois, which offers advanced degree programs in physician assistant training and nursing.

In 2024, Touro launched a comprehensive AI initiative to integrate artificial intelligence across all aspects of the university, from academics to research and operations. This includes developing AI literacy for all students, offering advanced technical training, and supporting faculty and staff in utilizing AI effectively. The initiative's goal is to prepare students for a future where AI is prevalent and to enhance the overall quality of education, research, and operations. New AI courses were launched, including a new M.S. in Artificial Intelligence Systems and an advanced certificate in Applied AI through GST.

Educating the Educators, Serving the Community

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

Forging Ties with Israel and Revitalizing Jewish Life in Europe

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

FACILITIES OF THE LANDER COLLEGES

MAIN ADMINISTRATIVE CENTER / THE MIDTOWN MAIN CAMPUS

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

The **Midtown Main Campus** is located at 3 Times Square between 42nd and 43rd Streets in Manhattan. This modern facility, encompassing more than 200,000 square feet on eight floors, contains classrooms, a Beis Medrash, science laboratories, the central University library, administrative offices, faculty offices, student lounges, and computer-science laboratories. The campus is easily accessible by mass transit. Laboratories to support programs in physical therapy and occupational therapy have been constructed at the main campus.

The Health Science programs (including the Physical Therapy and Occupational Therapy programs), the New York School of Career and Applied Studies, and the Graduate Schools of Technology, Jewish Studies, and Social Work are all housed in the Midtown Main Campus. The Graduate School of Education is located at the **Touro Graduate Center**, also at 3 Times Square, together with many other administrative offices.

THE LANDER COLLEGE FOR WOMEN/THE ANNA RUTH AND MARK HASTEN SCHOOL

The Lander College for Women/The Anna Ruth and Mark Hasten School (LCW) is a selective college with a challenging academic curriculum, offering an innovative, career-focused liberal arts education, with a Judaic Studies requirement geared to previous levels of student learning. LCW is located in the center of a cultural and educational corridor, and is part of the dynamic Jewish community on the Upper West Side of Manhattan. Our students study in an atmosphere of academic excellence coupled with Torah values. The faculty is student-focused, and class size is kept small to build community and encourage creative and intellectual exchange between faculty and students. Faculty members are scholars with national and international reputations who are selected because of their ability to engage and instruct the next generation of leaders.

The student body is comprised of young women from across the country and around the world who pursue careers in a wide range of liberal arts majors, including the sciences, business, humanities and the social sciences. Graduates of the Lander College for Women are accepted in the most competitive graduate and professional schools and, increasingly, can be found in leadership positions in Jewish community life. Students build expertise in their majors, master critical knowledge, and develop a foundation for lifelong learning through their Judaic Studies and general studies courses.

Undergraduates learn Judaic Studies with world-renowned scholars and Rabbanim. Through the broad range of courses in literature, history, economics, political science, math, and science that comprise the humanities core curriculum, students build critical thinking skills that are essential to success in their chosen field of study. Diverse majors are offered to prepare students for a challenging career in their chosen professional fields, including business, desktop publishing, health sciences, humanities, speech, business communication, and social sciences. Our resident career counselors provide a warm and welcoming atmosphere and offers students a full range of career services that helps them with career search, resume writing, and pursuing internships and full-time employment.

The Lander College for Women campus is located at 227 West 60th Street between West End and Amsterdam Avenues in New York City. This state-of-the-art building is wireless-enabled and holds a library, computer and science laboratories, classrooms, a gymnasium, and an exercise room.

Student residences consist of spacious apartments located at 625 W. 59th Street, around the corner from the campus building. The Student Residence Director and her husband live on campus and host many students at weekly Shabbos meals. Resident Assistants oversee a multitude of activities throughout the years geared to enhance student life.
The resident Mashgiach Ruchani, together with the Sgan Mashgiach Ruchani, is available to speak with students on issues of hashkafa and halacha. Regular shiurim and Israel-focused programs are scheduled. Secular and Judaic

Studies faculty are world-renowned scholars in their fields. Experts from Touro and other respected academic and professional institutions offer lunch-time seminars on Jewish and secular topics.

The Lander College for Women has an active and inclusive student government, responsible for many clubs and activities. Students publish journals, newsletters and other publications, and relax by working out in the gym or exercise room. The College is proud of its gemilut chesed programs, which focus on the Upper West Side and the broader Jewish community.

THE LANDER COLLEGE OF ARTS AND SCIENCES IN FLATBUSH

The Lander College of Arts and Sciences in Flatbush, with separate Men's and Women's Divisions, is located at Avenue J and East 16th Street in the Midwood section of Brooklyn. A new adjoining campus facility at Avenue J and Ocean Avenue opened in the Fall of 2019. The Machon L'Parnasa Institute for Professional Studies is located in the Ocean Avenue campus.

Encompassing more than 90,000 square feet, the Lander College of Arts and Sciences in Flatbush was inaugurated in the spring of 1995. Nestled in a vibrant, residential Jewish community, the Flatbush Campus is easily accessible by subway and bus transportation from all areas of Brooklyn and Queens and is easily reached from Long Island as well as from Rockland County and towns in New Jersey. Shops and restaurants dot the avenue in the vicinity of the campus.

This seven-story campus includes three large science laboratories (for biology, chemistry and physics), three computer science laboratories, twenty-eight classrooms, the college library and two library reading rooms, a student lounge, academic service and student support offices, including the Office of the Registrar, the Advisement and Counseling Center, the Career Placement Center, and academic departmental offices. In September 1997, the New York State Education Department officially designated this site as The Flatbush Branch Campus of Touro College.

THE LANDER COLLEGE FOR MEN, KEW GARDENS HILLS

The **Lander College for Men** is located in a campus on seven acres in one of the safest, most vibrant and attractive Jewish neighborhoods in New York City, Kew Gardens Hills, Queens. The central vision behind the design, planning, and construction of the campus was to create an environment most conducive to realizing the College's goal of academic and Jewish excellence in a personalized environment.

The main academic building on the campus is a four-story, 73,000 square foot, L-shaped building designed specifically to meet the needs of a high-quality academic center.

The academic center includes twelve state-of-the-art laboratories for biology, chemistry, physics, and computer science, to support strong College programs in the sciences, and sixteen classrooms and seminar rooms. There is a beautiful 4,500-square-foot Beis Medrash/Study Hall, a 7,000-square-foot library, student and faculty lounges, extensive faculty and administrative offices, and a cafeteria and dining area which seats 250. All rooms are above-ground, with ample windows, and the main walls of the library and Beis Medrash/Study Hall are glass, which contributes to an open, airy, and spacious feel for the entire facility.

In addition to the indoor student lounge, a beautifully-designed outdoor terrace of over 4,000 square feet is designated for student activities as well.

Consistent with the overall goals of the College, its dormitory facilities, consisting of garden apartments, are designed to help foster small communities of learners, and close personal relationships among students. The dormitories are also designed to promote a comfortable, spacious home-like feel to campus living, in contrast to the stark institutional environment so common to many university campuses.

THE TOURO UNIVERSITY LIBRARIES

The mission of the Touro University Libraries is to provide resources and services that support and promote the University's academic programs, and to help the University community acquire and refine information-seeking and evaluation skills. Key to the accomplishment of this mission is a support staff led by qualified professionals skilled in query and research techniques. With faculty collaboration, our librarians have built quality print, audio-visual, and electronic collections. All library facilities have quiet study areas, audio-visual equipment, photocopiers, and computer workstations. Library personnel promote information literacy as an integral part of the university's general education goals by offering a comprehensive program of library instruction, individual research advice, and an information literacy self-paced tutorial, titled, ProQuest Research Companion, designed to help students understand and complete their writing and research assignments.

Library resources and services can be identified and utilized via our online library at www.tourolib.org. It includes library locations and hours, library addresses, location maps, and personnel listings. The section on Help contains common libraries and research-related tutorials, LibGuides (research guides), and a guide on how to do research, write term papers and properly cite their sources. The online catalog directs users to the locations of print and eBooks, videos, print, and electronic periodicals. A large collection of Judaic microfiche and microfilm is housed at the Cross River campus. EReserves contains links to electronic course materials. Proprietary electronic resources can be accessed remotely by logging in to TouroOne. Ask a Librarian is a service that provides reference assistance and research advice by email, instant messaging, or phone. Students can also schedule a research consultation via this service.

Members of the Touro community have access to and full borrowing privileges at all Touro libraries that are located throughout the metropolitan New York area and in Suffolk County. Resources in support of the curriculum can be found at all library locations. Materials held at any Touro campus can be requested to be sent to another Touro campus. Non-Touro materials provide access to materials that are not available at any Touro campus. Library staff can assist with any such requests.

THE TOURO COMPUTER CENTER

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

Computer laboratories have been established at 89 separate locations with a total of over 1,100 PCs and associated peripherals. The computers at each location are connected by a Local Area Network and supported by a centralized server. All computer labs are equipped with a current version of the MS Office suite and provide Internet access through the Touro University Wide Area Network. Headphones and high-end laser printers are available at each location.

Other hardware available to faculty members through the Touro Computer Center includes large-screen multimedia monitors, projectors, and DVD players. Ceiling-mounted projectors are also available at all locations.

Computer labs at locations where desktop and web publishing courses are taught have scanners, color printers, and special software, such as Adobe InDesign, Photoshop and Illustrator, to support the course offerings. Four sites (the Flatbush Campus, the Lander College for Women, 1726 Kings Highway, and the Main campus at 3 Times Square Manhattan also have high-end Macintosh computers for student use.

WiFi is available to all registered students at all locations.

The following is a list of computer laboratories available to students of the Lander Colleges. (*Labs marked with an asterisk support the Digital Multimedia Design curriculum with the above-mentioned special hardware and software.)

Main Campus/Annexes*
3 Times Square, 4th floor
New York, NY 10001

Lander College for Women*
227 West 60th Street
New York, NY 10023

Lander College for Men
75-31 150th Street
Kew Gardens Hills, NY 11367

Flatbush Campus*
1602 Avenue J
Brooklyn, NY 11230

Machon L'Parnasa, Flatbush Annex
2002 Avenue J
Brooklyn, NY 11210

Kings Highway Center*
1726 Kings Highway
Brooklyn, NY 11229

Graduate School of Education
946 Kings Highway
Brooklyn, NY 11229

Master's Program in Speech-Language Pathology
902 Quentin Road
Brooklyn, NY 11223

Neptune
360 Neptune Avenue
Brooklyn, NY 11235

THE LANDER COLLEGES

MAJORS		
Accounting	History	Political Science
Biology	Humanities	Psychology
Computer Science	Interdisciplinary Liberal Arts and Sciences	Sociology
Cybersecurity and Networking	Judaic Studies	Special Education: Early Childhood/ Special Education: Childhood Education
Digital Multimedia Design	Management	Speech and Communications
Economics	Management Information Systems	
English	Management/Marketing	
Finance	Mathematics/Actuarial Studies	
PRE-PROFESSIONAL AND PROFESSIONAL OPTIONS		
Communications	Physical Therapy (B.S./D.P.T.)	Social Work (M.S.W.)
Diagnostic Sonography	Physician Assistant (B.S./M.S.)	Speech-Language Pathology (M.S.)
Health Care Administration	Pre-Dentistry	Teaching Literacy (M.S.)
International Business (M.S.)	Pre-Law	Teaching English to Speakers of Other Languages (M.S.)
Instructional Technology	Pre-Medicine	
Jewish Education	Pre-Optometry	
Nursing	Pre-Pharmacy	
Occupational Therapy (B.S./M.S.)	Pre-Podiatry	

STUDENT LIFE
The Personal College Environment

Students are attracted to Touro's Lander Colleges for many reasons. The Colleges offer a great variety of majors and pre-professional options, spanning twenty-seven fields. The curriculum incorporates an opportunity for students to pursue a solid program of Jewish Studies, enabling students to anchor and deepen their Jewish identity while preparing for professional careers. Lander's alumni have compiled an outstanding record of acceptances at graduate schools of business, law, and medicine. Graduates of The Lander Colleges are employed by major corporations and government agencies.

Beyond these considerations, it is the distinctive milieu of the Colleges that sets Touro apart from so many other universities. In a world of impersonal and bureaucratic educational systems, The Lander Colleges are warm and nurturing places in which to grow professionally and religiously. Classes are deliberately kept small to provide students with an outstanding student-focused education. Small classes enable professors to teach efficiently and interact with students, rather than lecture to halls full of social security numbers. Students and teachers form bonds that often last long past their four years at Touro. The administration is friendly and accessible, and truly cares about all 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 The Lander Colleges is not "Will I succeed?" but rather "In which field will I succeed?"

Student Activities and Publications

Opportunities for extracurricular activities are numerous and varied at the Lander College of Arts and Sciences in Flatbush, the Lander College for Men in Queens, and the Lander College for Women/The Anna Ruth and Mark Hasten School in Manhattan. The Men's and Women's Student Governments work to create exciting programs for students.

Various student clubs sponsor guest lecture series. The most active organizations include the Jewish Affairs Club, the Accounting and Business Society, the Pre-law Society, the Psychology Society, the Touro Debating Society, Computer Science Association, and the Touro Health Sciences, Pre-Med and Pre-Professional Society.

Guest lecturers who have spoken at Touro-sponsored events have included Mr. Jacob Reisman, Pfizer Pharmaceutical Co.; Mr. Bernard Plagman, Partner, Price Waterhouse; Ms. Vivian Schneck, an alumna of the College and Vice President at Goldman, Sachs and Co.; Mr. Samuel Lowenthal, Managing Partner at Deloitte and Touche; Mr. Philippe Muller, Senior Industry Specialist, IBM; Dr. Abraham Jeger, Dean for Clinical Education, New York College for Osteopathic Medicine; Rabbi Chanoch Teller, noted author and lecturer; Dr. Adam Bender, who spoke on genetic engineering; Dr. David Gottlieb, Ohr Someach; Rebbetzin Tzipporah Heller, Neve Yerushalayim; Rabbi Berel Wein, former Dean of Yeshiva Shaarei Torah; Dr. Norman, Blumenthal, clinical psychologist, founder, Tova Program for adolescents at risk, Director, Bereavement and Crisis Intervention, Chai Lifeline; Mr. Michael David, Director, Deutsche Bank; Rabbi Simcha Feuerman, noted psychotherapist and author; Rabbi Mordechai Finkelman, Mashgiach Ruchani, Yeshivas Ohr Hachaim; Rabbi Tzvi Flaum, Rav, Congregation Kneseth Israel/White Shul, Mashgiach, Lander College for Men; Rabbi Moshe Gans, noted author and educator; Mr. Guy Lander, Esq., author and attorney, Carter Ledyard and Milburn LLP; Dr. Hindi Mermelstein, geriatric psychiatrist, North Shore University Hospital; Mr. Mark Pearlman, Massachusetts Institute of Technology graduate, former executive vice president, Fox TV, with private equity investor expertise in launching and growing new businesses; Mr. Jonathan Rosenblum, noted author, columnist, and Director, Jewish Media Resources; Mr. Uri Schneider, communication specialist; Mr. Franklyn Snitow, Esq., Senior Partner, Snitow, Kanfer, Holzer, Millus; Rabbi Abraham Twerski, M.D., noted author, psychiatrist, and founder of Gateways Rehabilitation Center; Rabbi Yosef Viener, Rav, Agudas Yisroel of Flatbush; Mr. Milton Weinstock, Executive Vice President and Global Account Director, Grey Worldwide; Mr. Benjamin Krasna, Israeli Deputy Counsel General; Rabbi Elihu Soloveitchik, Rosh Yeshiva of the Lander Colleges; Rebbetzin Bronya Schaffer, motivational speaker, life coach; Dr. Janis Altman, psychotherapist, life coach; Rabbi Menachem Nissel, noted author and lecturer; Mrs. Rochelle Hirtz, Principal, Shevach High School; Rabbi Zev Leff, Rav, Moshav Matityahu, renowned speaker; Rabbi Yehudah Bulman, Dean, Chochmas Lev Seminary; Dr. Mark Hasten, Chairman of the Board, Touro College; Dr. Elaine Reeman; Dr. Dina Danon, PhD candidate in Jewish History at Stanford University; Rabbi Ahron Levitansky, Rosh Mechina, Telshe Yeshiva; Mr. Yariv Newman, Academy Award winner; Mrs. Yael Avi-Yonah; Mr. Dov Lederberg, Professor; Howard Bullard, Instructor, Touro College; Professor Maya Sharma, Assistant Professor in Language & Cognition, City University of New York; and Mr. Morton Davis, venture capitalist, entrepreneur and investment banker.

Lander students publish these journals and magazines: *The Lander Chronicle, The Touro Accounting and Business Review*, *The Science Journal of the Lander College of Arts and Sciences - Flatbush, The Journal of Communications Disorders,* and *The Scholarly Journal of Civil Society*.

Honor Societies

Touro University recognizes and rewards academic excellence and scholastic achievement in a variety of ways. Students who undertake 15 credits and who earn a semester grade point average of 3.4 or better are named to the University's Dean's List and may be named to the National Dean's List. Top-ranking seniors and juniors are selected annually for inclusion in Who's Who Among American College and University Students.

Four National Honor Societies have established chapters at Touro University. They are Omicron Delta Epsilon, the International Honor Society in Economics and Business; the American Psychological Society; the Alpha Chi Society, an honor society recognizing general academic excellence; and the Phi Alpha Theta Society, for history majors. Seniors are selected for membership in these societies on the basis of outstanding scholastic achievement and service to the institution.

THE LANDER COLLEGE OF ARTS AND SCIENCES IN FLATBUSH

Overview

The Lander College of Arts and Sciences, with separate Men's and Women's Divisions, enrolls more than 2,000 students annually, over the Fall, Spring and Summer semesters, at its campus at Avenue J and East 16th Street and the adjoining campus building at 2002 Avenue J in Flatbush.

The Lander College of Arts and Sciences provides an education of the highest quality 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 Lander College of Arts and Sciences in Flatbush, yeshiva and seminary graduates have the opportunity to discover and develop their talents as they pursue their goals for professional advancement.

The Lander College in Flatbush prides itself on maintaining a learning milieu that fosters close interaction among students, faculty and staff. By limiting class size, the College provides a personalized learning environment, enabling students to benefit from the expertise of professors who are committed to excellence in teaching and rigorous standards of achievement. Many of the professors serve as mentors to the students.

Student Profile

The profile of entering students at the Flatbush Campus of the Lander College of Arts and Sciences shows that approximately 85% of the students reside in New York City, Long Island, Rockland County, and New Jersey (Lakewood and Passaic). Six other states that are also represented in recent freshman classes include California, Florida, Illinois, Maryland, Pennsylvania, and Texas. Students from Canada, England, Israel, and Russia are also enrolled at the Flatbush Campus.

Approximately 60% of the freshmen have spent one year or more studying in Israel at major yeshivas and seminaries.

The students have strong academic backgrounds. The average combined SAT scores for the Fall 2019 entering class was above 1200 (combined verbal and quantitative sections). More than 65% of the students plan to pursue graduate and professional studies in such fields as law, medicine, dentistry, pharmacy, optometry, the allied health sciences (occupational and physical therapy, physician assistant), clinical psychology, social work, education, and speech language pathology.

A Flexible Schedule to Accommodate Student Needs

More than 700 courses are offered annually in the Men's and Women's divisions of the Lander College in Flatbush.

Courses for women are scheduled on Tuesday and Thursday afternoons and evenings, with additional classes on Sunday as well as on Monday afternoon. Students may carry up to 18 credits per semester. The women's course schedule provides a great deal of flexibility and is designed to meet the needs of students who are enrolled in part-time seminary programs, or whose employment and/or family responsibilities require greater flexibility.

Men's classes are scheduled for Monday and Wednesday evenings after 5:30 PM, with additional courses on Sunday afternoon and evening. This enables students to also pursue their yeshiva studies or to work full time. Typically, students may carry up to 15 credits per semester at Touro while also earning 6 college credits per semester for their yeshiva studies.

The Lander College in Flatbush offers two summer sessions, enabling students to earn up to 13 credits.

Preparation for Lifelong Career Success: Majors and Pre-Professional Options

More than 25 majors, concentrations and pre-professional options are offered at The Lander College Campus in Flatbush. These fields are listed in the accompanying box.

MAJORS

- Accounting (C.P.A.)
- Biology
- Business
- Chemistry
- Computer Science
- Cybersecurity and Networking
- Digital Multimedia Design
- Economics
- Education/Special Education
- English
- Finance
- History
- Information Technology
- Interdisciplinary Liberal Arts & Sciences
- Management
- Management Information Systems
- Management/Marketing
- Mathematics/Actuarial Studies
- Political Science
- Psychology
- Sociology
- Speech and Communications

ADDITIONAL AREAS OF STUDY

- Art
- Business Communications
- Health Care Administration
- Physics

PRE-PROFESSIONAL OPTIONS

- Pre-Dentistry
- Pre-Law
- Pre-Medicine
- Pre-Pharmacy
- Pre-Optometry
- Pre-Podiatry

PROFESSIONAL PROGRAMS*

- Accounting (M.S.)
- Business Administration (M.B.A.)
- Cybersecurity
- Data Science
- Dentistry
- Human Resource Management (M.S.)
- Industrial and Organizational Psychology (M.S.)
- Information Systems (M.S.)
- Instructional Technology (M.S.)
- International Business Finance (M.S.)
- Law (J.D.)
- Mental Health Counseling (M.S.)
- Nursing
- Occupational Therapy (B.S./M.S.)
- Osteopathic Medicine (D.O.)
- Pharmacy (PharmD)
- Physical Therapy (D.P.T.)
- Physician Assistant (B.S. / M.S.)
- School Leadership (M.S.)
- School Psychology (M.S.)
- Social Work (MSW)
- Speech-Language Pathology (M.S.)
- Teaching Literacy (M.S.)
- Teaching English to Speakers of Other Languages (M.S.)
- Web and Multimedia Design (M.A.)

***offered through Touro University graduate and professional schools**

Students with an interest in accounting and business, education/special education, the allied health sciences, law, pre-medicine/pre-dentistry, psychology and social work, speech/language pathology, mathematics, and management information systems will find challenging career options to match their goals at the Flatbush Campus.

Honors Programs and Accelerated Degree Options

Outstanding students are selected for the Flatbush Society of Fellows and the Flatbush Honors Program. Additionally, the Lander College in Flatbush offers the Medical Honors Pathway with New York Medical College, the Integrated Health Sciences Honors Tracks with the Touro School of Health Sciences, and a Fast Track BA/PharmD program with the Touro College of Pharmacy. For business students, there is the option to complete the Accelerated Accounting CPA Honors program. Honors majors are offered in biology, political science, and psychology.

Advisement and Counseling, Tutoring, Career Placement

The Lander College in Flatbush provides advisement and guidance in helping students to map out their academic programs and to make the right career decisions. The Office of Advisement and Counseling assists students in exploring their interests, identifying career options, and choosing a major. Advisors help students develop an appropriate academic plan for their area of study. The advisement and counseling staff also provides confidential personal guidance. At registration, as well as during the semester, professional advisors help students select appropriate courses in order to satisfy all requirements necessary for their major and for graduation.

Free tutoring is available in selected fields, including accounting, chemistry, computer science, and physics. Additional support is provided through the Writing Center.

Students interested in pursuing graduate and professional degrees in such fields as law, medicine, dentistry, pharmacy, optometry, business (MBA), education, psychology, and speech/language are counseled regarding all steps of the application process, including the admissions tests, and are guided in selecting appropriate professional schools.

Career placement specialists provide job counseling and assist students seeking internships and part-time and full-time employment. They conduct workshops and help students to develop effective job search skills, particularly in such areas as researching the job market, resume preparation and interviewing strategies. Typically, Touro schedules two career fairs annually, enabling seniors to interview with prospective employers.

IMPORTANT: The Office of Career Services makes no guarantee nor implication of placement.

Student Activities

A variety of student societies in business, medicine and the health sciences, mathematics, computer science, arts, and psychology organize programs and guest speakers, including alumni, throughout the year. Student research journals at the Lander College in Flatbush include the Science Journal (published twice a year), Polis, the political science journal, the Touro Accounting and Business Journal, and the Arts journal. There are also field trips to medical and dental schools, pharmacy schools, and major museums, such as the Guggenheim Museum and the Museum of Modern Art, throughout the year.

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, 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 University 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.

Please see pp. 47-48 for more information on transferability of credits.

A Record of Excellence

According to a survey of the class of 2018, a total of 94% of the graduates of the Lander College of Arts and Sciences in Flatbush responded that they were enrolled in graduate and professional schools, or employed, or both, six months after graduation. In recent years, graduates of Touro's Lander College in Flatbush were accepted to Harvard, Columbia and NYU law schools, the University of Michigan Medical School, Columbia University School of Dental Medicine, New York Medical College, SUNY Downstate School of Medicine, doctoral programs in biochemistry and computational biology at the CUNY Graduate Center, Hebrew University and the University of Maryland, and doctoral programs in psychology at PACE University, NYU and Hofstra University.

Seniors from the Lander College in Flatbush have consistently excelled on the Uniform Certified Public Accountancy (CPA) Examination.

The Lander College in Flatbush is proud of its more than 8500 alumni. Many hold leadership positions at Fortune 500 companies, major accounting, investment, and law firms, and technology companies, as well as in social service agencies and educational institutions.

THE LANDER COLLEGE FOR WOMEN/THE ANNA RUTH AND MARK HASTEN SCHOOL, MANHATTAN

The Lander College for Women/the Anna Ruth and Mark Hasten School offers a challenging education in an environment based upon Torah values. Students can choose from a set of traditional liberal arts majors as well as excellent practical preparation for professional careers in business, education, and the sciences.

Studying in Manhattan

Located on the Upper West Side at 227 West 60th Street, The Lander College for Women/the Anna Ruth and Mark Hasten School (LCW) is the ideal environment for motivated students to pursue a valuable baccalaureate degree while studying in a supportive Jewish atmosphere. Students enjoy a beautiful, newly-designed modern classroom facility, 15,700-volume library, computer and science labs, and an exercise room and gym. LCW provides a full range of guidance and career counseling services. The Lander College for Women/the Anna Ruth and Mark Hasten School is conveniently accessible to subway and bus systems. The location allows students to take advantage of the rich cultural resources and internship opportunities that Manhattan has to offer, including exciting social activities and rewarding financial opportunities. New York City is literally an art exhibit, a living history museum, a sociology lesson, and a treasury of architectural diversity. Students experience big city advantages with hometown warmth and caring.

The Personal Commitment

Lander College for Women/the Anna Ruth and Mark Hasten School prides itself on fostering close interaction among students, faculty and the administration. Class size is deliberately kept small, rarely exceeding fifteen students. The College affords its students the enriching opportunity to study and develop close mentoring relationships with outstanding professors. The bonds formed between students and instructors create a foundation for optimum academic success, and often last long after the undergraduate years. A full program of student activities complements an academic program that prepares students for living a life committed to Jewish values.

The Honors Program

The Honors Program at the Lander College for Women targets exceptional students and challenges them with a rigorous academic program including honors-level courses across various disciplines. The program accents the development of superior written, oral and technology skills and ensures that our graduates are excellently prepared for graduate programs and their future careers. The program is very selective, attracting young women with demonstrated leadership qualities, outstanding scholastic aptitude and exemplary writing skills. The minimum requirements for acceptance are a 1350 combined SAT score or a 29 ACT score and a 92 average or above in

High School. (Students with SATs between 1350 and 1390 or ACTs of 29 may apply for acceptance as an Honors Program Associate. Students with SATs over 1400 o4 ACTs of 30 or above may apply for acceptance as an Honors Program Scholar.)

Students in the program are invited to special lectures with communal leaders, enabling them to cultivate important relationships and help motivate and excite them about their own leadership potential. These students are also placed in high-level internships in their chosen fields. Additionally, we offer special programming in Israel during the seminary year for students accepted to the program. There is a special application to the Honors Program, and an interview is required. Students must first be accepted to the College through the regular application process before their Honors application will be considered.

Significantly, honors students are offered substantial scholarships. A select few are able to obtain full scholarships to LCW for their entire undergraduate academic career. Additionally, students review articles from contemporary periodicals on a monthly basis and rigorously debate the positions espoused. The final year of study involves the preparation of a full-year honors thesis under the tutelage and guidance of a senior honors faculty mentor. Students rigorously research a topic within their discipline and present their thesis at year-end to the entire student body and faculty. Courses to support the Honors Program are offered on an interdisciplinary basis, and course descriptions can be found under Interdisciplinary Studies. The program currently enrolls 65 students and continues to grow.

Resident Life

The Lander College for Women/The Anna Ruth and Mark Hasten School Student Residence is located at 625 W. 59th Street, around the corner from the campus building, and a short train ride from Touro College's Main Campus.

Students live in apartments in a student residence with 24-hour security guard service. Each of the apartments in the student residence is fully equipped with modern kitchen facilities and generous closet and storage space. All apartments are decorated with attractive furniture including desks, tables and chairs in the dining room area. There is a large lounge on the lower level where we can hold events, lectures, and shiurim. There is also a study room, which offers a quiet place for students to study individually or in small groups. Washers and dryers are conveniently located in the student residence. There is also an exercise room and quiet study lounges. Plus, the Hilda Kadish memorial Beit Midrash.

The Residence Director hosts as many as 50 students for meals each Shabbos. Four Shabbatonim with members of the faculty or administration as scholars in residence are held each year.

The student residence is fully staffed. Seniors and graduate students serve as student residence assistants and are housed on each floor. A student residence counselor is on duty each night, available to assist in resolving any problem that may develop. The student residence director and the assistant student residence director maintain apartments in the building. Each director has an open-door policy and encourages students to visit day or night and plan many activities that make student residence life more interesting and fun.

Student Life

At Lander College for Women/The Anna Ruth and Mark Hasten School, young women attend college with students coming from as far away as Australia and as close as midtown Manhattan. Extracurricular activities provided by the Student Government help students get to know fellow classmates, and give them a break from the everyday routine. Activities include monthly Rosh Chodesh "Lunch and Lecture" programs, the Welcome Dinner, and Senior Dinner. To help students adjust to their new surroundings, the Student Government annually publishes its own *Guide to New York*, which is filled with useful information about New York City and Touro College.

Within walking distance of the main campus there are many synagogues, Jewish bookstores, kosher restaurants, and supermarkets. The many Orthodox families in the neighborhood serve as a welcoming home away from home, especially on Shabbat. Students can enjoy activities overseen by the student residence staff, including Oneg Shabbat programs, Shabbatonim, Chanukah and Purim Chagigot, and trips to museums and other places of interest in and around New York City.

THE LANDER COLLEGE FOR MEN, KEW GARDENS HILLS

The purpose of the Lander College for Men/Beis Medrash L'Talmud is to provide a superior college education for students committed to serious Beis Medrash learning in an atmosphere of Torah.

Excellence in Jewish Studies

The Beis Medrash L'Talmud, an affiliate of the College, makes available advanced, intensive study of *Gemara* to its students. The approach to the Beis Medrash L'Talmud follows the classic, analytic methods characteristic of the finest yeshivas. Students receive close personal attention from their *roshei yeshiva* in a warm and supportive environment conducive to their personal growth.

The Beis Medrash L'Talmud learning program functions six days a week. On regular weekdays, the program for undergraduate students ends at 3:00 PM. A required night *seder* enhances the learning experience, and *bekius shiurim*, *sichos*, and lectures on *halakha* are offered then, as well. Students have the opportunity to interact with *kollel* members, who participate in creating a vibrant Beis Medrash atmosphere. The Beis Medrash also hosts a *kollel elyon* made up of outstanding young scholars who serve as role models and resources for the entire student body. Members of the *kollel elyon* offer *chaburos* for students, and organize an afternoon learning program for interested students who have free periods during the afternoons. In order to foster the kind of closeness crucial for growth, the entire Beis Medrash is divided into small groups of four-five students, and these groups meet once a week under the guidance of an advanced student of the Beis Medrash.

Beyond these features, the Beis Medrash L'Talmud is committed to the philosophy that the quality of Jewish studies cannot be separated from the quality of Jewish life. Each, to an unusual degree, is dependent upon the other.

The Beis Medrash seeks to create a supportive and caring Jewish environment. Because admissions are selective, enrollment is limited to students who can benefit fully from its unique programs. This makes it possible to build a strong community of students who share a personal commitment to the pursuit of excellence in all aspects of the College's programs.

Excellence in Academic Studies

Lander College for Men is deeply committed to providing a superb and rigorous curriculum in a challenging small-class setting.

While the College offers a variety of courses in the liberal arts and sciences, it specializes in the natural and life sciences; business-related fields such as finance, management, and accounting, and computer science; psychology; and pre-law studies, such as political science. The College provides the kind of curriculum designed to produce leaders in these fields.

A Personalized Environment

Students are encouraged to develop a close personal relationship with their rebbeim and faculty, who see it as an essential part of their role to be concerned for each student. Deans and other administrators share the same commitment to meeting the individual needs of their students.

Because the student body consists of a community of carefully-selected and motivated learners, the shared ethos within the College likewise cultivates an atmosphere of warmth. Classes are small, and close personal interaction with faculty is fostered, especially in seminar courses.

CAMPUS LIFE

The College is located in a campus on seven acres in one of the safest, most vibrant, and attractive Jewish neighborhoods in New York City, Kew Gardens Hills, Queens. The central vision behind the design, planning, and construction of the campus was to create an environment most conducive to realizing the College's goals of academic and Jewish excellence in a personalized environment.

Academic Center

The main academic building on the campus is a four-story 73,000-square-foot L-shaped building designed specifically to meet the needs of a high-quality academic center.

The academic center includes well-equipped laboratories for biology, chemistry, physics, and computer science to support strong College programs in the sciences; classrooms and seminar rooms. There is a beautiful 4,500-square-foot Beis Medrash/Study Hall, a modern library supplemented with an extensive online system, indoor and outdoor lounges, extensive faculty and administrative offices, and a cafeteria and dining area that seats 250.

Dormitory Facilities

Consistent with the overall goals of the college, its dormitory facilities are designed to help foster small communities of learners, close personal relationships among students, and to impart a comfortable, home-like feel to campus living. The dormitories consist of nine newly-constructed attached townhouses, each of which contains three spacious apartments with multiple bedrooms, as well as kitchens, dining rooms, living rooms, and balconies. In contrast to the stark institutional environment found in many university residences, students enjoy the amenities of garden-apartment living. The College also rents additional dormitory rooms and living facilities in a luxury apartment building adjacent to the campus.

This living arrangement allows for flexible meal options. The College cafeteria provides a meal plan, but students may also cook in their own kitchens and/or patronize the many neighborhood restaurants.

Campus Grounds and Athletics Facilities

Most of the seven acres of campus area are dedicated to creating the kind of atmosphere reminiscent of fine college campuses in rural, college towns. Immediately behind the academic center and dormitories is a spacious, 8,000-square-foot college quadrangle. The quadrangle consists of beautifully paved and grassy areas, ample seating and carefully landscaped plantings. Students can walk here, sit and study, congregate, talk with their professors, or just relax. Past the quadrangle are the College's athletic facilities. These include a baseball diamond, soccer field, two regulation-size basketball courts, and a tennis court. A 10,000-square-foot exercise gym has been built adjacent to the gated campus complex and is outfitted with state-of-the-art fitness equipment.

Kew Gardens Hills

The location of the Lander College for Men further reinforces its overall Jewish atmosphere. Kew Gardens Hills is one of New York's most desirable neighborhoods--safe, suburban in its appearance, and yet easily accessible by public transportation to Manhattan's vast cultural, educational and Jewish resources and social opportunities. In this vibrant community, home to thousands of Jewish families, students will find synagogues, Judaica bookstores, study halls, lectures and educational programs, and kosher eateries widely available.

Student Life

While the academic programs of the Lander College for Men are demanding, there is still time for numerous student activities, overseen by the Office of Student Life. The Student Government, elected annually, represents student concerns to the administration and sponsors a variety of programs and activities, including Purim, Chanukah, and Lag B'Omer parties, barbecues, an annual retreat, and guest lectures. The Beis Medrash L'Talmud sponsors a monthly Rosh Chodesh breakfast and guest shiurim, and both the College and the Beis Medrash L'Talmud maintain a full schedule of guest lectures for students and the community at large. The Lander College Investment Club helps students gain deeper insight into the financial markets. The Political Science Society sponsors debates and lectures on political issues, and wrote the first Student Government constitution. The ACM Computer Science Club designed the Student Government web site, and promotes a greater understanding of computers and their role in society. Clubs in Marketing, Biology, Accounting, and Psychology are active as well, frequently inviting guest lecturers to campus. Students also publish *The Lander Chronicle*, which provides updates on recent campus activities and serves as a forum for student and faculty opinion on a variety of issues, as well as *The State of Things*, an annual journal publishing original research and analysis by students of the College.

The Standard Core Curriculum

Academic excellence and professional success at the highest levels require a base of knowledge, skills, and critical engagement beyond that provided by the major alone. The College Core Curriculum seeks to achieve these goals by requiring students to complete one course in western history, Jewish history and western literature, two courses in English Composition (unless exempted by a placement examination), one course in mathematics, one course in a liberal arts or science field outside the major, one course in computer sciences, and one course in either the natural sciences (for students not majoring in that field) or social sciences (for students not majoring in that field).

The Lander College for Men has pioneered an innovative "Writing and Speaking Across the Core" program, unique among colleges and universities in the United States, to develop the written and oral communication skills of its students. All history and literature courses in the core require two papers, one of which must be rewritten to reflect the instructor's comments, plus a seminar-style oral presentation to the class.

The Honors Core Curriculum

The College offers an enriched Honors Core Curriculum, which provides students a deeper and broader exposure to the history and literature of western civilization, to Jewish history, and to central issues in the natural and social sciences. Students who complete the Honors Core must also write research papers for courses in these areas, thus providing a more sophisticated preparation for graduate and professional school.

CLASS SCHEDULE AND CREDIT LOAD

College courses begin at 3:00 PM. Typically, students at the Lander College for Men take 12-15 general academic credits plus 3 credits for study in the Beis Medrash L'Talmud. The College also offers a five-week summer session, through which students may complete up to seven credits.

YESHIVA CREDITS

Students may earn up to 48 college credits for post-high school yeshiva studies, pursued in Israel or in the United States, at Lander College for Men or elsewhere. Students earn further credits for studies in Beis Medrash L'Talmud. Students participating in the Touro College Israel Option Program may earn up to 32 credits for one year of study in yeshivos in Israel, and slightly fewer credits if they are not enrolled in this program. Students may also earn up to 12 credits for a full second year of study in Israel, or up to 6 credits for one semester. To receive transfer credits, students must submit to the College an official yeshiva transcript with grades for an evaluation. No credit will be given for courses completed with a grade below C. Students are typically limited to a maximum load of 18 credits per semester. The awarding of credits for yeshiva studies is bases solely on College academic policies. The credit values assigned to courses by the College might not coincide with the credit values listed on a yeshiva transcript.

Please see pp. 47-48 for more information on transferability of credits.

STUDENT PROFILE

Students at the Lander College for Men and Beis Medrash hail from across the United States and abroad. In 2019-2020 students came from twenty-two US states and five countries. More than twenty high schools across the continent are represented, among them Rambam Mesivta, Davis Renov Stahler High School of HALB, HAFTR, Mesivta Chaim Shlomo, Yeshiva of Far Rockaway, Ateres Yakov, MTA of Manhattan, Yeshiva of Flatbush, Yesodei Yeshurun of Queens, Shaarei Torah of Monsey, TABC of Bergen Country, Mesivta of Pittsburgh, Wisconsin Institute of Torah Study, Toras Chaim of Miami Beach, Block Yeshiva of St. Louis, Yeshiva of Greater Washington, Rabin High School of Ottawa, and Yeshiva of Hamilton, Ontario.

The academic background of Lander College for Men students is strong. In addition to their purely academic achievements, however, students also show a strong background in Gemara study as well. The great majority have one or more years of post-high-school study in Israel, at such institutions as Toras Moshe, Kerem B'Yavneh, Sha'alvim, Beis Yisrael, Shaarei Mevaseret Zion, Ohr Yerushalayim, Mercaz Hatorah, Reishit Yerushalayim, Derech Etz Chaim, Hakotel, Ohr Somayach, Tiferet Yerushalayim, Mir, Kol Torah, and Toras Shraga, among many others.

Our Alumni

While the College is still young, its alumni have been accepted to the professional and graduate schools of their choice, or have found rewarding jobs upon graduation. Graduates of recent classes, for example, were accepted to law, medical, and dental schools at Harvard, Columbia, University of Pennsylvania, Rutgers University, Northwestern University, UCLA, University of Pittsburgh, SUNY Stony Brook, SUNY Downstate Medical Center, University of Chicago, Albert Einstein College of Medicine, New York University, New York Medical College, The Touro College of Dental Medicine, and Boston University. Several graduates of that class chose to pursue research or graduate work in biology, at the National Institutes of Health in Washington D.C., at Columbia University, and at the Mt. Sinai School of Medicine. In that same year, our business students and graduates received job offers and summer internships at such firms as Price Waterhouse Coopers, KPMG, Cornell Capital, RSM McGladery, Citigroup, and the Federal Reserve Bank. Graduates in psychology were accepted to doctoral programs in psychology and graduate programs in social work at such schools as New York University, Hofstra University, Columbia University, SUNY Stony Brook, Yeshiva University, and St. John's University. A number have also elected to continue Beis Medrash study before starting a job or pursuing career studies, often at the Beis Medrash L'Talmud.

TOURO UNIVERSITY FLORIDA

Touro University Florida serves as an extension site of the Lander College of Arts and Sciences. TU Florida adheres to the academic policies and procedures of the Lander College of Arts and Sciences. These policies and procedures are described in this catalog and can also be found on the Touro website at https://las.touro.edu/students/.

Commission for Independent Education License

Touro University Florida is licensed by the Commission for Independent Education, Florida Department of Education. Additional Information may be obtained by contacting the Commission for Independent Education, Department of Education, 325 West Gaines Street, Suite 1414, Tallahassee, Florida 32399-0400, telephone number (888) 224-6684.

Facilities

The TU Florida campus is located at 7900 Montoya Cir #2, Boca Raton, FL 33433. The campus features three Wi-Fi-enabled classrooms with technology appropriate for instructional purposes, such as LCD projectors. Students have full access to the range of online materials offered through the Touro University libraries (www.tourolib.org) and the Touro University Canvas learning management system, as well as other resources for distance education. Offices for a Site Coordinator and an Administrative Assistant are also located on campus. The campus complies with all relevant local safety and health standards, such as fire, building, and sanitation codes.

Financial Aid

Many Financial Aid programs, including the New York State Tuition Assistance Program (TAP), require New York State residency. Please consult this catalog for information on this and other awards, including Federal Pell Grants (p. 60), for more details about eligibility and applications, and for information about the Financial Aid Office.

Contact Information

Office of the Dean: Dean Henry Abramson, Henry.Abramson@touro.edu, (718) 252-7800.

Site Coordinator: Shmuel Ganchrow, mganchro@touro.edu, (646) 565-6494.

Office of Financial Aid:

Web help:	help@touro.edu
E-mail help:	help@touro.edu
Telephone:	(844) 868-7666

TOURO COLLEGE ISRAEL OPTION / TOURO COLLEGE IN ISRAEL
TOURO COLLEGE ISRAEL OPTION

Touro has long recognized 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 Israel Option, TCIO, in cooperation with leading Israeli yeshivas and women's seminaries, and other institutions of Jewish learning. This option has proved extremely popular at the Lander Colleges: Approximately 40% of baccalaureate degree students have studied in Israel.

Credits, Grades and Transcripts

Students who successfully complete a year of full-time study in Israel may earn up to 36 credits if they enroll in the Touro College Israel Option (TCIO). They will earn 24 credits directly from courses offered as part of the Israel Option, and up to an additional 12 transfer credits upon their return to Touro College. Grades earned in courses designated as part of the Israel Option appear on students' transcripts, and are calculated in their Touro academic records.

The grading system follows the American system (with letter grades A to F) for all courses with a written or oral final examination; students may select two courses, or up to 6 credits per semester, to be taken on a Pass (P)/Fail (F) basis. Courses credited are generally in the field of Judaic Studies. Grades earned in Israel are counted as part of the student's grade point average (GPA) at Touro. Also, be aware that "credits" reported by Israeli institutions are often classroom periods, not American semester hours, and may need to be reduced (often one half to two thirds of hours reported).

Please note, grades for the fall semester are generally not available until late in the spring, and grades for spring are usually not available until late in the summer. For year-long courses, no mid-year grades are available. Touro College reserves the right to determine the acceptability of credits for any particular course taken in Israel.

Transcripts can be issued only by the Office of the Registrar at Touro College in New York, not by the Israeli institution. Although many colleges grant transfer credit for the Israel Option Program, Touro College cannot guarantee that students will receive transfer credit at other institutions. Students considering attendance at another college are responsible for contacting the alternate institution to determine if transfer credit will be granted.

Enrollment in the Touro College Israel Option is the first year of a baccalaureate degree at Touro College. Accordingly, students are expected to complete their baccalaureate degree studies at Touro College. Furthermore, it is required that students not hold a deferral at another institution during the Israel year. Students holding deferrals at another college should not enroll in the TCIO.

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 University Office of Admissions. Students may apply to the following Touro-affiliated schools in Israel:

MEN'S SCHOOLS

- Aderes Hatorah
- Aish Gesher Men
- Ashreinu
- Bais Yisrael
- Migdal HaTorah
- Netiv Aryeh
- Ohr Dovid
- Ohr Yerushalayim

- Beis Dovid
- Bircas Hatorah
- Chofetz Chaim
- Derech Etz Chaim
- Derech Ohr Sameach
- Yeshiva Kerem B'Yavneh (KBY)
- Lev Hatorah
- Mercaz Hatorah
- Midrash Shmuel
- Reishit Yerushalayim
- Shaalvim
- Shaarei Mevaseret Zion
- Tiferet Yerushalayim
- Toras Chaim
- Toras Moshe
- Torat Shraga
- Yishrei Lev

WOMEN'S SCHOOLS

- Aish Gesher Women
- Ateres Bnos Yerushalayim and Neimas Bais Yaakov
- Baer Miriam
- Bais Chana
- Bais Yaakov Havineini
- Bais Yaakov Seminar
- Binas Bais Yaakov
- Beth Jacob of Jerusalem (BJJ)
- Bnos Avigail
- Bnos Batsheva
- Bnos Chava
- Bnos Sarah
- Bnos Shoshana
- B'not Torah Institute (BTI)
- Chemdas Bais Yaakov
- Darchei Binah
- Hadar
- Keser Chaya
- Kitov Sachra
- Lahav
- Machon Alte
- Machon Bnos Yehuda
- Machon Maayan
- Machon Raaya
- Meohr
- Meorot Yerushalayim
- Mesores Rochel
- Michlalah
- Midreshet Amit
- Midreshet Emunah v'Omanut
- Midreshet Eshel
- Midreshet Harova
- Midreshet Moriah
- Midreshet Tehillah
- Midreshet Torat Chessed
- Michlelet Mevaseret Yerushalayim (MMY)
- Nachlas Bais Yaakov
- The Jean Schottenstein Oryah Institute
- Pninim
- Rinas Bais Yaakov
- Shaalvim for Women
- Tehilas Bais Yaakov
- Tiferet Center
- Tomer Devorah

Tuition

Tuition for the Israel Option varies with each Israeli institution. Financial arrangements for the payment of all tuition and instructional fees for the TCIO program must be made through Touro University. These charges are subject to change each year and students should request up-to-date information from the Lander College Office of Admissions. In general, the tuition will include a service fee of nine hundred dollars in addition to the tuition of the Israeli institution. Students who continue their degree studies at the Lander Colleges will receive a credit of $450 toward their second-year tuition (fall or spring semester only).

Financial Aid

Touro students who participate on the Israel Option as a part of their baccalaureate degree may qualify for governmental financial grants and student loans.

TOURO COLLEGE IN ISRAEL

Touro College in Israel (TCI) provides the English-speaking population in Israel with the opportunity to earn Touro New York credits and study toward a B.A. and/or M.S. degree while in Israel. TCI offers a learning environment in which Torah-observant students can achieve their goal of attaining a higher education in a suitable atmosphere that is sensitive to their needs. Classes are separate: women's classes are held during morning and afternoons, while classes for men are held during evening hours. A maximum of 57 credits toward an undergraduate degree may be earned at Touro College in Israel. Only non-Israeli citizens are eligible to take courses for credit at TCI.

Studying at TCI in Jerusalem

Located in the Givat Shaul section of Jerusalem, just minutes away from the Jerusalem Central Bus Station and the Jerusalem Light Rail, Touro College in Israel is easily accessible. Students can take advantage of Touro College in Israel's state-of-the-art virtual library, computer lab and newly-built science lab. The school follows a "yeshiva/seminary" calendar.

TCI's student population consists of yeshiva and seminary students, as well as kollel couples who come from all over the world and simultaneously attend yeshiva and/or seminary programs.

Students can pursue their general studies under the guidance of accomplished, credentialed educators who are dedicated to preparing them for fulfilling careers in the Jewish community and global society. Non-matriculated visiting students from other colleges may enroll in courses for transfer to their home institutions, subject to the home institution's approval.

Our student advisors are available to assist students in exploring their interests, identifying career options, and choosing a career major. At registration and throughout the semester, advisors guide students in selecting appropriate courses in order to satisfy all of their requirements for their major.

CURRICULUM

The curriculum of the Lander College of Arts and Sciences of Touro University in New York is comprised of 120 credits and three basic components: Judaic Studies, the Liberal Arts Core Curriculum, and the completion of a major. Touro College in Israel offers all courses found in the Humanities Core Curriculum, all courses in required Business Base plus many advanced business courses and electives, and all required Speech and Psychology courses plus a large number of electives. In addition, TCI has elective and required course offerings in Art, Biology (either with a science lab for science majors or without a lab for non-majors), Chemistry, Physics, Business, Composition, Computer Science, Economics, Education, History, English Literature, Mathematics, Nutrition, Philosophy, Physical Universe, Political Science, Accounting, and Statistics. TCI recently introduced first-year courses in Nursing and Occupational Therapy.

To earn the baccalaureate degree, a student must complete at least 30 credits at Touro University in New York. Traditionally, this requirement has been fulfilled through a combination of classroom-based courses taken in classroom in New York State in addition to online courses or videoconferencing courses. This requirement can be fulfilled by the student either taking 30 credits of in-class courses in New York, or by the student taking as few as 6 credits of in-class courses in New York and as much as 24 credits of online courses from New York. The online courses may be purely online courses, video conference courses, or a combination of both. Since not all courses are available online, students need to plan their programs carefully. Touro University can obviously not assure students that all courses needed for a major will be available online. For this reason, additional study in New York may be necessary, depending on students' prior transfer credit and choice of major.

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. The granting of credits for seminary and yeshiva work is based on Touro University academic policies.

APPLICATION FORMS AND FURTHER INFORMATION

For further information and application forms go to:
http://tci.touro.edu/
or email
Israel@touro.edu

Touro College in Israel
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

INTEGRATED HONORS TRACKS AND EARLY ACCEPTANCE AT TOURO UNIVERSITY GRADUATE AND PROFESSIONAL SCHOOLS

Integrated Honors Tracks and Medical Honors Pathway

The Lander Colleges have partnered with Touro College of Pharmacy, Touro College of Osteopathic Medicine, and Touro's School of Health Sciences to develop Integrated Honors Tracks for incoming students. Additionally, the Lander Colleges have partnered with Touro's New York Medical College to create the Medical Honors Pathway. These tracks are intended for students of exceptional scholastic ability who have decided on a career path in the medical and health sciences, either while they are in high school or during a period of post-secondary study in Israel. Students in the Integrated Honors Tracks and the Medical Honors Pathway benefit from guidance and support through a superior educational experience, from their undergraduate freshman classes to their board-qualifying degrees and licensure. Professional programs that can be pursued include: Allopathic Medicine (MD) Pharmacy, Osteopathic Medicine (DO), Occupational Therapy, Physical Therapy, Physician Assistant, and Speech-Language Pathology.

To be accepted to one of the Integrated Honors Tracks or the Medical Honors Pathway, a student must demonstrate a high level of academic achievement and focus on their decision to pursue advanced training in the health sciences. Acceptance reserves a spot in the student's chosen professional program at Touro. Progressing to the graduate phase is contingent upon the Honors Track student meeting required academic standards during their undergraduate studies.

Additional information about the Integrated Health Tracks can be found at:

Health Sciences: http://lcw.touro.edu/academics/honors/honors-track-health-sciences/

Osteopathic Medicine: https://lcw.touro.edu/academics/honors/honors-track-osteopathic-medicine/

Pharmacy: http://lcw.touro.edu/academics/honors/honors-track-pharmacy/.

Additional information about the Medical Honors Pathway can be found at:
http://lcw.touro.edu/academics/honors/medical-honors-pathway/.

SCHOOL OF HEALTH SCIENCES

PREFERRED ADMISSION

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

JACOB D. FUCHSBERG LAW CENTER

SIX-YEAR (3 + 3) B.A/B.S. - J.D. ARTICULATION

An articulation agreement has been established between Touro Law Center and the Lander Colleges. This program provides select students the opportunity to complete both bachelor's and juris doctor degrees within a total of six years of study. Specifically, students from the Lander Colleges may apply for admission to a "3 + 3" Accelerated Law Program.

The first three years of study will be completed at the Lander Colleges and the fourth year in residence at Touro Law Center. The Lander Colleges will confer the Touro University bachelor's degree (B.A. or B.S.) following the completion of 29 credit hours of the Touro Law Center first-year curriculum. Touro Law Center will confer the juris doctor degree upon successful completion of all requirements for the J.D. degree.

The integral components of this plan are as follows:

- Completion of a **minimum** of more than three-fourths of a bachelor degree at the Lander Colleges (at least 91 undergraduate credits).
- Completion of the general education requirements of the Lander Colleges to qualify for the baccalaureate degree.
- A student/academic advisor meeting to determine an appropriate program, which will enable the application of 29 Law Center credits toward the student's Interdisciplinary baccalaureate degree.
- A grade point average of 3.2 or higher.
- Completion of all requirements for admission as a full-time J.D. candidate at Touro Law Center.
- Completion of 29 selected credits during the first year of Law School.

Students who decide to opt out of the Accelerated Law Program may elect to fulfill their remaining requirements for graduation from the Lander Colleges with a bachelor's degree.

Supportive Jewish Environment

Touro Law Center has created an atmosphere in which observant Jewish students can fully participate both academically and religiously with the absence of conflict between their academic pursuits and Jewish lifestyle.

Students are admitted into the entering full-time day, part-time day, or part-time evening program for the Fall semester each academic year. Students seeking admission as transfers with advanced standing may enter during the fall, spring, or summer. Applicants are encouraged to visit the Law Center campus. Prospective students can view the campus, observe a first-year class, and meet with an admissions representative through the campus visitation program. Please call the Office of Admissions at 631-761-7010 to make arrangements in advance. Students should inquire concerning opportunities for early admissions.

SUMMER INTERNSHIPS IN ISRAEL

The Law Center offers an internship program in law firms and public agencies in Tel Aviv and Jerusalem. Students selected for the program have the opportunity to work on both international and local matters under the supervision of experienced host attorneys. Among the possibilities are:

- Clerkships for a senior judge on the Israeli National Labor Court, and
- Positions in prestigious Israeli law firms.

THE JEWISH LAW INSTITUTE

The Jewish Law Institute at Touro University's Jacob D. Fuchsberg Law Center offers a scholarly and intellectual framework for the academic study of the Jewish legal experience. The Institute acts as a center for the study and teaching of Jewish law throughout the United States, bringing together leading scholars, teachers, and lawyers, and serving as a clearinghouse for new ideas and independent research. Its primary goal is to explore the relevance of the Jewish legal tradition to American legal scholarship and legal education.

Toward that goal, the Jewish Law Institute offers courses in Jewish law and conducts special programs of research, publications, and lectures. In addition, the Institute organizes conferences that focus on a wide range of subjects of interest to Jewish legal scholars. Reaching out to the broader community, the Institute assists other universities and law schools by advising professors who wish to teach courses in Jewish law, and providing them with sample syllabi. The Institute is also closely involved in developing and expanding the Touro Law Library's permanent Judaica Collection, which serves as a vital resource for rabbis, scholars, and the community at large, as well as the Law Center's Mobile Judaica Collection, which is loaned to law schools across the country that wish to offer courses in Jewish law.

ALUMNI ACHIEVEMENTS

The Lander Colleges nurture academic excellence and take great pride in the records of their alumni. To measure the educational outcomes of the Colleges, the Dean of Students interviews graduating seniors, reviews standardized test scores and graduate/professional school acceptances and conducts surveys of alumni. A recent Lander Colleges of Arts and Sciences Senior Survey identified four categories of goals and expectations that students bring. These include academic goals, such as obtaining a good college education; a solid liberal arts background; specific knowledge in a given area of the curriculum, such as Jewish Studies, Accounting, Psychology, Computer Science; personal goals, such as independence, maturity, and making friends; and career-related objectives, such as contacts, job information, and job prospects.

OUR RECORD SPEAKS FOR ITSELF

- **Touro University has consistently ranked among the top colleges and universities in the United States** based on the percentage of its students passing sections of the Uniform National CPA Examination. The Lander Colleges:
  - placed second in the nation on the subject area.
  - placed second in the nation on the Financial Accounting and Reporting (FARE) section of the test.
  - ranked fifth in the United States on the Accounting and Reporting (ARE) section.

- Alumni of The Lander Colleges have a near-perfect record of admissions to law school. In the past three years, our graduates have been admitted to the most prestigious law schools, including **Yale, Harvard, Columbia, New York University, The University of Pennsylvania, Cornell, The University of Michigan, Georgetown University, Boston University, Cardozo Law School,** and **Jacob D. Fuchsberg Law Center of Touro University.**

Lander graduates have served on the editorial staff of the Law Review at **Columbia University, The University of Pennsylvania, NYU,** and **Fordham University.**

- **In recent graduating classes, seniors of The Lander Colleges were accepted to the following medical and dental schools:**

Touro College of Dental Medicine
New York Medical College
Albert Einstein College of Medicine
George Washington University Medical School
Haifa Technion (Israel) Medical School
The Sackler School of Medicine (Tel Aviv University)
SUNY Downstate Medical Center
New York University School of Dentistry
SUNY Syracuse College of Medicine
New York University Medical School
SUNY Stony Brook School of Dental Medicine
University of Medicine and Dentistry of New Jersey
Tufts University School of Dental Medicine
Mount Sinai School of Medicine
University of Maryland Dental School
University of Pennsylvania Medical School

- In recent years, more than 90% of the students of The Lander Colleges of Arts and Sciences seeking entry into the allied health fields were admitted to master's degree programs in occupational and physical therapy, occupational therapy and upper division bachelor programs in physician assistant studies.

- In recent years, Touro graduates achieved exceptional pass rates on the licensure examinations for physical therapists, occupational therapists, and physician assistants.

Major accounting firms employing Touro graduates in New York, Baltimore, and Chicago include:

Anchin Block and Anchin
Citron Cooperman & Company
Checkers Simon & Rosner (Chicago)
Deloitte
Eisner LLP
Ernst & Young
Marcum LLP
Grant Thornton
FORVIS
Leshkowitz & Co.
Margolin, Winer & Evans LLP
Marks Schron & Co.

M.R. Weiser & Co.
KPMG Peat Marwick
Perelson & Weiner
Pricewaterhouse Coopers
Richard A. Eisner & Co.
RSM McGladrey

SOCIAL WORK/PSYCHOLOGY—Lander graduates are studying for their doctoral degrees in psychology or MSW degrees at Columbia University, New York University, Fordham, Rutgers, Hunter, Yeshiva University, Hofstra University, SUNY Stony Brook, St. John's University, and the Touro University Graduate School of Social Work.

Fortune 500 Companies, investment and insurance firms and other large corporations that employ graduates of The Lander Colleges include:

American Stock Exchange
AT&T
American Stock Transfer & Trust Co.
Atlantic Coast Technologies (Maryland)
Chicago Board of Trade
Citigroup
Credit Suisse First Boston
The DMC Corporation
Equitable Life Assurance Societies
Google
Goldman Sachs & Co.
Hearst Entertainment
HSBC Bank
IDT Corporation
J.P. Morgan Chase
L'Oreal
Lazard Freres
Merrill Lynch
Metropolitan Life
Morgan Stanley
MSNBC
Prudential Securities
Safra National Bank
Sony Corporation
Sterling National Bank
Sunkyong America Inc.
Tenneco
TIAA-CREF
UBS
Verizon Communications
Zweig Companies

Lander graduates have distinguished themselves at top tier law firms such as:

Davis Polk
Debevoise & Plimpton
Dewey LeBoeuf
Fried, Frank, Harris, Shriver & Jacobson
Jones, Day, Reavis & Pogue
Kay, Scholer
Kelley, Drye & Warren
Proskauer Rose, LLP
Robinson & Silverman
Ropes and Gray
Schulte Roth & Zabel LLP
Skadden, Arps
Simpson Thatcher and Barlett
Sullivan and Cromwell
Weil, Gotshal & Manges

Medical Centers, government agencies, and universities employing Lander graduates include:

Boston Children's Hospital
Children's Memorial Hospital (Chicago)
Columbia Presbyterian Medical Center
Federal Reserve Bank
US Food & Drug Administration
Fordham University
Maimonides Medical Center
Montefiore Medical Center
Mount Sinai Medical Center
New York City Department of Education
New York County District Attorney's Office
New York State Controller's Office
NYU Hospital for Joint Diseases
King's County District Attorney's Office
Pace University
Rockefeller University
United States Healthcare Financing Administration
University of Pennsylvania Medical Center
US Veteran's Administration
York University (Toronto)

ADVISEMENT

Touro University provides advisement and guidance in helping students map out their academic program and to make informed career decisions. The Office of Advisement and Counseling assists students in exploring their interests, identifying career options and choosing a major. Various instruments and tests, including the Strong Interest Inventory Test, are utilized to supplement individual one-on-one counseling sessions. Advisors meet with students individually, and also conduct group workshops. The staff also provides confidential personal guidance to assist students with personal problems, or emotional difficulties.

At registration, as well as during the semester, departmental advisors, as well as academic advisors, help student to select appropriate courses in order to satisfy all degree requirements. The department also conducts "senior checks" for students as they approach graduation to determine whether the student has met all of the requirements for graduation.

Tutoring in selected fields such as business, English, mathematics, and the natural sciences is provided as a free service by staff, peer tutors, and graduates of Touro.

Students interested in pursuing graduate degrees in such fields as business (MBA), computer science, education and special education, health sciences, law, medicine and dentistry, pharmacy, psychology, and speech therapy are counseled regarding all steps of the application process, including the required admission tests, and are given guidance in selecting appropriate professional schools.

STUDENT SERVICES

Student Services representatives are available to prospective, current, and prior Lander Colleges students by contacting the Touro HelpDesk:

Web: help.touro.edu
E-mail: help@touro.edu
Phone: 1-844-868-7666

STUDENTS WITH DISABILITIES

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

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

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

Students seeking reasonable accommodations must:

1) Complete the *Application for Accommodations & Services*.

2) Provide documentation as described in the *Guide to Documentation Requirements*.
3) Participate in an interactive dialogue with the OSDS coordinator.

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

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

A copy of the *Application for Accommodations & Services* may be available by contacting the Office of the Director for Student Disabilities Services for the Lander Colleges, Dr. Joel Dickstein, Joel.Dickstein@touro.edu.

STUDENT RIGHTS AND RESPONSIBILITIES

Student Rights

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

Student Responsibilities

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

GRIEVANCE POLICY

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

For more information and a copy of the office of student disability services handbook, please visit https://www.touro.edu/departments/student-disability-services/

OFFICE OF CAREER SERVICES

The Office of Career Services assists students seeking internships and full-time employment. Career counselors work with students to assist with resume preparation, LinkedIn, interviewing skills, networking, and researching companies. Our online platform, Handshake, connects students with employers and facilitates opportunities for employment with companies across various industries.

Each year, Career Services organizes two Career Fairs, which bring leading employers from different companies to interview students for jobs and internships. One Career Fair takes place in the fall semester and the second in the spring semester.

IMPORTANT: The Office of Career Services makes no guarantee nor implication of placement.

INTERNSHIPS

New York City is rich with challenging and interesting internships. An internship will enable students to explore a particular career field, to acquire the work experience that many employers seek, and to create a resume that truly stands out. Touro students have recently held internships with PwC, Deloitte, Cross River Bank, Mercer, AmTrust Financial, AFLAC, AIG, B & H Photo, NY Queens Presbyterian, and Northwell Health.

ADMISSIONS

Touro University draws its students from all regions of the United States and from many foreign countries. In recent years, students in the Lander Divisions of Touro University included registrants from California, Connecticut, Florida, Georgia Illinois, Maryland, Michigan, Minnesota, Missouri, New Jersey, New York, Ohio, Oregon, Pennsylvania, Rhode Island, Tennessee, Texas, Washington, and Wisconsin. Students from abroad have come from Australia, Austria, Belarus, Belgium, Canada, England, Israel, Mexico, Russia, and Switzerland. Currently, more than 1,400 students are enrolled in the various baccalaureate programs of the Lander Divisions.

Secondary school averages for students enrolled in the Lander Divisions have consistently been in the mid-to-high "B" range. For the 2015-2016 entering class, the mean combined score (Critical Reading, Math and Written) for the SAT was 1720.

ADMISSION DECISIONS

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

Three major 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), the American College Testing Program (ACT) and, where available, the New York State Regents Examinations.
3. Personal qualities and extracurricular activities that reflect the character and personality of the applicant.

The Lander College for Men requires a personal interview with a member of the faculty.

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

The Committee on Admissions looks for a "B" average in high school, or its equivalent, when evaluating candidates as freshmen or transfer students who have not taken approximately 60 secular college credits. In addition to overall high school performance, the Committee looks for 16 units of secondary school work in college preparatory subjects. Candidates from schools in New York State should take the Regents Examination in at least the five mandatory subjects. The 16 units required for admission to Touro University 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 of 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 11credits:

- English.....3
- Additional Language 2
- Social Studies 2
- Mathematics 2
- Science 2

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. Please note, despite the fact a student is admitted as an early admission candidate, New York State requires the student to obtain a high school diploma or GED before one can earn a baccalaureate degree. Please contact the Office of Admissions for additional information regarding this policy.

ADMISSION PROCEDURES

THE ADMISSIONS SCHEDULE

The Lander Divisions admit students for the Fall, Spring or Summer semesters. Candidates may apply at any time after completion of the junior year of high school, preferably by May 15. Candidates for Spring admission 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.

REQUIREMENTS FOR A 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. The application should be submitted online.
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, but transcripts can be sent by email to; admissions.lander@touro.edu. 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**. College Board scores are optional. However, because these scores may be used for consideration for scholarships, Honors programs and other linkages it is 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, Touro College's score report number is 2902; for the ACT, it is 2961. **NOTE:** Students who wish to be considered for honors program admission must take either of these examinations.
4. **Interview/Campus Visit**. Candidates may be invited for a personal interview with a representative of the Lander Colleges 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. Lander College faculty, students, and staff enjoy meeting with prospective students and their families and discussing college life with them. Where appropriate, a student host will spend part of the day with applicants to show them around the school. Admissions representatives and faculty will be available to answer questions and provide additional information about the Lander Colleges. Where applicants are unable to come to the campus, the Office of Admissions can often arrange local meetings with Lander College representatives. Please call the Office of Admissions to schedule a college visit.
5. **English Proficiency Examination**. 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. 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: NON-MATRICULATED, TRANSFER, AND 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 Touro University from their home college or a copy of their baccalaureate or master's transcript. Students admitted as non-matriculates 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 Touro learning community. In addition to high school transcripts, transfer applicants are required to submit official transcripts from all colleges or universities attended prior to enrolling at Touro. Transcripts from previously-attended institutions must be received as part of the admissions process. Official transcripts for the Lander Colleges and their affiliates should be sent directly from the issuing school to the Office of Admissions, Touro University, 1602 Avenue J, Brooklyn, NY 11230. Transcripts may also be emailed to: admissions.lander@touro.edu

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 that 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 less than 60 college credits.

Credits are usually awarded for liberal arts and sciences, business, computer science, education, human services, humanities, physical and mathematical sciences, and social science courses which were completed at accredited institutions with a minimum grade of "C." Courses may be transferred to satisfy credit requirements toward a degree, but may not necessarily be accepted to meet specific Touro University requirements or the requirements of a major or professional sequence. It may be necessary to schedule a conference with department chairpersons if transfer credits are being offered to fulfill major, concentration, or other requirements. Any decisions regarding transfer of credit for professional courses or coursework taken at non-accredited institutions are made directly by the appropriate program director or department chair. For further details please see the Touro University website or the Transfer Credits section elsewhere in this catalog.

All students entering the Lander Colleges will complete an English placement essay and will be placed in an appropriate course in the English Composition sequence. Students placed in English Composition I or below may not be able to transfer prior courses in English Composition completed at other institutions.

Students who have completed an associate's degree at an accredited institution will receive up to 60 credits toward the baccalaureate; however, they must meet both the liberal arts and sciences requirement and the specific course and credit distribution requirements of their selected certificate or baccalaureate degree program. The satisfaction of these requirements will entail a course-by-course evaluation of the student's transcript.

Transfer students may request in writing that the Office of the Registrar not evaluate prior college work completed at another school(s). This decision is irrevocable. Students who elect this option should be advised that credits earned for courses that they repeat at Touro University after already having received a passing grade at another institution will not count toward the minimum credit load for full-time status.

Transfer students should be aware that if they take a course at Touro which is transferable to Touro from a prior institution, that course will not count toward full-time status for financial aid purposes. This may have adverse financial aid implications, and a Financial Aid officer should be consulted for further information. If a student subsequently passes a course at Touro for which he/she received transfer credit for work at a prior institution, the transfer credit will be deleted.

In order to graduate with a baccalaureate degree from Touro University, a student must take a minimum of 45 credits in residence at Touro and 50% of the credits in his or her major at Touro. For this reason, no more than 75 credits may generally be transferred to Touro University.

