

2023-2025

CATALOG



**SCHOOL OF
HEALTH SCIENCES**
TOURO UNIVERSITY



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HEALTH SCIENCES**

TOURO UNIVERSITY

Catalog

2023-2025

shs.touro.edu

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](#).

The professional programs of the School of Health Sciences are accredited as follows:

- The Applied Behavior Analysis program course sequence has been verified by the Association for Behavior Analysis International (ABAI), 550 W. Centre Avenue Portage, MI 49024, (269) 492-9310, <https://www.abainternational.org/welcome.aspx>, as meeting the 5th Edition, 315-hour coursework requirement for students taking the Board Certified Behavior Analyst (BCBA) examination. Applicants will need to meet additional requirements before they can be deemed eligible to take the examination.
- The Clinical Mental Health Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), 500 Montgomery Street, Suite 350, Alexandria, VA 22314; (703) 535-5990; <https://www.cacrep.org/>
- The Nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street NW, Suite 750, Washington, DC 20001; www.aacnursing.org/CCNE.
- The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814; (301) 652-AOTA; www.acoteonline.org.
- The Doctor of Physical Therapy program at Touro University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Avenue, Suite 100, Alexandria, VA 22305; (703) 706-3245; accreditation@apta.org; <http://www.capteonline.org>.
- The Physician Assistant programs are accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA), 3325 Paddocks Parkway, Suite 345, Suwanee, GA, 30024; (770) 476-1224; www.arc-pa.org.
- The Master of Science (M.S.) education program in Speech-Language Pathology at Touro University is accredited by the Council on Academic Accreditation in Audiology and Speech Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700; [the ASHA accreditation webpage](#).
- The PsyD program in Clinical Psychology has been developed in accordance with the American Psychological Association (APA) accreditation guidelines and is in the process of seeking APA accreditation at this time.

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, religious creed, color, national origin, ancestry, sex (including pregnancy, childbirth or related medical condition), age, disability, medical condition, marital status, genetic information, sexual orientation, gender, gender identity, 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, warranties, or other statements made in its marketing or promotional materials, and makes absolutely no promises, assurances, representations, guarantees, warranties or other statements concerning our courses and programs and/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. Given the dynamic circumstances surrounding COVID-19 and any other future unknown or unforeseen events and the uncertainties that may be attendant thereto, Touro may choose or be compelled to change the method of course delivery and other relevant policies at any time. Any changes will be communicated in a timely manner and posted prominently on Touro's website and intranet. We ask that you please stay in contact with your Program administration, faculty and student services staff and remain current with any guidance issued in response to the COVID-19 pandemic.

COVID-19 Related Clinical Procedures

School of Health Sciences programs have certain clinical/course requirements and sequencing. While each program strives to adhere to its established timing of courses and clinical experiences, unforeseen events may hamper their availability. When such situation occurs, it is possible that the completion of a program may be delayed and the time in the program extended to meet accreditation requirements. Furthermore, once appropriate clinical experiences have been arranged, it is up to the student, not the program, 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 the Program Chairperson to ensure graduation requirements are met as well as financial aid and other rules and regulations are satisfied.

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Revised and reissued June 2024.

MESSAGE FROM THE PRESIDENT

In the five 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 and education to law and the health sciences – including outstanding programs for students pursuing careers in medicine and the allied health professions.



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

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

Sincerely,

Alan Kadish, M.D.

DR. BERNARD LANDER
FOUNDING PRESIDENT OF 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 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 SENIOR VICE PRESIDENT FOR ACADEMIC AFFAIRS
AND PROVOST, GRADUATE AND PROFESSIONAL DIVISIONS**

Dear Touro University Students,

Congratulations on choosing Touro University to continue your education. We are confident that at Touro you will find a vibrant intellectual community where faculty and students interact with respect and professionalism. You have selected a University that is student-centered and focused on your success. We have a lot to offer, and hope that you will, in turn, take advantage of myriad opportunities for learning and inquiry, both inside and outside of the classroom.



While at Touro, you will have opportunities to engage in research, participate in our University-wide Research Day, engage with thought leaders and skilled practitioners in your chosen field of study, and interact with students and faculty in various disciplines. For those who have committed themselves to careers in the health care professions, you will have unique inter-professional education experiences that are offered in the context of a university system that graduates more than 7,000 students annually in medicine, health sciences, pharmacy and related disciplines. Our other graduate schools include social work, education, technology, law and Jewish studies – all providing robust opportunities and exposure to traditional and cutting-edge curricula.

It is, indeed, the people who make the place. At Touro University, the faculty, administration and staff are warm, caring, and committed to your success. Your Touro education will provide the knowledge required to excel in your chosen field, as well as critically-important community leadership skills. Because of our mission and commitment to social justice and serving the underserved, you will hone leadership skills that will enable you to help others and to make a difference.

Please familiarize yourself with the programs and policies contained in this catalog, as they will guide you throughout your academic journey at Touro.

I look forward to meeting you and to watching you reach your academic and career goals, first as students and then as alumni. Best wishes for a meaningful experience at Touro.

Sincerely,

Patricia Salkin, J.D., Ph.D.

MESSAGE FROM THE DEAN OF THE SCHOOL OF HEALTH SCIENCES

The School of Health Sciences is proud to be a recognized leader in health sciences education. Our programs cover a wide range of disciplines and a wide range of levels, including, undergraduate, master's, post-graduate, and doctoral level studies. A review of our faculty will reveal a collection of expert teachers, researchers, and clinicians, many of whom have earned national and international acclaim for their work.

Our programs are known for their high degree of rigor. At the same time, we are also a school founded on supporting our students. While we design our programs to challenge you, we are also invested in your success. The combination of rigor and support has resulted in very successful career outcomes for our graduates, including many who have reached the pinnacle of their chosen professions.

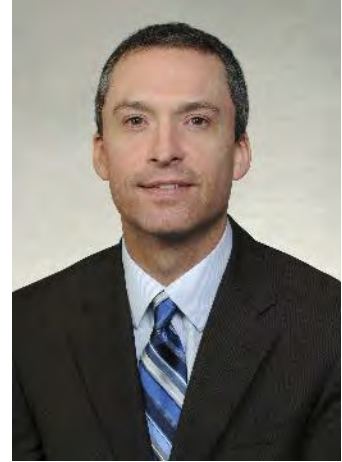
Being a student, especially a student in the School of Health Sciences, is a very enriching experience. Perhaps at no other time in your life will you be exposed to, and absorb, so much knowledge. Our programs are designed to immerse you in complex subject matter and prepare you for a successful career.

Whether entering or advancing, your career, the School Health Sciences can help you achieve your goals. I encourage you to advance through our curriculum and learn as much as you can along the way. We want you develop as a student, professional, and person. Ultimately, though, we implore you take the knowledge and skills you develop with us and use them to make a positive change in the lives of other people.

I wish you luck and good fortune in your career and in life.

Sincerely,

Steven Lorenzet, Ph.D.



MISSION STATEMENT

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

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

The following goals support Touro's Mission:

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

INTRODUCTION

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.

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. Students should regularly check the SHS website for changes.

2023-2025 CALENDARS

2023-2024 SHS HOLIDAY SCHEDULE			
DATE	HOLIDAY	CLASSES	BUILDING
Monday June 19	Juneteenth	Yes	Open
Tuesday July 4	Independence Day	No	Closed
Thursday July 6	Fast of Tammuz*	Yes	Open
Wednesday July 26	Day before Tish B'Av**	Yes until 5:00	Open
Thursday July 27	Tish B'Av	No	Open
Friday July 28	Day After Tish B'Av**	Yes	Open
Monday September 4	Labor Day	No	Closed
Friday September 15	Rosh Hashana Eve	No	Close at 2:00
Sat.-Sun September 16 & 17	Rosh Hashana	No	Closed
Monday September 18	Fast of Gedalia**	Yes	Open
Sunday September 24	Eve of Yom Kippur*	No	Closes at 12 Noon
Monday September 25	Yom Kippur	No	Closed
Tuesday September 26	Day after Yom Kippur**	Yes	Open
Friday September 29	Eve of Sukkot	No	Closes at 12 Noon
Sunday October 1	Sukkot	No	Closed
Mon. -Thursday October 2-5	Intermediate Days Sukkot*+**	Yes	Open
Friday, October 6	Hoshana Rabba*+**	No	Closes at 2PM
Saturday October 7	Shmini Atzeret	No	Closed
Sunday October 8	Simchat Torah	No	Closed
Monday October 9	Day after Simchat Torah**	Yes	Open
Thursday, November 23	Thanksgiving	No	Closed
Friday, November 24	Day after Thanksgiving	No	Closed
Friday December 22	Fast of Teves**	Yes	Open
Monday January 1	New Year's Day	No	Closed
Monday January 15	Martin Luther King Day	No	Closed
Monday February 19	Presidents' Day	No	Closed
Thursday March 21	Fast of Esther**	Yes	Open
Sunday March 24	Purim	No	Open
Monday March 25	Day after Purim**	Yes	Open
Monday April 22	Eve of Passover	No	Close at 12:00
Tues- Wednesday April 23&24-	Passover, first days	No	Closed
Thurs-Sunday April 25-28	Spring Break	No	Open
Sunday April 28th	Eve of Last Days	No	Close at 12:00
Mon-Tuesday April 29&30-	Passover, last days	No	Closed
Wednesday May 1	Day after Passover**	Yes	Open
Monday May 27	Memorial Day	No	Closed
Tuesday June 11	Shavuot Eve	Yes until 12:00	Close at 12:00
Wed-Thurs June 12&13	Shavuot	No	Closed
Friday June 14	Day after Shavuot*+**	Yes	Open
<p>*Preferably no class **No tests to be given *+** Preferably no class and no tests to be given</p>			

2024-2025 SHS HOLIDAY SCHEDULE			
DATE	HOLIDAY	CLASSES	BUILDING
Thursday July 4	Independence Day	No	Closed
Tuesday July 23	Fast of Tamuz**	Yes	Open
Monday August 12	Day before Tisha B'Av	Yes to 5:00	Open
Tuesday August 13	Tisha B'Av	No	Open
Wednesday August 14	Day After Tisha B'Av**	Yes	Open
Monday September 2	Labor Day	No	Closed
Wednesday October 2	Rosh Hashana Eve*	No	Close at 12:00
Thursday – Friday October 3&4	Rosh Hashana	No	Closed
Sunday October 6	Fast of Gedalia**	Yes	Open
Friday October 11	Yom Kippur Eve	No	Close at 12:00
Saturday October 12	Yom Kippur	No	Closed
Sunday October 13	Day after Yom Kippur**	Yes	Open
Wednesday October 16	Sukkot Eve	No	Close at 12:00
Thursday – Friday October 17&18	Sukkot	No	Closed
Saturday -Tuesday October 19-22	Intermediate Days of Sukkot*+**	Yes	Open
Wednesday October 23	Hoshana Rabba*	No	Close at 2:00
Thursday October 24	Shmini Atzeret	No	Closed
Friday October 25	Simchat Torah	No	Closed
Sunday October 27	Day after Simchat Torah*+**	Yes	Open
Thursday November 28	Thanksgiving	No	Closed
Friday November 29	Day after Thanksgiving	No	Closed
Wednesday January 1	New Year's Day	No	Closed
Friday January 10	Fast b'Teves**	Yes	Open
Monday January 20	Martin Luther King Day	No	Closed
Monday February 17	Presidents' Day	No	Closed
Thursday March 13	Fast of Esther**	Yes to 5:00	Open
Friday March 14	Purim	No	Open
Sunday March 15	Day After Purim**	Yes	Open
Saturday April 12	Eve of Passover,	No	Closed
Sunday & Monday April 13&14	Passover, first days	No	Closed
Tuesday –Thurs April 15 – 17	Spring Break	No	Open
Friday April 18	Eve of Last Days	No	Close at 12:00
Saturday and Sunday April 19&20	Passover, last days	No	Closed
Monday April 21	Day after Passover*+**	No	Open
Monday May 26	Memorial Day	No	Closed
Sunday June 1	Eve of Shavuot**	Yes to 12:00	Open to 12:00
Monday and Tuesday June 2&3	Shavuot	No	Closed
Wednesday June 4	Day after Shavuot**	Yes	Open
<p>*Preferably no class **No tests to be given *+** Preferably no class and no tests to be given (Post Professional DPT will hold classes on April 21, 2025)</p>			

TOURO UNIVERSITY

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

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

Touro has grown from an initial class of 35 students in New York City to an international university system of approximately 19,000 students located in six states and four countries. Its commitment to academic excellence and growth through innovative programs continues to inform all of Touro’s endeavors. Today, Touro enjoys the strong leadership of Chancellor Rabbi Doniel Lander and President Dr. Alan Kadish in furthering Touro’s historic purpose. Touro’s schools serve a variety of communities, providing engaging courses in a range of fields - from medicine and pharmacy to law; business to education; and speech pathology to Jewish studies. The Touro educational experience reflects the Jewish intellectual tradition of commitment to the transmission of knowledge, social justice, and respect for applied knowledge and discovery.

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

Enhancing the Jewish Heritage

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

Fulfilling Needs - and Building Strength - in Healthcare

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

The Touro College of Osteopathic Medicine (TouroCOM) opened in 2007 in Harlem, committed to training underrepresented minorities and to practicing in underserved communities. Subsequently, in 2014, a second campus of TouroCOM opened in Middletown, New York and most recently, in 2023, a third TouroCOM campus opened in Great Falls, Montana - set to further TouroCOM's mission of educating underrepresented minorities in medicine and serving communities in need. The Touro College of Pharmacy, originally established in Harlem with a shared vision to promote wellness, especially among underserved populations, relocated to our new Cross River Campus in Times Square.

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

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

Adding to its existing portfolio of top-tier medical schools, Touro launched a new medical school in Great Falls, Montana in 2023, a division of TUN. The new school—Touro's fifth college of osteopathic medicine campus—will address the state's physician shortage and help increase access to healthcare. Touro College Montana will train osteopathic physicians, with a particular emphasis on practicing medicine in underserved communities and increasing the number of underrepresented minorities in medicine. Approximately 30 percent of the current student body in Touro's osteopathic medical schools is comprised of underrepresented minorities and 55 percent of graduates practice in underserved communities.

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Charting New Territory in Law, Business, and Technology

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

Educating the Educators, Serving the Community

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

Forging Ties with Israel and Revitalizing Jewish Life in Europe

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

Expanding Research Capacity

In 2022, Lovelace Research Institute, a private contract research organization in Albuquerque, New Mexico, joined the Touro system in a partnership that will expand the University'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 Lovelace Biomedical team includes experts in every step of the preclinical research process, from chemists who develop precise formulations and assays to quantify drug distribution, to veterinarians who determine the best animal models to address scientific hypotheses. With this acquisition, Touro hopes to enhance the application of in-depth understanding to potential health risks, optimize the efficacy of pharmaceuticals, and select laboratory species most predictive of human response.

SCHOOL OF HEALTH SCIENCES PROFILE

History

Since its inception, Touro has grown to become one of the largest healthcare educational systems in the country. The **School of Health Sciences** was developed in 1972 as the Division of Health Sciences, consolidated into a school in 1986, and incorporated into a restructured Division of Graduate Studies in 2008. In 2016, a new Department of Behavioral Science was established within the **School of Health Sciences**, consisting of former Graduate School of Psychology programs.

The School has shown steady growth, innovation, and excellence over the years, and has established a number of campuses in the New York area, offering a variety of Baccalaureate, Master's, and doctoral-level programs in the health professions: MS in Applied Behavior Analysis, Advanced Certificate in Behavior Analysis, MS in Clinical Mental Health Counseling, PsyD in Clinical Psychology with Health Emphasis, MS in Industrial-Organizational Psychology, BS in Nursing, RN to BS in Nursing, BS/MS in Occupational Therapy, Post-Professional Doctor of Occupational Therapy (OTD), BS/DPT in Physical Therapy, Post-Professional Doctor of Physical Therapy (DPT), Orthopedic Physical Therapy Residency (Advance Certificate, BS/MS in Physician Assistant Studies, MS in Physician Assistant Studies, and MS in Speech-Language Pathology.

Supportive Personal Environment

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

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

SCHOOL OF HEALTH SCIENCES VISION, MISSION, AND GOALS

VISION STATEMENT

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

MISSION STATEMENT

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

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

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

GOALS OF THE SCHOOL OF HEALTH SCIENCES

The programs offered at the School of Health Sciences reflect the stated goals of Touro University in that they:

- promote academic and clinical excellence in the health sciences
- foster ethical values and humanistic ideals of service
- foster critical thinking and analytical competencies
- foster effective communication
- foster leadership skills
- research skills
- produce graduates who will contribute to the betterment of society through health promotion, disease prevention and the healing arts.

PROGRAMS OFFERED BY THE SCHOOL OF HEALTH SCIENCES

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

- Applied Behavior Analysis (MS)
- Behavior Analysis (Adv. Cert.)
- Clinical Mental Health Counseling (MS)
- Industrial-Organizational Psychology (MS)
- Clinical Psychology, Health Emphasis (PsyD)
- Nursing (BS, RN to BS)
- Occupational Therapy (BS/MS)
- Post-Professional Doctor of Occupational Therapy (OTD)
- Physical Therapy (BS/DPT)
- Post-Professional Doctor of Physical Therapy (DPT)
- Orthopedic Physical Therapy Residency (Advance Certificate)
- Physician Assistant (BS/MS, MS, Master's Completion)
- Speech-Language Pathology (MS)

DEPARTMENT OF BEHAVIORAL SCIENCE

- **Applied Behavior Analysis.** A graduate program leading to a Master of Science degree.
- **Behavior Analysis.** A certificate program leading to an Advanced Certificate. The program meets the academic requirements for licensure as a Behavior Analyst in accordance with Subpart 79-17 of the New York State Commissioner's Regulations.
- **Clinical Mental Health Counseling.** A CACREP-accredited graduate program leading to a Master of Science degree.
- **Industrial-Organizational Psychology.** A graduate program leading to a Master of Science degree.

PsyD in CLINICAL PSYCHOLOGY, HEALTH EMPHASIS

Clinical Psychology. A graduate program leading to a doctoral degree.

NURSING DEPARTMENT

Nursing Programs. Undergraduate program with the following degree options: Bachelor of Science degree and an RN-to-BS degree.

OCCUPATIONAL THERAPY DEPARTMENT

Occupational Therapy Program. An upper-division undergraduate/graduate dual-degree program leading to a Bachelor of Science in Health Sciences (BSHS) and a Master of Science in Occupational Therapy (MSOT). The BSHS/MSOT Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 208514; 301- 652-AOTA; www.acoteonline.org.

PHYSICAL THERAPY DEPARTMENT

Doctor of Physical Therapy (DPT) Program. An upper-division undergraduate/graduate program leading to dual Bachelor of Science in Health Sciences/Doctor of Physical Therapy degrees. The Doctor of Physical Therapy Program at Touro University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Avenue, Suite 100, Alexandria, Virginia 22305; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org/home.aspx>.

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

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

PHYSICIAN ASSISTANT DEPARTMENT

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

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

SPEECH-LANGUAGE PATHOLOGY DEPARTMENT

Graduate Program in Speech-Language Pathology. The Master of Science (M.S.) education program in speech-language pathology (residential) at Touro University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.



SCHOOL OF HEALTH SCIENCES LOCATIONS

LONG ISLAND CAMPUS

The Long Island campus houses programs in Occupational Therapy, Physical Therapy, and Physician Assistant Studies. The mailing address and phone number of the campus are:

School of Health Sciences
of Touro University
225 Eastview Drive
Central Islip, NY 11722
(631) 665-1600

Students can reach the campus:

By Train

Eastbound LIRR trains arrive frequently at the Central Islip station, about 2½ miles from campus, with the trip from Penn Station or Atlantic Terminal (Brooklyn) taking a little more than an hour. For the current Central Islip schedule, please [click here](#). Students can access the free shuttle bus service to/from the Central Islip Train Station, the shuttle schedule can be found here: [Shuttle Bus Schedule](#)

By Bus

Students can access the [Suffolk County Transit bus route 17.pdf \(sctbus.org\)](#)

The Office of the Dean is located on the fourth floor. Student Administrative Services (Admissions, Bursar, Financial Aid, and Registrar) are located on the third floor.

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

Sunday – Thursday	8:00 a.m. to 11:30 p.m.
Friday	8:00 a.m. to 3:00 p.m.

The building is closed at 3:00 PM on Fridays and all day on Saturday. In addition, the School is closed on various holidays and during vacation periods. The building is accessible to people with disabilities.

Library

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

Further information about the libraries may be found online at <https://www.tourolib.org>.

Computer Laboratories

Two computer labs also are available on the third floor. The computer labs are open for use by current law students, faculty, and staff. Study rooms and study tables are equipped with power for laptops. WiFi is available to all registered students at all SHS Locations.

NASSAU UNIVERSITY MEDICAL CENTER

The office of the Physician Assistant Program Nassau University Medical Center (NUMC Health) is located at 2201 Hempstead Turnpike, East Meadow, NY 11554. Office hours are:

Monday, Tuesday, Thursday	8:00 AM to 4:30 PM
Wednesday (at the Central Islip campus)	9:00 AM to 5:30 PM
Friday	8:00 AM to 1:00 PM

Library

A medical library is located on the grounds of Nassau University Medical Center, and Touro's Physician Assistant students are welcome to use the library facility at the Long Island campus. The library has electronic and standard texts and journals as a part of its database. Additionally, Internet access provides students with enhanced medical research capabilities.

Parking

At Nassau University Medical Center, hospital-based parking is available to students free of charge. Off-street parking and metered parking are also available.

MANHATTAN CAMPUS

The School of Health Sciences in Manhattan, which houses Occupational Therapy, Physical Therapy, Behavioral Science, PsyD, and Physician Assistant is located at Touro's new Cross River Campus, 3 Times Square. The campus is accessible via NJ Transit and the LIRR from nearby Penn Station, from the Times Square–42nd Street subway station (1, 2, 3, 7, N, Q, and R lines and the shuttle to/from Grand Central Terminal), and from the Port Authority–42nd Street subway station (A, C, and E lines). This location, in the heart of Times Square, "the crossroads of the world," and the Theater District, features numerous restaurants, shops, hotels, and attractions that draw millions of visitors to New York City each year.

Library

Touro University's main library is located on the 3rd floor of 3 Times Square, and is connected by interlibrary loan and computer referencing to Touro libraries at several satellite sites throughout the metropolitan area, including the Health Science Library at Long Island. The library serves the teaching, reference, and research needs of faculty, students, and staff of the various schools of the University. (Further information about the libraries may be found online at <https://www.tourolib.org>).

Computer Laboratories

Computer laboratories are located on the 4th floor of the Manhattan campus building at 3 Times Square. These laboratories are equipped with smart projectors, workstations, printers, and PCs that are connected by a Local Area Network, and provide Internet access through the Touro University Wide Area Network. Technical assistants are available to students during the laboratories' hours of operation. WiFi is available to all registered students at all SHS Locations.

BROOKLYN CAMPUS**SPEECH - LANGUAGE PATHOLOGY**

The Graduate Program in Speech-Language Pathology is located at 902 Quentin Road, Brooklyn, New York, 11223 on the 4th and 5th floors (elevator access). Our facility is fully ADA-compliant, and easily accessible by train and bus.

Library

For Brooklyn programs, the main library is located at the Kings Highway Campus of the Graduate School of Education at 946 Kings Highway, Brooklyn, New York, 11223. This library currently houses Speech Pathology material, including books and multi-media items, numerous current periodical subscriptions, and videotapes specifically related to Speech Pathology. At the Quentin Road facility, there are computer rooms linked to the library system, enabling students to access all library material available. (Further information about the libraries may be found online at <https://www.tourolib.org>).

Computer Laboratories

Touro University maintains several computer laboratories at the Flatbush campus, the Touro Computer Center on Kings Highway, and other Brooklyn sites, including the Quentin Road facility. These laboratories are equipped with workstations, printers, and PCs that are connected by a Local Area Network, and provide Internet access through the Touro University Wide Area Network. Technical assistants are available to students during the laboratories' hours of operation. WiFi is available to all registered students at all SHS Locations.

Clinic

The Quentin Road campus also houses a Speech and Hearing Center. This clinic provides services to children and adults with various speech, language, and hearing disorders, including hearing testing, and hearing aid fitting. Student interns are closely supervised by ASHA certified clinical supervisors.

NURSING

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

Library

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

Computer Laboratories

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

Nursing Skills Laboratories

Nursing skills laboratories are the focal point of the Department of Nursing. Up-to-date equipment is utilized to ensure students' success in achievement of course objectives.

Parking

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

ILLNOIS CAMPUS

The School of Health Sciences in Skokie, Illinois, houses the Illinois Physician Assistant Program. The Illinois campus is located at 5440 North Fargo Ave, approximately 15 miles from downtown Chicago. There are numerous restaurants and shops in the immediate area.

The hours for the Illinois campus location are as follows:

Monday – Thursday	8:30 AM to 5:30 PM
Friday	8:30 AM to 2:00 PM
Saturday	Closed
Sunday	8:30 AM to 4:00 PM

MIDDLETOWN CAMPUS

The School of Health Sciences in Middletown, which houses the Middletown Physician Assistant Program, is located at Touro's Middletown Campus, 60 Prospect Avenue. The campus is accessible via NJ Transit and the MTA Metro North Port Jervis line. From the transit line, it is a short cab ride directly to the campus. There are numerous restaurants and shops in the area.

The hours for the Middletown campus location are as follows:

Monday – Thursday	8:30 AM to 5:30 PM
Friday	8:30 AM to 2:00 PM
Saturday	Closed
Sunday	8:30 AM to 4:00 PM

Library

The Touro-Middletown Library is located on the ground floor of the newly renovated, former Horton Hospital at 60 Prospect Avenue in Middletown, New York. It provides over 100,000 e-journals and e-books, numerous research databases, and comfortable study spaces. The Quiet Study Room is open 24/7 so students can relax and study at their leisure and features 32 computer stations, study spaces, and print and copy services.

CLINICAL AFFILIATION SITES

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



ADMISSIONS

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

APPLYING TO THE SCHOOL OF HEALTH SCIENCES

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

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

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

- **Application for Admission**

Completed and signed:

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

- **Official transcripts of high school and college work**

Official transcripts should be submitted **AS INDICATED IN THE PROGRAM-SPECIFIC SECTIONS, either:**

- ✓ mailed directly by the issuing institutions to the SHS Office of Admissions, 225 Eastview Drive, Central Islip, NY 11722 **OR**
- ✓ to the Office of Graduate Admissions, 3 Times Square, New York, NY 10036 **OR**
- ✓ submitted to the indicated office in an envelope sealed by the issuing institution **OR**
- ✓ submitted electronically to grad.admissions@touro.edu.

Transcripts submitted via the web-based application, fax or in any other form cannot be considered official documents. Applicants should arrange to send transcripts of all college-level work, degree or non-degree, even if they do not intend or expect to transfer credit. Applicants must provide documentation of high school graduation or a GED, unless they have earned a degree from a college.

- **Standardized Test Scores**

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

- **Supplementary Materials**

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

Applicants should visit <https://apply.touro.edu>, create an account, and follow the directions for completing our online application. The Touro Office of Graduate Admissions processes applications to all degree programs, and collects the necessary information and documents from each applicant. Admissions officers then partner with SHS admissions advisors, who provide initial advisement, on an individual basis, about the academic programs offered by the School of Health Sciences.

APPLICATION STATUS AND ADMISSION DECISIONS

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

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

PREFERRED ADMISSION CONSIDERATION FROM THE UNDERGRADUATE COLLEGES

A student who has completed, or will complete, their bachelor's degree prior to matriculation and who has completed a minimum of 45 credits in residence at Touro can qualify for preferred admission to the professional programs in the School of Health Sciences. The student must meet all admission criteria of the chosen program and fulfill all prerequisites (see www.touro.edu/shs). Touro University undergraduate students 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 Touro undergraduate student has completed all the prerequisites and maintained the admissions standards of the chosen 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. For all programs requiring a bachelor's degree for admission, a student who has completed, or will complete, their BA or BS degree prior to matriculation, will be assured priority review of their application.

INTEGRATED HEALTH SCIENCE HONORS TRACK

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

TRANSFER STUDENTS

Transfer students are welcome members of the Touro learning community. Transfer students, upon applying to Touro, should submit official transcripts from all prior colleges or universities attended. Official transcripts should be sent from the issuing school directly to the Office of Admissions, 225 Eastview Drive Central Islip, NY 11722. Requests for advanced standing or for transfer credit equivalent to courses taken within a professional program are evaluated by the program's Admissions Committee at the request of the applicant at the time of application.

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

Transfer credits are generally awarded after evaluation for liberal arts and sciences courses that were completed with a minimum grade of "C" at an accredited institution. However, credit may not be awarded for courses taken more than ten years prior to a student's first semester at Touro University in natural sciences, business, and

accounting. For the professional programs of the School of Health Sciences in particular, transfer credits for natural science courses older than ten years can only be awarded after review and approval by the Admissions Committee and the Chair of the department to which the student has applied. In computer science, credit may not be awarded for courses taken more than six years prior to a student's first semester at Touro University. Transfer credit in all other areas is subject to individual departmental approval.

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

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

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

INTERNATIONAL STUDENTS

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.

Students from foreign countries are eligible for admission to Touro University upon graduation from high school, or the equivalent. Additionally, students who already possess a degree that supersedes high school, such as a baccalaureate degree, are eligible for entry. Such students follow the same application procedure as other candidates for admission.

Students whose native language is not English, or who did not graduate from high school or college in the USA or other English-speaking country, must also demonstrate proficiency in English through satisfactory performance on one of the following English proficiency examinations:

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

NOTE: These examinations do not substitute for the SAT, ACT, or GRE requirements where applicable, nor do they fulfill 6-credit English prerequisite requirement in SHS professional programs.

Foreign Transcript Evaluation

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

CRIMINAL BACKGROUND CHECK

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

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

STUDENT ACCOUNTS

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

The Office of the Bursar maintains 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.

Important information regarding your student account, payment plans, direct deposit, and withdrawals are emailed to your student email account. **Please check your account often to stay updated on important information.**

Payments

You will not be sent a bill!

Upon registering for courses, students accept full responsibility to pay all tuition, fees, and/or other costs incurred or assessed due to such registration. Students are responsible for ensuring all their accounts are paid on time and in full. To access and view your student account, make a payment, set up a payment plan, or enroll in direct deposit and receive your refunds faster, please visit our online payment portal, TouchNet.

To access TouchNet, log in to the TouroOne portal 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 our third-party provider, TouchNet® Pay Path, will charge payments made online by credit or debit card a 2.95% non-refundable convenience fee. To avoid these fees, you may pay by E-Check using a checking account.

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

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

For questions on any topic or issues with accessing the TouroOne portal or TouchNet, please contact the TouroOne Helpdesk at help@touro.edu or 844-868-7666.

Student Refunds

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

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

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

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

TUITION LIABILITY FOR WITHDRAWAL

For information regarding your individual program's withdrawal policy, please check the TouroOne Portal.

Please note that, when a student who is a recipient of Title IV funds withdraws from (or otherwise ceases attendance at) Touro, a federal recalculation of the student's financial aid eligibility is required. Students who fail to remain enrolled for the entire semester may be required to immediately repay a portion of their financial aid. You may obtain a copy of these regulations from the Financial Aid office.

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

FINANCIAL AID

GENERAL INFORMATION

The School of Health Sciences offers Financial Aid representatives at the Long Island, Brooklyn, and Manhattan campuses for guidance throughout your course of study:

- Long Island (Occupational Therapy, Physical Therapy and Physician Assistant): 225 Eastview Drive
- Central Islip, NY 11722
- Neptune Avenue, Brooklyn (Nursing students): 360 Neptune Avenue, Brooklyn, NY 11235
- Kings Highway, Brooklyn (Speech-Language Pathology students): 946 Kings Highway, Brooklyn, New York 11223
- Manhattan (Applied Behavior Analysis, Clinical Mental Health Counseling, Industrial-Organizational Psychology, BS Nursing, Occupational Therapy, Physical Therapy, Physician Assistant students): 3 Times Square, New York, NY 10036

If you need additional assistance, you can reach out directly to the Touro Helpdesk at help@touro.edu or via telephone at 1-844-868-7666.

PLEASE NOTE: Because of the nature of federal, state and institutional guidelines affecting financial aid programs, the information contained in this catalog is subject to change.

APPLICATION PROCEDURE

Students who wish to apply for financial aid must complete a Free Application for Federal Student Aid (FAFSA or a Renewal FAFSA), and submit it to the government once every academic year. The FAFSA must be completed online at <https://studentaid.gov/h/apply-for-aid/fafsa>. The Federal school code for Touro University is 010142. Applications become available on October 1 for the upcoming school year that begins with the following summer semester.

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

- **Federal Pell Grants**

The Pell Grant Program is a need-based entitlement program which makes funds available to undergraduate students who are pursuing their first baccalaureate degree and are enrolled in less than half-time (1-5 credits) half-time (6-8 credits), three-quarter time (9-11 credits) or full-time study (12-18 credits). Students may also receive a Pell Grant for up to 30 credits of remediation.

- **Federal SEOG Grants**

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

- **Federal Work Study Program (FWS)**

The Federal College Work-Study Program provides both on- and off- campus jobs to eligible undergraduate and graduate students who wish to earn money to help cover their educational expenses. Students who work on campus are employed by the University. 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, institutional funding, and job availability. The University is responsible for selecting recipients and determining award amounts. The FWS hourly wage must be 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.

- **Veterans Administration (VA) Benefits**

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

- **Federal Perkins Loan Program**

Touro University participated in the Federal Perkins Loan Program, which ended on June 30, 2018. The Federal Perkins Loan Program was a low interest (5%) educational loan offered to undergraduate and graduate students with exceptional financial need such as students with the lowest Expected Family Contribution (EFC). 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. An additional extension is permitted for low-income borrowers. Borrowers are allowed up to ten years to repay the loan depending on the amount borrowed. The Perkins loan program has been phased out over the past two to three years. As of December 18, 2015, due to the Extension Act, schools participating in the Perkins Loan Program were permitted to make Perkins Loans only as specified below:

Undergraduate Students may have been awarded up to \$5,500 for the year

A school may make Perkins Loans through—	To an—	Who, on the date of disbursement—	If the school has awarded the student—
September 30, 2017	Eligible current undergraduate student	Has an outstanding balance on a Perkins Loan made by the school.	All Direct Subsidized Stafford Loan aid for which the student is eligible.
September 30, 2017	Eligible New undergraduate student	Does not have an outstanding balance on a Perkins Loan made by the school.	MUST AWARD All Direct Subsidized and Unsubsidized Stafford Loan aid for which the student is eligible.

Graduate Students may be awarded up to \$8,000 for the year

A school may continue to make Perkins Loans through—	To an—	If the graduate student—	And the new Perkins Loan will—
September 30, 2016	Eligible graduate student who has received a Perkins Loan before October 1, 2015.	Received his or her most recent Perkins Loan from the school, for enrollment in an academic program at the school.	Enable the graduate student to continue or complete the academic program for which the student received his or her most recent Perkins Loan.

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 Direct Loans Programs (Stafford Loans)

- After you graduate, leave school, or drop below half-time enrollment, you have six months before you begin repayment. This period of time is called a grace period.
- During the grace period on a subsidized and unsubsidized loan, you do not have to pay any principal, but you will be charged interest. You can either pay the interest or it will be capitalized to the original loan amount.
- After you leave school or drop below half-time enrollment, your lender will send you information about repayment and you will be notified of the date repayment begins. However, you are responsible for beginning repayment on time, even if you do not receive this information. Failing to make payments on your loan is likely to have a negative effect on your credit rating.

Subsidized Federal Direct Stafford Loan

Undergraduate students who borrow a need-based Federal Subsidized Stafford Loan benefit from the federal government paying the interest while they are in school or in deferment. These loans are called Subsidized Federal Stafford Loans because the government subsidizes (or pays) the interest on these loans until the student's repayment begins.

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

Unsubsidized Federal Direct Stafford Loan

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

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

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

Borrowers are given a six-month grace period after they graduate, leave school or drop below half time. Subsidized loan borrowers do not have to pay principal or interest during that period (unless they previously used their grace period). Unsubsidized loan borrowers will be responsible for the interest during the six months grace period. Borrowers will be notified of the date repayment begins but are responsible for beginning repayment on time regardless of whether they receive notification.

- **Federal Direct Parent Loans for Undergraduate Students**

A borrower under the PLUS program must be the parent of a financially-dependent undergraduate student. Students' eligibility criteria are comparable to those for Stafford Loans. The parent borrower must not have an adverse credit history. Borrowers who are denied the PLUS loan may reapply with a cosigner; or the student may be eligible to borrow an unsubsidized loan. The amounts borrowed for any academic year cannot exceed the student's Cost of Attendance (COA) less all other financial aid received. To apply for the PLUS loan, the borrower must sign a Master Promissory Note (MPN) agreeing to repay the loan, and apply for a Direct PLUS Loan online <https://studentaid.gov/>. Repayment must begin sixty days after the loan is disbursed. Parents may apply for deferments by contacting their lending institution.

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

For detailed information regarding the rights and responsibilities of a borrower, deferment, or cancellation, please visit <https://studentaid.gov/> or consult with a financial aid administrator.

- **Federal Direct Parent Loans for Undergraduate Students**

A borrower under the PLUS program must be the parent of a financially-dependent undergraduate student. Students' eligibility criteria are comparable to those for Stafford Loans. The parent borrower must not have an adverse credit history. Borrowers who are denied the PLUS loan may reapply with a cosigner; or the student may be eligible to borrow an unsubsidized loan. The amounts borrowed for any academic year cannot exceed the student's Cost of Attendance (COA) less all other financial aid received. To apply for the PLUS loan, the borrower must sign a Master Promissory Note (MPN) agreeing to repay the loan, and apply for a Direct PLUS Loan online

<https://studentaid.gov/plus-app/parent/landing>. Repayment must begin sixty days after the loan is disbursed. Parents may apply for deferments by contacting their lending institution.

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

For detailed information regarding the rights and responsibilities of a borrower, deferment, or cancellation, please visit <https://studentaid.gov/> or consult with a financial aid administrator.

- **Federal Direct Graduate PLUS Loans**

Borrowers under the Grad PLUS program must be enrolled in an approved graduate level of study. Students' eligibility criteria are comparable to those for Stafford Loans. Student borrowers must not have an adverse credit history. Borrowers who are denied the PLUS loan may reapply with a cosigner. The amounts borrowed for any academic year cannot exceed the student's Cost of Attendance (COA) less all other financial aid received. To apply for the PLUS loan, the borrower must sign a Master Promissory Note (MPN) <https://studentaid.gov/mpn/grad/landing> agreeing to repay the loan. Repayment must begin sixty days after the loan is disbursed. Students may apply for deferments by contacting their lending institution.

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

For detailed information regarding the rights and responsibilities of a borrower, deferments, or cancellations please visit <https://studentaid.gov/> or consult with a financial aid administrator.

All students are required to complete an Entrance Counseling <https://studentaid.gov/entrance-counseling/> prior to receiving Federal Direct Loans. Students who borrow are required to complete an Exit Counseling <https://studentaid.gov/exit-counseling/> when they graduate, cease enrollment, or drop below half-time.

ELIGIBILITY

Eligibility for financial aid is based upon the credits that are required for degree or certificate completion. If you enroll in classes that are not required for your degree/certificate those credits may not be used to determine the amount of financial aid. For example, if you register for six credits, three of which are not required for your degree, your financial aid eligibility is based upon three credits. In this situation you will not be eligible for a student loan because the loan programs require that you are enrolled for a minimum of six credits that are applicable to your degree/certificate.

Requirements for Federal Student Aid

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

- Must be accepted into one of Touro University's degree granting programs and must be fully matriculated in that program.
- Must have a high school diploma or its recognized equivalent, such as a general educational development or GED certificate or has completed home schooling at the secondary level as defined by state law.
- Must be making satisfactory academic progress toward their degree.
- Must be enrolled at least half time to receive aid from the Stafford and PLUS loan programs.