Acceptance of Touro Credits by Other Institutions
The transferability of credits earned at Touro University is at the sole discretion of an institution to which a student may seek to transfer. Also, acceptance of a degree earned at Touro University is also at the sole discretion of any institution to which a student may seek to transfer.

International Students

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

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

Please note: Students who graduated from a foreign high school and wish to apply for New York State financial aid (TAP) must pass an "Ability to Benefit" (ATB) examination. Please contact the Office of Admissions for more information.

Foreign Student Disclaimer

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

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

Foreign Transcript Evaluation

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

ADMISSIONS INQUIRIES
All correspondence and inquiries concerning admission to any of the Lander Colleges should be directed to:

Office of Admissions
Touro University – Lander Colleges
1602 Avenue J Room 207
Brooklyn, NY 11230
(718) 252-7800 ext 59299 or 59320
Fax: (718) 338-6295
admissions.lander@touro.edu

PAYING FOR COLLEGE

Expenses associated with attending Touro University 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 by personal check, bank check and certified check, money order or Visa/MasterCard. 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 University receives the award.

TUITION AND FEES

Tuition and Fees 2023-2024

The following is the schedule of approved tuition and fees for the 2023-2024 academic year.

FLATBUSH MEN & WOMEN

		SEMESTER		
SEMESTER CHARGES	**SUMMER**	**FALL**	**SPRING**	**LATE SPRING**
WOMEN'S DIVISION				
Tuition (12 to 18 credits), flat rate	$3,800.00	$8,925.00	$8,925.00	N/A
Tuition (6-8 credits) per credit	$635.00	$750.00	$750.00	N/A
Laboratory Fee (per course)	$100.00	$100.00	$100.00	N/A
Administrative Fee (non-refundable) per term	$75.00	$150.00	$150.00	N/A
Online Course Fee (formerly Proctor U Fee)	$45.00 per course			
Technology Fee (per term)	N/A	$100.00	$100.00	N/A
MEN'S DIVISION				
Tuition (12 to 18 credits), flat rate	$3,800.00	$8,925.00	$8,925.00	N/A
Tuition (6-8 credits) per credit	$635.00	$750.00	$750.00	N/A
Laboratory Fee (per course)	$100.00	$100.00	$100.00	N/A
Administrative Fee (non-refundable)	$75.00	$150.00	$150.00	N/A
Online Course Fee (formerly Proctor U Fee)	$45.00 per course			
Technology Fee	N/A	$100.00	$100.00	N/A
POST-PESACH PROGRAM				
Tuition (3 credits)	N/A	N/A	N/A	$975.00
Tuition (6 credits)	N/A	N/A	N/A	$1,600.00

GENERAL FEES		
Application Fee	$50.00	
Graduation Fee	$200.00	
Life Experience Fee	$300.00	
Challenge Exam Fee	$120.00	
Returned Check fee	$40.00	
Transcript Fee	(please see "Transcripts," p. 209)	

LANDER COLLEGE FOR MEN

	SEMESTER			
SEMESTER CHARGES	**SUMMER**	**FALL**	**SPRING**	**LATE SPRING**
Tuition (12 to 18 credits) - Day Program flat rate	$3,800.00	$10,500.00	$10,500.00	N/A
Tuition (6-8 credits) - Day Program per credit	$635.00	$875.00	$875.00	N/A
Tuition (12 to 18 credits) - Eve Program flat rate	$3,800.00	$9,965.00	$9,965.00	N/A
Tuition (6-8 credits) - Eve Program per credit	$635.00	$835.00	$835.00	N/A
Laboratory Fee (per course)	$100.00	$100.00	$100.00	N/A
Administrative Fee (non-refundable) per term	$75.00	$150.00	$150.00	N/A
Student Activity Fee – Day Program (per term)	$155.00	$155.00	$155.00	N/A
Technology Fee	N/A	$100.00	$100.00	N/A
POST-PESACH PROGRAM				
Tuition - Dorm Student (3 credits)	N/A	N/A	N/A	$1,475.00
Tuition - Dorm Student (6 credits)	N/A	N/A	N/A	$2,060.00
Tuition (3 credits)	N/A	N/A	N/A	$975.00
Tuition (6 credits)	N/A	N/A	N/A	$1,600.00
Learning & Dorm only	N/A	N/A	N/A	$570.00
Optional Meal Plan	N/A	N/A	N/A	$1,000.00
GENERAL FEES				
Application Fee	$50.00			
Graduation Fee	$200.00			
Life Experience Fee	$300.00			
Challenge Exam Fee	$200.00			
Online Course Fee (formerly Proctor U Fee) (per online course)	$35.00			
Returned Check Fee	$40.00			
Transcript Fee	(please see “Transcripts,” p. 209)			
Late Registration Fee	$500.00			
DORM FEES				
Dorm Fee	N/A	$4,250.00	$4,250.00	N/A
Opal Dorm Fee	N/A	$3,185.00	$3,185.00	N/A
Dorm Fee	$530.00	N/A	N/A	N/A
Dorm Fee	$270.00	N/A	N/A	N/A
Dorm Deposit (non-refundable)	$155.00			
Dorm Application Fee	$50.00			
Dorm Security Fee	$305.00			

MEAL PLAN				
Full Meal Plan	N/A	$2,000.00	$2,000.00	N/A
Lunch Only	N/A	$1,100.00	$1,100.00	N/A
Dinner Only	N/A	$1,100.00	$1,100.00	N/A

LANDER COLLEGE FOR WOMEN

	SEMESTER			
SEMESTER CHARGES	**SUMMER**	**FALL**	**SPRING**	**LATE SPRING**
Tuition (12 to 18 credits) flat rate	$3,800.00	$10,480.00	$10,480.00	N/A
Tuition (6-9 credits) per credit	$635.00	$920.00	$920.00	N/A
Tuition (3-5 credits)				
Laboratory Fee (per course)	$100.00	$150.00	$150.00	N/A
Administrative Fee (non-refundable)	$75.00	$150.00	$150.00	N/A
Technology Fee	N/A	$100.00	$100.00	N/A
Videoconference fee (per course)	N/A	$100.00	$100.00	N/A
Online Course Fee (formerly) Proctor U Fee) (per online course)	N/A	$45.00	$45.00	N/A
POST-PESACH PROGRAM				
Tuition (3 credits)	N/A	N/A	N/A	$975.00
Tuition (6 credits)	N/A	N/A	N/A	$1,600.00
GENERAL FEES				
Application Fee	$50.00			
Graduation Fee	$200.00			
Life Experience Fee	$300.00			
Challenge Exam Fee	$200.00			
Returned Check fee	$40.00			
Transcript Fee	(please see "Transcripts," p. 209)			
Late Registration Fee	$500.00	New students are required to make a deposit of $1,000 by July 1 or receive a penalty of $500.		
DORM FEES				
Dorm Tuition - incoming	$980.00	$5,665.00	$5,665.00	
Dorm Tuition - returning	$980.00	$5,665.00	$5,665.00	
Dorm Application Fee - Per year	$50.00			
Dorm Security Fee - Per year	$300.00			
Dorm Activity Fee	N/A	$150.00	$150.00	N/A

TOURO UNIVERSITY FLORIDA

	SEMESTER			
SEMESTER CHARGES	**SUMMER**	**FALL**	**SPRING**	**LATE SPRING**
Tuition (12 to 18 credits) flat rate	N/A	$8,925.00	$8,925.00	N/A
Tuition (6-8 credits) per credit	N/A	$750.00	$750.00	N/A
Laboratory Fee (per course)	N/A	$100.00	$100.00	N/A
Administrative Fee (non-refundable) per term		$50.00	$50.00	N/A
Online Course Fee (formerly Proctor U Fee)	$45.00 per course			
Technology Fee (per term)	N/A	$100.00	$100.00	N/A

FRESHMAN CENTERS 2023-2024	
Kulanu Freshman Center	
Tuition—Undergraduate (per credit)	$100.00
Administrative Fee (non-refundable) per semester	$50.00
Heichal Freshman Center	
Tuition—Undergraduate (per credit)	$165.00
Administrative Fee (non-refundable) per semester	$50.00
Yesodei Freshman Center	
Tuition—Undergraduate (per credit)	N/A
Administrative Fee (non-refundable) per semester	N/A

TOURO COLLEGE ISRAEL OPTION (TCIO) 2023-2024	
Administrative Fee	$1,100.00 until June 15
	$1,250.00 until July 15
	$1,350.00 until August 15
	$1,500.00 after August 15

Tuition cost is determined based on seminary/yeshiva cost.

TOURO COLLEGE – ISRAEL (TCI) 2023-2024	
Tuition—Undergraduate (per credit)	$460.00
Administrative Fee (non-refundable) per semester	$120.00
Computer/Lab Fee (per course)	$120.00
Late Registration Fee	N/A
Withdrawal Fee (per class)	N/A
Graduation Fee	$200.00
Returned Check Fee	$40.00
Transcript Fee (please see “Transcripts,” p.209)	

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

Tuition Liability for Withdrawal

Policy for Withdrawing from All Classes

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

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

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

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

Students who wish to withdraw from all courses in a given semester without officially withdrawing from a program must complete an Add/Drop form (see Dropping a Course, p. 185).

When withdrawing from ALL classes, the following tuition refund schedule will apply:
Summer Semester (up to 8 weeks in length)

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

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

Fall & Spring semesters - When withdrawing from all courses, the following tuition refund schedule will apply:

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

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

Policy for Withdrawing from a Partial Load

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

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

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

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

Summer Semester (up to 8 weeks in length) – when withdrawing from a Partial Load, the following tuition refund schedule will apply:

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

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

Fall & Spring Semesters – When withdrawing from a Partial Load, the following tuition refund schedule will apply:

- Before the first day of the semester..... 100% of tuition Credit for course(s) dropped
- During the add/drop period ..... 100% of tuition Credit for course(s) dropped
- During the week following the add/drop period..... 50% of tuition Credit for course(s) dropped
- During the second week following the add/drop period 20% of tuition Credit for course(s) dropped
- After the second week following the add/drop period No refund

The Administrative Fee is non-refundable for all semesters.

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

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

Refunds will be made within 30 days of the date from which the student has withdrawn their enrollment.

Office of the Bursar

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

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

Refunds due to overpayment or as proceeds of student loans are processed within 14 days of the credit reflected on your account. We strongly recommend that students use the Electronic Funds Transfer (Direct Deposit) option, which allows you to receive your refunds via electronic deposit to the bank account of your choice. To sign up, access your student account via TouchNet. Select Refund and follow the instructions. If you paid by credit card, your card will be refunded.

TouchNet is Touro's means of providing our student body 24-hour access to account activity, making payments and setting up payment plans online. To access TouchNet, login to TouroOne at www.touroone.touro.edu following the user and password guidelines, and then select "TouchNet" from the menu.

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

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

For questions and concerns, please contact the TouroOne HelpDesk at help@touro.edu or 844-868-7666.

TUITION PAYMENT PLANS

Tuition plans are available. Please make inquiries via the TouroOne helpdesk.

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

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

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

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

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

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

FINANCIAL AID: UNDERGRADUATE STUDENTS

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

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

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

Students must meet satisfactory academic progress (SAP) requirements at all times in order to receive and retain financial aid.

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

https://studentaid.gov/h/apply-for-aid/fafsa - Federal website for submitting the free application for Federal student aid
https://studentaid.gov/plus-app/parent/landing - Federal website for student and parent loan applications and information
https://studentaid.gov - Federal website for reviewing the student's financial aid history
https://www.csac.ca.gov/cal-grants - state website for California students to apply for various grants
http://www.isac.org/students/ - state website for Illinois students to apply for various grants
https://www.hesc.ny.gov/ - state website for New York students to apply for various grants

FINANCIAL AID SELF-SERVICE AND STUDENT ADMINISTRATIVE SERVICES HELPDESK

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

Visit https://touroone.touro.edu.

As part of our financial aid self-service TouroOne tool, our student services helpdesk aims to assist all students in the Touro university system with their student services questions.

You can contact the helpdesk link HomePage Service Portal - Touro Service Portal (service-now.com) or via email at help@touro.edu.

FEDERAL APPLICATION REQUIREMENTS AND PROCEDURES

All students who wish to apply for financial aid must complete a free application for Federal student aid (FAFSA® or a renewal FAFSA) and submit it to the US. department of education (ed) once for each academic year. The FAFSA can be completed online at https://studentaid.gov/h/apply-for-aid/fafsa

Applications become available on October 1 for the upcoming school year that begins with the following summer semester. For example, for the 2023-2024 academic year (which includes the summer 2023, fall 2023, and spring 2024 semesters) the FAFSA was available on October 1, 2022.

Financial aid funding is designed to help bridge the gap between the cost of attending a college and the student's (and parent's, when applicable) available resources. Most awards are determined by need. Please note, financial need has

no bearing on admission decisions. Touro administers Federal, state, institutional and local sources of aid, as detailed in the following pages.

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

The FAFSA is available online at https://studentaid.gov/h/apply-for-aid/fafsa. We strongly recommend you create your StudentAid.gov account before starting your FAFSA form. When you create your account, be careful to enter your name and Social Security number (SSN) exactly as they appear on your Social Security card.

You might need the following information or documents as you fill out the 2024–25 FAFSA form:

- Your parents' SSNs if you're a dependent student
- Tax returns
- Records of child support received
- Current balances of cash, savings, and checking accounts
- Net worth of investments, businesses, and farm
- Your Social Security number (it's important that you enter it correctly on the FAFSA form!)
- Your parents' SSNs if you are a dependent student
- Your driver's license number (if you have one)
- Your A-number if you are not a U.S. citizen
- Federal tax information, tax documents, or tax returns, including IRS W-2 information, for you (and your spouse, if you are married), and for your parents if you are a dependent student:
    - IRS Form1040 **or**
    - Foreign tax return **or**
    - IRS Form 1040-NR **or**
    - Tax return for Puerto Rico, Guam, American Samoa, the U.S. Virgin Islands, the Marshall Islands, the Federated States of Micronesia, or Palau
- Records of your (and, if you're a dependent student, your parents') untaxed income, such as child support received, interest income, and veterans noneducation benefits
- Information on cash; savings and checking account balances; investments, including stocks, bonds, and real estate (but not including the home in which you live); and business and farm assets for you and for your parents if you are a dependent student

Keep these records! You may need them again. Do not mail these supporting records to us.

If you have any questions, don't hesitate to ask your financial aid office for help or call 1-800-433-3243.

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

BASIC ELIGIBILITY REQUIREMENTS ARE THAT YOU MUST:

- demonstrate financial need for need-based Federal student aid programs.
- be a U.S. citizen or an eligible noncitizen.

- have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau).
- be enrolled or accepted for enrollment as a regular student in an eligible degree or certificate program
- maintain satisfactory academic progress.
- provide consent and approval to have your Federal tax information transferred directly into your 2024–25 Free Application for Federal Student Aid (FAFSA®) form, if you're applying for aid for July 1, 2024, to June 30, 2025.
- sign the certification statement on the FAFSA form stating that you're not in default on a Federal student loan, you do not owe money on a Federal student grant, and you'll only use Federal student aid for educational purposes; and show you're qualified to obtain a college or career school education by having a high school diploma or a state-recognized equivalent such as a General Educational Development (GED) certificate.
- be completing a high school education in a homeschool setting approved under state law (or—if state law does not require a homeschooled student to obtain a completion credential—completing a high school education in a homeschool setting that qualifies as an exemption from compulsory attendance requirements under state law).

OR

- be enrolling in an eligible career pathway program and meeting one of the "ability-to-benefit" alternatives described below.

IMPORTANT: On the 2024-2025 FAFSA form a "contributor" refers to anyone (you, your spouse, your biological or adoptive parent or your parent's spouse) who's required to provide information on the FAFSA form. If a required contributor doesn't provide consent and approval to have their Federal tax information transferred into your FAFSA form, you won't be eligible for Federal student aid even if they manually enter tax information into the FAFSA form.

FEDERAL VERIFICATION

Getting Your FAFSA Submission Summary

Whether you receive your FAFSA Submission Summary online or on paper depends on whether you provide a valid email address on your FAFSA form.

If you provided a valid email address on your FAFSA form, you'll receive an email letting you know when your FAFSA Submission Summary is available to view online in account Dashboard. The online FAFSA Submission Summary is available after your FAFSA form is processed.

If you didn't provide a valid email address on your FAFSA form, you'll receive a paper FAFSA Submission Summary via postal mail.

If you have a StudentAid.gov account and your FAFSA information has been processed, you can view your online FAFSA Submission Summary regardless of the method (online or on a FAFSA PDF) you used to file a FAFSA form or whether you provided an email address or not. View your online FAFSA Submission Summary by:

- logging in using your account username and password
- navigating to your account Dashboard
- selecting your processed FAFSA submission
- selecting "View FAFSA Submission Summary"

You might see a note on your FAFSA Submission Summary saying you've been selected for verification; or your school might contact you to inform you that you've been selected. Verification is the process your school uses to confirm that the data reported on your FAFSA form is accurate. If you're selected for verification, your school will request additional documentation that supports the information you reported.

Don’t assume you’re being accused of doing anything wrong. Some people are selected for verification at random; and some schools verify all students' FAFSA forms. All you need to do is provide the documentation your school asks for—and be sure to do so by the school’s deadline, or you won’t be able to get Federal student aid.

In most cases, you won't have to verify income and tax information. However, if you are selected for verification, the school may ask you to submit a tax transcript or other documentation to confirm the information you reported.

STATUS FOR PURPOSES OF FEDERAL STUDENT AID

DEPENDENCY

Your dependency status determines whose information you must report when you fill out the Free Application for Federal Student Aid (FAFSA®) form.

If you’re a dependent student, you will report your and your parents’ information.

If you’re an independent student, you will report your own information (and, if you’re married, your spouse’s).

A dependent student is assumed to have the support of parents, so the parents’ information must be assessed along with the student’s to get a full picture of the family’s financial resources. If you’re a dependent student, it doesn’t mean your parents are required to pay anything toward your education; this information is simply used to determine the student’s maximum eligibility for Federal student aid.

Dependent or Independent

Your answers to questions on the FAFSA® form determine whether you are considered a dependent or independent student.

Here are the questions that determine your dependency status for the 2024–25 school year:

- Were you born before Jan. 1, 2001?
- As of today, are you married? (Answer “No” if you are separated but not divorced.)
- At the beginning of the 2024–25 school year, will you be working on a master’s or doctorate program (such as an M.A., MBA, M.D., J.D., Ph.D., Ed.D., graduate certificate, etc.)?
- Are you currently serving on active duty in the U.S. armed forces for purposes other than training? (If you are a National Guard or Reserves enlistee, are you on active duty for other than state or training purposes?)
- Are you a veteran of the U.S. armed forces?*
- Do you have children or other people (excluding your spouse) who live with you and who receive more than half of their support from you now and between July 1, 2024, and June 30, 2025?
- At any time since you turned age 13, were you an orphan (no living biological or adoptive parent)?
- At any time since you turned age 13, were you a ward of the court?
- At any time since you turned age 13, were you in foster care?
- Are you or were you a legally emancipated minor, as determined by a court in your state of residence?
- Are you or were you in a legal guardianship with someone other than your parent or stepparent, as determined by a court in your state of residence?
- At any time on or after July 1, 2023, were you unaccompanied and either (1) homeless or (2) self-supporting and at risk of being homeless?

Answered “No” to Every Question

If so, then for Federal student aid purposes, you’re considered a dependent student, and you must provide information about your parents when you fill out the FAFSA form.

Not living with parents or not being claimed by them on tax forms does not make you an independent student for purposes of applying for Federal student aid.

Which Parent's Information to Report on the 2024–25 FAFSA® Form

If your legal parents (biological or adoptive parents) are married to each other, or are not married to each other and live together, you should report information about both of them on your FAFSA form. However, we recognize that many situations are a little more complicated, so we've provided information on how to figure out which parent(s) should provide information on the 2024–25 FAFSA form as a contributor.

A contributor refers to anyone (you, your spouse, your biological or adoptive parent, or your parent's spouse) who's required to provide information on your 2024–25 FAFSA form.

Don't Live With My Parents

You still must answer the questions about your parents if you're considered a dependent student.

My Parents Refuse to Provide Information on My FAFSA® Form

You can't be considered independent of your parents just because they refuse to help you with this process. If you do not provide their information on the FAFSA form, the application will be considered "rejected," and you may not be able to receive any Federal student aid. The most you would be able to get (depending on what the financial aid office at your college or career/trade school decides) would be an unsubsidized Direct Loan. The FAFSA instructions will tell you what to do if you are in this situation.

No Contact With My Parents

If you have no contact with your parents and don't know where they live, or you've left home due to an abusive situation, select "Yes" to the "Do unusual circumstances prevent the student from contacting their parents or would contacting their parents pose a risk to the student?" question on the 2024–25 FAFSA form. You'll be considered provisionally independent. To complete your application, you should contact the financial aid office at the college or career/trade school you plan to attend to find out what supporting documentation you'll need to submit directly to the school.

Changes to My Personal Circumstances

If your personal circumstances change after you submit your 2024–25 FAFSA form, contact your school's financial aid office to ask if they have a policy that allows you to update your dependency status. The financial aid staff will tell you what to do.

TUITION PAYMENT PLANS

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

FEDERAL GRANTS: UNDERGRADUATE STUDENTS

FEDERAL PELL GRANT

Federal Pell Grants usually are awarded only to undergraduate students who display exceptional financial need and have not earned a bachelor's, graduate, or professional degree. (In some cases, however, a student enrolled in a postbaccalaureate teacher certification program might receive a Federal Pell Grant.) You may be eligible to receive a Federal Pell Grant if you are confined or incarcerated and enrolled in an approved Prison Education Program, or are subject to an involuntary civil commitment upon completion of a period of incarceration for a forcible or nonforcible sexual offense.

Alert: Don't accept unexpected offers of financial aid or help (such as a "pandemic grant" or "Biden loan forgiveness") without checking with your school to see if the offer is legit. Learn how to avoid scams.

A Federal Pell Grant, unlike a loan, does not have to be repaid, except under certain circumstances. Find out why you might have to repay all or part of a Federal grant.

You may not receive Federal Pell Grant funds from more than one school at a time.

PELL GRANT LIFETIME ELIGIBILITY USED (LEU)

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

FEDERAL SUPPLEMENTAL EDUCATION OPPORTUNITY GRANT (FSEOG)

The Federal supplemental educational opportunity grant (FSEOG) program provides need-based grants to assist low-income undergraduate students in financing the costs of postsecondary education and may be available to students who are eligible for Federal Pell Grants. Federal funds are limited for this program; only applicants who demonstrate the greatest financial need are considered for FSEOG.

FSEOG is awarded by the office of financial aid. Students must file a FAFSA as part of the application process for FSEOG. Eligibility is determined annually based on results from the FAFSA and available funds. Students must maintain satisfactory academic progress as determined by the applicable Touro degree program rules to receive FSEOG.

FEDERAL WORK-STUDY: UNDERGRADUATE AND GRADUATE STUDENTS

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

Participation in the FWS program is determined by student eligibility, need, available funding, and job availability. Touro is responsible for selecting recipients and determining award amounts. The FWS hourly wage is at least the minimum wage. Students are currently permitted to work up to 20 hours per week when school is in session and up to 30 hours per week when school is not in session.

Interested students should complete the free application for Federal student aid (FAFSA) at https://studentaid.gov/h/apply-for-aid/fafsa and indicate a desire to participate in the Federal work study program on the FAFSA application. The Office of Financial Aid determines the student's eligibility based on demonstrated financial need and availability of FWS funds. Eligible students who would like to participate in the FWS program must accept the offer of assistance and contact the office of financial aid. If a student fails to contact the office of financial aid by the first week in October for the fall semester, or the first week in February for the spring semester, there is a risk that the FWS award may be canceled. Funds are limited and there is usually a waiting list of students who would like to obtain positions.

Please be aware that the amount of FWS indicated in the student's portal is not deducted from the student's tuition bill, but rather reflects the amount of money available for the student to earn under the program. It is the student's responsibility to apply for a work study position through TouroOne portal. Renewal is dependent upon continued demonstration of financial need, availability of Federal funds and maintenance of the minimum academic standards established by the U.S. Department of Education and Touro. Students are required to file the FAFSA and indicate a desire to participate each year for continued determination of eligibility.

In order to begin working in the FWS program students must complete and submit various documents and information. The documents and information must be reviewed and approved by the Office of Financial Aid and other Touro departments. Students who complete hours before being officially approved to participate in the FWS program will not have been added to the payroll system and any hours will be considered to have been volunteered. Students cannot be retroactively paid for any hours they completed before their eligibility to work was established. Until students have received official approval (as detailed in FWS documents and instructions) from Touro to begin working they cannot and will not be paid for any hours they might voluntarily complete.

LOANS: UNDERGRADUATE STUDENTS

Federal Perkins Loans

Touro previously participated in the Federal Perkins Loan Program, which ended on June 30, 2018. Perkins was a fixed-rate, low interest (5%) educational loan offered to undergraduate and graduate students with exceptional financial need such as students with the lowest Expected Family Contribution (EFC). Eligibility was based on financial need as determined by Federal calculations from the FAFSA. Legislated loan limits were up to $5,500 for each year of undergraduate study (undergraduate aggregate limit was $27,500).

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

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

FEDERAL STUDENT LOANS

If you apply for financial aid, you may be offered loans as part of your school's financial aid offer. A loan is money you borrow and must pay back with interest.

If you decide to take out a loan, make sure you understand who is making the loan and the terms and conditions of the loan. Student loans can come from the Federal government, from private sources such as a bank or financial institution, or from other organizations. Loans made by the Federal government, called Federal student loans, usually have more benefits than loans from banks or other private sources. Learn more about the differences between Federal and private student loans.

What types of Federal student loans are available?

The U.S. Department of Education's Federal student loan program is the William D. Ford Federal Direct Loan (Direct Loan) Program. Under this program, the U.S. Department of Education is your lender. There are four types of Direct Loans available:

- Direct Subsidized Loans are loans made to eligible undergraduate students who demonstrate financial need to help cover the costs of higher education at a college or career school.
- Direct Unsubsidized Loans are loans made to eligible undergraduate, graduate, and professional students, but eligibility is not based on financial need.
- Direct PLUS Loans are loans made to graduate or professional students and parents of dependent undergraduate students to help pay for education expenses not covered by other financial aid. Eligibility is not based on financial need, but a credit check is required. Borrowers who have an adverse credit history must meet additional requirements to qualify.
- Direct Consolidation Loans allow you to combine all of your eligible Federal student loans into a single loan with a single loan servicer.

What's the difference between Direct Subsidized Loans and Direct Unsubsidized Loans?

In short, Direct Subsidized Loans have slightly better terms to help out students with financial need.
Direct Subsidized Loans are available to undergraduate students with financial need.

The U.S. Department of Education pays the interest on a Direct Subsidized Loan while you're in school at least half-time, for the first six months after you leave school (referred to as a grace period*), and during a period of deferment (a postponement of loan payments).

Direct Unsubsidized Loans are available to undergraduate and graduate students; there is no requirement to demonstrate financial need.

You are responsible for paying the interest on a Direct Unsubsidized Loan during all periods.

During periods of time when you are not required to make payments—such as while you are in school, in a deferment, or in a forbearance—your interest will accrue (accumulate) and it will in certain instances be capitalized (which means that your interest will be added to the principal amount of your loan). Whether your unpaid interest capitalizes or not,

you are still responsible for paying the interest that accrues. You can always choose to pay the interest that accrues even when you are not required to make a payment.

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

ANNUAL AND AGGREGATE FEDERAL DIRECT STAFFORD LOAN LIMITS

Dependent Undergraduate					
	Freshman	**Sophomore**	**Junior**	**Senior**	**Aggregate Limit**
Stafford (Subsidized / Unsubsidized)	$3,500	$4,500	$5,500	$5,500	$23,000
Additional Unsubsidized Stafford	$2,000	$2,000	$2,000	$2,000	$8,000
Total Stafford	$5,500	$6,500	$7,500	$7,500	$31,000
Independent Undergraduate/Dependent Undergraduate with PLUS Denial					
	Freshman	**Sophomore**	**Junior**	**Senior**	**Aggregate Limit**
Stafford (Subsidized / Unsubsidized)	$3,500	$4,500	$5,500	$5,500	$23,000
Additional Unsubsidized Stafford	$6,000	$6,000	$7,000	$7,000	$34,500
Total Stafford	$9,500	$10,500	$12,500	$12,500	$57,500
Graduate					
	Graduate Limit	**Aggregate Limit**			
Unsubsidized Stafford	$20,500*	$138,500			
*Ineligible for Subsidized Stafford Loans first disbursed on or after July 12, 2012					

Interest Rates for New Direct Loans

Under the Higher Education Act of 1965, as amended, interest rates are determined each spring for new Direct Loans being made for the upcoming award year, which runs from July 1 to the following June 30. Each loan has a fixed interest rate for the life of the loan.

The following table provides the fixed interest rates for new Direct Loans first disbursed on or after July 1, 2023, and before July 1, 2024. These rates will apply to new Direct Subsidized Loans, Direct Unsubsidized Loans, and Direct PLUS Loans made during this time.

Loan Type	Borrower Type	Fixed Interest Rate
Direct Subsidized Loans and Direct Unsubsidized Loans	Undergraduate	5.50%
Direct Unsubsidized Loans	Graduate or Professional	7.05%
Direct PLUS Loans	Parents and Graduate or Professional Students	8.05%

Fees for Federal Student Loans

Most Federal student loans have loan fees. These fees are a percentage of the total loan amount.

A loan fee is deducted from the amount of money that is disbursed (paid out) to you while you're in school. This means the money you receive will be less than the amount you actually borrow.

You're responsible for repaying the entire amount you borrowed, not just the amount you received.

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

Loan Fees for Direct Subsidized Loans and Direct Unsubsidized Loans

First Disbursement Date	Loan Fee
On or after 10/1/20 and before 10/1/24	1.06%
On or after 10/1/19 and before 10/1/20	1.06%

Loan Fees for Direct PLUS Loans

First Disbursement Date	Loan Fee
On or after 10/1/20 and before 10/1/24	4.23%
On or after 10/1/19 and before 10/1/20	4.24%

FEDERAL DIRECT PLUS LOAN PROGRAM

The Federal Direct PLUS Loan

Eligibility requirements for a parent to get a Direct PLUS Loan:

- You must be the biological or adoptive parent (or, in some cases the stepparent) of the student for whom you are borrowing.
- Your child must be a dependent undergraduate student who is enrolled at least half-time at a school that participates in the Direct Loan Program. Generally, your child is considered dependent if
- He or she is under 24 years of age, has no dependents, and is not married, a veteran, a graduate or professional degree student, or a ward of the court. Learn about dependency status at https://studentaid.gov/apply-for-aid/fafsa/filling-out/dependency.
- You cannot have an adverse credit history (a credit check will be done).
- In addition, you and your child must be U.S. citizens or eligible noncitizens (see StudentAid.gov/noncitizen), not be in default on any Federal education loans, not owe an overpayment on a Federal education grant, and meet other general eligibility requirements for the Federal student aid programs.

Note: You can find the general eligibility requirements for the Federal student aid programs at https://studentaid.gov/understand-aid/eligibility .

How parents request a Direct PLUS Loan

Parents can use this application https://studentaid.gov/plus-app/parent/landing to:
request a Direct PLUS Loan:

- change the amount of a Direct PLUS Loan you previously requested
- authorize how the school may use your Direct PLUS Loan funds to pay for educational expenses.
- designate who the school pays any credit balance to.
- request deferment of repayment while the student is in school and for up to 6 months after.

Before you can receive a Direct PLUS Loan, you must complete a Direct PLUS Loan Master Promissory Note (Direct PLUS Loan MPN) https:/studentaid.gov/mpn/parentplus/landing, which explains all of the terms and conditions of Direct PLUS Loans and is your legally binding agreement to repay all Direct PLUS Loans you receive under the Direct PLUS Loan MPN.

If you have not previously completed a Direct PLUS Loan MPN, you will have an opportunity to do so after you complete this Direct PLUS Loan Request.

In addition to interest, you pay a loan fee that is a percentage of the principal amount of the loan. ED deducts the fee before you receive any loan money, so the loan amount you actually receive will be less than the amount you have to repay. See StudentAid.gov/interest for current loan fee rates.

PRIVATE LOANS

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

Students who owe balances from prior years or who are ineligible for Federal loans may wish to explore private loan funding.

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

INSTITUTIONAL PROGRAMS: FINANCIAL AID AND UNDERGRADUATE STUDENTS

FINANCIAL AID FOR CONSORTIUM AGREEMENTS

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

AMERICORPS

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

VETERANS BENEFITS

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

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

YELLOW RIBBON GI EDUCATION ENHANCEMENT PROGRAM

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

Students must be eligible for the Post-9/11 GI Bill® at the 100% rate to be considered for the Yellow Ribbon Program.

Specific eligibility requirements for the Yellow Ribbon Program may be found online at at https://www.gibill.va.gov Eligible students fit the criteria as follows:

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

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

TRANSFER OF POST-9/11 GI BILL® BENEFITS TO DEPENDENTS

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

1. Have at least 6 years of service in the Armed Forces (active duty and/or selected reserve) on the date of approval and agree to serve four additional years in the armed forces from the date of election.
2. Have at least 10 years of service in the Armed Forces (active duty and/or selected reserve) on the date of approval, are precluded by either standard policy (service or Department of Defense) or statute from committing to four additional years and agree to serve for the maximum amount of time allowed by such policy or statute.
3. Are or will become eligible for retirement during the period from Aug. 1, 2009 to July 31, 2012 and agree to serve an additional period of service noted in bulleted points a to d (see list below). Service members are considered eligible for retirement if they have completed 20 years of active Federal service or 20 qualifying years as computed pursuant to section 12732 of title 10 U.S.C. This will no longer be in effect on Aug. 1, 2013; on or after this date, all members must comply with items 1 and 2.
   a) For individuals eligible for retirement on Aug. 1, 2009, no additional service is required.
   b) For individuals eligible for retirement after Aug. 1, 2009 and before Aug. 1, 2010, one year of additional service is required.
   c) For individuals eligible for retirement on or after Aug. 1, 2010 and before Aug. 1, 2011, two years of additional service is required.
   d) For individuals eligible for retirement on or after Aug. 1, 2011 and before Aug. 1, 2012, three years of additional service is required.
4. Such transfer must be requested and approved while the member is in the Armed Forces.

Eligible Dependents

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

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

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

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

Nature of Transfer

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

Spouse:

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

Child:

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

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

WITHDRAWAL POLICY (FEDERAL RETURN TO TITLE IV)

OBJECTIVE

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

- the date of the institution's determination that a student withdrew
- the student's withdrawal date
- the student's last date of attendance.

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

BACKGROUND

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

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

POLICY

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

WITHDRAWAL DATE

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

OFFICIAL NOTIFICATION PROVIDED

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

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

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

OFFICIAL NOTIFICATION NOT PROVIDED

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

LAST DATE OF ATTENDANCE

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

DATE OF INSTITUTION'S DETERMINATION OF STUDENT WITHDRAWAL

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

DATE OF OFFICIAL NOTIFICATION PROVIDED

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

DATE OF OFFICIAL NOTIFICATION NOT PROVIDED

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

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

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

CALCULATION OF EARNED TITLE IV ASSISTANCE

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

will be equal to the percentage of the payment period completed by the student, when said percentage is less than 60%. If the student's withdrawal date occurs after the completion of 60% of the payment period, the percentage earned is 100%.

POST-WITHDRAWAL DISBURSEMENTS

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

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

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

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

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

REFUND OF UNEARNED FUNDS TO TITLE IV

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

REFUNDS BY THE UNIVERSITY

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

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

RETURN TO TITLE IV POLICY

The U.S. Department of Education's (ED) Return to Title IV (R2T4) policy requires Touro to calculate a refund and repayment of Title IV (Federal) financial aid received by students who cease attendance (includes both voluntary and involuntary separations from Touro) prior to the 60% point of a term for which they received Federal aid. The R2T4 calculation is based upon each student's amount of Federal financial aid and enrollment status; therefore, each calculation is unique. As a result of their individual calculations, students may be required to repay all or a percentage of their Federal aid. Students may owe immediate payments to both Touro and Department of Education.

Briefly, students earn a percentage of their Federal aid with each day they are enrolled in and attending their classes. When students separate from Touro we are required to calculate the percentage of Federal aid the student has earned as of the last day of enrollment and the remaining percentage that is unearned. Neither the student nor Touro is permitted to retain unearned Federal funds. Students that are required to repay any unearned funds that were used to pay their student account charges (such as tuition and fees) as well as any Title IV credit balance disbursements (refund monies) will be required to repay such funds directly to Touro and/or the Department of Education. The only Title IV funds that are excluded from the R2T4 calculation are Federal Work Study earnings.

PAYMENT PERIOD OR ENROLLMENT PERIOD

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

DOCUMENTATION

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

ADDITIONAL FINANCIAL AID POLICIES FOR UNDERGRADUATE STUDENTS

HIGH SCHOOL DIPLOMA

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

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

TRANSFER STUDENTS

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

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

FINANCIAL AID FOR REPEATED COURSEWORK: FINANCIAL AID IMPACT

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

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

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

REPEATED COURSEWORK: NEW YORK STATE TUITION ASSISTANCE PROGRAM REGULATIONS (TAP)

A student can repeat a course and have the course count as part of the minimum full-time or part-time course load for financial aid purposes when the student did not previously earn credit for the course.

A student who receives an F or a W in a course does not earn credit; therefore, courses in which F or W grades have been earned can be repeated and count towards full-time or part-time study requirements.

There are certain other circumstances in which a student can repeat a course and have it count as part of the minimum course load:

1. the grade earned is passing at the institution but not considered passing in a particular curriculum. For example, a student receives a D in a nursing course; D is a passing grade; however, any grade lower than a C in a nursing course is considered a failing grade. Thus, the nursing course in which the student earned the D can be repeated as part of the minimum full-time or part-time course load.
2. the course can be repeated and credit earned each time, such as physical education courses or certain language courses.

A student who earned a passing grade in a course but wishes to repeat the course in the hopes of improving the grade and overall grade point average cannot count the repeated course as part of the minimum course load.

In addition to the effect on full-time and part-time status, a repeated course in which a passing grade was previously earned cannot be used to meet the pursuit of program requirement (completing a certain percentage of the minimum full-time or part-time course load in each term an award is received) to maintain good academic standing. In other words, a course that an institution does not require a student to repeat in order for the student to earn credit toward a degree cannot be considered in determining whether the student has satisfied the pursuit requirement for a State award.

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

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

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

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

Touro is required to evaluate three components of a student's academic record: qualitative measure - cumulative grade point average; quantitative measure - pace of completion; and maximum timeframe, to determine if a student has achieved good academic standing and is making satisfactory progress toward graduation. Please see the complete Satisfactory Academic Progress Policy, found on pp. 198-203 of this Catalog and on the Touro website at http://www.touro.edu/students/policies/satisfactory-academic-progress-policy/. Inasmuch as some Touro programs are dual-degree, a student may transition from one progress standard to another during the course of their matriculation.

TOURO UNIVERSITY UNDERGRADUATE SCHOLARSHIPS, GRANTS, AND OTHER BENEFITS

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

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

TOURO ACADEMIC SCHOLARSHIPS

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

TOURO 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, students must complete the FAFSA application each year.

TOURO GRANTS

Touro Grants are awarded based on 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.

PRESIDENTIAL SCHOLARSHIPS

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

FINANCIAL AID REQUIRING NEW YORK RESIDENCY

MEMORIAL SCHOLARSHIPS FOR FAMILIES OF DECEASED POLICE OFFICERS AND FIREFIGHTERS

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

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

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

WORLD TRADE CENTER MEMORIAL SCHOLARSHIPS

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

To apply, print a copy of the World Trade Center Memorial Scholarship Application from https://www.hesc.ny.gov/pay-for-college/financial-aid/types-of-financial-aid/nys-grants-scholarships-awards/nys-world-trade-center-memorial-scholarship.html and mail with the necessary documentation to HESC Scholarship Unit, 99 Washington Avenue, Albany, NY 12255. Students must complete their FAFSAs, as well.

REGENTS AWARDS FOR CHILD OF VETERAN

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

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

MILITARY ENHANCED RECOGNITION INCENTIVE AND TRIBUTE - MERIT SCHOLARSHIP (MILITARY SERVICE RECOGNITION SCHOLARSHIP (MSRS)

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

FLIGHT 3407 MEMORIAL SCHOLARSHIP

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

AMERICAN AIRLINES FLIGHT 587 MEMORIAL SCHOLARSHIP

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

NYS SCHOLARSHIPS FOR ACADEMIC EXCELLENCE

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

Students must:

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

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

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

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

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

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

NYS ACHIEVEMENT AND INVESTMENT IN MERIT SCHOLARSHIP (NY-AIMS)

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

An applicant must:

- be a legal resident of NYS and have resided in NYS for 12 continuous months;
- be a U.S. citizen or eligible non-citizen;
- graduate from a NYS high school in the class of 2018 or later;
- enroll full time as a first-time student in an eligible NYS college for the fall 2018 or the corresponding fall term; and
- have achieved at least two of the following during high school:
    - have graduated with a grade point average (GPA) of 3.3 or above;
    - have graduated "with honors" on a New York State Regents diploma or received a score of 3 or higher on two or more Advanced Placement (or AP) examinations;
    - have graduated within the top 15% of his or her high school class.

In recent years, recipients have received annual award of $500.

HESC determines both the individual amount and total number of awards that will be granted to recipients for the academic year. In recent years HESC has made 5,000 awards each year, however; the number of awards to be made under this Program is subject to available funding.

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

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

The application deadline for the NY-AIMS is published each year on the HESC website.

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

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

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

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

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

NEW YORK LOTTERY LEADERS OF TOMORROW SCHOLARSHIP

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

STATE GRANTS

NEW YORK STATE TUITION ASSISTANCE PROGRAM (TAP)

The Tuition Assistance Program is an entitlement program, which means that all eligible applicants receive awards. Award amounts are determined by type of school, level of study, tuition charges, and New York State net taxable income as reported on the New York State Express Tuition Assistance Program Applications (ETA) for TAP and other state aid eligibility**. In order to be eligible for state aid, a student must:**

- be a U.S. citizen or eligible noncitizen.
- be a New York State resident for at least one year prior to the semester for which aid is sought.
- be enrolled full-time and matriculated in an approved NYS post-secondary program (students may be enrolled on a part-time time basis for Summer).
- be in good academic standing.
- have graduated from high school within the United States, have a GED, or demonstrate the ability to benefit.
- be within the prescribed income limitations.
- not be in default on a student loan guaranteed by HESC and not be in default on any repayment of state awards.
- have at least a cumulative "C" average after receipt of two annual payments of the state- sponsored student financial aid.
- have completed a Free Application for Federal Student Aid (FAFSA) or the Renewal FAFSA. Annual TAP awards for the academic year 2019-2020 will range between $500-$5165.

Undergraduate students may receive up to eight semesters of TAP for full-time study in a baccalaureate program, or up to six semesters of TAP for full-time study in an Associate's program.

ABILITY TO BENEFIT

First-time state aid recipients in the 2006-2007 academic year and thereafter, who do not have a certificate of graduation from a recognized school within the United States providing secondary education (a high school diploma or recognized equivalent), must attain a passing score on a Federally-approved ability to benefit (ATB) test.

TAP FOR SUMMER STUDY

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

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

NEW YORK STATE ACADEMIC STANDARD

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

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

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

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

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

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

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

ACADEMIC STANDARD CHARTS

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

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

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

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

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

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

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

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

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

NEW YORK STATE AID FOR PART-TIME STUDY (APTS)

This New York state grant program provides aid amounts up to $2,000 per year ($1,000 per semester) for eligible part-time students (3-11 credit hours per semester). Students must be enrolled for the entire 15 weeks of the semester for which they are seeking APTS. They must also be matriculated, maintain good academic standing, meet specified

income limits, be a U.S. citizen or eligible noncitizen, be a resident of New York State, not have exhausted TAP eligibility for full-time study and have a tuition charge of at least $100 per year. Funding is limited, and students are strongly urged to apply early. Students must submit all requested documentation to the Touro Office of Financial Aid as soon as requested.

NEW YORK STATE PART-TIME TAP

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

ADA PART-TIME TAP

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

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

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

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

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

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

Beginning # of points			18	
Fall 2017-18	3	1.5	19.5	No evaluation needed
Spring 2017-18	3	1.5	21	No evaluation needed
Fall 2018-19	9	4.5	25.5	Must evaluate: Student A is evaluated because he/she took 15 credits and accrued 7.5 payment points over three semesters. Student A now has 25.5 (18 +7.5) accrued points (points are rounded down to the nearest number of full payments).
Spring 2018-19	9	4.5	30	Must evaluate: Student A is evaluated because he/she has 30 (25.5 + 4.5) accrued points.

*Program Pursuit remains unchanged.

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

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

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

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

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

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

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

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

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

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

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

Part-time Credits—Semester Schools

ADA payment will be made for students taking 3-11 credits as shown above.

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

OTHER STATE AID PROGRAMS

ENHANCED TUITION AWARD (ETA)

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

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

NYS STEM INCENTIVE PROGRAM

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

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

NYS VETERANS TUITION AWARDS (VTA)

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

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

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

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

Duplicative Benefits

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

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

VTA BENEFITS - DURATION

Full-time Study

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

Part-time Study

- Approved Undergraduate Degree-Granting Programs - Awards are available for up to the equivalent of eight semesters (four years) of full-time undergraduate study in a four-year program. Awards can be made available for up to the equivalent of ten semesters (five years) of full-time study for enrollment in an approved five-year undergraduate program which normally requires five academic years of full-time study.
- Approved Graduate Degree-Granting Programs - Awards are available for up to the equivalent of six semesters (three years) of full-time graduate study.
- Approved Vocational Training Programs - Awards are available for up to a maximum of eight semesters (four years) of part-time study in an approved vocational training program.
- Approved programs are defined as undergraduate degree, graduate degree, diploma, and certificate programs at degree-granting institutions, or noncredit vocational training programs of at least 320 clock hours specifically approved by the New York State Education Department Office of College and University Evaluation.

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

- Vietnam Veterans who served in Indochina between December 22, 1961 and May 7, 1975.
- Persian Gulf Veterans who served in the Persian Gulf on or after August 2, 1990.

- Afghanistan Veterans who served in Afghanistan during hostilities on or after September 11, 2001.
- Veterans of the armed forces of the United States who served in hostilities that occurred after February 28, 1961 as evidenced by receipt of an Armed Forces Expeditionary Medal, Navy Expeditionary Medal or a Marine Corps Expeditionary Medal.

Students must also:

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

How to Establish Eligibility

Complete the New York State Veterans Tuition Award Supplement or contact HESC. Questions regarding eligible service or how to document service should be directed to the HESC Scholarship Unit at 888-697-4372.

How to Apply for Payment

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

Apply for payment by doing one of the following:

1. Apply online by completing the free application for Federal student aid (FAFSA) — the form used by most colleges, universities and vocational schools for awarding Federal student aid and most state and college aid — and then linking to the tap on the web application **or**
2. For veterans who do not anticipate filing a FAFSA, complete a scholarship grant payment application. To receive a copy of the application, please call 888-697-4372.
3. Vocational training program students - complete only the veterans tuition award supplement.

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

NEW YORK STATE AID TO NATIVE AMERICANS

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

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

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

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

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

Native American Education Unit
NYS Education Department
Room 461 EBA
Albany, New York 12234
518-474-0537

ADULT CAREER AND CONTINUING EDUCATION SERVICES – VOCATIONAL REHABILITATION (ACCES – VR)

(Formerly VESID)

The mission of Adult Career Continuing Education Services – Vocational Rehabilitation (ACCES-VR) Program is to promote educational equity and excellence for students with disabilities while ensuring that they receive the rights and protection to which they are entitled, ensure appropriate continuity between the child and adult services systems, and provide the highest quality vocational, rehabilitation and independent living services to all eligible persons as quickly as those services are required to enable them to work and live independent, self-directed lives. For further information, contact 1-800-222-JOBS (5627) or visit *http://www.acces.nysed.gov/vr*.

FURTHER INFORMATION

The financial aid scholarship grid can be accessed online at *https://touro.box.com/v/TouroFinancialAidGuide*.

THE CURRICULUM

The academic heart of an institution of higher learning is its curriculum. At the Lander Colleges, the baccalaureate degree curriculum is organized around three basic components: Jewish Studies, the Humanities Core Curriculum (or general education distribution requirements), and the completion of a major.

Taken together, these components reflect the Lander conviction that the well-educated student will show a deep understanding of the Jewish heritage, will gain extensive 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 Lander 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, THE LANDER COLLEGES

1. **Completion of 120 credits of college-level work approved by the College, with 60 credits of liberal arts and sciences required for the Bachelor of Science and 90 credits of liberal arts and sciences required for the Bachelor of Arts. (Consult with the Office of the Registrar concerning the liberal arts classification). Students must document high-school graduation or the equivalent before they can be awarded a college degree.**

2. **Communication Skills: English Composition I-II (LLEN 101-102). Intensive Talmud Students must complete Fundamentals of Speech (SPLN 101) and Business Report Writing (LLEN 201) or Advanced Expository Writing (LLEN 203).**

3. **Completion of Judaic Studies requirements of at least three credits each full-time semester or the equivalent. Students with a large number of Judaic Studies transfer credits may consult departmental advisors concerning their program.**

4. **Completion of Core Curriculum requirements or Alternative Distributional Cores. Students must complete one course in mathematics, one course in computer science (or exemption examination), and one natural science course.**

5. **Students seeking a waiver of Touro curricular requirements (2, 3, and 4 above) may propose an alternative plan equal in academic breadth and depth to the stated requirements. Such a plan must receive prior written approval from the Dean of Faculties and the Dean of the individual College.**

6. **Completion of a major (fifty percent of major courses should be completed at Touro).**

7. **Forty-five credits completed in residency at the University, and coursework at the Main Campus or branch campus offering the major. Courses in a Touro University system unit may be utilized to satisfy up to fifteen credits of the required 45 credits in residency. Online courses offered by Touro's Online division may count toward residency.**

8. **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 the Lander Colleges, no matter what composition courses they may have taken elsewhere, should take an English Placement Test and, if placed in Composition, take the appropriate courses. Proficiency in English Composition 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 College Writing 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.

Students who select the Intensive Talmud option must complete SPLN 101 Fundamentals of Speech and either LLEN 201 Advanced Expository Writing or LLEN 203 Business Report Writing.

Residency

Students must take a minimum of 45 credits at Touro and should complete 50 percent of their major course requirements at Touro University. Students must take at least 30 credits at a Touro New York campus. Students may utilize a number of distance learning courses and credits taken at the Israeli campus toward their New York residency requirement.

GENERAL EDUCATION MISSION, GOALS AND OBJECTIVES

Mission

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

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

Goals and Objectives

Goal 1: Students will communicate effectively in writing.

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

Goal 2: Students will develop effective oral communication skills.

Objectives: Students will be able to:
2.1 demonstrate the elements of effective oral communication;
2.2 research, organize, and deliver a message to specific audiences;

2.3 evaluate the effectiveness and relevance of messages and presentations;
2.4 demonstrate understanding and recognition of plagiarism;
2.5 apply ethical reasoning in the use of language.

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

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

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

Objectives: Students will be able to:
4.1 analyze, evaluate, and question information;
4.2 formulate and develop relevant responses to problems based on logic and available information.

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

Objectives: Students will be able to:
5.1 demonstrate computer literacy in academic and professional contexts;
5.2 demonstrate understanding of computer technology and application software.

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

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

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

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

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

Objectives: Students will be able to:
8.1 demonstrate understanding of elements of culture in relation to history, values, politics, communication, economy, or beliefs and practices.

CORE REQUIREMENTS

Humanities Core Curriculum/Alternatives

The College takes great pride in its offerings in the traditional area of humanistic studies. The Humanities Core provides an introduction to values which have been central to western and world civilization and which lie at the core of a liberal arts education. The coordinated history and literature courses that comprise the Humanities sequence complement and balance the students' knowledge of their own heritage with a substantial background in world civilization. This provides students with new insights into the multicultural world surrounding them, and new ability to deal with it. 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 Humanities Core provides a strong liberal arts foundation for all majors. Simultaneously, through extensive readings of great writers and a variety of assigned essays and research papers, the humanities requirement helps students develop valuable analytical skills and encourages them to become better writers.

The full sequence consists of eight related courses in world history and literature totaling 24 credits. A two-semester Survey of Jewish History may be substituted for the last two courses in the humanities sequence. Students may complete 24 credits of Humanities or meet one of the alternatives described below.

Many students choose to complete their core requirements by enrolling in alternative distributional core requirements established by the faculty to provide greater choice and flexibility while assuring exposure to a range of academic disciplines. The core requirements for the three Lander Colleges are detailed below.

The coordinator of the Humanities Core evaluates the records of transfer students to determine functional equivalencies for courses in the Humanities Core. Up to a maximum of 12 credits of functional equivalents may be granted toward the Humanities Core requirement.

Mathematics and Science Core Requirements

All students are required to complete one course in mathematics, one course in natural science, and one course in computer science (unless exempted by examination).

LANDER COLLEGE OF ARTS AND SCIENCES
Flatbush Campus- Alternative Distributional Core

Evening students and students pursuing an Intensive Jewish Studies program at a teacher's seminary may complete the following alternative core requirements:

Two History courses **6 credits**
Any two History courses

One Intensive Writing/Literature courses 3 credits
Chosen from among:

LLEN 219	Literature of the Ancient and Medieval World	3
LLEN 201	Advanced Expository Writing	3
LLEN 202	Creative Writing	3
LLEN 220	Survey of Modern Literature I	3
LLEN 221	Survey of World Literature II	3
LLEN 222	Shakespeare	3
Any approved Literature course		3

Choice must include **one of the Literature Survey courses (LLEN 219, 220, or 221)**

Speech and Communications **3 credits**

SPLN 101	Fundamentals of Speech	3

Social Science **3 credits**

EBEN 101	Principles of Macroeconomics	3
	OR	
EBEN 102	Principles of Microeconomics	3
	OR	
POLN 101	American Politics	3

Mathematics **3 credits**

Computer Science **3 credits**

Natural Sciences **3 credits**

Education students must complete a different set of requirements (see below).

Intensive Talmud Option
Students completing the Intensive Talmud Option often may earn 45-48 credits in Talmud, which is well above the minimum credit requirement in Judaic Studies. Credits earned in Talmud above 21 credits in Judaic Studies may be applied on a 50% basis in lieu of the

courses in History and Literature. Transfer students with a significant post-secondary Jewish studies background should consult with the Dean of Faculties with regard to the number of Intensive Talmud credits they have completed toward the Intensive Talmud option. Students are generally awarded 3 credits in Intensive Talmud and 3 credits of Talmud for one semester of Yeshiva study.

Intensive Talmud students must complete 24 credits including:

SPLN 101	Fundamentals of Speech	3
LLEN 101-102	English Composition I & II	6
LLEN 201	Advanced Expository Writing	3
	OR	
LLEN 203	Business Report Writing.	3
EBEN 101	Principles of Macroeconomics	3
	OR	
EBEN 102	Principles of Microeconomics	3
Total		**24 credits**

LANDER COLLEGE FOR WOMEN CORE CURRICULUM

Humanities History: Select **two** of the following: 6

HMH 101	Greek and Roman History
HMH 102	Medieval History
HMH 201	Renaissance History*
HMH 202	Modern World History**
HIS	Any History Elective

Humanities Literature: Select **one** of the following: 3credits

HML 101	Greek and Roman Literature
HML 102	Medieval Literature
HML 201	Renaissance Literature***
HML 202	Modern World Literature*

Speech and Communications **3 credits**

SPLN 101 Fundamentals of Speech……...3

Social Science: Select one of the following: **3 credits**

EBEN 101	Principles of Macroeconomics……	.3
	OR	
EBEN 102	Principles of Microeconomics…….	3
	OR	
POLN 101	American Politics……	3
	OR	
HML	Add'l Humanities Lit survey	3

Mathematics **3 credits**

Computer Science **3 credits**

Natural Sciences **3 credits**

Judaic Studies Core Requirements
Lander College for Women

Judaic Studies Core Requirements

Bible (Tanakh)	9 credits
Halakha	6 credits
Jewish Thought	6 credits
Elective	3 credits

Some of the above credits may be completed in Israel or at other institutions. However, students must take at least 3 credits each of Tanakh, Halakha, and Jewish Thought at Lander College for Women.

Students must take 3 credits per semester in Judaic Studies while they are matriculated at Lander College for Women.

Entering students must pass a Biblical-Hebrew examination or complete a course in Biblical Hebrew.

LANDER COLLEGE FOR MEN STANDARD CORE CURRICULUM

All degree candidates at the Lander College for Men must complete the following core course requirements:

LLEN 101-102	English Composition I and II	6
(unless exempted by placement examination)		
LLEN 223	Survey of Western Literature I	3
	OR	
LLEN 224	Survey of Western Literature II	3
HISN 223	Survey of Western History I	3
	OR	
HISN 224	Survey of Western History II	3
HISN 255	History of the Jewish People I	3
	OR	
HISN 256	History of the Jewish People II	3
MATN	Any course except MATN 111	3
One course in Natural Science*		3
One course in Social Science*		3
One course in Computer Science		3
One Liberal Arts and Sciences course outside of the major		3

*For students not majoring in that area.

LANDER COLLEGE FOR MEN HONORS CORE CURRICULUM

LLEN 101-102 English Composition I and II 6
(unless exempted by placement examination)
LLEN 223 Survey of Western Literature I 3
OR
LLEN 224 Survey of Western Literature II 3
HISN 223 Survey of Western History I 3
OR
HISN 224 Survey of Western History II..... 3
HISN 255 History of the Jewish People I..... 3
OR
HISN 256 History of the Jewish People II 3
MATN Any course except MATN 111 3
One course in Computer Science 3
*Research paper required.

JUDAIC STUDIES REQUIREMENT

Beis Medrash L'Talmud—Core Requirements
Lander College for Men

Students of the **Lander College for Men** generally complete their Judaic Studies requirement through study in the affiliated **Beis Medrash L'Talmud**. The Beis Medrash functions six days a week. On regular weekdays, this program for undergraduate students ends at 3:00 PM. An active night seder enhances this learning experience. Students in the Beis Medrash L'Talmud will earn 3 credits each semester.

Judaic Studies Core Requirements
Lander College for Women

Judaic Studies Core Requirements

Bible (Tanakh) .....9 credits
Halakha .....6 credits
Jewish Thought .....6 credits
Elective .....3 credits

Some of the above credits may be completed in Israel or at other institutions. However, students must take at least 3 credits each of Tanakh, Halakha, and Jewish Thought at Lander College for Women.

Students must take 3 credits per semester in Judaic Studies while they are matriculated at Lander College for Women.

Entering students must pass a Biblical-Hebrew examination or complete a course in Biblical Hebrew.

LANDER COLLEGE FOR MEN STANDARD CORE CURRICULUM

All degree candidates at the Lander College for Men must complete the following core course requirements:

LLEN 101-102 English Composition I and II 6
(unless exempted by placement examination)
LLEN 223 Survey of Western Literature I 3
OR
LLEN 224 Survey of Western Literature II.....3
HISN 223 Survey of Western History I.....3
OR
HISN 224 Survey of Western History II 3
HISN 255 History of the Jewish People I 3
OR
HISN 256 History of the Jewish People II 3
MATN Any course except MATN 111 3
One course in Natural Science*.....3
One course in Social Science*.....3
One course in Computer Science.....3
One Liberal Arts and Sciences course outside of the major.....3
*For students not majoring in that area.

LANDER COLLEGE FOR MEN HONORS CORE CURRICULUM

LLEN 101-102 English Composition I and II 6
(unless exempted by placement examination)
LLEN 223 Survey of Western Literature I 3
OR
LLEN 224 Survey of Western Literature II.....3
HISN 223 Survey of Western History I.....3
OR
HISN 224 Survey of Western History II 3
HISN 255 History of the Jewish People I 3
OR
HISN 256 History of the Jewish People II 3
MATN Any course except MATN 111 3
One course in Computer Science.....3
*Research paper required.

THE MAJOR

The major provides the kind of knowledge and understanding of a particular field necessary for further study for a successful career. Completion of an approved program of study, determined by a department or interdisciplinary committee, is required for graduation from the Lander Colleges. Students must complete 50% of their major courses at Touro University. In order to demonstrate a high level of competence, students should also complete as part of the major an Advanced Topics (493) course or an approved equivalent. Students with especially broad interests may plan an interdisciplinary major, in consultation with faculty advisors.

Interdisciplinary Major

Students may design, in consultation with a faculty advisor, a unique program of study integrating two related disciplines. The disciplines comprising the major should have academic and intellectual cohesion. A minimum of 15 credits and two upper level courses in each area (course number 300 or above), are generally required in each discipline, as well as an Advanced Topics course. The Interdisciplinary major should provide the student with a breadth of knowledge concerning the areas involved in addition to depth in at least one of the areas. The Interdisciplinary major must be approved by the Dean of Faculties or the dean of each academic division. Some samples of interdisciplinary majors include:

- Literature/ History
- Literature/ Philosophy
- Business/ Communications
- Communications/ English
- Psychology/ English
- Psychology/ Sociology
- Political Science/ History

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.

PRE-PROFESSIONAL AND PROFESSIONAL OPTIONS

Students at the Lander Colleges benefit from the wide range of pre-professional and professional options available at Touro University. Many of these options do not require specific majors as preparatory study. Graduate and professional schools often seek broadly-educated individuals whose academic majors may not directly relate to their area of graduate or professional study. The Lander Colleges seek to assist students in achieving their graduate and professional goals through advisement and opportunities for preferred admission into Touro University's graduate and professional schools.

PRE-LAW

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

The courses listed below, offered at Touro, provide a good background for those interested in a career in law:

SPLN 101	Fundamentals of Speech	3
EBAN 101-102	Principles of Accounting I-II	6
EBEN 102	Principles of Microeconomics	3
LLEN 201	Advanced Expository Writing	3
	OR	
LLEN 202	Creative Writing	3
PHIN 211	Logic	3
POLN 101	American Politics	3
POLN 310	The Supreme Court and the Constitution	3
POLN 311	Introduction to Legal Principles	3
POLN 222	International Law	3

Given the flexibility in designing a pre-law program, students are urged to make an appointment with one of Touro's pre-law advisors before the start of their sophomore year to draw up an appropriate program of courses. The advisors also guide students in preparing for the Law School Admission Test (LSAT) and in all phases of the application process to law school. For information concerning the six-year joint Baccalaureate-Law Degree articulation, see page 34.

PRE-DENTAL

Students who plan to enter dental school must complete the following courses:

BION 101-102	Principles of Biology I-II	8
CPCN 101-102	Principles of Inorganic Chemistry I-II	8
CPCN 201-202	Principles of Organic Chemistry I-II	8
CPPN 101-102	General Physics I-II	8
MATN 121-122	Calculus I-II (optional)	8
LLEN 101-102	English Composition (or its equivalent)	6

These courses should be completed by the end of the junior year, when the Dental Admission Test (DAT) is usually taken. Since there is a four-semester requirement for Chemistry, and there is a Math requirement for Chemistry, it is strongly suggested that those courses be started as soon as possible.

Students may wish to use courses in the sequence toward an Interdisciplinary Major drawn from the sciences. These majors are individualized. Students must complete a college major in order to be eligible for graduation. The following however are recommended to be taken in addition to those listed above:

A Research Project (BION 493 or CPCN 493) must be completed. Also, students should choose three elective courses from the following:

BION 202	Developmental Biology	4
BION 222	Anatomy & Physiology I	4
BION 223	Anatomy & Physiology II	4
BION 318	Cellular and Molecular Biology	4
CPCN 311-312	Biochemistry I-II	6

PRE-MEDICAL

To be properly prepared for the new Medical College Admission Test (MCAT), pre-medical students must take the following courses:

BION 101	Principles of Biology I	4
BION 102	Principles of Biology II	4
BION 318	Cellular & Molecular Biology	4
CPCN 101	Inorganic Chemistry I	4
CPCN 102	Inorganic Chemistry II	4
CPCN 201	Organic Chemistry I	4
CPCN 202	Organic Chemistry II	4
CPCN 311	Biochemistry I	3
CPPN 101	General Physics I	4
CPPN 102	General Physics II	4
MATN 261	Statistics for Social Science Majors	3
PSYN 101	Introduction to Psychology	3
PSYN 351	Biopsychology	3
SASN 103	Introduction to Sociology	3

Total Credits: 53 credits

Recommended Science Course:

MATN 121	Calculus I	4

(required by some medical schools)

Core Required Courses

LLEN 102	English Composition I	3
LLEN 102	English Composition II	3

These courses should be completed by the end of the junior year, when the MCAT is usually taken.

A special feature of Touro's pre-medical sequence is the close and continuous contact between the senior science faculty and students. Professors who lecture in Biology, Chemistry and Physics also conduct the recitations and supervise all laboratory sessions, taking questions and providing additional help. Touro's pre-medical ad visors assist students in applying to medical and dental schools. A referral service for letters of recommendation is administered by the Pre-Professional Advisors.

HEALTH SCIENCE FRESHMAN ADMISSION PROGRAM

Students may take all prerequisites for admission into the Touro University School of Health Sciences, which offers programs including Physician Assistant, Physical Therapy, Occupational Therapy, and Speech-Language Pathology. Full details can be found in the Touro University School of Health Sciences Catalog at http://shs.touro.edu/media/schools-and-colleges/shs/documents/SHS_Catalog.pdf.

COURSE NUMBERING SYSTEM

Touro University has an established system for assigning numbers to undergraduate courses according to level. Following the course prefix for each academic department:

- **00-numbers:** Developmental English and Mathematics courses
- **100-numbers:** Introductory-level courses
- **200-numbers:** Lower intermediate-level courses
- **300-numbers:** Higher intermediate-level courses
- **400-numbers:** Upper-level courses
- **500-numbers:**
  - New York State-mandated seminars (normally one session each) required for licensure in certain fields, e.g., Education or Human Services.

    OR
  - Courses offered on a trial basis by individual departments for a limited number of semesters; may later be admitted to the regular curriculum by the Curriculum Committee (per editorial policy, not published in catalogs).

DEPARTMENTAL REQUIREMENTS

NATURAL SCIENCES

The Division of Natural Sciences is comprised of the Department of Biology and the Department of Chemistry and Physics. The Division offers courses for students seeking to major in Biology or Chemistry, as well as an Interdisciplinary major, individually designed to meet a student's interests, that draws on courses in the natural sciences. Students may also enroll in natural science courses to meet specific general education science requirements or to enrich their understanding of the physical universe, the nature of life processes, and scientific reasoning and methodology that underlies much of the modern world. Students often major in Biology to prepare for a Health Science, medical or dental career or in preparation for graduate study in a related field.

BIOLOGY

Robert S. Bressler, Undergraduate Chair
Kenneth Danishefsky, Deputy Chair
Theodoros Karnavas, Deputy Chair

Mission

The Biology Department offers a major in Biology. We expect our students to become proficient in Biology so that they may continue on to graduate school and professions in the health fields such as medicine, dentistry, physical therapy and occupational therapy. We strive to enable our students to gain an appreciation of how natural laws influence their lives and comprehend issues that appear in news stories and governmental debates so that they may gain perspective on the intellectual climate of their time.

Goals

Goal 1: Students will develop an understanding of biological concepts and terms.

Goal 2: Students will demonstrate an understanding of the scientific process.

Goal 3: Students will effectively communicate within the discipline of Biology.

Goal 4: Students will apply ethical standards to the life sciences.

Required Courses (27 credits)

BION 101 Principles of Biology I..... 4
BION 102 Principles of Biology II 4
BION 493 Research Topics in Biology.....3
CPCN 101 Inorganic Chemistry I.....4
CPCN 102 Inorganic Chemistry II 4
Two of the following:
CPCN 201 Organic Chemistry I.....4
CPCN 202 Organic Chemistry II.....4
CPPN 101 General Physics I.....4
CPPN 102 General Physics II 4

Electives

18 credits, including at least one laboratory course

BION 202 Developmental Biology 4
BION 222 Anatomy and Physiology I.....4
BION 223 Anatomy and Physiology II.....4
BION 225 Natural History.....4
BION 228 Microbiology.....4
BION 250 Pharmacology.....3
BION 302 Immunology 3
BION 303 Histology.....4
BION 304 Endocrinology.....3
BION 305 Biodiversity and the Environment (for Non-Majors).....3
BION 306 Biodiversity and the Environment (for Majors).....4
BION 307 Ecology 3
BION 308 Reproductive Endocrinology.....3
BION 310 Nutrition for Biology Majors 3
BION 318 Cellular & Molecular Biology.....4
BION 319 Cell Biology 3
BION 320 Genetics.....4
BION 321 Genetics without lab.....3
BION 322 Seminar in Selected Topics in Cell Biology 2
BION 323 Paleobiology.....3
BION 325 Paleobiology for Biology and Education Majors (Annual).....4
BION 351 Principles of Zoology.....3
BION 353 Principles of Zoology for Biology and Education Majors (Annual).....4
BION 355 Pathophysiology.....3
BION 400 Neuroscience.....3
BION 420 Medical Physiology.……..3
BION 494 Senior Honors Project 3
CPCN 311 Biochemistry I.....3
PSYN 351 Biological Psychology 3
PSYN 351L Biological Psychology lab.....1
Any other course approved by the Department.

Total **45 Credits**

BIOLOGY HONORS TRACK

Required Courses (38 Credits)

BION 101 Principles of Biology I 4
BION 102 Principles of Biology II.....4

BION 493	Research Topics in Biology	3
BION 494	Senior Honors Project	3
CPCN 101	Inorganic Chemistry I	4
CPCN 102	Inorganic Chemistry II	4
CPCN 201	Organic Chemistry I	4
CPCN 202	Organic Chemistry II	4
CPPN 101	General Physics I	4
CPPN 102	General Physics II	4

ELECTIVES

18 credits, including at least one laboratory course

BION 202	Developmental Biology	4
BION 222	Anatomy and Physiology I	4
BION 223	Anatomy and Physiology II	4
BION 228	Microbiology	4
BION 250	Pharmacology	3
BION 302	Immunology	3
BION 303	Histology	4
BION 304	Endocrinology	3
BION 305	Biodiversity and the Environment (for Non-Majors)	3
BION 306	Biodiversity and the Environment (for Majors)	4
BION 307	Ecology	3
BION 318	Cellular & Molecular Biology	4
BION 319	Cell Biology	3
BION 320	Genetics	4
BION 321	Genetics without lab	3
BION 322	Cell Biology	2
BION 323	Paleobiology	3
BION 325	Paleobiology for Biology and Education Majors (Annual)	4
BION 351	Principles of Zoology	3
BION 353	Principles of Zoology for Biology and Education Majors (Annual)	4
BION 400	Neuroscience	3
CPCN 311	Biochemistry I	3
PSYN 351	Biological Psychology	3
PSYN 351L	Biological Psychology lab	1

Any other course approved by the Department.

Total **56 credits**

PLEASE NOTE: A grade point average of 3.3 is required for the Honors Track.

Biology Minor

Required Courses (12 Credits)

BION 101	Principles of Biology I	4
BION 102	Principles of Biology II	4
CPCN 101	Inorganic Chemistry I	4

Four Electives from the following, including one from each group (12-16 Credits)

Group I

BION 222	Anatomy and Physiology I	4
BION 223	Anatomy and Physiology II	4
BION 303	Histology	4
BION 304	Endocrinology	4
BION 351	Principles of Zoology	3
PSYN 351	Biological Psychology	3
Any Approved Courses		6

Group II

BION 228	Microbiology	4
BION 318	Cellular & Molecular Biology	4
BION 319	Cell Biology	3
BION 320	Genetics	4
BION 323	Paleobiology	3
Any Approved Courses		6

Total **24-28 credits**

Comments:

- Four of the seven courses in the minor must be taken at Touro University.
- This minor is not open to Biology or Interdisciplinary Science majors.
- Courses used for the minor may not be used to satisfy other University requirements.

CHEMISTRY AND PHYSICS

Evan Mintzer, Chair, Lander College of Arts and Sciences

Ann Shinnar, Deputy Chair, Lander College for Men

Mission

The mission of the Chemistry and Physics Department is to promote scientific, critical thinking and problem solving so that students can make logical and reasoned decisions regarding natural phenomena as they enter basic science or health-science-related fields.

A chemistry minor is offered with alternative course tracks.

Students who want to major in chemistry can complete the requirements for a bachelor's degree in chemistry in residence with close advisement from chemistry faculty.

Courses offered by the department to achieve the specific goals of our mission are frequently reviewed and revised to meet the evolving needs of the student body and of the graduate programs to which they apply.

Goals

Goal 1: Students should have the necessary skills and knowledge to enter graduate and professional schools in natural sciences and health-related disciplines.

Goal 2: Students will develop research and technical skills for chemistry and physics in addition to information literacy in natural sciences.

Goal 3: Students will learn how to make scientific observations, analyze data and report their findings through effective communication.

Goal 4: Students will demonstrate knowledge of safe and effective protocols especially in a laboratory setting.

Requirements

The Chemistry major requires 54 credits, including:

CPCN 101-102	Principles of Inorganic Chemistry	8
CPCN 201-202	Principles of Organic Chemistry ..	8
CPCN 222	Analytical Chemistry.....	4
CPCN 301	Advanced Organic Chemistry	3
CPCN 421-422	Principles of Physical Chemistry..	6
CPCN 493	Research Project in Chemistry	3
CPPN 101-102	General Physics	8
MATN 121-122	Calculus I-II.....	8
MATN 201	Advanced Calculus I	3
CPCN	Any other Chemistry course approved by the department	3
Total		**54 credits**

BUSINESS: ACCOUNTING, ECONOMICS, FINANCE, AND MANAGEMENT

Meyer Peikes, Interim Chair, Undergraduate Business Programs

Kenneth Bigel, Deputy Chair, Lander College for Men

Course offerings in this department are based on the premise that the study of economics and 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.

PROGRAMS

The Department of Business offers majors in the following disciplines: Accounting, Economics, Finance, Management, Management with Concentration in Marketing, and Management and Administration with Concentration in Accounting. Successful completion of requirements leads to a Bachelor of Science (B.S.) or, in Economics, a Bachelor of Arts (B.A.) degree. The Department of Business also offers a variety of minors in specific business areas (see below). All students majoring in a Business discipline must take all courses in the required core, which is composed of cognate courses in the liberal arts and business. Additionally, each major has its own distinct required courses and electives.

ACCOUNTING

Mission

The Accounting program supports and helps fulfill the mission of the Business Department by providing state-of-the-art accounting instruction that enables students to prepare for careers as Certified Public Accountants (CPAs), managerial accountants, and other business professionals. Students will also be prepared for graduate study in accounting and allied fields, and will be informed citizens sensitive to ethical dilemmas in the accounting and business world.

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

Goals

Goal 1: To provide students with theoretical and applied expertise in the multiple areas of Accounting.

Goal 2: To prepare students for the C.P.A. examination.

Goal 3: To prepare students for careers in public and managerial accounting.

Goal 4: To prepare students for graduate study in accounting and allied fields such as Law and Business Administration.

Goal 5: To develop students' facility in critical thinking and problem solving.

Goal 6: To enhance students' written and oral communication skills, computer, information, quantitative and technical skills.

Goal 7: To develop student understanding, appreciation and sensitivity to ethical issues relating to Business in general and Accounting in particular.

This program provides all of the courses needed to meet the educational requisites for careers in public and managerial accounting. Candidates for CPA licensure are required to fulfill all hours of undergraduate and/or graduate courses. Those 150 credit hours must include at least 33 credits of Accounting and 36 credits of Business courses, and will involve additional study beyond that need for the Accounting major.

B.S. IN ACCOUNTING

Students pursuing the CPA track are required to maintain a 3.0 (B) GPA in accounting courses and a 2.5 cumulative (B-) GPA overall, and must earn a grade of at least B- on the accounting screening examination. Students who do not fulfill these requirements are eligible to qualify for a B.S. in Business Management with a concentration in Accounting, which is <u>not</u> CPA-preparatory.

Required Business Core Courses:

EBAN 101	Principles of Accounting I	3
EBAN 102	Principles of Accounting II	3
EBEN 101	Principles of Macroeconomics	3
EBEN 102	Principles of Microeconomics	3
EBFN 101	Principles of Finance	3
EBMN 101	Principles of Management	3
EBMN 213	Business Law I	3
MATN 120	Pre-Calculus (or exemption)*	3
MATN 261	Statistics for Social Science Majors	3
MCON 140	Computer Concepts with Business Applications	3
MCON 148	Advanced Computer Business Applications	3
Total		**33**

Required Major Courses:

EBAN 201	Intermediate Accounting I	3
EBAN 202	Intermediate Accounting II	3
EBAN 213	Cost Accounting	3
EBAN 301	Advanced Accounting	3
EBAN 302	Government & Not-for-Profit Accounting	3
EBAN 308	Auditing	3
EBAN 314	Federal Income Taxation of Individuals	3
EBAN 316	Corporate and Partnership Tax	3
EBAN 451	Contemporary Issues in Accounting	4
EBFN 220	Corporate Finance	3
EBMN 214	Business Law II	3
Total:		**34**

One elective from the following: 3 credits

EBAN 209	Financial Statement Analysis	3
EBAN 214	Managerial Cost Accounting	3
EBAN 498	Internship in Accounting	3
EBKN 101	Principles of Marketing	3
PHIN 225	Business Ethics	3
	OR	
EBMN 317	The Social and Governmental Environment of Business	3

Any other Accounting or Business course approved by Department Chair or Dean.

Total 70 credits
Total required for B.S. degree 120 credits
(incl core courses and general electives)

*Students may be exempted from Pre-Calculus (without credit) by passing a placement examination.

Please Note: State requirements also stipulate that at least 60 credits toward the B.S. degree be in Liberal Arts.

CERTIFIED PUBLIC ACCOUNTANT (CPA) ELIGIBILITY

Applicants for CPA licensure are required to fulfill all requirements for the Touro accounting degree and to complete a total of 150 credit hours of undergraduate and/or graduate courses. These 150 hours must include at least 33 hours of accounting courses and 36 hours of business courses. In calculating your 36 hours of business courses, do not count MATN 120.

B.S. PROGRAM IN BUSINESS MANAGEMENT WITH A CONCENTRATION IN ACCOUNTING
(For Managerial Accountants)

Required Business Core Courses:

EBAN 101	Principles of Accounting I	3
EBAN 102	Principles of Accounting II	3
EBEN 101	Principles of Macroeconomics	3

EBEN 102	Principles of Microeconomics	3
EBFN 101	Principles of Finance	3
EBMN 101	Principles of Management	3
EBMN 213	Business Law I	3
MATN 120	Pre-Calculus (or exemption)*	3
MATN 261	Statistics for Social Science Majors	3
MCON 140	Computer Concepts with Business Applications	3
	OR	
MATN 240	Finite Math	3
MCON 148	Advanced Computer Business Applications	3
Total:		**33**

Required Major Courses

EBAN 201	Intermediate Accounting I	3
EBAN 202	Intermediate Accounting II	3
EBAN 213	Cost Accounting	3
EBAN 314	Federal Income Taxation of Individuals	3
EBAN 316	Federal Taxation of Corporations	3
EBFN 220	Corporate Finance	3
EBMN 214	Business Law II	3
EBMN 493	Business Policy	3
Total:		**24**

Two electives from the following: 6 credits

EBAN 209	Financial Statement Analysis	3
EBAN 214	Managerial Cost Accounting	3
EBAN 302	Government and Not-For-Profit Accounting	3
EBAN 498	Internship in Accounting	3
EBKN 101	Principles of Marketing	3
PHIN 225	Business Ethics	3
	OR	
EBMN 317	The Social and Governmental Environment of Business	3
EBMN 330	Financial Management in Long-Term Care	3

Any other Accounting or Management course approved by department Chair or Dean.

Total 63 credits

*Students may be exempted from Pre-Calculus (without credit) by passing a placement examination.

ECONOMICS

Mission

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

Goals

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

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

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

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

Goal 5: To cultivate a sense of social responsibility and business ethics and the far-reaching impact of business decision-making.

An Economics major can provide the basis for future study in graduate school, other professional programs (e.g., law or business) or a business career.

B.A. IN ECONOMICS

Required Business Base:

EBAN 101	Principles of Accounting I	3
EBEN 101	Principles of Macroeconomics	3
EBEN 102	Principles of Microeconomics	3
EBFN 101	Principles of Finance	3
EBMN 101	Principles of Management	3
MATN 120	Pre-Calculus (or exemption)*	3
MATN 261	Statistics for Social Science Majors	3
MCON 140	Computer Concepts with Business Applications	3
One of the following:		
MATN 240	Finite Mathematics	3
MCON 148	Advanced Computer Business Applications	3
Total:		**27**

Required Major Courses:

EBEN 204 Money and Banking 3
EBEN 211 Intermediate Macroeconomics..... 3
EBEN 212 Intermediate Microeconomics 3
EBFN 220 Corporate Finance 3
One of the following:
EBEN 400 Topics in Economics..... 3
EBMN 493 Business Policy..... 3
EBEN 498 Internship in Economics 3
Total: 15

Three electives from the following: 9 credits
EBEN 220 Urban Economics 3
EBEN 303 Political Economy of Israel 3
EBEN 310 Monetary Theory……...3
EBEN 311 Comparative Economic Systems 3
EBEN 312 History of Economic Thought 3
EBEN 325 Public Finance 3
EBEN 351 Econometrics 3
EBEN 400 Topics in Applied Economics 3
EBEN 408 International Trade and Monetary Systems 3
EBEN 498 Internship in Economics 3
EBFN 321 Portfolio Analysis 3
EBFN 437 International Trading of Commodities. 3
EBKN 101 Principles of Marketing 3
EBMN 317 The Social and Governmental Environment of Business..... 3
EBMN 420 Internet Research Methods for Business3
OR
PHIN 225 Business Ethics..... 3
Any other Economics or Business course approved by the Department Chair or Dean.

Total 51 credits
** Students may be exempted from Pre-Calculus (without credit) by passing a placement examination.*
Please Note:
Students completing a Bachelor of Arts (B.A.) degree should consult with the Registrar to ensure that they satisfy the 90-credit Liberal Arts requirement for graduation.

FINANCE

Mission

The Finance program supports and helps fulfill the mission of the Business Department by providing state-of-the-art instruction in the theoretical and applied underpinnings of the financial world. Students will be prepared for careers in securities, investments, banking and managerial finance in particular and financial services in general, and for graduate study in finance and related fields. They will also be informed citizens sensitive to ethical dilemmas in the financial, securities and banking worlds.

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

Goals

Goal 1: To provide theoretical and applied expertise in the diverse areas of finance, securities and investments.

Goal 2: To prepare students for graduate study in Finance and allied fields such as Law and Business Administration.

Goal 3: To prepare students for careers in the financial services industries.

Goal 4: To develop facility in critical thinking and problem solving.

Goal 5: To enhance written and oral communication skills, computer, quantitative and technical skills.

Goal 6: To develop an appreciation and sensitivity to ethical issues relating to business in general and finance in particular.

B.S. IN FINANCE
Required Business Base:
EBAN 101 Principles of Accounting I.....3
EBAN 102 Principles of Accounting II 3
EBEN 101 Principles of Macroeconomics 3
EBEN 102 Principles of Microeconomics.....3
EBFN 101 Principles of Finance.....3
EBMN 101 Principles of Management.....3
EBMN 213 Business Law I 3
MATN 120 Pre-Calculus (or exemption)* 3
MATN 240 Finite Mathematics.....3
MATN 261 Statistics for Social Science Majors 3
MCON 140 Computer Concepts with Business Applications 3
OR
MCON 148 Advanced Computer Business Applications 3
Total 33

Required Major Courses:

EBFN 210	Investment Principles	3
EBFN 220	Corporate Finance	3
EBFN 310	Security Analysis	3
EBFN 338	International Financial Markets	3
EBFN 410	Seminar in Options Trading	3
EBKN 101	Principles of Marketing	3
EBMN 493	Business Policy	3
Total:		**21**

Three electives from the following 9 credits

EBAN 209	Financial Statement Analysis	3
EBEN 204	Money and Banking	3
EBEN 408	International Trade and Monetary Systems	3
EBFN 321	Portfolio Analysis	3
EBFN 437	International Trading of Commodities	3
EBFN 440	Fixed Income Securities	3

OR

Two electives from the above and one from the following: 9 credits

EBEN 211	Intermediate Macroeconomics	3
EBEN 212	Intermediate Microeconomics	3
EBFN 341	Real Estate Finance I	3
EBFN 342	Real Estate Finance II	3
EBFN 498	Internship in Finance	3
EBMN 420	Internet Research Methods for Business	3
PHIN 225	Business Ethics	3
MCON 148	Advanced Computer Business Applications	3

Any other Economics or Business course approved by Department Chair or Dean.

Total 63 credits

**Students may be exempted from Pre-Calculus (without credit) by passing a placement examination.*

MANAGEMENT/MARKETING

Mission

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

Goals

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

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

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

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

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

The major program in management requires 63 credits of course work, including core courses in management, accounting (six credits), and economics (six credits), as well as functional courses in mathematics and computer science, marketing, and decision-making. Students also have the option to pursue a management major with a concentration in marketing. In addition to the core business and management courses, students pursuing this track will complete 18 credits of advanced work in the field of marketing.

B.S. IN MANAGEMENT

Required Business Base:

EBAN 101	Principles of Accounting I	3
EBAN 102	Principles of Accounting II	3
EBEN 101	Principles of Macroeconomics	3
EBEN 102	Principles of Microeconomics	3
EBFN 101	Principles of Finance	3
EBMN 101	Principles of Management	3
EBMN 213	Business Law I.	3
MATN 120	Pre-Calculus (or exemption)*	3
MATN 261	Statistics for Social Science Majors	3
MCON 140	Computers Concepts with Business Applications	3
MATN 240	Finite Mathematics	3

OR

MCON 148	Advanced Computer Business Applications	3
Total:		**33**

Required Major Courses:

EBFN 220	Corporate Finance	3
EBKN 101	Principles of Marketing	3
EBKN 204	Marketing Management	3

EBMN 202 Organizational Theory and Behavior... 3
EBMN 224 Human Resource Management…….3
OR
EBMN 229 Personnel Management in HealthCare 3
EBMN 320 Entrepreneurship and Management of Small Business..... 3
EBMN 493 Business Policy..... 3
Total: 21

Three electives from the following: 9 credits
EBAN 209 Financial Statement Analysis..... 3
EBEN 408 International Trade and Monetary Systems 3
EBMN 310 Multinational Business Management .. 3
EBMN 317 The Social and Governmental Environment of Business..... 3
EBMN 330 Financial Management in Long-Term Care 3
EBMN 340 Long-Term Care Administration, Services and Facilities 3
EBMN 420 Internet Research Methods for Business 3
EBMN 498 Internship in Management..... 3
OR
PHIN 225 Business Ethics..... 3

Any other Economics or Business course approved by Department Chair or Dean.

Total 63 credits
Total required for B.S. degree 120 credits
(incl core courses and general electives)

******Students may be exempted from Pre-Calculus (without credit) by passing a placement examination.*

B.S. IN MANAGEMENT WITH A CONCENTRATION IN MARKETING
Required Business Base:
EBAN 101 Principles of Accounting I 3
EBAN 102 Principles of Accounting II..... 3
EBEN 101 Principles of Macroeconomics 3
EBEN 102 Principles of Microeconomics..... 3
EBFN 101 Principles of Finance 3
EBMN 101 Principles of Management..... 3
EBMN 213 Business Law I 3
MATN 120 Pre-Calculus (or exemption)*..... 3
MATN 240 Finite Mathematics 3
MATN 261 Statistics for Social Science Majors 3
MCON 140 Computers Concepts with Business Applications..... 3
OR
MCON 148 Advanced Computer Business Applications..... 3
Total: 33

Required Major Courses:
EBKN 101 Principles of Marketing.....3
EBKN 201 Consumer Behavior.....3
EBKN 202 Marketing Research 3
EBKN 204 Marketing Management 3
EBKN 207 Social Media Marketing……..…3
EBKN 315 Advertising and Promotion Management.....3
EBMN 493 Business Policy 3
Total: 21

Three electives from the following: 9 credits
EBAN 209 Financial Statement Analysis 3
EBFN 220 Corporate Finance 3
EBKN 310 Retail Management and Merchandising.....3
EBKN 330 Sales Force Management and Personal Selling.....3
EBKN 340 International Marketing Management..3
EBKN 351 Direct Marketing 3
EBKN 408 Strategic Marketing Management 3
EBKN 410 Business to Business Marketing.....3
EBKN 498 Internship in Marketing.....3
EBMN 320 Entrepreneurship and Management of Small Businesses.....3
EBMN 330 Financial Management in Long-Term Care 3
EBMN 420 Internet Research Methods for Business.....3
MCON 148 Advanced Computer Business Applications 3
PHIN 225 Business Ethics 3
OR
EBMN 317 The Social and Governmental Environment of Business 3

Any other Economics or Business Course approved by Department Chair or Dean.

Total 63 credits
Total required for B.S. degree 120 credits
(incl core courses and general electives)

******Students may be exempted from Pre-Calculus (without credit) by passing a placement examination.*

BUSINESS MINORS: ECONOMICS, FINANCE (FOR NON-BUSINESS STUDENTS), MARKETING/MANAGEMENT, INTERNATIONAL BUSINESS

In addition to majors, the University offers students the opportunity to minor in business-related fields.

ECONOMICS MINOR

Required Minor Courses:

EBEN 101 Principles of Macroeconomics 3
EBEN 102 Principles of Microeconomics 3

One of the following:

EBEN 204 Money and Banking 3
EBEN 211 Intermediate Macroeconomics..... 3
EBEN 212 Intermediate Microeconomics 3

Total: 9

Three electives from the following: 9 credits

EBEN 204 Money and Banking 3
EBEN 211 Intermediate Macroeconomics..... 3
EBEN 212 Intermediate Microeconomics 3
EBEN 220 Urban Economics 3
EBEN 303 Political Economy of Israel 3
EBEN 310 Monetary Theory 3
EBEN 311 Comparative Economic Systems 3
EBEN 312 History of Economic Thought 3
EBEN 325 Public Finance 3
EBEN 400 Topics in Economics..... 3
EBEN 408 International Trade and Monetary Systems 3
EBFN 101 Principles of Finance 3
EBFN 220 Corporate Finance 3
Any other Economics course approved by the Dean or Department Chair..... 3

Total Credits in Minor 18

These courses, with the exception of EBEN 101 Principles of Macroeconomics and EBEN 102 Principles of Microeconomics, may not be counted by business majors toward the economics minor if they are being counted toward the business major.

FINANCE MINOR (FOR NON-BUSINESS STUDENTS)

Required Minor Courses:

EBAN 101 Principles of Accounting I 3
EBFN 101 Principles of Finance 3
EBFN 210 Investment Principles 3
EBFN 220 Corporate Finance 3

One of the following two courses:

EBEN 101 Principle of Macroeconomics 3
EBEN 102 Principles of Microeconomics 3

Total: 15

One elective from the following: 3 credits

EBEN 204 Money and Banking 3
EBFN 310 Security Analysis 3
EBFN 321 Portfolio Analysis 3
EBFN 338 International Financial Markets..... 3
EBFN 437 International Trading of Commodities. 3
EBFN 410 Seminar in Options Trading..... 3
EBFN 440 Fixed Income Securities 3
Any other Economics course approved by the Dean or Department Chair 3

Total Credits in Minor 18

Comments:

- *Not open to students who major in any of the business-related disciplines.*
- *Business majors who wish to have a minor in finance must complete an additional four (4) finance courses beyond those being used to satisfy any other business requirement.*

MARKETING/MANAGEMENT MINOR

Required Minor Courses:

EBKN 101 Principles of Marketing..... 3
EBMN 101 Principles of Management..... 3
EBFN 101 Principles of Finance..... 3
EBKN 204 Marketing Management 3
MATN 261 Statistics for Social Science Majors 3

One of the following two courses:

EBEN 101 Principles of Macroeconomics 3
EBEN 102 Principles of Microeconomics..... 3

Two electives from the following: 6 credits

EBKN 201 Consumer Behavior..... 3
EBKN 202 Marketing Research 3
EBKN 315 Advertising and Promotion Management..... 3
EBKN 408 Strategic Marketing Management 3
EBMN 202 Organizational Theory and Behavior ... 3
EBMN 224 Human Resource Management 3
EBMN 310 Multinational Business Management ... 3
EBMN 320 Entrepreneurship and Management of Small Business 3
Any other Marketing/Management course approved by the Dean or Department Chair..... 3

Total Credits in Minor 24

Comments:

- *Not open to students who major in any of the business-related disciplines.*
- *At least six of the eight courses for the minor must be taken at Touro University.*
- *A course taken for the minor may not be double-counted or used to satisfy other requirements. Exceptions are Economics (EBEN 101 or EBEN 102) and Statistics (MATN 261), which may be used to help satisfy the LAS Core.*

INTERNATIONAL BUSINESS MINOR

Required Minor Courses:

EBFN 101 Principles of Finance..... 3

EBEN 408 International Trade and Monetary Systems 3
ISBN 610* International Business..... 3

One of the following:
HISN 334 Topics in Modern European History.... 3
HISN 363 Topics in Third World Modern History 3
POLN 103 International Relations..... 3
POLN 222 International Law..... 3

Two electives from the following: 6 credits
EBEN 311 Comparative Economic Systems 3
EBFN 338 International Financial Markets..... 3
EBFN 437 International Trading of Commodities. 3
EBKN 340 International Marketing Management . 3
EBMN 310 Multinational Business Management .. 3
Any other International or Global Business course approved by the Dean or Department Chair..... 3
Total Credits in Minor 18

Comments:

- *At least four of the six courses for the minor must be taken at Touro University.*
- *This minor is meant for Business majors. Other students are permitted to take the minor, but would need to take several prerequisite courses.*
- *Most of these courses require prerequisites. Students should verify that prerequisites have been met.*
- *Courses for the minor (except for Principles of Finance) may NOT be double-counted or used to satisfy other Lander college or major requirements.*

*See Graduate School of Business Course listing at https://gsb.touro.edu/programs/international-business-finance/course-sequence/.

MARKETING MINOR

Required Minor Courses
EBKN 101 Principles of Marketing 3
EBKN 201 Consumer Behavior 3
EBKN 204 Marketing Management..... 3

Choose one of the following:
EBEN 101 Principles of Macroeconomics 3
EBEN 102 Principles of Microeconomics 3
EBMN 101 Principles of Management 3
EBMN 213 Business Law I 3

Two Electives from the Following
EBKN 202 Marketing Research..... 3
EBKN 310 Retail Management and Merchandising 3
EBKN 315 Advertising and Promotion Management..... 3
EBKN 330 Sales Force Managements and Personal Selling 3
EBKN 340 International Marketing Management .. 3
EBKN 351 Direct Marketing 3
EBKN 408 Strategic Marketing Management 3
Any other course approved by the Department Chair
Total Credits in Minor 18

PLEASE NOTE: Not open to students who major in any of the business-related disciplines

LONG-TERM-CARE ADMINISTRATION TRACK

Students who are pursuing a baccalaureate degree (in any field) or who have already earned such a degree may, at the **Flatbush Campus**, do the course work (15 credit hours) required to qualify for licensure as a nursing home administrator. **Please note that there may be other licensure requirements**.
EBLN 100 Gerontology: Needs and Assessment ... 3
EBMN 229 Personal Management in Health Care .. 3
EBMN 318 Legal Aspects of Long-Term Care Administration 3
EBMN 330 Financial Management in Long-Term Care 3
EBMN 340 Long-Term Care Administration: Services and Facilities..... 3
Total 15

EDUCATION (UNDERGRADUATE EDUCATION PROGRAM [UEP])

Arthur Brezak, Chairman of Undergraduate Studies in General Education and Special Education
Devorah Zelasko, Coordinator of Undergraduate Field Experience and Student Teaching

B.S. Degree in Special Education: Childhood Education, Grades 1-6
B.S. Degree in Special Education: Early Childhood Education, Birth-Grade 2

Mission

The Touro University Undergraduate Education Program seeks to prepare elementary school teachers who will have the knowledge and skills to create a productive learning environment in the classroom that demonstrates the ability to implement New York State Education Dept. Standards, CAEP Standards and Common Core Standards. Candidates train to monitor and assess student learning, and use differentiated

instructional strategies to meet the needs of learners from diverse backgrounds and those with special needs. UEP candidates graduate as competent, caring, and qualified teachers.

Goals

Goal 1: Candidates will demonstrate the ability to implement a variety of instructional strategies in a classroom that reflect mastery of appropriate content and knowledge. (CAEP Standard 1)

Goal 2: To ensure that candidates can have the opportunity to actively experience high quality clinical practice in schools where effective partnerships are established. (CAEP Standard 2)

Goal 3: To ensure that highly qualified candidates from a broad range of backgrounds and diverse populations are selected to develop into effective teachers. (CAEP Standard 3)

Goal 4: To demonstrate the program impact on candidates completing or near-completing the Undergraduate Education Program. (CAEP Standard 4)

Goal 5: To provide quality assurance by conducting continuous evaluations of program and candidates' performance. (CAEP Standard 5)

Education majors may choose either of the following tracks:

a) Special Education: Early Childhood Education, Birth-Grade 2
b) Special Education: Childhood Education, Grades1-6

Any student completing the major, whether on the Early Childhood or Childhood track, will meet all of the academic course requirements for NYS teacher certification in *BOTH* general education and special education.

Students who complete this major successfully and who meet all of the current NYS Education Department requirements will be able to apply for Initial NYS Teacher Certification.

The current requirements include the following:

1. Earned Bachelor of Science degree, with a major in Special Education/General Education.
2. Completion of a liberal arts & sciences concentration of 30/31 credits. Students may choose concentrations in Judaic Studies, Humanities, or Psychology.
3. Completion of all NYS-required core courses and seminars.
4. Pass ratings on the New York State Teacher Certification Exams.

Required General Education Courses for both EARLY CHILDHOOD and CHILDHOOD tracks

EDUN 201 Psychosocial Foundations of Growth, Development and Learning, Birth – Grade 6 ..... 3 credits (offered fall, spring)

EDSN 600 History and Philosophy of Special Education ..... 3 (fall and spring)

SEDN 602 Introduction to Teaching Students with Disabilities ..... 3 credits (fall and spring)

SPEN 640 Assessment of Individual Differences in General Education & Special Education: A Socio-Cultural Perspective ... 3 credits (spring)

EDUN 380 Educational Technology in General and Special Education..... 3 credits (spring)

EDUN 510 Substance Abuse Seminar ..... 0 credits (fall and spring)

EDUN 511 Child Abuse Seminar..... 0 credits (fall and spring)

EDUN 512 Seminar on Child Safety Education, Prevention of Child Abduction, and Fire and Arson Prevention ..... 0 credits (fall and Spring)

EDUN 513 Seminar on School Violence Prevention and Intervention ..... 0 credits (fall and spring)

Required Specific Courses for EARLY CHILDHOOD

EDUN 209 Foundations of Parenting ..... 3 credits (offered fall and spring)

EDUN 311 Principles of Early Childhood Education ..... 3 credits (fall)

EDUN 312 Methodology of Early Childhood Education ..... 3 credits (spring)

EDUN 316 Language Acquisition and Emergent Literacy I, Birth - Pre-K ..... 3 credits (fall)

EDUN 317 Language Acquisition and Emergent Literacy II, K - Grade 2 ..... 3 credits (spring)

SPEN 313 Developmentally Appropriate Learning Experience for Young Exceptional Children..... 3 credits (fall)

SPEN 314 Addressing Challenging Behaviors of Young Exceptional Children .....3 credits (spring)

EDSN 682 Practicum I Field Experience in General ... Education and Special Ed Birth- Grade 2 .. 3 (fall and spring)
SEDN 683 Practicum II in Early Childhood Special ..... Education Birth-Grade 2 ..... 3 credits (fall and spring)

Required Specific Courses for CHILDHOOD

EDUN 301 Teaching Reading and Language Arts, Grades 1-6 ..... 3 credits (spring)
EDUN 302 Diagnosis & Correction of Reading Disabilities, Grades 1-6 .....3 credits (fall)
EDUN 303 Teaching the Social Studies Spectrum Subjects, Grades 1-6.....3 credits (fall and spring)
EDUN 304 Math, Science, & Technology: Teaching & Remediation, Grades1-6.....3 credits (fall and spring)
EDUN 306 Teaching the Arts and Physical Education, Grades 1-6 ..... 3 credits (spring)
SPEN 309 Principles of Curriculum Development for Students with Disabilities, Grades 1-6 .....3 credits (fall)
SPEN 310 Principles of Classroom Management for Students with Disabilities, Grades 1-6 .....3 credits (spring)
EDSN 694 Field Experience in General Education and Special Education Grades 1-6…..... 3 (fall and spring)
SEDN 695 Practicum in Childhood Education, Grades 1-6 .....3 credits (fall and spring)

B.S. Degree in Special Education: Childhood Education OR Special Education: Early Childhood Education

CORE REQUIREMENTS

MCON 122 / MCO 140 Computer Literacy and Information Retrieval 3
LLEN 101 English Composition I..... 3
LLEN 102 English Composition II 3
SPLN 101 Fundamentals of Speech..... 3
COAN 101 Art of Western Civilization 3
One of the following for Flatbush students:
HISN 220 Survey of Modern History I 3
HISN 221 Survey of Modern History II 3

One of the following for Manhattan students:
HMHN 101 Greek and Roman History..... 3
HMHN 102 Medieval History..... 3
HMHN 201 Renaissance History 3
HMHN 202 Modern World History 3

One of the following for Flatbush students:
LLEN 220 Survey of Modern Literature I 3
LLEN 221 Survey of Modern Literature II 3

One of the following for Manhattan students:
HMLN 101 Greek & Roman Literature 3
HMLN 102 Medieval Literature..... 3
HMLN 201 Renaissance Literature 3
HMLN 202 Modern World Literature 3

One of the following:
POLN 101 American Politics..... 3
EBEN 101 Principles of Macro Economics 3
EBEN 102 Principles of Micro Economics..... 3
HISN 220 Survey of Modern History I 3
HISN 221 Survey of Modern History II..... 3
PSYN 102 Social Psychology 3
SASN 103 Introduction to Sociology 3

One of the following Mathematics courses:
MATN 111 College Mathematics 3
MATN 120 Pre-Calculus..... 3
AND
MATN 261 Statistics for Social Science Majors... 3

Please note: Students who place into Calculus need only complete Statistics.

Two Sciences with labs, such as:
BION 111 Human Biology for Non-Majors I..... 4
PSYN 301 Experimental Psychology, with Lab ...4
A language other than English (two semesters of the same language), such as:
SPLN 223 Introduction to Sign Language I 3
AND
SPLN 224 Introduction Sign Language II 3
OR
Two courses in another non-English language 6
Judaic Studies courses 24

APPROVED CONCENTRATIONS (All students must complete ONE of the concentrations below)

Psychology: 31 credits, with 10 credits that can be used from the Liberal Arts and Sciences Core (see advisor).
Judaic Studies: 30 credits. 24 Judaic Studies credits may be used for the concentration and Touro Israel Judaic Studies credits, seminary credits may also be used.
Humanities: 30 credits.

TOTAL NUMBER OF CREDITS REQUIRED FOR GRADUATION: 120
(INCLUDES MASTERS-LEVEL COURSES)

Follow the Student Time Line below for requirements leading to successful completion of the B.S. degree in Special Education: Childhood Education or Special Education: Early Childhood Education.

STUDENT TIME LINE

1. Students should choose 9 credits from among the following courses: EDUN 201, 209, 311, 312, 316, or 317 for the Early Childhood track (Birth-Grade 2); or EDUN 201, 301, 303, 304, or 306 for the Childhood track (Grades 1-6).
   Note: students do not have to take all 9 credits in one semester.
2. After completing 9 credits in EDUN courses, apply for acceptance into the Special Education: Childhood Education or Special Education: Early Childhood Education major. Contact your education advisor and schedule an admissions interview. Note that no student will be permitted to register for additional EDUN courses after completing 9 EDUN credits without first being officially accepted into the major.
3. Students accepted into the major will receive written permission from the department that should be presented at future EDUN course registrations.

REQUIREMENTS FOR ACCEPTANCE INTO THE SPECIAL EDUCATION: CHILDHOOD EDUCATION OR SPECIAL EDUCATION: EARLY CHILDHOOD EDUCATION MAJOR

a) Student must have an overall GPA of 3.0 or higher.
b) Student must have a GPA of 3.0 or higher in all EDUN courses.
c) Student must have a B or higher in English Composition I and English Composition II.
d) Student must establish writing proficiency by writing a brief acceptable essay at the time of the admissions interview.
e) Student must bring a current student transcript to the interview.

4. Students who are accepted must meet with an Education Department advisor each semester before registering for new EDUN courses.
5. After completing required education courses, students may apply to enroll in capstone courses Practicum I Field Experience in Early Childhood, General Education and Special Education Birth-Grade 2, course EDSN 682, or Practicum II in Early Childhood Special Education Birth- Grade 2, course SEDN 683.

REQUIREMENTS FOR ENROLLMENT IN CAPSTONE COURSES EDSN 682 OR SEDN 683

a) Presentation of the Admissions Certificate and a current student transcript.
b) Maintenance of requirements a & b in #3 above.
c) Passing of the Student Teaching Admissions Test (STAT).***
d) Approval of Student Teaching Coordinator.

***Before being permitted to take the STAT, students must complete 9 hours of NYSTCE Preparation seminars. Contact Student Teaching Coordinator to schedule an admissions interview.

6. After completing required education courses 682 or 694, a student may apply to enroll in capstone clinical courses SEDN 683 (Early Childhood), or SEDN 695 (Childhood).

REQUIREMENTS FOR ENROLLMENT IN CAPSTONE CLINICAL COURSES SEDN 683 OR SEDN 695

a) Passing of course EDSN 682 (Early Childhood) or EDSN 694 (Childhood) with a grade of B or higher.
b) Maintenance of requirements a & b in #3 above.

7. Approval of the Clinical Coordinator.
8. After a student completes ALL courses, GRADUATION REVIEW will be conducted. The purpose of the Graduation Review is to ensure that students have met all Touro University requirements for completion of the major. Students meeting all requirements will be officially certified by Touro University as a Completer of the Special Education: Childhood Education or Special Education: Early Childhood Education, B.S. degree program.
9. After a student completes all NYS Education Department requirements, Touro University will recommend and assist the student in applying for NYS Teacher Certification.

MINORS IN EDUCATION

Childhood Education Minor. ***18 credits***

The Childhood Minor covers grades 1-6. Students must complete an application to enroll in the Childhood Minor program. See an Education Department advisor.

Required Courses

EDUN 201 Psychosocial Foundations of Growth, Development, and Learning, Birth-Grade 6 3
EDUN 301 Teaching Reading and Language Arts, Grades 1-6 3
EDUN 304 Math, Science, and Technology: Teaching and Remediation 3

MCON 122/MCON 140 Computer Literacy and Information Retrieval 3

Two of the following elective courses

EDUN 302 Diagnosis and Correction of Reading Disabilities 3
EDUN 303 Teaching the Social Studies Spectrum Subjects 3
EDUN 306 Teaching the Arts and Physical Education..... 3
SPEN 309 Principles of Curriculum Development for Students with Disabilities..... 3
SPEN 310 Principles of Classroom Management for Students with Disabilities..... 3
EDSN 600 History and Philosophy of Education and Special Education** 3

**Upper-Division status and Dept. approval needed.

Early Childhood Education Minor.....18 credits

The Early Childhood Minor covers Birth-Grade 2. Students must complete an application to enroll in the Early Childhood Minor. See an Education Department advisor.

Required Courses

EDUN 201 Psychosocial Development of Growth, Development, and Learning, Birth - Grade 6 3
EDUN 311 Principles of Early Childhood Education..... 3
EDUN 317 Language Acquisition and Emergent Literacy II, K - Grade 2 3
MCON 122 / MCON 140 Computer Literacy and Information Retrieval 3

Two of the following elective courses

EDUN 209 Foundations of Parenting 3
EDUN 312 Methods of Early Childhood Education..... 3
EDUN 316 Language Acquisition and Emergent Literacy I, Birth – Pre-K..... 3
SPEN 313 Developmentally Appropriate Learning Experiences for Young Exceptional Children..... 3
SPEN 314 Addressing Challenging Behaviors of Young Exceptional Children..... 3
EDSN 600 History and Philosophy of Education and Special Education** ... 3

**Upper-Division status and Dept. approval needed.

HISTORY

Zvi Jonathan Kaplan, Chair of Undergraduate Studies in History
Dana W. Fishkin, Chair, Humanities History (HMHN Courses)
Deputy Chairs: Toba Singer, Richard Ninness

Mission

The Department of History's mission is to prepare students to think critically about historical issues, relate these issues to the present, and offer a perspective for dealing with the future. The Department aims to provide future professionals and academics in the field of history (or in applied fields) with the knowledge and tools to prepare them for graduate or professional work. In this pluralistic, democratic nation, all educated citizens need to appreciate the traditions and cultures of our diverse society as well as those of past civilizations.

Goals

Goal 1: Students should acquire knowledge of major developments in history, evaluate their unique contributions, and reach an overall understanding of the past and its impact on the present.

Goal 2: Students will acquire the necessary analytical and reasoning skills in the study of history.

Goal 3: Students will acquire the necessary information literacy skills to conduct historical research and present it effectively in writing.

Goal 4: Students who complete a concentration in History (major or minor) are expected to meet all the criteria above on a more intensive level.

Courses in the Department of History are designed to help students understand the nature of historical inquiry and to relate specific events to broader world concerns. Emphasis is placed on those forces that shaped the course of Western civilization, including the contributions of the Jewish people and other ethnic groups. The major in History is recommended for students planning a career in academia, as well as for those interested in law, journalism, education, and business.

Requirements

The History Department offers courses in three basic areas:

- World History (HISN 305, 312, 331, 334, 363, 382)
- American History (HISN 141, 142, 242, 335, 342)
- Jewish History (HISN 251, 255-256, 261, 262, 271, 354)

Courses are offered in each of these areas in the following formats:

1. **Survey** courses (all HMHN courses, HISN 220-221 and HISN 100's)—These courses provide the student with a broad overview of the field.
2. **Colloquia** (HISN 200's)—These courses emphasize the range of interpretations of a particular problem.
3. **Seminars** (HISN 300's)—These courses develop the student's research skills. Students are required to prepare a major research paper. (Topics in seminars vary, so these courses may be repeated for credit. Specific topics are posted at the time of registration.)

To major in History, the student is required to complete 30 credits in the department **in addition to** the Humanities-History survey (HMHN 101-102 and HMHN 201-202) or the alternative HISN 220-221 and two courses in the Social Sciences. **Intensive Talmud students must complete the History and Social Science component of the Alternative Core if they are majoring in History.**

Of these 30 credits, students must complete at least two courses in World History, two courses in American History, and two courses in Jewish History. At least four courses must be 200-level courses. All students must complete HISN 493 Advanced Topics in Social Sciences.

Courses in other disciplines, especially Political Science, Sociology and Philosophy, may be considered. A Senior Honors Project is optional, although strongly recommended.

Core Courses (6 Credits)

HMHN 101	Greek and Roman History (Manhattan)	3
HMHN 102	Medieval History (Manhattan)	3
HMHN 201	Renaissance History (Manhattan)	3
HMHN 202	Modern World History (Manhattan)	3
HISN 220	Survey of Modern History I (Ave. J)	3
HISN 221	Survey of Modern History II (Ave. J)	3
*_____	_____ (Ave. J)	3
*_____	_____ (Ave. J)	3

* Avenue J students must take two additional courses in Social Sciences (related to History) with the approval of the Department Chair.

Required Course

HISN 493	Advanced Topics in Social Sciences	3

At least two of the following (U.S. History):

HISN 141	The Emergence of the U.S. I	3
HISN 142	The Emergence of the U.S. II	3
HISN 206	The Immigrant Experience	3
HISN 210	African-American Experience	3
HISN 242	Violence in America	3
HISN 325	Civil Rights Movement in the United States	3
HISN 335	America in the Twentieth Century	3
HISN 342	Topics in U. S. Social-Intellectual History	3
HISN 450	American Cultural History	3

At least two of the following (Jewish History):

HISN 251	Jews and Arabs	3
HISN 255	Survey of Jewish History I	3
HISN 256	Survey of Jewish History II	3
HISN 261	The Rise of Modern Israel	3
HISN 262	The Holocaust	3
HISN 271	American Jewish History	3

At least two of the following (World History):

HISN 305	Topics in the History of the Ancient World	3
HISN 312	Topics in Medieval History	3
HISN 331	Topics in Early Modern History	3
HISN 334	Topics in Modern European History	3
HISN 363	Topics in Third-World Modern History	3
HISN 382	History of Russia	3

Electives

HISN 494	Senior Honors Project in History	3
Any course approved by the Department Chair:		3

Total **30 credits above the core**

Notes:

- At least four courses must be at the 200 level or higher
- HMHN 201/HMHN 202 are the equivalent courses to HISN 220/HISN 221 and HISN 223/HISN 224.

To minor in History, the student must complete 15 credits in the department exclusive of the Humanities-History sequence or its alternative. Students must take at least one elective at each level: 200s, 300s, and 400s.

At least four of the five electives for the minor must be taken at Touro University.

HUMANITIES, THE ARTS, AND PHILOSOPHY

Dana W. Fishkin, Chair, Humanities

Atara Grenadir, Chair, Art
Moshe Sokol, Chair, Philosophy

The Division of Humanities, the Arts, and Philosophy offers liberal arts courses primarily designed to enhance the student's appreciation of intellectual and aesthetic values that have been central to world civilization. Students are exposed to basic concepts and ideals of world culture in order to sensitize them to the ethical demands of maintaining an individual identity in a multi-cultural world.

FACULTY

Faculty for Humanities courses are drawn from various departments of the University, including History, Literature, Philosophy, and Art.

HUMANITIES CORE

This two-year sequence in history and literature offers an intensive study of Western European traditions, ideas, and experiences, culminating in a multi-cultural approach to the modern world. The coordinated history and literature courses range from antiquity to modern times, and introduce students not only to history and literature, but to art and philosophy as well. Students are expected whenever possible to take two coordinated segments during the same semester.

HUMANITIES

HMHN 101 Greek and Roman History
HMLN 101 Greek and Roman Literature
HMHN 102 Medieval History
HMLN 102 Medieval Literature
HMHN 201 Renaissance History
HMLN 201 Renaissance Literature
HMHN 202 Modern World History
HMLN 202 Modern World Literature

HUMANITIES MAJOR

Students in education programs who major in Humanities must complete HMHN 201-202 (Renaissance History and Modern History) and HMLN 201 (Renaissance Literature) in Manhattan, or HISN 220-221 (Survey of Modern History I and II) and LLEN 220 (Survey of Modern Literature I) in Flatbush, as well as COAN 101 (Art of Western Civilization I) (12 credits).

Students who wish to major in Humanities must take 33 credits; at least one course from each of the following categories (12 credits). Students must complete 15 credits at the 300 level.

History

HMHN 101	Greek and Roman History
HMHN 102	Medieval History
HISN 255	History of the Jewish People I
HISN 256	History of the Jewish People II
HISN 363	Topics in Third World History

Literature

HMLN 101	Greek and Roman Literature
HMLN 102	Medieval Literature
HMLN 202	Modern World Literature
LLEN 221	Survey of World Literature II
HMLN 301	Literature of the Third World
HMLN 323	Literature of the Self

Art

COAN 301	Aesthetics of Modern Art
COAN 302	Jewish Art
COAN 303	Jewish Music

Philosophy

PHIN 201	History of Ideas I
PHIN 202	History of Ideas II
PHIN 210/ POLN 201	Introduction to Political Theory
PHIN 211	Logic
PHIN 222	Ethics
PHIN 301	Topics in the History of Ideas
PHIN 330	Philosophy of the Self

Additional requirements: two additional upper division electives from the courses listed above (6 credits) and Advanced Topics in the Humanities (3 credits).

Only twelve credits of the core requirements can be counted toward the Humanities Major.

Total **33 Credits**

Additional 300 level courses from the Departments of Literature, History, Art, and Philosophy may be taken as part of the Humanities Major with approval of the Humanities Chairman.

THE ARTS

Mission

The Art Department implements a course of study in the visual and performing arts that supports, integrates, and contributes to the mission of Touro University. The program promotes the appreciation and understanding

of art as a discipline and of its contributions to the culture and history of humanity in general and the Jewish people in particular. The art program provides studio and history courses that teach creativity, technical skills, and problem-solving techniques, which are needed in today's fast-changing world. Our students enter graduate programs in art-related fields and pursue careers in art-related fields such as art education, interior or fashion design, and art therapy.

Goals

Goal 1: To provide students with skills to exercise educated aesthetic judgment.

Goal 2: To develop students' proficiency with the major concepts, art aesthetics and historical trends in the arts.

Goal 3: To develop students' technical skill in creating artworks.

Goal 4: To enable students to communicate effectively about art-related issues both orally and in writing.

Goal 5: To enhance students' ability to gather and synthesize art-related information from both written and computerized sources ("information literacy").

Goal 6: To make students aware of the sociological issues in art and its impact on artists, consumers of art, and the society as a whole.

Goal 7: To develop student understanding, appreciation and sensitivity to ethical issues relating to art and the discipline's response to those issues.

Goal 8: To develop student understanding of how creating art can enhance personal growth.

Goal 9: To help students use their knowledge and skills to realistically plan their professional careers.

Visual Arts Minor

Students have the opportunity to minor in the Visual Arts by meeting the following requirements:

Required Courses for the Minor (9 - 12 Credits)

COAN 101 Art of Western Civilization 3

Two of the following three courses:
COAN 221 Workshop in Studio Art I: Drawing.....3
COAN 222 Workshop in Studio Art II: Painting I...3
COAN/MCDN 224 Drawing and Painting I.....3
Total:.....9

Any two/three electives from the following (6 - 9 credits)

Art
COAN 166 Introduction to the Visual Arts 3
COAN 203 Ceramics 3
COAN/MCDN 225 Drawing and Painting II 3
COAN 226 Workshop in Art: Painting II 3
COAN 301 Aesthetics of Modern Art 3
COAN 302 Jewish Art.....3
COAN 306 Introduction to Illustration 3
COAN 316 Jewish Archaeology 3
COAN 318 3D Design 3
MCDN 150 Foundations of Design I 3
MCDN 221 Photography 3

Psychology
PSYN 209 Introduction to Art Therapy.....3
PSYN 309 Art Therapy II 3

Music
COAN 131 Introduction to Music.....3
COAN 303 Jewish Music.....3

Total:.....9
Total Credits in Minor:.....18

- Introduction to Psychology is a prerequisite for Introduction to Art Therapy.
- Many computer graphics courses have specific prerequisites that must be met.
- The same course **cannot** be used for a major and for the visual arts minor.
- At most two elective art history courses can be counted toward the minor.

Art Therapy Minor for Psychology Majors

Required Courses for the Minor (6 Credits)
PSYN 209 Introduction to Art Therapy I 3
PSYN 309 Introduction to Art Therapy II.....3

Four Elective Courses from the Following (12 Credits)

At Least One of the Following:
COAN 221 Workshop: Studio Art / Drawing I 3
COAN/MCDN 224 Drawing and Painting I.....3

At least one of the following:

PSYN 352 Art Therapy with Children and Adolescents 3
PSYN 353 Art Therapy for Special Needs and Diverse Populations 3

At Least One of the Following:

COAN 203 Ceramics 3
COAN 222 Workshop: Studio Art / Painting I..... 3
COAN 226 Workshop: Studio Art / Painting II 3
Total Credits in Minor: 18

PLEASE NOTE:

- Minimum preparation for graduate study in art therapy should include 12 credits of Psychology (PSYN 101, 201, 310, and 335) and 18 credits of studio art.
- A course taken for the minor may not be double-counted or used to satisfy other requirements.

PHILOSOPHY

Moshe Sokol, Chair

The Philosophy Department introduces students to the basic concepts of philosophy and approaches to philosophic inquiry, from classical times to the modern period. Course offerings enrich the student's experience of self and the world, and promote the development of analytic skills. The Philosophy major serves as excellent preparation for careers in law, journalism, public life, public relations, and any profession where the ability to think clearly is of special importance.

Mission

The mission of the Department of Philosophy is to introduce students to the basic concepts of philosophy and methods of philosophic inquiry and analysis, and thereby enable them to gain a deeper, more reflective and critical understanding of themselves and the world. The major prepares students for graduate school in philosophy, and for careers in law, religion, journalism and public life.

Goals

Goal 1: Students should acquire knowledge of major developments in the history of philosophy from the classical through contemporary periods.

Goal 2: Students will develop skills in critical reading and in the careful analysis of texts, ideas and arguments.

Goal 3: Students will develop the ability to write clearly and to construct arguments with cogency.

Goal 4: Students will acquire the necessary information literacy skills to engage in research in the field of philosophy.

Requirements

The Philosophy major requires 30 credits. Twelve of these are electives as approved by the department; six courses, listed below, are required:

PHIN 101 Introduction to Philosophy 3
PHIN 201 History of Ideas I……...3
PHIN 202 History of Ideas II…….3
PHIN 211 Logic 3
PHIN 222 Ethics.....3
PHIN 493 Advanced Topics in Philosophy 3
Four additional electives, as approved.*

*Qualified upper division students may enroll in selected Jewish Philosophy courses offered through the Graduate School of Jewish Studies in partial fulfillment of the elective requirement, with approval of the Chair of the Department and Dean of the Graduate School of Jewish Studies.

JUDAIC STUDIES

Mission

The Department of Judaic Studies offers courses in support of the University's mission "to perpetuate and enrich the Jewish heritage." Toward this end, the Department offers courses that satisfy the Judaic studies requirement in the Lander Colleges, as well as courses toward the baccalaureate in Jewish studies. 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.

The major in Judaic Studies is designed to provide students with an in-depth understanding of and a nuanced appreciation for the study of Tanakh, Jewish Thought, and Jewish Law. Classes foster critical

thinking and analysis while highlighting the multi-dimensional role played by classical, medieval and modern Jewish texts and ideas in their interface with the secular world. The major seeks to imbue students with the inherent worthiness and relevance of Jewish studies, culture, and values in today's society. Students may use the major in Judaic Studies in order to pursue graduate study in Jewish studies, Jewish education, or for self-development.

Goals

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

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

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

Yeshiva Option

The Lander Colleges recognize the desire of students who wish to devote a full day to the traditional study of Talmudic Law in an environment devoted exclusively to such study. The University has established a Yeshiva Option, specifically designed for students seeking to be more intensively involved in the study of Jewish Law. These students may undertake a full-day program (two or three sedarim) of study of a Talmudic tractate. Courses in classic Biblical exegesis and legal codes may supplement Talmud course offerings. Yeshiva Option course offerings are denoted by the YOCN prefix among the Judaic Studies course descriptions.

Intensive Talmud Option

With appropriate permission, students may also register to study on a more intensive level at a Yeshiva or other institution of higher learning. Students who pursue a double-program may earn up to six credits a semester (3 credits Talmud, 3 credits Intensive Talmud).

Certificate Program in Jewish Law

The Certificate Program in Jewish Law involves up to sixty credits in the intensive study of Jewish legal sources. Students participate in independent preparation as well as classroom instruction. A number of communication skills courses (e.g. English Composition, Fundamentals of Speech and other electives) may be included in the program. Courses that can be applied toward the certificate are designated by the YOCN prefix found at the end of the Judaic Studies course descriptions in the Course Descriptions section of this Catalog.

LANDER COLLEGE FOR WOMEN

Susan Weissman, Chair

Shulamit Rubin, Deputy Chair

Rabbi Izhac Layosh, Deputy Chair, Lander College of Arts and Sciences (Flatbush)

Judaic Studies Core Requirements

Students must complete a minimum of 24 credits in Judaic Studies in order to receive a baccalaureate degree. Some of these credits may be completed in Israel or at other institutions that are approved by the University for transfer credit in Judaic Studies. However, students must successfully complete at least 3 credits EACH of JS Bible (JSBN), JS Thought (JSHN), and JS Law (JSLN) on campus at LCW.

Residency Requirement

Students must take 3 credits per semester in Judaic Studies while they are matriculated at LCW, even if they have already fulfilled the 24 credits of CORE requirements.

The Three-Tiered Track Program in Judaic Studies

Entering students must take a **placement exam** in order to determine the correct **track placement** within the JS department (Machon, Advanced, or Honors) and, then, **must register only for classes that are on their assigned track each semester.**

***Machon* Track**

The *Machon* track is a two-part sequence of courses designed for students with limited textual skills and/or Hebrew language proficiency. Placement is determined by exam. The track consists of a Biblical Hebrew language skills course and a *Rashi* skills course coupled with a course in JS content of JSBN, JSHN, or JSLN. Each course earns 1.5 credits; students must take one skills course alongside of one content-based course each semester for a total of 3 credits per semester. Upon successful completion of the *Machon s*equence, students pass into the Advanced level track.

Advanced Track

The Advanced track is designed for students who demonstrate a strong measure of competency in textual skills and Hebrew language proficiency. Courses in this track are designed to strengthen existing skills, broaden student knowledge base, and foster critical thinking and analysis. The Advanced track is comprised of varying courses distributed among the JSB, JSH, and JSL

designations. Each course earns 3 credits and requires a research paper. Students must take a minimum of 3 credits per semester. Placement is determined by exam. Some students may be required, based on placement exam results, to begin their JS courses with JSB 151 N Textual Analysis Pentateuch, a skill-building course.

Honors Track
The Honors Track is designed for students who demonstrate a superior measure of competency in textual skills and Hebrew language proficiency. Courses in this track are designed to encourage application of skills to new areas of learning, enhance student knowledge base, and promote critical thinking and analysis. The Honors track is comprised of varying courses distributed among the JSB, JSH, and JSL designations. Each course earns 3 credits and requires a research paper. Students must take a minimum of 3 credits per semester. Placement is determined by exam.

Special Courses
- **Advanced Topics Courses:** Advanced Topics courses provide intense focus on a defined subject matter, discuss and assess rules/methodology specific to a certain discipline, or deal with subject matter on an academic level. Advanced Topics courses exist on **both the Advanced track and the Honors track**. They earn 3 credits each and require an oral presentation in addition to the other course requirements. Advanced Topics courses may be used to satisfy core and residency requirements, and one Advanced Topics course **is a requirement of both the JS Major as well as the JS minor.**
- **Interdisciplinary Courses:** Interdisciplinary courses are courses offered in a department outside of the Judaic Studies department and have either Judaic or Israel-related content. These courses must be approved by the JS department. **One 3 credit interdisciplinary course is a requirement for the Judaic Studies Minor and one 3 credit interdisciplinary course may be used to satisfy the Judaic Studies Major. Such a course may NOT be used to satisfy any other requirement in the College.**

Requirements for the Judaic Studies Major
The major in Judaic Studies requires the successful completion of 39 credits, which is comprised of 15 additional credits **above** the 24-credit Core requirement in JS **AND above** the 3-credit per semester Residency requirement. The 15 additional credits must be completed on campus at the University. Three credits must be of Advanced Topics (one Advanced Topics course as part of either the Advanced or Honors tracks). One 3-credit interdisciplinary course that is approved by the JS department and is not being used to satisfy any other Lander College requirement may count toward the JS major.

Requirements for the Judaic Studies Minor
The minor in Judaic Studies requires 6 additional credits beyond JS Core and Residency requirements. The minor comprises one 3 credit Advanced Topics course (see above description) and one 3 credit approved interdisciplinary course that is not being used to satisfy any other Lander College requirement (see above description).

Additional Options in Judaic Studies
Advanced or Honors track students are eligible to enroll in certain graduate courses offered at Touro's Graduate School of Jewish Studies, upon approval of the Chairman of the Judaic Studies department and the Dean of the Graduate School.

Other Institutions
A number of students choose to pursue their Jewish studies at Yeshivas, seminaries or other recognized institutions of post-secondary Jewish learning before or during their studies at Lander College. Transfer credit is awarded only to institutions approved by the University. Students are required to file a permit form at the time of registration and failure to receive prior approval of such study can lead to disallowance of transfer credit.

ADDITIONAL JUDAIC STUDIES COURSES

The following is a master list of courses generally offered in the Touro College Israel Option and certain other programs. Although exact courses may vary slightly from year to year, this serves as a guide. Courses such as Talmud or Later Prophets may be repeated for credit when course material is not duplicated, e.g. different tractate of Talmud.

Generally, 1 credit is given for each 2 semester hours of classroom study in Judaic Studies. In other departments such as Languages and Literatures or History Courses, 1 credit is given for each semester hour of classroom study. The following course numbers may also be utilized for courses offered by the University modeled after the Israel experience.

Bible-JSBN

157-158	Introduction to Biblical Commentaries
159-160	Introduction to Megillot
177-178	Ezekiel/Trei Asar
191-192	Introduction to Pentateuch: Genesis
193-194	Introduction to Pentateuch: Exodus
195-196	Introduction to Pentateuch: Numbers
198-199	Introduction to Early Prophets
209-210	Biblical Themes
265-266	Megillot (Books may vary)

275-276 Hagiographa (Books may vary)
277-278 Ezekiel/Trei Asar
288-289 Pentateuch Survey I, II
291-292 Text Analysis - Genesis
294-295 Text Analysis - Leviticus
298-299 Latter Prophets
368-369 Hagiographa (Books may vary)
389-390 Topics in Pentateuch
391-392 Topics in Early Prophets
393-394 Topics in Hagiographa

Jewish History-HISN
155-156 History of the Jewish People
159 Modern Jewish History

Languages and Literatures-LLHN
191-192 Elementary Hebrew
291-292 Intermediate Hebrew

Jewish Law-JSLN
175-176 Introduction to Ritual Law
187-188 Contemporary Problems in Jewish Law
191-192 Talmud (tractates vary according to program)
275-276 Ritual Law – Orach Chaim
277-278 Laws of the Land of Israel
289-290 Topics in Maimonidean Code
293-294 Foundations of Jewish Law
391-392 Talmud (tractates vary)
395-396 Topics in Responsa Literature
455-456 Intensive Talmud (tractates vary)

Jewish Heritage and Culture-JSHN
181-182 Introduction to the Jewish Experience
182-184 Introduction to Aggadic Literature
187-188 Introduction to Jewish Thought
189-190 Introduction to Jewish Philosophy
191-192 Introduction to Ethics of the Fathers
193-194 Introduction to Classics of Jewish Ethics
196-197 Geography of Israel
285-286 Philosophy of Liturgy
289-290 Ethics of the Fathers
291-292 Classics in Ethics
293-294 Topics in Jewish Thought
297-298 Medieval Jewish Philosophy
393-394 Topics in Jewish Philosophy

LANDER COLLEGE FOR MEN

Beis Medrash Option
Rabbi Yonason Sacks, Rosh Yeshiva
Rabbi Yehuda Shmulewitz, Menahel

Students of the **Lander College for Men** generally complete their Judaic Studies requirement through study in the affiliated **Beis Medrash L'Talmud**. The Beis Medrash functions six days a week. On regular weekdays, this program for undergraduate student ends at 3:00 PM. An active night seder enhances this learning experience. Student in the Beis Medrash earn 3 credits each semester.

LANGUAGES AND LITERATURE
Ira Gold, Interim Chair

Matthew Zarnowiecki, Deputy Chair

The Division of Languages and Literature comprises two departments: the Department of Languages and Literature and the Department of English as a Second Language (ESL). These departments provide courses dealing with oral and written communications skills at a variety of levels, from the most basic skills for foreign-born students to advanced courses for students seeking to complete a major. The Department of Languages and Literature offers majors in English Literature and Hebrew Language and Literature.

Mission

The mission of the Department of Languages and Literature is to enable our students to become proficient in the use of the English language, both written and spoken. Our program aims, through exposure to expository and literary readings, to encourage students to think critically and express themselves effectively. Our hope is that our students gain the knowledge and skills necessary to address the challenges in the workplace and in our multicultural society-at-large.

Goals

Goal 1: To develop students' ability to write in clear, precise English.
Goal 2: To develop students' ability to write persuasive and expository essays.
Goal 3: To enhance students' critical reading and writing skills.
Goal 4: To promote information literacy, research skills, and other competencies students need in order to succeed in a technological society.
Goal 5: To prepare students for the many fields for which well-developed language skills are a key, such as law, advertising and public relations, technical and scientific writing, and journalism.
Goal 6: To prepare our English majors for graduate study and academic careers.

LANGUAGES AND LITERATURE

English Composition

Entering students are given an English Composition placement examination. This examination assesses students' writing proficiency.

All students who enter The Lander Colleges, no matter what composition courses they may have taken elsewhere, take an English Placement Test and, if placed in Composition, take appropriate courses. Proficiency in English Composition is a requirement for graduation.

English Composition I and II is a core requirement of all students who do not demonstrate proficiency through the placement examination. 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 can be awarded such credit only after the results of the placement examination are analyzed.

English Literature Major (BA)

Required Courses (6 credits):
LLEN 222 Shakespeare
LLEN 493 Advanced Topics in English

Eight Electives from the Following (24 credits):
Anglo-Saxon and Medieval
LLEN 301 Anglo-Saxon and Medieval Literature
LLEN 302 Chaucer
Renaissance
LLEN 315 Tudor and Stuart Drama
Seventeenth Century
LLEN 332 Milton
LLEN 333 Seventeenth Century Literature
Restoration and Eighteenth Century
LLEN 345 Restoration and Eighteenth-Century Drama
LLEN 346 Restoration and Eighteenth-Century Literature
Nineteenth Century
LLEN 319 Works of Jane Austen
LLEN 351 Romantic Poetry
LLEN 352 Victorian Literature
LLEN 371 American Literature before 1900
Modern and American
LLEN 211 Modern Drama
LLEN 361 The Modern British Novel
LLEN 372 The Modern American Novel
LLEN 373 Modern American Poetry
Language and Writing
LLEN 201 Advanced Expository Writing
LLEN 202 Creative Writing
LLEN 250 Development of the English Language
Total 30 credits

PLEASE NOTE:

- Lander College of Arts and Sciences majors must take all three Survey of World Literature courses: LLEN 219, LLEN 220, and LLEN 221.
- At least one course must be taken in each of four of the six periods above.
- English majors are urged to take courses in foreign languages. The Department grants three credits toward the major to students who either take a foreign language course at the 200 level or beyond, or take a course in a foreign literature at the 200 level or beyond in their native language.
- The Department grants three credits toward the English major to students who successfully complete a Communication and Arts course at or beyond the 100 level (other than Fundamentals of Speech).
- The Department grants three credits toward the English major to students who successfully complete a course in Philosophy at the 100 level or beyond.

Course Options for the Major

Foreign Languages

The Department strongly urges English majors to take courses in foreign languages and literatures. The Department grants three credits toward the English major to any student who either (1) takes a foreign language course at the 200 level or beyond, or (2) takes a course in a foreign literature at the 200 level or beyond. Students whose native tongue is not English will not be awarded credit toward the major for courses in their native language.

Communication and Arts

In order to further enhance the career opportunities of its English majors, the Department encourages students to take courses in Communication and Arts. The Department grants three credits toward the English major to any student who successfully completes a Communication and Arts course at or beyond the 100 level (other than Fundamentals of Speech).

Philosophy

In order to encourage its majors to broaden their backgrounds in logic and in the history of ideas, the department grants three credits toward the major to any student who takes a course in Philosophy at the 100 level or beyond.

Hebrew Language and Literature

To major in Hebrew Language and Literature, a student is required to complete 30 credits in Hebrew Language

or Literature in courses beyond the 100 level. Three credits must be earned for Hebrew 493 (Advanced Topics).

English Literature Minor

To minor in English Literature a student must complete a total of 15 credits as follows: (1) LLEN 222, Shakespeare (3 credits) as a required course in the Renaissance period, (2) a total of three electives (9 credits) from the remaining five historical periods listed above for majors, with no more than one from any period, and (3) one additional elective (3 credits), from either the five historical periods or from the following: LLEN 201 (Advanced Expository Writing), LLEN 202 (Creative Writing), LLEN 250 Development of the English Language, or LLEN 493 (Advanced Topics).

ENGLISH AS A SECOND LANGUAGE

Touro University has established an intensive English as a Second Language (ESL) sequence to meet the needs of non-native speakers who have limited English proficiency. The program consists of a testing component designed to admit students into the program and place them at an appropriate level of instruction; an instructional component comprised of a carefully sequenced set of courses designed to prepare students for academic study by developing their listening, speaking, reading and writing skills in English; a tutoring component designed to provide students with individualized instructional support; and an evaluation component designed to determine whether students have satisfied course exit criteria. The ESL sequence is described in the current edition of the Catalog of the New York School of Career and Applied Studies.

MATHEMATICS

Samuel Fuhrer, Chair

David Wohl, Co-Chair (Flatbush Campus)
Oleg Friedman, Deputy Chair (Lander College for Men)

Mission

The mission of the Mathematics Department for all students is to offer high-quality instruction in an environment in which students can acquire the logic and analytical and quantitative skills necessary for achieving success and the skills necessary to meet the technical demands of the workplace and of daily life.

Goals

Goal 1: Students will be able to apply the tools and structure of mathematical systems.

Goal 2: Students will be able to communicate mathematical knowledge in oral and written form.

Goal 3: Students will be able to creatively solve mathematical problems.

The Department of Mathematics offers a major leading to a Bachelor of Science (B.S.) degree as well as courses such as Pre-Calculus, Calculus, Statistics, and Finite Mathematics, which either support other majors in the University or may be taken as general liberal arts electives. Students seeking a B.S. in Mathematics may pursue this field out of intellectual curiosity, as a means of developing problem-solving skills, or in Actuarial Studies, preparation for graduate or professional study. The field of actuarial studies is one with great practical potential for majors in mathematics, and a sequence of courses for students interested in this discipline has also been developed.

The mathematics/actuarial studies track requires 41 credits of course work in calculus, probability theory, computer science, and the mathematics of insurance. Students are encouraged to supplement their mathematics classes with courses in economics and finance.

Excellent job opportunities generally exist for actuaries with insurance firms, pension consultants, and large corporations. Advancement in the profession is based on passing a series of examinations. Touro's curriculum is geared to prepare students for the Society of Actuaries examinations.

MATHEMATICS/ACTUARIAL STUDIES

Required Courses (23 credits):

MATN 121	Calculus I	4
MATN 122	Calculus II	4
MATN 201	Advanced Calculus I	3
MATN 202	Advanced Calculus II	3
MATN 231	Probability Theory	3
MATN 232	Quantitative Analysis	3
MATN 493	Research Project in Mathematics	3

One of the following: (3 credits)

MATN 211	Linear Algebra	3
OR		
MATN 335	Mathematical Statistics	3

One of the following: (3 credits)

MCON 141 Introduction to Programming 3

OR

MATN 267 VBA Programming and Excel 3

OR

EBFN 101 Principles of Finance 3

Four electives (12 credits) from the following:

MATN 240 Finite Mathematics 3
MATN 263 Operations Research 3
MATN 266 Introduction to Biostatistics 3
MATN 301 Foundations of Analysis I 3
MATN 302 Foundations of Analysis II 3
MATN 320 Introduction to Differential Equations 3
MATN 331 Mathematics of Compound Interest..... 3
MATN 333 Actuarial Mathematics I 3
MATN 334 Actuarial Mathematics II 3
MATN 341 Numerical Methods I 3
MATN 351 Econometrics 3
MATN 405 Methods of Applied Mathematics I 3
Any course approved by the Department Chairperson

Total 41 credits

Recommended Business Courses:

EBAN 101 Principles of Accounting I 3
EBEN 101 Principles of Macroeconomics 3
EBEN 102 Principles of Microeconomics 3
EBFN 210 Investment Principles 3
EBFN 220 Corporate Finance 3
EBFN 310 Security Analysis 3
EBFN 410 Seminar in Options Trading..... 3

COMPUTER SCIENCE

Issac Herskowitz, Chief Computer Instruction Officer and Undergraduate Chair

Shmuel Fink, Deputy Chair

Mission

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

Goals

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

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

Goal 3: To research effectively on technical subjects.