- Must not have been convicted of possession or sale of illegal drugs for an offense that occurred while receiving federal financial aid (see Question 23 on the FAFSA for additional information).
- Incarcerated students are not eligible for federal student loans but are eligible for Federal Work Study and Federal Supplemental Educational Opportunity Grants. They are also eligible for Pell Grants if not incarcerated in a federal or state penal institution. Requirement is eliminated as of June 17th, 2021.
- Must not be in default on a prior federal student, parent loan or grant overpayment.
- Must be a U.S. citizen or permanent resident or other eligible non-citizen.
- Must have a valid Social Security Number.
- Male students are required to be registered with Selective Service to be eligible for federal financial aid funds. (A male student does not have to register if the student is below the age of 18, or was born before January 1, 1960.) Requirement is eliminated as of June 17th, 2021.
- With the exception of unsubsidized Stafford Loans and PLUS Loans, all other federal student aid requires students to demonstrate financial need.

Aggregate Limits – Federal Direct Loans have aggregate limits. The limits are as follows:

	Subsidized	Combined Subsidized & Unsubsidized
Dependent Undergraduates (except students whose parents are unable to obtain Plus Loans.)	\$23,000	\$31,000
Independent Undergraduates	\$23,000	\$57,500 No more than \$23,000 may be subsidized.
Graduate	\$65,500	\$138,500 No more than \$65,500 may be subsidized.

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, 2021, and before July 1, 2022. These rates will apply to new Direct Subsidized Loans, Direct Unsubsidized Loans, and Direct PLUS Loans made during this time.

Interest Rates for Direct Loans First Disbursed on or After July 1, 2021, and Before July 1, 2022	
	Interest Rate
Undergraduate Subsidized Stafford	3.73%
Undergraduate Unsubsidized Stafford	3.73%
Graduate Unsubsidized Stafford	5.28%
Parent PLUS	6.28%
Graduate PLUS	6.28%

Most federal student loans have loan fees that are a percentage of the total loan amount. The loan fee is deducted proportionately from each loan disbursement you receive while enrolled 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 and 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 10/1/22	1.057%
On or after 10/1/19 and before 10/1/20	1.059%
Loan Fees for Direct PLUS Loans	
First Disbursement Date	Loan Fee
On or after 10/1/20 and before 10/1/22	4.228%
On or after 10/1/19 and before 10/1/20	4.236%
Loans first disbursed prior to Oct. 1, 2019, have different loan fees.	

OTHER EDUCATIONAL LOAN PROGRAMS

Private Loans

Other Financing Options

Private Alternative Loans

- Alternative or Private Loans are designed to supplement federal, state, and institutional financial aid. Borrowers must be credit worthy and may require a co-signer. The loan programs may vary widely and should only be considered after your eligibility for all other types of aid are exhausted.
- We believe the information presented on this site is unbiased, thorough, and clearly presented but you may choose any participating program or lender you wish. Please note that neither Touro University nor any of its employees have received benefits of any kind in exchange for providing this list of lenders on the website.
- **ELM Select is a tool that may aid you in selecting a private educational loan.**
- The ELM Select [website](#) allows you to compare private loan terms and rates side-by-side. The site will give you an overview of loan options before requesting an application and credit check. The application and credit check will occur once you select the loan of your choice.
- Borrowers have the right and ability to select the education loan provider of their choice and are not required to use any of the suggested lenders. You can find additional private loan information and suggestions from [US News and World Report](#).

New York Tuition Assistance

The New York Tuition Assistance Program (TAP) helps eligible New York residents pay for their college tuition. Awards vary according to applicant's school, level of study, tuition, and net taxable income as reported on your TAP application and FAFSA.

Eligibility

In order to qualify, students must meet certain requirements:

- U.S. citizen or eligible non-citizen
- Legal resident of New York State resident for at least one year prior to the start of the term
- Enrolled as a full-time, taking twelve or more credits applicable toward the degree program, per semester
- Graduated from high school in the United States, earned a high school equivalency diploma by passing a Test Assessing Secondary Completion (TASC) formally known as a GED, or passed a federally approved "Ability to Benefit" test as defined by the Commissioner of the State Education Department

- Cannot be in default on any state or federal student loans and not be in default on any repayment of State awards
- Compliance with the terms of any service condition imposed by a NYS award
- A cumulative "C" average after receipt of two annual payments of state-sponsored student financial aid
- Completed FAFSA
- Matriculated in an approved program of study and be in good academic standing with at least a "C" average as of the 4th semester payment
- Meet the income requirement

Average annual TAP awards range between \$500 and \$5,665 for dependent students and independent students who are married or have tax dependents. Awards range between \$500 and \$3,525 for independent students who are single with no tax dependents, and independent students who are married and have no other tax dependents. Students can receive up to eight payments of TAP for full-time study in an undergraduate program.

Academic Standing Chart for Financial Aid Eligibility

To determine the number of credits students must complete and the minimum grade point average they must achieve to remain in good academic standing and eligible for financial aid, students should consult the [Satisfactory Academic Progress Policy](#).

TAP Waiver

Students may not be eligible to receive their TAP Award without a TAP waiver if, in the previous semester, they:

- Withdrew from all courses sometime after the add/drop period; OR
- Completed less than 6 credits in each semester of the first year of awards, less than 9 credits in each semester of the second year of awards, and less than 12 credits in each semester of the third and fourth year of TAP awards; AND/OR
- Earned fewer credits and have less Grade Point Average (GPA) than required in order to be eligible to receive further TAP awards for subsequent semesters.

According to state guidelines, students may receive only one TAP waiver from these guidelines during their undergraduate career.

The "C" Waiver

Students must maintain a cumulative GPA of 2.0 or higher to be eligible for a fifth TAP payment. However, students who fall below a 2.0 may petition the Committee on Academic Standing for a "C" waiver. A student can receive more than one "C" waiver, providing the circumstances are not the same.

Effective for the 2007-08 academic year and thereafter, TAP is available for students attending SUNY, CUNY and not-for-profit independent degree-granting colleges on a part-time basis. To be eligible for Part-time TAP you must have been a first-time freshman in the 2006-07 academic year or thereafter, have earned 12 credits or more in each of two consecutive semesters, and maintain a "C" average.

Aid for Part-Time Study (APTS)

APTS is a campus-based program rather than an entitlement program. This means that the college selects recipients and determines their individual award amounts, based on funding levels and the number of eligible applicants.

Eligibility

In order to be eligible for APTS awards students must meet the TAP eligibility requirements, but must:

- be enrolled on a part-time basis (at least 3 but less than 12 semester hours per semester);
- be matriculated in an approved undergraduate degree program, at a degree-granting institution in New York State;
- have remaining Tuition Assistance Program (TAP) eligibility.

Eligibility for an APTS award is based on New York State net taxable income, Federal, State or local pension income and private pension and annuity income, if applicable, from the preceding calendar year.

Students who wish to apply must complete the APTS Application, available in the Financial Aid Office, and should submit it at least 30 days prior to the start of the semester for which the application is being made. Awards for less than half-time study are available only when funding permits.

The Enhanced Tuition Awards (ETA) program

The Enhanced Tuition Awards (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.

Eligibility includes New York state residency, income eligibility, and course-load requirements. Students must graduate on time and live and work in New York state after graduation for as many years as they receive the award or the ETA award amount will revert to a loan that must be repaid. Students interested in the ETA program should read all of the [eligibility criteria](#) and post-graduation requirements.

You can contact the New York State Higher Education Services Corporation Scholarship Unit at 888-697-4372 or scholarships@hesc.ny.gov with questions about ETA

ALTERNATE SOURCES OF AID

EMPLOYEE BENEFITS/TUITION REMISSION

Touro University full-time employees who wish to attend classes at Touro University and take advantage of the Employee Benefits Tuition Remission policy must:

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

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

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

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

Satisfactory Academic Progress (“SAP”) ensures that students are able to complete their academic program in a timely manner while achieving and maintaining compliance with minimum academic standards. Federal regulations mandate that all students are required to conform to SAP standards as they work toward a degree in order for them to qualify to receive financial assistance through all Touro 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 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.

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

ACADEMIC SERVICES

THE TOURO UNIVERSITY LIBRARIES

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

Branches

- The School of Health Science Library is located on the second floor of the Gould Law Library at Touro University's Long Island Campus. The library serves the teaching and research needs of the faculty, staff, and students. The texts, references, and journals cover the fields of basic science in medicine, pre-clinical medicine, and related specializations, with concentrations supporting the instructional programs for Physician Assistant, Physical Therapy, and Occupational Therapy.
- Touro University's main library is located on the 3rd floor of 3 Times Square. The library serves the teaching, reference, and research needs of faculty, students, and staff of the various schools of the University. (Further information about the libraries may be found online at <https://www.tourolib.org>)
- For Brooklyn programs, the main library is located at the Kings Highway Campus of the Graduate School of Education at 946 Kings Highway, Brooklyn, New York, 11223. This library currently houses Speech Pathology material, including books and multi-media items, numerous current periodical subscriptions, and videotapes specifically related to Speech Pathology. At the Quentin Road facility, there are computer rooms linked to the library system, enabling students to access all library material available. (Further information about the libraries may be found online at <https://www.tourolib.org>).
- The Nursing Program's library collection is housed at Touro's Graduate School of Education located at 946 Kings Highway on the second floor of the building. There is elevator access to the second floor. The library holds the Brandon list, which comprises numerous Nursing and Health Care journals.
- A medical library is located on the grounds of Nassau University Medical Center, and Touro's Physician Assistant students are welcome to use the library facility at the Long Island campus. The library has electronic and standard texts and journals as a part of its database. Additionally, Internet access provides students with enhanced medical research capabilities. Further information about the libraries may be found online at <https://www.tourolib.org>).
- The Touro-Middletown Library is located on the ground floor of the newly renovated, former Horton Hospital at 60 Prospect Avenue in Middletown, New York. It provides over 100,000 e-journals and e-books, numerous research databases, and comfortable study spaces. The Quiet Study Room is open 24/7 so students can relax and study in their leisure time and feature 32 computer stations, study spaces, and print and copy services.

Touro University Library Services

Library resources and services can be accessed at www.tourolib.org.

- "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.
- Access to subject-specific eBooks, e-Journals, streaming videos, and databases, including Dissertations & Theses @Touro, a database containing Touro's health sciences master's theses. Subscription electronic resources can be accessed remotely by logging on to TouroOne.
- Research guides (aka LibGuides) on a variety of subjects, including a guide on Anatomy resources.
- Research and library-related tutorials and videos.

- RefWorks is a citation management tool that helps with managing, organizing, and creating citations in several writing style guides including APA and AMA. · ProQuest Research Companion – (PQRC) is an online self-paced information literacy course designed to help understand and complete academic-level research and writing. PQRC includes guidance on choosing a topic,
- finding information from appropriate materials, selecting evidence, attributing sources, and writing a research-based essay.
- 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.
- Study rooms are available at select libraries for student use. Reservations are recommended.
- Bone boxes are available for student use while in the Health Sciences Library

COMPUTER LABORATORIES

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

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

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

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

STUDENT SERVICES

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

Web: <https://www.touro.edu/students/>

Email: studentservices@touro.edu

Phone: 212-463-0400 x55736

Touro University's **TouroOne** portal (<https://touroone.touro.edu/cas/login>) enables students to do the following:

- Register for courses (in programs which allow online registration)
- Add/drop courses during the registration period
- View and print grades
- View and print class schedules
- Search current course offerings
- Check to see whether there is a "hold" against your name
- Accept your financial aid
- Check your financial aid status
- Download financial aid forms
- Access *TouchNet*® for student account activity
- Order an official transcript

- Access your Touro email
- Access Canvas
- View textbook information (titles, authors, ISBNs, prices)

OFFICE OF THE REGISTRAR

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

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

The School of Health Sciences has Registrar's Office representatives at our Long Island, Brooklyn, and Manhattan campuses:

- Manhattan (Applied Behavior Analysis, Clinical Mental Health Counseling, Industrial-Organizational Psychology, Psy.D. in Clinical Psychology, Health Emphasis, Occupational Therapy, Physical Therapy, Physician Assistant):
3 Times Square
New York, NY 10036
- Long Island (Occupational Therapy, Physical Therapy, Physician Assistant):
225 Eastview Drive
Central Islip, NY 11722
- Avenue J, Brooklyn (BS in Nursing, MS Speech-Language Pathology):
1602 Avenue J
Brooklyn, NY 11230

CHANGES IN NAME OR ADDRESS

If you move or change your phone number or email address, please log into your TouroOne account to update your record, in addition to notifying the program office.

In order to change your name in Touro University records, you must complete a "Change of Name" form and submit appropriate documentation, e.g. a copy of the marriage certificate or court order, together with a copy of an updated state-issued driver's license directly to the Office of the Registrar. An updated Social Security Card with the new name must also be submitted if the student received financial aid or loans.

OFFICE OF THE BURSAR

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

The Bursar's staff is available remotely via Zoom, phone or email Monday through Thursday 9 am to 5:30 pm and Friday 9 am to 3 pm. You may also find us on campus – see our schedule below:

- **Manhattan Campus**
3 Times Square
New York, NY 10036
Office hours: Monday through Thursday 9 am to 5:30 pm and Friday 9 am to 3 pm

- **Long Island Campus**
225 Eastview Drive
Central Islip, NY 11722
Office hours: Monday, Tuesday and Thursday 9 am to 5:30 pm
- **Kings Highway Campus**
946 Kings Highway, 2nd floor
Brooklyn, NY 11223
Office hours: Monday and every other Wednesday 9 am to 5:30 pm
- **Middletown Campus**
60 Prospect Avenue
Middletown, NY 10940
Office hours: Monday & Thursday 9 am to 5:30 pm, Friday 9 am to 3 pm

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. Bill¹ (Ch. 33) or Vocational Rehabilitation 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.

OFFICE OF FINANCIAL AID

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

The School of Health Sciences offers Financial Aid representatives at our Long Island, Brooklyn, and Manhattan campuses:

- Manhattan (Applied Behavior Analysis, Clinical Mental Health Counseling, Industrial-Organizational Psychology, Psy.D. in Clinical Psychology, Health Emphasis, Occupational Therapy, Physical Therapy, Physician Assistant):
3 Times Square
New York, NY 10036

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.

- Long Island (Occupational Therapy, Physical Therapy, Physician Assistant):
225 Eastview Drive
Central Islip, NY 11722
- Avenue J, Brooklyn (AAS in Nursing,):
3 Times Square
New York, NY 10036
- Kings Highway, Brooklyn (MS Speech-Language Pathology):
946 Kings Highway, 2nd floor
Brooklyn, NY 11223

OFFICE OF STUDENT AFFAIRS

The Office of Student Affairs supports the academic mission of the University. It is located on the Long Island campus, and is managed by the Director of Student Affairs. Its chief role is student advocacy. It assists students through a number of support services and a variety of organized student activities.

OFFICE OF STUDENT DISABILITY SERVICES

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. School of Health Science students with disabilities seeking reasonable accommodations should do so through the Office of Student Disability Services (OSDS) Coordinator for SHS, Rivka Molinsky, Rivka.Molinsky@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 Student Disability Services Coordinator for SHS, Rivka Molinsky, Rivka.Molinsky@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 their disability or disability status, he/she has the right to file a complaint through the grievance or student complaint mechanisms stated in the applicable college 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/>

ACADEMIC ADVISEMENT

The School of Health Sciences attempts to maximize each student's professional, intellectual and personal growth. To this end, each program within the School of Health Sciences assigns its students to faculty advisors who follow the students' progress throughout their academic programs. Advisors assist students with academic problems, course registration, career planning, and graduate and professional school options. All students have the responsibility to:

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

Students with psychological or serious personal problems that interfere with their academic progress may be advised to seek outside professionals for counseling.

ALUMNI RELATIONS

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

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

ACADEMIC RULES AND REGULATIONS

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

NEW YORK STATE PROOF OF IMMUNIZATION REQUIREMENT

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

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](#) from the Touro website.

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

ANNUAL STUDENT HEALTH EXAMINATION

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

STUDENT HEALTH INSURANCE

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

THE REGISTRATION PROCESS

REGISTRATION

Students register for courses during designated registration periods in the fall and spring, and in summer for some programs. Depending on their semester of study and/or program, students' courses are either input directly by the Registrar's Office or entered online by the student through the *TouroOne* portal; consult your program office to find out which method applies to you. Individual programs will have schedules and the list of course offerings as well as other pertinent registration information prior to the registration period. Students who are not officially registered are not permitted to attend classes.

PREREQUISITES AND CO-REQUISITES

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

SIZE OF PROGRAM – CREDIT LOAD

During the Fall and Spring semesters, the minimum load for a full-time undergraduate student to qualify for financial aid is 12 semester hours.

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

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

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

Adding a Course

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

Dropping a Course

A student may drop (a) course(s) up to the midpoint of the Fall or Spring semester and up to the midpoint of the Summer session. During the established official add/drop period, this can be done online through the *TouroOne* portal. After those points, or if a student wishes to drop all courses at any point in the semester, the online method cannot be used. Instead, the student must file an "Add/Drop" form signed and dated by his/her advisor with the Office of the Registrar. In those cases, the effective date of the program change is the day on which this form is received by the Office of the Registrar. Any form submitted to the Registrar by a student more than two weeks after the date of the advisor's signature will have to be re-signed. Forms submitted directly to the Registrar's Office by an advisor or other University official will be processed effective the date they are received. Forms lacking a written date will also be processed effective the day they are received by the Registrar.

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

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

COMMUNITY SERVICE REQUIREMENT

In keeping with the Touro University mission to serve the larger community and to sensitize its students to the realities of living with a serious health problem or disability and dealing with the health care system, the School of Health Sciences requires that students in most of the professional programs complete at least one credit of Community Service-Independent Study before graduation. Students should consult the individual department sections of this catalog for further details.

COURSE OPTIONS

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

Directed Study

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

Independent Study

A student may take an independent study course in a specialized subject not offered in this 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 and the Department Chairperson. An independent study course typically requires an appropriate number of meetings with the instructor, readings, a report or term paper, a final examination, or other methods of competency evaluation as determined by the instructor.

Tutorials

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

ONLINE COURSES OFFERED THROUGH THE DEPARTMENT OF ONLINE EDUCATION

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

Touro University's Department of Online Education expands students' educational options by providing online courses that offer greater flexibility in scheduling courses and enable students to take courses that are not offered at their own division or location. The Department offers approximately 70 courses in the Fall and Spring semesters and 25 in the Summer semester. The Department of Online Education follows a different academic calendar than various other academic divisions. Students cannot take a majority of their academic program through online courses and are limited in the total number of courses that can be taken in this modality.

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

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

Student Identity Verification Procedures for Distance Learners

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

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

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

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

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

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

Identity Verification for New Students

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

Identity Verification for Exam Takers

Online exams

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

General Information Concerning Touro University's Online Courses

Online course offerings for each semester will be available to Touro students at registration. Touro students who are interested in taking online courses should read the Online Student Guide, which is available on the Touro website https://nyscas.touro.edu/media/schools-and-colleges/lander-college-for-men/content-assets/documents/bulletins/Online_Student_Guide_2022-2023.pdf

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

Student Eligibility for Taking Courses Online

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

- You are NOT on probation.
- You have at least a 3.0 ("B") average.
- You are not in an Associate's degree program. *If you do not meet the above eligibility criteria for registering for an online course, you will need a Dean's signature in order to register.*

Registering for an Online Course

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

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

Technical Requirements for an Online Course

A current list of technical requirements for an online course can be found in the Online Student Guide on the Touro website: https://nyscas.touro.edu/media/schools-and-colleges/lander-college-for-men/content-assets/documents/bulletins/Online_Student_Guide_2022-2023.pdf

Getting in Touch with Your Instructor

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

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

Course Outlines

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

Announcements and Assignments

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

Textbooks and Course Material

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

Homework and Exams

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

Midterm Exams

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

Final Exams

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

More information about online testing, including any additional technical requirements, can be found in the Canvas course once you are registered.

EARNING OUTSIDE CREDIT

Off-Campus Credit

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

AUDITING A COURSE

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

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

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

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

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

GRADES

ATTENDANCE AND CLASS PARTICIPATION

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

Credit Courses

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

GRADE DEFINITIONS

P: Passing

F: Student attended/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 with the Office of the Registrar, signed by an academic advisor. A student who does not file this form will receive a failing grade of F or WU, depending on the number of class sessions attended and the amount of work completed. Time periods for official withdrawal vary by semester.

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). The administration reserves the right to grant WNA grade in limited circumstances in their sole and absolute discretion.