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

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

Students majoring in Computer Science or Information Systems are permitted to use present course requirements for only 6 years from the time they entered the University. This rule is enforced equally for current students and for students who are on official leaves of absence.

B.S. IN COMPUTER SCIENCE

The Computer Science degree program follows the curriculum guidelines of the Association of Computing Machinery (ACM), the body that sets academic standards for computer science curricula. This is a more traditional baccalaureate degree than the MIS degree. It combines math, programming, and theory to provide a powerful skill-set. A Touro University computer science degree will provide the necessary prerequisites to apply to graduate level computer science programs.

Required for major (40 credits)

MCON 104 Computing Theory and Applications ...4
MCON 141 Introduction to Programming 3
MCON 152 Computer Methodology 3
MCON 232 Advanced Programming.....3
MCON 243 Operating Systems 3
MCON 251 Programming Languages.....3
MCON 260 Computer Architecture 3
MCON 264 Data Structures I.....3
MCON 343 Database Concepts & Design 3
MCON 357 Practicum in Software Development....3
MCON 364 Data Structures II 3
MCON 368 Advanced Topics in Object-Oriented Programming.....3
MCON 452 Internship in Computer Science 3

Required Math courses for major (7 credits)

MATN 121 Calculus I 4
MCON 241 Math for Computer Science Majors 3

Three electives from the following (9 credits)

MATN 231 Probability Theory.....3
MCON 234 Numerical Methods in Computer Programming.....3
MCON 245 UNIX Operating Systems.....3
MCON 255 Android Application Development 3
MCON 267 Linear Algebra for Computer Science

Major 3
MCON 275 Advanced Internet Tools and Web Design 3
MCON 312 Linux Systems Programming C and C+ 3
MCON 353 Data Communications 3
MCON 358 Web Programming 3
MCON 423 Analysis of Algorithms 3
MCON 451 Special Topics in Computer Science ... 3
Any other course approved by the Department..... 3

Total 56 credits
Total required for B.S. degree 120 credits
(incl core courses and general electives)

B.S. IN BUSINESS MANAGEMENT AND ADMINISTRATION (MANAGEMENT INFORMATION SYSTEMS CONCENTRATION)

Mission

The mission of the Business Management & Administration / Management Information Systems Program is to prepare students for successful careers in the fields, by providing a supportive and dedicated learning environment, which encourages technical and creative proficiency.

This program is designed for students who seek to understand the role of computers in business and are interested in business-based positions in application programming, and systems analysis. It also prepares students for graduate programs in Information Systems.

MIS Programming Track

Mission

The mission of the Management Information Systems Programming Track is to provide a high-quality education that conforms to the standards of the Association of Computing Machinery and prepares students for productive careers and further study.

Goals

Goal 1: To develop problem-solving skills required to analyze, design and implement solutions involving use of the computer.

Goal 2: Students will develop the ability to read, write, speak, and research affectively on information systems and software development.

Goal 3: To recognize ethical and social issues related to the use of computer technology.

Goal 4: To develop the ability to continue learning in a rapidly changing discipline.

Goal 5: To develop knowledge of selected fundamental business principles.

Required Courses:
Business Base: (18 credits)
EBAN 101 Principles of Accounting I.....3
EBAN 102 Principles of Accounting II 3
EBEN 101 Principles of Macroeconomics 3
EBEN 102 Principles of Microeconomics.....3
EBMN 101 Principles of Management.....3
MATN 261 Statistics for Social Science Majors 3

Computer Base: (32 credits)
MCON 104 Computer Theory and Applications 4
MCON 141 Introduction to Programming 3
MCON 232 Advanced Programming.....3
MCON 260 Computer Architecture 3
MCON 264 Data Structures I.....3
MCON 343 Data Base Concepts and Design.....3
MCON 346 Business Programming.....3
MCON 357 Practicum in Software Development....3
MCON 364 Data Structures II 3
MCON 452 Internship in Computer Science 3

Four electives from the following: (12 credits)
MCON 152 Computer Methodology 3
MCON 234 Numerical Methods in Computer Programming.....3
MCON 241 Mathematics for Computer Science Majors 3
MCON 243 Operating Systems 3
MCON 245 UNIX Operating System 3
MCON 251 Programming Languages.....3
MCON 255 Android Application Development 3
MCON 267 Linear Algebra for Computer Science Major.....3
MCON 275 Advanced Internet Tools and Web Design 3
MCON 312 Linux Systems Programming C and C+ 3
MCON 358 Web Programming.....3
MCON 368 Advanced Topics in Object-Oriented Programming.....3
MCON 423 Analysis of Algorithms 3
MCON 451 Special Topics in Computer Science 3
Any other course approved by the Department 3
Total 62 credits

B.S. in Cybersecurity and Network Administration

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

Required Prerequisite Course:

MCON 104 Computing Theory and Applications ... 4

Required for Major:

MCON 125 WAN I Lab ... 1
MCON 141 Introduction to Programming ... 3
MCON 147 Computer Hardware and System Security ... 3
MCON 156 Electronics for Computers and Data Communications ... 3
MCON 202 Networking Essentials ... 3
MCON 223 Wide Area Networks I ... 3
MCON 224 Wide Area Networks II ... 3
MCON 228 Advanced Computer Hardware and System Security ... 3
MCON 231 Fundamentals of Cybersecurity ... 3
MCON 234 LAN Applications ... 1
MCON 236 Advanced LAN Applications II ... 1
MCON 245 UNIX Operating System ... 3
MCON 311 Wireless Networks ... 3
MCON 321 Computer Forensics ... 3
MCON 325 Advanced Cybersecurity ... 3
MCON 353 Data Communications ... 3
MCON 354 Local Area Network Concepts and Software ... 3
MCON 355 Advanced Local Area Networks ... 3
MCON 452 Internship in Computer Science ... 3

Three Electives from the Following:

MCON 232 Advanced Programming ... 3
MCON 250 Advanced UNIX Operating System ... 3
MCON 260 Computer Architecture ... 3
MCON 275 Advanced Internet Tools and Web Design ... 3
MCON 315 Fundamentals of Voice Over IP ... 3

MCON 343 Data Base Concepts and Design ... 3
MCON 356 Advanced Topics in LAN ... 3
MCON 451 Special Topics in Computer Science ... 3
MCON 462 Advanced Topics in Data Communications ... 3
Any other course approved by the Department ... 3

Total credits in major ... 51
Total credits required for B.S. degree ... 120
(incl core courses and general electives)

Minor in Information Technology

Today, students majoring in business disciplines find that they need enhanced computer skills in order to find well-paying jobs with good career potential. Courses in this minor provide a student with excellent personal computer application skills, as well as the possibility to further explore other technological areas. This minor has been specifically designed for those Touro University students majoring in Accounting, Economics, Finance, Management, and Business Management with concentrations in Management and Marketing. The minor is also available to students majoring in other disciplines. Students majoring in Computer Science or Information Systems may **not** also complete this minor.

Required Courses: (9 credits)

MCON 104 Computing Theory and Applications ... 3
MCON 148 Advanced Computer Business Applications ... 3
MCON 256 Database Programming ... 3

Two electives from the following: (6 credits)

MCON 141 Introduction to Programming ... 3
MCON 156 Electronics for Computers and Data Communications ... 3
MCON 232 Advanced Programming ... 3
MCON 245 UNIX Operating Systems ... 3
MCON 255 Android Application Development ... 3
MCON 275 Advanced Internet Tools and Web Design ... 3
MCON 353 Data Communications ... 3
Any other course approved by the Department ... 3
Total Credits in Minor ... 15

B.S. IN DIGITAL MULTIMEDIA DESIGN

Mission

Because of its unique identity within the Computer Science Department, the Digital Multimedia Design program has formulated a mission statement that differs from that of the general Computer Department statement:

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

Goals

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

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

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

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

Students in the baccalaureate degree program in Digital Multimedia Design (BS) acquire the knowledge, skills, and, conceptual framework necessary in this field. Students become familiar with creative graphic design, page layout, typography, digital imaging, web page design and historical and social influences on the graphic arts and media in order to work and progress effectively within the industry. Students also produce portfolio-quality production pieces appropriate for presentation to potential employers or graduate schools. With the baccalaureate degree in Digital Multimedia Design, students develop the qualifications for the following positions:

- Art Director
- Web Designer
- Production Assistant
- Digital Illustrator
- Digital Re-toucher
- Multimedia Designer
- Freelance Graphic Designer
- Game Designer

Required Courses (45 credits):

MCON 140 Computer Concepts with Business Applications 3
MCDN 150 Foundations of Design I 3
MCDN 155 Foundations of Design II 3
MCDN 230 Digital Multimedia Design I..... 3
MCDN 231 Digital Multimedia Design II 3
MCDN 235 Computer Graphic Design I 3
MCDN 236 Computer Graphic Design II 3
MCDN 262 Digital Multimedia Design III..... 3
MCDN 263 Web Design I 3
MCDN 264 Web Design II 3
MCDN 267 Computer Graphic Design III 3
MCDN 302 Web Design III 3
MCDN 335 Advanced Design Studio 3
MCDN 490 Senior Portfolio 3
MCDN 498 Internship in Digital Multimedia Design..... 3

Choose three electives from the following (9 credits):

COAN 101 Art of Western Civilization 3
COAN 166 Introduction to Visual Arts 3
COAN/MCDN 224 Drawing and Painting I.....3
COAN/MCDN 225 Drawing and Painting II 3
MCDN 111 History of Graphic Design 3
MCDN 201 Exploring Typography.....3
MCDN 221 Photography 3
MCDN 291 Principles of 2-D Animation 3
MCDN 303 Multimedia Design.....3
MCDN 320 Information Design 3
MCDN 357 Computer Illustration 3
MCDN 360 Video Production Studio 3
MCDN 420 Authoring Languages.....3
MCDN 480 Senior Project.....3
MCON 141 Introduction to Programming.....3
MCON 232 Advanced Programming.....3
Total **54 credits**

Minor in Digital Multimedia Design

The Minor in **Digital Multimedia Design** gives students an opportunity to learn state-of-the-art print and web design software, as well as to delve into graphic design theory, practice, and application. Today's competitive job market expects new hires to have varied computer skills. This minor can be matched with a number of majors, including Marketing, Education, Computer Science, and Business. What employer would not welcome a talented designer with knowledge of software such as Adobe Photoshop, Illustrator, and InDesign, who could enhance business documents, presentations, and tweak their websites? The Minor in **Digital Multimedia Design** is an intelligent solution for students interested in using graphics to enhance their professional career goals.

Required Courses (9 credits):

MCON 140 Computer Concepts with Business Applications 3
MCDN 150 Foundations of Design I.....3
MCDN 230 Digital Multimedia Design I 3

Any three electives from the following (9 credits):

MCDN 155 Foundations of Design II.....3
MCDN 231 Digital Multimedia Design II.....3
MCDN 235 Computer Graphic Design I 3
MCDN 236 Computer Graphic Design II.....3
MCDN 262 Digital Multimedia Design III.....3
MCDN 498 Internship in Digital Multimedia Design 3

OR

Two electives from the above and one from the following:

COAN 101 Art of Western Civilization I…….3
COAN 102 Art of Western Civilization II…….3

COAN 166 Introduction to Visual Arts..... 3
COAN 301 Aesthetics of Modern Art 3
COAN/MCDN 224 Drawing and Painting I..... 3
COAN/MCDN 225 Drawing and Painting II..... 3
MCDN 111 History of Graphic Design..... 3
MCDN 201 Exploring Typography..... 3
MCDN 221 Photography..... 3
MCDN 291 Principles of 2-D Animation..... 3
MCON 141 Introduction to Programming 3
MCDN 357 Computer Illustration..... 3
Total Credits in Minor .....18 credits

SOCIAL SCIENCES: POLITICAL SCIENCE, PSYCHOLOGY, & SOCIOLOGY

POLITICAL SCIENCE

David Luchins, Chair

Thomas Rozinski, Deputy Chair, Lander College for Men

Alan Mond, Deputy Chair, Flatbush Campus

Mission

The Department of Political Science offers a program leading to the Bachelor of Arts degree and provides courses as part of the core requirements of different colleges and programs. Its purpose is to provide students with the background and tools necessary to be active and knowledgeable participants in the political process and to succeed in graduate studies in Political Science and / or in careers in government, law, politics, and related fields.

Goals

Goal 1: Students will demonstrate familiarity with the knowledge base of the field of political science and of its sub-fields including American politics, political theory, comparative politics, and international relations.

Goal 2: Students will develop skills in reasoning and critical thinking about political science issues.

Goal 3: Students will demonstrate competence in information literacy and basic research skills.

Goal 4: Students will be able to communicate effectively.

Goal 5: Students will be able to plan a professional future.

Political science students may wish to pursue legal careers. To aid them in this endeavor, the curriculum in political science offers many of the features that law school admissions officers recommend as appropriate preparation for law school. In addition, this major prepares students for a range of careers and advanced training in political science research and teaching, public administration, public policy studies, government, non-governmental organizations, and various occupations within the private sector, such as the news media. By developing students' conceptual and verbal skills, political science helps to equip students for professional and executive positions in a complex society.

A number of Lander students participate annually in internships with social service agencies, legislators, and judges.

Requirements

The Political Science major requires 30 credits. This includes 15 elective credits approved by the department, and the following 15 required credits:

POLN 101 American Politics.....3
POLN 102 Comparative Politics.....3
POLN 103 International Relations.....3
POLN 201 Introduction to Political Theory.....3
OR
POLN 202 American Political Theory……3
POLN 493 Advanced Topics in Social Science.....3

Students who wish to work in statistical methods as they relate to political science will receive credit toward the major for appropriate courses in statistics. Pre-Law students should consult with the Pre-Law advisor and review the Pre-Law section in this catalogue. Internships do not count toward the 30-credit requirement for the major, but they do count toward graduation and/or residency requirements. Students may earn up to a maximum of 6 credits for internships.

Political Science minors must successfully complete six 3-credit courses, including:

- POLN 101 American Politics

AND **EITHER**

two of the following four courses:

- POLN 102 Comparative Politics
- POLN 103 International Relations
- POLN 201 Introduction to Political Theory
- POLN 202 American Political Theory

AND

- three additional political science electives (may not include MATN 261 or POLN 485, 486, or 487).

OR

- POLN 102 Comparative Politics
- POLN 103 International Relations
- POLN 201 Introduction to Political Theory

OR

- POLN 202 American Political Theory

AND

- two additional political science electives (may not include MATN 261 or POLN 485, 486, or 487).

Honors Major in Political Science

The honors requirements were amended in December 2018 and are now as follows.

Political science honors majors must successfully complete 36 total credits in political science, comprised of:

A. **seven required courses (21 credits)**
   1. POLN 101 American Politics
   2. POLN 102 Comparative Politics
   3. POLN 103 International Relations
   4. POLN 201 Introduction to Political Theory **OR** POLN 202 American Political Theory
   5. POLN 493 Advanced Topics in Political Science
   6. POLN 495H Senior Honors Thesis I
   7. POLN 496H Senior Honors Thesis II

B. **five elective courses, excluding POLN 485, POLN 486, and POLN 487 (15 credits).** At least 21 credits must be in courses designated as Honors courses (as indicated by the letter "H" after the course number in the student's registration). These courses are designated as Honors by the department on a semester-by-semester basis. In addition, a student must have accrued at least a 3.5 cumulative GPA in Political Science courses to graduate as an Honors Major.

PSYCHOLOGY

Melech Press, Chair of Undergraduate Studies
Rebecca Soffer, Deputy Chair (Flatbush Campus)
Naomi Klapper, Deputy Chair, Lander College for Women
Alan Perry, Deputy Chair, Lander College for Men

Mission

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.

Goals

Goal 1: Students will demonstrate familiarity with the knowledge base of contemporary psychology, both basic and applied.

Goal 2: Students will develop conceptual frameworks to organize and understand the knowledge base in relation to both the natural and social sciences, and will be aware of the historical and philosophical development of these frameworks.

Goal 3: Students will develop skills in reasoning and critical thinking about psychological issues.

Goal 4: Students will be able to communicate effectively about psychological issues both orally and in writing.

Goal 5: Students will be able to gather and synthesize psychological information from both written and computerized sources ("information literacy").

Goal 6: Students will understand and apply basic research methods in psychology, including research design, data analysis, and critical interpretation.

Goal 7: Students will be aware of ethical issues in psychology and the discipline's response to those issues.

Goal 8: Students will understand and apply psychological principles to personal, social, and organizational issues.

Goal 9: Students will be able to use their knowledge and skills to plan their professional futures realistically.

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 and medicine. Many psychology majors have gone into law, the rabbinate or Jewish Studies.

Majors in Psychology must take 34 approved credits:

Required courses (22 credits):

MATN 261	Statistics for Social Science	3
PSYN 101	Introduction to Psychology	3
PSYN 201	Developmental Psychology	3
PSYN 301	Experimental Psychology	3
PSYN 301L	Experimental Psychology Laboratory	1
PSYN 335	Abnormal Psychology	3
PSYN 351	Biological Psychology	3
PSYN 493	Advanced Topics in Psychology	3

Four electives from any regular courses offered by the Department of Psychology or courses approved by the Department Chair (may include one relevant course from outside the Department) ..... 12 credits

Total credits..... 34
Total credits required for B.S. degree…….120 (incl core courses and general electives)

Honors Major in Psychology
The Department of Psychology also offers an Honors Psychology major. Requirements for the Honors Majors include all those of the standard major, with the following additions, **for a total of 43 credits:**

Required Courses

PSYN 492	Senior Honors Seminar	3
PSYN 494	Senior Honors Project	3

Five electives in psychology, which must include PSYN 312 Cognition and PSYN 332 History and Systems.

Students who complete the Honors Major satisfactorily will be graduated with honors in psychology.

Psychology Concentration for Education Majors
Education majors are required to choose a concentration in one of the liberal arts. Students who choose to concentrate in Psychology must meet the following requirements:

Required Courses

MATN 261	Statistics for Social Science	3
PSYN 101	Introduction to Psychology	3
PSYN 301	Experimental Psychology	3
AND		
PSYN 301L	Experimental Psychology Lab	1
	OR	
PSYN 351	Biological Psychology	3
	AND	
PSYN 351L	Biological Psychology Lab	1
PSYN 335	Abnormal Psychology	3
PSYN 493	Advanced Topics in Psychology	3

Elective courses
An additional five electives, two of which may be outside the Psychology Department with Departmental permission. Students are encouraged to take Social Psychology, since it will satisfy a social science requirement in the Education major.

Total credits required for B.S. degree…….120 (incl core courses and general electives)

SOCIOLOGY

Mervin F. Verbit, Chair

Mission

The Department seeks to give students the ability to apply sociology's approaches to their experience in various group contexts. We also try to enhance students' ability to understand and assess reports that use the methods of social science. Our main goal is to enable students to use sociological perspectives to become more knowledgeable and effective participants in society, as well as in the wide range of careers that involve group life. In addition, majors in sociology are prepared for further study in graduate school.

Goals

Goal 1: To present major sociological concepts and analytic approaches.

Goal 2: To describe and evaluate quantitative and qualitative research in sociology.

Goal 3: To understand the basic processes and institutions of society.

Goal 4: To show how reliable sociological knowledge can be found.

Goal 5: To cultivate the ability to communicate sociological knowledge effectively.

Courses in the Department help students gain an understanding of social relationships and institutions and of the impact of society and culture on behavior. Students are thus strengthened in personal life and in jobs they may get in governmental or social service agencies or in such fields as law, business, marketing, advertising, and communications.

Requirements

The following courses are required for the major:

SASN 103 Introduction to Sociology 3
SASN 201 Methods of Research in Social Science 3
SASN 360 Social Theory..... 3
SASN 496 Senior Seminar in Sociology 3

The student must also complete an additional 6 elective courses in the Department.

Students should plan their courses carefully with the Department because not all courses are given every year.

With permission of the department, relevant courses outside the Department (for example, EDUN 201 Psychosocial Foundations of Growth, Development, and Learning, PSYN 102 Social Psychology, and MATN 261 Statistics for Social Science) may be included among the 6 elective courses.

SPEECH AND COMMUNICATIONS ARTS & COMMUNICATION DISORDERS

The Department of Speech and Communications Arts and Communication Disorders is composed of two components:

(1) Communications and the Media
(2) Communication Sciences and Disorders.

COMMUNICATIONS AND THE MEDIA

Goals

Goal 1: Students will develop critical thinking, analytical skills, and reasoning.

Goal 2: Students will develop their written and oral communication skills and information literacy.

COMMUNICATIONS AND THE MEDIA

The distinction between private social media and mass media has become part of an ever-changing phenomenon that affects our lives. In this course, students explore a variety of media representations and theories from multiple perspectives including education, cultural, business, human communication, moral, political, management, and historical. This robust examination will help students to identify the complex issues that arise from media-related industries, and guide them toward an informed analysis of current media events and activities. The impact of 21st-century social and digital media will be discussed, including how it complements and competes with traditional forms of media communication.

COMMUNICATION SCIENCES AND DISORDERS (CSD)

Hindy Lubinsky, Undergraduate Chair; Director, Graduate Program in Speech and Language Pathology
Esther Hurley, Chair, Flatbush Campus
Randi Sherman, Co-Chair, Lander College for Women

Mission

The mission of the baccalaureate-degree in CSD is to provide students with comprehensive knowledge of the underlying processes of normal speech, language, and hearing development, as well as disorders of communication across the lifespan. Students are given the background and educational tools necessary to succeed in their graduate studies in Speech Pathology and Audiology. This program provides students with a Bachelor of Science degree.

Goals

Goal 1: Students will learn the concepts, theories, and findings pertaining to human communication in preparation for graduate study in speech-language pathology or audiology (ASHA, KASA, 2008)

Goal 2: Students will develop critical thinking, analytical skills, and reasoning.

Goal 3: Students will develop their written and oral communication skills and information literacy.

The CSD major provides excellent preparation for graduate study in the areas of speech language pathology, audiology, speech, and hearing science. Courses offered in this area may be acceptable as prerequisite courses in selected graduate programs. **These courses do not lead to licensure as a Teacher of Speech and Language Disabilities.**

SPEECH AND COMMUNICATIONS
Required Core Courses

SPLN 101	Fundamentals of Speech	3
SPLN 208	Phonetics	3
SPLN 209	Anatomy and Physiology of Speech	3
SPLN 210	Normal Speech and Language Development	3
SPLN 308	Introduction to Hearing Science/ Acoustics	3
SPLN 309	Introduction to Audiology I	3
SPLN 310	Speech Pathology I: Communication Disorders	3.5
SPLN 401	Speech Pathology II: Rehabilitation	4
SPLN 411	Auditory Rehabilitation	3
SPLN 493	Senior Speech Seminar	3
BION 101	Principles of Biology I with lab **OR**	
BION 111	Human Biology for Non-Majors I with lab	4
CPPN 150	Conceptual Physics with lab	3
MATN 261	Statistics for Social Sciences	3
PSYN 101	Introduction to Psychology	3
	Total:	**45**

Three Electives from the following:

SPLN 361/PSYN 311	Psycholinguistics*	3
SPLN 412	Acoustic Phonetics (speech science)*	3
SPLN 223	Introduction to Sign Language I	3
SPLN 409	Pediatric Audiology	3
SPLN 420	Development and Disorders of Feeding Skills	3
EDUN 301	Teaching Reading & Language Arts, Grades 1-6	3
EDUN 316	Language Acquisition and Emergent Literacy I, Birth - Pre-K	
OR		
EDUN 317	Language Acquisition and Emergent Literacy II, K – Grade 2	3
PSYN 201	Developmental Psychology	3
	Total	**9**

Total **54 credits**

*Highly recommended, and required by many graduate programs.

Note: Students who wish to obtain the TSSLD must follow the requirements of the specific graduate school.

GRADUATE PROGRAM IN SPEECH-LANGUAGE PATHOLOGY

Director and Department Chair: Hindy Lubinsky, M.S. CCC/SLP

The Graduate Program in Speech-Language Pathology offers a curriculum leading to the Master of Science degree, the entry-level credential in this field. The curriculum is devised to promote critical thinking and academic excellence in order to prepare students to provide high-quality professional services.

For further information, consult the Speech-Language Pathology website at https://shs.touro.edu/programs/speech-language-pathology.

PHYSICAL EDUCATION

Irv Bader, Chair

Mission

The Physical Education Department offers a selection of elective sport-activity and fitness-based courses for academic credit. These courses include intramural sports, lifetime fitness activities, and intercollegiate athletics.

The department's approach to teaching physical education is student-centered and participation-based. It seeks to address students' needs for a healthy body and lifestyle. Our courses include individual and team lifetime sports and fitness endeavors geared toward developing both the skills and knowledge to build a healthy, physically-active lifestyle. In addition, courses aim to develop confidence, leadership, and collaboration skills. The main components of these activity-based courses are technique, strategy, fitness/health, and exercise science principles.

Goals

Goal 1: Students will recognize the physical and mental benefits of increased activity.

Goal 2: Students will understand anatomy, basic bio-mechanical principles, and terminology.

Goal 3: Students will determine factors involved with development, fitness levels, and training strategies.

Goal 4: Students will be exposed to a variety of activities providing them the opportunity to

- **a. apply learned fundamental skills.**
- **b. physical activity as a tool to manage stress.**

Goal 5: Students will develop an appreciation of physical activity as a lifetime pursuit and a means to better health.

The Department offers these courses:

PEDN 110 Basketball 1
PEDN 112-117 Basketball .....1 (each)
PEDN 124 Football..... 1
PEDN 137 Physical Fitness 1
PEDN 160 Swimming..... 1
PEDN 181 Yoga..... 1
PEDN 200 Martial Arts..... 1

COURSE DESCRIPTIONS

Courses are coded as follows:
Odd-numbered courses are usually offered in the Fall semester. Even-numbered courses are usually offered in the Spring semester. Courses listed as bi-annual E are normally offered during even-numbered academic years (e.g., 2002-2003). Courses listed as bi-annual O are normally offered during odd-numbered academic years (e.g., 2003-2004). 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, and the student may repeat these numbers. Students may register for Independent Study (481-482) only with approval of the Department and Dean.

Students are advised that final course offerings for each semester depend on sufficient course registration. Nevertheless, students may be assured that sufficient courses will be offered to enable students to complete associate degree programs in two academic years of full-time study, or their equivalent in part-time study, and to complete baccalaureate degree programs in four academic years of study, or their equivalent in part-time study. Please note that courses listed may not be offered in every campus or unit.

BIOLOGY

BION 101-102 Principles of Biology (Annual)
An introductory two-semester course that presents the basic principles and processes of biological science. The first semester includes genetics); biomolecules; and population genetics, the structure and function of the cell, cellular metabolism, cell reproduction, plant physiology, genetics and molecular biology. The second semester includes endocrinology, botany, invertebrate zoology 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 plant and animal diversity. 4 credits each.

BION 111 Human Biology for Non-Majors
A course designed to provide an understanding of the principles of human biology for the non-science student. First semester: topics include cell and tissue structure and function, photosynthesis, respiration, cellular reproduction, genetics, nutrition and metabolism. Second semester topics include embryological development, hormonal control, blood and immunity, diseases, and the systems of the body. Selected readings and class discussions are an integral part of the course. (Lecture and laboratory). 4 credits.

BION 113 Human Biology (Annual)
This course is designed to provide an understanding of principles of human biology for the non-science student. Topics include cell structure and function, genetics, reproduction, and systems of the body. 3 credits.

BION 151 Topics in Biology (Upon Request)
An introductory course that presents the basic principles and processes of biological science. Topics are selected by the instructor and are more detailed analyses of those presented in Biology 101-102, e.g., the reproductive system, development and differentiation, hormonal and nervous control, and the immune response. 2 credits.

BION 202 Developmental Biology (Annual)
Basic principles of animal development, based primarily on development of the vertebrate body. Includes descriptive and laboratory studies, readings and reports of classical and contemporary experiments. Prerequisites: BION 101-102. 4 credits.

BION 222/223 Anatomy and Physiology (Annual)
A two-semester course that 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: BION 101-102. 4 credits.

BION 224 Natural History (Annual)
BION 225 Natural History (with lab) (Annual)
The course focuses on the life habits of organisms that will be systematically studied with respect to functional morphology, diet, reproduction, habitat, and adaptations to environmental selection pressure. We will focus on the vertebrates, a large and intriguing group of organisms that fascinate people with their diversity in form and behavior, with special concentration on the Dinosauria. The study of ancestry helps us to understand modern classification and naming of organisms. Students will be introduced to the logic of scientific inquiry, critical thinking and concepts in natural history. There will be an emphasis on field work with data collection and analysis. A laboratory component is included in BION 225. Prerequisite for both courses:

BION 102 or departmental permission. BION 224: 3 credits; BION 225: 4 credits.

BION 228 Microbiology (Annual)
This course covers the structure, reproduction, physiology, biochemistry, genetics, and identification of microorganisms. It includes a study of their relationship to each other and to other living organisms, their distribution in nature, and their beneficial and disease-causing effects on humans. (Lecture and laboratory course). Prerequisites: BION 101-102. 4 credits.

BION 246 Nutrition and Human Development
This course offers a specialized review of the principles of sound nutrition and the effects of diet on personal well-being. Environmental, social, physical, and psychological reasons underlying poor diet are examined. Not for science majors. 3 credits

BION 250 Pharmacology (Upon Request)
This course is designed to introduce students to the structure and function of various classes of drugs. Included in the course are signal transduction pathways and ligand receptor interactions. Prerequisites: BION 102 and CPCN 201. 3 credits.

BION 302 Immunology
A study of the immune response, both humoral and cell mediated, including antigen-antibody structure and reactions, immunoglobulins and host-parasite interactions. Laboratory techniques will include current methods of immunology. Prerequisites: BION 101-102. 3 credits.

BION 303 Histology (Bi-annual)
A study of the microscopic and ultrastructural organization of normal human and animal cells, tissues, and organs, with emphasis on how their structures reflect their functions. Laboratory studies include microscopic examination of prepared slides and electron micrographs. Prerequisites: BION 101-102. 4 credits.

BION 304 Endocrinology (Annual)
This course is designed to study the interactive physiology of mammals, with emphasis on the human organism, as regulated by the endocrine system. It will cover the following areas: (1) cellular endocrinology, including hormone-receptor interactions, second messenger systems, and hormonal synthesis; (2) systemic endocrinology, including regulation of body metabolism and homeostasis, and reproductive endocrinology; (3) new trends in molecular endocrinology; (4) disease states due to endocrine malfunction. Prerequisites: BION 101-102. 3 credits.

BION 305 Biodiversity and the Environment (for Non-Majors) (Annual)
Despite five great extinction events, the number and variety of species on earth has progressively increased to the present peak of biodiversity. An impending sixth extinction catastrophe may affect the earth due to human overpopulation, overkilling, habitat destruction, pollution and introduction of exotic species. Environmentalists are now attempting to protect the planet's biological wealth; conservationists are trying to harness the forces of economic development to resist, and eventually reverse, the present destruction. This course involves the study of ways to understand and preserve the world's biological richness and ensure the planet's future. Prerequisite: BION 102 or department permission. 4 credits.

BION 306 Biodiversity and the Environment (for Majors) (Annual)
Despite five great extinction events the number and variety of species on earth has progressively increased to the present peak of biodiversity. An impending sixth extinction catastrophe may affect the earth due to human overpopulation, overkilling, habitat destruction, pollution and introduction of exotic species. Environmentalists are now attempting to protect the planet's biological wealth; conservationists are trying to harness the forces of economic development to resist, and eventually reverse, the present destruction. This course involves the study of ways to understand and preserve the world's biological richness and ensure the planet's future. A laboratory component is included. Prerequisite: BION 102 or department permission. 4 credits.

BION 307 Ecology (Upon Request)
Ecology is the study of relationships between organisms and their environment. By understanding ecological concepts such as niches, energy and nutrient cycling, food chains and webs, we can appreciate a community's intricate structure. Although species developed unique adaptations to survive in competitive environments, each species in some way contributes to the well-being of its community. Human societies have long been an important part of these communities, often to the benefit of both. The student will see humankind in a new light, as part of a complex system of interacting components, subject to all the laws of nature, and will become increasingly aware of the limits imposed by them. Prerequisite: BION 102 or departmental permission. 3 credits.

BION 308 Reproductive Endocrinology (Upon Request)
This course focuses in depth on human male and female reproductive system anatomy, physiology, and endocrinology, followed by discussions of the latest findings in various areas of reproductive endocrinology (e.g., fertility and infertility, pregnancy, menopause and hormone replacement therapy, benign prostatic hyperplasia). Prerequisites: BION 102, CPCN 102. Recommended: CPCN 201. 3 credits.

BION 310 Nutrition for Biology Majors (Upon Request)
Nutritional science integrates many disciplines including, but not limited to, food science, anatomy and physiology, medicine, biochemistry, and psychology. An intensive study of functions, digestion and absorption, interrelationships and cellular metabolism of the six classes of nutrients (carbohydrates, proteins, fats, vitamins, minerals, and water) will be presented. Nutritional requirements throughout the life cycle, meal planning essentials, and evaluation of diets for adequacy will be addressed. Acute and chronic diseases having poor nutrition as a major risk factor for their development will be discussed. Nutritional self-assessment will be incorporated through anthropometric studies and dietary analysis. Prerequisites: BION 102, CPCN 201. Recommended: BION 222 and 223. 3 credits.

BION 318 Cellular and Molecular Biology (Annual)
This course deals with the biochemical makeup, microscopic ultrastructure and function of membranes and organelles such as nucleus, mitochondria, endoplasmic reticulum, golgi apparatus and lysozomes. It also covers mechanisms of nerve impulse, formation of ATP, intracellular sorting and transport, muscle contraction, signal transduction, regulation of the cell cycle and apoptosis. Labs include microscopy, Cell fractionation, chromatography, electrophoresis, western blotting and cell culture. 4 credits.

BION 319 Cell Biology
Same as BION 318 without the laboratory. Prerequisites: BION 101-102. 3 credits.

BION 320 Genetics
Basic laws of heredity and their physical basis (classical genetics); the structure and functions of DNA and RNA as they relate to replication, transcription, translation, DNA packaging, DNA repair, RNA processing, regulation of these processes and recombinant DNA technology. Also covered are genetic mapping, Hardy-Weinberg equilibrium and population genetic principles. In the laboratory sessions students perform experiments using techniques commonly performed in research laboratories doing biotechnology and recombinant DNA experiments. These include gel electrophoresis, restriction mapping, PCR, recombinant DNA techniques and bacterial transformation. Prerequisites: BION 101-102. 4 credits.

BION 321 Genetics
Same as BION 320 without the laboratory. Prerequisites: BION 101-102. 3 credits.

BION 322 Seminar in Selected Topics in Cell Biology (Upon Request)
Recent advances in cell and molecular biology and in mechanisms of differentiation of tissues are dealt with utilizing lectures, discussion, and student reports. Topics covered vary each year depending on recent significant advances and on student interest. Prerequisites: BION 101-102 and CPCN 201. 2 credits.

BION 323 Paleobiology for Non-Majors (Annual)
Students in this course will study the structural features of various groups of ancient organisms. It consists of a survey of important animal phyla with emphasis on marine and terrestrial communities, diversity, functional morphology, adaptations and the relationship between form and function. Paleoecological aspects include the interrelationship between organisms, populations, communities, and the environment. No prerequisites. 3 credits.

BION 324.2/324.3/324.4 Geoecology of Israel (Upon Request)
Students in this course will study the principles of geology and ecology that illustrate how the earth acts as an integrated system involving dynamic interactions between its various layers and organisms. Field work will be concentrated in the Negev and rift Valley with stops at localities that are illustrative of the geology and ecology of the land. Geological topics include: rocks, weathering and erosion, the rock record, surface processes (mass wasting, streams, deserts), internal processes (earthquakes, plate tectonics, deformation of the earth's crust) and ancient marine communities. Ecological topics include: desert environments, ecological niches, energy and nutrient cycling, food chains and food webs. Students will visit the Geological Survey of Israel with emphasis on the library, repositories, graphics and mapping departments, scanning electron microscope and, a new multi-collector inductively coupled plasma mass spectrometer (MC-ICPMS) designed for precise and accurate analysis of geological and biological materials. Prerequisites: Biology 102 or department permission.

Credits 2, 3, or 4, depending on the addition and nature of a written paper assignment.

BION 325 Paleobiology for Biology and Education Majors (Annual)
Students in this course will study the structural features of various groups of ancient organisms. It consists of a survey of important animal phyla with emphasis on marine and terrestrial communities, diversity, functional morphology, adaptations and the relationship between form and function. Paleoecological aspects include the interrelationship between organisms, populations, communities, and the environment. A laboratory component is included. Prerequisite: BION 102 or department permission. 4 credits.

BION 350 Nutritional Therapies (Upon Request)
The course analyzes the basis for diet therapy and the nutritional care of the individual who requires altered nutritional needs. It concentrates on the role of nutrition in the prevention and treatment of disease.
Prerequisite: BIO310. 3 credits.

BION 351 Principles of Zoology (Annual) This course involves the study of the general structural features of different groups of organisms in order to illustrate the diversity of life. It consists of a survey of the animal kingdom with emphasis on diversity, evolutionary relationships, functional adaptations, and environmental interactions. Ecological aspects include the interrelationship between the organism, populations, and communities, and their environment. The relationship between form and function is emphasized. Prerequisite: BION 102 or department permission. 3 credits.

BION 353 Principles of Zoology for Biology and Education Majors (Annual)
This course involves the study of the general structural features of different groups of organisms in order to illustrate the diversity of life. It consists of a survey of the animal kingdom with emphasis on diversity, evolutionary relationships, functional adaptations, and environmental interactions. Ecological aspects include the interrelationship between the organism, populations, and communities, and their environment. The relationship between form and function is emphasized. A laboratory component is included in this course. 4 credits.

BION 355 Pathophysiology
This course will provide the student with a basic understanding of the changes from normal physiological functioning of the various systems of the human body in disease states. Emphasis is put on select illnesses most often encountered in the clinic. The course focuses on critical thinking used to analyze the signs and symptoms based on the pathophysiology of these conditions. 3 credits.

BION 400 Neuroscience (Annual)
It is intended in this course to utilize the basic organizational principles of the nervous system as a framework upon which to build knowledge of its structural details. Structure and function are inseparable in the study of the nervous system. Therefore, emphasis will be placed on the link between neuroanatomical material presented in lectures and specific known functions of the nervous system. Prerequisites: BION 102. 3 credits.

BION 481-482 Independent Study (Upon Request)
Credits by arrangement.

BION 493 Research Topics in Biology (Offered every semester)
Requires the preparation of a Senior Research Thesis based on the performance of a comprehensive literature search and critical review of a topic selected by the student and the instructor. An oral presentation, in the format of national scientific society meetings, is required in addition to the written document. Evaluation will be based on ability to retrieve information from the scientific literature, critical analysis of original research papers, quality of the oral presentation, and demonstration of skills learned in the biology courses taken. In selected semesters, the national Biology Major Field Test must be taken as a part of the course. Prerequisite or Corequisite: 4 elective BION courses and Senior status. Requires Department permission to register. 3 credits.

BION 494 Senior Honors Project in Biology (Offered every semester)
Student must perform original research in an ongoing research project. The student is required to present a documented rational for the conduction of the research project, report the results obtained, critique the experimental design and prepare a proposal stating how they would continue the research beyond the current experiments. Prerequisites: Requires suitable arrangement with a lab and Departmental permission to register. 3 credits.

THE ARTS

COAN 101 Art of Western Civilization (Fall, Spring)
Survey course of historical periods of Western art from ancient to contemporary. The course will explore major

examples of painting, sculpture, and architecture as they reflect social and political influences. The fundamentals of art aesthetics are taught, including the art elements and design principles which create the development of form. 3 credits.

COAN 102 Art of Western Civilization II (Upon Request)
A lecture course that considers the architectural and urban design theories of some of the most significant architects, designers and planners in the Western tradition, covering theories from antiquity to the present. Ideas discussed include: the role of the architect in society, the nature of architectural beauty, the urban and rural context of architecture, functionalism, artistic creativity, the nature of materials and the relevance of the Western tradition of architecture. Prerequisite: COAN 101. 3 credits.

COAN 131 Introduction to Music (Annual)
An introduction to the music that forms the basic concert-hall repertoire, as well as folk styles. Music organization forms and style will be studied. Current issues as well social and political influences on music will be examined. The lives of the great composers will be discussed and their music played in class. 3 credits.

COAN 166 Introduction to the Visual Arts (Upon Request)
Survey of the visual arts including painting, sculpture, architecture, photography and film, from the Ancient World through the present. The interconnection between American and world culture is explored. 3 credits.

COAN 203 Ceramics (On Request)
This course is designed for students studying to become teachers, art therapists, dentists, as well as those interested in ceramics as amateurs. Students will learn several hand-building ceramic techniques and various firing techniques, such as textural, glaze and under-glaze painting. Students will produce ceramic tiles, handmade tableware and Jewish religious objects. 3 credits.

COAN 212 Renaissance Art History (Upon Request)
This course will serve as an introduction to the Renaissance as an idea, a time period, a historical reference. We will survey key images and artists from this period (1400s-mid-1500s) and review the factors involved in creating the phenomenon of the Renaissance: Florentine mercantile culture, geo-political changes in Italy, rise of Humanism in the West. 3 credits.

COAN 213 The Birth of Modernism (Upon Request)
The first half of this course introduces the major developments, key figures and works of Modernism, tracing its unfolding in the avant-garde practices of the first three decades, as well as the first anti-modernist critiques from de Chirico to Dada, ending with Modernism's eventual destruction in the authoritarian politics of the thirties, World War II and the Holocaust. The second half of the course addresses the histories after this chasm - the neo-avant-gardes in Europe and the United States. The lectures will introduce students to the complexity of individual artistic works and also situate them within their specific historical, socio-political, ideological and epistemological contexts. 3 credits.

COAN 221 Workshop Studio: Drawing I (Annual)
Beginning studio course in drawing using black and white media. Studies in line, space, composition and perspective. The student will learn to draw the proportions of the human figure. 3 credits.

COAN 222 Workshop Studio: Painting I (Annual)
Studio course in acrylic painting, exploring conventional and contemporary techniques. Presentations will include artistic development from naturalism toward abstraction and color theory. 3 credits.

COAN/MCDN 224 Workshop Studio: Drawing and Painting I (Annual)
Studio course teaching drawing techniques through applying the basic concepts of visual art; line, shape, value, texture, space and composition. Color theory and design are emphasized, using graphic media, pastel, ink and watercolor. 3 credits.

COAN/MCDN 225 Workshop Studio: Drawing and Painting II (Annual)
Intermediate studio course teaching concepts and techniques of visual art through drawing and painting. Perspective with transparent objects and figure and portrait drawing will be taught using mixed media. Prerequisite: COAN 224 (MCDN 224). 3 credits.

COAN 226 Workshop in Art: Painting II (Annual)
A studio course in varied techniques of acrylic painting based on the styles of contemporary artists. Students will build and stretch their own canvas and apply the stain technique. The styles of significant Jewish color-field painters will be presented. Students will learn how to critique contemporary art, including abstraction. A guided trip to a NYC art museum or gallery, such as MOMA or the Findlay Gallery, will enhance the

appreciation of techniques in the contemporary art world. 3 credits.

COAN 227 Fundamentals of Illustration (On Request)
An introduction to the professional field of illustration. Instruction will focus on principal areas within the field (Medical Illustration, Editorial, Children's Book Illustration, Instructional Illustration and Fashion), its history, career aspects, and current trends. Students will explore and apply a variety of media and hand-rendered illustration techniques in line, tone, and color in the development of personal style. Museum and gallery visits are part of the course. 3 credits.

COAN 301 Aesthetics of Modern Art (Annual)
This course presents a survey of modern art and architecture from the mid- to late 18th century to the 20th century. Additionally, the class will learn how to "look" at art and architecture by examining the aesthetic nature of art. Methods of criticism and aesthetics will be considered as well as their historical and contemporary sources. 3 credits.

COAN 302 Jewish Art (Annual)
This course focuses on the methodological, theoretical, and concrete implications of representation in Jewish Art. Prerequisite: COAN 101. 3 credits. May not be repeated for credit.

COAN 303 Jewish Music (Upon Request)
The interplay between tradition and innovation as a recurrent theme in the presentation of various contexts and regional styles of Jewish music. 3 credits.

COAN 306 Children's Book Illustration (Upon Request)
Introduction to the field of children's book illustration. Students will explore and apply a variety of media, including gouache, watercolor, printmaking, mixed media and technology. Various illustration techniques will lead to development of personal style while developing problem-solving skills. Videos, slides, book references, museum and gallery visits will expose students to a variety of images. 3 credits.

COAN 307 Children's Book Illustration II (Upon Request)
An advanced course in children's book illustration, balancing an emphasis on concept and individual expression with continuous development of skills appropriate to the diverse illustration industry. Creativity, innovation and individuality are fostered in the course as well as highly developed visual communication problem solving skills. 3 credits.

COAN 311 Costume and Fashion in the Art of Western Civilization (Upon Request)
This course will cover the evolution of fashion design and costumes from ancient to contemporary Western art, including not only textiles but also accessories like jewelry, hairstyles and shoes. Students will be introduced to visual analysis and interpretation of garments. The course includes field trips to the Museum at FIT, the Ratti Textile Center at Metropolitan Museum of Art and the Living Torah Museum, as well as fabric stores. 3 credits.

COAN 316 Jewish Archaeology (Upon Request)
This course explores the relationship between the Tanach and rabbinic texts and the archaeological sites and artifacts associated with Judaism in ancient Israel. Special emphasis will be on the discoveries in the land of Israel and neighboring countries. Students will become acquainted with art and architecture, pottery, household objects, numismatic and epigraphy evidence. Students will become well-versed in the archaeological vocabulary necessary for understanding the readings. 3 credits.

COAN 318 3-D Design (Annual)
This course combines a series of structured projects with historical research to explore the principles of design as they apply to three-dimensional forms. Students will experiment with methods and materials during their art making process and learn to create work where craftsmanship is an integral component. Competency in handling tools and various sculptural materials is stressed, as is the interrelationship between 3 and 2-dimensional design. Each class will include discussions of sculpture and architecture throughout history. Students will visit a major local art museum. 3 credits.

COAN 481 Independent Study (On Request)
Students investigate selected topics in the arts under the direction of a faculty advisor. Independent study develops and demonstrates ability to perform an independent multimedia project and present the results in writing and artwork of professional quality. Prerequisite: Permission of the Chair. 3 credits.

COMMUNICATION SCIENCES AND DISORDERS

SPLN 101/102 Fundamentals of Speech (Annual)
Techniques of public speaking. Includes the delivery of several speeches during the course of the program. 3 credits each.

SPLN 121 Logic in Communication (Upon Request)
The adequacy of observation and testimony, validity of inference and expert opinion; logical organization in composition; fallacies in the context of human relations and the mass media. 3 credits.

SPLN 204 Oral Interpretation of Literature (Upon Request)
Students will present and analyze a variety of literary works and readings with a particular effort to grasp the writer's intent. Through careful examination and presentation of these works, students will gain an understanding of their role as interpreters and/or storytellers, and their connection to the author's words through tone, diction, volume, inflection, gesture, facial expression and vocal pacing. Prerequisite: SPLN 101. 3 credits.

SPLN 205 Debate and Rhetoric (Upon Request)
The purpose of this introductory course in academic competitive debate is to teach the logic of argumentation, the terminology, and the concepts of policy debate as opposed to other debate formats. Critical and evaluative information literacy procedures emphasize research and reasoning skills that implement ACRL (Association of Colleges and Research Libraries) standards. These standards make it possible to document and propose policy debate changes on both sides of controversial topics selected for team debates. Prerequisite: SPLN 101. 3 credits.

SPLN 208 Phonetics (Fall, Spring)
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 the International Phonetic Alphabet of American English patterns. Prerequisite (or corequisite): SPLN 101.
3 credits.

SPLN 209 Anatomy and Physiology of Speech (Fall, Spring)
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: BION 111 or BION 101.
3 credits.

SPLN 210 Normal Speech and Language Development (Fall, Spring)
The study of normal speech and language acquisition and development. Special emphasis on linguistic, cognitive, perceptual, and psychological factors.
3 credits.

SPLN 223-224 Introduction to Sign Language I-II (Fall, Spring)
Students will learn the basics of ASL signs, grammar, fingerspelling, and the use of facial expressions and body language to convey meaning. 3 credits each.

SPLN 308 Introduction to Hearing Science/Acoustics (Fall, Spring)
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. 3 credits.

SPLN 309 Introduction to Audiology I (Fall, Spring)
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: SPLN 208 and SPLN 308. 3 credits.

SPLN 310 Speech Pathology I - Communication Disorders (Fall, Spring)
Introduction to etiology and diagnosis for speech disorders including articulation, phonology, language, voice, stuttering, cleft palate, and aphasia. 5 hours of observation to be included. Prerequisites: SPLN 208, SPLN 209, SPLN 210. 3.5 credits.

SPLN 320 Professional Business Communication (Upon Request)
This course is designed to provide students with an understanding of principles and practices in effective business communication. The focus is on writing, speaking, information literacy, visual/graphic arts, and non-verbal communication in business settings. Students learn about business communication frameworks that include business plans, business proposals, reports, business studies, graphic aids, and oral presentations. Students learn to organize their thoughts logically, to analyze complex issues and problems, and to present points of view. Prerequisites: COMN 217 or departmental approval. 3 credits.

SPLN 361/PSYN 311 Psycholinguistics (Fall, Spring)
This course is an introduction to the study of language and the brain. It is a general and gradual easement into an understanding of the complexity of language. Various topics will be discussed such as: What are the mental processes in the production and perception of language? What are slips-of-the-tongue? Do animals have language? Pre- or co-requisite: PSYN 101.
3 credits.

SPLN 401 Speech Pathology II - Rehabilitation (Fall, Spring)
The rehabilitation and therapeutic approaches to communications disorders such as delayed language, articulation, phonology, cleft palate, cerebral palsy, voice, stuttering, and aphasia. A clinical practicum where the student is an observer for no less than 20 hours is also part of the course. Prerequisite: SPLN 310.
4 credits.

SPLN 409 Pediatric Audiology (Upon Request)
This course will focus on how the effects of the sensory deprivation can be minimized through early identification and detections starting with the prenatal conditions concluding with the elementary school child. The development of hearing in children, from conception to age five including new technological developments will be studied (cochlear implants and to acoustic emissions). Prerequisite: SPLN 309.
3 credits.

SPLN 411 Auditory Rehabilitation (Fall, Spring)
This course is an introduction to the evaluation, management, habilitation, and rehabilitation of individuals with hearing loss. This course will provide an overview of the process that is crucial for the welfare of persons who suffer from hearing impairment and for those who communicate with them. Topics will include hearing aids, deaf culture, and cochlear implants. Prerequisite: SPLN 309.
3 credits.

SPLN 412 Acoustic Phonetics (Fall) (not offered in Flatbush)
This course educates the student in the theory of speech production and speech perception, and teaches the spectrographic analysis of speech sounds. The acoustic characteristics of American English, including consonants, vowels, and diphthongs, are studied in depth, with special application to voice disorders and the hearing-impaired. Pre-requisites: SPLN 208, SPLN 209, and SPLN 308. 3 credits.

SPLN 420 Development and Disorders of Feeding Skills (Upon Request)
A senior-level course presenting an overview of pediatric and adult speech motor disorders/feeding and swallowing disorders. Differential diagnosis and treatment, as well as the tools utilized to facilitate oral-motor movements for dysarthria will be discussed. Pre- or co-requisite: SPLN 310. 3 credits.

SPLN 493 Senior Speech Seminar Capstone - Current Issues in Communications (Fall, Spring)
A senior level course providing the student with an opportunity to demonstrate that they have achieved the goals for learning as established by Touro University and the CSD department. The course requires that the student write a research paper and/or conduct a research project on a choice of topics based on contemporary issues and concerns in the field of Audiology or Speech-Language Pathology. Concepts in SPLN 208, 209, 210, and 310 are reviewed with emphasis on clinical application. Open to seniors only. 3 credits.

COMMUNICATIONS AND THE MEDIA

COMN 121 Ethics in Communication (Upon Request)
Analysis of classical and modern views of ethics and their relation to communication. Evaluation of contemporary communication standards and practices in education, law, film, religion, theater, broadcasting, and the press. 3 credits.

COMN 122 Mass Media in America (Upon Request)
Mass media of communications: their responsibilities, value, structure and control; techniques and effectiveness of the press, radio, television, and films. An examination of the freedoms of speech and press. 3 credits.

COMN 130 Children, Literacy and the Media (Upon Request)
Examines the effects of mass communication on children. Students will consider social science theory and current research on advertisement aimed at children through a variety of online and print messages. The course aims to help students develop the skills to better understand how children respond to print and digitized messages. 3 credits.

COMN 201 Propaganda (Upon Request)
Students are introduced to analyzing and distinguishing between persuasion and propaganda, to the concept of ethics in communication, recognizing persuasive and propagandistic tactics, and to strategies used in

advertising and politics. The origins of propaganda, how it has been used historically and how it has become an increasingly significant factor in our daily discourse in the past few years will be topics of discussion. Close reading of written and digital texts will be required. 3 credits.

COMN 202 Introduction to Film (Upon Request)
Viewing of early and current films. Students are encouraged to improve their "film literacy" by writing abstracts which take artistic values into consideration: direction, casting, script and story line, social and ethical values, lighting, music, wardrobe and location. 3 credits.

COMN 217 Introduction to Public Relations (Fall, Spring)
This course provides an overview of the functions, practices, and use of public relations in the professional workplace. It provides preparations for entry into the public relations profession. Issue analysis, press releases, press kits, brochures, newsletters, and public relations planning are covered. Communication theories and applications are covered. Prerequisites: GCA 101, GLL 122, and departmental approval. 3 credits.

COMN 218 Dispute Resolution (Fall)
This course is designed to provide an introduction to the field of dispute resolution. Key theories and approaches to peaceful dispute resolution, including negotiation, litigation, arbitration, mediation, and mediation-arbitration, will be explained and discussed. Students engage in mediation and arbitration of disputes. Each student prepares mediation agreements and arbitration awards. Prerequisites: COMN 217 or departmental approval. 3 credits.

COMN 222 Writing for the Media (Upon Request)
Practice and exercises in research and writing for all areas of media today. After reviewing techniques, basic tools of writing and style, students experience the news story in print, broadcasting, advertising, and public relations, with great emphasis upon editing.
3 credits.

COMN 301 Commercial Advertising (Upon Request)
Principles and practices in media advertising. Intensive exercises in the preparation and editing of copy and formats. 3 credits.

COMN 302 Community Journalism
(Upon Request)
Principles and practices in the writing, editing, and publishing of community newspapers, newsletters, journals, and other periodicals. Preparation of news releases, feature stories, and editorial writing. Techniques of securing and disseminating information. 3 credits.

COMN 303 Advanced Commercial Advertising (Upon Request)
Using the principles and practice acquired in Commercial Advertising I, students learn to create complete advertising campaigns for selected products as well as industrial and public service announcements (PSA). They are afforded the opportunity to view and hear award winning international television and radio advertising, to observe an advertising/public relations agency in action, to visit the Museum of Television and Radio, and to practice using actual audio and video equipment to create television and radio advertising. Prerequisite: COMN 301. 3 credits.

COMN 481-482 Independent Study (Upon Request)
Prerequisite: Departmental approval. Credits to be arranged.

CHEMISTRY AND PHYSICS

CHEMISTRY

CPCN 101-102 Principles of Inorganic Chemistry (Annual)
Topics covered include nomenclature, stoichio-metric 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 CPCN 102: MATN 120**. 4 credits each.

CPCN 201-202 Principles of Organic Chemistry (Annual)
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: CPCN 101-102.
4 credits each.

CPCN 222 Analytical Chemistry (Upon Request)
Topics covered in this course include the quantitative analysis of inorganic compounds by volumetric, gravimetric, and calorimetric procedures. Emphasis is on the precision of instruments, estimation of error, attainment of accuracy, and development of sound laboratory technique. (Lecture and laboratory course.) Prerequisites: CPCN 101-102. 4 credits.

CPCN 301 Advanced Organic Chemistry (Upon Request)
A continuation and amplification of the topics considered in 201-202. Among the subjects discussed are the uses of spectroscopy in structure determination, organic reaction mechanisms, and synthetic methods. Prerequisites: CPCN 201-202. 3 credits.

CPCN 311-312 Biochemistry (Upon Request)
Emphasis on the chemical descriptions of the basic biological systems such as proteins, lipids, carbohydrates, and nucleic acids. Aspects dealt with are structure, metabolism, functions in the cell, and control mechanisms. 3 credits each.

CPCN 421-422 Principles of Physical Chemistry (Upon Request)
A complete introduction to physical chemistry: the properties of gases, thermodynamics, chemical kinetics, electrochemistry, theory of solutions, quantum theory, and wave mechanics. Corequisite: MATN 201. 3 credits each.

CPCN 481-482 Independent Study (Upon Request)
Credits by arrangement.

CPCN 493 Research Project in Chemistry (Upon Request)
Prerequisite: Senior status or departmental permission. 3 credits.

CPCN 494 Senior Honors Project in Chemistry (Upon Request)
Prerequisites: CPCN 493 and departmental permission. 3 credits.

PHYSICS

CPPN 101-102 General Physics (Annual)
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: MATN 120. 4 credits each.

CPPN 105 Principles of Physics I with Calculus (Annual)
This is the first of a two-semester, Calculus-based sequence in general physics especially for students who plan on careers in engineering or science. The principles of Newtonian physics are presented using methods of Calculus as appropriate. Topics include kinematics in one, two, and three dimensions, Newton's Laws, energy and momentum, rotational motion, gravitation, statics, heat, and thermodynamics. The course will emphasize problem-solving techniques as well as theory. Laboratory experiments will be performed by the students to reinforce the principles taught. Pre-requisite: At least one semester of Calculus, and permission of the instructor. 4 credits.

CPPN 106 Principles of Physics II with Calculus (Annual)
This course is the second semester of a two-semester sequence and is a sequel to CPPN 105. The principles of Classical and Modern physics are presented using methods of Calculus as appropriate. Topics include mechanical oscillations, simple harmonic motion, static electricity, electric and magnetic fields, electromagnetic radiation, geometrical and physical optics, electromagnetic waves, introductory quantum mechanics, and nuclear physics. Laboratory experiments will be performed by the students to reinforce the principles taught. Pre-requisite: Successful completion of Physics CPPN 105 and permission of the instructor. 4 credits.

CPPN 150 Conceptual Physics with Lab (formerly The Physical Universe) (Annual)
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: MATN 111. 3 credits.

CPPN 201 Introduction to Modern Physics (formerly CPPN 103) (Upon Request)
This course is a continuation of topics covered in CPPN 101-102, with emphasis on material relevant to the biological and medical sciences. The topics include relativity and nuclear, atomic, and molecular structure basic electronics particle physics. Prerequisites: CPPN 101-102; MATN 120. 3 credits.

CPPN 481-482 Independent Study (Upon Request)
Credits by arrangement.

ACCOUNTING

EBAN 101 Principles of Accounting I (Fall, Spring, Summer)
Introduction to the double-entry system of debits and credits, journal entries and general ledger accounts, steps leading up to financial statement preparation and format of financial statements. Also included are studies of merchandising companies and determination of inventory balances and cost of goods sold, and an introduction to the accounting treatment of various assets and liabilities. US accounting standards (GAAP) are contrasted with international standards (IFRS). 3 credits.

EBAN 102 Principles of Accounting II (Fall, Spring, Summer)
Focuses on partnership and corporate accounting, as well as statements of cash flow and financial statement analysis. Complex partnership and corporate issues are introduced. US accounting standards (GAAP) are contrasted with international accounting standards (IFRS). Prerequisite: EBAN 101. 3 credits.

EBAN 201 Intermediate Accounting I (Fall, Spring, Summer)
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 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. This course also examines the accounting for intangible assets such as patents and goodwill, as well the treatment of various accounting changes and errors. US accounting standards (GAAP) are contrasted with international accounting standards (IFRS). Prerequisite: EBAN 102. 3 credits.

EBAN 202 Intermediate Accounting II (Fall, Spring, Summer)
Focuses on the accounting for current and contingent liabilities, long-term debt, 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 contrasts between IS and international accounting standards (GAPP vs. IFRS). Prerequisite: EBAN 201. 3 credits.

EBAN 209 Financial Statement Analysis (Fall, Spring, Summer)
Focuses on the objectives of important classes of external decision-makers, such as security analysts, credit grantors, etc. Covers the tools of analysis that are employed in the achievement of major analytical objectives, such as short-term liquidity, capital structure, and operating performance. Prerequisite: EBAN 102. 3 credits.

EBAN 213 Cost Accounting (Fall, Spring, Summer)
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: EBAN 102. Corequisite: EBAN 201. 3 credits.

EBAN 214 Managerial Cost Accounting (Upon Request)
Process costing techniques, utilizing actual, normal, and standard cost, problems of spoilage and waste, costing methods for joint and by-products; relevant costing concepts applied to the area of capital budgeting with its related tax aspects, techniques of discounted cash flow and the ranking of projects; income effects of alternative product costing methods, determination of cost behavior patterns, inventory planning, control and valuation, decentralization and transfer pricing, decision models under conditions of uncertainty. Prerequisite: EBAN 213. 3 credits.

EBAN 301 Advanced Accounting (Fall, Spring, Summer)
Provides an overview of the accounting for partnerships, government and not-for profit organizations. Examines statement of cash flows preparation, as well as the issue of segment reporting. Introduces the concept of international accounting by reviewing foreign currency transactions and translation of foreign financial statements. Emphasis on the accounting for business combinations and preparation of consolidated financial statements. Prerequisites: EBAN 202 and appropriate grade on the screening exam. 3 credits.

EBAN 302 Government and Not-For-Profit Accounting (Fall, Spring, Summer)
State and local governmental accounting and its operation on a fund basis. Three broad categories of funds are studied: governmental, proprietary, and fiduciary. Not-for-profit entities and their accounting systems: voluntary health and welfare organizations, colleges and universities, and health care organizations. The study of regulatory and taxation issues as they relate to NPOs. Prerequisite: EBAN 102. Corequisite: EBAN 201. 3 credits.

EBAN 308 Auditing (Fall, Spring)

Focuses on the audit process. Emphasis is placed upon the three phases of an audit engagement. Introduces the procedures employed in the audit of both balance sheet and income statement accounts in accordance with GAAP. Provides an in-depth study of the form and content of the auditor's standard report, as well as modifications thereto. Prerequisite: EBAN 202 and appropriate grade on the screening exam. 3 credits.

EBAN 314 Federal Income Taxation of Individuals (Fall, Spring, Summer)
This first course in taxation focuses on the federal taxation of individuals. The individual tax formula is explored in depth, concentrating on gross income, deductions, exemptions, tax calculations and tax credits. Basic tax concepts, such as capital gains and losses, net operating losses and accounting periods and methods, are covered. Prerequisite: EBAN 102. Corequisite: EBAN 201. 3 credits.

EBAN 316 Corporation & Partnership Tax (Fall, Spring, Summer)
This second course in taxation focuses on the federal taxation of regular and small business corporations as well as partnerships. An overview of complex corporate issues, such as stock redemptions, liquidations, and reorganizations, as well as complex partnership issues, is presented. Prerequisites: EBAN 314 and 201. 3 credits.

EBAN 451 Contemporary Accounting Problems (Fall, Spring)
Contemporary Accounting Problems focuses on the application, analysis and evaluation of accounting theory and audit practices, as well as the research of the Accounting Standards Codification and other authoritative literature. This course also focuses on the accounting theory and practice for the gross margin, relative sales value, and retail inventory methods of valuing inventory and the interest capitalization of self-constructed assets. Corequisite: EBAN 301, EBAN 308, senior status. 4 credits.

EBAN 481 Independent Study in Accounting (Upon Request)
Students investigate selected topics in the major areas under the direction of a faculty advisor. Independent study develops and demonstrates ability to conduct independent research, perform independent studies in a specialized area, and present the results in writing of professional quality. Prerequisite: Permission of the Chair. 3 credits.

EBAN 493 Research Project in Accounting (Upon Request)
Prerequisite: Senior status or departmental permission. 3 credits.

EBAN 494 Senior Honors Project in Accounting (Upon Request)
Prerequisites: EBAN 301 and departmental permission. 3 credits.

EBAN 498 Internship in Accounting (Fall, Spring)
An internship is an experiential activity undertaken in a business, government or non-profit organization for academic credit. Enrolling for internship credits includes supervision of the course by a faculty member and by someone in the host organization. Students will be evaluated periodically by a supervisor in the participating firm and will be required to complete a term paper that will be graded by the chair of the department or its designee. Prerequisite: Senior status and a GPA of 3.0 in the major, permission of department chair. 3 credits.

ECONOMICS

EBEN 101 Principles of Macroeconomics (Fall, Spring, Summer)
An introductory course covering issues relating to the economy as a whole. Topics covered include, but are not limited to, the study of national income and the Gross Domestic Product (GDP), national income determination, investment, consumption and consumption theories; classical economic theories, Keynesianism, monetarism, rational expectations, supply-side economics; the business cycle, inflation, unemployment; money and the money supply, the banking system, the federal reserve system, monetary and fiscal policy, budget deficits and the national debt. 3 credits.

EBEN 102 Principles of Microeconomics (Fall, Spring, Summer)
An introductory course covering issues relating to individual economic units: namely, the individual consumer, the individual firm, the individual factors of production—land, labor, and capital. Topics covered include, but are not limited to, price theory, price determination through equilibrium, supply and demand, analysis of consumer demand, utility theory and marginal utility, consumer equilibrium, indifference curve analysis, analysis of supply, theory of production, pricing in perfectly and imperfectly competitive markets, types of imperfect competition, anti-trust laws in the U.S., and distribution of income. 3 credits.
EBEN 204 Money and Banking (Fall, Spring)

Money and its equivalents, interest rates, the role of the Federal Reserve 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: EBEN 101 and 102. 3 credits.

EBEN 211 Intermediate Macroeconomics (Upon Request)
Analysis of the macroeconomy – GDP, national income, inflation, unemployment, growth. Topics include measurement of product and income, savings, price indices and inflation, interest rates, production functions, supply and demand of labor, full employment output, unemployment, Okun's law, consumption and savings decision, Ricardian equivalence, desired capital stock, investment, open economy vs. closed economy, growth, supply and demand for money, the business cycle, IS-LM/ Ad-AS analysis, the classical position, Keynesianism, macroeconomic policy, inflation-unemployment trade off, Federal Reserve, monetary policy, fiscal policy, spending and deficits. Prerequisites: EBEN 101 and 102. 3 credits.

EBEN 212 Intermediate Microeconomics (Upon Request)
Optimal decision-making on the level of individual economic units; consumer and producer. Topics include rational consumer choice, in-depth indifference curve analysis, price consumption curve, Engel curve, Giffen good, price and income elasticity of demand, consumer surplus, inter-temporal choice model, information and consumer decision making, altruism, cognitive limitations and consumer behavior. Producer decision-making, costs, perfect competition, imperfect competition, game theory and oligopoly. Prerequisites: EBEN 101 and EBEN 102. 3 credits.

EBEN 220 Urban Economics (Upon Request)
Economic factors in the emergence of urban centers and historical changes in their economic functions. Determinants of the size and location of cities and the occupational characteristics of the urban labor force. Analysis of the proper economic scope of local government and the financing of its expenditures. Allocation and pricing of public services. Aspects of urban renewal and study of the urban ghetto. Prerequisites: EBEN 101 and EBEN 102. 3 credits.

EBEN 303 Political Economy of Israel (Upon Request)
The unique aspects of the economy of Israel as affected by international, national, and regional political developments with reference to overall economic development, agriculture, industry, the Kibbutz, Moshav, and the private sector. Prerequisite: EBEN 101 and EBEN 102. 3 credits.

EBEN 310 Monetary Theory (Upon Request)
The influence of the quantity of money on prices, growth and employment and its relation to the central banking system's control of the money supply. Prerequisites: EBEN 101 and 102. 3 credits.

EBEN 311 Comparative Economic Systems (Upon Request)
An analysis of economic systems through formulation of economic models, and an analysis of actual economic societies including comparison of capitalism and socialism. Prerequisite: EBEN 101 and 102. 3 credits.

EBEN 312 History of Economic Thought (Upon Request)
The development of economic thought from antiquity to modern times. Emphasis on the contrast and similarities between such divergent schools of thought as mercantilism, the physiocratic school, the classical school, the socialist school, the historical school, and the neoclassical school. Prominent theorists such as Aristotle, Quesnay, Smith, Ricardo, Malthus, Von Thunen, Marx, Menger, Jevons, Walras, Marshall, Hayek, Keynes, Schumpeter, Samuelson, Friedman, Becker will be discussed, as will the periodic resurgence of various themes and the links between economic thought and economic history. Prerequisites: EBEN 101 and 102. 3 credits.

EBEN 325 Public Finance (Upon Request)
Analysis of the causes and effects of government expenditures and taxation in the United States economy. Determination of optimal types and accounts of government expenditure on goods and services, various types of taxation examined for equity efficiency, role in fiscal policy and effective on productive standards of income distribution and to inter-governmental fiscal relationships in the United States. Prerequisite: EBEN 101 and 102. 3 credits.

EBEN 351 Econometrics (Fall)
Statistical techniques used to test the direction of economic variables or the relationship between economic variables; regression and correlation analysis; hypothesis testing and confidence intervals; time series analysis and forecasting. Prerequisites: EBEN 101 or EBEN 102 and either MATN 231 or MATN 261. **Students cannot receive credit for both MATN 351 and EBEN 351**.

EBEN 400 Topics in Applied Economics (Fall, Spring)
An application of economic analysis to current topics of interest. Issues such as international trade and finance, government regulations, inflation, and unemployment may be considered. May be repeated for credit. 1-4 credits.