INC: Student did not complete all course assignments and received the instructor's permission to complete course requirements at a later date.

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 calculated in the GPA

Grade Point Average (GPA)

The GPA is obtained by dividing the total number of grade (or quality) points earned in the student's program in the School of Health Sciences by the total number of course credits attempted, except for those with the grade of "P".

Example: A student receives the following credits and grades:

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 is $56.334 \div 18 = 3.130$

GRADE OF "INCOMPLETE"

For courses in the Nursing Department:

A grade of Incomplete (INC) may be given to students who have acceptable levels of performance for a given course, but have not completed all course requirements, such as an examination, a paper, or a field work project. Grades of Incomplete should not be used for students who are doing substandard work in order to give them the opportunity to redo their projects/exams so that they can achieve an acceptable grade.

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

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

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

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

For courses in programs of the Department of Behavioral Science and Post-Professional DPT and Speech-Language Pathology, OT, PA and PT:

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, a field work project, or time on a clinical rotation. "Incomplete" grades are routinely allowed only for the completion of a relatively small percentage of work in a course (e.g., 25%). Grades of "Incomplete" are not issued to 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" begins with the student requesting a meeting with the faculty member in which the faculty member will review the student's progress and decide whether it is appropriate for the student to receive the grade of "Incomplete." If the faculty member decides that the student does not meet the requirements for the grade of Incomplete, she or he may deny the student's request. The student may contest the faculty member's decision by appealing in writing to the department/program chair. Policies regarding the consequences of missing a final exam may differ in individual schools or programs, and will govern the student's right to request a grade of "Incomplete."

If the student is permitted to apply for an Incomplete, he or she will fill out a *Contract for Grade of Incomplete*. The Contract is considered a request until it is approved and signed by the student, faculty member, and department/program chair. Signed copies of the Contract are given to the student, the faculty member, the department/program chair, and a copy is forwarded to the Registrar's Office. The faculty member is asked to record the grade of "Incomplete."

Although the time allowed for the completion of any single project may vary depending on the magnitude of the project, with a typical timeframe being 6 weeks, a grade of "Incomplete" should not be allowed to stand longer than one semester from the end of the semester in which the course was given. The faculty member will specify the amount of time allowed to finish an incomplete project in the contract. The amount of time should be appropriate to the project. For instance, a faculty member may only want to allow a relatively short amount of time to complete a missing exam. Under special circumstances, at the request of the student, the Dean may extend the deadline beyond one semester. In such a case, the contract should be revised to reflect the change, and should be submitted to the Registrar's office at least one week before the INC grade is programmed to change to a grade of 'F' in the student information system. Once the student completes the required project, the faculty member determines the final grade for the course and notifies the Registrar by using the standard Change of Grade form.

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.

For students who are accessing Title IV programs to assist in paying their educational expenses, a grade of “Incomplete” may result in the inability of the Financial Aid office to confirm that students are in satisfactory academic standing.

DEAN’S LIST

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

REPEATING A FAILED CREDIT-BEARING COURSE

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

REPEATING A PASSED CREDIT-BEARING COURSE

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

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

The professional programs in the School of Health Sciences often have more stringent policies regarding what constitutes a satisfactory grade in a course. Grades of “C+”, “C” or “D” may not be sufficient for a course to count for the degree. Please refer to the program-specific Student Handbook for further clarification. To repeat a course in such situations, the student must be granted permission by the program. If granted permission, the student may do so without filing a “Request to Repeat a Passed Course” form. Both courses will appear on the student’s 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.

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, practicals, studio work, and other academic work leading to the award of credit hours.

Class Standing

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

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

LEAVING THE UNIVERSITY

GRADUATION

Application for Graduation

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

After the graduation conference, the student must apply for graduation online by the established deadlines:

- For January Graduation - November 15th
- For June and July Graduation - May 1st
- For September Graduation - July 15th

To apply for graduation online, students need to click the Apply to Graduate button under Academic tab located on the TouroOne portal and follow the prompts. Students 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 School of Health Sciences 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 baccalaureate degree must complete 120 credits, three-fourths of which must be in liberal arts for the Bachelor of Arts, and one half of which must be in liberal arts for the Bachelor of Science. Courses in business, computer science, education, and human services are generally considered professional courses and do not fulfill the liberal arts requirement.

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

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

Graduation Honors and Awards

Baccalaureate degree candidates are eligible for honors upon graduation. Honors are awarded to graduates who have earned a *cumulative* GPA of 3.4 or better.

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

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

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.

LEAVES OF ABSENCE AND READMISSION

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

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

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

WITHDRAWAL FROM THE UNIVERSITY

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

TRANSCRIPTS

Students can order official copies of their transcripts as follows:

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 an order is placed students will receive a confirmation email and order number. Students will also receive email once the order is processed and/or shipped. Go to <http://www.touro.edu/nonstop/>

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 Your Unofficial Transcript from TouroOne:

1. Log into your TouroOne account at <https://touroone.touro.edu/cas/login>
2. Click on the "Academic" tab and click on "View Academic Transcript (Unofficial Transcript)" under the "My Records" portlet.
3. If you wish to print, right-click using your mouse then select print.

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



ACADEMIC DEPARTMENTS

DEPARTMENT OF BEHAVIORAL SCIENCE

Faye Walkenfeld, Ph.D., Department Chairperson

MS IN APPLIED BEHAVIOR ANALYSIS AND ADVANCED CERTIFICATE IN BEHAVIOR ANALYSIS

Karrie Lindeman, Ed.D., Program Director

ABOUT BEHAVIOR ANALYSIS PROGRAMS

Behavior Analysts provide individualized, intensive therapy using positive reinforcement to improve learning. The focus is on increasing desired behaviors while decreasing undesired behaviors. Services may be either center-based or provided within the individual's most familiar environment, typically the home. While behavior analysis is used to improve academic learning in children, it can also be used with adolescents and adults to improve life skills. Therapists customize interventions to meet each individual's needs, at home, in the community and/or in school. Long- and short-term objectives are designed to teach skills in academic areas, communication, socialization, self-care, play, and motor skills. The behavior analyst ensures that goals are broken down into manageable steps and assesses them through ongoing progress measurement. Behavior Analysis is a data-driven field that uses empirically supported methods to help individuals on the autism spectrum.

Our programs are among the first programs to meet the academic requirements for licensure as a Behavior Analyst in accordance with Subpart 79-17 of the New York State Commissioner's Regulations, and our graduates are eligible for both LBA and BCBA licensure.

MISSION

Our mission is to ensure that all students are provided with access to outstanding instruction, training, and research opportunities so that they can be of service to the underserved population with developmental delays, especially those with autism-spectrum disorders. Graduates of our program MS and Advanced Certificate programs are well prepared to contribute responsibly to their community and field.

PROGRAM OUTCOMES

The MS and Advanced Certificate programs in Behavior Analysis will provide students with the training and expertise to work in the field of Applied Behavior Analysis across a variety of populations and settings. Students will become proficient in planning behavior reduction programs, skill-acquisition programs, properly assessing client needs, conducting Functional Behavior Assessments and developing comprehensive Behavior Intervention Plans (in accordance with NYS Part 200 Regulations). Students will demonstrate understanding of ethical principles (Professional and Ethical Compliance Code for Behavior Analysts) in relation to their practice. Students will engage in research and target presentation skills. Career objectives include working with students on the autism spectrum disorder, or other related disabilities, across a number of settings. These settings include schools, homes, hospitals, day programs, residencies, vocational settings, and business-related agencies.

CURRICULUM DESIGN

We have designed a comprehensive curriculum that provides theory, training, and supervision in behavior analysis as it relates to individuals with autism spectrum disorder (or related disorders). Our faculty members include Board-Certified Behavior Analysts, Licensed Behavior Analysts, and practitioners in related disciplines. They bring their experiences in the field into the classroom.

The 36-credit Master's program runs in lockstep and can be completed in four semesters. The 27-credit advanced certificate can be completed in three semesters. The curriculum is designed to comply with the guidelines established by the Office of the Professions of the New York State Education Department for licensure as a behavior

analyst. Students are eligible to sit for the Board-Certified Behavior Analyst (BCBA) examination if they meet the Behavior Analyst Certification Board (BACB) requirements.

Classes are scheduled in the evenings, to accommodate the working student.

ADMISSION REQUIREMENTS AND PROCEDURES

(Also see general admission policies and procedures, p. 18)

Admission to Applied Behavior Analysis programs is highly competitive and on a selective basis. Meeting minimum requirements does not guarantee admission.

Requirements are as follows:

MS in Applied Behavior Analysis

- Baccalaureate degree (or its equivalent) from an accredited institution
- Minimum undergraduate and/or graduate GPA of 3.0 (on a 4.0 scale)
- Undergraduate course in introductory psychology.
- Undergraduate course in research design or experimental methods (preferred)
- Completed Application for Admission.
- Official undergraduate and graduate transcripts mailed directly from the issuing institutions (**must be mailed directly to the Office of Graduate Admissions**, 3 Times Square, New York, NY 10036 or submitted electronically to: grad.admissions@touro.edu)
- An interview (individual or group) by faculty member(s). Applicants will be asked to provide a brief spontaneous writing sample.
- Two letters of reference from employers and/or professors. These letters should address the candidate's ability to succeed in graduate school.
- A personal statement of goals and objectives, including reasons for choosing the field of Applied Behavior Analysis and for applying to Touro University.

Advanced Certificate in Behavior Analysis

- Minimum of a Master's degree in psychology, education, or a related field from an accredited institution (please note that a degree in speech therapy does not meet this requirement)
- Minimum graduate GPA of 3.0 (on a 4.0 scale)
- Completed Application for Admission.
- Official undergraduate and graduate transcripts mailed directly from the issuing institutions (**must be mailed directly to the Office of Graduate Admissions**, 3 Times Square, New York, NY 10036 or submitted electronically to: grad.admissions@touro.edu)
- An interview (individual or group) by faculty member(s). Applicants will be asked to provide a brief spontaneous writing sample.
- Two letters of reference from employers and/or professors. These letters should address the candidate's ability to succeed in graduate school.
- A personal statement of goals and objectives, including reasons for choosing the field of Applied Behavior Analysis and for applying to Touro University.

TRANSFER CREDITS

MS in Applied Behavior Analysis: Students who have taken relevant graduate-level courses at other accredited institutions may apply to transfer up to 12 credits with written permission of the Program Director or Department Chair, only upon successful completion of the student's first semester of study. Advanced Certificate in Behavior Analysis: Students may request that up to 9 credits of coursework be reviewed for transfer. Transfer credits must be evaluated and approved by BACB and NYSED. All transfer credit requests must be approved by the Director, Chair, Dean and the registrar.

TUITION AND FEES

Tuition and Fees 2023-2024 Academic Year

Tuition	\$890 per credit
Application Fee	\$60
Administrative Fee/Registration Fee	\$100/semester - non-refundable
BDS Training Fee for PSGN 709 (Behavior Analysis Adv. Certificate Program Only)	\$350
Late registration fee	\$50
Graduation fee (with final semester registration only)	\$200
Returned check fee	\$40
Transcript fee	(See "Transcripts," p. 49)
Technology fee (Fall & Spring only)	\$100

[Tuition and Fees for the 2024-2025 Academic Year can be found at [Tuition | ABA | School of Health Sciences \(touro.edu\)](#).]

The Bursar's Office oversees tuition and fee payments, as well as refunds and loan disbursements.

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

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

Tuition Refund Policy for Withdrawal

A student wishing to withdraw from classes must notify the administration of the School of Health Sciences and the Office of the Registrar by filling out an add/drop form. On approved applications, the withdrawal policy for [School of Health Sciences \(touro.edu\) \(touro.edu\)](#) will apply.

SEMESTER START AND END DATES

The 2023-2025 academic calendar for M.S. in Applied Behavior Analysis and Advanced Certificate in Behavior Analysis can be found at <https://shs.touro.edu/programs/behavior-analysis/academic-calendar/>. Students should regularly check the site for any calendar changes that have been made.

PROGRAM STRUCTURE / PLANS OF STUDY

The 36-credit Master's program in Applied Behavior Analysis is a lockstep program that can be completed in four semesters. The 27-credit Advanced Certificate program can be completed in three semesters. Courses are offered in Fall, Spring, and Summer semesters.

Required Courses	Credits
PSGN 621: Ethical Considerations in Applied Behavior Analysis	3.0
PSGN 629: Behavior Management and Evidence Based Intervention Strategies	3.0
PSGN 704: Assessment and Intervention in Applied Behavior Analysis	3.0
PSGN 705: Research Methods, Measurement and Experimental Evaluation in Applied Behavior Analysis	3.0
PSGN 706: Topics in Applied Behavior Analysis: Focus on Autism	3.0
PSGN 708: Specific Procedures and Populations in Behavior Analysis	3.0
PSGN 709: Practicum in Behavior Analysis	1.0
PSGN 721: Maintenance of Client Records in Behavior Analysis	2.0
PSGN 722: Issues of Cultural and Ethnic Diversity in Behavior Analysis	3.0
PSGN 723: Functional Behavioral Assessment, Functional Analysis and Direct Observation	3.0
Total Credits:	27.0

Additional Required Courses for Master's	Credits
PSGN 604: Statistics for Behavioral Sciences	3.0
PSGN 626: Developmental Disabilities and Autism	3.0
PSGN 627: Behavioral Interventions in Behavior Analysis	3.0
Total Credits:	9.0

Plan of Study for MS in Applied Behavior Analysis

FALL I		
	Credits	Prerequisite(s)
PSGN 621: Ethical Considerations in Applied Behavior Analysis	3.0	None
PSGN 629: Behavior Management and Evidence Based Intervention Strategies	3.0	None
PSGN 723: Functional Behavioral Assessment, Functional Analysis, and Direct Observation	3.0	None
Term credit total:	9.0	
SPRING I		
PSGN 704: Assessments and Intervention in Applied Behavior Analysis	3.0	621
PSGN 705: Research Methods, Measurement and Experimental Evaluations in Applied Behavior Analysis	3.0	621
PSGN 722: Issues of Cultural and Ethnic Diversity in Behavior Analysis	3.0	621
Term credit total:	9.0	
FALL II		
PSGN 626: Developmental Disabilities and Autism	3.0	None
PSGN 708: Specific Procedures and Populations in Behavior Analysis	3.0	621, 629, 704, 705, 722
PSGN 706: Topics in Applied Behavior Analysis: Focus on Autism	3.0	621, 629, 704, 705, 722
Term credit total:	9.0	
SPRING II		
PSGN 709: Practicum in Behavior Analysis	1.0	621, 629, 704, 705, 722, NYS Mandated Child Abuse Seminar
PSGN 721: Maintenance of Client Records in Behavior Analysis	2.0	621, 629, 704, 705, 722
PSGN 627: Behavioral Interventions in Behavior Analysis	3.0	621, 629, 704, 705, 722
PSGN 604: Statistics for Behavioral Sciences	3.0	621, 629, 704, 705, 722, 626
Term credit total:	9.0	
PROGRAM CREDIT TOTAL:	36.0	

PROFESSIONAL CERTIFICATION/LICENSURE

The School of Health Sciences at Touro Applied Behavior Analysis curriculum meets the educational requirements to receive licensure in the state of New York. Our programs are among the first programs in New York State to meet the academic requirements for licensure as a behavior analyst in accordance with Subpart 79-17 of the New York State Commissioner's regulations and our graduates are eligible for LBA licensure. Behavior analysis license applicants must also meet additional requirements as outlined by the [NYS Education Department](#).

The Touro University Applied Behavior Analysis curriculum meets the educational requirements to sit for a certification exam in all 50 states. Accordingly, graduates are eligible to take the Board-Certified Behavior Analyst® or Board-Certified Assistant Behavior Analyst® examination. Please visit the [Behavior Analyst Certification Board \(BACB\) website](#) for a full list of states that have passed legislation to regulate the licensure of behavior analysts.

Please note: Acceptance into the MS in Applied Behavior Analysis Program or Advanced Certificate in Behavior Analysis Program is not a guarantee of licensure. Graduates must meet the requirements and standards of organizations or state licensing bodies. Some authorities only recently passed laws requiring behavior analysts to be licensed and have not yet implemented an application system. In these cases, links are provided above to the regulatory law. Touro cannot warrant or guarantee the accuracy of the information conveyed in the links above as the information is frequently being updated.

PRACTICUM

Practicum in Behavior Analysis course focuses on students working toward practice competence in areas outlined by the New York State Education Department. The Practicum in Behavior Analysis provides students with opportunities to learn and practice the various roles of a behavior analyst and demonstrate competence as a beginning Behavior Analyst. It is designed to provide prospective clinicians with the opportunity to apply theoretical knowledge, and gain experience under the supervision of a licensed behavior analyst or authorized health care practitioner who currently diagnoses, prescribes, or orders treatment involving applied behavior analysis in his or her professional practice. The main objective is to prepare students to design, deliver, and evaluate individualized behavioral intervention independently. This course will integrate the practicum experiences with didactic course work to provide a meaningful repertoire of behavior analytic skills and to help prepare professionals for the New York State licensing exam in Behavior Analysis.

Students will work closely with an assigned university supervisor and a mentoring professional from their placement sites. The practicum requires on-site supervision and observations. The accompanying practicum seminar allows students to share experiences and knowledge gained in placement sites.

COMPREHENSIVE EXAM

A comprehensive Masters exam is administered twice a year: at the end of May and the end of December. Students become eligible to take the exam after successfully completing PSGN 621, 629, 704, 705, 706, 708, 721, 722 and 723.

REQUIREMENTS FOR COMPLETION OF THE BEHAVIOR ANALYSIS PROGRAMS

(Also see general graduation information, p. 47)

- A. Program:** The Master's program must be completed in the sequence outlined on the plan of study. Students requesting to complete the program in more than 2 years must obtain written permission from the Program Director. **The Advanced Certificate program may be completed on a full-time, 1-year schedule (Fall, Spring, and Summer).**
- B. Grade Point Average:** Students must maintain a B (3.0) grade point average in order to remain matriculated in these programs.
- C. Comprehensive Exam (MS in Applied Behavior Analysis program ONLY):** A comprehensive Master's exam is administered twice a year: at the end of May and the end of December. Students become eligible to take the exam after successfully completing PSGN 621, 629, 704, 705, 706, 708, 721, 722 and 723.

Student Professional Behavior: Students must demonstrate professional academic and work characteristics including ethical and professional conduct. The Touro University Academic Integrity Policy can be found at: <https://www.touro.edu/students/policies/academic-integrity/>

M.S. IN CLINICAL MENTAL HEALTH COUNSELING

Kimberly Johnson, Ph.D., Program Director

ABOUT THE CLINICAL MENTAL HEALTH COUNSELING PROGRAM

The Touro Master of Science in Clinical Mental Health Counseling (CMHC) Program provides a supportive, learner-centered environment for academic rigor and integrity driven by scholarship and enhanced practice. The goal is to strive for excellence in faculty and graduates who contribute to the profession and the promotion of wellness and mental health across diverse communities.

MISSION AND PROGRAM OUTCOMES

The mission of the Clinical Mental Health Counseling (CMHC) Program of Touro University is to guide our students to develop into ethically and multi-culturally competent clinical mental health counselors, who strive to provide individual, group, family and marriage counseling services that empower change in client mental health, wellness, education, and career goals. The program integrates theoretical knowledge with practical counseling experiences that promote the development of the professional counseling skills needed to practice successfully in the field. Graduates of the program fully identify with the clinical mental health counseling profession and are well-prepared to function as mental health professionals in multiple roles including treatment, assessment, advocacy, and consultative modalities with diverse populations with a wide range of mental health concerns.