EBEN 408 International Trade and Monetary Systems (Upon Request)
An in-depth study of modern trade theory and monetary relations. Topics include but are not limited to globalization, absolute and comparative advantage, theory of reciprocal demand, offer curves, factor endowment theory and other theories of trade, Leontief paradox, tariffs and their effects, balance of payments issues, foreign exchange rate determinants, spot and futures markets, arbitrage, purchasing power parity, balance of payments adjustments, exchange rate adjustments, and its effect on the balance of payments. Prerequisites: EBEN 101, EBEN 102 and EBFN 101. 3 credits.

EBEN 481 Independent Study in Economics (Upon Request)
Students investigate selected topics in the major areas under the direction of a faculty advisor. Independent study develops and demonstrates ability to conduct independent research, perform independent studies in a specialized area, and present the results in writing of professional quality. Prerequisite: Permission of the Chair. 3 credits.

EBEN 498 Internship in Economics (Upon Request)
Students with senior status may register for a 3-credit field experience with cooperating business firms in the NYC area. The internship is monitored by a supervising professor and a representative of the cooperating company. See EBAN 498. 3 credits.

FINANCE

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

EBFN 210 Investment Principles (Fall, Spring, Summer)
Characteristics and investment strategies related to stocks, bonds, and options. Sources of return and risk are explored. The foundations of financial research are developed with regard to information sources, valuation techniques, computation of return and risk and their relationship. SEC regulations; methods of performance evaluation. Prerequisite: EBFN 101.
3 credits.

EBFN 220 Corporate Finance (Fall, Spring, Summer)
Methods of capital budgeting and corporate financial decision-making; valuation techniques, market efficiency, capital structure, dividend policy, Betas, cost of capital, portfolio analysis and the Miller Modigliani principle are incorporated into the analysis; financial analysis under conditions of certainty and uncertainty. Prerequisite: EBFN 101.
3 credits.

EBFN 310 Security Analysis (Fall, Spring)
A continuation of Investment Principles (EBFN 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: EBFN 210.
3 credits.

EBFN 320 Principles of Financial Planning (By Request)
This course is intended to provide an overview of the financial planning process, and the basic principles of financial planning. It will equip the student with specific knowledge and methods to deliver bottom-line results in pursuing their key financial goals. 3 credits.

EBFN 321 Portfolio Analysis (Annual)
This course provides an examination of Modern Portfolio Theory. It develops fundamental portfolio analysis, portfolio risk and return measures, and the process of optimal portfolio construction. The emphasis will be on building and managing Equity and Fixed Income portfolios. Features of optimal portfolio construction will include domestic as well as international diversification, risk management, hedging, and performance evaluation measured against standard benchmarks. Prerequisite: EBFN 210 Investment Principles. 3 credits.

EBFN 338 International Financial Markets (Fall, Spring)
Comprehensive discussion of the international financial environment. The market forces whose interplay determines exchange rates and governmental policies are covered. Parity theorems and description of the international equity and credit markets and their dynamics are presented. The forecasting of price changes and returns on equities and bonds in the international setting are covered. Prerequisite: EBFN 101. 3 credits.

EBFN 341 Real Estate Finance I (Fall, Spring)
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: EBFN 101. 3 credits.

EBFN 342 Real Estate Finance II (Upon Request)
Provides an analytical framework for understanding the real estate finance and development process from both a quantitative and non-quantitative perspective. Topics addressed include establishing investment/development objectives, identifying prospective sites, understanding the public permitting process, preparing market and feasibility studies, securing debt and equity financing, coordinating the design and construction process, and marketing and managing real estate assets. Includes preparation of income statements, sources and uses of funds statements, federal tax impact analysis, and discounted cash flow analysis. Prerequisite: EBFN 341. 3 credits.

EBFN 400T Selected Topics in Finance (Upon Request) (Directed Study)
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: EBFN 210 and EBFN 220. May be repeated for credit. Credits may vary.

EBFN 410 Seminar in Options Trading
(Fall, Spring)
The theoretical foundations, institutional details, and practical applications of options trading: various pricing models and their development; in-depth examination of the use of options as speculative, hedging, investment, and arbitrage tools; the role of options with respect to the proper functioning of the modern market economy. The central focus is on stock options. Prerequisite: EBFN 210. 3 credits.

EBFN 437 International Trading of Commodities (Fall, Spring)
This course looks in detail at derivatives used to conduct commodity trade across international markets. Such derivatives include options, futures, forwards, swaps, and spots. This course also focuses on risk management, and uses mathematical models to set conditions for minimum risk and to predict relevant variables important to such trade. Prerequisite: EBFN 210. 3 credits.

EBFN 440 Fixed Income Securities (Fall, Spring)
This course will build on previous introduction to fixed income securities (bonds). In the course, we will present and develop the conceptual framework used for; pricing fixed-income securities; fixed-income securities portfolio; hedging; markets and instrument. Bonds basic valuation are reviewed and extended into a detailed examination of the pricing process and yield measurement. The term structure of interest rate is introduced and used in pricing. Volatility and its characteristic, duration and convexity are examined, their implication to the fixed-income security portfolio are analyzed.
Market and instruments are covered too. Among them, treasury, agency, municipal and corporate bond markets. Also discussed are the recently popular CDO markets, such as mortgage-backed securities and other. Lastly, hedging tool and their usage is covered, including, future contracts, options and swaps. Prerequisites: EBFN 210 and MATN 120. 3 credits.

EBFN 481 Independent Study in Finance (Upon Request.)
Students investigate selected topics in the major areas under the direction of a faculty advisor. Independent

study develops and demonstrates ability to conduct independent research, perform independent studies in a specialized area, and present the results in writing of professional quality. Prerequisite: Permission of the Chair. 3 credits.

EBFN 498 Internship in Finance (Fall, Spring, Summer)
Seniors majoring in Economics and Finance can register for academic credit for field experience with business or government agencies in the greater New York area. Students will work under the supervision of a faculty member. Prerequisites: Senior Status, GPA of 2.5 in major and departmental permission.
3 credits.

MARKETING

EBKN 101 Principles of Marketing (Fall, Spring, Summer)
A study of basic marketing theory and practice. Major topics include analysis of consumer market structure versus industrial market system; product planning; channels of distribution; pricing; promotion; and relevant government regulation. 3 credits.

EBKN 201 Consumer Behavior (Fall, Spring)
Examines marketing from the point of view of various behavioral science concepts, relevant consumer research, and practical marketing applications. Also examines motivation, personality, perception learning, attitude formation, and the importance of group dynamics, social class and culture on behavior in the marketplace. Prerequisite: EBKN 101. 3 credits.

EBKN 202 Marketing Research (Fall, Spring)
Particular attention is given to clarifying the researchable issues, methods of research design and data gathering, data analysis, and the use of primary and secondary data in marketing strategy and decision making. Students will develop an integrated marketing campaign for a specific organization. Students are introduced to techniques of questionnaire design as well as basic statistics for the social sciences. Where appropriate, dedicated software for marketing research, especially SPSS (Statistical Package for Social Sciences), is utilized. Prerequisites: EBKN 101 and MATN 261. 3 credits.

EBKN 204 Marketing Management (Spring)
This course helps students conceptualize the strategic planning process as it relates to the primary determinants of sales and profits. Students will develop an integrated marketing campaign for a specific organization. Students also develop an in-depth understanding of the business and ethical problems marketing managers face in a global marketing environment, and explore various solutions to these problems. Prerequisite: EBKN 101.
3 credits.

EBKN 207 Social Media Marketing
Social media technologies are transforming the ways consumers interact with businesses. Now consumers have greater opportunities to voice their opinions, and connect with brands through various platforms. The conventional approaches to marketing communications have become more and more challenging. We will focus on various social media platforms to engage consumers and develop effective marketing strategies. Students will get hands-on experience creating comprehensive social media strategies for active brands and examine how organizations capitalize on social media. 3 credits.

EBKN 310 Retail Management and Merchandising (Fall)
Examines the scope, status, and dynamics of retailing in the United States and global economy. Main topics include retail market structures, retail market strategy, planning merchandise assortments, buying, pricing, and retail promotions. This course is designed for students interested in careers in retailing, retail management and merchandise buying; it is also useful to students interested in consumer products marketing and wholesaling. Prerequisite: EBKN 202. 3 credits.

EBKN 315 Advertising and Promotion Management (Spring)
Explores advertising, personal selling, sales promotion, sponsorship, direct marketing, e-commerce, and public relations. Students will choose a business plan from the many templates at bplans.com and produce a campaign plan book integrating the concepts explored, as well as add social media marketing elements, such as a dummy Facebook page, Twitter account, as well as a web page. Prerequisite: EBKN 101. 3 credits.

EBKN 330 Sales Force Management and Personal Selling (Fall)
Provides an overview on the role of personal selling in the firm's overall marketing strategy, the skills and techniques required in performing the selling task; as well as concepts and techniques related to the management of sales force. Emphasis will be placed on recruiting and selecting techniques, designing compensation and expense plans, sales training, improving morale, territory management, evaluating sales performance, sales forecasting and sales analysis. Ethical and legal issues in selling and building long-

term relationships are included. Prerequisite: EBKN 101. 3 credits.

EBKN 340 International Marketing Management (Upon Request)
Designed to develop a systematic approach for analyzing trends shaping the global marketplace. Physical, cultural, socio-demographic, legal/political, and technological factors, among others, are explored. Emphasis is placed on development and implementation of optimal marketing programs to capitalize on emerging market opportunities as well as the avoidance of the pitfalls inherent in cross-national marketing activities. Prerequisite: EBKN 101.
3 credits.

EBKN 351 Direct Marketing (Upon Request)
Topics include: strategic planning, basic economic analysis, new product/ business development, direct marketing information systems, short-term budgeting and forecasting, and management of direct marketing operations. Students will develop an integrated direct marketing campaign. Prerequisite: EBKN 101.
3 credits.

EBKN 408 Strategic Marketing Management (Fall, Spring)
An in-depth exploration of strategic marketing such as target marketing, product development, pricing and competitive activity, developed and implemented in a realistic computer-based simulation, within the broader framework of business strategy. Prerequisites: EBKN 202 and senior standing.
3 credits.

EBKN 410 Business-to-Business Marketing (Fall, Spring)
A managerial approach to marketing decision-making in an industrial market. Topics include relationship building, vendor and value analysis, inventory control, sales forecasting, industrial market planning, market auditing, sales-force planning and channel management. Prerequisite: EBKN 101. 3 credits.

EBKN 481 Independent Study in Marketing (Upon Request.)
Students investigate selected topics in the major areas under the direction of a faculty advisor. Independent study develops and demonstrates ability to conduct independent research, perform independent studies in a specialized area, and present the results in writing of professional quality. Prerequisite: Permission of the Chair. 3 credits.

EBKN 498 Internship in Marketing (Fall, Spring, Summer)
Full-time, off-campus employment for seniors guided by outside personnel and the Business Chair. Prerequisites: senior status, departmental GPA of 2.5 and department permission. 3 credits.

MANAGEMENT

EBMN 101 Principles of Management (Fall, Spring, Summer)
An introduction to the basic theory and practice of management. Examination of the managerial functions of planning, organizing, staffing, directing and controlling, and analysis of environmental influences on decision-making. Students will use micro-computer programs for business applications. 3 credits.

EBMN 202 Organizational Theory and Behavior (Fall, Spring)
An examination of theories, concepts, and research findings emerging from the various disciplines that study individual and group behavior within organizational systems. Important topics include: work motivation, leadership and social influence, satisfaction, job performance, performance appraisal, group dynamics, communication, and current issues of particular interest. In addition students will be introduced to case study analysis. Prerequisite: EBMN 101. 3 credits.

EBMN 213 Business Law I (Fall, Spring, Summer)
Fundamental principles of law of contracts, contracts of guaranty and surety-ship, and the law of sales and secured transactions under the Uniform Commercial Code; the relationship of principal and agent and that of employer and employee; personal property, and bankruptcy. Prerequisite: EBMN 101. 3 credits.

EBMN 214 Business Law II (Fall, Spring, Summer)
Organizational structure of business entitles, 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: EBMN 213. 3 credits.

EBMN 224 Human Resource Management (Fall)
Management and development of personnel, recruitment, selection, and training of employees. Management techniques and productivity factors including fringe benefits, profit-sharing, employee-management labor relations; current theories of human resources. Prerequisite: EBMN 101. 3 credits. **Credit will not be given for both EBMN 224 and EBMN 229.**

EBMN 310 Multinational Business Management (Fall, Spring)
Detailed examination of the economic, cultural, political, and legal environment of multinational business, beginning with a historical review of the growth of international business and the development of institutions such as the IMF, World Bank, and the WTO. Particular emphasis is placed on the role of the European Union and emerging markets. The strategy and structure, and the financial environment, of international business and the mechanisms through which international capital markets operate are discussed. The final phase of the course deals with international business functions, including international marketing, human resources, accounting, and finance. Prerequisites: EBMN 101 and EBKN 101. 3 credits.

EBMN 317 The Social and Governmental Environment of Business (Fall, Spring, Summer)
A study of the environment of business decision-making. Issues are examined in the context of interrelated legal, social, ethical, and political trends affecting business, as well as from the Jewish perspective on business ethics. Deals with governmental regulation in the areas of occupational health and safety, environmental and consumer protection, and anti-trust activity. Prerequisite: EBMN 101 and either EBEN 101 or EBEN 102. 3 credits. **Credit will not be given for both EBMN 317 and PHI 225.**

EBMN 320 Entrepreneurship and Management of Small Businesses (Fall, Spring)
Emphasizes entrepreneurship and successful small-business management. Includes legal forms of ownership, franchises, commercial and governmental sponsors, starting or buying a small business, developing and writing a business plan, strategic planning, accounting, and financial considerations. Also covers purchasing and vendor analysis, production and inventory control, risk and insurance planning, human resource management, and marketing and sales. Includes using the computer, and advanced technologies to gain a competitive edge. Special focus on international opportunities for small business. Prerequisite: EBMN 101. 3 credits.

EBMN 400T Topics in Management (Upon Request)
Study of selected topics in Management. Prerequisite: EBEN 101. Credits may vary.

EBMN 420 Internet Research Methods for Business (Upon Request)
The foundations of Internet research. A basic understanding of research will be emphasized followed by a detailed description and comparison of many research mechanisms available over the Internet. Topics such as the differences between search engines, online library-based research, and methods of research will be analyzed. Prerequisites: EBFN 101, EBMN 101, and MCON 140.

EBMN 481 Independent Study in Management (Upon Request)
Students investigate selected topics in the major areas under the direction of a faculty advisor. Independent study develops and demonstrates ability to conduct independent research, perform independent studies in a specialized area, and present the results in writing of professional quality. Prerequisite: Permission of the Chair. 3 credits.

EBMN 493 Business Policy (Fall, Spring, Summer)
An integrated capstone course focusing on application of case studies to the nature, functions and activities of actual businesses, analyzing objectives, policies, and performance in relation to the outside environment. Emphasis is placed on ethical aspects of decision-making. Case studies are used to develop analytical skills. Knowledge and techniques developed in earlier courses are applied in this course. Prerequisite: Senior standing. 3 credits.

EBMN 494 Senior Honors Project (Upon Request)
Prerequisites: EBMN 493 and departmental permission. 3 credits.

EBMN 498 Internship in Management (Fall, Spring, Summer)
Seniors may register for academic credit for field experience with business or government agencies in the greater New York area, under the supervision of a faculty member. Prerequisites: Senior status, a GPA of 2.5 in the major, departmental permission. 3 credits.

LONG-TERM CARE ADMINISTRATION

EBLN 100 Gerontology Needs and Assessment (Upon Request)
Lengthening life-spans brought about by technological and environmental factors have led to an increase in the elderly population and a related increase in the population of long-term care facilities. This course introduces students to gerontology, the study of the elderly, and concepts and issues of concern to administrators of these facilities. The course deals with issues raised by elder abuse and post-traumatic stress disorder, with a heavy concentration on understanding Alzheimer's disease. 3 credits.

EBMN 229 Personnel Management in Health Care (Upon Request)
An introduction to the role of the human resource manager within a health-care setting, with emphasis placed on long-term care facilities. The course includes an overview of personnel management, an examination of the laws and regulations influencing the human resource field, and an analysis of the various personnel managers' functions. This course satisfies 3 credit hours of the NYS Department of Health education course requirement of 15 credit hours of coursework, for candidates with a B.A., for Health Care Administration licensure. Prerequisite: EBMN 101 or appropriate business experience.
3 credits. **Credit will not be given for both EBMN 224 and EBMN 229.**

EBMN 318 Legal Aspects of Health Care (Upon Request)
An introduction to the concepts and issues of the health-care legal environment that concern the long-term-care administrator, with a central focus on the complexities of governmental regulation. The course deals with the general legal environment, torts, court procedures, and legal terminology. Health-related legal issues studied include DNR, elder abuse, and privacy law. Prerequisite: POLN 101 or EBMN 213 or appropriate experience. 3 credits.

EBMN 330 Financial Management in Long-Term Care (Upon Request)
Tools of management accounting as they apply to long-term care. Students will learn how to set up and work with operating budgets; as well as concepts of cost funding, and cost control that will prepare them to respond to various reimbursement methods. Prerequisite: EBAN 101 and EBAN 102. 3 credits.

EBMN 340 Long-Term-Care Administration: Services and Facilities (Upon Request)
Introduces the role of the administrator within a nursing home or long-term-care facility. Includes an overview of long-term care and an examination of the regulations and legislation influencing it, analysis of the various administrative functions, and a synopsis of the residents and the type of care that they receive. This course satisfies 3 credit hours of the NYS Department of Health education course requirement of 15 credit hours of coursework, for candidates with a B.A., for Health Care Administration licensure. The course can substitute for the 100-hour course (given through the state) on nursing homes. Prerequisite: EBMN 101 or appropriate business experience.
3 credits.

EDUCATION

EDUN 201 Psychosocial Foundations of Growth, Development, and Learning, Birth – Grade 6 (Fall, Spring)
The nature of physical, cognitive, emotional, social, and moral development from birth through early adolescence, with implications for early intervention, early childhood education, and elementary school classroom teaching; integration of theory and research findings from the fields of developmental psychology and educational psychology. During the second half of the semester, students in the early childhood track and students in the childhood track direct their projects and papers to the study of the respective developmental levels of their programs. Prerequisites: None.
3 credits.

EDUN 380 Educational Technology in General Education and Special Education (Spring only)
This course focuses on the use of computer and other technological devices that facilitate communication, learning, and related functions in educational contexts for children in both general special education contexts; use of technology to foster literacy, remediate reading problems, and promote access to curriculum for all students; special applications with computers in the classroom; information literacy; and recent developments in the field of assistive technology for students with disabilities, including students with autism. Prerequisites: MCON 122, Upper Division status, Department Approval. 3 credits.

SPEN 650 Educational Technology in General Education and Special Education (Spring only)
Design and use of computer and other technological devices that facilitate communication, learning, and related functions in educational contexts for children in general education and children in special education; technology for use in fostering literacy and remediating of reading disabilities; special applications with computers in and about the classroom; recent developments in the field of assistive technology for students with special needs. Prerequisites: MCON 122, Upper Division status, Department Approval. 3 credits.

SPEN 600 History and Philosophy of Special Education (Fall, Spring)
Historical and philosophical underpinnings of modern educational theory and practice. Study of 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. Prerequisites: Dept. approval, Upper Div. status. 3 credits.

SPEN 602 Introduction to Teaching Students with Disabilities (Fall, Spring)
The historical background to current approaches to teaching children with disabilities; special education and the Individuals with Disabilities Education Act; current theories and methodologies in special education; inclusion and the concept of the least restrictive environment; early intervention; special education programs, curricula, classroom management and technologies; educational challenges and approaches with children whose disabilities are associated with mental retardation, physical and sensory impairments, language delays, emotional disturbance, and learning disabilities; introduction to approaches and debates on reading and language arts instruction for native English speakers and English language learners. Prerequisites: Dept. approval, Upper Div. status. 3 credits.

SPEN 640 Assessment of Individual Differences in General Education and Special Education: A Socio-Cultural Perspective (Spring only)
Assessment in general education and special education of individual differences in intelligence, learning potential, personality, motivation, and school achievement; management of data from assessment and monitoring of student progress; characteristics of standardized tests; the role of educational testing in informing instruction; assessment of young children; use of achievement tests; relationship between assessment and program design; introduction to dynamic (or interactive) assessment; differences between static and dynamic assessment; the use of teacher-made, informal tests; opportunity to observe and practice use of achievement tests, curriculum-based assessment, and curriculum-oriented dynamic assessment approaches in classrooms. Prerequisites: Dept. approval, Upper Div. status. 3 credits.

EDUN 510 Substance Abuse (Fall, Spring)
Seminar on the nature of substances of abuse, including legal as well as illegal drugs; factors associated with avoidance of and resistance to use and abuse of substances; risk factors; research on effective school-based substance abuse prevention programs. Current literature on substance abuse and school-based prevention programs is distributed. Prerequisite: None. 0 credits.

EDUN 511 Child Abuse (Fall, Spring)
Seminar on the identification and reporting of child abuse and neglect; signs and symptoms to look for; ways to approach children; understanding the variety of ways children may convey that they are being abused or neglected; the teacher's fear of reporting abuse or neglect; rationalizations for not reporting; working with systems; the aftermath of reporting abuse or neglect. Prerequisite: None. 0 credits.

EDUN 512 Seminar on Child Safety Education, Prevention of Child Abduction, and Fire and Arson Prevention (Fall, Spring)
Basic principles of child safety education; understanding particular safety issues and risk factors for different ages; using developmentally-appropriate methods and materials to convey safety principles; proper use of materials and environments with attention to safety hazards, including fire; refusal skill instruction including those related to fire and arson prevention as well as child abduction. Prerequisite: None. 0 credits.

EDUN 513 Seminar on School Violence Prevention and Intervention (Fall, Spring)
This two-hour, non-credit seminar includes instruction on: statutes, regulations and policies relating to a safe, nonviolent school climate; effective classroom management techniques and academic supports that promote a nonviolent school climate and enhance learning; social and problem-solving skill development for students within the regular school curriculum; warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; intervention techniques to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior. A

booklet on violence prevention and intervention will be distributed and discussed. Prerequisite: None. 0 credits.

Preparation Seminars for NYSTCE Exams
Nine (9) hours of seminars to help students prepare for New York State Teacher Certification Exams are offered free each semester. 0 credits.

Course Descriptions, Specific Pedagogical Core in Special Education/Early Childhood Education

EDUN 209 Foundations of Parenting (Fall, Spring)
Parents and families as the context for growth, development and learning; similarities and differences in parenting styles in various cultural groups; the range of family structures; parents and family members as teachers of young children and collaborators with professional educators; ways in which early childhood education programs build and expand upon the foundation provided by parents; how educators form constructive educational partnerships with parents; awareness of community resources for parents and their young children. Pre- or corequisite: EDUN 201. 3 credits.

EDUN 311 Principles of Early Childhood Education (Fall only)
Planning, development, and implementation of learning environments and integrated curricula for young children; study of the relational processes through which children acquire knowledge, skills, and a positive attitude toward learning; the importance of play as well as teacher planning that provides students with opportunities to think about and discuss their work; current research on early childhood integrated experience and instruction in literacy, the arts, science, math, and technology, social studies (including exposure to a range of cultures and languages as well as US and NYS history and geography), family, career and consumer education, and physical education and health. Pre- or co-requisite: EDUN 201. 3 credits.

EDUN 312 Methodology of Early Childhood Education (Spring only)
Development of practice skills in the use of appropriate, creative methods and materials for integrated education of young children; emphasis on the use of play and hands-on activities as well as planned experience and instruction that provide students with opportunities to explore and manipulate ideas and concepts as they explore and manipulate the world; practical implementation of integrated instruction in the curricula areas noted in the course description for EDUN 311. Pre- or co-requisite: EDUN 201. 3 credits.

EDUN 316 Language Acquisition and Emergent Literacy I, Birth – Pre-K (Fall only)
The uses of oral language (building vocabulary, expression and comprehension of the spoken word), general cognitive skills (attention, memory, use of symbols, self-regulation), the concepts underlying reading and writing, and specific literacy skills (such as symbol to symbol correspondence) as the context of and initial steps toward literacy for young children. Motivational issues that pertain to the development of reading skills are explored. Emphasis on meeting the needs of young children, including those with limited proficiency in English, who enter day care, nursery school, and other early childhood and early intervention programs with inadequate literacy-related knowledge and skills. Pre- or co-requisite: EDUN 201. 3 credits.

EDUN 317 Language Acquisition and Emergent Literacy II, K – Grade 2 (Spring only)
Creation of language-rich environments and holistic approaches to reading instruction that meet the needs of children with varying language preparation and aptitudes as well as children from diverse backgrounds. Use of a range of teaching and learning modalities. Attention to connections between speech sounds and spellings; the alphabetic principle and recognition of words through letter-sound relations; achieving fluency and comprehension; spelling conventions. Emphasis on language-related experiences at home as well as school and the importance of frequent opportunities to write. Identification of services needed for children who are not making adequate progress in reading, and the importance of coordination of efforts among general educators, special educators, and reading specialists. Discussion of approaches used with language-minority children, including the conditions under which greater or lesser emphasis is placed on reading in the native language. Pre- or co-requisite: EDUN 201. 3 credits.

SPEN 313 Developmentally Appropriate Learning Experiences for Young Exceptional Children (Fall only)
Introduction to educational programs for infants, toddlers, preschoolers, kindergarten students, and first- and second-graders with disabilities. Review of developmentally-appropriate integrated curriculum content; materials and activities in language arts, books, music, art, blocks sand, water play, cooking, books and other play activities; parents as collaborators. Comparison of early intervention and early childhood special education programs reflected in Individualized Family Service Plan (IFSP) and Individualized Education Plan (IEP). Comparison of least restrictive environment and natural environment approaches.

Prerequisite: EDUN 311 or EDUN 312 and EDUN 316 or EDUN 317. 3 credits.

SPEN 314 Addressing Challenging Behaviors of Young Exceptional Children (Spring only)
Setting up and managing play and learning activities in safe and developmentally-appropriate environments for infants, toddlers, preschoolers, kindergarten students, and first- and second-graders with disabilities. Understanding temperament and its impact on the parent-child and teacher-child relationship; supporting positive parent-child interactions. Role of the teacher in guiding young children in the development of self-discipline and communication and social skills necessary for constructive peer relations and group living; interventions for prevention and management of challenging behaviors. Prerequisite: EDUN 311 or EDUN 312 and EDUN 316 or EDUN 317. 3 credits.

EDSN 682 Practicum I Field Experience in Early Childhood in General and Special Education, Birth-Grade 2 (Fall, Spring)
For the field experience component of this course, students complete minimum 50 hours of observations in general education at the birth-pre-K, kindergarten, or grade 1-2 level. Students also complete a minimum 100 hours of work with students with disabilities at a level not used in general education. (Inclusion classes with strong special education components are acceptable.) For the practicum component of the course, students complete an additional minimum 20 days or minimum 100 hours in general education at one of the three age/grade levels. (Please note that over the course of their field experience and practicum courses students must work with children in at least two levels.) Actual teaching is a component of the practicum part of this course. All student teaching is done in accredited schools with the involvement of appropriately certified supervising or cooperating teachers who submit student evaluation forms during and at the conclusion of the semester. "Your cooperating teacher must hold initial or professional certification in the grade levels relevant to your program of study, have a master's degree, and have a minimum of three years of teaching experience as a certified educator within the grade levels specified by your program."

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

SEDN 683 Practicum II in Early Childhood Special Education, Birth- Grade 2 (Fall, Spring)
Students complete minimum one 20-day practicum experience or its equivalent (at least 100 hours) teaching students with disabilities at the pre-K, kindergarten, or grade 1-2 level (inclusion classes with strong special education components are acceptable) and minimum one 20-day experience or its equivalent (at least 100 hours) teaching students with disabilities at a second developmental level. *All student teaching is done in accredited schools with the involvement of appropriately certified supervising and cooperating teachers who submit student evaluation forms at the conclusion of the semester.* Over the course of the field experience and practicum courses, some work is done in a high need school or a school serving a high need community. Students keep time sheets of their hours, respond to questions about early childhood education and special education, analyze lessons of teachers observed, complete a written assignment on their understanding and use of evidence-based methods of instruction and intervention, complete an assignment on how student learning was assessed in lessons they have presented that are observed by an assigned Touro faculty member, and complete a comprehensive culminating project in which they analyze and reflect on the ways in which various aspects of the program have affected their understanding of, and interventions with, children. Students also write a reflection paper on what they learned from carrying out the work of the case study completed in the second literacy course. This course includes scheduled group meetings. An assigned Touro College faculty member observes practicum students presenting at least three formal lessons in the classroom or other educational facility. (Please note: This course must be taken in the final semester of study.) 3 credits.

EDUN 318 Field Experience and Student Teaching I (Fall, Spring)
Students complete 50 hours of field experience in general education with one of the three following

developmental groups: birth - pre-K, K, and grades 1-2 (combined field experience/student teaching in general education must cover all three developmental levels). Students also complete one 20-day student teaching experience in general education with one of the three developmental groups.

For field experience, students work with appropriately-certified cooperating teachers at school sites to gradually assume increased teacher-related responsibilities in the classroom. Field experience includes scheduled meetings, supervised by the Coordinator of Student Teaching or another assigned faculty member. Logs of hours and activities are maintained by all students, to be reviewed by the Coordinator. Written assignments require careful observation of cooperating teachers and children, as well as reflection on the application of course work to the classroom.

For student teaching, student teachers are supervised by appropriately-certified cooperating teachers. Students are also observed and evaluated by a Touro faculty member. Student teaching placements are made in which students can increasingly take responsibility for teaching activities, including reaching the point of presenting academic lessons and activities independently. Students keep logs of their hours and experiences. Student teaching experiences are accompanied by regularly-scheduled classes. Instruction is provided and discussion encouraged on professional issues ranging from creating lesson plans to arranging a professional portfolio and resume. Particular emphasis is placed on self-awareness and analysis of one's own teaching performance. Prerequisite: Completion of education courses, Dept. Approval, passing the STAT (Student Teaching Admissions Test). 2 credits.

SPEN 418 Field Experience and Student Teaching II (Fall, Spring)
Students complete 100 hours of field experience in special education with one of the three developmental groups (combined field experience/student teaching in special education must cover all three developmental levels). Students also complete two 20-day student teaching experiences in special education with one or two of the three developmental groups. Students are observed and evaluated by a Touro faculty member. Prerequisite: Completion of education courses, Dept. Approval, passing the STAT exam, B or higher in EDUN 318. 3 credits.

Course Descriptions, Specific Pedagogical Core in Special Education: Childhood Education

EDUN 301 Teaching Reading and Language Arts, Grades 1 – 6 (Fall, Spring)
The developmental context to current approaches to teaching reading; creation of language-rich environments; organization of a functional reading program; informational and critical reading; assessment of reading and language skills; oral and written communication; approaches to work with English language learners and students with special needs; and attention to motivational factors in literacy development at home as well as at school. Pre- or co-requisite: EDUN 201. 3 credits.

EDUN 302 Diagnosis and Correction of Reading Disabilities, Grades 1-6 (Fall, Spring)
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. During the second half of the semester, a reading lab is conducted where community children come to TC to be tutored by the 302 students, supervised by the course instructor. TC students can then actually implement the skills they learned in the course. Prerequisite: EDUN 301. 3 credits.

EDUN 303 Teaching the Social Studies Spectrum Subjects, Grades 1 – 6 (Fall, Spring)
The social and developmental contexts for teaching social studies spectrum subjects to a diverse elementary school student population; curriculum development and methods and materials; development of integrated instruction in history and geography (including history and geography of the United States and New York State), economics, citizenship and government, and the world of work; appreciation of the diversity of social life, including language, across cultures; approaches to linking instruction to the context of students' lives. Pre- or co-requisite: EDUN 201. 3 credits.

EDUN 304 Mathematics, Science, and Technology: Teaching and Remediation, Grades 1 – 6 (Fall, Spring)
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 co-requisite: EDUN 201. 3 credits.

EDUN 306 Teaching the Arts and Physical Education, Grades 1 – 6 (Spring only)
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 co-requisite: EDUN 201. 3 credits.

SPEN 309 Principles of Curriculum Development for Students with Disabilities, Grades 1 – 6 (Fall only)
Review of state and citywide curriculum for elementary school children. Concepts and skills in the teaching of reading, math, language arts, social studies, and science. Modification of instructional methods and materials for children with disabilities. Demonstration lessons will be used to highlight principles of development and modification of curriculum for elementary school children with disabilities. Prerequisites: EDUN 301 and EDUN 303 or EDUN 304. 3 credits.

SPEN 310 Principles of Classroom Management for Students with Disabilities, Grades 1 – 6 (Spring only)
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: EDUN 301 and EDUN 303 or EDUN 304. 3 credits.

EDSN 694 Field Experience in General and Special Education, Grades 1-6 (Fall, Spring)
For the field experience component of this course, students complete minimum 50 hours of observations. Students complete minimum 50 hours of field experience in general education at the grade 1-3 level or the grade 4-6 level. Students also complete minimum 100 hours of field experience in work with children with disabilities at the level not used for general education. (Inclusion classes with strong special education components are acceptable. All field experience is done in accredited schools with the involvement of appropriately certified supervising or cooperating teachers who submit student evaluation forms at the conclusion of the semester. Students are exposed to evidence-based methods of instruction. Over the course of the field experience and practicum courses, some work is done in a high-need school or a school serving a high-need community. Students keep time sheets of their hours, maintain logs in which critical incidents are recorded and analyzed, respond to questions about elementary school education, analyze lesson presentations of cooperating teachers observed, and complete two term papers. The course also includes scheduled group meetings. An assigned Touro College faculty member meets with students at their field experience sites and evaluates student work for the course. (Please note: This course must be taken within the first 18 credits of graduate study.) 3 credits

SEDN 695 Practicum in Childhood Education, Grades 1-6 (Fall, Spring)
Students complete minimum one 20-day practicum experience or its equivalent (at least 100 hours) teaching students with disabilities at the grade 1-3 level and minimum one 20-day experience or its equivalent (at least 100 hours) teaching students with disabilities at the grade 4-6 level. (Inclusion classes with strong special education components are acceptable.) All student teaching is done in accredited schools with the involvement of appropriately certified supervising or cooperating teachers who submit student evaluation forms during and at the conclusion of the semester. : "Your cooperating teacher must hold initial or professional certification in the grade levels relevant to your program of study, have a master's degree, and have a minimum of three years of teaching experience as a certified educator within the grade levels specified by your program.". Over the course of the field experience and practicum courses, some work is done in a high need school or a school serving a high need community. Students keep time sheets of their hours, complete a written assignment on their understanding and use of evidence-based methods of instruction and intervention, respond to questions about elementary school education, analyze lesson presentations of cooperating teachers observed, complete an assignment on how they assess student learning in lessons they've presented that are observed by assigned faculty members, and

complete a comprehensive culminating project in which they analyze and reflect on ways in which various aspects of the program have affected their understanding of, and interventions with, children. Students also write a reflection paper on what they learned from carrying out the work of the case study completed in the second literacy course. The course includes scheduled group meetings. An assigned Touro College faculty member observes practicum students presenting at least three formal lessons in the classroom or other educational facility. (Please note: This course must be taken in the last semester of study.) 3 credits

HISTORY

HMHN 101-102 Greek and Roman History; Medieval History (Fall, Spring)
See "Humanities." (Offered in conjunction with the Department of Languages and Literature HMLN 101-102). 3 credits each.

HMHN 201-202 Renaissance-Modern European History (Fall, Spring)
See "Humanities." (Offered in conjunction with the Department of Languages and Literature HMLN 201- and HMLN 202). HMHN 201 is not to be taken after HISN 220; HMHN 202 is not to be taken after HISN 221. 3 credits each.

HISN 141-142 The Emergence of the United States (Annual)
The interplay of the political and social forces in America from the Colonial Period to the 1990's, with special attention given to the rise of political parties, the development of sectionalism, the causes and results of the Civil War, industrial growth, Progressivism, the New Deal, and the Cold War. The first semester concludes with the end of Reconstruction (1877). 3 credits each.

HISN 206 The Immigrant Experience in America (Annual)
This course examines the unique immigrant experience of various ethnic groups. Students learn about conditions in foreign countries that gave impetus to emigration, difficulties in adjustment and acculturation, specific areas of achievement, attempts to preserve ethnic identity within the American mainstream, and contemporary issues and problems.
3 credits.

HISN 210 African-American History (Bi-annual)
A history of African-Americans from colonial times to the present. The course topics include the African background, the effects of the transatlantic slave trade, slavery in America, Civil War, Reconstruction, Jim Crow, and the Civil Rights movement. 3 credits.

HISN 220-221 Survey of Modern History (Fall, Spring)
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. HISN 220 is not to be taken after HMHN 201; HISN 221 is not to be taken after HMHN 202. 3 credits each.

HISN 223-224 Survey of Western History I and II (Fall Spring)
A two-semester survey of Western history from the rise of Greek civilization to the 1900s. The first semester includes Classical Greece and Rome, the Early, High and Late Middle Ages, the Renaissance, the Age of Discovery, and the Reformation. The second semester includes constitutionalism and absolutism, 16th century thought and culture, the Old Regime, the Enlightenment, the French Revolution, economic advance and social conflict, the Age of Nation-States, and World War I. 3 credits each.

HISN 242 Violence in America (Upon Request)
Utilizing the disciplines of sociology and psychology, this course examines the causes and character of racial, religious, and ethnic violence, industry-labor confrontation, the vigilante tradition, political hysteria, and assassination, police action, and student revolt in the United States. 3 credits.

HISN 251 Jews and Arabs (Bi-annual)
This course examines the vicissitudes of Jewish-Arab cultural relations in the Middle East from the seventh to the twentieth century. 3 credits.

HISN 255-256 Survey of Jewish History (Annual)
The development and metamorphosis of Jewish political, social, and economic life from the Second Temple Period to the establishment of the modern State of Israel. The first semester ends with the expulsion from Spain. 3 credits each.

HISN 261 The Rise of Modern Israel (Bi-annual)
Pre-Zionist messianic and national movements and the effects of social and political changes on the rise of modern Zionism, with emphasis upon Herzl and later Zionist ideologues until 1948. 3 credits.

HISN 262 The Holocaust (Annual)
The role of Nazism in the destruction of European Jewry, 1933-1945, is studied, with special attention given to the reactions of world Jewry and foreign governments to the catastrophe. Ghetto and concentration camp existence, as well as, Jewish resistance movements are also analyzed. 3 credits.

HISN 271 American Jewish History (Bi-annual)
Study of the Sephardic legacy, German-Jewish migration and hegemony, the development of religious communities, the Civil War, migrations from Eastern Europe, acculturation and assimilation, responses to Zionism and the Holocaust, and current issues. Historical and literary texts on the interaction of Jew and Gentile are examined as well. 3 credits.

HISN 305 Topics in the History of the Ancient World (Upon Request)
This advanced course deals with selected subjects drawn from the history of Ancient Greece, Ancient Rome, and the Near East. 3 credits.

HISN 312 Topics in Medieval History (Upon Request)
Research into selected topics in Medieval history such as the development of western law, the conflict of church and state, and Medieval economic history.
3 credits.

HISN 325 Civil Rights Movement in the United States (Annual)
Conditions in the United States which contributed to the post-World War II Civil Rights movement; historical development of the impact of the Brown vs. Board of Education decision; black activism between 1955-1970; recent legal and judicial milestones; current needs, status, and problems facing the Civil Rights movement. 3 credits.

HISN 331 Topics in Early Modern History (Bi-annual)
Research into selected topics in the history of the Renaissance and Reformation, the Scientific Revolution, the Ancient Regime and/or the Enlightenment. 3 credits.

HISN 334 Topics in Modern European History (Annual)
Selected topics from the Revolutions of 1848 to the present, such as nationalism as a force leading to Word War I, the outbreak of World War II and its results, the Cold War, and the most recent global conflicts.
3 credits.

HISN 335 America in the Twentieth Century (Annual)
In addition to focusing on political and diplomatic history, this course will examine significant cultural and economic trends in the United States during the last century. 3 credits.

HISN 342 Topics in United States Social Intellectual History (Bi-annual)
Study of selected topics, such as reform and revolution, the black experience, the impact of war on American life, women in America, immigration, conservatism, and urbanization. 3 credits.

HISN 354 Topics in Jewish History (Annual)
Study of selected topics, such as the Second Commonwealth, Ashkenazic Jewry, messianism, the Haskala, Hasidism, the Mussar movement, and anti-Semitism. 3 credits.

HISN 363 Topics in Third World History (Upon Request)
Selected issues in the history of Asia and Africa, with emphasis placed on the struggle for independence from World War II until the present. 3 credits.

HISN 382 History of Russia (Upon Request)
The roots of modernization and revolution in nineteenth-century Russia, followed by developments in the USSR, including the Russian Revolution, World War II, foreign policy, ideological conflicts, and the end of the Cold War. 3 credits.

HISN 450 American Cultural History (Annual)
The evolution and development of American culture from colonial times to the present. Topics include Puritanism and its effect on American life and literature, the American Revolution and the spirit of individualism in American life, the Civil War, African-American, Native-American and other ethnic influences on American culture, American literature, theatre, film, music and art. 3 credits.

HISN 481-482 Independent Study (Upon Request)
Credits by arrangement.

HISN 493 Advanced Topics in Social Science (Fall, Spring)
Prerequisites: Senior status and departmental permission. 3 credits.

HISN 494 Senior Honors Project in History (Fall, Spring)
Prerequisites: HISN 493 and departmental permission. 3 credits.

HUMANITIES

HMHN 101 Greek and Roman History (Annual)
HMLN 101 Greek and Roman Literature (Annual)
History, literature, and philosophy from the Trojan War to the decline of the Roman Empire (ca. 1200 BCE to 300 CE), with readings from Homer, Aeschylus, Sophocles, Euripides, Plato, Virgil, et. al. Offered each fall; HMLN 101 not to be taken after LLEN 220. 3 credits each.

HMHN 102 Medieval History (Annual)
HMLN 102 Medieval Literature (Annual)
History, literature, and philosophy from the rise of Christianity to the disintegration of the Medieval world view (ca. 300 CE to 1350 CE), with readings from Beowulf, the Song of Roland, Medieval poets and dramatists, Dante, Chaucer, et. al. Offered each spring; HMLN 102 not to be taken after LLEN 220. 3 credits each.

HMHN 201 Renaissance History (Annual)
HMLN 201 Renaissance Literature (Annual)
History, literature, and philosophy during the period of transition from Medieval civilization to the modern world (ca. 1350 to 1750), with readings from Petrarch, Cervantes, Shakespeare, Racine, Molière, Swift, et. Al. Offered each fall. Not to be taken after LLEN 220; HMLN 201 not to be taken after LLEN 220 or LLEN 221. 3 credits each.

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

HMHN 493 Advanced Topics in Humanities (Annual)
A research essay is written in regular consultation with an advisor chosen by the student The topic generally grows out of subject matter covered in a previous Humanities class and the essay, if successfully completed, may be expanded into a full-length Senior Thesis. Prerequisites: Senior status, a major in Humanities, and permission of the department.
3 credits.

HMHN 494 Senior Honors Project in Humanities (Upon Request)
An expansion of the Advanced Topics essay into a full-length Senior Thesis is written in regular consultation with an advisor chosen by the student. It must be completed in time to allow for a defense before the advisor and two additional faculty members. Prerequisites: Senior status, a major in Humanities, an outstanding Advanced Topics essay, and permission of the department. 3 credits.

HISN 220-221 Survey of Modern History (Annual)
A two-semester survey of world and European history. The first semester covers the Renaissance through the Reformation and Scientific Revolution until the downfall of Napoleon. The second begins with political and intellectual currents in the nineteenth century, focuses on the two World Wars, and concludes with the contemporary world scene. 3 credits each.

HMLN 301 Literature of the Third World (Upon Request)
Major twentieth-century writers such as Jorge Luis Borges, R.K. Narayan, Gabriel Garcia Marquez, Pablo Neruda, Wole Soyinka, and Chinua Achebe, with emphasis on ways in which their works both sustain and criticize the European literary tradition. Prerequisite: 6 Humanities credits or departmental permission. 3 credits.

HMLN 323 Literature of the Self (Upon Request)
Major literary texts that discuss the idea of the self – is it divided, multiple, or even non-existent? – by such writers as Lewis Carroll, Robert Louis Stevenson, Oscar Wilde, Franz Kafka, and Luigi Pirandello, as well as texts that reaffirm the idea of a unique individual self that grows with experience. Prerequisite: 12 Humanities credits or departmental permission. 3 credits.

LLEN 220-221 Survey of World Literature (Annual)
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. LLEN 220 not to be taken after HMLN 101, HMLN 102, HMLN 201; LLEN 221 not to be taken after HMLN 201 or HMLN 202. Prerequisite: LLEN 102 or exemption. 3 credits each.

INTERDISCIPLINARY STUDIES

See "The Honors Program," pp. 27-28.

ITDN 100 Honors Leadership Seminar (Fall, Spring, Summer)
Students are exposed to special lectures with communal leaders in the Jewish and secular community, business people, attorneys, doctors and scientists, writers, film producers, and scholars, enabling them to cultivate important relationships and help motivate and excite them about their own leadership and scholarship potential. Students also take part in educational and cultural opportunities offered in Manhattan. This facet of the course has included a visit to the German Consulate to participate in debate about the role of Jews in American History, a lecture by Israeli Ambassador to the UN Ron Prossor and a visit to the Dead Sea Scrolls Exhibition. Additionally, students engage in monthly article reviews from contemporary periodicals and vigorously debate the positions espoused. 0 credits.

ITDN 491 Senior Honors Seminar (Fall)
The goal of this seminar is to prepare students to write a Senior Honors Thesis. In the seminar, students learn how to read and analyze academic literature to identify a relevant thesis topic, and to conduct research on a level appropriate for a senior-level thesis. The seminar breaks down the structure of writing a thesis with a particular focus on conducting literature reviews in various disciplines. The seminar introduces the student to working in tandem with faculty advisors in their academic work and to the value of having such mentoring. The seminar also builds critical thinking skills, and hones oral and written presentation skills, as well as the use of technology. The seminar requires oral presentations using Power Point, comprised of a 15-minute discussion of their thesis project, followed by a 15-minute Q & A by a faculty panel and students. Students are expected to submit a 10-15 page paper that discusses the goals of their thesis, introduces the topic, and explains the significance of the research.
0 credits.

ITDN 492 Senior Honors Thesis (Spring)
In this second semester, after completing the honors seminar, students are prepared to work vigorously on producing their final thesis. At this stage, students work regularly with their thesis advisor, testing out their research findings and fine-tuning their research theory. The student works within the framework of the seminar and with their faculty mentor to focus more fully on a particular area of application, as well as to cultivate a unique insight into the issue being explored. This semester is less-classroom driven and more an opportunity to develop and expand upon the body of work produced in the first semester. Ultimately, the student will present orally to the entire student body and faculty. The final thesis should be approximately 25-30 pages with proper bibliography and documentation of sources. 3 credits.

JUDAIC STUDIES

Courses in Judaic Studies may be offered for 1.5 credits or for 3 credits, depending on the hours of instruction, additional study requirements, and level at which instruction is indicated. If offered at an advanced or honors level, courses will generally be offered for 3 credits. Courses listed at 1.5 credit courses may therefore also be offered for 3 credits each.

PLEASE NOTE THAT COURSES LISTED MAY NOT BE OFFERED IN EVERY CAMPUS OR UNIT.

INTRODUCTORY (Machon)

BIBLE

Courses in the Bible on the Machon level stress basic textual skills. As the course progresses, analytical and exegetical skills are developed. Rashi and other basic classical commentaries are studied. This description is common to all courses in the Machon Bible section.

Pentateuch

JSBN 100 Introduction to Biblical Hebrew (Part I) (Annual)
This course teaches skills in decoding the grammar and syntax of the Biblical text. Translation of words and declension of parts of speech are studied as well. 1.5 credits.

JSBN 101 Introduction to Pentateuch (Part II) (Annual)
This course teaches skills in decoding Rashi—his question, methodology and language. Frequent quizzes build vocabulary. 1.5 credits.

JSBN 288 Pentateuch Survey (Bi-annual)
This is a content course that focuses on the topical treatment of the weekly Pentateuch portion. The study of a variety of Pentateuch commentaries will be emphasized to build skills related to Pentateuch exegesis. 1.5 credits.

JMBN 101-102 Introduction to the Pentateuch (Annual)
Designed for students who are beginning their Judaic Studies programs. Selections from Leviticus and Genesis with the commentary of Rashi. 1.5 credits each.

JMBN 201-202 Exodus (Annual)
Prerequisite: JMBN 101 and 102. 1.5 credits each.

JMBN 301-302 The Pentateuch-Deuteronomy (Bi-annual O)
Prerequisite: JMBN 102. 1.5 credits each.

JMBN 401-402 The Pentateuch-Numbers (Upon Request)
Prerequisite: JMBN 301 or 302. 1.5 credits each.

Prophets

JMBN 121-122 The Early Prophets (Bi-annual O)
Students read the entire text (Joshua, Judges, Samuel, and Kings) in translation. Class sessions will be devoted to an analysis of selected passages in the original as they relate to thematic issues and historical questions. 1.5 credits each.

JMBN 221 Samuel (Upon Request)
Prerequisite: JMBN 121. 1.5 credits.

JMBN 231-232 Isaiah, Jeremiah (Upon Request)
Prerequisite: JMBN 221. 1.5 credits each.

JMBN 242-243 Ezekiel, Trei Asar (Upon Request)
Prerequisite: JMBN 221. 1.5 credits each.

Hagiographa

JMBN 131-132/JSB 132 Introduction to Hagiographa-Megillot, Psalms (Annual)
Prerequisite: JMHN 102 or equivalent. 1.5 credits each.

JMBN 241 Proverbs (Upon Request)
Prerequisite: JMBN 132. 1.5 credits.

JEWISH HERITAGE AND THOUGHT

JSHN 185/186 Introduction to Liturgy (Bi-annual)
This content course introduces the student to the basic structure, function, and meaning of the daily liturgy. 1.5 credits.

JSHN 187/188 Introduction to Jewish Thought: 13 Principles of Faith (Bi-annual)
A study of the thirteen principles of faith as enumerated by Maimonides in his Commentary on Mishnah. Distinction between faith and knowledge will be drawn. 1.5 credits.

JSHN 191 Introduction to Ethics of the Fathers (Upon Request)
A study of the wisdom and value system of the Rabbis contained within the Oral Torah. 1.5 credits.

JSHN 193 Introduction to Classics in Jewish Ethics (Bi-annual)
Course provides an overview of Jewish personal ethics through the study of the classic text "Path of the Just" by Moshe Chaim Luzzato. 1.5 credits.

JMHN 101-102 Survey of Jewish Heritage (Upon Request)
This course is open to all Machon students. It is designed to fill in gaps in basic Jewish learning in several key areas: Biblical and Rabbinical literature, and major themes in Jewish philosophy. 1.5 credits each.

JMHN 153 Philosophy of Liturgy (Bi-annual) (E)
The origin and philosophy of classical liturgical texts and their organization within the Jewish prayer book. 1.5 credits.

JMHN 213-214 Ethics of the Fathers (Bi-annual)
The text of Mishna Avot (Pirkei Avot) is studied with special attention to thematic issues. 1.5 credits each.

JMHN 411-412 Topics in Jewish Thought (Bi-annual O)
Concepts relating to human relations such as ethics and charity are examined. Readings include both classical and modern works. 1.5 credits each.

JEWISH LAW

JSLN 141 Introduction to Jewish Law: Daily Life (Upon Request)
A survey of the Jewish laws of daily life. Special emphasis will be placed on the meaning behind the laws and practical application to modern day situations. 1.5 credits.

JMLN 121-122 Development of Jewish Law (Upon Request) (E)
Survey tracing the development and major categories of Jewish Law. 1.5 credits each.

JMLN 221-222 Introduction to the Talmud (Upon Request)
The textual study of the Babylonian Talmud and its classical commentaries. For students with a limited

background in Talmud. Prerequisite: JMLN 132 or permission of the Department. 1.5 credits each.

Codes

JMLN 131-132 Introduction to Ritual Law (Bi-annual) (E)
Rituals of the Jewish daily life cycle. For students with little or no background. 1.5 credits each.

JMLN 201-202 Jewish Law and Customs -Sabbath and Festival (Annual)
Selections from laws of the Sabbath (201) and the festivals (202). For students with a limited background in Hebrew. Prerequisite: JMLN 132. 1.5 credits each.

JMLN 301-302 Topics in Jewish Law - Kashrut (Bi-annual) (O)
An examination of the Jewish dietary code, with emphasis on its application to contemporary food processing and preparation. 1.5 credits each.

JMLN 401-402 Topics in Jewish Law - The Family (Annual)
Introductory survey of Talmudic and responsa sources dealing with the legal structure and rituals of Jewish family life. 1.5 credits each.

ADVANCED and HONORS-LEVEL 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 JSBN 357-358.

Pentateuch

JSBN 151-152 Textual Analysis of the Pentateuch: (Annual)
This is a Rashi skill building class on the advanced level. 3 credits each.

JSBN 191/253 Book of Genesis (Upon request)
Students will read the Biblical texts together with standard classical commentaries. Class sessions will be devoted to an examination of thematic issues, historical questions and problems of textual exegesis. 3 credits each.

JSBN 209-210, 211-212 Biblical Themes (Annual)
3 credits

JSBN 280 The Book of Exodus (Bi-Annual)
Students will read the Biblical texts together with standard classical commentaries. Class sessions will be devoted to an examination of thematic issues, historical questions and problems of textual exegesis. 3 credits each.

JSBN 288-289 Pentateuch Survey (Upon Request)
Credits may vary.
JSBN 389-390 Topics in Pentateuch (Annual)
Credits may vary.

JSBN 415 Seminar in Leviticus (Bi-Annual)
Students will read the Biblical texts together with standard classical commentaries. Class sessions will be devoted to an examination of thematic issues, historical questions and problems of textual exegesis. 3 credits each.

Prophets

JSBN 121-122 Joshua/Judges/Melachim (Upon Request)
Students will read the Biblical texts together with standard classical commentaries. Class sessions will be devoted to an examination of thematic issues, historical questions and problems of textual exegesis. 3 credits each.

JSBN 221-222 Book of Samuel I, II (Bi-annual)
Students will read the Biblical texts together with standard classical commentaries. Class sessions will be devoted to an examination of thematic issues, historical questions and problems of textual exegesis. 3 credits each.

JSBN 262-263 The Latter Prophets (Upon Request)
Isaiah, Jeremiah and Ezekiel. 3 credits each.

JSBN 272 The Minor Prophets I (Annual) (E)
Trei Asar. Students will read the Biblical texts together with standard classical commentaries. Class sessions will be devoted to an examination of thematic issues, historical questions and problems of textual exegesis. 3 credits each.

JSBN 273 The Minor Prophets—The End of Prophecy (Bi-Annual) (E)
The study of the last three prophets in the Book of the Twelve Prophets (*Trei Asar)*, with an emphasis on themes relevant to the latter Biblical period. The return to Zion and the construction of the Second Temple; the role of the priesthood; Jews and Gentiles in the Second Commonwealth period; messianic prophecies; the end of the prophetic era and the establishment of *Anshé*

Knesset Hagedola; comparison with passages in *Ezra-Nechemia* concerning the same period. 3 credits.

JSBN 361-362 Studies in the Weekly Haftarah (Annual)
A study of the origin of the Haftarah (weekly readings from the Prophets) – its historical and halakhic background. Textual and conceptual analysis of the Haftarah and its relationship to its respective Torah reading. 3 credits each.

Hagiographa

JSBN 171-172 Megillot, Psalms (Annual)
Students will read the Biblical texts together with standard classical commentaries. Class sessions will be devoted to an examination of thematic issues, historical questions and problems of textual exegesis. 3 credits each.

JSBN 271 The Book of Proverbs (Bi-annual)
Students will read the Biblical texts together with standard classical commentaries. Class sessions will be devoted to an examination of thematic issues, historical questions and problems of textual exegesis. 3 credits each.

JSBN 275 Koheles (Bi-Annual)
Students will read the Biblical texts together with standard classical commentaries. Class sessions will be devoted to an examination of thematic issues, historical questions and problems of textual exegesis. 3 credits each.

JSBN 471 Job (Bi-annual) (O)
Students will read the Biblical texts together with standard classical commentaries. Class sessions will be devoted to an examination of thematic issues, historical questions and problems of textual exegesis. 3 credits each.

JSBN 472 Daniel, Ezra, and Nehemiah (Upon Request)
Students will read the Biblical texts together with standard classical commentaries. Class sessions will be devoted to an examination of thematic issues, historical questions and problems of textual exegesis. 3 credits each.

BIBLICAL STUDIES

JSBN 355 Biblical Poetry—Pentateuch (Annual)
Study of the form, content and nature of biblical poetry through analysis of the "shira" components contained in the Pentateuch sections of Genesis, Exodus, Numbers and Deuteronomy with classical commentaries particularly as they relate to issues of parallelism, allusions and other poetic indicators. 3 credits.

JSBN 356 Biblical Poetry—Prophets (Annual)
Study of the form, content and nature of biblical poetry through analysis of the "shira" components contained in the Prophet sections of the Book of Joshua, Book of Samuel I and II, and the Book of Psalms with classical commentaries particularly as they relate to issues of parallelism, allusions and other poetic indicators.
3 credits.

JSBN 357-358 Medieval and Modern Biblical Exegesis (Bi-Annual) (O)
Style and methodology of the exegetes, with attention to the exegetes Rashi, Rashbam, Ibn Ezra, Ramban, Abarbanel, Malbim, Neziv, Hirsch, et al. 3 credits each.

JSBN 390 Topics in Pentateuch (Upon request)
In-depth study of select topics in Pentateuch with emphasis on the Biblical commentaries and their exegesis of the text. 3 credits.

JSBN 411 Exodus-Maharal (Upon request)
Study and analysis of selections of the biblical text of Exodus with standard medieval and modern commentaries, Rashi, Ibn Ezra, Ramban, Rashbam, Seforno, Malbim and Ha'amek Davar. Particular emphasis will be given to study of related passages in the writings of Maharal especially in Gevurot Ha-Shem, Netzach Yisrael and Gur Aryeh on Exodus. Class sessions will be devoted to textual study and to an analysis of the manner in which the interpretations of Maharal differ from, or conform to, the approach of other exegetes. 3 credits.

JSBN 412-413 Women in the Bible (Bi-annual) (E)
In-depth analysis of Biblical narratives dealing with the role, place, and impact of women. Special emphasis on the lives of the Matriarchs, and the roles of Devorah and Esther. 3 credits each.

JSBN 414 David Poet and King (Bi-Annual)
In-depth analysis of the life and legacy of King David as culled from both books of the Prophets and Psalms. 3 credits.

JSBN 481-482 Independent Study (Upon Request)
Credits by arrangement.

JSBN 493 Advanced Topics in Biblical Studies (Annual)
3 credits.

JEWISH HERITAGE AND THOUGHT

JSHN 157 Structure and Development of Jewish Prayer (Annual)
The concept of prayer and structure of various types of liturgy, with special emphasis on the philosophic and halakhic dimensions of prayer. 1.5 credits.

JSHN 161 Midrashic Literature (Annual)
Analysis of Midrashic treatment of basic faith concepts. 3 credits.

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

JSHN 243 The Life and Works of Rabbi Samson Raphael Hirsch (Bi-annual) (O)
The life, era, and works of Rabbi Samson Raphael Hirsch. The course focuses primarily on *The Nineteen Letters*, but also examines Rabbi Hirsch's commentary on the Pentateuch, the Book of Psalms, and Ethics of the Fathers. 3 credits.

JSHN 244 The Life and Thought of Nachmanides (Bi-annual) (E)
The life, works, and thought of Nachmanides, Rabbi Moshe ben Nachman. Readings include selections from his commentary on the Pentateuch, the Book of Disputation, sermons and various letters. Prerequisite: Department approval. 3 credits.

JSHN 245 The Life and Work of Rabbi Shelomo ben Yitzchaki ("Rashi") (Upon Request)
A study of the life and work of Rabbi Shelomo ben Yitzchaki ("Rashi"), one of the most important scholars produced by medieval Jewry, whose influence extends to every traditional Jew who studies the Bible or the Talmud. It would be difficult to contemplate the study of Talmud without Rashi's running commentary, which is considered standard to this day. Likewise, his commentary on the Bible appeared in the first printed edition of the Pentateuch and remains standard in all-traditional editions of the Holy Scriptures. 3 credits.

JSHN 246 The Life and Works of Rabbi Abraham Isaac Kook (Upon Request)
Rabbi Abraham Isaac Kook was the first Ashkenazi Chief Rabbi of Israel, and one of the leading intellectual and religious leaders of Jewry in the first part of the twentieth century. Convinced that the return of Jews to Israel marked the beginning of the Divine redemption, Rabbi Kook participated in a range of Zionist activities. The course includes readings from *Lights of Penitence*, *Lights of Holiness*, and letters and poems of Rabbi Kook. 3 credits.

JSHN 247 The Life and Works of Rabbi Soloveitchik (Upon Request)
Rabbi Joseph B. Soloveitchik was one of the twentieth century's preeminent and influential Torah scholars. Lectures cover readings from the works of Rabbi Soloveitchik, including *Halakhic Man*, *Halakhic Mind*, *Fate and Destiny (Kol Dodi Dofek)* and *The Lonely Man of Faith.* 3 credits.

JSHN 248 The Life and Thought of Rabbi Saadiah Gaon (Upon Request)
Rabbi Saadiah Gaon, the first of the major Jewish medieval philosophers, was a great Talmudist, Bible translator and commentator, poet, and lexicographer. This course traces his career from his birth in Egypt to his ascension to the position of Gaon of Sura. Lectures and readings in the *Sefer Ha-Emunot Ve-Ha-De'ot* emphasize Rabbi Saadiah Gaon's philosophical thought, but his contributions to Halakhah, liturgy, and Biblical studies, as well as the many controversies he sparked, are also examined. Prerequisite: 3 credits.

JSHN 251-252 Medieval Jewish Philosophy (Bi-annual) (E)
Critical investigation of medieval philosophical problems. 3 credits.

JSHN 257 The Literature of the Mussar Movement (Bi-annual) (O)
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. 3 credits

JSHN 258 Jewish Thought: The Hasidic Masters (Annual)
Examination of the Hasidic teachers of the 18th and 19th centuries. 3 credits.

JSHN 261 Modern Movements in Traditional Judaism (Bi-annual) (E)
The Mussar Movement; Hirschian ideology; Abraham Isaac Kook. 3 credits.

JSHN 281 Haggadah shel Pesach (Bi-Annual)
Examination of the structure and content of the Passover Haggadah. 3 credits.

JSHN 283 Sefer Hachinuch (Bi-Annual)
In-depth study of the reasons behind the mitzvot according to the Sefer Hachinuch. 3 credits.

JSHN 285-286 Philosophy of Liturgy (Annual)
Credits may vary.

JSH 287 Analysis of Liturgy (Upon Request)
Analysis of structure, function, and meaning behind the liturgy. 3 credits.

JSHN 213/289 Ethics of the Fathers (Bi-annual) (E)
Textual and conceptual analysis of Tractate Avot (Pirkei Avot) with special attention to thematic issues. Sources include Avot De-Rabbi Nathan as well as medieval and modern commentaries. 3 credits.

JSHN 295 Topics in Jewish Thought (Bi-annual) (O)
A survey of major themes of philosophical ideas as found in Jewish though. Sources range from medieval to modern works. Topics include: Ethics and Halakha, Imitatio Dei, revelation, reward and punishment, messianism, and divine providence. 3 credits.

JSHN 311-312 Topics in Jewish Philosophy (Bi-annual) (E)
Faith and reason: readings in Hilkhot Deot, Moreh Nevukhim, Kuzari, and Shemoneh Perakim. Prerequisite: Junior standing. 3 credits.

JSHN 321/322 Women in Judaism (Upon Request)
An historical analysis of famous women throughout Jewish history, with special emphasis on the primary and secondary sources addressing women's issues. The main focus will be the rabbinical literature dealing with halakhic issues pertaining to women and mitzvot. 3 credits.

JSHN 323 Readings in Rabbi Judah Ha-Levi (Bi-annual) (E)
The works of Rabbi Judah Ha-Levi, concentrating on discussion and summary of the *Kuzari.* Selected chapters from Yehudah Even Shemuel's translation of the *Kuzari* are read, analyzed, and commented upon in class, as well as selected poems of Rabbi Ha-Levi. 3 credits.

JSHN 325 Readings in Ibn Ezra (Upon Request)
The life, works, and philosophy of Rabbi Abraham Ibn Ezra, tracing his life in Spain and travels in Europe and studying his contribution to both Sephardic and Ashkenazic intellectual thought. Selections from Ibn Ezra's commentaries on the Bible and his religious and secular poetry are read and analyzed. 3 credits.

JSHN 329 Readings in Maimonides (Bi-annual)
The life and works of Moses Maimonides, great halakhist, philosopher, physician to the sultan of Egypt, prolific medical writer, and leader of Cairo's Jewish community. In addition to publishing a commentary on the complete *Mishna*, Maimonides codified Jewish law in the *Mishneh Torah* and produced one of the great philosophic works on Jewish thought in *The Guide to the Perplexed*. The course consists of lectures and readings from the latter two works. 3 credits.

JSHN 353 Modern Jewish Thought (Bi-annual) (O)
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. 3 credits.

JSHN 354 Issues in Contemporary Jewish Thought (Bi-annual) (E)
Psychological and Jewish images of man; the challenge of Kantian, existential, and contextual ethics; Jewish morality and the sexual revolution; Jewish social justice; activism and messianism; the Zionist quest. 3 credits.

JSHN 358 Thoughts of Rabbi Nachman of Breslov (Upon Request)
This course examines the thought world of Rabbi Nachman of Breslov through an examination of his teachings. 3 credits.

JSHN 405 Torah and Science (Annual)
Analysis of the interface between Torah and Science; age of the world, dinosaurs, evolution, legitimacy of study of science. 3 credits.

JSHN 406 Readings in Rabbi S. R. Hirsch. (Bi-Annual)
In-depth analysis of the writings of Rabbi Hirsch with attention to his theological, philosophical, educational and social theorie and in light of historical context.
3 credits.

JSHN 407 Sefer HaMitzvot (Bi-Annual)
In-depth study of Maimonides' Sefer Ha-Mitzvot.
3 credits.

JSHN 451-452 Ein Yaakov (Annual)
A textual-conceptual analysis of *Ein Yaakov* by R. Yaakov ibn Habib. 3 credits each. (Course may be repeated for credit.)

JSHN 456 Seminar: Maimonides (Upon Request)
Selections from the *Guide to the Perplexed* analyzed and compared to writings of Saadia Gaon, Yehudah Halevi, Nachmanides, Albo, Crescas, and contemporary Jewish thinkers. Prerequisite: JSHN 251. 3 credits.

JSHN 481-482 Independent Study (Upon Request)
Credits may vary.

JSHN 493 Advanced Topics in Jewish Heritage (Annual)
In-depth analysis of selected topics and themes. Prerequisite: Senior status. 3 credits.

JEWISH LAW

Talmud

JSLN 253-254 Talmud (Upon Request)
A tractate of the Talmud is studied with classical commentaries. Emphasis on conceptual analysis. 1.5 credits each.

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

JSLN 393-394 Talmud (Upon Request)
Credits may vary.

JMLN 396-397 Topics in Jewish Law – Responsa Literature I-II (Upon Request)
Contemporary problems in Jewish law with emphasis on those created by scientific and technological development. Prerequisite: Departmental permission. 1.5 credits each.

JSLN 451-452 Talmud (Annual)
A tractate of the Talmud is studied intensively with classical commentaries. Emphasis on conceptual analysis (course may be repeated for credit.). 3 credits each.

JSLN 453-454 Intensive Talmud (Annual)
Study of a tractate of the Talmud with classical commentaries and codes. Supervised periods of independent study. 3 credits each (course may be repeated for credit).

JSLN 457-457 Talmud (Upon Request)
Credits may vary.

Codes

JSLN 141 Introduction to Jewish Law Daily Life Cycle (Upon Request)
Study of the rituals of the Jewish daily life cycle utilizing classical and modern legal literature. 1.5 credits.

JSLN 142 Introduction to Jewish Law: Kashrut
Study of laws of Kashrut (the Jewish dietary code), utilizing classical and modern literature. 1.5 credits.

JSLN 143 Jewish Law Kashrut (Bi- Annual)
Study of Laws of Kashrut on advanced level. 3 credits.

JSLN 201 Jewish Law and Customs: Sabbath (Bi-annual)
An examination of the laws and customs of the Sabbath with an eye toward practical application. Various Jewish legal opinions will be offered. 3 credits.

JSLN 207/241-242 Topics in Jewish Law: Sabbath and Festivals (Annual)
Selected topics in Sabbath (241) and Festivals (242). Laws examined in both substantive and procedural aspects. 3 credits each.

JSLN 245 Jewish Life Cycle (Annual)
Study of laws from birth to death within the life cycle of a Jew. 3 credits.

JSLN 289/290 Topics in Maimonidean Code (Bi-Annual)
In-depth study of select topics in Maimonides Mishneh Torah. 3 credits.

JSLN 300/341-342 The Compendia of Joseph Karo (Upon Request)
Jurisprudential issues from their origins in the Talmud to their codification by Joseph Karo in the 16th Century. 3 credits each.

JSLN 361 Topics in Jewish Law: Medical Ethics (Annual)
Intensive analysis of bio-ethical issues as treated in Jewish Law. 3 credits.

JSLN 362 Jewish Business Ethics (Bi-annual) (O)
An intensive study of issues that relate to the running and conducting of business according to Jewish law. Special emphasis on investment and finance, restraint of trade and compensation, advertising and marketing practices. Assigned reading includes Talmudic texts, Codes, and Responsa. 3 credits.

JSLN 396-397 Topics in Responsa Literature I and II (Annual)
An intensive study of select topics from the responsa literature of various Jewish authorities. 3 credits each.

JSLN 431 Topics in Jewish Law: The Family (Annual)
Intensive study of the laws of family purity. 3 credits.

Rabbinic Literature

JSLN 311-312 Intellectual Trends in Rabbinic Judaism (Upon Request)
The thought and writings of preeminent post-medieval and modern rabbinic scholars. Emphasis on biographies and historical data. 3 credits each.

JSLN 351 The Foundations of Jewish Law (Bi-annual) (E)
The concept of Oral Law and the interrelationship of the Mishnah, Tosefta, Midrash Halakhah, and the two Talmudim. Emphasis on Maimonides' Introduction to the Mishnah and R. Sherira Gaon's Iggeret. 3 credits.

JSLN 364 Psychology and Halakhah (Upon Request)
Study of the Jewish law and values regarding psychological and social issues affecting the individual and the community. Emphasis will be placed on textual study of original sources and supplemented with readings in the secondary literature focusing upon application to issues of topical concern. Attention will be paid to analysis of areas of confluence and divergence of contemporary psychology and Jewish law. The course will attempt to develop an awareness of practical halakhic issues that religiously observant mental health professional may confront as well as areas in which Jewish religious values enhance the effectiveness of the mental health professional. 3 credits.

JSLN 403 Halachic Dilemmas in Modern Jewish Society (Annual)
Study of the conflict that can arise between modern society and the Torah and its resolution according to Jewish law. 3 credits.

JSLN 432 Topics in Jewish Law: Contemporary Problems (Bi-annual) (O)
Intensive study in responsa dealing with scientific and technological developments. 3 credits.

JSLN 433 The Land of Israel in Jewish Thought and Law (Annual)
Study and analysis of related topics in Jewish thought and law devoted to an explication of the centrality of the Land of Israel in Jewish teaching. The sequence of topics is organized in two sections. The first section represents an endeavor to trace, in chronological fashion, sources relating to the Land of Israel from the biblical through the Talmudic period followed by an analysis of the writings of the early-day authorities. The second segment of the course is devoted to the modern period, examining pioneering effects of colonization, religious precursors of Zionism, Zionism and anti-Zionism, establishment of the State of Israel, modern religious and political parties, secular-religious conflict in Israeli society and contemporary rabbinical writing regarding the peace process and return of territories. 3 credits.

JSLN 461-462 Seminar in Selected Topics in Jewish Law (Upon Request)
Selected topics in Jewish civil law, litigation, agency, and instruments of acquisition of property. Talmudic texts examined to extrapolate basic principles of legal analysis. Admission by permission of the instructor. 3 credits each.

JSLN 481-482 Independent Study (Upon Request)
Credits by arrangement.

JSLN 493 Advanced Topics in Jewish Law (Annual)
In-depth analysis of selected topics and themes.
3 credits.

JSLN 494 Seniors Honors Project in Judaic Studies (Upon Request)
Prerequisite: JSBN 493, or JSLN 493, or JSHN 493 and departmental permission. 3 credits.

CERTIFICATE PROGRAM IN JEWISH LAW

YOCN 281-YOCN 289 Talmud (Annual)
The study of a tractate of the Talmud with traditional commentaries. Course numbers may vary with semester and tractate. 3 credits.

YOCN 279/280 Mishneh Brurah I-II (Upon Request)
Study of the normative codification of Jewish Law of R. Yisroel Meir Kagan. 1.5 credits.

YOCN 463-YOCN 475 Intensive Talmud
The intensive study of one tractate of the Talmud. Course numbers may vary with semester and tractate. 3 credits.

YOCN 481/482 Independent Study
Independent study in Jewish Law. Credits may vary.

YOCN 497/498 Talmud
A more in-depth study of a Talmudic area. Involves individual research effort. May be repeated. 4.5 credits.

ENGLISH LANGUAGE AND LITERATURE

Composition

LLEN 100 Introduction to English Composition (Annual)
Intensive practice in the composition of three-paragraph essays, with special emphasis on writing in response to selected readings. (Placement by departmental examination). 3 credits.

LLEN 101-102 English Composition I, II (Annual)
Extensive practice in the composition of clear, concise, and grammatically-correct sentences and paragraphs, with special emphasis on the five-paragraph essay and the research paper. (Admission by assignment following placement test.) 3 credits each.

LLEN 201 Advanced Expository Writing (Upon Request)
Intensive practice in expository writing, with special emphasis on the preparation and composition of research papers. 3 credits.

LLEN 202 Creative Writing (Bi-annual) (O)
The writing of short fiction: study of writing techniques in contemporary literature; class discussion and analysis of student manuscripts. 3 credits.

LLEN 203 Business Report Writing (Annual)
Extensive study of writing clear, accurate and persuasive business reports. Emphasis on researching, organizing and presenting information. 3 credits.

LLEN 250 Development of the English Language (Annual)
An introduction to the development of the English language from its earliest roots to its current place as an international language. Prerequisite: LLEN 102. 3 credits.

Literature

LLEN 151 Survey of English Literature (Upon Request)
A survey of British literature featuring readings from Beowulf, Chaucer, Shakespeare, and a selection of modern writers. 3 credits.

LLEN 211 Modern Drama (Bi-annual) (E)
Plays by Ibsen, Chekhov, Strindberg, Shaw, Brecht, Pirandello, et al. 3 credits.

LLEN 219-221 Survey of World Literature from the Classical through the Modern eras, as follows:

LLEN 219 Literature of the Ancient and Medieval Worlds
Readings from the Classical Era and the Middle Ages, including Homer, Sophocles, Plato, Aristotle, Virgil, *Beowulf, The Song of Roland*, and Chaucer. Not to be taken after HMLN 101-102 or LLEN 223. Prerequisite: LLEN 102. 3 credits.

LLEN 220 Modern Literature I
Readings from the Renaissance and the Age of Reason, including Montaigne, Machiavelli, Cervantes, Shakespeare, Donne, Moliere, Swift, and Pope. Not to be taken after HMLN 201 or LLEN 224. Prerequisite: LLEN 102. 3 credits.

LLEN 221 Modern Literature II
Readings from the Nineteenth and Twentieth Centuries, including Wordsworth, Keats, Shelley, Dickens, Tolstoy, Ibsen, Camus, Kafka, and Achebe. Not to be taken after HMLN 202 or LLEN 224. Prerequisite: LLEN 102. 3 credits.

LLEN 222 Shakespeare (Annual) (E)
A critical introduction to representative dramatic works of Shakespeare. Prerequisite: HMLN 102 or LLEN 102. 3 credits.

LLEN 223-224 Survey of Western Literature I, II
A two-semester survey of Western literature and philosophy from the ancient to the modern periods. The first semester includes readings from Homer, Aeschylus, Sophocles, Plato, Aristotle, Virgil and Maimonides, among others, and the second course includes readings from Donne, Machiavelli, More, Shakespeare, Molière, Wordsworth, Keats, Tolstoy, Kafka, and Achebe, among others. Not to be taken after LLEN 115, LLEN 116, LLEN 220, LLEN 221, or LLEN 224. 3 credits each.

LLEN 301 Anglo-Saxon And Medieval Literature (Upon Request)
Readings from the major authors, works, and genres of English literature from its beginnings to the fifteenth century. Prerequisite: HMLN 101 or permission of the instructor. 3 credits.

LLEN 302 Chaucer (Upon Request) (E)
The poetic works of Chaucer, with particular attention to the Canterbury Tales. Prerequisite: HMLN 101 or permission of the instructor. 3 credits.

LLEN 315 Tudor and Stuart Drama (Upon Request)
The development of English drama from the early Tudor period to the closing of the theaters, including Marlowe, Jonson, and Webster. Prerequisite: HMLN 102 or permission of the instructor. 3 credits.

LLEN 316 Tudor and Elizabethan Literature (Upon Request)
The poetry and prose of the English Renaissance: More, Shelton, Wyatt, Sidney, Spenser, Shakespeare, et al. Prerequisite: HMLN 102 or permission of the instructor. 3 credits.

LLEN 319 Works of Jane Austen (Biannual) (E)
The six published novels: *Northanger Abbey, Sense and Sensibility, Pride and Prejudice, Mansfield Park, Emma, and Persuasion.* Also the various early, unfinished, or unpublished works: *Lady Susan, The Watsons, Sanditon,* and the Juvenilia. Prerequisite: LLEN 102 or permission of the instructor. 3 credits.

LLEN 332 Milton (Upon Request) (O)
Paradise Lost, Paradise Regained, Samson Agonistes, and selections from the important prose tracts. Prerequisite: HMLN 102 or permission of the instructor. 3 credits.

LLEN 333 Seventeenth Century Literature (Upon Request)
The major poets, including Donne, Herbert, Marvell and Jonson, and the development of seventeenth-century prose. Prerequisite: HMLN 102 or permission of the instructor. 3 credits.

LLEN 345 Restoration and Eighteenth-Century Drama (Upon Request)
The development of English drama from the reopening of the theaters in 1660 to the masterpieces of Sheridan and Goldsmith. Prerequisite: HMLN 102 or permission of the instructor. 3 credits.

LLEN 346 Restoration and Eighteenth-Century Literature (Bi-annual) (E)
Tradition and innovation in the Augustan age, with emphasis on Dryden, Pope, Swift, Fielding, and Johnson. Prerequisite: HMLN 102 or permission of the instructor. 3 credits.

LLEN 351 Romantic Poetry (Bi-annual) (E)
The major English poets of the Romantic Movement: Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. Prerequisite: HMLN 201 or permission of the instructor. 3 credits.

LLEN 352 Victorian Literature (Bi-annual) (E)
English literature between 1830 and 1900, with special attention to Dickens, Arnold, Browning, and Tennyson. Prerequisite: HMLN 201 or permission of the instructor. 3 credits.

LLEN 361 The Modern British Novel (Bi-annual) (E)
The major works of Conrad, Forster, Joyce, Woolf, and Lawrence. Prerequisite: HMLN 201 or permission of the instructor. 3 credits.

LLEN 371 American Literature Before 1900 (Bi-annual) (O)
Representative works from the colonial period to the end of the 19th century, with concentration on such later writers as Poe, Melville, Hawthorne, and Twain. Prerequisite: HMLN 201 or permission of the instructor. 3 credits.

LLEN 372 The Modern American Novel (Bi-annual) (E)
Major twentieth-century novelists, with emphasis on James, Dreiser, Hemingway, Fitzgerald, and Faulkner. Prerequisite: HMLN 201 or permission of instructor. 3 credits.

LLEN 373 Modern American Poetry (Bi-annual) (E)
The poems of Whitman, Frost, Pound, Cummings, Stevens, Williams. Prerequisite: HMLN 201 or permission of the instructor. 3 credits.

LLEN 402 Literature of the Holocaust (Upon Request)
"Literature of the Holocaust" follows a chronological framework, considering a variety of genres that take up the prelude, the events themselves, and the aftermath of the Holocaust. 3 credits.

LLEN 481-482 Independent Study (Upon Request)
Prerequisite: Department and Dean's permission. Credits by arrangement.

LLEN 493 Advanced Topics in English (Bi-annual) (E)
Prerequisite: Senior status or Department permission. 3 credits.

LLEN 494 Senior Honors Project in English (Upon Request)
Prerequisites: LLEN 493 and departmental permission. 3 credits.

FRENCH LANGUAGE AND LITERATURE

LLF 101-102 Elementary French (Upon Request)
Taught entirely in French, this course imparts the four basic language skills: listening, speaking, reading, and writing. Early emphasis is on the audio-lingual aspect and on the functions of multilingualism. Three hours of class drill, one hour of language lab each week. 3 credits each.

LLF 201-202 French Letters and Life (Intermediate French) (Upon Request)
The various facets of French civilization as depicted in newspaper articles, radio and television programs, films, and serious and popular literature, with emphasis on developing reading comprehension and writing skills. Prerequisite: LLF 101-LLF 102 or equivalent. 3 credits.

HEBREW LANGUAGE AND LITERATURE

LLHN 101-102 Elementary Hebrew (Annual)
Taught entirely in Hebrew, this course enables the student to acquire the four basic language skills: listening, speaking, reading, and writing. 3 credits.

LLHN 110 Introduction to Biblical Hebrew (Annual)
The course will introduce the student to biblical Hebrew. It will concentrate on grammar. However, there will also be readings from Scripture. Thus, the student will be exposed to the vocabulary and the syntax of Scripture and exegetical issues as they relate to grammatical forms. 3 credits.

LLHN 201-202 Intermediate Hebrew (Upon Request)
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: LLHN 101-102 or equivalent. 3 credits each.

LLHN 222-223 Hebrew Ulpan (Conversational Hebrew) (Upon Request)
Designed to develop conversational skills in Hebrew through reading, analysis and discussion of materials drawn from newspapers and literary masterpieces. Prerequisite or corequisite: LLHN 202. 3 credits each.

LLHN 353-354 Survey of Medieval Hebrew Literature I-II (Upon Request)
The Golden Age of Hebrew literature in Spain: Shmuel Hanagid, Shlomo ibn Gabirol, Abraham and Moshe ibn Ezra, and Yehuda Halevi. Prerequisite: LLHN 201-202 or equivalent. 3 credits each.

LLHN 355-356 Survey of Early Modern Hebrew Poetry and Prose (Upon Request)
In the first semester, selections from the poetry of Bialik, Tchernichovsky, Shneur, and Shimoni. In the second, the novels and short stories of Mendele, Berditchevsky, Frischman, and Peretz. Prerequisite: LLHN 201-202 or equivalent. 3 credits each.

LLHN 357 Survey of Hebrew Literature After World War I (Upon Request)
Fiction written since World War I, with emphasis on recent Israeli novelists, poets, and essayists. Prerequisite: LLHN 201-202 or equivalent. 3 credits.

LLHN 411 The Literature of the Enlightenment (Haskalah) (Upon Request)
An in-depth view of Hebrew literature in the eighteenth and nineteenth centuries, with readings from representative authors. Prerequisite: 3 years of college Hebrew or equivalent. 3 credits.

LLHN 451-452 The Literature of Modern Israel (Upon Request) (O)
An in-depth analysis of modern Israeli literature, with readings from representative authors. Prerequisite: 3 years of college Hebrew or equivalent. 3 credits each.

LLHN 481-482 Independent Study (Upon Request)
Prerequisite: Department and Dean's permission. Credits by arrangement.

LLHN 493 Advanced Topics in Hebrew (Upon Request)
Prerequisite: Senior status or Departmental permission. 3 credits.

LLHN 494 Senior Honors Project in Hebrew (Upon Request)
Prerequisite: LLHN 493 and departmental permission. 3 credits.

SPANISH LANGUAGE

LLSN 101-102 Elementary Spanish (Upon Request)
The essentials of Spanish syntax, vocabulary and pronunciation. 3 credits each.

YIDDISH LANGUAGE

LLYN 101-102 Elementary Yiddish (Upon Request)
Practice in pronunciation, grammar, and elementary phraseology, leading to a proficiency in reading, writing, and speaking. 3 credits each.

LLYN 201-202 Yiddish Language and Letters (Intermediate Yiddish) (Upon Request)
A review of grammar, followed by the writing of compositions, and by the reading of newspapers and excerpts from classical Yiddish literature. Prerequisite: LLYN 101-102 or equivalent. 3 credits each.

LLYN 481-482 Independent Study (Upon Request)
Prerequisite: Department and Dean's permission Credits by arrangement. 3 credits each.

MATHEMATICS

MATN 111 College Mathematics (Annual)
An introductory course in the mathematical skills and techniques, which are necessary for further undergraduate college study. Fundamental principles of algebraic calculations such as operations with signed numbers, exponents, negative exponents and operations with fractions; verbal problems and solution of equations; graphical methods; linear equations and systems of linear equations. Prerequisite: Placement by departmental examination. 3 credits.

MATN 120 Pre-Calculus (Annual)
Functions, solution of equations; and systems of equations; the trigonometric functions and their graphs; addition theorems and identities; logarithmic and exponential functions; and elementary analytic geometry. Introduction to derivatives and calculus. Prerequisite: MATN 111 or placement by departmental examination. 3 credits.

MATN 121-122 Calculus I, Calculus II (Annual)
Continuity, limits, differentiation, and integration of polynomial, exponential, and trigonometric functions. Curve sketching and related rates. Definite integrals, arc length, parametric equations and conic sections. Applications to geometry, physics, and other areas. Prerequisite: MATN 120 or placement by departmental examination. 4 credits each.

MATN 201-202 Advanced Calculus I, II (Annual)
Continuation of MATN 121-122. Functions of several variables and partial differentiation; directional derivative, gradient and Lagrange Multipliers; vector algebra and analysis; multiple integrals and Jacobians; infinite sequences and series; Taylor series; complex numbers, Euler's formula and deMoivre's formula; introduction to elementary theory of ordinary differential equations; separation of variables; linear equations with constant coefficients; and series solutions. Prerequisite: MATN 122. 3 credits each.

MATN 211 Linear Algebra (Bi-annual) (O)
Linear equations, matrices and determinants; linear transformations; vector spaces; eigenvalues and eigenvectors; similarity of matrices; canonical forms and invariant subspaces; LU decomposition. Matrix calculations on scientific calculators. Prerequisite: MATN 122. 3 credits.

MATN 222 Introduction to Modern Algebra (Upon Request)
Introduction to group theory, rings, and fields, with examples; polynomials, algebraic number fields, extension fields and applications. Introduction to solvability of polynomials and Galois theory. Prerequisite: MATN 122. 3 credits.

MATN 231 Probability Theory (Annual)
Permutations and combinations, Classical and Modern theory, Discrete and continuous theory, Random variables, Probability Distribution Functions, Cumulative Distribution Functions, Binomial, Poisson, normal and other probability distributions, Conditional and marginal distributions, Expectation, mean, variance, Bayes Theorem, Approximations. Prerequisite: MATN 122. 3 credits.

MATN 232 Quantitative Analysis (Annual)
Chi-square, t and F Distributions and Statistics, Moment generating functions of probability distributions, Multivariate distributions, Joint Statistics, Transformations of random variables, Sums of Random Variables, Convolution Integral, Min and Max Functions on Random Variables, Distributions of Order Statistics, Estimation Theory. Prerequisite: MATN 231. 3 credits.

MATN 240 Finite Mathematics (Annual)
Review of set algebra, functions and relations; Boolean algebra and applications; counting techniques and elementary combinations; basic concepts of probability, theory of logic, vectors and matrices, linear systems of equations, Gauss Jordan, Cramer's rule and matrix inverse methods; linear programming. Introduction to permutation groups and group theory. Prerequisite: MATN 120 or examination. 3 credits.

MATN 261 Statistics for Social Science Majors (Annual)

Basic concepts in descriptive and inferential statistics, including measurement scales, frequency distributions, measures of central tendency and distribution, correlation coefficients, linear regression, probability theory, binomial distribution, and parametric and non-parametric tests of significant differences. Introduction to hypothesis testing. Prerequisite: MATN 111 or examination. 3 credits.

MATN 263 Operations Research (Upon Request) (E)
Techniques in operations research: deterministic and probabilistic models, applications employing linear programming, inventory models, queuing theory and game theory. Prerequisite: MATN 240. 3 credits.

MATN 266 Introduction to Biostatistics (Bi-annual)
This course introduces students to a widely applicable contemporary field of Biostatistics, particularly stressing the use of free computer package R, which allows quick and precise way to solve Statistical problems. This discipline is an integral part of contemporary Medicine, Biology, Ecology, and Agriculture etc. We focus on how to use R to solve real world problems. The course is at the introductory level, with just a basic knowledge of Math (not including Calculus) and basic computing as the only prerequisites. Biomedical examples are drawn from a number of fields including Epidemiology, Nutrition, Zoology, Ecology, and Demography are presented. The Statistical topics included in the course are Data Analysis, Confidence intervals, Hypothesis testing, Goodness of fit, Linear Correlation and Regression, Analysis of Variance. Prerequisite: MATN 120. 3 credits.

MATN 267 VBA Programming and Excel (Bi-annual)
This course will give the student a basic knowledge of VBA programming in Excel with a view to developing financial models. The student will learn about VBA programming in relation to solving real-world problems. Applications of VBA and Excel to problems from Physics, Economics, and Biology will be presented. Mathematical Modeling techniques. Prerequisite: MATN 121 and MCO 140 or 104 or GCO 120. 3 credits.

MATN 301-302 Foundations of Analysis I, II (Upon Request) (O)
The real numbers system: limits, sequences, continuity, derivatives; Riemann and Stieltjes integral, infinite series, implicit function theorem, and vector integral theorems; introduction to point set topology, Lebesgue measure and integration; introduction to differential geometry and applications of analysis. Prerequisite: MATN 202 and Departmental permission. 3 credits each.

MATN 320 Introduction to Differential Equations (Bi-annual)
This course focuses on Differential Equations and Computational Methods. It is intended for Mathematics and Science students who are going to apply these techniques in their coursework. Reflecting the shift in emphasis from traditional methods to new computer-based methods, we focus on the mathematical modeling of real-world phenomena as the goal for the study of differential equations. Topics covered include standard methods for 1st order equations (separation of variables, integrating factor for linear equation, etc.), population models, equilibrium and stability, acceleration-velocity models, numerical methods, Euler, Improved Euler, Runge-Kutta, linear equations of higher order, resonance in mechanical and electrical systems, systems of ODEs eigenvalues and numerical methods; nonlinear systems with applications to population modeling and nonlinear mechanics, chaos, and Laplace transform techniques. Prerequisite or Corequisite: MATN 122. 3 credits.

MATN 331 Mathematics of Compound Interest (Annual)
Measurement of interest, simple and compound interest, present value, rate of discount, varying interest, time determination, equations of value; annuities, perpetuities, yield rates, time-weighted rates, portfolio methods and investment year methods; amortization schedules and sinking funds; bonds, securities and other financial instruments. Prerequisite: MATN 121. Corequisite: MATN 122.
3 credits.

MATN 333 Actuarial Mathematics I (Annual)
Probability for Age at Death, Life Tables, Deterministic Survivorship Groups, Fractional Ages, Analytical laws of Mortality, Select Ultimate Tables, Insurance Payable at Moment of Death, Insurance Payable at End of the Year of Death, Recursion Equations, Contingent Life Annuities, Continuous Annuities, Discrete Annuities, Annuities with Monthly Payments, Varying Annuities, Complete and Apportionable Annuities, Continuous and Discrete Premiums, monthly Payment Premiums, Apportionable Premiums. Prerequisite: MATN 331.
3 credits.

MATN 334 Actuarial Mathematics II (Annual)
Multiple life functions; probabilities and expectations, special mortality laws, simple contingent functions; multiple decrement models-two random variables, construction of multiple decrement tables; valuation

theory for pension plans; insurance models including expenses; non-forfeiture benefits and dividends. Prerequisite: MATN 333. 3 credits.

MATN 335 Mathematical Statistics (Upon Request)
A one-semester basic introduction to mathematical statistics and inference which will cover the learning objectives for Society of Actuaries Exam P. Topics include: concepts of random sampling, statistical inference and sampling distribution, methods of estimation and the main properties of estimators. Methods include matching moments, percentile matching, maximum likelihood, least squares. Properties studied include: bias, variance, mean squared error, consistency, efficiency, and UMVUE. Confidence intervals for unknown parameters, including the mean, differences of two means, variances, and proportions. Hypothesis testing including: Neyman-Pearson lemma, significance and power, likelihood ratio test, and information criteria. Testing for mean, variance, contingency tables, and goodness-of-fit. (This course is calculus-based) Pre-requisite: MATN 231. 3 credits.

MATN 341-342 Numerical Methods I, II (Upon Request)
I. Introduction to numerical methods; elementary discussion of error, approximation, interpolation; solutions of systems of linear equations, and linear and non-linear ordinary differential equations;
II. Numerical integration and differentiation, matrix inversion, evaluation of determinants, and calculation of eigenvalues and eigenvectors, methods for solving partial differential equations. Prerequisite: MATN 202 and 141 or permission of instructor. 3 credits each.

MATN 351 Econometrics (Fall)
Statistical techniques used to test the direction of economic variables or the relationship between economic variables; regression and correlation analysis; hypothesis testing and confidence intervals; time series analysis and forecasting. Prerequisites: EBEN 101 or EBEN 102 and either MATN 231 or MATN 261. 3 credits.

MATN 405-406 Methods of Applied Mathematics I, II (Upon Request)
Introduction to computer algebra systems and scientific programming packages to solve real world problems: Maxima/Octave/Mathematica/Maple; data visualization, solving equations, differentiation, integration, matrices and vectors; Algorithms, sequences, selections, loops, functions, numeric and string types, arrays, vectors, simulations, visualization in 2D and 3D; Applications covered to be selected from this list depending upon student interest: least squares data fitting of Dow Jones index, projectile motion, Monte Carlo simulations, fractal patterns, electric field patterns, rigid body rotations, Black–Scholes financial equation; Vector and tensor analysis, special functions, Fourier and Laplace transforms, perturbation and variational methods, asymptotic expansions, and separation of variables. Prerequisite: MATN 202. 4 credits each.

MATN 481-482 Independent Study (Upon Request)
Prerequisites: Department and Dean's Permission. Credits by arrangement.

MATN 493 Research Project in Mathematics (Annual)
Prerequisite: Senior status or Departmental permission. 3 credits.

MATN 494 Senior Honors Project in Mathematics (Upon Request)
Prerequisites: MATN 493 and Departmental permission. 3 credits.

DIGITAL MULTIMEDIA DESIGN

MCDN 111 History of Graphic Design (Bi-Annual)
Historical overview of graphic design using publications, reference material, audio and visual media, as well as field trips to museums and places pertinent to course content. Through historic example, this lecture-format course provides a thorough visual and conceptual background for understanding communication in graphic design. Research projects are assigned. 3 credits.

MCDN 150 Foundations of Design I (Spring)
In this course, the student will be taught the basics of two-dimensional design as related to graphic design and desktop publishing. The basic vocabulary of visual form will be taught. Materials and board skills necessary for these projects will be explored. The development of the students' visual creative skills will be emphasized. Projects will be assigned to familiarize students with the concepts presented. Successful completion of the course will require the student to produce projects which reflect their cumulative understanding of the concepts and skills taught. 3 credits.

MCDN 155 Foundations of Design II (Spring)
In this course, the student's knowledge of basic design will be extended into the area of graphic communication and typography in order to develop a framework on which to do professional design work. The course

explores the following concepts: visual form as communication; the relationship of content and visual form; typography as a visual form; basic technical typography; a brief history of graphic communication and typography; and a working methodology for problem solving. Students will work in a studio classroom setting. Projects will be assigned to familiarize students with the concepts presented. Students will maintain a notebook for required research. Successful completion of the course will require the student to produce projects that reflect their cumulative understanding of the concepts and skills taught. Prerequisite: MCDN 150. 3 credits.

MCDN 201 Exploring Typography (Bi-annual)
In this course, students study how human "markings" evolved from the earliest times to the present digital era, focusing on how letterforms began and how they've changed over time. Class projects concentrate on analyzing the structure of type form and how to use it effectively for creative visual communication. The course also highlights how to achieve visual effectiveness in the relationship of text to images on a page or screen. Through examples, hands-on projects, field trips, and research, students learn the skills necessary for communicating with type forms, and, in doing so, they gain an appreciation of the resources available to them to support their efforts. Prerequisite: MCDN 230. 3 credits.

MCDN 221 Photography (Bi-annual)
This course uses camera and photographic processes as vehicles for artistic expression, perceptual discovery and design, and explores traditional and experimental use of photographic processes. Students provide their own cameras and basic materials.
3 credits.

MCDN/COAN 224 Drawing and Painting I (Bi-annual)
Course exploring color through the basic concepts of visual art; line, shape, value, texture, space and composition. Pastel, ink wash and mixed media.
3 credits.

MCDN/COAN 225 Drawing and Painting II (Bi-annual)
Intermediate course exploring art fundamentals and design principles in depth. Mixed media. Prerequisite: COAN 224 (MCDN 224). 3 credits

MCDN 230 Digital Multimedia Design I (Fall)
This course will introduce students to the principles of desktop publishing, graphic design, page layout, and typography using AdobeInDesign. The relationship of typography to pictures and graphics in a full-color environment will be explored through the assignment of various projects. Output requirements and the correct preparation of files will be discussed. Good design and appropriate solutions will be encouraged. Students will present their work at the end of the semester. Software will be adjusted to reflect the constantly-changing technologies. Corequisites: MCDN 150 and MCON 140. 3 credits.

MCDN 231 Digital Multimedia Design II (Spring)
This course focuses on advanced features of AdobeInDesign. Students build upon previous knowledge of the software by designing material for a business or advertising environment, including stationery, business cards, corporate identity, logos, and brochures. This class includes a workshop/lab; topics covered will include scanning, color separation and setting up files for pre-press. Students will be required to complete projects and to meet class deadlines. Lab time will be necessary for class assignments. Students will present their work during class critiques. Software will be adjusted to reflect the constantly-changing technologies. Prerequisites: MCDN 230 and MCDN 235. Corequisite: MCDN 236. 3 credits.

MCDN 235 Computer Graphic Design I (Fall)
This course will introduce students to using Adobe Illustrator, a vector-based software, to create illustrations, use typographic design principles, create logos, and incorporate images with graphics. The focus is on understanding the use of the Adobe Illustrator software as an illustration tool and on beginning to develop original ideas. Design principles, use of color, and composition will be emphasized. Lab time will be necessary for class assignments. Students will present their work at the end of the semester. Software will be adjusted to reflect the constantly-changing technologies. Corequisites: MCDN 150 and MCON 140. 3 credits.

MCDN 236 Computer Graphic Design II (Spring)
This course will introduce students to working with pictures in an electronic environment through the use of Adobe Photoshop. Digital imagery, color correction, scanning & manipulating images will be explored, as well as using type as a graphic force in design. Students will work on various projects that assimilate "real world" design for advertising and publicity. Preparing images for the Web and basic Web image principles will be introduced. Lab time will be necessary for class assignments. Students will present their work at the end of the semester. Software will be adjusted to reflect the constantly changing technologies. Prerequisite: MCDN 235. Corequisite: MCDN 155. 3 credits.

MCDN 262 Digital Multimedia Design III (Fall)
The focus of this course is on complex layout and designing for print, using AdobeInDesign and other software. Compositing images and illustrations into a multipage document, explanation of pre-press, preparing images for output, and use of crop marks, bleeds, and color separation will be discussed. Students are expected to work independently on projects in addition to class meetings. Lab time will be necessary for class assignments. Students will present their work during class critiques. Software will be adjusted to reflect the constantly-changing technologies. Prerequisite: MCDN 231. 3 credits.

MCDN 263 Web Design I (Fall)
Students learn basic skills needed to author and publish hyperlinked documents in HTML on the Internet. Design skills will be applied toward web-page construction. Desktop publishing software will be explored as alternatives in Web page design, along with current web-page design software such as Adobe Dreamweaver. Students learn to apply their knowledge of print design and computer software to web-page design. This course assumes a basic competency in the following programs: Adobe Illustrator, and Adobe Photoshop. Lab time outside of class will be necessary for class assignments. Software will be adjusted to reflect the constantly-changing technologies. Corequisite: MCDN 267. 3 credits.

MCDN 264 Web Design II (Spring)
This course covers topics such as client interactions, case studies, marketing strategies for web site design, navigation design, team projects, project planning and user testing. Students will be required to create at least one fully-functional web site. Advanced techniques using Adobe Dreamweaver will be covered. Prerequisite: MCDN 263. 3 credits.

MCDN 267 Computer Graphic Design III (Fall)
In this course, using a lab/workshop environment, students will gain understanding and skill in using the advanced tools and palettes of Photoshop in order to create, correct, and manipulate images. Emphasis will be placed on developing visual literacy in color and image manipulation. Adobe Illustrator will also be used as a complement to various techniques used in Photoshop. The development of the sequential thinking required to do advanced work will be stressed. Lab time will be necessary for class assignments. Students will present their work at the end of the semester. Software will be adjusted to reflect the constantly changing technologies. Corequisite: MCDN 262. 3 credits.

MCDN 291 2D Animation (Fall)
This course explores modern principles, techniques and applications of two-dimensional (2D) animation. Students will learn production techniques and best practices, both technological and artistic, based on careful motion analysis, with an eye toward producing realistic/believable motion and performances. Pre-requisite: MCDN 236 or permission of the instructor. 3 credits.

MCDN 302 Web Design III (Fall)
Students will learn the skills needed to design a fully functional web site that includes: animation, sound, graphics, and interactivity. Project planning, navigation, and user ability, along with a focus on good design are the goals of this course. Previous knowledge of web page design software is required. Software used: Adobe Flash, Adobe Dreamweaver, Adobe Photoshop, Adobe Illustrator. Software will be adjusted to reflect the constantly changing technologies. Prerequisite: MCDN 264. 3 credits.

MCDN 303 Multimedia Design (Upon Request)
Students will learn to use Adobe Flash to create animation and interactive Web sites. Advanced Actionscript will be covered. Students will learn how to create interactive movies with sound, images, and interactivity as well. Software will be adjusted to reflect the constantly changing technologies. Prerequisite: MCDN 302. 3 credits.

MCDN 320 Information Design (Upon Request)
The visual display and interpretation of quantitative information are increasingly critical in the information age. This course is concerned with the graphic designer's contribution to the handling of complex quantitative data both in printed designs and on the Web. Software will be adjusted to reflect the constantly changing technologies. Prerequisite: MCDN 263. 3 credits.

MCDN 335 Advanced Design Studio (Spring)
This course integrates the use of print software: AdobeInDesign, Adobe Illustrator and Adobe Photoshop. Class assignments are aimed at integrating software technology and aesthetics for print media. Typography, color, text formatting, and sophisticated design techniques are emphasized. Pre-press, production, and color separation will be discussed and used as a basis for class assignments. Software will be adjusted to reflect constantly-changing technologies. Prerequisites: MCDN 231 and MCDN 267. 3 credits.

MCDN 357 Computer Illustration (Bi-Annual)
In this course, students will use a vector-based computer drawing program, Adobe Illustrator, as a visual thinking tool, with experimental approaches to a variety of applied illustration problems. The focus is on conceptualizing and executing illustrative designs appropriate to a number of markets (advertising, editorial, informational). Students will be encouraged to use innovation while honing skills in conceptualization, technique, design and presentation of computer illustrations, and understand how to use source material as the basis for computer illustration. Projects completed in this course will add an important aspect to the student designer's portfolio. Prerequisite: MCDN 235. 3 credits.

MCDN 360 Video Production Studio (Upon Request)
This class is an introduction to desktop video with an emphasis on design for both small-format QuickTime movies for the web and full-frame output to tape. Students create short projects using Adobe Premiere and After Effects to compose multilayered video. The course covers pre-production planning, storyboarding, production shooting and lighting in preparation for methods of digital editing. Prerequisite: MCDN 236. 3 credits.

MCDN 420 Authoring Languages (Upon Request)
Introduction to programming languages for interactive digital media. Each semester's offering is devoted to a specific language. May include Java and other interactive programming languages. Intended only for those who are already fluent in at least one programming language. Prerequisites: MCON 232 and MCDN 264. Corequisite: MCDN 302. 3 credits.

MCDN 451 Special Topics in Desktop Publishing (Upon Request)
This course will cover topics of current trends in Desktop Publishing. Possible offerings include: The Business of Graphic Design, Advanced Techniques in Print and/or Web Design, Current Trends in New Media, and Specialized Careers in Print and Web Design. Prerequisite: Departmental permission.
3 credits.

MCDN 480 Senior Project (Upon Request)
An advanced studio course devoted to individual portfolio-quality projects. Students choose one field of design to concentrate on in a portfolio project for the semester. Focus may be in such areas as: Multimedia, Website, or Print design (advertising, corporate, information, etc.). Prerequisite: Departmental permission. 3 credits.

MCDN 490 Senior Portfolio (Fall)
In this course, students will be required to design professional level pieces such as complex page layouts and spreads, logos, book cover design, package design, and illustrations, and are expected to complete all work for formal presentations and grading. Discussions on effective resumes and how to prepare for job interviews, as well as job searching will be explored. Students will present finished portfolios to members of the faculty in the Digital Multimedia Design Department for evaluation at the completion of a semester. Presentation skills such as mounting and matting work will be included. Lab time will be required for class assignments. Prerequisites: MCDN 335 and MCDN 498. Corequisite: MCDN 302. 3 credits.

MCDN 498 Internship in Digital Multimedia Design (Spring)
Students complete an internship in a print or web design related field, providing them with practical experience to complement their coursework. Weekly logs and design work are required, and are reviewed by members of the Digital Multimedia Design faculty at the completion of the internship. Corequisite: MCDN 264. 3 credits.

COMPUTER SCIENCE

MCON 104 Computing Theory and Applications for Computer Majors (Fall)

This course is the foundation course for those students who are majoring in Computer Science or Management Information Systems. Students will learn core concepts related to web development including front end (browser) technologies and client-side scripting including HTML, CSS and JavaScript. In addition, students will learn fundamentals of Excel, internet standards and fundamental topics relating to security. Prerequisite: None. 4 credits.

MCON 122 Computer Literacy and Information Retrieval (Annual)

Students examine basic computer topics and terminology, with a special emphasis on electronic information retrieval, as they explore ways to apply information retrieval technology to teaching the various academic disciplines. To this end, computer hardware and software are discussed, along with personal computer applications such as Word, Excel and PowerPoint. Internet topics, such as advanced search techniques, constructing deep searches, finding specialty information, newsgroups and mailing lists, are examined in detail. A capstone project is the preparation

of a research project, which should use both traditional as well as electronic methods of research. This course is not a required course or approved elective for a Computer Science or MIS degree. Prerequisite: None. 3 credits. For Education majors.

MCON 125 WAN I Lab (Annual)

This course/lab is offered in conjunction with MCON 223-WAN-I. Students will learn how to build and support simple Ethernet and wireless routers and switches, using Cisco command-line interface (CLI) commands to perform basic router and switch configurations. They will also network tools to verify small network operations and analyze data traffic through hands on practice in the computer lab. Corequisite: MCON 223. 1 credit.

MCON 140 Computer Concepts with Business Applications (Fall, Spring, Summer)

This course introduces students to current computing trends and technology. Office applications are taught. Students will build their own websites using a popular content management system (CMS) such as WordPress. Students will complete this course with a solid understanding of computing trends, how to use computers, and how to effectively access information on the World Wide Web. This course is not a required course or approved elective for a Computer Science or MIS degree. Prerequisite: None. 3 credits.

MCON 141 Introduction to Programming (Fall)

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

MCON 147 Computer Hardware and System Security (Upon Request)

This course provides an introduction to the computer hardware, software, and security skills needed to meet the growing demand for entry-level information technology (IT) professionals. It covers the fundamentals of PC computer technology, networking, and security. Students develop working knowledge of how computers operate, how to assemble computers, how to troubleshoot hardware and software issues, and implement computer system security. Corequisite: MCON 104. 3 credits.

MCON 148 Advanced Computer Business Applications (Fall, Spring)

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

MCON 152 Computer Methodology (Annual)

This course introduces students to a major software development methodology, e.g. Agile Programming. Topics typically covered include Test-Driven Development, logging, group development, software documentation, standardized naming conventions, best software development practices, design patterns and idioms. All concepts are typically covered in the context of a semester-length programming project. Prerequisite: MCON 232. 3 credits.

MCON 156 Electronics for Computers and Data Communications (Upon Request)

This course teaches students the electronic fundamentals required for modern day computers systems and telecommunications topics. The course allows the student to build technical intuition specifically for the rapidly changing world of IT technology for both computer and telecommunication technology. Prerequisite: MCON 147. 3 credits.

MCON 202 Networking Essentials (Upon Request)

Networking Essentials defines “Data Communications” and related terminology; presents real world examples of Data Communications; describes network components & their corresponding functions; explains data flow throughout a network; and generates a keen understanding of how “connection” and “communication” are achieved in a network. The students will develop the understanding of how information flows throughout a network, from sender to receiver. Not open to students who have taken MCON 353. 3 credits.

MCON 223 Wide Area Networks I (Upon Request)

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

MCON 224 Wide Area Networks II (Upon Request)
This course is designed to provide students with classroom and laboratory experience in current and emerging networking technologies. It familiarizes students with the equipment, applications, and protocols installed in enterprise networks, with a focus on switched networks, security, and advanced routing protocols. Hands-on exercises, including network design processes, configuration, installation, troubleshooting, upgrades, competitive analyses, and system integration reinforce student learning. Prerequisite: MCON 223. 3 credits.

MCON 228 Advanced Computer Hardware and System Security (Upon Request)
This course covers the advanced concepts of PC computer technology, networking, and security. It emphasizes the advance practical application of skills and procedures needed for hardware and software installations, upgrades, troubleshooting systems and implementing computer system security. Additional topics covered include laptops and portable devices, wireless connectivity and basic implementation skills, system and network security, safety and environmental issues, applied network configuration and troubleshooting skills. Prerequisites: MCON 147.
3 credits.

MCON 231 Fundamentals of Cybersecurity (Upon Request)
This course focuses on the overall security policies with emphasis on hands-on skills in the areas of secure perimeter, secure connectivity, secure management, identity services, and intrusion detection. It provides an introduction to the core security concepts and skills needed for the installation, troubleshooting, and monitoring of network devices to maintain the integrity, confidentiality, and availability of data and devices. Prerequisite: MCON 224. 3 credits.

MCON 232 Advanced Programming (Spring)
This course introduces students to more advanced programming concepts using an OO programming language. This course explores the Object-Oriented Design and Programming paradigm including inheritance versus composition, polymorphism, run-time versus compile time binding, shallow versus deep copying, and exception handling. In addition, some basic container and GUI classes will be covered. Students will complete extensive programming assignments to develop their skills in problem analysis and program coding and testing. They will implement programs using arrays, basic searching and sorting techniques, strings, and classes. Prerequisite: MCON 141. 3 credits.

MCON 234 LAN Applications (Upon Request)
In this course students practice on-line network instruction lab exercises utilizing LAN software. Students become hands-on familiar with a popular LAN software package including installation, utilization service, support and troubleshooting. The software will be adjusted to reflect the constantly changing technologies available. Lab time is required for class assignments. Corequisite: MCON 354. 1 credit.

MCON 235 Numerical Methods in Computer Programming (Upon Request)
The overall goal of this course is to acquaint the student with the design and analysis of techniques to give approximate but accurate solutions to some classical mathematical problems used in all fields of applications. The course will focus on four major areas: Approximation of definite integrals, interpolation, locating roots of equations, and matrix manipulations. Prerequisite: MCON 141. 3 credits.

MCON 236 Advanced LAN Applications II
(Annual)
In this course students work with on-line networking instruction lab exercises using LAN software. Students become hands-on familiar with a 2nd popular LAN software package including installation, utilization service, support and troubleshooting. The software will be adjusted to reflect the constantly changing technologies available. Lab time is required for class assignments. Corequisite: MCON 355. 1 credit.

MCON 241 Mathematics for Computer Science Majors (Bi-Annual)
Topics include: the logic of compound statements, argument forms and rules of inference, truth tables, conditional statements, predicates and quantified statements, mathematical proofs and induction, set theory, functions, relations, probability, graphs and circuits, formal languages and regular expressions, finite state automata, and solvability issues and principles. Prerequisite: MATN 120 or Exam.
3 credits.

MCON 243 Operating Systems (Annual)
This course discusses the design and implementation of operating systems. Topics include multi-programming, multi-processing, time-sharing, resource allocation and job scheduling. Communications, conversational computing, computer networks, memory protection, process management, interrupts, segmentation, inter-process communications, paging, virtual memories, memory management will also be taught. The deadlock problem, detection, recovery, and prevention methods

will be explored. Input, output, and the use of buffering and channels will be addressed as well. Prerequisite: MCON 232. 3 credits.

MCON 245 UNIX Operating System (Annual)
This course introduces students to essential Linux topics, such as the command-line utilities, the file system, the shell, and writing shell scripts. vim, emacs, bash, and tcsh will also be introduced, as well as an understanding of topics such as redirection, wildcards, access permissions, directories, links, and how the command line is parsed. Prerequisite: MCON 141.
3 credits.

MCON 250 Advanced UNIX Operating System (Upon Request)
This course is designed for the student who is familiar with the basics of the UNIX operating system and desires to gain experience with advanced UNIX development and inter-process communication. The course includes a lab. 3 credits.

MCON 251 Programming Languages (Bi-Annual)
This course introduces students to the elements of programming languages and the skills required to understand, design, and implement programming languages. Students will learn about control structures, data structures types and scope (static and dynamic), name structures, binding time and storage allocation/representation, subroutines and activation records, and BNF notation and formal language description. Students will receive a brief introduction to about six languages, and will write programs in them. Prerequisite: MCON 232. 3 credits.

MCON 256 Database Programming (Annual)
This course is divided into two parts. One part covers the concepts of Database Management. QBE, relational algebra, SQL, normalization, and other advanced topics are discussed. The second part of the course is comprised of hands-on instruction in advanced features of Microsoft Access. This course is not a required course or approved elective for a Computer Science or MIS degree. Prerequisite: MCON 148. 3 credits.

MCON 260 Computer Architecture (Spring)
This course covers the organization and architecture of modern-day computers. Topics included are: digital circuits, Boolean algebra, combinatorial logic, data representation and transfer, digital storage and accessing, control functions, input-output facilities, micro-programming, system organization and reliability, pipelining, threading and features needed for multi-programming, multi-processing and real-time systems, and alternate machine organizations. It focuses on both the hardware and software level that translate macro requirements into a micro program to implement those macro architecture requirements. Prerequisite: MCON 141. 3 credits.

MCON 264 Data Structures I (Fall)
This course discusses the fundamental kinds of data structures, including stacks, queues, linked lists and trees. These data structures are explored and utilized to implement various algorithms such as sorts, searches and more complex data manipulation. The data structures are implemented as classes using the OOP paradigm, reinforcing OO concepts such as design patterns and inheritance and polymorphism. The relationship between data structures and file structures is also addressed and files are used to implement object persistence. Students are also taught to estimate and compare and contrast the relative efficiencies of algorithms and of the different data structures. Students are given intensive programming exercises to further develop their programming and analysis skills. Prerequisite: MCON 232. 3 credits.

MCON 267 Linear Algebra for Computer Science Majors (Upon Request)
While Traditional Linear Algebra courses are focusing on systems of linear equations. This course focuses on topics applied in Neural Networks, Error-correcting Codes, and Computer Graphics. Standard material on finite dimensional vector spaces, linear transformations and matrix algebra is nevertheless covered. Having taken this course, the students should be able to pursue a bachelor level dissertation / honors project on computer generated graphics or machine learning. Prerequisite: MCON 241. 3 credits.

MCON 275 Advanced Internet Tools and Web Page Design (Annual)
This course introduces students to client-side scripting using JavaScript. Modern browsers are capable of performing many simple and complex tasks required to support sophisticated web applications. Such tasks include data validation, dynamic web pages, AJAX and manipulation of the DOM. This course covers the basics of the DOM and how JavaScript is used to programmatically access and change the web page dynamically. All basic JavaScript features are covered in addition to some of the prevalent libraries (i.e. JQuery) used in industry. Basic features of a popular JavaScript framework such as Vue will also be covered. Prerequisite: MCON 141. 3 credits.

MCON 311 Wireless Networks (Upon Request)
This course explains the general principles of wireless networking including architectures, protocols, and standards. It describes concepts, technology, and applications of wireless networking as used in current and next-generation wireless networks. It explains the

engineering aspects of wireless networks functions and designs. Prerequisite: MCON 223. 3 credits.

MCON 312 Linux Systems Programming with C and C++ Networks (Upon Request)
This course covers the basic features of C and C++ programming languages as they are used in Linux systems programming. Topics include Linux system calls, Linux file structure, I/O, buffered and unbuffered file processing, and inter-process communication, including fork/exec, pipes, message queues, semaphores, shared memory. Prerequisite: MCON 243, Corequisite: MCON 264. 3 credits.

MCON 315 Fundamentals of Voice over IP (Upon Request)
This course provides students with the in-depth knowledge of Voice over IP (VoIP) and the TCP/IP networking protocol that VoIP is based on. VoIP technology, or making telephone calls over data networks such as the Internet, is now expected to become the standard telephone technology. This course provides the integral information needed by Information Technology students to understand and plan for future implementations of Voice over IP. Prerequisite: MCON 223. 3 credits.

MCON 321 Computer Forensics (Upon Request)
This course introduces students to the collection, preservation, presentation and preparation of computer-based evidence for the purposes of criminal law enforcement or civil litigation. These activities define the central roles of computer forensic practitioners involved in investigating computer crime scenes and torts involving computers. Students will be prepared to assist in the formulation and implementation of organizational computer forensics preparedness policies, to determine the necessity for forensic procedures, extend governance processes to allow for proper future forensic investigations, and to be contributing members of computer forensics investigation teams. Prerequisite: MCON 224.
3 credits.

MCON 325 Advance Cybersecurity (Upon Request)
This course focuses on the managerial aspects of information security and assurance for network administrators. It provides a study of information security concerns and techniques to protect against the risk of revenue loss and vulnerability utilized in current business environment. Topics covered include access control models, information security governance, and information security program assessment and metrics. Prerequisite: MCON 231. 3 credits.

MCON 343 Database Concepts & Design (Annual)
This course provides students with solid foundation in database management and design concepts and related skills. The course will explore database design techniques such as normalization and entity-relationship modeling, database modeling/design tools such as Microsoft Visio or MySQL Workbench and UML, database management concepts such as database performance optimization, transaction processing and concurrency control, indexing, elementary database security features, database implementation techniques using a RDBMS such as SQL Server Express and a host language to develop a GUI and provides connectivity to a database. Students will design and implement databases and use SQL to construct simple, nested and correlated queries, and inner and outer joins to retrieve and manipulate data. Prerequisite: MCON 232.
3 credits.

MCON 346 Business Programming (Bi-annual)
This course provides a comprehensive overview of a currently utilized business related programming language. The programming language will be selected to meet industry needs. The ways in which common business applications access, manipulate and present data to the end user will be addressed. Prerequisite: MCON 232. 3 credits.

MCON 353 Data Communications Fundamentals (Upon Request)
This course provides students with a comprehensive understanding of the communications industry. The course discusses: OSI and TCP/IP data models, transmission media, transmission impairments, information structure and data accuracy, local area networks, wide area networks topologies, standards and protocols, the Internet and telecommunications technologies, introduction to networking security. Prerequisite: MCON 141. 3 credits.

MCON 354 Local Area Network Concepts and Software (Upon Request)
This course provides students with a basic understanding of various major products and designs related to Local Area Networks (LANs). The course discusses data communication protocols and several programs that are used to implement LANs. The students will learn to plan and setup basic network services, share resources, and implement access security. Prerequisite: MCON 202. 3 credits.

MCON 355 Advanced Local Area Network Architectures and Software (Upon Request)
This course presents various LAN architectures and industry standards. Advanced topics in resource sharing and security are covered along with networking protocol suites as they apply to LANs. This course will discuss network management products and software products that allow for central resource management, directory services, and user access control. Prerequisite: MCON 354. 3 credits.

MCON 356 Advanced Topics in Local Area Networks (Upon Request)
This course introduces students to the latest developments in the field of data communications and provides them with the research tools required to remain abreast of this fast-developing field. Topics will be selected from a list of emerging technologies in data communications. Prerequisite: MCON 355.
3 credits.

MCON 358 Web Programming (Annual)
This course introduces students to the principles and practice of implementing and designing medium-sized web database applications. Students will learn to apply web programming technology and tools for database implementation on the web, including server-side scripting, session management, and authentication. Students will also investigate Internet database application issues including database design, human computer interface techniques, and evaluation criteria for designing good web database applications. Prerequisite: MCON 232. 3 credits.

MCON 364 Data Structures II (Annual)
This course covers advanced programming language topics such as advanced and thread safe data structures, multi-threading, database connectivity, web development, networking, graphical user interface development and file processing. Prerequisite: MCON 264. 3 credits.

MCON 368 Advanced Topics in Object-Oriented Programming (Annual)
This course utilizes a current object-oriented programming language to explore advanced OOP concepts such as: classes, objects and encapsulation, inheritance and polymorphism, graphical user interface design and event handling, exception handling, multithreaded development and locking, generic templates, and case studies in OOP implementation. Corequisite: MCON 364. 3 credits.

MCON 423 Analysis of Algorithms (Upon Request)
This course introduces the student to the concepts and applications of algorithms via time and space complexity, lower and upper bounds, as well as the mathematical framework to measure these in iterative and recursive structures. Topics include: cryptography (RSA), directed and undirected graphs, tree structures, divide-and-conquer algorithms, transform and conquer algorithms, greedy algorithms, searching and sorting bounds and optimization, hashing, dynamic programming, data compression, P v NP, and heuristic arguments therein. Corequisite: MCON 264. 3 credits.

MCON 451 Special Topics in Computer Science (Upon Request)
This course will cover topics of current interest in computer science. Possible offerings include: software engineering, microprocessors, computer graphics, system simulation, expert systems, game programming, and Internet applications. Prerequisite: Departmental permission. 3 credits.

MCON 452-453 Internship in Computer Science (Fall, Spring, Summer)
This course requires students to complete an internship in a Computer-Science-related field. Students work on a commercial business project requiring a minimum of 160 hours in a semester. These internships complement students' academic backgrounds and prepare them for the business world. Achievement is measured by demonstrable attainment of the project's goals. Prerequisite: MCON 264, Senior Standing, and Departmental permission. 3 credits.

MCON 462 Advanced Topics in Data Communications (Upon Request)
Topics of current interest in data communications. Possible offerings include specific LAN software, telecommunications, emerging technologies, electronics, etc. Prerequisite: MCON 355. 3 credits.

MCON 481-482 Independent Study (Upon Request)
This course enables students to complete an Independent Study project supervised by a staff member. Credit will be assigned depending on the type of coursework involved. Prerequisite: Departmental permission. 1 to 4 credits.

MCON 493 Research Project in Computer Science (Upon Request)
This course involves the preparation of a major, approved research project supervised by a faculty member. Achievement is measured by a demonstrable attainment of the project's goals. Typed report required. Prerequisite: Departmental permission. 3 credits.

MCON 494 Senior Honors Project in Computer Science (Upon Request)
This course assigns students a senior research project supervised by a faculty member. Achievement is measured by a demonstrable attainment of the project's goals. Typed report required. Prerequisite: Departmental permission. 3 credits.

PHYSICAL EDUCATION

PEDN 110, PEDN 112-117 Basketball (Fall, Spring)
Fundamentals of basketball, including rules, regulations, terminology, and history. Instruction in basic techniques of passing, dribbling, shooting, rebounding, and setting screens and picks. Variations in offense and defense (man-to-man vs. zone, fast break, transition game) and strategies for game situations are covered. Prerequisites: None. 1 credit each.

PEDN 124 Football
Intramural play of flag football, with students assigned to teams for the semester. Fundamentals of blocking, passing, play selection, quarterback drills. Playoffs at the end of the semester will determine an intramural champion. 1 credit.

PEDN 137 Physical Fitness (Fall, Spring)
Designed to improve the student's level of physical fitness through instruction in the principles, techniques, safe practices, and strategies of resistance training. The use of resistance machines, basic lifting techniques for free weights, and the impact of resistance training on the body are explored in a relaxed and enjoyable atmosphere. Prerequisites: None. 1 credit.

PEDN 160 Swimming (Fall, Spring)
Swimming is designed to safely improve students physically in the areas of cardiovascular efficiency and muscular strength. Students learn the fundamentals of swim strokes and appropriate breathing techniques. The course is designed to encourage everyone to work within their current fitness level, as individual guidance for specific stroke issues will be offered. Prerequisites: None. 1 credit.

PEDN 181 Yoga (Fall)
This course is an introduction to the practice of yoga system. Students learn fundamental yoga asanas to safely develop core strength, flexibility of muscles, joints, and spine, and basic breathing techniques. Course contains some brief lectures on various aspects of yoga; however, a majority of the class time will be spent practicing presented material. The course is designed to encourage everyone to work within their current fitness level, and individual guidance for specific body issues will be offered. Prerequisites: None. 1 credit.

PEDN 200 Martial Arts
Self-defense course based on the Israeli system of Krav Maga. Students will learn how to protect themselves from various violent assaults. The course will help prepare students physically and mentally to deal with dangerous situations by developing awareness, reaction time, strength, power, speed and flexibility; all while learning striking and defense techniques for various scenarios. 1 credit.

PHILOSOPHY

PHIN 101 Introduction to Philosophy (Annual)
Classical and contemporary writings in such areas as ethics, epistemology, metaphysics, political and social philosophy, philosophy of science, and aesthetics. Emphasis on techniques of critical analysis. 3 credits.

PHIN 151-152 Jewish Philosophy (Bi-annual) (O)
Analysis and evaluation of the metaphysical and ethical content of Judaism: faith, reason, and revelation as sources of religious knowledge; creation; miracles; prophecy; free will; providence and theodicy; the afterlife; "the chosen people" and "the holy land"; prayer and ritual; Halakhah and ethics. First semester: the medieval period; second semester: the modern period. 3 credits each.

PHIN 201-202 History of Ideas (formerly "History of Philosophy") (Upon Request)
A survey of major philosophers through the 18th century. First semester: pre-Socratics through the Renaissance; second semester: Descartes through Kant. 3 credits each.

PHIN 210/POLN 201 Introduction to Political Theory (Upon Request)
A survey of political theory from Aristotle to the present. The development of political ideas and the writings of major political theorists in their historical and institutional contexts. 3 credits.

PHIN 211 Logic (Annual)
Techniques for testing the validity of arguments and recognizing fallacious reasoning. Syllogisms, truth tables, and natural deduction. 3 credits.

PHIN 222 Ethics (Upon Request)
Classical and contemporary approaches to the nature of moral discourse, the meaning of ethical concepts, and the basis of morality; analysis of contemporary ethical problems. 3 credits.

PHIN 225 Business Ethics (Annual)
An examination of ethical issues that arise in the context of business. The relevance of ethical theory to such issues as consumer rights, truth in advertising, obligations to shareholders and negotiating strategies is discussed. 3 credits.

PHIN 233 Biomedical Ethics (Upon Request)
An examination of ethical issues that arise in the context of medicine. The relevance of ethical theory to such issues as abortion, euthanasia, the allocation of medical resources and research on patients is discussed. 3 credits.

PHIN 241 Philosophy of Religion (Upon Request)
Topics include: faith and reason, religious experience, the problem of evil, foreknowledge and free will, belief in miracles, immortality, and problems of religious language. Readings primarily from medieval, 17th-, 18th-, and 20th-century philosophical writings. 3 credits.

PHIN 301 Topics in the History of Ideas (Upon request**)**
Study of such topics as empiricism, stoicism, Jewish ethical literature, and existentialism. Prerequisites PHIN 201 or PHIN 202. 3 credits.

PHIN 310 Philosophy of the Self (Upon Request)
An examination of varying conceptions of the self through readings drawn from classical through contemporary philosophers. Topics include the relationship between human nature and selfhood; human motivation and character; the possibilities for self-change and self-criticism; human autonomy and freedom; selfhood and morality; and selfhood and human relationships. 3 credits.

PHIN 322 Epistemology (Upon Request)
Topics include: knowledge and belief; a priori and a posteriori knowledge; certainty and skepticism; perception and external world. Readings from classical and contemporary sources. Prerequisite: PHIN 101, or the equivalent, or permission of the instructor. 3 credits.

PHIN 330 Happiness and the Moral Life (Upon Request)
A study of different conceptions of human happiness, means of achieving happiness, and the relationship between happiness, human nature and morality. Readings are drawn from Plato, Aristotle, Boethius, Cicero, Marcus Aurelius, Epicurus, R. Bahya ibn Pakuda, R. Avraham I. Kook, and selected contemporary philosophers. 3 credits.

PHIN 481-482 Independent Study (Upon Request)
Credits by arrangement.

PHIN 493 Advanced Topics in Philosophy (Upon Request)
Prerequisite: Senior status or departmental permission. 3 credits.

PHIN 494 Senior Honors Project in Philosophy (Upon Request)
Prerequisites: PHIN 493 and departmental permission. 3 credits.

POLITICAL SCIENCE

POLN 101 Introduction to American Politics (Fall, Spring)
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 the 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. 3 credits.

POLN 102 Comparative Politics (Annual)
This course provides a basic understanding of core concepts of politics, institutions and behaviors, as well as an overview of the political systems of key contemporary European states. The course will focus on the functions, structures and types of behavior and activity that are common to them and to all states, and will also address the historical, cultural and other factors that lead to divergence among them. 3 credits.

POLN 103 International Relations (Annual)
How nations and transnational actors interact in the international arena and why they behave the way they do with reference to power, balance of power, deterrence, imperialism, diplomacy and negotiations, international law, international organization, collective security, war, and the interrelationship between international economic issues and international politics. 3 credits.

POLN 201 Introduction to Political Theory (Annual)
A survey of political theory from ancient Greece to the nineteenth century. Students read, analyze, and discuss the writings of approximately ten major political theorists. 3 credits.

POLN 207 Introduction to American Law (Biennial)
Knowledge of American law is important to everyone living in the United States, and this course provides an introduction to areas of law that most people will encounter in their daily lives. This course begins with an examination of the U.S. court system and the role of lawyers in the United States. Next it covers criminal law and criminal procedure. Several classes cover various aspects of civil law such as consumer law, contracts, torts, and family law. The course concludes by studying constitutional law and employees' rights in the workplace. 3 credits.

POLN 212 International Organizations (Annual)
The nature and functions of international organizations with special reference to the achievements, problems, and prospects of the United Nations and its specialized agencies. Attention is also given to the impact of regional organizations such as the Common Market. Prerequisite: POLN 103. 3 credits.

POLN 222 International Law (Annual)
A case study approach to the nature, role, and function of international law. Special attention is given to the origins and sources of international law and to its role in the contemporary international relations. 3 credits.

POLN 226 Public Administration (Biennial)
This course examines how federal, state, and local governments provide services in the United States. Students learn how the tasks a government agency performs influence its organizational structure and culture, and why work incentives differ among government employees. The course also examines the constraints that the judicial and legislative branches place upon government administration, as well as restrictions imposed by ethics laws. The course concludes with examination of privatization of government services, leasing of infrastructure, and innovative public-private partnerships. 3 credits.

POLN 231 Democracy (Biennial)
This course surveys major features of the modern study of democracy, using both empirical and theoretical modes of analysis, which describe the nature of democratic systems and set out its defining characteristics, respectively. It examines the gap between the actual distribution of power and democratic ideals, as well as other problematic features of pluralist democracy. Also considered are normative approaches that identify democratic ideals and that explore the relationship between democracy and social justice. Finally, the course examines the historical development of existing democracies and their possible evolution into more advanced forms in the future. Prerequisite: POL 101, POL 201, or permission of instructor. 3 credits.

POLN 241 The Presidency (Biennial)
A study of executive power and the role of the President under the United States Constitution. Special attention is given to the role of the Supreme Court in framing presidential powers. Prerequisite: POL 101 or permission of instructor. 3 credits.

POLN 242 Congress and the Legislative Process (Biennial)
An examination of the United States Congress and its role in the political process. Topics studied will include the relations between congressmen and their constituencies, congressional elections, the internal formal and informal structure of Congress, and the nature of congressional decision-making in various policy areas. Prerequisite: POLN 101 or permission of instructor. 3 credits.

POLN 244 American Political Parties and the Electoral Process (Biennial)
The structure and operation of American political parties, with emphasis on their organization, leadership and political role. The course will also examine electoral strategies, the use of polls and the media, the effects of issues and personalities, and recent campaign financing laws. Prerequisite: POLN 101 or permission of instructor. 3 credits.

POLN 246 Judicial Politics (Upon Request)
The judicial branch of American government as a policy-making institution. The course studies how judges use their power to influence the outcomes of trials and other legal proceedings and how they reinterpret laws and regulations through judicial review. The course also examines how judges influence the processes that guide government agencies, and on occasion directly determine both the policies and the procedures of certain agencies.
3 credits.

POLN 261 Government and Politics of Israel (Annual)
This course provides a comprehensive overview of the political system of the modern State of Israel. Areas to be studied include the ideological foundations of the state, its political culture and environment, its political, governmental and socioeconomic institutions and processes, and the impact of demographic and religious issues. This course may be taken either for Political

Science credit or for Judaic Studies credit, but not for both. 3 credits.

POLN 303 Contemporary Political Theory (Upon Request)
Studies major works of political theory since 1900, including Hayek, Arendt, Rawls, Nozick, Sandel, Foucault, Walzer, and Nussbaum. Topics include libertarianism, totalitarianism, distributive justice, communitarianism, and innovative conceptions of rights. Prerequisite: POLN 201 or permission of instructor. 3 credits.

POLN 304 The Politics of the Middle East (Annual)
This broad survey of contemporary Politics of the Arab Middle East studies the historical, religious, geopolitical, cultural, and socioeconomic forces that shape the region's development. The course also presents an overview of contemporary Middle East states and regional rivalries within the context of the international system. 3 credits.

POLN 305 The Third World in International Politics (Biennial)
The emergence of the developing nations as significant members of the international system will be examined. Emphasis will be placed on the conflicting goals and interests of the developed and developing nations. Prerequisites: POLN 103 or permission of instructor. 3 credits.

POLN 307 Terrorism and Insurgency (Biennial)
Examines the nature of terrorism and insurgency, with an emphasis in their causes. This focus is designed to increase understanding of how to counter terrorism and insurgency or to resolve the issues that give rise to them. Consideration is also given to methods and politics of threat assessment. Prerequisite: POLN 101, POLN 102, POLN 103, or permission of instructor. 3 credits.

POLN 309 Civil Rights and Civil Liberties (Biennial)
This course examines how the Supreme Court has determined the extent to which individual rights and liberties are protected by the Constitution. Most readings are taken from Supreme Court opinions that explain how provisions in the Bill of Rights affect government regulation of individual behavior. Prerequisite: POLN 101 or permission of instructor. 3 credits.

POLN 310 The Supreme Court and the Constitution (Biennial)
The role of the Supreme Court in the American system of government. A study of major constitutional problems that have arisen in the light of representative Supreme Court decisions. Prerequisite: POLN 101 or permission of instructor. 3 credits.

POLN 311 Introduction to Legal Principles (Annual)
This course examines whether the law is or should be guided by moral principles and, if so, what these principles ought to be. It considers the ideals of punishment and whether punishment should be devised so as to provide retributive justice or to advance social utility and deterrence. Students are introduced to some of the major schools of legal thought and to principles underlying some of the major bodies of law or constitutional law, in particular the relationship between democracy and constitutional law. Prerequisite: POLN 101 or permission of instructor. 3 credits.

POLN 318 Scandals and Accountability (Annual)
This course explores the evolution and development of political scandals, the impact of major political scandals on American politics, and their role as catalysts for reform of the political system. Among the topics addressed are Teapot Dome, Watergate, Iran-Contra, presidential impeachments & trials and others. Eligible for History credit. Prerequisite: POLN 101 or HISN 220 or HIST 221 or permission of instructor. 3 credits.

POLN 328/PSYN 328 Psychology and Politics (Annual)
This course offers an overview of the interrelationship between psychology and politics and the impact of key concepts in both disciplines on the political system, political behavior and the political process. Among the areas to be studied are value formation, perception & reality, rationality & decision-making, leadership & authority, persuasion, measurement & evaluation, and political violence. Prerequisite: POLN 101 or PSYN 101. 3 credits.

POLN 341 State and Local Government (Upon Request)
The study of the relationships among various components of government on the national, state, and local level, including the examination of the state legislature, the governor, state administrative organization, the state judiciary, rural local government, municipal government, state and local relations, metropolitan areas, and state and local finances. Prerequisite: POLN 101 or permission of the instructor. 3 credits.

POLN 481-482 Independent Study (Upon Request)
These courses are for students who wish to take a course on a topic not addressed by a current political science course. 3 credits each.

POLN 485 Legislative Internship (Fall, Spring)
Select students work as supervised interns in local Congressional and state legislative offices. Prerequisite: Departmental permission. 3 credits.

POLN 486 Communal Internship (Fall, Spring)
Students work as supervised interns in selected community agencies. Prerequisite: Departmental permission. 3 credits.

POLN 487 Governmental Internship (Fall, Spring)
Students work as supervised interns in the executive or judicial branches of federal, state, or local government. Prerequisite: Departmental permission.
3 credits.

POLN 493 Advanced Topics in Social Science (Annual)
This course is required for all political science majors, usually in their senior year. Students focus on a major sub-field of political science that varies from year to year. A major research paper and oral presentation are required. Prerequisite: senior status or permission of instructor. 3 credits.

POLN 494 Senior Honors Project in Political Science (Upon Request)
This course is students who plan to write a substantial research paper on a topic not addressed by a current political science course. Prerequisite: Permission of instructor. 3 credits.

POLN 495H Senior Honors Thesis I (Annual)
In the first semester of this two-term course required for honors majors, students identify a topic, conduct research, and prepare an annotated bibliography and literature review. Prerequisite: Senior Status. 3 credits.

POLN 496H Senior Honors Thesis II (Annual)
In the second semester of this two-term course required for honors majors, students write and revise an extensive paper and present it orally to a panel of political scientists. Prerequisite: Senior Status and successful completion of POLN 495. 3 credits.

PSYCHOLOGY

PSYN 101 Introduction to Psychology (Annual)
Psychology as a biological, behavioral, and social science. Topics include: critical and scientific analysis of human behavior, fundamentals of psychological research, biological bases of behavior, states of consciousness, learning, thought, memory and intelligence, social behavior and personality, mental health and adjustment, diagnosis and treatment of abnormal behavior. 3 credits.

PSYN 102 Social Psychology (Annual)
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 corequisite: PSYN 101. 3 credits.

PSYN 201 Developmental Psychology (Annual)
Stages of life: infancy, childhood, adolescence, adulthood, and old age. Mental, emotional, and personality changes during development, and the psychological hurdles overcome. Prerequisite: PSYN 101. 3 credits.

PSYN 205 Psychology of Motivation (Upon Request)
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: PSYN 101. 3 credits.