Touro University's Clinical Mental Health Counseling (CMHC) program objectives are to prepare Counselors-in-Training (CIT) to:

1. Present a strong professional counseling identity that is grounded in participation and contribution to the clinical mental health field.
2. Promote the wellness and mental health of clients from diverse and pluralistic communities, through the use of evidence-based, ethical counseling skills and techniques.
3. Function as clinical mental health professionals in multiple roles including treatment, assessment and consultative modalities addressing a wide range of mental health concerns.
4. Engage in a minimum of three semesters of supervised clinical experiences designed to effectively work with clients from a multicultural and pluralistic society.
5. Demonstrate knowledge in counseling theory, helping relationships, assessment, trauma/crisis, substance abuse, group work, career development, human development, social and cultural diversity, research and program evaluation, and the legal and ethical foundation of the counseling profession.
6. Meet the academic components required by the New York State Education Department, Office of the Professions to be eligible to apply for the limited permit, leading to clinical licensure.
7. Prepare students for successful outcomes on the National Clinical Mental Health Counselor Examination (NCMHCE), required to become employable as a Licensed Mental Health Counselors (LMHC) in the State of New York.
8. Educate students in accordance with the NYS Office of Addiction Services and Supports (OASAS) standards, with the option to apply for their Credentialed Alcoholism and Substance Abuse Counselor in Training (CASAC-T) credential.

CURRICULUM DESIGN

The Touro Clinical Mental Health Counseling Program is a Council for the Accreditation of Counseling and Related Programs (CACREP)-accredited program that is committed to educating clinicians to take on evidence-based, client-centered practice that promotes the basic tenets of wellness, mental health, and prevention. The program's curriculum adheres to the educational standards set forth by CACREP and meets all academic requirements for licensure in New York State. The CMHC program focuses on training ethical professionals to contribute to the psychological, emotional, behavioral, and general well-being of the clients and communities with which they work. We accomplish this by educating students with a strong foundation of evidence-based knowledge that reflects the current and projected needs of the counseling profession. The coursework is integrated with practical and applied skills achieved during a 100-hour practicum and 600 hours of supervised fieldwork, and the curriculum provides for student preparedness to provide counseling services in a multicultural and pluralistic society.

ADMISSION REQUIREMENTS AND PROCEDURES

(Also see general admission policies and procedures, p. 18)

Admission to the Master’s Program in Clinical Mental Health Counseling is on a selective basis. Requirements are as follows:

- Completion of a Baccalaureate degree from an accredited academic institution.
- A minimum undergraduate and graduate grade point average of 3.0 (on a 4.0 scale).
- A minimum of 12 semester hours of psychology courses or related social science courses AND a course in statistics.
- Completed Application for Admission.
- Official undergraduate and graduate transcripts mailed directly from the issuing institutions (**must be mailed directly to the Office of Graduate Admissions**, 3 Times Square, New York, NY 10036 or submitted electronically to: grad.admissions@touro.edu)
- An interview (individual or group) by faculty member(s). Each applicant will be asked to provide a brief spontaneous writing sample.
- Two letters of reference from employers and/or professors. These letters should address the candidate’s ability to succeed in graduate school.
- A personal statement of the applicant’s goals and objectives, including reasons for choosing the field of Clinical Mental Health Counseling and for applying to Touro.

A passing score on the GRE may be submitted in conjunction with an in-depth review of other supporting documents/qualifications for consideration in cases where a candidate is lacking some of the academic requirements.

TRANSFER CREDITS

Students who have taken relevant graduate-level courses at other accredited institutions may apply to transfer up to 12 credits with written permission of the Program Director or Department Chair, only upon successful completion of the student’s first semester of study. All transfer credit requests must be approved by the Director, Chair, Dean and the registrar.

TUITION AND FEES

Tuition and Fees reflecting 2023-2024 Academic Year

Tuition	\$890 per credit
Application Fee	\$60
Administrative Fee	\$100/semester - non-refundable
Malpractice Insurance Annual Fee	\$20
AEI Training Fee	\$1,270 for MNHN 706
Late registration fee	\$50
Graduation fee (with final semester registration only)	\$200
Returned check fee	\$40
Transcript fee	(See “Transcripts,” p. 49)
Technology fee (Fall & Spring only)	\$100

[Tuition and fees for the 2024-2025 Academic Year can be found at [Tuition | Counseling | School of Health Sciences \(touro.edu\)](#)]

The Bursar’s Office oversees tuition and fee payments, as well as refunds and loan disbursements.

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

Tuition Refund Policy for Withdrawal

A student wishing to withdraw from classes must notify the administration of the School of Health Sciences and the Office of the Registrar by filling out an add/drop form. On approved applications, the withdrawal policy for the [School of Health Sciences \(touro.edu\)](#) will apply.

Academic Calendars

The 2023-2025 academic calendars for M.S. in Clinical Mental Health Counseling can be found at <https://shs.touro.edu/programs/mental-health-counseling/academic-calendar/>. Students should regularly check the site for any calendar changes that have been made.

PROGRAM STRUCTURE

The Master of Science in Clinical Mental Health Counseling consists of 60 semester hours of required coursework in the areas of assessment, diagnosis, research, prevention, intervention, report-writing, counseling and consultation and multicultural issues. As part of their training, students in the CMHC program are required to participate in fieldwork and related assignments. The program may be completed in no less than three years of full-time study. Some summer-session coursework is required.

The curriculum is sequenced with all of the knowledge-based coursework and knowledge-based examinations to be completed prior to the internship stages, and the skill-based learning to be completed through practices throughout the program. Students may not register for courses out of sequence without written approval from the Program Director, Department Chair, or Associate Dean. The CMHC program meets the [programmatic regulations and standards](#) as set forth by the New York State Department of Education - Office of Professions. The CMHC Program is accredited by the Council for the Accreditation of Counseling and Related Programs (CACREP) and meets the accreditation standards found here:

<http://www.cacrep.org/wp-content/uploads/2018/05/2016-Standards-with-Glossary-5.3.2018.pdf>

The program provides classroom and field-based experiences that prepare future mental health counselors to be ready and able to meet the challenges of achieving state-mandated standards. The program requires a 100-hour practicum experience (MNHN 702) followed by completion of a 600-hour internship (MNHN 770 and MNHN 771).

Classes are scheduled primarily in the evenings, and, in our Brooklyn location, also on Sundays, making outside employment possible for students. In the internship experiences, the student must be supervised by either a licensed Mental Health Counselor (LMHC), licensed Clinical Social Worker (LCSW), or a licensed Psychologist, Physician's Assistant, Registered Nurse Practitioner or Nurse Practitioner who is also knowledgeable in the field of Mental Health Counseling. Please refer to the NYSED Office of Professions website to see updates <http://www.op.nysed.gov/prof/mhp/mhclhc.htm#exp>.

Students are required to complete 3 fieldwork courses (12 credits). The first fieldwork course is taken in conjunction with MNHN 702 - Case Conceptualization, Documentation and Practicum, and requires that students complete 100-hours of practicum fieldwork within one semester. The two internship courses (MNHN 770 and MNHN 771) are taken during the fall and spring semesters of the final year of study. Students are required to complete a minimum of 600 hours of fieldwork during the two internship courses. For more information, see Field-Based Experiences section below.

PLANS OF STUDY

The M.S. Program in Clinical Mental Health Counseling (CMHC) offers two study tracks:

- Fall Admission 2-Year Study Sequence (2-years, 5-semester course of study) [Please note that this sequence is intense and is not recommended for students who expect to work, especially in the second year when they are completing classes as well as a 600-hour internship.]
- Fall Admission 3-Year Study Sequence (3-year, 8-semester course of study)

Completion of 19 courses (60 credits) and a required and documented seminar in Child Abuse Identification and Reporting is required to be awarded the M.S. degree. Courses must be taken in the sequence listed below.

IMPORTANT NOTE ABOUT STUDY PLANS: Students may not take fewer than the number of credits as outlined in the plans of study without prior permission from the program director. Failure to take the required courses/number of credits per semester may result in administrative dismissal from the program.

ALL COURSES CARRY 3 CREDITS UNLESS OTHERWISE NOTED.

3-Year Plan	2-Year Plan
FALL YEAR 1	FALL YEAR 1
MNHN 600 Foundations of Mental Health Counseling	MNHN 600 Foundations of Mental Health Counseling
MNHN 620 Human Growth and Development in Counseling	MNHN 620 Human Growth and Development in Counseling
MNHN 630 Counseling I: Theories and Practice	MNHN 630 Counseling I: Theories and Practice
	MNHN 640 Professional, Legal and Ethical Issues in Counseling
SPRING YEAR 1	SPRING YEAR 1
MNHN 611 Research and Program Evaluation	MNHN 611 Research and Program Evaluation
MNHN 632 Counseling II: Theories and Practice	MNHN 632 Counseling II: Theories and Practice
MNHN 681 Psychopathology	MNHN 681 Psychopathology
	MNHN 702 Case Conceptualization, Documentation and Practicum
SUMMER YEAR 1	SUMMER YEAR 1
MNHN 691 Counseling the Culturally Diverse: Theory and Practice	MNHN 691 Counseling the Culturally Diverse: Theory and Practice
MNHN 678 Lifestyle and Career Development	MNHN 678 Lifestyle and Career Development
MNHN 692 Group Counseling Theory and Practice	MNHN 692 Group Counseling Theory and Practice
FALL YEAR 2	FALL YEAR 2
MNHN 638 Principles of Addiction Counseling	MNHN 638 Principles of Addiction Counseling
MNHN 683 Assessment and Appraisal of Individuals, Couples, Families and Groups	MNHN 683 Assessment and Appraisal of Individuals, Couples, Families and Groups
MNHN 640 Professional, Legal and Ethical Issues in Counseling	MNHN 770 Internship I (4.5 cr)
	MNHN 706 Advanced Counseling Skills and Techniques
SPRING YEAR 2	SPRING YEAR 2
MNHN 694 Contemporary Issues in Couples and Family Therapy	MNHN 694 Contemporary Issues in Couples and Family Therapy
MNHN 705 Advanced Addiction Counseling and Techniques	MNHN 705 Advanced Addiction Counseling and Techniques
MNHN 702 Case Conceptualization, Documentation and Practicum	MNHN 771 Internship II (4.5 cr)
	MNHN 693 Trauma and Crisis Intervention: Theory, Response Models and Techniques
FALL YEAR 3	
MNHN 770 Internship I (4.5 cr)	
MNHN 706 Advanced Counseling Skills and Techniques	
SPRING YEAR 3	
MNHN 771 Internship II (4.5 cr)	
MNHN 693 Trauma and Crisis Intervention: Theory, Response Models and Techniques	

COURSES OFFERED BY SEMESTER (ALL COURSES CARRY 3 CREDITS UNLESS OTHERWISE NOTED.)

FALL
MNHN 600 Foundations of Clinical Mental Health Counseling and Consultation
MNHN 620 Human Growth and Development in Counseling
MNHN 630 Counseling I: Theories and Practice
MNHN 640 Professional, Legal & Ethical Issues in Counseling
MNHN 638 Principles of Addiction Counseling
MNHN 683 Assessment and Appraisal of Individuals, Couples, Families and Groups
MNHN 770 Internship I (4.5 credits)
MNHN 706 Advanced Counseling Skills and Techniques
SPRING
MNHN 611 Research and Program Evaluation
MNHN 632 Counseling II: Theories and Practice
MNHN 681 Psychopathology
MNHN 702 Case Conceptualization, Documentation and Practicum
MNHN 694 Contemporary Issues in Family and Couples Therapy
MNHN 705 Advanced Addiction Counseling and Techniques
MNHN 771 Internship II (4.5 credits)
MNHN 693 Trauma and Crisis Intervention: Theory, Response Models and Techniques
SUMMER
MNHN 691 Counseling the Culturally Diverse: Theory and Practice
MNHN 678 Lifestyle and Career Development
MNHN 692 Group Counseling Theory and Practice

PROFESSIONAL CERTIFICATION/LICENSURE

Upon successful completion of the 60-credit M.S. program in Clinical Mental Health Counseling, students will be eligible to apply for the New York State Mental Health Counselor Limited Permit. With this permit, students in New York State may begin the process of completing the post-Master’s requirements to become a Licensed Mental Health Counselor: completion of 3,000 post-Master’s hours of supervised practice and passage of the National Clinical Mental Health Counseling Examination (NCMHCE).

Students who wish to engage in the practice of Clinical Mental Health Counseling outside of New York State should familiarize themselves with the requirements of those venues. Some states may require additional coursework and may impose alternative or additional requirements or testing. Please also visit the National Board of Certified Counselors www.nbcc.org for information on different national counselor education certification options.

FIELD-BASED EXPERIENCES: PRACTICUM AND INTERNSHIP**General Guidelines**

All practicum and internship sites must be approved prior to the start of a student’s formal practicum and/or internship experience. While Touro will assist students in finding a placement, Touro University is not responsible for securing a placement for any individual student. Internship sites are filled quickly. Students are encouraged to begin seeking practicum placement opportunities during their first semester and internship placement during their

second year of enrollment. For more details on field experience requirements, students should carefully read and understand the requirements of the field experience handbook, which can be obtained on the program's website.

Students are responsible for completing any paperwork and other requirements that a practicum/internship site may have, at their own expense.

Students are not permitted to accrue internship or practicum hours unless they are concurrently enrolled in the appropriate supervised course at Touro University and have secured documented site approval from program administration.

Practicum Eligibility and Guidelines

Practicum requires a minimum of 100 hours which must be completed in a setting that provides supervised mental health services. Students will be provided lists of potential sites and will have access to the support of the Field Placement Coordinator to secure placements. In order to be eligible to begin practicum experience and register for the required seminar (MNHN 702), all students must have completed the required prerequisites listed in the course description section with a grade of B or higher. NO EXCEPTIONS will be made to this policy. Students may not take practicum during the same semester that they are "repeating a course" that is a prerequisite to practicum. Students must submit field placement contracts to the field experience coordinator—these contracts must be signed and approved by the site supervisor and Touro Clinical Mental Health Counseling field placement faculty. Students who receive an unsatisfactory rating from their site supervisor will not receive credit for any practicum hours and will need to repeat both the course and field experience. Additionally, students who earn less than a B for the course (MNHN 702) will also need to repeat BOTH the practicum course and the field-based requirements prior to proceeding to internship.

Supervision

On-site supervision is required for all practicum and internship placements. Supervision may only be provided by a licensed clinical professional, as outlined by the CACREP and New York State standards. Approved licenses include: LMHC, LCSW, Licensed Psychologist, MD, and NPP. Please contact Field Experience Coordinator with any questions regarding Practicum and Internship.

Internship Eligibility and Guidelines

Internship placements are competitive and often require application 6-9 months before the start of their placement. Students are encouraged to be proactive in seeking a placement that will further their professional goals.

Students must have successfully completed their practicum requirements (100 hours) with a satisfactory rating and MNHN 702 with a grade of B or higher to be eligible to begin their internship. Additionally, students must receive a satisfactory score on Comprehensive Exam #1 to proceed to Internship.

Any student who wishes to complete their internship MUST:

- be a student in good standing.
- submit their application to complete internship to the field coordinator and/or the Director of the CMHC program for approval of readiness to proceed.
- have their site secured and submit all required paperwork to the placement coordinator no later than 1-week before the start of the semester.

Interns are required to have 1-hour of weekly face-to-face 1:1 or triadic site supervision with their approved Site Supervisor. They are also required to participate in 1.5-hrs of group supervision with the Faculty Supervisor. If an intern misses hours for any reason, they must make up those hours in a manner arranged with their supervisor. If absences are deemed to be excessive, in the judgment of the supervisor and Director of the CMHC program, **the student may be required to extend the internship through the summer or beyond.**

Each internship site is visited in-person or virtually by the Fieldwork Coordinator a minimum of one time during the internship year. This visit involves consultation with the intern, the internship supervisor, and possibly other staff members who have had professional contact with the intern. These meetings provide an opportunity to evaluate the progress of the intern and to evaluate the quality of the internship. Each semester, the intern's supervisor completes and submits the Counselor Competencies Scale - Revised (CCS-R) regarding the progress of the intern. In the second semester of internship (MNHN 771), the supervisor will conduct a mid-semester review as well. As deemed necessary, the number of site visits and involvement of the Field Experience Coordinator may be increased.

The Fieldwork Coordinator also communicates with the internship site personnel during the school year. All interns are required to complete internship contracts and planning forms prior to the beginning of the internship placement. Each intern is evaluated on Tevera (using the CCS-R) by the internship supervisor at the end of MNHN 770, the middle of-, and end of MNHN 771 for a total of three times over Fall and Spring semester. All internships start at the beginning of the academic year except by special permission. Internships conclude no earlier than when the minimum hourly requirements with all mastery points achieved. All students are expected to continue their internships until the conclusion of MNHN 771. Interns are expected to continue at their placements during Touro's semester breaks.

Students are required to maintain logs on Tevera documenting days and hours spent and a summary of responsibilities at the internship site. Students are responsible for these logs, which must be signed by supervisors and submitted to the course instructor monthly on Tevera. Electronic logs are acceptable provided they are sent from the supervisor's e-mail address or in pdf format when signed by the supervisor. Students will receive credit for the internship placement only if signed logs are submitted on time.

In addition to making interns participate in experiences at the internship agency and allowing them to observe administrative procedures, each internship opportunity must address training that is equivalent with the expected professional activities of a professional mental health counselor.

At their internship sites, students participate in experiences at the internship agency, observe administrative procedures, and attend training that is equivalent with the expected professional activities of a professional mental health counselor. During internship, students continue to receive University-based supervision and are introduced to new materials. Students interview for internships during the academic year prior to the internship; the requirements of different sites and the application deadlines vary. There are a limited number of highly competitive internships available in the New York City area, and students are encouraged to be prepared to begin seeking placement early. Additional details on internships and the application process are available through the Director of the program or the Field Experience Coordinator.

COMPREHENSIVE EXAMS

Students must satisfactorily pass the following two exams to enter into the various levels of fieldwork and graduate from the program: Comprehensive Exam #1 (Comps I) and Comprehensive Exam #2 (Comps II).

The first exam will be taken at the completion of a full-time students' first year of study or Extended Study students' second year of study. This first comprehensive exam will present a clinical case and a set of questions that require students to integrate their learning from previous courses. The exam will be scored using faculty-developed rubrics based on the identified program competencies listed above.

The second comprehensive exam will be taken by students at the end of their final fall semester of study. This exam will consist of several case studies. Each case study is followed by three multiple-choice sections that mirror the content knowledge and skills and the format and content of the New York State Licensing exam, the National Clinical Mental Health Counseling Exam (NCMHCE). The passing grade will be announced to students by the Faculty each year; however, it will typically be aligned with reported national pass rate for the NCMHCE. Students must successfully pass Comps II to graduate.

A passing grade on Comprehensive Exam #1 is required for entering fieldwork activities, while a passing grade on Comprehensive Exam #2 is required to graduate from the program. Students who fail either comprehensive exam

will be afforded two additional opportunities to succeed. A remediation plan that may include readings and school-based projects will be developed for the student. Students who do not pass the exam by the third time risk being dismissed from the program.

REQUIREMENTS FOR COMPLETION OF THE CMHC PROGRAM

- A. Program:** The program may be completed within 5 to 7 semesters (including summers). Students requesting to complete the program in more than 5 years must obtain written permission from the Program Director. The program must be completed in the sequences outlined on the respective plans of study (see Plans of Study section).
- B. Grade Point Average:** Students must maintain a B (3.0) grade point average (GPA) in order to remain matriculated in the program and be eligible to receive financial aid. Students who fall below this GPA, will be placed on probation, and must meet with their faculty advisor and the program administration to develop a plan to improve their GPA. Students will have 1 semester to demonstrate an improvement in their GPA. Students who fail to demonstrate improvement will be dismissed from the program. Please review the Academic Information section for further information on the probationary process.
- C. Student Advisement Meetings:** All students will be required to meet with their assigned faculty advisor at least once per semester to ensure that all program requirements are being met successfully.
- D. Seminars:** Students will be required to document attendance of a New York State approved child abuse identification and reporting seminar. The Clinical Mental Health Counseling program faculty will provide opportunities for student to enroll in this seminar.
- E. Requirements to Advance to Practicum and Internship:** Students must successfully complete all prerequisite coursework and relevant comprehensive exams needed to advance to practicum and internship. Eight courses require a minimum grade of B. Note that students are only permitted to get less than a B in one course (that does not require a B minimum grade). Students who receive more than one grade that is less than a B will have one opportunity to retake the class. However, the cumulative GPA of 3.0 must be maintained to remain in good academic standing. Please refer to the Program Specific Grading Policies section in the program handbook for more details. NOTE: students may not begin their internship until they have successfully completed 100 practicum hours and the concurrent course. Students will also be required to successfully pass the Comprehensive Exam #1 prior to being cleared to begin internship.
- F. Student Professional Behavior:** Students must demonstrate professional academic and work characteristics including ethical and professional conduct. All students must follow the ACA Ethical Code found at [ACA 2014 Code of Ethics \(counseling.org\)](https://www.counseling.org/resources/aca-2014-code-of-ethics). The Touro University Academic Integrity policies can be found in greater detail in the Student Conduct & Professional Development section of the program handbook and at www.touro.edu/students/policies/academic-integrity/.
- G. Comprehensive Exams:** Two comprehensive exams are required for completion of the Clinical Mental Health Counseling program.
- H. Continuity of Study:** Student leave or a break in continuity requires a review and approval by the program's administration before candidates can return to the program and resume study. These reviews may result in having to repeat outdated coursework or additional requirements to ensure that the competencies are maintained. Students who have more than 2 semesters (not including Summer) where they were not registered for any courses must formally reapply to the Clinical Mental Health Counseling program and meet all requirements that are current in the present handbook.
- I. Exit Interview:** All students will be required to complete a short exit interview with one of the Clinical Mental Health Counseling faculty members. The purpose of this interview is to assess the student's overall program satisfaction as well as providing career guidance.

M.S. IN INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY

Amy Schmucker, Ph.D., Program Director (Online Program)

Caitlin Lapine, Ph.D., Program Director (Campus Program)

ABOUT THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY PROGRAM

Industrial-Organizational Psychology (I-O) is an area of specialization within Psychology that involves the application of methods, facts, and principles of psychology to understanding behavior in the workplace. This sub-field of psychology studies factors that affect the way people act and interact in the workplace and in organizations (SIOP, 2014).

MISSION

The mission of the Master of Science program in I-O Psychology is to provide students with the education and professional training needed to become ethical and competent Industrial-Organizational Psychology practitioners. Students will be prepared to provide a wide range of professional human capital and human resources (HR) services such as: job analysis, competency modeling, performance appraisal, training and development, data analysis, critical problem-solving through research, consulting, and advocacy within a variety of settings.

PROGRAM OUTCOMES

The I-O program is rooted in professional-based human resources and business strategy needs, with a focus on research-based psychological strategies. Additionally, these concepts and skills are further developed through supervised fieldwork experiences (internships) in order to promote positive educational and behavioral environments for students to learn how I-O Psychology knowledge applies to the professional world. The primary goal of our I-O Psychology program is to provide students with classroom and field-based experiences that will make them ready and able to meet the challenges of achieving state-mandated standards while recognizing that people of all ages learn and develop in differing ways.

PROGRAM GOALS

The program goals for the I-O Psychology program are drawn from the Society of Industrial and Organizational Psychology (SIOP). For more information on these domains, please visit <https://www.siop.org/Events-Education/Graduate-Training-Program/Guidelines-for-Education-and-Training>

Upon completion of the I-O program, students will be competent in the “outcomes of training, and on the knowledge, skills, behavior, and capabilities necessary to function as a master's level I-O practitioner.” (SIOP, 2014)

- (1) The graduate of the I-O Psychology program will demonstrate competency in the area of Data Collection and Analysis Skills
- (2) The graduate of the I-O Psychology program will demonstrate competency in the area of Ethical Practice & Learning in the Workplace
- (3) The graduate of the I-O Psychology program will demonstrate competency in the area of Communication
- (4) The graduate of the I-O Psychology program will demonstrate competency in the Core Industrial-Organizational Domains
- (5) The graduate of the I-O Psychology program will demonstrate competency in the area of Academic Development
- (6) The graduate of the I-O Psychology program will demonstrate competency in the area of Professional Development

CURRICULUM DESIGN

The I-O Psychology program consists of 36 semester credit hours of required coursework in the areas of: Statistics; Research Design; Psychometrics; Leadership; Social Psychology; I-O in Global Companies; Motivation; Performance Appraisal; Training & Development. As part of their training, students in the I-O Psychology program are required to participate in fieldwork and related assignments. The program typically takes 1.5 to 2 years to complete. Summer session coursework is required.

The curriculum is sequenced so that no student can take an internship course until they have completed at least nine credits of the degree. Courses are designed to comply fully with the guidelines established by the Office of the Professions of the New York State Education Department. The program provides classroom and field-based experiences that prepare future practitioners to be ready and able to meet the challenges of achieving SIOP (Society of Industrial Organizational Psychologists) standards.

Campus classes are scheduled in the evenings making outside employment possible for students. We also offer a fully online, Canvas-based program.

Students must secure an internship site that meets the program requirements. All sites must be approved in advance by the field experience faculty coordinator. Additionally, each student must complete and submit a field placement contract and/or affiliation agreement, which are provided in the field experience handbooks. These documents must be signed by the student, site supervisor, and field experience faculty coordinator.

ADMISSION REQUIREMENTS AND PROCEDURES

(Also see general admission policies and procedures, p. 18)

Admission to the Master’s Program in Industrial-Organizational Psychology is highly competitive and on a selective basis. Meeting minimum requirements does not guarantee admission.

Requirements are as follows:

- Baccalaureate degree (or its equivalent) from an accredited academic institution.
- A minimum undergraduate and/or graduate GPA of 3.0 (on a 4.0 scale).
- Undergraduate statistics course (with a grade of B or higher).
- Pre-requisite courses in introductory psychology, research design, and experimental psychology strongly recommended.
- Completed Application for Admission.
- Official undergraduate and graduate transcripts mailed directly from the issuing institutions (must be mailed directly to the **Office of Graduate Admissions, 3 Times Square, New York, NY 10036** or submitted electronically to: grad.admissions@touro.edu).
- An interview (individual or group) by faculty member(s). Applicants will be asked to provide a brief spontaneous writing sample.
- Two letters of reference from employers and/or professors. These letters should address the candidate’s ability to succeed in graduate school.
- A personal statement of goals and objectives, including reasons for choosing the field of I-O psychology and for applying to Touro University.

TRANSFER CREDITS

Students who have taken relevant graduate level courses at other accredited institutions may apply to transfer up to 12 credits with the written permission of the Program Director or Department Chair, only upon successful completion of the student’s first semester of study. All transfer credit requests must be approved by the Director, Chair, Dean and the Registrar.

TUITION AND FEES

Tuition and Fees 2023-2024 Academic Year

Tuition	\$890 per credit
Application Fee	\$60
Administrative Fee/Registration Fee	\$100/semester - non-refundable
Late registration fee	\$50
Graduation fee (with final semester registration only)	\$200
Returned check fee	\$40
Transcript fee	(See “Transcripts,” p. 49)
Technology fee (Fall & Spring only)	\$100

[Tuition and fees for the 2024-2025 Academic Year can be found at [Tuition | IO Psychology | School of Health Sciences \(touro.edu\)](#).]

The Bursar's Office oversees tuition and fee payments, as well as refunds and loan disbursements.

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

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

Tuition Refund Policy for Withdrawal

A student wishing to withdraw from classes must notify the administration of the School of Health Sciences and the Office of the Registrar by filling out an add/drop form. On approved applications, the withdrawal policy for the [School of Health Sciences \(touro.edu\)](https://shs.touro.edu) will apply.

ACADEMIC CALENDARS

The 2023-2025 academic calendars for the M.S. in Industrial Organizational Psychology can be found at <https://shs.touro.edu/programs/i-o-psychology/academic-calendar/>. Students should regularly check the site for any calendar changes that have been made.

PROGRAM STRUCTURE

The 36-credit program is typically completed in four to six semesters. It includes seven core courses and five electives, ranging in topics from social psychology and theories of leadership to organizational behavior and motivation. Completion of 12 courses (36 credits) leads to the M.S. degree. Also offered are two Organization Development (OD) classes for students interested in studying companies on the macro level. Upon completion of the coursework, students will attain competence in the following areas:

- Data collection and analysis
- Ethical practice and learning in the workplace
- Communication
- Core industrial-organizational domains
- Academic development
- Professional development

REQUIRED COURSES	Credits
PSGN 604 Statistics for Behavioral Sciences	3.0
PSGN 612 Psychometric Theory	3.0
PSGN 613 Social Psychology in Multicultural Organizations	3.0
PSGN 617 I/O Psychology in Global Organizations: Org Culture and Change (OD)	3.0
PSGN 645 Research Design Applied to Organizations	3.0
PSGN 682 Facilitation, Process Consultation, High Performance Coaching: Use of Self (OD)	3.0
PSGN 740 Consultancy Internship in Industrial/Organizational Psychology	3.0

ELECTIVE COURSES	Credits
PSGN 619 Business Foundations for I-O Professionals	3.0
PSGN 639 Theories of Leadership	3.0
PSGN 643 Motivation	3.0
PSGN 644 Personnel Selection and Assessment: Assessment-Interviewing-Succession	3.0
PSGN 655 Job Analysis and Performance Appraisal: Competency Modeling	3.0
PSGN 656 Training and Development	3.0
PSGN 680 Group Dynamics	3.0

INTERNSHIP

The internship course bridges the gap between theory and practice, between what students learn in the classroom and what students need to do on the job. The only I-O psychology master's program in NYC to require an internship, it's a cornerstone of the program.

Students have the opportunity to turn their newly acquired knowledge into skills, putting into practice what they learned in class, in a supervised environment.

A highly coordinated collaboration between the on-site supervisor, Touro's internship supervisor and the student, the internship provides tremendous opportunity. Each student finds their chosen location for the internship. Once approved by the I-O program director, Touro's internship supervisor coordinates with the on-site supervisor to make sure the learning objectives are clear. The internship supervisor, an active I-O psychologist themselves, works with the student early on to develop the final project, designing an experiment that the student will solve, such as high turnover rate or poor hires. The internship supervisor speaks regularly with the on-site coordinator and student to make sure they're focused on I-O tasks and understand what they're learning, gaining work experience and skills in areas like data analysis, job analysis, talent management, interviewing, personnel assessment, performance appraisals, people analytics and marketing research.

The internship is a total of 240-hours and students receive credit based upon the on-site coordinator's evaluation. All students gain tremendous experience, knowledge and skills through their internships. And some of them get hired full-time after graduation by the companies where they interned.

REQUIREMENTS FOR COMPLETION OF THE I-O PSYCHOLOGY PROGRAM

(Also see general graduation information, p. 47)

- A. Program:** The program may be completed within 4 to 6 semesters (including summers). Students requesting to complete the program in more than 6 semesters must obtain written permission from the Program Director.
- B. Grade Point Average:** Students must maintain a B (3.0) grade point average in order to remain matriculated in the program and be eligible to receive financial aid. Students who fall below this GPA, will be placed on probation and must meet with their faculty advisor and the program administration to develop a plan to improve their GPA. Students will have 1 semester to demonstrate an improvement in their GPA. Students who fail to demonstrate improvement will be dismissed from the program.
- C. Culminating Experience—Professional Performance-Based Portfolio:** All students in their internship year will be required to prepare a Professional Performance-Based Portfolio for submission to the faculty. The requirements of the portfolio include:
 - a) Table of Contents, indicating to which standard(s) each work sample and reflection corresponds (see Programmatic Goals).
 - b) Personal Statement, including description of current professional accomplishments, explanation of how they correspond to programmatic Goals, and statement of long-term professional goals.
 - c) The student's current résumé or CV.
 - d) A summary page at the beginning and end of each section.
- D. Student Professional Behavior:** Students must demonstrate professional academic and work characteristics including ethical and professional conduct. The Touro University Academic Integrity Policy can be found at: <https://www.touro.edu/students/policies/academic-integrity/>.
- E. Requirements to Advance to Internship(s):** Students must successfully complete a minimum of 9 course credits prior to starting the internship. All courses require a minimum grade of B with one C allowed for the entire program. However, the C cannot be in statistics or research design. A cumulative GPA of 3.0 must be maintained to remain in good academic standing. Please refer to the grading policies section in DBS Student Handbook for more specific details.

- F. **Continuity of Study:** Students wishing to return to the program after a leave of absence or other break in continuity must first obtain the written approval of the Program Director. The student may be required to repeat outdated coursework or meet additional requirements to ensure that the student's competencies are maintained.

DOCTOR OF PSYCHOLOGY DEPARTMENT

Psy.D. IN CLINICAL PSYCHOLOGY, HEALTH EMPHASIS

Frank L. Gardner, Ph.D., ABPP, Executive Director

ABOUT THE CLINICAL PSYCHOLOGY, HEALTH EMPHASIS PROGRAM

The program's training philosophy is aimed at producing psychologists who are both clinically and academically prepared to work as clinicians and researchers in a wide variety of settings. This program design is based on the premise that psychologists working in mental and physical healthcare settings need a strong foundation of clinical and research skills and is specifically designed to graduate skilled clinicians and scholars.

MISSION AND PROGRAM OUTCOMES

This PsyD program intends to produce graduates who will be prepared to provide compassionate and evidence-based behavioral health care services to the community at large as NYS licensed psychologists, who can contribute to the scholarly fund of knowledge within clinical psychology, and who have the knowledge, skills, and attitudes necessary to function within an increasingly interdisciplinary and integrative health care environment. This program expands the program offerings of the Touro University School of Health Sciences to include clinical psychology as a human service/health science-based profession naturally integrated within the larger health care system.

THE AIMS OF THE PsyD PROGRAM ARE AS FOLLOWS:

Aim #1: To provide students with a sequential, cumulative, and broad and general foundation in the science and professional practice of Clinical Psychology.

Objectives for Aim #1 (a): Students will acquire the current scientific discipline specific knowledge in psychological science and in clinical psychology as an area of professional specialization.

Objectives for Aim #1 (b): Students will acquire foundational knowledge of the health care system that supplements the discipline and profession wide knowledge base of psychology, specifically with knowledge pertaining to health and health-behavior of communities and populations.

Aim #2: To produce practitioner-scholars capable of being informed and active professional consumers of, and contributors to, the scientific body of knowledge in the field of clinical psychology, with an emphasis on the numerous issues of psychological aspects of health care and the health care system, who also appreciate the intrinsic connection between scholarly activity and evidence-informed practice.

Objectives for Aim #2 (a): To develop research aptitudes through a graded sequence of mentored research activities that lead to independent research skills.

Objectives for Aim #2 (b): To develop the ability to recognize and apply relevant published research findings in guiding clinical psychological practice.

Objectives for Aim #2 (c): To contribute to the current body of psychological/clinical psychological knowledge by presenting or publishing research findings.

Aim #3: To provide cumulative and sequential education and training of increasing complexity in evidence-based psychological assessment, intervention, and consultation services applied to both traditional mental health services and the greater health care system.

Objectives for Aim #3 (a): To develop a broad base of profession-wide competencies appropriate for the pre-internship phase of professional training.

Objectives for Aim #3 (b): To successfully place students in APA-accredited internships.

Objectives for Aim #3 (c): To provide background knowledge and entry-level professional skills leading to successful attainment of NYS licensure.

Objectives for Aim #3 (d): To provide the knowledge, skills, and attitudes, necessary to function effectively as a clinical psychologist in an integrative/health care environment.

Aim #4: To prepare students to be cognizant of major sources of individual and group variation, to understand how such diversity affects psychological processes, clinical presentation, and responsiveness to intervention, and to apply such knowledge, with cultural humility, in addressing diversity-related issues across the broad health care system.

Objectives for Aim #4 (a): Provide students with diverse assessment and intervention experiences that reflect a range of human diversity, such as individual, gender, sexual, cultural, ethnic and racial diversity.

Objectives for Aim #4 (b): Provide didactic and practical experiences that ensure that students, as a result of their training, are sufficiently knowledgeable and motivated to infuse a consideration of current and historical contexts, health disparities, and individual and cultural diversity into their clinical and professional activities.

CURRICULUM DESIGN

Built on a foundation of psychological science, our clinical psychology program emphasizes cognitive-behavioral models of practice, although we also provide training in other interventions with demonstrated empirical support. You'll gain a wide range of clinical experience working with culturally, ethnically, and racially diverse populations across the lifespan. You'll learn about healthcare disparities, and how to bring this understanding into clinical practice.

During the first year of the program, you will engage in an intensive series of didactic courses providing a foundation for later clinical training. After successfully completing all first-year coursework, students are awarded the MA degree in General Psychology. Second and third program years are a balance of fieldwork and coursework.

During your 4th year in the program, you will finish your course requirements, make progress on your doctoral dissertation under the direction of a program faculty.

The fifth-year is spent in a full-time clinical internship, which involves a national match process.

ADMISSION REQUIREMENTS AND PROCEDURES

(Also see general admission policies and procedures, p. 18)

Admissions Progress

Admission to the Doctor of Psychology program is rigorous and competitive. The program is cohort-based with a fall start only. All applications are through PSYCAS (the Psychology Central Admissions System). **Applications should be submitted to PSYCAS at least a month before the deadline. Your completed application must be received and verified by PSYCAS before January 15.**

Once you submit a completed application to PSYCAS, they verify all the information and notify Touro when the verification is complete. In order for your application to be considered, Touro must receive this notification before January 15. Verification takes time, it can take 4-8 weeks or longer, especially if a foreign transcript is involved, so make sure to submit with plenty of time for this process. Remember, a completed application includes every required component of the application. Applications not verified by PSYCAS by January 15th will not be considered.

Admissions Timeline

- Interview dates will be scheduled in **late January-early March**.
- Application decisions: we will make every effort to make Initial application decisions by **April 1**, however, circumstances at times require a later notification (by April 15) and waiting list notifications are likely to occur after April 15.
- **April 15:** Deadline for accepted applicants to confirm their decisions.

What You Will Need for Your PSYCAS Application

The following are required for your PSYCAS application:

1. Official college transcripts for all undergraduate and graduate work (if applicable)
2. Official General (Verbal, Quantitative, and Writing) GRE scores (optional but recommended for 2024 admission cycle)
3. Official Psychology GRE scores, if not an undergraduate psychology major (optional for 2024 admission cycle)
4. Three (3) letters of recommendation from academic/clinical/research work sources (at least two (2) of these will be required to come from academic faculty)
5. A personal statement of career/professional interests
6. A CV/Resume

You will also have the opportunity to provide a sample of scholarly work (no longer than 30 pages) if applicable. This can be easily uploaded in the "additional document" section of the PSYCAS application

In reviewing and evaluating applicants we consider the following in a holistic fashion:

- Academic history and proficiency
- Experiences in scientific research and clinical activities
- Potential for completing a rigorous program
- Desire to work with underserved communities and within the broad health care system.
- Career aspirations/goals and "fit" with the PsyD Program training model and mission
- Personal maturity necessary for a health care profession as evidenced in letters of reference and personal interview. Please note: Personal interview and letters of recommendation are very important in our admissions process.

ADMISSIONS PROCESS

Personal Interview with Program Faculty

After initial file review, a number of qualified applicants will be invited for an interview with the doctoral program.

This interview process will include:

- a brief program overview by the Executive Director.
- a 30-minute interview with a faculty member.
- a second 30-minute interview with a second faculty member.
- a Q & A session with current students.
- an opportunity for a follow-up Q & A session with program administration and faculty.

Admission Decisions

Our admissions team will make final decisions from the pool of interviewed applicants. A waitlist will also be established, if the pool of applicants so permits. Admitted and waitlisted applicants will be invited to program events and open classes.

TRANSFER CREDIT POLICY

Up to 18 non-clinical skills related graduate credits will be eligible for transfer: Courses such as developmental psychology and social psychology would be eligible, courses such as assessment, treatment courses, and/or externship (i.e. skills courses) would not. Graduate courses with a “B-” grade or higher from an accredited college will be considered for transfer credit. All courses must be taken within the last five years to be eligible for transfer credit. **It is important to note that approved course transfers will not shorten the length of the program, or 4 year on-campus requirement.**

You will be required to submit syllabi of graduate courses for which you would like transfer credit. Because of specific requirements for clinical psychology, courses in social work, counseling, etc., may not be transferrable even though similar in title; content must be substantially equivalent. *For transfer of credit to be granted, you must demonstrate that you have completed work which is substantially equivalent to that required by the Touro PsyD Program.*

Appropriate faculty will review the submitted syllabi to ensure substantial overlap of course content, defined as a 75% content overlap between syllabi of course to be transferred and most recent syllabi of program course. These faculty will then make a transfer/no-transfer recommendation. The Executive Director will then review the faculty recommendations and make a final course transfer decision.