PSYN 209 Introduction to Art Therapy (Annual)
The course offers a combination of theoretical approaches, examples and artistic creative expression. Readings and case studies illustrate the approaches to art therapy. Art exercises in the workshop sessions will teach the students how to discover the meanings behind the symbolic images latent in art works. During in-class critiques, students will present their artworks and observe and discuss the content of the work of their peers. Prerequisite: PSYN 101. 3 credits.

PSYN 210 Learning (Annual)
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: PSYN 101. 3 credits.

PSYN 216 Adolescent Development (Upon Request)
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: PSYN 101. 3 credits.

PSYN 221 Industrial Psychology (Annual)
Psychological techniques for selecting and training employees, enhancing morale of workers and improving their relationship with management.

Psychology of marketing and advertising. Prerequisite: PSYN 101. 3 credits.

PSYN 224 Psychology of the Family (Bi-annual)
An overview of the literature focusing on the psychological dynamics underlying functional and dysfunctional family relationships. Theories and techniques of family therapy are examined. Prerequisite: PSYN 101. 3 credits.

PSYN 225 Psychology of Aging (Annual)
Physical, cognitive, sensory and personality changes that occur due to aging. Topics include theoretical perspectives, lifestyle changes, family relationships, age-related diseases, health care, as well as death and dying. Prerequisite: PSYN 101. 3 credits.

PSYN 231 Psychological Testing (Annual)
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: PSYN 101. 3 credits.

PSYN 301 Experimental Psychology (Annual)
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: PSYN 101 and MATN 261. 3 credits.

PSYN 301L Experimental Psychology Lab (Annual)
1 credit.

PSYN 302 Advanced Experimental Psychology (Upon Request)
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: PSYN 301. 3 credits.

PSYN 309 Art Therapy II (Annual)
A continuation of PSYN 209 which covers humanistic, Gestalt, behavioral, cognitive and expressive arts therapy, techniques that strive to empower clients to take responsibility for their self-actualization. Art workshop exercises, which apply in practice the theories studied in the lecture sessions, will help students become aware of their inner selves as expressed in the symbolic images in their drawings. During in-class critiques, students will present their artworks and observe and discuss the content of the work of their peers. Prerequisite: PSYN 209. 3 credits.

PSYN 310 Personality (Annual)
Description and assessment of personality. Classical approaches of psychoanalysis tract theory, humanism, behaviorism and cognitive theorists as well as contemporary research and practical applications. Prerequisite: PSYN 101. 3 credits.

PSYN 311/SPLN 361 Psycholinguistics (Annual)
Psychology of language and the higher mental processes. Modern conceptions of syntactic, semantic, and lexical structure of language. Prerequisite: PSYN 101. 3 credits.

PSYN 312 Cognition and Memory (Annual)
Overview of approaches to thinking, reasoning, problem solving, and decision making. Memory theories and process and neurological underpinnings. Interplay of memory and cognition. Prerequisite: PSYN 101. 3 credits.

PSYN 314 Group Dynamics (Annual)
This course covers the theoretical background and the practical applications of small group processes. Factors that hinder or promote group development, effectiveness and productivity are discussed, and the necessary skills for effective group functioning are taught through experiential learning exercises. Fundamental topics, such as: Group Goals, Roles, Communication, Leadership, Conflict, Decision-Making and others will be covered. Prerequisite: PSYN 101. 3 credits.

PSYN 325 Drugs and Behavior (Annual)
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: PSYN 101. 3 credits.

PSYN 326 Forensic Psychology (Annual)
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. Prerequisite: PSYN 101; recommend PSYN 335. 3 credits.

PSYN 332 History and Systems of Psychology (Bi-annual)
The origin of modern psychology within philosophy during the 19th century. Founding and growth of experimental psychology in Germany and its spread to the United States. Developments in psychoanalysis, Gestalt psychology, humanistic psychology, and behaviorism, and new trends. Prerequisite: PSYN 101. 3 credits.

PSYN 335 Abnormal Psychology (Annual)
Description and diagnosis of abnormal behavior. Causes, symptoms and treatments of mental illness. Basic principles of psychotherapy. Prerequisite: PSYN 101. 3 credits.

PSYN 340 Introduction to Counseling and Therapy (Annual)
Theories and techniques counseling. Course includes practice in interviewing and development of basic skills necessary for successful treatment. Prerequisite: PSYN 101. Strongly recommend PSYN 310 and PSYN 335. 3 credits.

PSYN 342 Psychology of Religion (Upon Request)
Nature of religious experience and behavior. Psychological aspects of belief, prayer, sin, guilt, mysticism, and membership in a religious community. Prerequisite: PSYN 101. 3 credits.

PSYN 345 Psychology of Health and Illness (Annual)
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: PSYN 101. 3 credits.

PSYN 351 Biological Psychology (Annual)
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: PSYN 101 or BION 101. 3 credits.

PSYN 351L Biological Psychology Laboratory (Annual)
Laboratory work coordinated with PSYN 351. Corequisite: PSYN 351. 1 credit.

PSYN 352 Art Therapy with Children and Adolescents (Upon Request)
This course is for students who have taken the art therapy prerequisites and are considering earning the Art Therapy minor and pursuing a career as an art therapist. This class was focus on theory and practice of art therapy with children and adolescents, examined from the developmental, psychodynamic and humanistic points of view. Methods of evaluation and treatment are discussed through discussion of readings and case material and explored through art experientials. Prerequisites: PSYN 101 and PSYN 209. 3 credits.

PSYN 353 Art Therapy for Special Needs and Diverse Populations (Upon Request)
Theory and practice of art therapy for special needs and diverse populations. Readings, discussion and case material will highlight the specific cultural and ethnic influences that inform art therapy treatment. Techniques for clients with behavioral issues, disabilities and other special needs are presented. Prerequisites: PSYN 101 and PSYN 209. 3 credits.

PSYN 400 Topics in Psychology (Upon Request)
This course is a vehicle for teaching about material for which there is insufficient demand for frequent offerings or which is of interest only on some but not all campuses. May be taken up to two times, as long as course is on different topics. Prerequisite: PSYN 101, Departmental permission. 3 credits.

PSYN 401 Psychology of the Exceptional Child (Annual)
Special problems of children who differ markedly from the average: mentally retarded, brain damaged, psychologically disturbed, sociopathic, physically handicapped, culturally deprived, and gifted children. Genetics, neuropsychological and sociological aspects, as well as causes, assessment, and remediation. Prerequisite: PSYN 101 (PSYN 335 strongly recommended). 3 credits.

PSYN 402 Clinical Psychology (Upon Request)
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: PSYN 101. Strongly recommend PSYN 340. 3 credits.

PSYN 405 Mood and Anxiety Disorders (Bi-annual)
Diagnosis and treatment of the most common mental disorders, which include depression, manic-depression, obsessive-compulsive disorder, general anxiety, panic attacks, and phobias. Prerequisite: PSYN 335. 3 credits.

PSYN 420 Eating Disorders (Annual)
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: PSYN 101. Strongly recommend PSYN 335. 3 credits.

PSYN 432 Neuropsychology (Bi-annual)
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: PSYN 351 or departmental permission. 3 credits.

PSYN 481-482 Independent Study (Upon Request)
Directed study in subject matter not offered in a standard course or independent research study of a new topic. Prerequisite: Junior or higher status with appropriate Psychology GPA and departmental permission. 3 credits.

PSYN 485 Internship in Psychology (Upon Request)
Opportunity to work as an intern in an approved organization, such as a clinic, school or hospital. The customary requirement is to work 1 day per week, keep a log of daily activity, read relevant texts and journal articles, and write a brief paper linking observations to the literature. Coordinated by a site supervisor and Touro faculty member. Prerequisite: Senior status and departmental permission. 3 credits.

PSYN 492 Senior Honors Seminar (Annual)
This course is oriented to teaching students how to prepare a thesis, helping them to decide on a research topic by discussing issues with the seminar coordinator and visiting faculty, finding a mentor, preparing the outline of the project, presenting their ideas orally and in writing to peers and the seminar coordinator, and writing the literature review for their proposal. It is intended to produce the first part of the Senior Honors Project. Prerequisite: 21 credits of psychology, including PSYN 301. 3 credits.

PSYN 493 Advanced Topics in Psychology (Annual)
Prerequisite: 21 credits in psychology, including PSYN 301 and PSYN 301.6. 3 credits.

PSYN 494 Senior Honors Project in Psychology (Annual)
Independent research study including literature review, protocol, methods and implementation, statistical analysis, results and discussion, supervised by a Touro faculty member or appropriate substitute. Prerequisite: PSYN 492. 3 credits.

SOCIOLOGY

SASN 103 Introduction to Sociology (Fall, Spring)
How sociology helps us to understand the social realities of everyday life. The nature and impact of culture and social structure. How society shapes individual identity. Sociology's perspectives on family, social class, gender, politics, intergroup conflict, crime, and other aspects of society. 21st Century continuities and changes. 3 credits.

SASN 121 Introduction to Social Work (Upon Request)
The theory and practice of social work. Federal, state, and municipal programs and their latent functions. Family systems theory. Principles of individual counseling in the context of social reality. 3 credits.

SASN 201 Methods of Research in Social Science (Annual)
The ways in which social scientific problems are framed, samples are chosen, and data are gathered and then analyzed. How knowing the methods that were used helps us to understand and assess the findings in any piece of research. 3 credits.

SASN 221 Urban Sociology (Upon Request)
Life in modern urban society. How cities grew and changed. The special problems of urban and suburban life. 3 credits.

SASN 222 Social Change (Upon Request)
Theories about what about produces change in society and culture. Sudden change and gradual change. How technology and globalization change relationships and institutions. 3 credits.

SASN 233 Sociology of Aging (Annual)
The special character, dynamics, and relationships of advanced age. Consequences of the increased life span for personal life and social institutions. 3 credits.

SASN 301 Sociology of the Family (Annual)
Family structure and the family's relationship to other aspects of society. Family cycle and mate selection. Factors contributing to family instability and disorganization. Emphasis on American society, but with some comparison to other cultures. 3 credits.

SASN 311 Social Inequality (Upon Request)
Theories about the bases of social stratification. Sources and consequences of inequality. Patterns of social mobility. 3 credits.

SASN 312 Political Sociology (Upon Request)
The social and cultural aspects of politics. The informal reality underlying formal political structures. Social bases of political change. 3 credits.

SASN 322 Sociology of Healthcare (Annual)
Social roots and consequences of changes in health. The structure and functions of health care institutions. The roles and relationships of patients and health care practitioners. Normative issues in health care. 3 credits.

SASN 332 Crime and Juvenile Delinquency (Annual)
The nature, types, and extent of crime. Causes of crime. The social functions of criminal law, the police, the courts, the prison community, punishment, rehabilitation, and crime prevention programs. 3 credits.

SASN 333 Selected Topics in Social Deviance (Upon Request)
Issues in the etiology of and policies for responding to alcoholism, drug abuse, violence, criminality, and other social problems. Prerequisite: SASN 103 or departmental permission. 3 credits.

SASN 351 Sociology of Knowledge (Upon Request)
How human understanding reflects the social and cultural context. Society's impact on knowledge, science, art, ethics, and norms. Prerequisite: SASN 103 or departmental permission. 3 credits.

SASN 360 Social Theory (Upon Request)
How the "founders" launched sociology and how later thinkers developed its conceptual framework. The major theoretical approaches in sociology. Prerequisite: SASN 103 or departmental permission. 3 credits.

SASN 370 Jewish Issues of the 21st Century
The major controversial issues in contemporary Jewish life, their historical context, their ideological grounding, and the various positions taken on them. 3 credits.

SASN 371 American Jewish Community (Annual)
Patterns of Jewish identity in the United States. Dynamics of commitment and assimilation. The demographic traits, religious patterns, political character, and relationship to Israel of America's Jews. The organizations of the American Jewish community and their effects. 3 credits.

SASN 376 Contemporary Israeli Society (Annual)
The structure and culture of Israeli society in theoretical and comparative perspective. Population diversity, political organization and norms, religion in the public arena, the kibbutz, the relationship of Israel to diaspora Jewry, the Arab-Israel conflict, the impact of Americanization and globalization. 3 credits.

SASN 481 Independent Study (Upon Request)
Prerequisite: Permission of the Department and approval by the Dean of Faculties. Credits by arrangement.

SASN 493 Selected Topics in Social Science (Upon Request)
The study of selected topics, applying more advanced theoretical considerations and research methods. May be repeated for credit. Prerequisite: Permission of the Department. 3 credits.

SASN 496 Senior Seminar in Sociology (Annual)
The required "capstone" course for majors. Each student undertakes a serious piece of sociological work. Seminar sessions are devoted to progress reports of student projects and discussion of their theoretical implications and their research and analytic methods. Prerequisite: Permission of the Department. 3 credits.

RULES AND REGULATIONS – LANDER COLLEGES

TO THE READER:

Catalogs can be intimidating documents. However, these pages hold much of the information and rules you will need to plan your stay at the Lander Colleges. 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 University regulations and curriculum requirements.

THE REGISTRATION PROCESS

NEW YORK STATE PROOF OF IMMUNIZATION REQUIREMENT

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

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

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

SELECTING COURSES

The Lander Colleges offer 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 registration form. There may be variations in this process for online courses.

Each of the Lander Colleges offers a mix of courses in various disciplines. Generally, it may not be possible to offer every course at every location. Students cannot complete an entire degree at an extension center. Note that courses may be canceled if there is insufficient enrollment.

Prerequisites and Corequisites

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

Size of Program - Credit Load

During the Fall and Spring semesters, 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. Six to seven hours is the maximum load for Summer sessions. Students may take no more than eighteen credits each semester (excluding summers) without receiving special permission from an appropriate Dean.

Course Variants

Students may not take (and will not receive credits for) two variants of the same course. For example, students cannot receive credit for both BION 101 (Principles of Biology) and BION 111 or 112 (Human Biology for Non-Majors I or II) or BION 113 (Human Biology). Students may not take a lower-level course than one that they have successfully completed, or from which they have been exempted. For example, students who passed MATN 120, Pre-Calculus, or placed out of MATN 111, College Math may not take College Math. Likewise, students who have passed BION 222, Anatomy and Physiology I cannot take or retake Principles of Biology.

"Double-Counting" Courses, Dual Majors

The same course can be counted toward a major and toward core requirements. For example, Statistics can count toward the core Mathematics requirement and toward the Psychology major. However, the same course generally cannot be counted toward the Judaic Studies requirement and toward a major.

A student may major in two fields that are substantially different only if both majors lead to either a Bachelor of Arts or a Bachelor of Science degree. The same course cannot count toward two majors or toward a major and minor unless it is *required* for both. For example, Statistics would count toward the Psychology major, but may not then be used toward the Political Science minor. Likewise, students using MCON 141, Introduction to Programming toward the Computer Science major must take Principles of Finance if also majoring in Mathematics. Even when "double-counting" is allowed, each course only counts once toward the 120-credit minimum for graduation.

Other Touro Divisions

Students who wish to take a course in another division of Touro University must receive written permission from the relevant Lander College department chair and Dean before registration for that course. Academic calendars, rules, and procedures vary among different Touro divisions and locations. Note that the same courses are not necessarily offered in each division. Students will not receive credit for both. Students who have transferred into a Lander College from another division may not return to take any courses in the previous division.

Students from Other Divisions

Students from other Touro University divisions may register with special permission from the Office of Advisement for Lander Colleges courses only after all Lander Colleges students have registered. Their registration is subject to available classroom space and other restrictions. Students may request permission by submitting a completed "Override/Overtally" form, where applicable.

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

Repeating Failed Credit-Bearing Courses

A student may repeat a failed credit-bearing course without obtaining special permission. Students who repeat a failed course have one opportunity to improve their GPA through repeating the specific course. The student must file a "Request to Repeat a 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.

Students may exercise this option for up to four courses at the university. If a failed course is 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 F grade received will not be calculated in the student's GPA. However, 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 repeated course must have the identical course code as the original course that was failed. Approval by the Dean is required if the repeated course is taken outside of the original campus/program.

Please note that repeating a course can have financial aid implications in terms of calculation of full- time status. Students are advised to consult with their financial aid advisor. A student repeating the same course more than once will not have those credits counted in his/her credit load for financial-aid purposes. A student may not repeat a failed course more than once to improve their grade and may not repeat a developmental course more than once. Failure of a developmental course a second time may lead to expulsion from the University.

Please note that graduate and professional programs, in making admissions decisions, may recalculate a student's GPA based on all grades earned.

Repeating Passed Credit-Bearing Courses

A student who has taken and passed a credit-bearing course and wishes to repeat the course to improve the grade may do so once. After this, the same passed course may not be repeated. Students may repeat up to four courses (including failed courses) to improve grades during their university career. The student must file a "Request to Repeat a 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.

Courses repeated to improve the GPA must have a course code identical to that of the original course and receive approval from the Dean if taken at Touro outside of the original campus.

Please note that repeating a course can have financial aid implications in terms of calculation of full-time status. Students are advised to consult with their financial aid advisor. A repeated passed course will not count toward the student's minimum credit load for financial aid purposes.

A student may only repeat a passed 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.

In cases where the student has received permission to take (a) course(s) at another college and/or submits a transcript to the Office of the Registrar that indicates passing transferable grades ("C" or better), the course(s) may not be repeated for credit at Touro University. If repeated at Touro, the code "E" ("Excluded") (see above) will be added to the entry for the repeated course on the transcript, although the grade for that course will remain on the student's record. Again, a repeated course will not count toward full-time status for financial aid purposes.

Please note that graduate and professional programs, in making admissions decisions, may recalculate a student's GPA based on all grades earned.

Pass/Fail

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

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

CHANGE OF PROGRAM

Adding a Course

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

Dropping a Course

A student may drop (a) course(s) within the first eight weeks of the Fall or Spring semester and up to the midpoint of the Summer semester. During the first two weeks of the Fall or Spring semester, or the first few days of the Summer semester, this can be done online through the TouroOne portal. After those points, or if a student wishes to drop *all* courses at *any* point in the semester, the online method cannot be used. Instead, the student must file an "Add/Drop" form signed and dated by his/her advisor with the Office of the Registrar. In those cases, the effective date of the

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

Courses dropped within the first two official calendar weeks of the Fall or Spring semester, or during the designated period at the start of the Summer semester, will not appear on the student's academic transcript. Courses dropped after this time will appear on the transcript with the grade of "W." "W" grades are not included in the calculation of a student's GPA. Courses with "W" grades *will* be counted in calculating "credits attempted" when determining a student's rate of progress and maximum time-frame for Satisfactory Academic Progress purposes.

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

COURSE OPTIONS

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

ASYNCHRONOUS ONLINE COURSES OFFERED THROUGH THE DEPARTMENT OF ONLINE EDUCATION

Touro University offers certain courses via an online format; students should check with their advisors regarding their eligibility to take a specific online course.

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

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

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

There are additional costs associated with taking an online proctored exam. The fees for online proctored exams are included with registration fees for each online course. Students testing at a distance are informed in advance of these additional costs through the Online Student Guide, on our website, and through the syllabi and course announcements in each Canvas course.

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

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

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

Identity Verification for New Students

1. All students who enroll at the University are required to create a user account in Touro's portal (with secure student username and password) and are authenticated through an identity management system. Students must go through this system in order to register for online courses.
2. Students are required to use Okta multifactor authentication to access the Touro portal and all Touro applications accessible there. Students will be asked to authenticate themselves whenever they access the Touro portal. Touro's LMS, Canvas, also must be accessed through the Touro portal. Okta multifactor authentication adds an extra layer of authentication beyond the TouroOne username and password. It requires use of a device the student owns such as their smartphone with the Okta app installed and registered, cellphone that can receive SMS messages, or a Okta token. More information about Touro's two step verification can be viewed at: Okta Verify App for Multi-Factor Authentication.
3. All online course work is hosted and completed on Canvas. Students can only access Canvas (see #3 below) after they are authenticated through the portal. Students can set up an avatar (a picture of the student) next to their names in each course.

Identity Verification for Exam Takers

Onsite exams

1. Students taking examinations will be authenticated by proctors at the time of the exam at the testing center. One valid form of identification, with photo, is required for admission into the examination center. If the first ID is questioned by the test administrator, a second valid photo ID will be required. Examinations which are proctored online similarly require authentication of student identity.
2. The professor prints out the list of the students taking the exam and their avatars so that the proctor can check against the avatars at the exam as another means of photo identification for onsite exams. Students sign in as they come to take their exams on-site, and the professor or proctor checks the student's name and ID against the printed roster.
3. Exams may be administered in a computer lab through the learning management system in place at the University. Once the student is signed into their Canvas account, the professor or proctor inputs the password that allows them to begin the exam. Students are required to show their student picture ID as they enter the building where exams are administered. Once the students are in their exam room, the professor or proctor checks the student's name and ID against their own printed roster of student names, avatars and IDs.
4. Lockdown Browser and/or Exam Password: When the professor comes to the student's computer and inputs the password, he or she is checking the student's identity once again by visually noting the student. The professor or proctor watches the student log into Canvas before typing in the passwords. The Lockdown browser application prohibits a student's computer from accessing anything on the computer other than the exam page while the exam is in session.

Online exams

1. Getting onto Canvas: Students must be authenticated through the portal, which requires that they know the secure portal password and can complete the Okta Multifactor Authentication.

2. Students will be proctored via an online proctoring service or via Zoom. The online proctoring service or the Zoom proctor will instruct the student to authenticate with their Touro student ID card and a government issued ID. Student proctoring remains in place for the duration of the exam and ensures that the identity of the test-taker does not change during the exam.
3. Student privacy during a proctored exam at a distance is maintained through direct communication and the use of a secure testing service.
4. Touro University uses an external online proctoring service which also maintains its own security and verification policies.

General Information Concerning Touro University's Online Courses

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

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

Student Eligibility for Taking Courses Online

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

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

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

Registering for an Online Course

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

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

Technical Requirements for an Online Course

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

Getting in Touch with Your Instructor

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

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

Course Outlines

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

Announcements and Assignments

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

Textbooks and Course Material

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

Homework and Exams

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

Midterm Exams

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

Final Exams

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

More information about online testing, including any additional technical requirements, can be found in the Canvas course once you are registered.

ALTERNATIVE INSTRUCTION—TUTORIALS, DIRECTED STUDY, INDEPENDENT STUDY, SENIOR HONORS PROJECT, LIFE EXPERIENCE CREDITS

Tutorials

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

Directed Study

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

Independent Study

A student may take an independent study course in a specialized subject not offered in this 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 of Faculties or his/her 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. Arrangements for Independent Study courses must be made in advance of registration. Students are not considered to be registered in an Independent Study course unless they have received all requisite approvals, filed the approved Independent Study form and filed an approved Drop-Add form with the Registrar's office.

Senior Honors Project

Students who successfully complete a Senior Honors Thesis or Project will earn three credits in their major field and may be graduated with departmental honors. The Senior Honors Thesis or Project consists of a substantial research paper or project prepared by the student under faculty guidance.

The student is required to submit three copies of the thesis one month prior to the announced date of graduation. Seniors enrolled in Senior Thesis are to follow the guidelines of the Senior Thesis Handbook available in the Office of the Dean of Faculties.

Life Experience Credits

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

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

For guidelines and assistance in completing their Life Experience Portfolio students may contact Prof. Brenda Strassfeld, brenda.strassfeld@touro.edu.

ACADEMIC ADVISEMENT

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

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

Degree Works

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

The benefits of Degree Works include:

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

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

- Login to the TouroOne portal at https://touroone.touro.edu/sso/login
- Go to the "Academic" tab.
- Click on the "Degree Works" button on the bottom left-side of the academic section.

If you are having difficulty accessing Degree Works, please contact Touro's HelpDesk at nonstop@touro.edu.
If you have any questions, or would like more information, please do not hesitate to contact your advisor or the Registrar's Office.

CREDITS AND SEMESTER HOURS

Contact Hours

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

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

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

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

Class Standing

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

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

EARNING OUTSIDE CREDIT

TRANSFER CREDIT

Transfer students seeking credits for previous academic work should arrange to have an official transcript sent to the Lander Colleges Office of Admissions at 1602 Avenue J, Brooklyn, NY 11230.

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

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

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

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

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

1. If the student has an Associate or higher degree, courses may be accepted in bulk as electives; a course-by-course review may not be required.

2. If the student does not have an Associate or higher degree, courses will be reviewed on a course-by-course basis and may be given a "blanket credit" or elective course acceptance.

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

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

Transfer students should be aware that if they take a course at Touro which is transferable to Touro from a prior institution, that course will not count toward full-time status for financial aid purposes. This may have adverse financial aid implications, and a Financial Aid officer should be consulted for further information. If a student subsequently passes a course at Touro for which he/she received transfer credit for work at a prior institution, the transfer credit will be deleted.

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

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

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

Transfer Credit While Enrolled at Touro University

Off-Campus Credits

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

Failure to obtain official permission to take courses at another institution or to take outside examinations may result in either a delay in, or complete disapproval of, the granting of transfer credits for those courses. Courses in which passing transferable grades (i.e., "C" or better) were received may not be repeated for credit at Touro University. After completing the courses at another school, the student must arrange for an official transcript to be submitted by the other institution to the Office of the Registrar.

Acceptance of Touro Credits by Other Institutions
The transferability of credits earned at Touro University is at the sole discretion of an institution to which a student may seek to transfer. Also, acceptance of a degree earned at Touro University is also at the sole discretion of any institution to which a student may seek to transfer.

CREDIT BY TESTING

Departmental Challenge Examinations
Students who can demonstrate proficiency in a particular subject may earn credits by taking a departmental challenge examination. Interested students must make arrangements for taking the examination with the appropriate department chairperson, file a "Request to Take a Challenge Examination" form with the Registrar's Office, and pay the necessary fee to the Bursar. Touro University does not transfer Challenge Exam credit awarded at another institution.

Credit for Standardized Examinations
With a permit, students may receive college credit for selected subject area examinations given by the College Entrance Examination Board - College Level Examination Program (CLEP) and Advanced Placement Examinations (AP); Defense Activity for Non-Traditional Education Support (DANTES); selected proficiency examinations sponsored by certain colleges, and for Excelsior College (formerly Regents College) examinations. Credit is generally not given for required courses or for science, business and economics courses taken through the CLEP program. The maximum number of credits accepted in any category is twelve, except for AP, for which the maximum is 30. However, the overall maximum number of credits by examination that Touro accepts is thirty credits.

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

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

FRESHMAN CENTER COURSES
Credit may be awarded to students who have completed college courses while in high school, provided that they received a grade of "C" or better in the courses and that corresponding courses are offered at Touro University. Generally, these courses should be taught by a college/university faculty member and not counted toward high school graduation requirements. Touro will not recognize College Freshman Center courses undertaken before the students' senior year in high school. Touro University reserves the right to re-test students on material earned in Freshman Center courses and to refuse transfer when standards are not met.

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

ARTICULATION AGREEMENTS
Touro faculty confer regularly with colleagues at other colleges in an effort to revise current agreements, and to expand articulation agreements with new partners. Specifics of each articulation agreement are available from the respective Office of the Dean.

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

FOREIGN TRANSCRIPT EVALUATION
All international applicants must arrange for an original transcript of their secondary and/or college record, with a certified English translation, if necessary, to be sent to the Office of Admissions. Students with foreign transcripts are generally required to have them evaluated by a Touro-approved Agency. A list of agencies is available by logging onto http://www.naces.org/members.

GRADES

Attendance and Class Participation

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

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

GRADE TYPES

Non-Credit Courses

Grades of "P (pass)" or "F (fail)" are assigned to developmental English classes:

P: student is ready to move to the next course level
F: student's work was unsatisfactory; demonstrated insufficient effort; student must repeat course
Each developmental English course may be repeated only once.

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

Grade Definitions
P: Passing.
F: Student attended/participated in 60% or greater of scheduled classes per semester, but did not achieve passing grades on examinations and assignments, or stopped attending/participating after 60% or greater of scheduled classes in the given semester.
W: (No penalty.) This grade is assigned when a student officially withdraws from a course after the add/drop period by filing an Add/Drop form (see "Dropping a Course," p. 185) with the Office of the Registrar, signed by an academic advisor. A student who does not withdraw from a course officially will receive a failing grade of F or WU depending on the number of class sessions attended and the amount of work completed.
WU: Student stopped attending/participating before 60% or less of the scheduled classes per semester; calculated as a failing grade.
WNA: Student never attended class. This grade is not included in calculating the student's grade point average (GPA), but it appears on the student's transcript.
INC: May be issued to a student who did not complete all assignments in a course, according to the procedure detailed below (see **'Grade of "Incomplete"' below**).

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

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

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

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

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

GRADE OF "INCOMPLETE"

A grade of Incomplete (INC) may be given to students who have acceptable levels of performance for a given course, but have not completed all course requirements, such as an examination, a paper, or a field work project. Grades of Incomplete should not be used for students who are doing substandard work in order to give them the opportunity to redo their projects/exams so that they can achieve an acceptable grade.

The procedure for granting an Incomplete generally begins with the student requesting this grade from the faculty member (which the faculty member may deny). Students who wish to appeal an instructor's denial should follow procedures concerning Grade appeals outlined in the Catalog and Student Handbook.

A student who otherwise satisfies course requirements but misses a final examination for last-minute emergency reasons may be given an INC grade by the faculty member, at his or her discretion.

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

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

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

DEAN'S LIST

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

GRADE APPEALS

A student who receives a grade 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 of Faculties.

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/her own recommendation on the matter.

ACADEMIC PROGRESS AND STANDING

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

SATISFACTORY ACADEMIC PROGRESS

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

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

Full policy listed below as well as at the following website:
https://www.touro.edu/students/policies/satisfactory-academic-progress-policy/

1. Purpose of the Policy

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

2. Scope

This SAP policy applies to all Touro Students including Undergraduates, Graduates and Professional students regardless of enrollment status (full time, part time, different programs of study, etc.) as described below. These standards are for Title IV Federal Financial Aid purposes only and neither replace nor override academic policies outlined by Touro, other state or Federal benefit programs (i.e. NYS Tuition Assistance Program) or individual program requirements. However, these standards are intended to be at least as rigorous as Touro University academic policies.

3. The Policy

3.1 Standards of Satisfactory Academic Progress

SAP standards (CGPA, Pace, and Maximum Time Frame, hereinafter collectively referred to as Standards) consist of quantitative and qualitative measurements that are determinants of SAP. The qualitative measurement evaluates the quality (*i.e. GPA and Academic Standing*) of the students' academic work. The quantitative measurement evaluates the *Pace* by which students are working toward the completion of their program and the *Maximum Time Frame* required to complete their program.

3.1.1 GPA and Academic Standing (Qualitative): All students must maintain a minimum cumulative grade point average (CGPA) as specified in Appendix A found at the end of this policy and be neither dismissed nor suspended from their academic program, as determined by their program's specific academic standards policy. All students are also required to achieve a CGPA that is consistent with their program requirement for graduation.

3.1.2 Pace (Quantitative): Students must be on target to complete their academic program within the set time frame, which is measured by the Pace at which they complete their required coursework. All students must maintain a minimum Pace as specified in Appendix A found at the end of this policy. To determine if a student is meeting this standard, total cumulative earned credit hours at Touro plus accepted transfer credit hours are divided by the total cumulative attempted credit hours, including accepted transfer credits. A student must successfully complete the designated cumulative minimum percentage of all attempted credit hours at the point of SAP evaluation as determined by the calculation above and illustrated in the table below.

Cumulative Attempted Credits	Cumulative Earned Credits	Pace (Completion Rate)	Pace/Completion Requirement Met?
24 credits	24 credits	100%	Yes
48 credits	12 credits	25%	No
10 credits	9 credits	90%	Yes
10 credits	0 credits	0%	No

*This table is meant to show how the Pace calculation is done and shows the most extreme examples of the Pace calculation. Please refer to the Appendices at the end of this policy to find the requirements by program.

3.1.3 Maximum Time Frame (Quantitative): All students are expected to finish their degree or certificate program within a maximum time frame, no longer than 150% of the published length of their program. For undergraduate

students, the maximum Time Frame is measured in credit hours; for graduate and professional students the maximum Time Frame is measured by the actual length of the program as provided in the Appendices.

3.2 Additional Constraint on Financial Aid Eligibility

Students who have completed the academic requirements for a program but do not yet have the certificate or degree are not eligible for federal financial aid funds for that program of study.

3.3. SAP Evaluation

3.3.1 **Frequency and Timing:** Touro evaluates all students' academic progress annually with the exception of programs of one-year in length or for students on probation. These programs/students are evaluated each payment period. As grades are posted for the spring semester/term, the Office of Financial Aid will review the academic records of all students who are receiving federal financial aid funds to determine if they are meeting the Standards. This review will be performed for all students who were enrolled at Touro for the previous academic year (i.e. Summer, Fall, Winter and/or Spring). Students who enter in the spring semester/term will be evaluated after the spring semester/term using the Standards for the semester/term that the student is enrolled at Touro plus any accepted transfer credits.

3.3.2 Evaluation: The Office of Financial Aid will perform an annual (or term) review of each student's progress to ensure that students are meeting each of the Standards. If it is determined that the student is not compliant with any of the Standards, the student becomes ineligible to receive federal financial aid and Financial Aid eligibility will be suspended.

3.4. SAP Notification

A student not meeting the Standards will be notified in writing of their Financial Aid Suspension after *all* grades have been posted for their program of study. The notification will include an explanation of the Standards evaluated and instructions on how to proceed. Written notification will be sent electronically via their Touro email account and/or mail via the last known mailing address according to the Registrar's records.

3.4.1 Financial Aid Suspension: Students who do not meet the Standards (as indicated in the Appendices) at the time of the annual evaluation, will be ineligible to receive federal financial aid funds for the subsequent semester (unless they submit an appeal and are placed on financial aid probation).

Financial Aid is suspended for a student who fails to meet the standards of SAP and:

- has not submitted an appeal of their status or has had their appeal rejected by the appropriate review committee;
- fails to regain eligibility by meeting the minimum Standards after a successful appeal and completion of the probationary period; or
- has not fulfilled the requirements set forth in their Academic Plan.

Students with Financial Aid eligibility suspended may either:

- remediate any of the Standards that are non-compliant while not receiving federal or state need-based financial aid, or
- submit an SAP appeal.

If at any time during a non-review period, a student who has been suspended from Financial Aid eligibility has remediated any of the Standards that are non-compliant (e.g., due to a late grade change or completing an incomplete course), that student must contact the Office of Financial Aid to request a review of their academic record and reinstatement of their financial aid eligibility. **Do *NOT* assume that reinstatement is automatic.**

Unless academically dismissed, students may be permitted to enroll at Touro while financial aid is suspended. Students denied federal financial aid may continue attending Touro by funding their education themselves. It is the student's responsibility to monitor his or her academic progress and to be aware of their program requirements and SAP standards.

3.4.2 Financial Aid Probation: Financial Aid Probation is a status assigned to any student who fails to meet the Standards and has successfully appealed their Financial Aid Suspension. If placed on Financial Aid Probation, students will be required to follow an approved Academic Plan in order to receive federal financial aid for one semester/term

and have their progress be evaluated at the end of the semester/term. Students who meet all Standards or the requirements outlined in their Academic Plan will remain eligible for federal financial aid. Students who fail to meet the Standards or the requirements outlined in their Academic Plan will again be suspended from financial aid eligibility and will be ineligible for federal financial aid going forward. Students may have plans that extend for more than one semester/term but their progress will still be evaluated at the end of each semester/term to ensure that they have complied with their Academic plan.

Only Financial Aid eligible applicants and/recipients will be placed on Financial Aid Probation. Students who have filed an appeal and are approved will be placed on Financial Aid Probation in the next semester which they have applied for federal financial aid, which could include the semester in/for which the appeal is granted.

3.4.3 Discretionary Review of SAP in Non-Annual Review Periods: The Office of Financial Aid or the Registrar may, at its discretion, conduct SAP assessments at any time throughout the academic year. If upon performing the analysis the financial aid or registrar staff identifies that a student may be at risk of failing to meet all Standards, the identified student(s) may be sent a courtesy notification via their Touro email address.

Students who receive a courtesy notification letter will continue to have their federal financial aid processed as normal by the Office of Financial Aid for the term during which the discretionary review was completed and until they fail to meet the standards of Satisfactory Academic Progress as determined by the annual review period as described above.

3.5. Appeal Process

Students who become ineligible to receive federal financial aid for failure to meet the Standards and have been notified of the Financial Aid Suspension have the right to make a written appeal to the appropriate Committee on Academic Standing (CAS). Students who appeal must demonstrate all of the following:

- that failure to meet the minimum standard was caused by extreme or unusual circumstances* beyond his or her control (corroborating documentation must be supplied);
- that they have resolved the issue(s) that caused the deficit, and;
- that the issue(s) will not affect their performance in the future.

*Extreme or unusual circumstances are considered unforeseen situations or events beyond the student's control which directly impacted academic performance. Examples include, but are not limited to, death in the family, divorce or illness.

3.5.1 Monitoring the Status of An Appeal: Once an appeal is submitted to the appropriate committee for a decision, that appeal will be heard at that committee's next meeting. All decisions are final. If a decision has not been made by the time tuition is due, it is the student's responsibility to contact the Office of Financial Aid to discuss the options on how to proceed.

Below is a listing of the potential appeal statuses that could be determined by the CAS:

- **In-Progress**: Appeal has been received, but not reviewed.
- **Tabled**: Appeal has been reviewed, but the committee has deferred the appeal until it receive(s) additional information.
- **Approved**: Appeal has been approved and the student has been placed on Financial Aid Probation.
- **Denied**: Appeal was not approved based on the information that was provided. The student is no longer eligible to receive federal financial aid.

3.5.2 Limit of appeals: Students may not initiate an appeal using the same extraordinary and extenuating circumstance twice.

3.5.3 Regaining Eligibility for Financial Aid through Self-Correction: Students who are denied federal financial aid on the basis of not meeting the Standards, may regain federal financial aid eligibility by becoming compliant with all of the Standards while studying at their own expense. This is known as self-correction.

It is the students responsibility to notify the Office of Financial Aid when they have self-corrected their SAP-related issue(s). The Office of Financial Aid will then conduct a review to confirm that the student is meeting all Standards at that point in time.

3.5.4 Late Grade Posted or Grade Change: Students whose Financial Aid eligibility has been suspended or those on Financial Aid Probation who have a grade posted late or changed must notify the Office of Financial Aid to have their SAP re-evaluated. It is the responsibility of the student to notify the Office of Financial Aid of these circumstances. There is no automatic process to clear Financial Aid Suspension or Probation. If no notice is provided, the student's SAP status will remain unchanged and will be re-evaluated during the next annual review.

3.5.5 Program Changes: Students who switch programs while at Touro will be evaluated based only on the Standards for the program for which they are ***currently active***. Students who are not compliant with any Standards prior to switching programs or based on their new program may be required to submit an SAP appeal form before they are eligible to receive any federal financial aid. Failure to submit an appeal may result in the student not being eligible for federal financial aid. It is the student's responsibility to recognize that a program change may result in a Financial Aid Suspension.

3.5.6 Academic Plan: If an appeal is approved, the student will be placed on Financial Aid Probation and given an Academic Plan.

An Academic Plan is a written agreement between the student and the institution that may extend the student's eligibility for federal financial aid for one or more semesters/terms during a designated probationary period. The Academic Plan specifies requirements (i.e., minimum course completion ratio, CGPA, reduced course load or enrolling in specific courses) that the student must meet and exceed each semester/term to maintain or regain federal financial aid eligibility. A student that does not meet these Standards will again be suspended from Financial Aid eligibility and will be ineligible for federal aid in future semesters/terms until the student can meet the standards.

3.6. Effect of Withdrawals, Tentative Grades, Repetition and Transfer Credits

3.6.1 Withdrawal (W), Unauthorized Withdrawal (WU), Withdrawal Pass (WP) and Withdrawal Never Attended (WNA): Students are given a W (Withdrawal) when they officially withdraw from a course. The course will only appear on the transcript if students withdraw after the end of the add/drop period as per the program's academic calendar. A W grade is ***not*** calculated into the GPA, attempted credits or earned credits, when dropped *on or before* the add/drop period. After the add/drop period, a W grade is calculated into the attempted credits, but not calculated into GPA or earned credits.

A grade of WU (Unauthorized Withdrawal) is assigned to students that stop attending before the end of 60% of scheduled classes for the semester. The WU grade is calculated in the GPA as a failing grade, and is included in the attempted credits and earned credits.

The grade of WNA (Withdrew Never Attended) is assigned if students have never attended class. This grade is not calculated into the GPA, attempted credits or earned credits.

Withdrawn courses recorded on the student's permanent academic transcript are included in the Pace and maximum Time Frame calculations as attempted but not satisfactorily completed credits. Please see each school's Bulletin or Student Handbook for detailed information as it pertains to each type of withdrawal (i.e., W, WU and WNA)

3.6.2 Incompletes (INC)/Missing Grades: Courses that are assigned an incomplete grade or if a grade is missing, will be included in the attempted credits but not earned credit hours for Pace and maximum Time Frame measures. They are entered as attempted but not satisfactorily completed credits and are not included in the CGPA. Students' status may change once a final grade is recorded. It is the responsibility of the student to notify the Financial Aid office when a grade has been entered as final.

For purposes of determining whether a student would be eligible for Federal Student Aid despite an Incomplete or Missing grade, the Financial Aid department may look to use a failing grade (F or U) in place of the Incomplete or missing grade. If the student passes the SAP standards with the substituted failing grade included in the calculation, the student would be eligible for aid even though there is an Incomplete or Missing Grade still on the student's record. If the student fails the SAP standards with the substituted failing grade included in the calculation, the student will not be eligible until the Incomplete or missing grade changes to a final grade AND the student meets the SAP standards.

3.6.3 Tentative (Incompletes) (T): *FOR INFORMATIONAL PURPOSES ONLY* as this grade is no longer available. Courses that were assigned a tentative grade were included in the attempted and earned credit hours for Pace and maximum Time Frame and were included in the CGPA. Only tentative grades of TC- to TF were assigned. Students'

SAP status was changed once a final grade was recorded. It was the responsibility of students to notify the Financial Aid office when a grade had been entered as final. If a TC- or TF grade was not resolved six (6) weeks from the date that the grade was submitted by the professor the T was dropped and the grade become final. This potentially resulted in Financial Aid suspension and students had to submit an appeal to regain financial aid eligibility.

3.6.4 Pass/Fail (Pass/No Credit at the Law Center): All credits for Pass /Fail/ Pass-No Credit course attempts will be counted as attempted credits. Only P grades will count as satisfactorily completed credit hours in the quantitative measures. However, under no circumstances can students full time course load in a given semester/term consist only of P/F courses. Passing grades include P (Pass), H (Pass with Honors) or P/NC (Pass/No Credit).

3.6.5 Repetitions: For purposes of financial aid, students may be permitted to retake courses in which the student received a failing grade or its equivalent (i.e. where a grade of B- or below is considered non-passing), which is dependent on the academic requirements of the program in which the student is enrolled. Each time a course is attempted, it is considered an attempt when calculating the Pace of completion and maximum Time Frame measures, regardless of whether the course is subsequently repeated for a better grade.

Students are only allowed to receive federal financial aid for one repeat of a course (for the first time only) a previously passed course in a term-based program, including when the student is retaking a passed class due to failing other associated coursework. Any grade that is higher than an "F", or its programmatic equivalent, is considered passing for this purpose regardless of the school or program policy/requirements. If after that one allowable repeat, a satisfactory grade is not achieved, the student may ***not*** be eligible to receive federal financial aid for additional repeats of the same course.

The FSA program regulations make no provision for the concept of academic amnesty or academic renewal. Therefore, the school must always include courses applicable to a student's major (whenever taken) in evaluating a student's satisfactory academic progress (both quantitative and qualitative components). To clarify, courses taken at any point towards the student's major/degree will always be utilized for SAP evaluation purposes, regardless of whether the school or program has separate academic policies that allow for academic amnesty. In this regard, grades in courses that were previously taken may remain and be reflected on the student's transcript.

3.6.6 Transfer Credits: For purposes of financial aid, only transfer credit hours officially accepted for the student's program of study will be automatically counted in the attempted and successfully completed credit hours toward the quantitative (Pace of completion) and maximum Time Frame. Various programs of Touro may have different standards and requirements regarding acceptability of transfer credits and calculations will be based on the program in which the student is enrolled.

3.6.7 Remedial Courses: Remedial courses do not count toward a student's degree requirements; however, they are counted toward establishing full time status at Touro. Remedial courses are not calculated in the quantitative measure to determine pace of completion and not calculated in the maximum Time Frame and CGPA evaluations. Touro calculates a separate standard of good academic standing for students taking remedial courses; please refer to the Remedial Students Academic Standing Chart in Appendix A.

In addition students are allowed to repeat and obtain financial aid for each remedial course only once. Students who fail the same course or level twice are not making SAP and may be placed on financial aid suspension. A student who withdraws after five weeks of the semester/term will be considered to be repeating the course upon his/her next attempt of the course. Students who withdraw twice from any such course are not considered to be making satisfactory progress and may be dismissed from Touro. The CAS may grant a waiver to allow a student to repeat a remedial course for one additional semester/term depending upon the circumstances.

3.7. Satisfactory Academic Progress Definitions

Satisfactory Academic Progress (SAP): Federal requirement that mandates that institutions monitor a student's academic progress for the purpose of determining financial aid eligibility. To be in good SAP standing, the student must meet ***all*** SAP Standards.

SAP Standards: Refers to the standards that students must meet in order to maintain their financial aid eligibility. This includes maintaining compliance with cumulative GPA, Pace, and maximum time frame requirements.

Cumulative GPA Requirement: The Cumulative GPA requirement (CGPA) is the cumulative grade point average that a student must achieve at each SAP evaluation. If a student is enrolled in a program that is more than two academic years, the student must have a CGPA of at least a "C" or its equivalent, or have academic standing consistent with the institution's requirement for graduation. Please refer to Appendix A for requirements by program.

Pace Requirement: The Pace requirement is the Pace at which a student must progress through their program calculated by dividing the cumulative number of credit hours the student has successfully completed by the cumulative number of credit hours the student has attempted. Please refer to Appendix A for requirements by program.

Maximum Time Frame Requirement: For an undergraduate program measured in credit hours, a period no longer than 150% of the published total credit hours required to graduate. For a graduate program, no more than 150% of the published length of the program. Please refer to Appendix A for requirements by program.

Financial Aid Suspension: Financial Aid Suspension refers to a student who fails to meet the SAP standards. These students are ineligible for federal financial aid.

Financial Aid Probation: Financial Aid Probation is a status assigned to any student who fails to meet the Standards and has successfully appealed their Financial Aid Suspension. If placed on Financial Aid Probation, students will be required to follow an approved Academic Plan in order to receive federal financial aid for one semester/term.

Financial Aid Courtesy Notification: After a discretionary review in a non-review period, a Financial Aid Courtesy Notification may be sent to students if it has been determined that they are at risk of not making SAP at the SAP evaluation. The student's federal financial aid will not be affected at this point.

Appeal: A student submits an appeal after notification of Financial Aid Suspension to petition the institution (through the appropriate Committee on Academic Standing) for reconsideration for reconsideration of their eligibility for federal financial aid when they are not meeting SAP standards. An appeal must explain why the student failed to make SAP and what has changed in the student's situation that will allow the student to make SAP in the future.

Academic Plan: An Academic Plan is a written agreement between the student and the institution that may extend the student's eligibility for federal financial aid for one semester/term during a designated probationary period.

This Policy will be reviewed periodically and will be updated, as necessary. All changes to this policy will be updated on the Touro Website where the policy can normally be found. No notice is necessary when making changes to this policy and you are responsible for keeping current on any changes to this or any other Touro policy and acting accordingly.

Touro University Undergraduate SAP Requirements

NON-REMEDIAL STUDENTS		
Total Credit Hours Attempted	**Required Minimum CGPA**	**Pace Required**
1 – 15	1.50	40%
16 – 30	1.75	50%
31 – 45	1.80	55%
46 +	2.00	66.6667%
REMEDIAL STUDENTS		
Total Credit Hours Attempted	**Required Minimum CGPA**	**Pace Required**
0-9	1.00	40%
10-24	1.25	50%
25-35	1.50	60%
36 or above	2.0	66.6667%
CERTIFICATE STUDENTS		
Total Credit Hours Attempted	**Required Minimum CGPA**	**Pace Required**
1 - 15	1.50	55%
16 +	2.00	66.6667%

ACADEMIC PROGRAMS AND FINANCIAL AID

NEW YORK STATE ACADEMIC STANDARD

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

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

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

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

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

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

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

Academic Standard Charts

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

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

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

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

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

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

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

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

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

PROBATIONARY STATUS

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

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

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

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

COMMITTEE ON ACADEMIC STANDING

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

1. See his or her academic advisor for assistance in completing a student appeal form. The appeal should:
    a. State the student's name and Touro ID number.
    b. Specify course(s) and/or semester(s) in question.
    c. Explain clearly the reasons for making the appeal.
    d. Include documentation to support the appeal.
    e. Include the signature of the advisor.

2. If the reference in the petition is to a medical or personal hardship, submit documentation such as medical notes, notices of hospitalization, birth or death certificates, or other relevant documentation. Please see your advisor for additional examples.

3. Sign the appeal form and give it to the academic advisor, who will forward it to the Committee. Following submission, the student will receive a written response from the Committee accepting or rejecting the appeal. The Committee may also respond by detailing sanctions, listing conditions under which the appeal is to be granted, or tabling the appeal and requesting additional documentation. The decisions of the Committee are final.

4. Petitions must be submitted through an academic advisor at least 10 business days before a scheduled Committee meeting. The Committee normally meets every 4-8 weeks.

GRADUATION REQUIREMENTS

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

After the graduation conference, the student must apply for graduation by completing the "Application for Graduation" by the established deadlines:

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

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

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

Graduation Requirements and Standards

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

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

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

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

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

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

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

HONORS AND AWARDS AT GRADUATION

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

Associate's candidates are recognized as follows:

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

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

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

LEAVES OF ABSENCE/WITHDRAWAL/DISMISSAL

Leaves of Absence

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

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

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

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

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

Withdrawal from the University

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

Academic Dismissal

A student who fails to meet the standards outlined in the Academic Standard Charts (pp. 204-205) may be dismissed from the University. Students who receive an academic dismissal may appeal to the Committee on Academic Standing for readmission.

TRANSCRIPTS

Ordering official transcripts

1. To order an official transcript via *TouroOne*, click "academic" from the left side navigation menu. In the official transcript portlet, click "order official transcript." Alternatively, you can go directly to www.touro.edu/getmytranscript.
2. Students will be automatically prompted to register an account or to log into an existing account.
3. Students will need to enter either an electronic destination or physical shipping address.
4. For electronic transcripts student will need to select the program that they graduated from or attended. If you graduated from or attended multiple programs, you will need to place a separate electronic transcript order for each program.
5. For students waiting for a degree or grade(s) to be posted, there will be hold options to select at checkout. The order will not be processed until degree is awarded or grade(s) are posted.
6. Once order is placed students will receive a confirmation email and order number. Students will also receive email once order is processed and/or shipped.

Processing

Electronic transcript orders will process and deliver to the recipient once order information is confirmed; in most cases this is automatic. If additional information is needed, the transcript unit will reach out to you. **This may delay processing times.** Paper transcript orders are processed and shipped in 5-7 business days.

Transcript fees

- Electronic Transcript — Free of charge
- Official Paper Transcript — $10 per copy

Shipping fees

- USPS First Class — Free of charge, no tracking provided
- Fed-Ex Domestic Overnight Shipping — $15, tracking provided
- Fed-Ex International Shipping — $25, tracking provided

Viewing And Printing Unofficial Transcripts

- Log into your TouroOne account at https://touroone.touro.edu/sso/login.
- Click on the "academic" tab and click on "view academic transcript (unofficial transcript)" under the "my records" portlet.
- If you wish to print, right-click using your mouse then select print.

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

UNIVERSITY CODES AND POLICIES

TOURO UNIVERSITY CODE OF CONDUCT

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

1. Theft of, or damage to, University records and property, caused by intentional, negligent or irresponsible conduct;
2. Unauthorized use of any University property, including, but not limited to, its name, property, offices, premises, equipment (computer equipment, telephones, fax machines, copying equipment, laboratories, and misuse of student ID cards);
3. Conduct which interferes with or obstructs any University functions or which physically obstructs or threatens to obstruct or restrain members of the University community;
4. The physical or sexual abuse or harassment of any member of the University community (such incidents must also be reported to the Title IX coordinator);
5. Threatening or actual infliction of bodily injury, assault, emotional trauma against students, faculty, or staff of the University (such incidents must also be reported to the Chief Security Officer);
6. Disorderly, disruptive or abusive conduct in the classroom or on University premises;
7. Refusal to follow the directives of University officials acting in performance of their duties;
8. Impersonating University faculty, University officials, or University staff;
9. Forging signatures or other information on registration forms, financial aid forms, or any other University documents;
10. Computer abuse, including possession of unauthorized passwords, plagiarism of programs, unauthorized destruction of files, misuse of computer accounts and disruptive or annoying behavior on the University's computer system;
11. Unauthorized sale, distribution or consumption of alcoholic beverages on University premises;
12. Distribution, purchase or possession of barbiturates, amphetamines, marijuana, hallucinogens, opiates, or any other addictive or illegal drugs or paraphernalia on University premises;
13. Gambling in any form on University premises;
14. Possession, distribution or sale of weapons, incendiary devices, or explosives on University premises;
15. Tampering with or misusing fire-fighting equipment and/or safety equipment (such as alarm-boxes and extinguishers);
16. Participation in or furtherance of any illegal activity on Touro's premises;
17. Offensive or derogatory written or verbal statements intended to inflict harm on members of the University community, including, without limitation, racist, ethnic, or sexist remarks or references regarding any member or group of the University community;
18. Any abusive conduct or harassment directed at an individual or group of individuals in the University community on the basis of the actual or perceived race, gender, color, national origin, ethnicity, religion, age, disability, sexual orientation, marital or parental status, or citizenship status of such person(s);
19. Refusal to identify oneself to an official or security officer of the University or to present proper identification upon entering the University premises;
20. Actions that are not harmonious with and supportive of the activities and functions of an educational institution; actions that harm the reputation of the University;
21. Aiding or abetting any conduct prohibited by this University Code;
22. Conviction of a felony crime while enrolled at the University;
23. Intentionally filing a false complaint under this University Code of Conduct;
24. Academic dishonesty and lack of academic integrity.

TOURO UNIVERSITY SOCIAL MEDIA POLICY

Touro University policies apply to students' online conduct. University staff members do not "police" online social networks and the University is firmly committed to the principle of free speech. However, when the University receives a report of inappropriate online conduct it is obligated to investigate. This is true even when a student posts

to a personal social media account using their own phone or computer while off-campus or during a break. The University has the right to discipline students for misconduct or lack of professionalism wherever it occurs, including online.

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

ADJUDICATION OF UNIVERSITY CODE OF CONDUCT VIOLATIONS

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

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

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

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

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

Disciplinary Hearings

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

Sanctions

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

1. **Dismiss the Charges**: After reviewing all relevant information, evidence and record materials, the Student Affairs Committee may decide to dismiss the charges against the student.

2. **Impose disciplinary sanctions**, which include but are not limited to the following:

   (a) **Warning** – A written reprimand putting the student on notice that he/she has violated the Code of Conduct and indicating that further misconduct may result in a more severe disciplinary action. A copy of this warning will be placed in the student's file.

(b) Disciplinary Probation - A student may be placed on disciplinary probation for a definite period of time. While on probation, students may not hold office in Student Government Organizations, Clubs or Societies or represent the University in any capacity. Further violations while on probationary status will result in suspension or expulsion from the University. A copy of the probation notice becomes a part of the student's file.

(c) Counseling and Treatment – A student's continued enrollment at Touro University may be conditioned on his/her participation in counseling or treatment at outside counseling and treatment agencies. A student's failure to participate in such a program after being advised that his/her enrollment is conditioned on participation may result in other disciplinary sanctions.

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

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

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

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

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

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

4. **Legal Action** – In addition to imposing the disciplinary sanctions outlined above, the Student Affairs Committee may recommend that students be turned over to law enforcement authorities for legal action. The final decision on referring student cases to the authorities is made by the Office of Campus Security.

5. **Other Sanctions** – The Student Affairs Committee may impose other sanctions that it deems appropriate and fair.

Appeals of Disciplinary Sanctions Imposed for Code of Conduct Violations

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

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

In cases in which the disciplinary sanction was initially imposed by the Student Affairs Committee, the student may file a written appeal with the Dean of Students within ten (10) school days of the committee's decision. The Dean of Students shall appoint a **Special Appeals Panel** consisting of the Dean of Faculties (or his/her representative), three full-time faculty members, and a Student Affairs staffer, to hear the student's appeal. This hearing must be scheduled within fourteen (14) school days of the receipt of the student's written appeal. The Special Appeals Panel may overturn

the decision of the Student Affairs Committee only if it determines that the committee's action was clearly erroneous, arbitrary or capricious.

Protocols for Disciplinary Hearings

Hearings conducted by committees designated as representatives of the Dean of Students, the Student Affairs Committee, and the Special Appeals Panel will be governed by the following protocols:

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

TOURO UNIVERSITY ACADEMIC INTEGRITY POLICY

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

Academic dishonesty undermines our shared intellectual culture and our ability to trust one another. Faculty and administration bear a major responsibility for promoting a climate of integrity, both in the clarity with which they state their expectations and in the vigilance with which they monitor students. Students must avoid all acts of dishonesty, including, but not limited to, cheating on examinations, fabricating, tampering, lying, plagiarizing, and utilizing AI tools without acknowledgment of such, as well as facilitating or tolerating the dishonesty of others. Academic dishonesty lowers scholastic quality and defrauds those who will eventually depend on the knowledge and integrity of our graduates. Furthermore, it misrepresents student efforts and mastery of course material both absolutely, and relative to others in their courses.

Touro University views violations of academic integrity with the utmost gravity. Such violations will lead to appropriate sanctions, up to and including expulsion from the university community. We commit ourselves to the shared vision of academic excellence that can only flourish in a climate of integrity.

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

The International Center for Academic Integrity (ICAI), of which Touro University is a member, lists six fundamental values: honesty, trust, fairness, respect, responsibility, and courage, to allow institutional scholarship to flourish with integrity. To sustain these values, Touro University's Academic Integrity Policy, requires that a student or researcher:

- Properly acknowledge and cite all use of the ideas, results, or words of others, including the use of AI tools and other emerging technologies;
- Properly acknowledge all contributors to a given piece of work;
- Make sure that all work submitted as their own in a course or other academic activity is produced without the aid of unsanctioned materials or unsanctioned collaboration;
- Treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.

Adherence to these principles is necessary to ensure that:

- Everyone is given proper credit for their own ideas, words, results, and other scholarly accomplishments;
- All student work is fairly evaluated and no student has an inappropriate advantage over others;
- The academic and ethical development of all students are fostered;
- The reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.

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

Touro University works with faculty and students to promote an institutional culture of academic integrity, provides effective training that creates a commitment to academic integrity, and establishes clear procedures to deal with allegations of violations of academic integrity and monitoring the adherence thereto.

VIOLATIONS OF ACADEMIC INTEGRITY

The following are considered to be violations of academic integrity and are prohibited by the Touro University System. Students, faculty, and other members of the Touro community who commit one of the offenses listed below, or similar such offenses, or those who assist in the commission of such offenses, may be subject to sanctions (i.e. classed as A, B, or C, as described below in the section "Procedures in Response to Violations of Academic Integrity").

Plagiarism

Plagiarism is defined as the unauthorized use of the writings, ideas and/or computer-generated material of others without appropriate acknowledgement, and the representation of them as one's own original work. It also includes the unauthorized use of computer-generated material via artificial intelligence (AI) and other emerging technologies without appropriate acknowledgement and the representation of them as one's own original work. Plagiarism encompasses acts of inadvertent failure to acknowledge sources, as well as improper attribution due to poor citation.

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

INTENTIONAL PLAGIARISM

Plagiarism takes many forms. Flagrant forms, or intentional plagiarism, include, but are not limited to:

- Purchasing a paper;
- Commissioning another to draft a paper on one's behalf;
- Intentionally copying a paper regardless of the source and whether or not that paper has been published;
- Copying or cutting and pasting portions of others' work (whether a unique phrase, sentence, paragraph, chart, picture, figure, method or approach, experimental results, statistics, etc.) without attribution;
- Using computer-generated material via artificial intelligence (AI) and other emerging technologies without attribution;
- In the case of clinical documentation, copying clinical notes/materials without personally performing the patient examination.

Plagiarized sources may include, but are not limited to, print material, digital and media resources including social media and blogs, as well as assignments completed by other students at Touro University System and elsewhere. A more subtle, but equally flagrant, form is paraphrasing or attempting to put in one's own words the theories, opinions or ideas of another without proper citation.

Additionally, students may not reuse their own previous work without appropriate citation. This is a form of plagiarism called self-plagiarism and may mislead the reader or grader into the erroneous belief that the current submission is new work to satisfy an assignment.

If students are unsure as to whether a fact or idea is common knowledge, they should consult their instructor or librarian, or else provide appropriate citations.

UNINTENTIONAL PLAGIARISM

Plagiarism is not only the failure to cite, but the failure to cite sources properly. If a source is cited but in an inadequate way, the student may still be guilty of unintentional plagiarism. It is therefore crucial that students understand the correct way to cite. The rules are relatively simple:

- For exact words, use quotation marks or a block indentation, with the citation.
- For a summary or paraphrase, indicate exactly where the source begins and exactly where it ends.

In its policies and disciplinary procedures, the Touro University System will seek to recognize and differentiate between intentional plagiarism, as defined above, and failure to cite sources properly (unintentional plagiarism). While both forms are violations of the Academic Integrity Policy, a student's first instance of unintentional plagiarism may only be penalized with a Class C sanction (see sanctions below).

Cheating On Examinations And Other Class/Fieldwork Assignments

Cheating is defined as improperly obtaining and/or using unauthorized information or materials to gain an advantage on work submitted for evaluation. Providing or receiving assistance unauthorized by the instructor is also considered cheating.

Examples of cheating include, but are not limited to:

- Giving or receiving unauthorized assistance to or from another person on quizzes, examinations, or assignments;
- Using another learner's audience response device/i-clicker;
- Using materials, devices, or tools not specifically authorized during any form of a test or examination;
- Exceeding the restrictions put in place for "take home" examinations, such as unauthorized use of library sources or internet sources, unauthorized use of computer-generated material via artificial intelligence (AI) and other emerging technologies, or unauthorized collaboration on answers;
- Sitting in for someone else or permitting someone to sit in for a student on any form of test or examination;
- Working on any form of test or examination beyond the allotted time, which includes any extra time resulting from a documented accommodation (unless the instructor provides explicit permission);
- Hiding, stealing or destroying materials needed by other students;
- Altering and resubmitting for re-grading any assignment, test or examination without the express written consent of the instructor;
- Copying from another individual's examination or providing information to another student during an examination;
- Soliciting, obtaining, possessing or providing to another person an examination prior to the administration of the examination.
- Bringing into the examination room notes in any format and paper, electronics or writings, drawings, etc. that could be used to aid in taking a closed notes/book exam.

Examples of unauthorized assistance include:

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

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

Research Misconduct

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

These terms are defined as follows:

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

Research misconduct does not include honest error or honest differences of opinion.

Touro's Research Misconduct Policy can be found: https://www.nymc.edu/media/schools-and-colleges/nymc/pdf/policies/PoliciesandProceduresforRespondingtoAllegationsofResearchMisconduct.final6.15.23.pdf

OTHER UNETHICAL CONDUCT

MISLEADING OR FRAUDULENT BEHAVIOR

Misleading or fraudulent behavior, put simply, is lying, and includes acts contributing to or associated with lying. It takes on any form of fabrication, falsification or misrepresentation.

Examples include, but are not limited to:

- Reporting false information to gain an advantage;
- Omitting information or data resulting in misrepresenting or distorting findings or conclusions;
- Providing false information to explain lateness or to be excused from an assignment, class or clerkship function;
- Signing in another person's name on any attendance sheet/roster representing them as present when they are not;
- Falsely accusing another of misbehavior, or otherwise misrepresenting information about another;
- Providing false information about oneself, such as on an application or as part of some competition;
- Taking credit for accomplishments achieved by another person or computer-generated material via artificial intelligence (AI) and other emerging technologies;
- Omitting relevant information about oneself.

TAMPERING

Tampering is the unauthorized removal or alteration of college/university documents (e.g., library resources, official institutional forms, correspondence), software, equipment, or other academic-related materials, including other students' work. It should be noted that tampering as a form of cheating may also be classified as criminal activity and may be subject to criminal prosecution.

Examples include, but are not limited to:

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

COPYRIGHT VIOLATIONS

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

- Making or distributing copies of a copyrighted article for a group (on paper or electronically);
- Disseminating an image or video of an artist's work without permission, including those found on the internet;
- Copying large sections of a book.

The "fair use doctrine" regarding use of copyrighted materials can be found at the following link: https://www.copyright.gov/fair-use. Also see the library's guide on frequently asked copyright questions: https://libguides.tourolib.org/copyright/faqs.

SANCTIONS

The following sanctions may be imposed for violation of this Policy. Informal resolution of violations can be accompanied by Class C sanctions only. Formal resolution can be accompanied by any combination of sanctions from Class A, B, and C. Except in the case of a student's expulsion or dismissal, any student found to have violated this Policy is required to take additional ethics tutorials intended to assist student to avoid future misconduct. (Academic Integrity Plagiarism Tutorial, https://libguides.tourolib.org/AI, for an overview on how to avoid plagiarism. Scroll down the page for the link to the Touro University Academic Integrity Test, https://libguides.tourolib.org/research-101 that will go to the instructor's email.).

Class A Sanctions:

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

Class B Sanctions:

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

Class C Sanctions:

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

PROCEDURES IN RESPONSE TO VIOLATIONS OF ACADEMIC INTEGRITY

This Touro University System Academic Integrity Policy applies to all Touro students. Any act in violation of this Policy or any allegation of misconduct related to this Policy involving a student must be reported and addressed in accordance with the adjudication procedures outlined below or those of the student's school, which may not be less stringent than the requirements and standards set forth in this Policy.

The Dean of each school or the Provost shall designate a member of the school's administration as Chief Academic Integrity Officer (herein referred to as the "CAI Officer") to oversee the adjudication of violations and to maintain appropriate documentation. The CAI Officer of each school will maintain written records of all violations and resolutions, both informal and formal. The CAI Officer must be an assistant dean or higher, or another appropriate responsible individual approved by the Provost or Vice President of the Undergraduate Division for schools in that Division.

Each school shall designate a Committee that will adjudicate violations of academic integrity via a formal Hearing process.

The Provost or Vice President shall designate a Dean responsible for hearing formal resolution appeals (herein referred to as the "Appeals Dean"). The CAI Officer and the Appeals Dean cannot be the same individual.

Reporting a Case of Suspected Plagiarism or Cheating

Due to the organizational and administrative differences among schools and programs, each school can determine its own reporting sequence from faculty member to CAI Officer.

Depending on the school or program, faculty or students may report an alleged incident to:

Department Chair, Department Deputy Chair, Program Chair, Sequence Chair, Program Director, Department Director, Academic Dean, Preclinical Dean, Dean, or CAI Officer directly.

Each school and program should make its reporting sequence known to its constituencies.

For the sake of clarity, the faculty member's supervisor will be referred to as "Chair" in the paragraphs that follow.

Faculty members, students, or other members of the Touro community who encounter suspected academic integrity violations should contact the relevant "Chair". The "Chair" will consult with the faculty member, and if a violation is identified, the faculty member will inform the student. The "Chair" will also report all suspected violations in writing (using the *Academic Integrity Violation Reporting Form)* to the CAI Officer, who will advise the "Chair" on whether to pursue an informal or a formal resolution. For first-time suspected violations, CAI Officers and faculty are strongly encouraged to seek an informal resolution with the student. No permanent grade may be entered onto the student's record for the course in question before the issue is resolved.

If an instructor strongly suspects cheating during an exam, the instructor should stop the student's exam and collect all evidence of cheating. The incident should be immediately reported to the "Chair", who will investigate and report in writing to the CAI officer.

Resolution of Academic Integrity Violations

Incidents of academic integrity violations are reported to the department Chair, and a report by the Chair is submitted to the CAI Officer. The method of resolution of the violation may be either informal or formal. Students who are found to have violated the Touro University System's Standards of Academic Integrity are subject to the sanctions listed above.

Should a student action be of such a serious nature that it is felt that he/she may be considered a danger in a clinical setting, the CAI Officer or the Chair may remove such a student from a clinical assignment, not to exceed fourteen (14) days pending the outcome of a formal resolution. A student shall not be removed from a didactic course while an allegation of an academic integrity violation is ongoing. It is the responsibility of the student to work with their program to make up any time missed from clinical assignments.

INFORMAL RESOLUTION

After consulting with the Chair and the CAI Officer (as per "Reporting a Case of Suspected Plagiarism or Cheating"), the faculty member may attempt to resolve the issue informally with the student. Once an informal resolution is agreed to between the faculty member and the student, the faculty member must present such resolution to the department Chair for approval. The faculty member, in consultation with the Chair, may impose any range of Class C sanctions, but must include requiring the student to take additional ethics tutorials intended to assist that student to avoid future misconduct. Once accepted by the student, the informal resolution is binding on both the student and faculty member, and cannot be appealed by the student.

If the student is found to have committed an academic integrity violation, the outcome of the informal resolution should be reported in writing by the Chair to the CAI Officer, who will maintain the record for the duration of the student's academic career. NOTE: Some Touro schools may be required to report the violation to outside licensing agencies.

The informal resolution process is not available to individuals who have previously committed an academic integrity violation.

FORMAL RESOLUTION

In the event that (1) the accused student denies the charge, (2) the student and faculty member do not agree to informal resolution, (3) the student has been previously found guilty of a similar infraction, or (4) for any other reason for which

informal resolution is not appropriate as determined by the CAI Officer, then the matter shall be submitted for formal resolution.

To institute formal resolution, the following procedures shall be followed:

- The Chief Academic Integrity Officer receives a written statement from the instructor, proctor, student, or any other complainant, as the case may be.
- The written statement must include the name of the involved student(s), the name and position of the reporting person, and the nature of the alleged act.
- The CAI Officer shall arrange a hearing which, generally speaking, should take place no earlier than five (5) calendar days and no later than twenty (20) calendar days after notification that informal resolution was unsuccessful or not pursued.
- The hearing shall take place before the designated Committee on Academic Integrity of the School. If the hearing involves a student in a dual-degree or joint-degree program, then the Hearing Committee should have representatives from both programs.
- The Committee shall receive the written statement, and any documents submitted by the student or reporting person.
- All persons involved in a hearing shall be given notice of all hearing dates, times and places. Such notice, which will be sent by e-mail will be given at least two (2) business days prior to any hearing, unless waived by the parties involved.
- Postponements of Committee hearings may be made at the discretion of the Committee Chair. Either party may be granted a postponement only if pertinent information or interested parties cannot, for good cause, be present at the appointed time. Any postponement may not extend beyond a one-month period and any delay may affect the student's ability to progress in the program.
- The accused student and the accuser will be afforded the following opportunities:
    - To review, but not copy, all pertinent information to be presented to the Committee. The length of time for review shall be reasonable, as determined by the Committee Chair.
    - To present fully all aspects of the issue before the Committee.

Committee Hearings will proceed under the following guidelines:

- All Committee hearings and meetings are closed to the public.
- The Committee may hear the student, the faculty member or proctor, and any other individual who may be knowledgeable or may have information to share with the Committee regarding the suspected offense. Each person will meet with the Committee on an individual basis.
- The Committee may consider relevant written reports, discussions with involved parties, examinations, videos, papers, screen shots, social media posts, or other related documents.
- The Committee must be comprised of a minimum of three people, who must be present either in person or via video-conference, and may not be the faculty member of the course in question.
- All decisions shall be made by majority vote.
- The student has the right to appear before the Committee, in person or via video conference, in order to present his/her case, but, after proper notice of a hearing, the Committee may proceed, notwithstanding the student's absence.
- The hearing is academic in nature and non-adversarial. Student representation by an attorney or other representative at the hearing is not permitted. However, the student may bring a support person to accompany them and be present in an anteroom, put not participate, in the hearing.
- Audio recordings of the hearing are not permitted and transcripts are not required.
- All information supporting the charges made against a student shall be presented first. Following this presentation, the student who has been accused of a violation will present his/her side of the matter by submitting to the Committee information that he/she chooses to submit to support their stance or position. The CAI Officer, his or her designee, Office of Institutional Compliance or other members of the faculty and Administration may also meaningfully participate in this information exchange. Pursuant to the Touro University Code of Conduct, the student is expected to conduct themselves harmoniously so as not to obstruct the investigation or proceedings.
- The student, his/her accuser, the Committee, and/or Touro University System's representatives may raise questions about the information under review so that all aspects of the case are clarified.

The Committee shall reach a decision using the following guidelines:

- The Committee will meet in closed session to reach a decision, including recommended sanctions, if applicable. Such meeting shall generally be held immediately after the hearing or within one Touro business day (a Jewish Day of Observance as delineated on the Touro calendar does not count as a business day).
- If the Committee seeks additional information following commencement of its deliberations, it will notify the parties within two (2) Touro business days, and reconvene the hearing within five (5) Touro business days of the conclusion of the original hearing. The Committee's final decision must then be made.
- The Committee may impose a range of Class A, B, or C sanctions.

Appeal Process

- Following a Formal Resolution Hearing and notification of the Committee decision, either party may appeal the decision. An appeal may only be granted on the basis of: 1) evidence of bias of one or more of the members of the Committee; 2) new material documenting information that was not available at the time of the decision; 3) procedural error.
- The appellant has three (3) business days within which to submit a formal written appeal of the decision to the Appeals Dean for the School. The appeal should be accompanied by the Hearing Committee's letter and by a narrative explaining the basis for the appeal. The narrative should fully explain the appellant's position and substantiate the reason(s) for their appeal.
- The Appeals Dean may request to meet with the appellant.
- After consideration of the Appeal, the Appeals Dean may accept, reject or modify the Committee's decision, and will notify the student in writing of the decision.
- The Appeals Dean, when notifying the student of the decision, shall inform the student of his/her right to appeal an adverse decision to the Chief Academic Officer.

A copy of the Appeals Dean's final decision will be transmitted to the CAI Officer and the Chair.

A student has three (3) business days from receipt of written notification to submit a formal written appeal of the decision, that is discretionary in nature, to the Chief Academic Officer (CAO) (i.e., Provost) or his/her designee. In the event the CAO decides to consider the matter, the CAO may only sustain the appeal on the basis of one of the following:

- Evidence of bias of one or more of the members of the Committee or of the Appeals Dean.
- New material documenting information that was not available to the Committee or the Appeals Dean at the time of the initial decision.
- Procedural error.

The CAO may, at his/her discretion, conduct interviews and review materials. The CAO will notify the student, the CAI Officer, and the Appeals Dean in writing of the appeal decision. The decision of the CAO shall be final.

Policy for Appropriate Use of Artificial Intelligence in Coursework
Students must also abide by the Policy for Appropriate Use of Artificial Intelligence in Coursework.

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

ALTERNATIVE DISPUTE RESOLUTION

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

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

A student's acceptance, registration, enrollment, matriculation and/or petition for graduation and matriculation at Touro acts as his or her consideration and consent to these terms.

All Disputes (as defined below) between Touro, on the one hand, and any current or former student or applicant on the other, which cannot be resolved internally, shall first be submitted to non-binding mediation (the "Mandatory Mediation"). The Mandatory Mediation shall be conducted by a neutral mediator selected at Touro's sole discretion. Touro shall be responsible for paying 50% of the costs associated with the Mandatory Mediation. The student shall be responsible for paying 50% of the costs associated with the Mandatory Mediation. Touro and the student shall each be responsible for paying their own respective attorney's fees (if any) incurred in conjunction with the Mandatory Mediation.

If upon completion of the Mandatory Mediation all or any part of the Dispute is still unresolved, the remaining Dispute shall proceed to binding arbitration (the "Mandatory Arbitration"), as described below.

In accordance with the Federal Arbitration Act and to the extent not inconsistent with the primacy of federal law, all Disputes remaining after completion of the Mandatory Mediation shall be exclusively conducted and heard by a single arbitrator, affiliated with JAMS or another reputable ADR organization, who shall be an attorney or judge. The arbitrator and location of the Mandatory Arbitration shall be selected at Touro's sole discretion. Touro shall be responsible for paying 50% of the costs associated with the Mandatory Arbitration. The student shall be responsible for paying 50% of the costs associated with the Mandatory Arbitration. Touro and the student shall each be responsible for paying their own respective attorney's fees (if any) incurred in conjunction with the Mandatory Arbitration. The results of the Mandatory Arbitration shall be binding and final.

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

If any provision of this ADR policy is determined by any arbitrator or court of competent jurisdiction to be invalid or unenforceable, said provision shall be modified to the minimum extent necessary to render it valid and enforceable,

or if modification is not possible, the provision shall be severed from the policy, and the remaining provisions shall remain in full force and effect, and shall be liberally construed so as to effectuate the purpose and intent of the policy.

For the avoidance of doubt, this policy prohibits a student or applicant from filing or prosecuting any Dispute through a civil action in court before a judge or jury involving any Dispute. The student's acceptance, registration, enrollment, matriculation and/or petition for graduation and matriculation at Touro acts as a knowing and voluntary waiver by the student of the student's right to seek judicial relief in any manner inconsistent with this policy.

ADR Procedures

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

Within thirty (30) days of receiving such demand, or as soon as possible thereafter, if Touro and the student/applicant are unable to resolve the Dispute informally, the Student shall indicate his/her desire to proceed to the Mandatory Mediation. As described above, to the extent any Dispute remains thereafter, the Dispute shall proceed to the Mandatory Arbitration.

FAILURE-TO-EDUCATE AND LIABILITY DISCLAIMER

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

Touro University's liability (as well as its faculty, staff, and third parties action by, through or on its behalf) is limited in all respects, no matter the cause of action or theory of liability, to the amount of tuition actually paid by the student in the one year prior to which the claim is made. No award of incidental, consequential, punitive or lost profits damages may be awarded.

TOURO POLICY ON BIAS-RELATED CRIMES

Touro is committed to safeguarding the rights of its students, faculty, and staff and to provide an environment free of bias and prejudice. Under New York Law criminal activity motivated by bias and hatred toward another person or group based upon a belief or perception concerning race, color, national origin, ancestry, gender, religion, religious practice, age, disability or sexual orientation is illegal and punishable not only for the underlying crime, but, additionally, as a hate crime pursuant to the New York Penal Law # 485, et, seq. specifically Law # 485.05.

In the tables that list hate crimes, Touro is required to apply federal regulations for the "counting" of hate crimes, which is different from the New York state law as outlined below. The crimes listed can be considered hate crimes under certain conditions:

- Assault (1st, 2nd and 3rd Degree)
- Aggravated Assault on a Person Less than 11 Years Old
- Menacing (1st, 2nd and 3rd Degree)
- Reckless Endangerment (1st and 2nd Degree)
- Manslaughter (2nd Degree)
- Stalking (1st, 2nd, 3rd, and 4th Degree)

- Criminal Sexual Acts (1st Degree)
- Sexual Abuse (1st Degree)
- Aggravated Sexual Abuse (1st and 2nd Degree)
- Unlawful Imprisonment (1st and 2nd Degree)
- Kidnapping (1st and 2nd Degree) Coercion (1st and 2nd Degree)
- Burglary (1st, 2nd and 3rd Degree)
- Criminal Mischief (1st, 2nd, 3rd, and 4th Degree)
- Arson (1st, 2nd, 3rd, and 4th Degree)
- Petty Larceny
- Grand Larceny (1st, 2nd, 3rd, and 4th Degree)
- Robbery (1st, 2nd, and 3rd Degree)
- Harassment (1st Degree)
- Aggravated harassment
- Simple Assault
- Larceny Theft
- Intimidation
- Destruction/damage/vandalism of property

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

A hate crime conviction may also subject the offender to monetary penalties pursuant to the Law of their state. Any incident or attempt to commit a hate crime should be reported to Campus the Security Director, Kevin Paynter, at 50 West 47th Street, 14th Floor, New York, NY 10036; office number 646-565-6134; or by calling 1-88-Touro-911 (1-888-687-6911); or your Campus Security Department in your state.

Reported incidents of hate crimes and attempts to commit hate crimes will be referred to the NYPD and/or other Law Enforcement Agencies for further investigation and legal action. Touro treats all hate crimes as serious offenses that need to be prosecuted with the full force of the legal system.

POLICY ON TITLE IX AND SEXUAL MISCONDUCT

This policy applies to all members of the Touro University ("Touro") community, including students, faculty, and administrators as well as third parties (i.e. vendors, and invitees). Discrimination or harassment of any kind in regard to a person's sex is not tolerated at our institution. Information and/or training regarding this policy is available to students, faculty, and staff.

Touro promotes an environment in which the dignity and worth of all members of the community are respected. It is the policy of Touro that sexual intimidation of students and employees is unacceptable behavior and will not be tolerated.

Title IX Grievance Policy

Title IX of the Educational Amendments of 1972 prohibits any person in the United States from being discriminated against on the basis of sex in seeking access to any educational program or activity receiving federal financial assistance. The U.S. Department of Education, which enforces Title IX, has long defined the meaning of Title IX's prohibition on sex discrimination broadly to include various forms of sexual harassment and sexual violence that interfere with a student's ability to equally access our educational programs and opportunities.

This Title IX Grievance Policy became effective on August 14, 2020, and only applies to formal complaints of sexual harassment alleged to have occurred on or after August 14, 2020. Alleged conduct that occurred prior to August 14, 2020 will be investigated and adjudicated according to the Title IX and Sexual Misconduct Policy then in effect.

Title IX Coordinator

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

Contact Information for the Title IX Coordinator:

Matthew Lieberman
50 West 47th Street, 14th Floor
New York, NY 10036
Phone: 646-565-6000 x55667
Email: Matthew.Lieberman@touro.edu

Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address listed for the Title IX Coordinator.

When Title IX Applies

The Title IX process will apply when ***all*** of the following elements are met:

1. The conduct is alleged to have occurred on or after August 14, 2020;
2. The conduct is alleged to have occurred in the United States;
3. The conduct is alleged to have occurred in Touro's education program or activity; and
4. The alleged conduct, if true, would constitute covered sexual harassment, as defined under Title IX, as:
    1. an employee conditioning educational benefits on participation in unwelcome sexual conduct (i.e., *quid pro quo*);
    2. unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the educational institution's education program or activity; or
    3. sexual assault (as defined in the Clery Act); or dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act (VAWA)).

If the alleged misconduct meets these requirements, then the Title IX grievance process applies and the Potential Complainant may file a Formal Complaint or their prior Complaint submission will become a Formal Complaint. For the purposes of this Title IX Grievance Policy, "formal complaint" means a document – including an electronic submission - filed by a complainant with a signature or other indication that the complainant is the person filing the formal complaint, or signed by the Title IX Coordinator, alleging sexual harassment against a respondent about conduct within Touro's education program or activity and requesting initiation of the procedures consistent with the Title IX Grievance Policy to investigate and adjudicate the allegation of sexual harassment.

If the alleged misconduct does not meet these Title IX requirements, it requires a mandatory dismissal under Title IX, but it may be addressed by the broader Touro Sexual Misconduct Policy or another applicable Touro policy.

For more details surrounding the Title IX Grievance Policy please see: https://www.touro.edu/title-ix-policy/

SEXUAL MISCONDUCT

Touro prohibits discrimination based on sex, including sexual harassment. The prohibition against discrimination extends to employment and third-parties. Sexual harassment is unwelcome conduct of a sexual nature and can include sexual advances, request for sexual favors, and other verbal, non-verbal, or physical conduct. Environmental harassment (sometimes referred to as hostile environment) is sexually harassing conduct that is sufficiently severe, persistent or pervasive to limit an individual's ability to participate in or receive benefits, services, or opportunities at Touro. This can include persistent comments or jokes about an individual's, sex; verbal behavior, including insults,

remarks, epithets, or derogatory statements; nonverbal behavior, including graffiti, inappropriate physical advances short of physical violence such as repeated and unwanted touching; and assault, including physical violence or the threat of physical violence.

New York Law also defines these acts as crimes if any of them are engaged in with a person who is incapable of consent either because of the person's age or because the person is mentally defective, mentally incapacitated, or physically helpless. Therefore, sexual abuse, sodomy, and rape are sex crimes and violators will be prosecuted in accordance with New York Penal Law.

Retaliation against any individual who made a complaint will not be tolerated.

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

All divisions of Touro seek to foster a collegial atmosphere in which students are nurtured and educated through close faculty-student relationships, student camaraderie, and individualized attention. Discrimination or harassment of any kind is anathema to Touro's mission, history, and identity. Touro will resolve any identified discrimination in a timely and effective manner, and will ensure that it does not recur. Compliance with Touro's policies and procedures is a necessary step in achieving a safe environment in our educational community. The policies set forth were developed to promote a safe educational environment in compliance with the Violence Against Women Act (VAWA) and a high-quality campus life.

Those believing that they have been harassed or discriminated against on the basis of their sex, including sexual harassment, should contact the Office of Institutional Compliance immediately. When Touro has notice of the occurrence, Touro is compelled to take immediate and effective corrective action reasonably calculated to stop the harassment, prevent its recurrence, and as appropriate, remedy its effects.

This policy applies to all members of Touro, including students, faculty, and administrators as well as third parties (including, but not limited to, vendors, invitees, etc.). Information and/or training regarding this policy are available to students, faculty, and staff. In addition, information about this policy will be available on Touro's website.

Complaints may be filed by contacting the Office of Institutional Compliance:

Phone: 646-565-6000, ext. 55330
Email: compliance@touro.edu

For Further Information: Students are strongly urged to read the full policy at https://www.touro.edu/sexual-misconduct-policy/

Students are also urged to read the Annual Security and Fire Report at https://www.touro.edu/departments/campus-security/clery-reports/TOURO_U_2025_ASFSR.pdf

Additional information about this policy will be available on Touro's website. Students may contact the Office for Civil Rights of the U.S. Department of Education for inquiries concerning the application of Title IX as well as the implementation of its regulations. The Office for Civil Rights can be contacted using the following information:

U.S. Department of Education
Office for Civil Rights
32 Old Slip, 26th floor
New York, NY 10005
Phone 646-428-3800
Fax 646-428-3843
Email: OCR.NewYork@ed.gov

STUDENT COMPLAINTS

Touro University is committed to safeguarding the interests of all students. Students are entitled to be treated with fairness and respect in accordance with the University's policies and procedures. The University does not condone unfair treatment of students by administration, faculty and/or staff. Students who believe that they have been aggrieved by the University, and that such occurrence is not governed by other established complaint mechanisms, may seek resolution through the complaint procedure outlined in the Student Complaint Policy. This procedure specifically applies to complaints arising from actions by another member of the University community – such as a faculty member, administrator, or staff member - acting in an official capacity, in the application of a school policy or in provision of services.

If a student believes that Touro's policies and procedures have not been applied fairly by the University, by an administrative department, or by an employee, the student may seek resolution by following the procedure described in the Student Complaint Policy. The student will contact the Dean of Students of the school or campus where they are enrolled, or the equivalent. In the event there is no Dean of Students, the student will bring their complaint to the Dean of the school or college to guide them through the procedure.

If the Complaint is against the Dean of Students or the Dean of the school, the student may use the relevant Vice President or Provost/CAO as their point of contact.

Prior to filing the formal written complaint, the student is strongly encouraged to remedy the situation via an informal resolution. In the event informal resolution is unsuccessful or not attempted, then a formal complaint may be filed.

This Policy is not applicable to complaints that are governed by other policies and procedures. Examples include, but are not limited to:

A. Title IX complaints (Title IX Policy | Touro University).

B. Complaints of sexual misconduct (Touro University System Sexual Misconduct Policy (NY))

C. Claims of discrimination (https://www.touro.edu/departments/institutional-compliance/complaint-procedures/)

D. Code of Conduct violations (Student Code of Conduct Policy in all Catalogs)

E. This Policy may not be used for appealing grades or for appealing other academic decisions made by any Touro University program. Academic decisions may include dismissal, suspension, leave of absence, petition to return, probation, repeating a course, repeating a semester, etc. Such appeals are governed by the Catalog or Student Handbook for the school or program in which the student is enrolled.

F. TUS Academic Integrity Policy Resolution of Academic Integrity Violations | Touro University

G. Satisfactory Academic Progress Policy Satisfactory Academic Progress Policy | Touro University

Procedure For Student Complaint Policy

A. **Bringing the Complaint to the Dean of Students:** The student will bring their complaint to the attention of the Dean of Students of the school or campus where they are enrolled. In the event there is no Dean of Students, the student will bring their complaint to the attention of the Dean of the school who will designate another administrator to guide the student through the process.

   The Dean of Students (or other designated administrator) will determine if the complaint is appropriate for the procedure in this Student Complaint Policy and will guide the student as to what course of resolution would be most appropriate. The Dean of Students will also contact the individual responsible for the matter being grieved and discuss the charges.

   If the complaint is against the Dean of Students, the student may submit the complaint to the Dean of the school. If the complaint is against the Dean of the school, the student may submit the complaint to the relevant Vice President or Provost/CAO. (Administrators involved in all subsequent steps in the procedure shall be adjusted accordingly, one level up.)

B. **Attempt at Informal Resolution:** The student is encouraged to attempt to resolve the matter informally with the individual responsible for the matter being grieved. At the student's request, the Dean of Students shall arrange for a meeting of the parties, attend such meeting(s), and attempt to aid in the resolution of the complaint through informal mediation.

C. **Formal Resolution - Filing a Complaint:** In the event informal resolution is unsuccessful or not attempted, the student may seek a formal resolution of the matter. The student (complainant) will provide the Dean of Students or other designated administrator with a written statement that includes:

   a. a description of the grievance including the date of alleged incident;

   b. the person against whom the complaint is being filed (respondent);

   c. all pertinent supporting documentation;

   d. the policy or procedure that was allegedly violated;

   e. the outcome requested by the student to remedy the grievance.

The administrator to whom the complaint was submitted will review the matter and determine a proper course of action to address the complaint. This may entail the administrator's own evidence gathering and fact-finding or referral of the matter to a Hearing Committee.

The formal complaint must be filed within sixty (60) calendar days of the alleged incident.

D. **Formal Resolution – Recommendation and Decision:** The recommendation on resolving the grievance must be based solely on the evidence presented. The recommendation of the administrator or the Hearing Committee will be submitted to the Dean of the school for a final decision.

External Complaint Procedures

For additional student complaint procedures related to Touro's accrediting bodies (including MSCHE, programmatic accreditation, NYSED, or NC-SARA), see External Complaint Procedures below:

Institutional Accreditation

Please read the Middle States Commission policy on Complaints Involving Member and Candidate Institutions or a complete explanation of how to communicate with the Commission regarding a complaint. The Commission's complaint procedures are created to address non-compliance with the Commission's standards for accreditation, requirements of affiliation, policies or procedures, or the institution's own policies or procedures.

Programmatic Accreditation

Students who wish to file a complaint with a programmatic accreditor may find program-specific accreditor contact information on the Touro University Accreditations page.

New York State Education Department (For Students Residing in New York State)

Student complaints not resolved at the institutional level who have followed all grievance procedures and protocols defined by the University, and reside in the state of New York, have the right to file a complaint with the NYS Office of College and University Evaluation. Students who wish to file a complaint with the New York State Education Department may follow the information published on the Office of College and University Evaluation website. Students are advised that the Office of College and University Evaluation will not review a complaint until all grievance procedures at the institution have been followed and all avenues of appeal exhausted and documentation provided that such procedures have been exhausted.

NC-SARA Member Out-of-State Student Complaint Contact Information

Touro University ("Touro") operates under the approval of "NC-SARA" (National Council for State Authorization Reciprocity Agreements). Students based outside of New York State who have a consumer-protection-based complaint regarding a distance education program should first seek to resolve such a complaint within the school in which the student is registered. Complaints regarding grades or student conduct violations are governed entirely by Touro policy and the laws of Touro's home state (which for Touro is the New York State Education Department). If a person bringing a complaint is not satisfied with the outcome of Touro's internal process the complaint (except for complaints about grades or student conduct violations) may be appealed, within two years of the incident about which the complaint is made. The appeal must be made to Touro's SARA State portal entity. The contact for which is:

New York State Education Department
Office of College and University Evaluation
Supervisor of Higher Education programs
89 Washington Avenue
Albany, NY 12234
518-474-1551
IHEAuthorize@nysed.gov

Additionally, Students who wish to file a complaint with the New York State Education Department may follow the information published on the Office of College and University Evaluation website.

For purposes of this process, a complaint shall be defined as a formal assertion in writing that the terms of this agreement, or of laws, standards or regulations incorporated by the SARA Policies and Standards have been violated by the institution operating under the terms of SARA.

Review further information on the SARA complaint process here.

TOURO UNIVERSITY CAMPUS SECURITY POLICIES

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

Access to the Campus

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

Security Services

Touro University has contracted with professional security guard services to maintain and monitor security at its campuses and sites. Selected locations have armed Security Officers. Security Personnel are carefully screened before being assigned to Touro University, and supervised to ensure quality assurance. Security staff are supervised by means of their agency supervisor, and as well as the Campus Security Director.

Security personnel respond to emergency calls for service, enforce regulations, and assist in security building inspections and fire prevention. Electronic means, such as closed-circuit television, are also used to monitor activities at many University centers.

The Security Officers may detain individuals who engage in illegal and criminal actions until New York City Police Officers arrive and/or your local Law Enforcement agency arrives. They are empowered to enforce Touro's regulations, to investigate incidents, and to apprehend those who violate Touro regulations or commit crimes on campus. Criminal violators that are apprehended are turned over to the police. Our Security Officers are not Peace Officers or Police Officers and have no power of arrest.

Our Security Director meets regularly with Police Commanders to help ensure the safest environment for our campus community.

Reporting Criminal Incidents & Other Emergencies

All students, employees, and guests should promptly report criminal incidents, accidents, and other emergencies to the Department of Campus Security by dialing 1-88-Touro911 (1-888-687-6911). This service allows you to speak to a live operator, twenty-four hours a day, seven days a week, to report any incidents or occurrences. The service refers all calls to the appropriate agencies (i.e. fire, police, etc.) for assistance, as well as to the appropriate University authorities. Additionally, you may report any incidents to any Security Officer at your site, the Campus Security Director, and/or Operations. If you are located in a Student Residence Hall you can also report any incident to your Resident Director, Assistant Resident Director, or R/A at your facility. The Campus Security Administrative office is located at 3 Times Square, 2nd Floor and can be reached at (646) 565-6000 ext. 55134 or via email at security@touro.edu.

If assistance is required in completing or reporting an incident/occurrence to local Law Enforcement agencies we at Touro Campus Security will be glad to render any assistance needed.

Annual statistics on the incidence of crime at Touro University campuses and sites are published in the *Touro University Annual Security and Fire Report.*

Students are urged to read the Annual Security and Fire Report at https://www.touro.edu/departments/campus-security/clery-reports/TOURO_U_2025_ASFSR.pdf

POLICY ON DRUGS & CONTROLLED SUBSTANCES

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

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

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

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

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

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

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

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

Students are urged to review the Annual Security and Fire Report at https://www.touro.edu/departments/campus-security/clery-reports/TOURO_U_2025_ASFSR.pdf

STUDENT RESPONSIBILITIES AND RIGHTS

CAMPUS CITIZENSHIP

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

STANDARDS OF CLASSROOM BEHAVIOR

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

To ensure a clean and healthy environment for all students at the University, eating, drinking, and smoking are not permitted in any classroom, laboratory, or auditorium.

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

Additionally, please see Touro's Policy on Weapons in the Annual Security and Fire Safety Report at https://www.touro.edu/departments/campus-security/clery-reports/TOURO_U_2025_ASFSR.pdf

ACCEPTABLE USE POLICY FOR INFORMATION TECHNOLOGY

The Acceptable Use Policy provides for users of the institutional technology resources, facilities, and/or equipment to act responsibly, to abide by Touro's policies, and to respect the rights and privileges of other users. Each user of Touro technology resources is responsible for adhering to all legal and ethical requirements in accordance with the policies of Touro and applicable law.

All users of Touro technology resource users must submit, upon commencement of their relationship with Touro, or at another appropriate time, acknowledgement of the Acceptable Use Policy (AUP). In submitting the AUP Acknowledgement Form, each individual will be certifying that he/she has read and will comply with the AUP.

Students are urged to read the complete policy, which can be found at touro.app.box.com/v/AcceptableUsePolicy**.**

INTERNET SERVICES AND USER-GENERATED CONTENT POLICY

As an educational institution, we recognize that these Internet-based services can support your academic and professional endeavors, but we are also aware that, if not used properly, they can be damaging. In both professional and institutional roles, students, faculty and staff should follow the same behavioral standards online as they should offline, and are responsible for anything they post to a social media site regardless of whether the site is private (such as a portal open to the Touro community only) or public. The same laws, professional expectations, and guidelines for interacting with students, parents, alumni, donors, media and other college agents apply online as apply offline.

Student are urged to read the complete policy, which can be found at https://touro.app.box.com/v/InternetService-UserGenContent.

ANTI-HAZING REGULATIONS

Touro University maintains a zero-tolerance policy toward hazing across all campuses and programs. Touro defines hazing as any act or situation that endangers a person's mental, emotional, or physical well-being in connection with joining or maintaining membership in a group. This includes actions that cause embarrassment, harassment, or ridicule, as well as coerced consumption of substances or participation in degrading or harmful activities. Hazing, in any form, compromises a student's safety and wellbeing and is against Touro's mission and values.

Students are urged to read the complete policy, which can be found at https://www.touro.edu/students/policies/hazing/.

NO-SMOKING POLICY

(INCLUDING THE USE OF ELECTRONIC CIGARETTES OR VAPOR DEVICES)

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

CONFIDENTIALITY OF STUDENT EDUCATION RECORDS

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

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

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

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

1. The right to inspect and review the student's education records within a reasonable period of time, but not more than 45 days after the University receives a request for access. Students should submit to the Office of the Registrar written requests that identify the record(s) they wish to inspect. The Office of the Registrar will make arrangements for access and notify the student of the time and place the records may be inspected.

2. The right to request an amendment to the student's education records that the student believes contains information that is inaccurate, misleading, or in violation of the student's rights of privacy. Students may ask the University to amend a record that they believe is inaccurate. They should write to the Office of the Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide signed and dated written consent before the University discloses personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

    a. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

    b. A second exception that permits disclosure without consent is disclosure of Directory Information. Directory Information is information that is generally not considered harmful or an invasion of privacy if released.

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

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

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

Authorization for Non-Disclosure of Directory Information

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

Undergraduate Completion Rate

The Undergraduate Overall Graduation Rate for Touro University New York can be found at https://www.touro.edu/consumer-information/undergraduate-completion-rate/. This information is updated annually.

UNDERGRADUATE DEPARTMENTS AND MAJORS: MISSION, GOALS, AND OBJECTIVES

Accounting

Mission

The Accounting program supports and helps fulfill the mission of the Business School by providing state of the art accounting instruction that enables students to prepare for careers as CPA's, managerial accountants, and other business professionals. Students will also be prepared for graduate study in accounting and allied fields and will be informed citizens sensitive to ethical dilemmas in the accounting and business world.

Goals and Objectives

Goal 1: To provide students with theoretical and applied expertise in the multiple areas of Accounting.

1.1 The student will be able to design and maintain accounting systems for single proprietors, partnerships and corporations.

1.2 The student will be able to demonstrate proficiency in preparing and analyzing accounting worksheets, journal entries, adjustments, financial statements, capital assets, retained earnings, dividends cash flow, inventories, investments, leases, pensions, and consolidations.

1.3 The student will be able to apply the methodology of auditing financial statements in accordance with accepted auditing standards.

1.4 The student will be able to identify an accountant's professional responsibilities.

1.5 The student will be able to properly utilize the language of Accounting in both oral and written communications.

1.6 The student will be able to critically analyze accounting systems, budgeting, pricing decisions in relation to production costs.

Goal 2: To prepare students for the national C.P.A. examination.

2.1 The student will be able to design and maintain accounting systems for single proprietors, partnerships and corporations. They will be proficient in preparing and analyzing accounting worksheets, journal entries, adjustments, financial statements, capital assets, retained earnings, dividends cash flow, inventories, investments, leases, pensions and consolidations.

2.2 The student will be able to apply the methodology of auditing financial statements in accordance with accepted auditing standards.

2.3 The student will be able to identify an accountant's professional responsibilities.

2.4 The student will be able to demonstrate proficiency in the legal aspects of business organizations including contract law, property law, uniform commercial code, partnership law, agency law, labor law, Bankruptcy law, mortgage law, trust & estate law, and corporate law.

2.5 The student will be able to demonstrate proficiency in preparing individual, partnership and corporate tax returns.

2.6 The student will be able to properly utilize the language of Accounting in both oral and written communications.

2.7 The student will be able to critically analyze accounting systems, budgeting, and pricing decisions in relation to production costs.

Goal 3: To prepare students for careers in public and managerial accounting.

3.1 The student will be able to design and maintain accounting systems for single proprietors, partnerships and corporations. They will be proficient in preparing and analyzing accounting worksheets, journal entries, adjustments, financial statements, capital assets, retained earnings, dividends cash flow, inventories, investments, leases, pensions and consolidations.

3.2 The student will be able to apply the methodology of auditing financial statements in accordance with accepted auditing standards.

3.3 The student will be able to identify an accountant's professional responsibilities.

3.4 The student will be able to demonstrate proficiency in the legal aspects of business organizations including contract law, property law, uniform commercial code, partnership law, agency law, labor law, Bankruptcy law, mortgage law, trust & estate law, and corporate law.

3.5 The student will be able to demonstrate proficiency in preparing individual, partnership and corporate tax returns.

3.6 The student will be able to properly utilize the language of Accounting in both oral and written communications.

3.7 The student will be able to critically analyze accounting systems, budgeting, and pricing decisions in relation to production costs.

Goal 4: To prepare students for graduate study in accounting and allied fields such as Law and Business Administration.

4.1 The student will be able to design and maintain accounting systems for single proprietors, partnerships and corporations.

4.2 The student will be able to demonstrate proficiency in the legal aspects of business organizations including contract law, property law, uniform commercial code, partnership law, agency law, labor law, Bankruptcy law, mortgage law, trust & estate law, and corporate law.

4.3 The student will be able to properly utilize the language of accounting in both oral and written communications.

Goal 5: To develop students' facility in critical thinking and problem solving.

5.1 The student will be able to critically analyze accounting systems, budgeting, pricing decisions in relation to production costs.

Goal 6: To develop students' facility in critical thinking and problem solving.

6.1 The student will be able to write audit reviews of auditing business firms in accordance with accepted auditing standards.

6.2 The student will be able to properly utilize the language of accounting in both oral and written communications, and to generate reports through use of virtual libraries, databases and information literacy.

Goal 7: To develop student understanding, appreciation and sensitivity to ethical issues relating to Business in general and Accounting in particular.

7.1 The student will be able to write audit reviews of business firms in accordance with accepted auditing standards and to identify related ethical issues.

7.2 The student will be able to identify an accountant's professional responsibilities.

7.3 The student will be able to recognize and evaluate ethical issues and decision paths that arises in business and accounting reporting, auditing, taxation, pricing, and interests of management versus ownership.

Art

Mission

The Art Department implements a course of study in the visual and performing arts that supports, integrates, and contributes to the mission of Touro College. The program promotes the appreciation and understanding of art as a discipline and of its contributions to the culture and history of humanity in general and the Jewish people in particular. The art program provides studio and history courses that teach creativity, technical skills and problem-solving techniques which are needed in today's fast- changing world. Our students enter graduate programs in art-related fields and pursue careers in art- related fields such as art education, interior or fashion design and art therapy. (updated October 26, 2019)

Goals and Objectives

Goal 1: To provide students with skills to exercise educated aesthetic judgment.

1.1 The student will be able to demonstrate proficiency in choosing and applying art media for artworks based upon their physical properties.

1.2 The student will be able to apply the instructional guidance to create artwork that exhibits clear choices in aesthetic values.

1.3 The student will be able to apply the principles of the art elements in the analysis of artworks.

Goal 2: To develop students' proficiency with the major concepts, theoretical perspectives, and historical trends in the arts.

2.1 The student will be able to identify the major periods and movements of history of visual arts, music and theater.

2.2 The student will be able to identify significant artists, composers/musicians, playwrights/actors and their works.

2.3 The student will be able to identify the major theories of art therapy and how they relate to theories of art.

2.4 The student will be able to exhibit confident and fluent use of the technical art-specific language terminology.

Goal 3: To develop students' technical skill in creating artworks.

3.1 The student will be able to demonstrate proficiency in using art materials for various media in the fine arts.

3.2 The student will be able to demonstrate technical skill in drawing and painting (shading, portraying depth, figure drawing).

3.3 The student will be able to demonstrate skill in telling a story in an artwork.

3.4 The student will be able to express one's personal experiences in hands-on creation of artworks.

Goal 4: To enable students to communicate effectively about art-related issues both orally and in writing.

4.1 The student will be able to demonstrate effective writing skills in various formats (e.g., essays, technical papers) and for various purposes (e.g., comparing and contrasting works of fine art and performing arts, analysis of works of art according to the art elements and the principles of aesthetics).

4.2 The student will be able to demonstrate effective oral communication skills in various formats and for various purposes.

Goal 5: To enhance students' ability to gather and synthesize art-related information from both written and computerized sources ("information literacy").

5.1 The student will be able to demonstrate information competence in formulating a researchable topic, choosing relevant resources, and reading and summarizing literature that can be supported by database search strategies.

Goal 6: To make students aware of the sociological and ethical issues in creating and exhibiting art.

6.1 The student will be able to elucidate how art reflects the societies, cultures, and periods which it represents and in which it was made.

6.2 The student will be able to foster a respect for and an appreciation of cultural diversity.

6.3 The student will be able to appreciate the necessity for obtaining an artist's permission for displaying artworks and to understand the laws of copyright and the avoidance of plagiarism.

Goal 7: To develop student understanding of how art can be applied to dealing with personal, social, and organizational issues.

7.1 The student will be able to identify applications of art via the techniques of art therapy in solving problems such as treatment of abnormal behavior, assessment via projective drawing tests and art- based interventions in clinical, educational, and industrial settings.

Goal 8: To help students use their knowledge and skills to realistically plan their professional future.

8.1 The student will be able to identify and develop skills and experiences relevant to achieving selected career goals.

8.2 The student will be able to apply knowledge of the visual and performing arts to formulating career choices.

8.3 The student will be able to clarify preferred career paths based on accurate self-assessment of abilities, achievement, motivation, and work habits.

Biology

Mission

The mission of the Department of Biology at Touro College is to educate the next generation of professionals in the health and life sciences. Through our innovative coursework and modern laboratories, students are exposed to details and complex relationships within organisms and populations. We enable our students to gain an appreciation of how natural laws influence our lives and to understand how experiments are performed and data is generated in scholarly journals, with the goal of utilizing critical thinking to solve problems facing humans today.

Goals and Objectives

Goal 1: Students will develop an understanding of biological concepts and terms.

1.1 Describe structural components and function of cells and tissues, and the organ systems.

1.2 Demonstrate the purpose and regulation of metabolic pathways of organisms

1.3 Understand phylogenetic tree, and natural selection and evolution as fundamental concepts in Biology

1.4 Explain basic tenants of nucleic acids, gene structure and function, cell cycle, heredity, Mendelian genetics, and biotechnology.

1.5 Describe basic principles of microbiology and ecological systems

1.6 Promote and contribute to significant scholarly activities in the biological sciences through research programs.

Goal 2: Students will apply the scientific method in the laboratory or field.

2.1 Articulate the scientific method.

2.2 Develop a research question, collect and analyze data to develop analytical and critical thinking skills.

2.3 Demonstrate an ability to differentiate between valid and invalid science.

2.4 Demonstrate an ability to critically read peer reviewed scientific articles in journals.

Goal 3: Students will retrieve information, synthesize ideas into a coherent whole and effectively communicate their findings within the discipline of Biology.

3.1 Demonstrate the ability to identify information sources through a literature review.

3.2 Present findings in appropriate scientific format.

3.3 Demonstrate the knowledge of Biology through oral and written communication.

Goal 4: Students will be prepared for graduate, professional and technical fields, and to apply ethical standards to the life sciences.

4.1 Employ biological techniques appropriate to field.

4.2 Apply ethical principles to research settings in life sciences.

Business Administration and Management

Mission

The Business and Accounting Department assists students in acquiring knowledge of business policies, problems, and procedures which will enable them to assume responsible positions in private, governmental, and not-for-profit sectors. The department helps prepare students for careers in accounting, finance, management, marketing, and office management through concentrations in these fields. The department supports and complements the mission of the University by providing state-of-the-art instruction in the business disciplines that enable students to function effectively in the business world.

Students will also be prepared for various graduate and professional programs, career pursuits, and active citizenship.

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

Goals and Objectives

Goal 1: To prepare students for careers in private industry and government.

Goal 2: To develop students' facility in critical thinking and problem solving.

Goal 3: To enhance students' written and oral communication skills, computer, information, quantitative, and technical skills.

Goal 4: To develop student understanding, appreciation of, and sensitivity to ethical issues relating to business.

Goal 5: To develop students' interpersonal skills with a strong sense of teamwork, leadership and individual responsibility.

Goal 6: To develop students' understanding of the American business enterprise in a competitive global economy.

Goal 7: To develop students' capacity for independent study and research.

MANAGEMENT MARKETING

Goal 1: To develop students' understanding of the principles of management

Goal 2: To develop students' understanding of the principles of marketing.

Computer Science

Mission

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

Goals and Objectives

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

1.1 To explain the architecture, organization and programming of modern computing systems.

1.2 To demonstrate knowledge of basic elements of computer hardware, electronic components, architecture, assembly language and operating systems.

1.3 To explain the mathematical foundations of computer science, algorithm efficiency and computational complexity.

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

2.1 To acquire the up-to-date technical knowledge and develop the skills needed for a successful start to careers in the computing industry.

2.2 To develop solutions to problems that are new to them and implement and verify these solutions efficiently.

2.3 To implement solutions utilizing different computer platforms and programming languages.

2.4 To implement a relational database based on user specifications.

2.5 To demonstrate knowledge of major methodologies and techniques associated with phases of the software development life cycle.

2.6 To develop practical computing experience in a professional environment.

Goal 3: To research effectively on technical subjects.

3.1 To interpret written material in computer science and information systems.

3.2 To write technical documents that include specification, design, and implementation of technical solutions.

3.3 To effectively disseminate information and results using both oral and written communication.

3.4 To produce clear and comprehensive program documentation.

3.5 To demonstrate information literacy.

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

4.1 To use current terminology, concepts, and technology in the computer field.

4.2 To independently learn new programming languages and software development tools.

4.3 To identify alternatives for continuing education and professional development in computer science and technology.

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

5.1 To demonstrate awareness of ethical and social issues related to technology and recognize their impact.

5.2 To demonstrate familiarity with ethical standards for computer professionals.

Core Writing (Lander Colleges)

Mission

The mission of the Writing Program is to enable our students to become proficient in the use of the English language, both written and spoken. The Program strives to encourage students to think critically through expository and literary readings and to express themselves effectively. Our hope is that our students gain the knowledge necessary to address the challenges in the workplace and in our multicultural society.

Goals and Objectives

Goal 1: To develop students' ability to write in clear, precise English.

1.1 To demonstrate knowledge of standard English grammar, syntax and usage in writing essays.

1.2 To use complex sentence structures and sentence variety to develop their ideas.

1.3 To utilize appropriate word choice and diction to articulate their ideas in their writing.

Goal 2: To develop students' ability to write persuasive and expository essays.

2.1 To generate introductory, body and concluding paragraphs in their essays.

2.2 To generate effective thesis statements, topic sentences, and transitional devices to clarify and develop their ideas.

2.3 To develop ideas through the use of examples, analogies, and comparisons.

Goal 3: To enhance students' critical reading and writing skills.

3.1 To comprehend essays and literary works with depth and complexity in order to recognize patterns of language and themes.

3.2 To interpret and analyze themes, arguments, and literary devices in a variety of literary genres of varying lengths and complexity.

3.3 To compare and contrast a variety of literary works in terms of theme, structure and content.

Goal 4: To promote student information literacy, research skills and other competencies students need in order to succeed in a technological society.

4.1 To locate and evaluate information from a variety of sources.

4.2 To incorporate, dispute, analyze, and / or apply text and information from different sources to complete research and writing assignments, and to cite all sources properly.

4.3 To differentiate between essay types, rhetorical modes, and audiences and to seek out, evaluate, and develop skills in the technologies of writing, speech, and presentation best suited for the purpose at hand.

Digital Multimedia Design

Mission

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

Goals and Objectives

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

1.1 To demonstrate aesthetic ability and judgment.

1.2 To conduct the appropriate research for a project, employing critical analysis of contemporary and historical graphic design.

1.3 To be critical and informed when making design decisions.

1.4 To gain a firm grounding in the necessary hands-on and technology skills of the graphic designer.

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

2.1 To successfully use the technology of print and web design software.

2.2 To solve technical problems unique to page layout, computer illustration, image manipulation, and web technologies.

2.3 To use the logic of digital workflow to plan, design, produce and correctly prepare documents for digital output (web and/or commercial printing).

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

3.1 To ask the appropriate questions and do the research to fully understand the scope of each design problem.

3.2 To employ creative brainstorming techniques as the basis of problem solving.

3.3 To use the elements, principles, and techniques of color, typography, and image, in the creation of original, effective, and communicative print and web design projects.

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

4.1 To prepare a professional print and web portfolio in their senior year, that will position them either for a job or for graduate study.

4.2 To participate in a professional critique.

4.3 To understand the dynamics of the designer/client relationship.

4.4 To understand the legal, financial, marketing, and organizational requirements aspects of running a design business.

4.5 To prepare a professional resume-Added Objective.

Education

Mission

The UEP (Undergraduate Education Program) seeks to prepare elementary school teachers who will have the knowledge and skills to create a productive learning environment in the classroom that are culturally responsive and demonstrate the ability to implement NYSED Standards, CAEP Standards and Common Core Standards. Candidates are trained to monitor and assess student learning and use differentiated instructional strategies to meet the needs of learners from diverse backgrounds and those with special needs. UEP candidates will graduate as competent, caring, reflective highly qualified teachers.

Goals and Objectives

Goal 1: Candidates will demonstrate the ability to implement a variety of instructional strategies in a classroom that reflect mastery of appropriate content and knowledge. (CAEP Standard 1)

The candidate will be able to:

1.1 Design and implement developmentally appropriate learning experiences in a classroom.

1.2 Use understanding of individual differences as well as culturally responsive teaching to ensure inclusive learning environments that enable each learner to meet high standards.

1.3 Demonstrate the ability to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, higher order and complex thinking and collaborative problem solving related to authentic issues.

1.4 Locate, evaluate, and collect information from a variety of technology sources that supports information literacy and use of technology tools to process data and report results.

1.5 Demonstrate the ability to formulate modifications of instructional approaches based upon culturally responsive teaching to tap and maximize learner's interest and promote effective classroom management.

Goal 2: To ensure that candidates can have the opportunity to actively experience high quality clinical practice in schools where effective partnerships are established. (CAEP Standard 2)

The candidate will be able to:

2.1 Meet mutually established rubric based expectations that ensure that theory and practice are linked in the clinical classroom environment and activities.

2.2 Use clinical experiences, including technology-enhanced learning opportunities that are structured to include multiple performance-based assessments that demonstrate candidates' impact on the learning and development of all students equally.

Goal 3: To ensure that highly qualified candidates from a broad range of backgrounds and diverse populations are selected to develop into effective teachers. (CAEP Standard 3)

The candidate will be able to:

3.1 Meet all of the required standards for admission to the Undergraduate Education Program (UEP)-

- present an overall GPA of 3.0 or higher
- present a 3.0 or higher GPA in 9 credits of preliminary Education courses

- present a 3.0 or higher GPA in English Composition I and English Composition II (writing courses)
- pass an interview conducted by the department Chair, undergo a transcript check, and essay writing rubric based test that is rated by two faculty members

3.2 Demonstrate maintenance of UEP required standards each semester until completion of the program, by meeting with a UEP representative each semester for transcript monitoring.

Goal 4: To demonstrate the program impact on candidates completing or near-completing the Undergraduate Education Program. (CAEP Standard 4)

The candidate will be able to:

4.1 Complete 9 hours of STAT (Student Teaching Admissions Test) preparation workshops required as a prerequisite to taking the STAT.

4.2 Pass the departmental STAT needed for admission to the capstone courses of field experience and student teaching.

4.3 Receive a positive (rubric-based) rating from the candidate's classroom cooperating/mentor teacher in capstone field experience courses in actual schools.

4.4 Score 15 or above on a 20 point (rubric-based) rating scale that reflects effective performance **presenting two model lessons in an actual school classroom. The rating is given by a Touro College Field Observer who is present for the candidate's model lessons.**

4.5 Pass all NYSTCE teacher certification tests before or after completing the UEP, including: EAS, CST SWD, CST Multisubject.

Goal 5: To provide quality assurance by conducting continuous evaluations of program and candidates performance. (CAEP Standard 5)

The candidate will be able to:

5.1 Participate in assessments of the effectiveness of course instructors and the courses they teach. Online Course Evaluations are required to be completed each semester.

5.2 Demonstrate mastery of required course objectives. Mastery is partially determined by performance of candidates on "annotated final examinations". Annotated final exam questions are linked directly to specific course objectives as listed in syllabi. When candidates give correct final exam answers it provides evidence that the candidate has mastered the course objective(s) linked to it.

5.3 Contribute to quality assurance by completing three end of semester assessments:

- End of Semester Course Surveys—Candidates use a Likert-type rating scale to respond **affirmatively or negatively to reworded Course Objectives: Instead of each objective being listed with, "The candidate will be able to…" the survey reads, "I am able to…"**
- Minute Paper--- Write answers to three subjective questions that reflect candidates' feelings about the course, e.g., Which topic or subject area was most important to you in this course?
- Respond to an alumni survey at years 1, 3, and 5 after graduation in order to evaluate effectiveness of UEP completers' ability to be successful in actual classroom settings (in process)

Finance

Mission

The Finance program supports and helps fulfill the mission of the Business School by providing innovative instruction in the theoretical and applied underpinnings of the financial world. Students will be prepared for careers in securities, investments, and banking in particular, and financial services in general and for graduate study in finance and related fields. They will also be informed citizens sensitive to ethical dilemmas in the financial, securities and banking worlds.

Goals and Objectives

Goal 1: To provide theoretical and applied expertise in the diverse areas financial markets and the financial service industry.

1.1 To explain the operations of domestic and international markets Institutions and instruments including commercial and savings banks, Federal Reserve System, U.S. Treasury, stocks, bonds, derivative securities, mutual funds and exchange traded funds.

1.2 To analyze corporate financial statements including balance sheets, income statements, and cash flow statements.

1.3 To apply financial theories, tools, and techniques to solve financial problems facing individuals and firms including short- and long-term financing and how to utilize assets to raise capital.

1.4 To demonstrate proficiency in the theories, tools, and techniques of valuation of financial assets including stocks, bonds mutual funds, call and put options, futures and forward contracts, discounted cash flow methodology, time value of money, asset pricing models, profit-loss analysis of option positions.

1.5 To analyze the nature of financial risk, the relationship between risk and return, risk management, and hedging.

1.6 To identify optimal investment portfolios utilizing analytical and quantitative approaches.

1.7 To explain the relationship between the dynamics of the economic environment and financial variables.

1.8 To be conversant in financial terminology orally and in written communication.

1.9 To identify managerial perspectives in running a firm including decision making on whether to initiate a particular project.

Goal 2: To prepare students for graduate study in Finance and related business management fields and for external professional accreditation testing.

2.1 To explain the operations of domestic and international markets Institutions and instruments including commercial and savings banks, Federal Reserve System, U.S. Treasury, stocks, bonds, derivative securities, mutual funds and exchange traded funds.

2.2 To analyze corporate financial statements including balance sheets, income statements, and cash flow statements.

2.3 To apply financial theories, tools, and techniques to solve financial problems facing individuals and firms including short- and long-term financing and how to utilize assets to raise capital.

2.4 To demonstrate proficiency in the theories, tools, and techniques of valuation of financial assets including stocks, bonds mutual funds, call and put options, futures and forward contracts, discounted cash flow methodology, time value of money, asset pricing models, profit-loss analysis of option positions.

2.5 To analyze the nature of financial risk, the relationship between risk and return, risk management, and hedging.

2.6 To identify optimal investment portfolios utilizing analytical and quantitative approaches.

2.7 To be conversant in financial terminology orally and in written communication.

2.8 Utilize contemporary information technologies.

Goal 3: To prepare students for careers in the financial services industries.

3.1 To explain the operations of domestic and international markets Institutions and instruments including commercial and savings banks, Federal Reserve System, U.S. Treasury, stocks, bonds, derivative securities, mutual funds and exchange traded funds.

3.2 To analyze corporate financial statements including balance sheets, income statements, and cash flow statements.

3.3 To utilize financial tools and techniques to solve financial problems facing individuals and firms including short- and long-term financing and how to utilize assets to raise capital.

3.4 To demonstrate proficiency in the techniques of valuation of financial assets including stocks, bonds mutual funds, call and put options, futures, discounted cash flow methodology, time value of money, asset pricing models, profit-loss analysis of option positions.

3.5 To analyze the nature of financial risk, risk management, the relationship between risk and return and hedging.

3.6 To identify optimal investment portfolios utilizing analytical and quantitative approaches.

3.7 To be conversant in financial terminology orally and in written communication.

3.8 To present, discuss and defend financial decision with the appropriate terminology.

3.9 To identify managerial perspectives in running a firm including decision making on whether to initiate a particular project.

3.10 To research firms and generate investment reports through use of real and virtual libraries, financial databases, and information literacy.

3.11 Utilize contemporary information technologies.

Goal 4: To develop facility in critical thinking and problem solving.

4.1 To apply financial theories, tools, and techniques to solve financial problems facing individuals and firms.

Goal 5: To enhance written and oral communication skills, computer, quantitative and technical skills.

5.1 To properly utilize financial terminology orally, and in written communication.

5.2 To generate investment reports through use of real and virtual libraries, financial databases and information literacy.

Goal 6: To develop an appreciation and sensitivity to ethical issues relating to Business in general and Finance in particular.

6.1 To identify and understand ethical issues and alternative decision paths when dealing with financial instruments, investments, portfolios, raising capital, financial statements, and risk management.

6.2 To appreciate socially responsible actions with respect to business and financial decisions.

History

Mission

The Department of History's mission is to prepare students to think critically about historical issues, relate these issues to the present, and offer a perspective for dealing with the future. The Department aims to provide all students, including future professionals in the humanities, with the knowledge and tools to prepare them for the world beyond college. In our pluralistic, democratic nation, all citizens should appreciate how histories and cultures inform a diverse society – our own as well as those of other countries. Through the study of history, the Department aims to sensitize students to the variety of historical narratives, beliefs, and practices that have shaped relationships between nations, cultures, and classes of people. By foregrounding writing skills and oral expression, the Department likewise facilitates the broader mission of general education.

Goals and Objectives

Goal 1: Students should acquire knowledge of major developments in history, evaluate their unique contributions, and reach an overall understanding of the past and its impact on the present.

1.1 To develop an understanding of how intellectual, political, social and economic forces and factors impact historical events and affect their outcomes.

1.2 To analyze the important debates in various historical situations and compare/ contrast varying viewpoints including those currently held (historiography).

1.3 To recognize the complex nature of the historical record itself and the multiplicity of historical interpretations and explanations of the past.

1.4 To demonstrate awareness of cultural diversity both past and present.

1.5 To relate specific events to general historical trends in order to contextualize facts and figures, and to find relevance in the contemporary world.

Goal 2: Students will acquire the necessary analytical and reasoning skills in the study of history.

2.1 To identify primary and secondary sources as resources in the study of history.

2.2 To analyze primary sources critically with respect to genre, content, perspective and purpose.

2.3 To fluently read historical maps, political cartoons, and other graphical information.

2.4 To consider numerous perspectives and draw reasonable and well-supported conclusions.

Goal 3: Students will acquire the necessary literacy and writing skills to conduct historical research and present it effectively.

3.1 To demonstrate their abilities to access and evaluate historical information effectively.

3.2 To use the Internet and other technical resources to do historical research.

3.3 To write examinations and history term papers demonstrating proper writing skills including the abilities to:

- articulate a summary of the facts
- construct a cogent argument
- provide relevant evidence drawn from primary and secondary sources

- express ideas in clear, lucid prose
- cite sources correctly thereby acknowledging the statements and ideas of others
- draw conclusions and craft final statements that are well-supported and written in a respectful manner

Goal 4: Students who complete a concentration in History (major or minor) are expected to meet all the criteria above on a more intensive level.

4.1 Pursue advanced level coursework including a capstone course, which requires a broader understanding of the range of historical experience.

4.2 Demonstrate greater focus and analytical rigor in specific subject areas.

4.3 Demonstrate a more in-depth understanding of historiography.

4.4 Demonstrate an extensive knowledge of information literacy and its application as a tool in historical investigation.

Human Services

Mission

The Department of Human Services prepares students who are grounded in theory, research and practice in the human service specialties and for leadership and service roles in the human service professions. Through its certification, licensure and baccalaureate programs, the department combines theory with practical experience in school and community settings to help improve the quality of the lives of others while maximizing the advancement of student's personal and professional development.

Goals and Objectives

Goal 1: The student will be expected to explain key human services and concepts.

1.1 To demonstrate an understanding of the impact of social science concepts, theories and human services on individuals, groups and communities from a generalist perspective.

1.2 To engage in analysis and application of theory, knowledge, and human service concepts to service delivery.

Goal 2: The student will be expected to study, to review, and to reflect on the role of quantitative and qualitative evidence in social science research.

2.1 To critically evaluate research in human services and the related disciplines of psychology and sociology.

2.2 To write a report on research studies.

2.3 To compare and contrast methodological approaches to gathering data.

Goal 3: The student will be expected to study, analyze, and apply elements of the case study.

3.1 To gather data for case studies.

3.2 To understand and interpret case documentation.

3.3 To participate as part of a team in an applied setting.

Goal 4: The student will be expected to have the basic computer skills necessary to find, communicate, create, and apply human services information.

4.1 To gather data on case studies.

4.2 To use computerized and on- line databases to find published research.

4.3 To use the Internet to communicate to others and to obtain information.

4.4 To use standard software packages.

Goal 5: The student will be expected to have information literacy skills necessary to find, evaluate, communicate, create and apply human service knowledge and information.

5.1 To determine the nature and extent of the information needed.

5.2 To access needed information effectively and efficiently.

5.3 To evaluate information and its sources critically and incorporate selected information into his/her knowledge base.

5.4 To use information effectively to accomplish a specific purpose.

5.5 To gain an understanding of the economic, legal, ethical and social issues that revolve around the use of information.

Goal 6: The student will be expected to think critically.

6.1 To advance from factual recall to analysis, synthesis and evaluation.

6.2 To recognize, question, and form own opinion of underlying assumptions in theoretical orientations or arguments.

6.3 To present opposing viewpoints and alternative hypothesis on various issues.

Goal 7: The student will be expected to cultivate the writing skills necessary to communicate effectively.

7.1 To write a clear and concise report with references.

7.2 To write clear and concise records as part of a team in an applied setting.

7.3 To apply APA format to reports.

Goal 8: Students will develop knowledge of culture and history as it relates to the human services profession.

8.1 To demonstrate an understanding of the interaction and influences of culture, history, values, politics, communication, economy, or beliefs and practices of human services on an individual, groups, community, or the broader society.

8.2 To practice multicultural competency skills by reflecting on and being aware of his/her own cultural values and biases, understanding the worldview of others, and creating culturally appropriate intervention strategies and techniques.

Judaic Studies

Mission

The Department of Judaic Studies at Lander College for Women offers courses in support of the College's mission "to perpetuate and enrich the Jewish heritage." 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 aims to foster an appreciation for and familiarity with a wide variety of Jewish texts in the areas of Bible, Jewish thought and Jewish law. The Department is committed to providing a wide range of courses designed to meet individualized student needs and diverse student backgrounds. Towards this end, the Department offers courses that satisfy the Judaic studies requirement in the Lander Colleges as well as courses towards the baccalaureate in Jewish studies.

Goals and Objectives

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

1.1 To demonstrate knowledge of Jewish values and ethics.

1.2 To identify and analyze values and ethics within a variety of Jewish texts.

1.3 To apply Jewish values and ethics to contemporary life.

1.4 To develop an appreciation for diverse perspectives within the Jewish heritage.

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

2.1 To closely read and analyze the Bible and basic texts of Jewish thought and Jewish law.

2.2 To communicate orally or in writing knowledge of primary source material and its interpretation.

2.3 To demonstrate an understanding of various perspectives in the interpretation of Jewish texts.

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

3.1 To demonstrate the ability to critically engage with Jewish texts, research and learn independently.

3.2 To apply skills learned to new areas of study and communicate the knowledge effectively in oral or written formats.

3.3 To identify and select career and learning opportunities.

Mathematics

Mission

The mission of the mathematics department for all students is to offer high quality instruction in an environment in which students can acquire the logic and analytical and quantitative skills necessary for achieving success and the skills necessary to meet the technical demands of the workplace and of daily life.

Goals and Objectives

Goal 1: Students will be able to apply the tools and structure of mathematical systems.

1.1 To demonstrate principles of probability and statistics to describe data sets and to draw appropriate conclusions.

1.2 To demonstrate principles of differential and integral calculus to solve a vast array of problems.

1.3 To demonstrate and perform complex mathematical tasks to solve a variety of multi-step problems.

1.4 To demonstrate an understanding of graphical and visual representations of mathematical data.

Goal 2. Students will be able to communicate mathematical knowledge in oral and written form.

2.1 To demonstrate the ability to orally explain mathematical principles.

2.2 To demonstrate the ability to explain mathematical principles in written form.

2.3 To demonstrate the ability to utilize technological applications in the solution of mathematical problems.

Goal 3: Students will be able to creatively solve mathematical problems.

3.1 To demonstrate the ability to choose the appropriate tool to use for solving a given problem and to evaluate the effectiveness of the mathematical process applied to that particular situation.

3.2 To demonstrate the ability to design, implement and evaluate different strategies for solving mathematical problems.

3.3 To prepare for courses at the graduate level and/or to adapt to the challenges of a career in the constantly changing technological workplace.

Political Science

Mission

The Department of Political Science offers a program leading to the Bachelor of Arts degree and provides courses at part of the core requirements of different colleges and programs.

Its purpose is to provide students with the background and tools necessary to be active and knowledgeable participants in the political process and to succeed in graduate studies in Political Science and / or in careers government, law, politics, and related fields.

Goals and Objectives

Goal 1: Students will demonstrate familiarity with the knowledge base of the field of political science and of its sub-fields including American politics, political theory, comparative politics, and international relations.

1.1 To demonstrate knowledge of the basic institutions, principles and political theories that comprises the American system of government and its political system.

1.2 To compare political, economic and social systems modes of organizing societies.

1.3 To demonstrate knowledge of international politics and foreign policy.

1.4 To demonstrate knowledge of the major theories and concepts of the sub-fields of Political Science.

Goal 2: To develop skills in reasoning and critical thinking about political science issues.

2.1 To compare, evaluate and contrast competing theoretical and empirical claims.

2.2 To describe and apply quantitative and qualitative research methods within Political Science.

Goal 3: Students will demonstrate competence in information literacy and basic research skills.

3.1 To demonstrate information literacy skills necessary to locate and evaluate to information and data sources.

3.2 To conduct research using primary sources and academic literature.

Goal 4: To be able to communicate effectively.

4.1 To demonstrate effective writing skills in a clear, precise and understandable manner.

4.2 To demonstrate effective oral communication skills in a clear, precise and understandable manner.

Goal 5: To be able to plan a professional future.

5.1 To apply knowledge of political science to formulating career choices.

5.2 To describe preferred career paths based on accurate self-assessment of abilities, achievement, and motivation and work habits.

5.3 To identify and develop skills and experiences relevant to achieving selected career goals.

Psychology

Mission

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.

Goals and Objectives

Goal 1: Students will demonstrate familiarity with the knowledge base of contemporary psychology, both basic and applied.

1.1 To demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology, including biological bases; developmental changes across the life span; learning and cognition; and individual differences, psychometrics, personality and social processes.

1.2 To describe the basic characteristics of the science of psychology.

1.3 To explain major perspectives in psychology.

1.4 To compare and contrast these perspectives and describe their advantages and limitations.

Goal 2: Students will develop conceptual frameworks to organize and understand the knowledge base in relation to both the natural and social sciences and will be aware of the historical and philosophical development of these frameworks.

2.1 To compare and contrast the assumptions and methods of psychology with those of related disciplines.

2.2 To use the concepts and language of the discipline to account for psychological phenomena.

2.3 To understand and apply the overarching themes, persistent questions and enduring issues in psychology, such as heredity-environment interactions, free will vs. determinism, mind-body interaction and variability vs. continuity of psychological processes.

Goal 3: Students will develop skills in reasoning and critical thinking about psychological issues.

3.1 To use critical thinking effectively about issues in psychology.

3.2 To use reasoning to recognize, develop, defend and criticize arguments and other persuasive appeals.

Goal 4: Students will be able to communicate effectively about psychological issues both orally and in writing.

4.1 To demonstrate effective writing skills in various formats (e.g., essays, technical papers) and for various purposes (e.g., informing, defending, persuading).

4.2 To demonstrate effective oral communication skills in various formats and for various purposes.

Goal 5: Students will be able to gather and synthesize psychological information from both written and computerized sources ("information literacy").

5.1 To demonstrate information competence in formulating a researchable topic, choosing relevant resources, and reading and summarizing scientific literature that can be supported by database search strategies.

5.2 To use appropriate software to produce understandable reports of the psychological literature, methods and statistical and qualitative analyses in APA style.

Goal 6: Students will understand and apply basic research methods in psychology, including research design, data analysis and critical interpretation.

6.1 To explain different research methods used by psychologists.

6.2 To evaluate the appropriateness of conclusions derived from psychological research

6.3 To design and conduct basic psychological research studies.

Goal 7: Students will be aware of ethical issues in psychology and the discipline's response to those issues.

7.1 To recognize the necessity for ethical behavior in all aspects of the science and practice of psychology.

7.2 To be familiar with the APA ethical guidelines for psychology.

Goal 8: Students will understand and apply psychological principles to personal, social and organizational issues.

8.1 Identify appropriate applications of psychology in solving problems, such as treatment of abnormal behavior, pursuit of healthy lifestyles, psychological assessment and psychology-based interventions in clinical, educational and industrial settings.

Goal 9: Students will be able to use their knowledge and skills to realistically plan their professional future.

9.1 To identify and develop skills and experiences relevant to achieving selected career goals.

9.2 To apply knowledge of psychology to formulating career choices.

Sociology

Mission

The Department of Sociology seeks to provide students with an understanding of their experiences in the context of the complex social forces that shape life. The Department's courses offer students an appreciation of the ways in which familiarity with sociological thinking, research methodologies, and significant findings can help them understand important personal concerns and social issues. Our courses provide students, in addition, with knowledge and skills that will enrich their work in a wide range of careers in business, nonprofit organizations, education, health services, and government. Our major prepares students for graduate study in sociology, anthropology, social work, law, criminology, counseling, public policy, and similar fields.

Goals and Objectives

Goal 1: To explain sociological theories.

1.1 To describe, compare, and apply major sociological theories.

Goal 2: To describe and evaluate quantitative and qualitative research methods in sociology.

2.1 To identify and describe the role that diverse methods play in building sociological knowledge.

2.2 To compare and evaluate basic methodological approaches to gathering data.

Goal 3: To learn and reflect on sociological knowledge in various subject areas and concepts.

3.1 To explain and demonstrate the relevance of culture, socialization, stratification, social structure, institutions, and differentiations by race, ethnicity, gender, age, and social class.

3.2 To describe how sociology is similar to and differs from other social sciences.

3.3 To understand how cultures and social structures vary across time and place.

Goal 4: To cultivate the ability to find, evaluate, communicate, and apply sociological knowledge.

4.1 To determine what information is relevant and required in order to reach valid conclusions.

4.2 To access needed information as effectively and efficiently as possible.

Goal 5: To cultivate the writing skills necessary to communicate effectively with other people in their work, in their personal life, and in civil society.

5.1 To write a clear and concise report of the findings of a sociological analysis.

Speech and Communications

Mission

The Speech and Communication Department seeks to enable its students to understand that Communications encompasses the full range of human interaction, between individuals, groups and large audiences, where a message is shared verbally and non-verbally. Communication skills are necessary for the professions, business, politics and on a daily basis. Therefore, an intimate knowledge, awareness and application of communications skills are essential for successful interaction in a culturally diverse society and a global market. The Department serves the varied needs of three groups of students: students who seek to improve their facility, understanding and level of comfort with public, ESL (English as a Second Language) students who seek to master spoken English and those who will study the role of normal language and speech development in communication disorders.

Goals and Objectives

Goal 1: Students will learn the importance and fundamentals of human communication.

1.1 Develop an awareness of ethics in communication.

1.2 Explain the communication cycle.

1.3 Identify and understand the fundamental types of communication.

1.4 Demonstrate knowledge of the difference between hearing and listening.

1.5 Select, apply and utilize oral language skills.

1.6 Understand and apply non-verbal behaviors in oral communication.

Goal 2: Students will research, organize and present various styles of speeches.

2.1 Choose a topic, research and develop an outline for a specific audience.

2.2 Construct a speech using appropriate organizational aspects.

2.3 Rehearse and deliver a speech in an effective manner.

2.4 Identify, understand and address fears of public speaking.

2.5 Demonstrate the effective use of voice and diction (vocabulary use, pronunciation and articulation)

Goal 3: Students will learn the importance of culture in communication, within and between large groups, and recognize the elements which produce communication conflict.

3.1 Recognize how culture and gender affect communication.

3.2 Explain how belief systems, emotions and power affect communications.

3.3 Identify issues underlying conflict and apply appropriate strategies.

3.4 Demonstrate an understanding of concepts of group dynamics and effective group functioning.

Speech and Communications Disorders

Mission

The mission of the Speech and Communication Disorders Department is to provide students with comprehensive knowledge of the underlying processes of normal speech, language, and hearing development, as well as disorders of communication across the lifespan. Its purpose is to provide students with the background and educational tools necessary to succeed in their graduate studies in Speech Pathology and Audiology. This department provides students with a Bachelor of Science degree.

Goals and Objectives

Goal 1: Students will learn the concepts, theories, and findings pertaining to human communication in preparation for graduate study in speech language pathology or audiology (ASHA, KASA, 2008)

1.1 Demonstrate knowledge of the principles of the biological sciences, physical sciences, mathematics, life, social, and behavioral sciences.

1.2. Demonstrate knowledge of the biological, neurological, acoustic, psychological, developmental, linguistic and cultural bases of basic human communication (speech and hearing) and swallowing processes.

1.3 Demonstrate knowledge of the etiologies, characteristics, methods of prevention, assessment, and intervention of speech, language, swallowing, and hearing disorders.

1.4 Demonstrate knowledge of evaluation, screening procedures and prevention of speech, language, swallowing, and hearing disorders.

Goal 2: Students will develop critical thinking, analytical skills and reasoning.

2.1 Demonstrate knowledge of the principles and practices of research including experimental design, statistical methods, evidence-based practice, and clinical applications.

2.2 Integrate goals, objectives, materials and methods used by professionals in the course of treatment and evaluation sessions into a written observation report.

2.3 Analyze quantitative information and solve problems logically.

Goal 3: Student will develop their written and oral communication skills and information literacy.

3.1 Accurately use the terminology applicable to the field of speech- language pathology and audiology in written and oral presentations.

3.2 Formulate and develop a reasoned positioned response based on research of the literature.

3.3 Demonstrate the characteristics of effective oral communication by oral presentation of projects and papers.

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