The 5th year is mainly focused on a full-time clinical internship in clinical psychology. In this position, you’ll apply what you’ve learned in your practicum and coursework and work under the supervision of licensed clinical psychologists. Finding an institution for your internship is competitive and involves a national match process.

TUITION AND FEES

Tuition and Fees for the 2023-2024 Academic Year

First Year Tuition	\$40,550
Second Year Tuition	\$40,550
Third Year Tuition	\$40,550
Fourth Year Tuition	\$40,550
Fifth Year Tuition	3 credit matriculation maintenance fee (estimated at \$6000)
Administrative Fee	\$100/semester - non-refundable
Late Registration Fee	\$50/semester
Late Payment Fee (monthly, unless enrolled in a payment plan)	\$100
Transcript Fee	(See “Transcripts,” p. 49)
Technology Fee	\$100/semester
Clinical Rotation Fee	\$500/semester
Graduation Fee	\$200
Returned Check Fee	\$40

[Tuition and Fees for the 2024-2025 Academic Year can be found at [Tuition & Fees | School of Health Sciences \(touro.edu\)](#)]

The Bursar’s Office oversees tuition and fee payments, as well as refunds and loan disbursements.

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

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

Tuition Refund Policy for Withdrawal

A student wishing to withdraw from classes must notify the administration of the School of Health Sciences and the Office of the Registrar by filling out an add/drop form. On approved applications, the withdrawal policy for the [School of Health Sciences \(touro.edu\) \(touro.edu\)](#) will apply.

RECOMMENDED SEQUENCE OF COURSES

First Year - Fall (14 credits)
PSGN 770 Developmental Psychology Across the Life Span (3 credits)
PSGN 775 Assessment I: Cognitive Assessment (3 credits)
PSGN 772 Psychometrics and Statistical Analysis (4 credits)
PSGN 776 Professional Seminar I-a: Introduction to Clinical Psychology: Professional Values, Attitudes, and Behaviors (1 credit)
PSGN 771 Cognition and Emotion (3 credits)
First Year - Spring (14 credits)
PSGN 780 Theories of Personality and Individual Differences (3 credits)
PSGN 785 Assessment II: Assessment of Personality and Individual Differences (3 credits)
PSGN 787 Psychopathology I: Adults (3 credits)
PSGN 786 Professional Seminar I-b: Introduction to Clinical Psychology: Professional Values, Attitudes, and Behaviors (1 credit)
PSGN 782 - Research Design (4 credits)
First Year - Summer (13 credits)
PSGN 790 Clinical Skills: Foundations of Psychological Interventions (3 credits)
PSGN 795 Biological Foundations of Behavior (3 credits)
PSGN 798 Evidence Based Psychological Treatments I: Therapeutic Models and Mechanisms of Change (3 credits)
PSGN 796 Professional Seminar I-c: Introduction to Clinical Psychology: Professional Values, Attitudes, and Behaviors (1 credit)
PSGN 797 Psychopathology II: Children and Adolescents (3 credits)
Second Year - Fall (12 credits)
PSGN 807 Evidence-Based Psychological Treatments II: Children and Adolescents (3 credits)
PSGN 827 Evidence-Based Psychological Treatments III: Adults (3 credits)
PSGN 806 Professional Seminar II-a: Ethics and Professional Practice in Clinical Psychology (2 credits)
PSGN 803 Clinical Health Psychology I: Theoretical and Scientific Foundations (3 credits)
PSGN 809 Clinical Externship & Externship Seminar I-a (1 credit)
Second Year - Spring (12 credits)
PSGN 813 The Health Care System: Models, Trends and Challenges (3 credits)
PSGN 816 Professional Seminar II-b: Ethics and Professional Practice in Clinical Psychology (1 credit)
PSGN 800 Assessment III: Integrative Assessment (3 credits)
PSGN 814 Clinical Health Psychology II: Health Promotion (3 credits)
PSGN 810 Seminar in Medical Procedures and Terminology (1 credit)
PSGN 819 Clinical Externship & Externship Seminar I-b (1 credit)
Second Year - Summer (8 credits)
PSGN 840 History and Systems in Psychology (3 credits)
PSGN 826 Professional Seminar II-c: Ethics and Professional Practice in Clinical Psychology (1 credit)
PSGN 824 Integrative Health Care/Behavioral Medicine I: Psychological Interventions in Primary and Specialty Care (3 credits)
PSGN 829 Clinical Externship & Externship Seminar I-c (1 credit)

Third Year - Fall (11 credits)
PSGN 834 Integrative Health Care/Behavioral Medicine II: Pediatric Psychology (3 credits)
PSGN 836 Professional Seminar III-a: Issues of Health Disparities, Gender, Ethnicity, and Culture in the Professional Practice of Clinical Psychology (2 credits)
PSGN 839 Clinical Externship & Externship Seminar II-a (1 credit)
PSGN 832 Research Seminar I: Project Initiation (2 credits)
PSGN 835 Assessment IV: Neuropsychological Assessment (3 credits)
Third Year - Spring (10 credits)
PSGN 802 Advanced Concepts in Statistical Analysis (3 credits)
PSGN 846 Professional Seminar III-b: Issues of Health Disparities, Gender, Ethnicity, and Culture in the Professional Practice of Clinical Psychology (1 credit)
PSGN 849 Clinical Externship & Externship Seminar II-b (1 credit)
PSGN 842 Research Seminar II: Project Development (1 credit)
PSGN 847 Psychopharmacology (3 credits)
PSGN 841 Dissertation Supervision I (1 credit)
Third Year - Summer (3 credits)
PSGN 856 Professional Seminar III-c: Issues of Health Disparities, Gender, Ethnicity, and Culture in the Professional Practice of Clinical Psychology (1 credit)
PSGN 859 Clinical Externship & Externship Seminar II-c (1 credit)
PSGN 851 Dissertation Supervision II (1 credit)
Fourth Year - Fall (8 credits +1 Optional Credit)
PSGN 864 Health Care and Aging (3 credits)
PSGN 869 Clinical Externship & Externship Seminar III-a (optional) (1 credit)
PSGN 862 Research Seminar III: Project Completion and Manuscript Preparation (1 credit)
PSGN 890 Supervision and Management of Psychological Services (3 credits)
PSGN 861 Dissertation Supervision III (Required to be repeated each semester until dissertation is completed) (1 credit)
Fourth Year - Spring (6 credits +1 Optional Credit)
PSGN 870 Seminar in Social Psychology (3 credits)
PSGN 891 Intra and Inter-professional Consultation, Collaboration, and Integration within the Health Care System (3 credits)
PSGN 879 Clinical Externship & Externship Seminar III-b (optional) (1 credit)
Fifth Year - Fall (1 credit)
PSGN 880 Doctoral Internship I (1 credit)
Fifth Year - Spring (1 credit)
PSGN 881 Doctoral Internship II (1 credit)
Fifth Year - Summer (1 credit)
PSGN 882 Doctoral Internship III (1 credit)

BECOMING A LICENSED CLINICAL PSYCHOLOGIST

In our Doctor of Psychology (PsyD) program, you will complete rigorous didactic coursework and earn the necessary pre-doctoral clinical experience for license eligibility in NYS.

After graduation, prior to receiving your NYS licensure, you will need to earn one year of additional experience practicing under the supervision of a professional psychologist and to pass the Examination for Professional Practice in Psychology, which is the national licensing exam. In NYS you may choose to take your licensure exam right after graduation, or after completing your additional year of training.

All states and territories in the U.S. require licensure applicants to achieve a satisfactory score on the Examination for Professional Practice in Psychology (EPPP). Many states also require a jurisprudence examination (i.e., an examination covering the laws and rules governing the practice of psychology in that jurisdiction) and/or an oral examination in addition to the EPPP. Information on which jurisdictions require supplemental examinations, as well as other licensure-related information, can be found at www.asppb.net/page/psybook.

STUDENT ASSESSMENT

Overview of Student Assessment

Assessment of the individual student is an ongoing, developmental process. Each piece of the assessment experience is meant to provide constructive feedback to the student as they continue the task of building and expanding the application of their psychological expertise. As such, the following components comprise the assessment of students within the PsyD program at Touro University:

1. *Course grades*

Specific assignment/examination, and ultimately course grades provide the most immediate feedback to students. Students who earn a grade of 'C' or lower in a course must repeat that course. The student must subsequently earn a satisfactory grade in the course (B- or better) or be dismissed from the program. If a satisfactory grade is earned, the student may continue in the program, but any second unsatisfactory grade (C or lower) will result in dismissal. In a course graded as Credit/No Credit (CR/NC), obtaining a grade of NC is equivalent to failing the course and the above guidelines apply.

2. *Comprehensive Examinations*

- *Foundations Examination* (following completion of all first-year courses, and administered in Mid-August), is a 200-question multiple-choice examination of the discipline specific knowledge presented in year 1 courses (80% is the passing score for this examination). This examination, mirrored after the EPPP examination used by State licensing boards, assesses the student's basic fund of knowledge related to the discipline specific course content in the first year of the program. The four 3-credit courses will contribute 30 questions each, while the two 4-credit courses will contribute 40 questions each. Students receive feedback regarding their total score and the specific component scores of this examination. Students must achieve a passing grade (80%) on each of the six subtests. If a score below 80% is achieved on any of the subtests the student must retake those subtests of the examination within 90 days. A second failure will require a third and final test administration, within 90 days of the second failure. A third failure will result in dismissal from the program.
- *The Comprehensive Assessment and Diagnostic Examination (CADE)*, completed in the Spring of Program year 2, consists of a written work sample of a case seen on externship, with appropriate biopsychosocial history, diagnostic interview and assessment data, and treatment recommendations, organized, and presented in written form, demonstrating competence in assessment and diagnosis.
- *The Comprehensive Treatment Examination (CTE)*, completed in the Spring of Program year 3, consists of a case study from externship and includes a biopsychosocial history, assessment, diagnosis, and treatment, presented in written and oral form to a faculty committee, who judge the attainment of profession wide competencies necessary to embark on a full-time clinical internship.

3. *Semi-Annual Program Faculty Evaluation*

Program faculty meet twice yearly to discuss the progress of all students, including internal and external evaluations. Academic advisors are responsible for summarizing in writing the faculty feedback for their students following each Program Faculty Evaluation (PFE) meeting. Following the PFE meeting, advisors meet individually with each of their student advisees to discuss the specific feedback that emerged from that meeting. Students are provided with a written copy of the meeting feedback and will be asked to sign a form indicating whether they agree or disagree with the feedback (and if desired, the reason for the disagreement). If the student continues to disagree, the student can attach an amendment to the feedback detailing their reason for disagreeing with the feedback. This amendment will be attached to the feedback form and will be included in the student's record. In addition, when feedback disagreement persists, a meeting between relevant faculty, the advisor, and the student is held to further discuss the issues at hand. Should disagreement still persist after this meeting, a separate meeting with student, relevant faculty, advisor, and Executive Director occurs at which time a final determination is made. As described in the Hearing and Appeals Procedures section of this Catalog (p. 255) and explained in detail within the SHS Student Handbook (p. 39), students have the right to continue their appeal process should they disagree with the final PsyD program decision. In the case of a negative PFE meeting evaluation, the student and their faculty advisor discuss an improvement plan that was designed at the PFE meeting. Once discussed and agreed upon with the student, the improvement plan must be implemented and successfully completed within the specified time frame in order for the student to remain in the program. The advisor monitors this remedial plan, and as a final step of the process, the advisor has a final "remedial completion meeting" with the student to "certify" its successful completion.

4. *Externship Performance Evaluation*

Evaluation of performance in the externship placement provide developmentally appropriate feedback on the student's emerging profession-wide competencies in the areas of professional behavior and communication, ethics, psychological assessment, diversity, research, supervision, consultation, and intervention. The Director of Clinical Training contacts each site supervisor informally at least twice during the course of each semester to ascertain the student's progress at the externship placement. In addition, externship supervisors complete a formal written evaluation of the student's progress at the end of each semester of placement. The feedback is discussed among the externship supervisor, the externship seminar instructor and the student and is shared with the student's academic advisor. This feedback is included in and fully discussed at the PFE meeting, and in the case of negative feedback, in which a student is not meeting the expected level in any area a remediation plan is developed, discussed with the student (as per item #3 above), and implemented.

5. *Internship Performance Evaluation*

Evaluation of performance in the Internship placement provides further developmentally appropriate feedback on the student's emerging clinical competencies in the areas related to professionalism, communication, research, ethics, diversity, consultation, supervision, psychological assessment, and intervention. Internship supervisors complete a written evaluation of the student's progress at the midpoint and completion of the internship year. While the program is informed of student activities and progress, any required remediation is the responsibility of the internship program as per Association of Psychology Postdoctoral and Internship Centers (APPIC) guidelines.

6. *Dissertation Progress Evaluation*

Students will be regularly monitored, and feedback provided with regard to their doctoral dissertation progress by their Dissertation Committee Chair/Advisor, both informally in regularly scheduled meetings, and more formally at the end of each semester in the context of the Dissertation Supervision courses. In keeping with our overall student progress evaluation process, dissertation progress feedback will also be shared with and discussed in the PFE meetings.

Summary of Meeting Sequence for the Dissertation Process:

- The advisor meets with their advisees (including those receiving negative feedback) following each PFE meeting. Advisors are also available to meet with students more frequently if needed or desired.
- The relevant faculty member(s), that is the faculty member(s) with concerns, meet with the student and the advisor if the feedback (and if indicated, the remedial plan) is not agreed upon during the meeting between student and advisor.
- The Executive Director will meet with the student, advisor, and relevant faculty member if following their meeting an agreement has not been reached.
- If an agreement is still not reached at this point, the student can appeal as per the Hearing and Appeals Procedures section of this Catalog (p. 255) and explained in detail within the SHS Student Handbook (p. 39).

Examples of remediation options:

While the number of possible remedial actions are infinite based on individual needs and circumstances, the following examples provide some minor and major remedial recommendations that may be instituted.

- Recommendation of peer tutoring support for specific class-related knowledge acquisition concerns.
- Recommendation of an additional externship experience for significant clinical skill acquisition concerns.
- A comprehensive paper with oral examination for minor ethics and/or professional behavior concerns and/or additional hours of externship requirements for more significant concerns.
- Recommendation of additional one-on-one mentoring time along with peer support and collaboration for research-related concerns.

As a whole, this entire assessment process is intended to allow for and promote appropriate student growth and development. This feedback is intended to note strengths, identify weaknesses, and address those areas in need of further support and development in an atmosphere of collegiality and mutual trust.

REQUIREMENTS FOR COMPLETION OF THE PsyD PROGRAM

Upon satisfactory evaluation by the PsyD faculty, the doctorate is awarded to candidates who have successfully completed the following requirements of the program:

1. 114 graduate credits of coursework as designated.
2. A minimum grade point average of 3.0.
 - (a) A student who receives a grade below "B-" must successfully repeat and pass the course (with a grade of at least "B") on the second attempt to remain in the program.
 - (b) Only one course repeat is permitted for the entire program.
3. Successful completion of Doctoral Externship I and II.
4. Successful completion of the Foundations Examination, CADE, and CTE.
5. Successful completion of the Doctoral Dissertation.
6. Successful completion of an approved (1,750-hour minimum) internship in clinical psychology.

DEPARTMENT OF NURSING

Department of Nursing – Bachelor of Science and R.N.-B.S. Degree
Sandra Russo, PhD, RN Department Chairperson/Program Director

DESCRIPTION OF THE PROFESSION

Nursing is an intellectually stimulating and caring profession. To be effective, the practitioner combines the art of caring with the science of nursing. Nursing focuses not only on particular health problems, but on the whole client and his/her response to treatment. Care of the client and a firm base of scientific knowledge are indispensable to nursing practice. Registered Nurses are licensed professionals with all the requisite professional and legal responsibilities that accompany licensure <https://www.ncsbn.org/14730.htm>. Those responsibilities include practicing according to the professional standards and ethics and within the laws and regulations that apply to the nursing profession. Registered Nurses are responsible for their own professional practice and for the performance and professional behavior of those they supervise and to whom they delegate aspects of nursing care.

PROGRAM DESCRIPTIONS

The School of Health Sciences offers the following programs in Nursing:

B.S. Program

The Bachelor of Science in Nursing program is designed to respond to professional demands for BS-prepared nurses. A Bachelor's degree program in nursing provides a foundation in liberal arts and sciences, along with a core health sciences curriculum. Nursing majors are introduced to the full array of nursing career opportunities, and can begin to focus their interests in the second year of the four-year program. This degree may be used for those who wish to progress to the graduate level of education. The Bachelor of Science in Nursing is designed for students who wish to gain the education, experience, and clinical skills needed to pursue New York State RN licensure. Graduates of the program are qualified to take the NCLEX-RN. Our BS Program is offered at our Brooklyn, NY campus. Admits once a year in September.

R.N.-to-B.S. Program

The RN to BS program is for licensed registered nurses who have graduated from accredited associate degree or diploma nursing programs. The nurse graduate can apply those credits towards a Bachelor of Science degree at Touro University. The RN to BS program is designed to strengthen community health and leadership abilities of nurses who already have a foundation in the profession. Students earning this degree are equipped to progress to the graduate level of education. Our RN-BS program is offered at two campuses, Brooklyn, NY and Valhalla, NY on the New York Medical College campus. Admits once a year in September.

MISSION AND PHILOSOPHY

Mission of the Nursing Program

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

Philosophy and Organizing Framework

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

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

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

Education is an interactive experiential process that involves teacher, learner and the environment with an emphasis on student-centered learning. A variety of educational experiences is essential and allows the learner to integrate knowledge and skills while exhibiting professional comportment. The faculty is responsible for facilitating, maintaining, and evaluating the learning process. Learners are expected to be active inquirers, self-directed, and responsible for their own learning and the evaluation of their educational experiences. Learners move from relative dependence to greater independence in preparation for assuming the professional role and promoting growth as a life-long learner. The curriculum is founded on the philosophical concepts and framework of the Nursing Department and is reviewed each year according to the systematic evaluation plan. This foundation has facilitated learning experience development while providing a platform of stability and consistency across the curriculum. The faculty has retained a broad philosophy and flexible curriculum framework to support and maintain stability and consistency in a changing healthcare field. The selection and sequence of content in the nursing courses range from simple to complex needs. The students are taught to assess their client's needs using the nursing process.

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

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

The philosophy and mission of the program leads directly to the expected Student Learning Outcomes:

STUDENT LEARNING OUTCOMES

Graduates will be able to:

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

Program Outcomes

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

ADMISSION REQUIREMENTS AND PROCEDURES

(Also see general admission policies and procedures, p. 18)

The B.S. program and R.N.-B.S. program admit students once a year, in September.

Applicants are required to apply through the general Touro University application. Information on how to apply can be found here: <https://shs.touro.edu/programs/nursing/admissions/how-to-apply/>.

The completed application and supporting documentation should be submitted as early as possible, since admission is competitive, and decisions are made on a rolling basis.

FOR THE B.S. PROGRAM:

Who Should Apply

The Department of Nursing encourages applications from individuals interested in becoming Registered Nurses. For high school graduates just starting to think about a career path as well as individuals who have a previous college degree in another field, the field of nursing offers a broad array of options and a wealth of employment opportunities. The B.S. program is designed to prepare students to function as baccalaureate-prepared Registered Nurses, the foundation for advanced education in the field of nursing.

Recommended Coursework

The following high school or college-level coursework is recommended for admission to the nursing program:

- 1 year of Math
- 1 year of Biology
- 1 year of Chemistry

What do we look at in the application?

Applicants to all programs are evaluated based on information in the application and accompanying materials. Of primary importance in determining an applicant's suitability for admission are the high school and/or college academic record and ATI TEAS Scores.

- Minimum required college GPA of 2.75. For those without college coursework, a minimum required high school cumulative average of 85%
- Required ATI TEAS Exam Scores
- Applicant's character, personality, and contribution to school and community life are also factors considered for admission

Admission to the program is highly competitive and on a selective basis. Meeting minimum requirements does not guarantee admission.

FOR THE R.N.-to-B.S. PROGRAM:

Who Should Apply

The program encourages applications from current Registered Nurses who graduated from accredited Associate's-level or Diploma Nursing programs. The R.N.-to-B.S. program grants a baccalaureate degree in Nursing. The program focuses on professional nursing practice and builds on theories of community nursing and leadership. Admitted students may have up to 65 credits of coursework transferred into the R.N.-to-B.S. program.

Admission Process and Requirements

Applicants are evaluated based on information in the application and accompanying materials. Of primary importance in determining an applicant's suitability for admission is the college academic record. The applicant's character, personality, and contribution to profession and community are also factors.

Admission Requirements

- A completed application accompanied by the \$50 application fee
- Official transcript(s) indicating completion of Diploma or Associate's-level Nursing program*
- Personal Statement
- Two letters of recommendation
- Current licensure as a Registered Nurse in the State of New York or eligibility for licensure endorsement

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

Confidentiality

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

Placement Exams

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

Admission Contact Information

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

PLEASE NOTE: If a current School of Health Sciences nursing student fails out of the nursing program, regardless of track, they cannot reapply to any other track within the nursing program.

TUITION, FEES AND EXPENSES

Tuition and Fees for the 2023-2024 Academic Year

Tuition, per semester (12-18 credits)	\$15,900
Tuition, per credit (less than 12 or more than 18 credits, or for repeated courses)	\$1,330
Malpractice insurance fee (annually in fall semester)	\$85
Late registration fee	\$50
Graduation fee (with final semester registration only)	\$200
Returned check fee	\$40
Transcript fee	(See "Transcripts," p. 49)
Technology fee (Fall & Spring only)	\$100

[Tuition and Fees for the 2024-2025 Academic Year can be found at [Tuition | Nursing | School of Health Sciences \(touro.edu\)](#).]

The Bursar's Office oversees tuition and fee payments, as well as refunds and loan disbursements.

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

Tuition Refund Policy for Withdrawal

A student wishing to withdraw from classes must notify the administration of the School of Health Sciences and the Office of the Registrar by filling out an add/drop form. On approved applications, the withdrawal policy for the [School of Health Sciences \(touro.edu\)](https://shs.touro.edu) will apply.

Additional fees

- Upon entering the program: EXXAT account set-up (\$220.00 as of June 2021 for background check, Mandatory Clinical Form Monitoring, and drug test)
- Upon entering the program, and every two years: mandatory BCLS Certification (\$75 - \$80 as of 6/2021)
- When filing for graduation: \$200 to Touro University with "Application for Graduation" by designated due dates

Expenses

- Textbooks (approximately \$200/semester)
- Transportation costs (varies widely by individual)
- Before first clinical semester: uniforms for use in hospitals, agencies, and skills lab (approximately \$100)
- Before first clinical semester: Prep-U Testing for nursing courses
- Upon graduation: NCLEX-RN Licensure Application (as of 2/2021: \$138)
- Upon graduation: Pearson NCLEX-RN Registration (as of 2/2021: \$200)

SEMESTER START AND END DATES

The 2023-2025 academic calendar for the Department of Nursing can be found at <https://shs.touro.edu/programs/nursing/academic-calendar/>. Students should regularly check the site for any calendar changes that may have been made.

RECOMMENDED SEQUENCE OF COURSES FOR THE B.S. PROGRAM

Semester 1	Semester 2
<input type="checkbox"/> LLEN 101 English Composition I (3 cr) <input type="checkbox"/> HISN/GHSN History course (3 cr) <input type="checkbox"/> MATN 111 College Math or MATN 120 Pre-Calculus (3cr) <input type="checkbox"/> Elective (3 cr) <p style="text-align: right;">12 cr</p>	<input type="checkbox"/> LLEN 102 English Composition II (3 cr) <input type="checkbox"/> HISN/GHSN History course (3 cr) <input type="checkbox"/> BIHN 248 Nutrition for Nursing Majors (3 cr) <input type="checkbox"/> MATN 261 Statistics for Social Science Majors (3 cr) <input type="checkbox"/> Elective (3 cr) <p style="text-align: right;">15 cr</p>
Semester 3	Semester 4
<input type="checkbox"/> BIHN 120 Human A&P for Nursing I (4 cr) <input type="checkbox"/> LLEN/GLLN Literature (3 cr) <input type="checkbox"/> MCON/ GCON Computer course (3 cr) <input type="checkbox"/> SPLN 101: Fundamentals of Speech (3 cr) <input type="checkbox"/> PSYN– Psychology Course (3 cr) <p style="text-align: right;">16 cr</p>	<input type="checkbox"/> BIHN 122 Human A&P for Nursing II (4 cr) <input type="checkbox"/> LLEN/GLLN: Literature (3 cr) <input type="checkbox"/> BIHN 229 Applied Microbiology (4 cr) <input type="checkbox"/> SASN/GSON: Sociology (3 cr) <p style="text-align: right;">14 cr</p>
Semester 5 – NUR Semester I (Fall)	Semester 6 – NUR Semester II
<input type="checkbox"/> NURN 110 Fundamentals of Nursing (7 cr) <input type="checkbox"/> NURN 320 Introduction to Professional Nursing (3 cr) <input type="checkbox"/> BIHN 355 Pathophysiology (3 cr) <input type="checkbox"/> NURN 411 Health Assessment and Promotion (4 cr) <p style="text-align: right;">17 cr</p>	<input type="checkbox"/> BIHN 314 Genetics and Genomics (3 cr) <input type="checkbox"/> NURN 130 Pharmacology in Nursing (3 cr) <input type="checkbox"/> NURN 200 Medical-Surgical Nursing I (8 cr) <input type="checkbox"/> HSBN201 Community Service (1 cr) <input type="checkbox"/> NURN 410 Populations at Risk (2 cr) <p style="text-align: right;">17 cr</p>

Semester 7 – NUR Semester III	Semester 8 – NUR Semester IV
<input type="checkbox"/> NURN 300 Medical Surgical Nursing II (6 cr) <input type="checkbox"/> NURN 330 Mental Health Nursing (5 cr) or <input type="checkbox"/> NURN 310 Maternal Child Nursing (5 cr) <input type="checkbox"/> NURN 440 Community Health (3 cr) <input type="checkbox"/> NURN 450 Nursing Research and Evidence-Based Practice (3 cr) <p style="text-align: right;">17 cr</p>	<input type="checkbox"/> NURN 301 Medical Surgical Nursing III (6 cr) <input type="checkbox"/> NURN 310 Maternal Child Nursing (5 cr) or <input type="checkbox"/> NURN 330 Mental Health Nursing (5 cr) <input type="checkbox"/> NURN 485 Advanced Leadership (3 cr) <input type="checkbox"/> NURN 430 Client Education Across the Lifespan (3 cr) <p style="text-align: right;">17 cr</p>
Total Credits: 125	

RECOMMENDED SEQUENCE OF COURSES FOR THE RN-BS PROGRAM

Semester 1	Semester 2
<input type="checkbox"/> BIHN 355 Pathophysiology (3 cr) <input type="checkbox"/> MATN 111/MATN 120 College Math or Precalculus (3cr) <input type="checkbox"/> NURN 411 Health Assessment and Promotion (3cr) <input type="checkbox"/> NURN 430 Client Education Across the Lifespan (3cr) <input type="checkbox"/> Liberal Arts Elective (3cr) <p style="text-align: right;">15 cr</p>	<input type="checkbox"/> BIHN 314 Genetics and Genomics (3cr) <input type="checkbox"/> MATN 261 Statistics for Social Science Majors (3cr) <input type="checkbox"/> LLEN 102 English Composition 2 (3cr) <input type="checkbox"/> NURN 410 Populations at Risk (2cr) <input type="checkbox"/> NURN 420 Professional Nursing Practice (3cr) <input type="checkbox"/> Liberal Arts Elective (3cr) <p style="text-align: right;">17 cr</p>
Semester 3	Semester 4
<input type="checkbox"/> SASN/GSON Sociology Course (3cr) <input type="checkbox"/> HISN/GHSN History Course (3cr) <input type="checkbox"/> LLEN/GLLN Literature Course (3cr) <input type="checkbox"/> MCON/GCON Computer Course (3cr) <input type="checkbox"/> NURN 440 Community Health Nursing (3cr) <p style="text-align: right;">15 cr</p>	<input type="checkbox"/> HISN/GHSN History Course (3cr) <input type="checkbox"/> LLEN/GLLN Literature Course (3cr) <input type="checkbox"/> HSBN 201 Community Service (1cr) <input type="checkbox"/> NURN 450 Nursing Research and Evidence Based Practice (3cr) <input type="checkbox"/> NURN 485 Advanced Leadership (3cr) <p style="text-align: right;">13 cr</p>
Total Program Credits: 60	
Total Credits for the Bachelor of Science with a major in Nursing: 125	
PLEASE NOTE: Students may transfer up to 90 credits (including liberal arts and sciences courses) toward the Bachelor of Science degree in Nursing, with department approval.	

***IMPORTANT:** Repeating a Nursing course in which a grade of C+ through D- was received may result in the student not receiving financial aid for the repeated course.

GRADUATION REQUIREMENTS

(Also see general graduation information, p. 47)

- Students must complete all Nursing courses, BIO 314, and BIO 355 with a grade of B- or higher.
- Students must achieve a cumulative GPA of 2.65 or higher.
- Students must complete HS 201 (Independent Study-Community Service) according to the requirements of the Department.
- Students must take at least one course in residence at the Manhattan main campus to meet the residency requirement of Touro University.
- During each of the last two semesters of the program, students must meet with their Nursing faculty advisors for graduation conferences to review their progress toward meeting graduation requirements.
- After the graduation conference, the student must complete the "Application for Graduation" and the "Major or Concentration" forms and submit them to the Office of the Registrar by the appropriate deadline, together with the graduation fee.

Familiarity with and completion of requirements for graduation are the responsibility of the student. Students are responsible for filing appropriate forms with the Registrar by posted deadlines. Graduates of the program qualify to take the NCLEX-RN which is administered by the states and territories of the United States. Registered Nurses are licensed professionals with all the requisite professional and legal responsibilities that accompany licensure <https://www.ncsbn.org/14730.htm>.



OCCUPATIONAL THERAPY DEPARTMENT

Stephanie Dapice Wong, DPT, PT, OTR/L, CAPS, Department Chairperson and Director, Occupational Therapy Programs

Meira L. Orentlicher, PhD, OTR/L, FAOTA, CRA, Associate Chair of Research & Scholarship, Director of Post-Professional OTD

Michelle Buccinna, OTD, OTR/L, Director, Long Island campus

Elizabeth Chiariello, Ph.D., OTR/L, Director, Manhattan campus

DESCRIPTION OF THE PROFESSION

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

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

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

OCCUPATIONAL THERAPY PROGRAMS

The Occupational Therapy programs offer a choice of degree. Students can enter the program with as few as 60 credits to earn the dual degrees, Bachelor of Science in Health Sciences (B.S.H.S.) and Master of Science in Occupational Therapy (M.S. O.T.) in under 3 years. Graduates from the BSHS/MS OT program are eligible to sit for the national board Certification in OT exam (NBCOT) to practice OT. Graduates have the choice to enter the post-professional Doctor of Occupational Therapy (OTD) while working as an OT.

The Post-Professional Occupational Therapy Doctorate (OTD) is an online program designed for the working occupational therapist. The program prepares you to engage in your community as a leader, scholar, and advocate, and to make a positive impact on the well-being of those you serve.

Our post-professional OTD is an online program for innovative occupational therapists with a master's degree in occupational therapy or a related field.

The Occupational Therapy Programs’ student-centered approach focuses on providing a rigorous education while also offering a highly supportive and flexible learning environment. Students have choices to meet their lifestyles and career goals.

- Choice of degree BSHS/MSOT or Post-Professional Doctorate (OTD)
- Choice of Long Island or Manhattan campus for the BSHS/MSOT degree
- Choice of terms to enter the program
- Full-time or Part-time options

PART TIME/EXTENDED STUDY OPTION

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

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

FIELDWORK EXPERIENCE: BSHS/MSOT PROGRAM

Fieldwork experience is an integral part of the student's occupational therapy education at Touro University. It provides students with opportunities for clinical reasoning and reflective practice, to transmit the values and beliefs that enable ethical practice, and to develop professionalism and competence in career responsibilities. Fieldwork is integrated throughout the curriculum and must be completed in the established sequence. Level I fieldwork consists of exposure to the role of occupational therapy practitioners with several populations and is intended as preliminary exposure and exploration opportunities. Time for Level I fieldwork is built into the student's schedule. Level II fieldwork is a full-time placement in a setting under the supervision of an experienced occupational therapist. Level II fieldwork is generally twelve weeks full-time at a site, although special alternative and part-time placements may be arranged from time to time. Students on Level II fieldwork develop skills to perform as entering professionals, abiding by the legal, ethical, procedural standards and assigned schedule of the center, the profession, and the school. Students are placed in one of the many facilities and organizations with which Touro has a contract.

Students are assigned to fieldwork placements that are selected from our pool of available sites. Placement may be at local or distant out-of-town sites. Students may encounter additional expenses for uniform, travel, housing, and meal expenses involved in fieldwork assignments. Students should expect to be commuters or residential boarders for each of their fieldwork assignments and to have transportation arrangements in place that will allow for full and punctual participation in all academic and/or fieldwork experiences scheduled throughout the Occupational Therapy Program.

OCCUPATIONAL THERAPY VISION, MISSION, AND OUTCOMES

Touro University Occupational Therapy Department Vision Statement

The Touro University Occupational Therapy Department strives to be an inclusive, diverse community, widely recognized for scholarship and excellence of faculty and graduates who are responsive and responsible to the occupational needs of people across the lifespan, communities, and populations.

Touro University Occupational Therapy Department Mission Statement

The Touro University Occupational Therapy Department provides a supportive, learner-centered environment for academic rigor and integrity driven by scholarship and enhanced by practice. We support personal and professional growth of students, graduates, and faculty members. We promote a deep understanding of the complex dimensions of occupation and its impact on individual, community, and population health, wellbeing, quality of life and participation in everyday living across the lifespan.

We provide high-quality, cutting-edge educational and clinical learning experiences to a diverse student body and prepare them for a dynamic healthcare environment. We prepare graduates for professional and social responsibility, intellectual inquiry, and practice, with a duty to meet the needs of those who have been historically underserved with equity and respect. Students develop as occupational therapy professionals with skills and knowledge to uphold the occupation-centered tenets of the profession. They are prepared to practice occupational therapy with dignity, value, and virtue consistent with the ethical and humanistic ideals of Judaic principles.

Departmental Outcomes

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

TECHNICAL STANDARDS

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

I. Motor Skills

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

II. Communication Skills

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

III. Intellectual/Conceptual, Integrative and Qualitative Skills

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

IV. Sensory/Observational Skills

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

V. Behavioral/Social Skills and Professionalism

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

- g. Possess the organizational skills necessary to meet deadlines and manage time.
- h. Respond appropriately to emergency situations.

BSHS/MS OT ADMISSION REQUIREMENTS AND PROCEDURES

(Also see general admission policies and procedures, p. 18)

Application for Admission

The Occupational Therapy Program invites the submission of applications through the Occupational Therapy Centralized Application Service (OTCAS). Applicants apply online by visiting <https://portal.otcas.org/>. Applicants who have coursework still in progress at the time of application will be contacted by the Office of Admissions and asked to submit an updated transcript.

Application Deadlines and Important Dates

The Occupational Therapy Department offers the BS/MS Occupational Therapy Program in two New York locations: The Long Island campus and the Manhattan Main Campus. Applications are reviewed as they are received and students are accepted on a rolling basis starting with applications received and verified in June of each year. All new students are expected to attend a full-day orientation, usually held the Thursday in late January or early February prior to the date classes begin.

Admission requirements

Prerequisites

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

SCIENCE PREREQUISITE REQUIREMENTS

- 8 credits Anatomy and Physiology with lab
- 4 additional credits for science majors, with lab (Chemistry, Physics or Biology recommended)

ADDITIONAL PREREQUISITE REQUIREMENTS FOR ALL APPLICANTS, ALL CYCLES

- 3 credits Sociology or Cultural Anthropology
- 6 credits English or Communication with a writing component
- 3 credits Statistics (NOT Business Statistics)
- 3 credits General Psychology or Introduction to Psychology
- 3 credits Developmental Psychology/Human Development. Course(s) should address development across the lifespan and may be taken in 1 or more course.
- 3 credits Abnormal Psychology

Additional credits in liberal arts and sciences, to total 60 prerequisite credits. Examples of liberal arts credit subject areas are History, English, Sociology, etc. No more than 12 credits per subject area are recommended.

Please note: Students with previous occupational therapy experience or courses are *not* exempt from satisfying all admission requirements and completing all courses in the BS/MS degree program.

Additional requirements:

(Also see general admission requirements, p. 18)

- Applications will be reviewed holistically. A cumulative GPA of 3.0 or higher, with a minimum science GPA of 3.0 are preferred. Decisions regarding admission to the program are based on a rigorous and competitive review process. Meeting only minimum admission criteria cannot guarantee selection for an interview or admission to the program.

- Documentation of completion of the equivalent of 40 hours of observation experience in OT practice completed within the last 3 years.
- Observation hours should be completed in a setting under the supervision of a licensed occupational therapist and verified on the OT Observation Hours Form for an application to be eligible for review by the OT Admissions Committee. Observation experience with more than one type of setting or population is strongly recommended. Applicants also have the option to complete up to 20 of the required 40 hours at ClinEdWeb Intro to OT: 20 Observation Hours and submit the Certificate of Completion. Two written recommendations submitted through OTCAS). One written recommendation should be from a licensed occupational therapist and one from a professional and/or academic source. A personal statement must be submitted as instructed on the application through OTCAS.

Selection Process

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

Select candidates will be invited for an on-campus interview.

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

Applicants who do not meet the minimum requirements for admission may petition the OT Admissions Committee for consideration of special circumstances. The petition must be made in writing at the time of application and should be sent to the School of Health Sciences Office of Admissions. It must clearly explain extenuating circumstances that have prevented the applicant from meeting the requirements, and describe elements of the applicant's background that would indicate the potential for success in the program. Admission decisions regarding students who have not met established admission requirements are based on the student's petition, application, interview and other supporting documents required as part of the application process.

Please note: Students with previous occupational therapy experience or courses are *not* exempt from satisfying all admission requirements and completing all courses in the BSHS/MSOT degree program.

For information, contact:

Office of Admissions – OT Program
 School of Health Sciences
 Touro University
 225 Eastview Drive
 Central Islip, NY 11722
 (866) TOURO-4-U
Enrollhealth@touro.edu

POST-PROFESSIONAL OTD ADMISSION REQUIREMENTS AND PROCEDURES

The post-professional OTD program is designed for working occupational therapists, who want to further develop their skills as leaders, scholars and changemakers. OTs with an entry-level degree in occupational therapy, a master's degree in OT or related field, and who are licensed, or are eligible for licensure to practice occupational therapy are welcome to apply. Applicants should have a clear vision for how they want to influence policy, services to the underserved, or program development in occupational therapy within their community.

Students currently enrolled in our BSHS/MSOT program have the option to take elective courses in their final semester that will be applied towards the OTD degree.

The program begins in the summer and fall semesters. The application deadline for a summer start is May 1. The application deadline is August 25.

Admission Requirements

- **Licensure or eligibility for licensure in occupational therapy**
 - American applicants must have attained an entry-level degree in OT from a program accredited by ACOTE (Accreditation Council for Occupational Therapy Education) and must be licensed or eligible for licensure to practice occupational therapy.
 - International applicants must have attained an entry-level degree in OT from a WFOT (World Federation of OT) approved program and provide documentation of credentials to practice as an occupational therapist in their home country or National Government Recognition documentation of their OT program.
 - Priority admissions will be given to graduates of our MSOT program. Students applying through our MSOT program must be eligible to take the NBCOT exam by the second term of the OTD program.
- **Master's degree**
 - All applicants must have completed a minimum of 36 graduate credits and hold a Master's degree.
 - Applicants who earned a Master's degree with less than 36 graduate credits may be eligible to complete the missing credits while enrolled in the OTD program.
 - Priority will be given to students who attained a GPA of 3.5 or above in their Master's program.
 - Pre-requisite: Graduate-level course in Research Design and/or Statistics.
- **Employment**
 - Employment as an occupational therapy practitioner (full-time or part-time) is required by the second term.
 - Students who are unable to work while enrolled may request a waiver of the requirement with evidence of a minimum of 6 months of experience as an occupational therapy practitioner prior to entering the program.

Admission Procedures

- Admissions to the OTD program are done on a rolling basis. Applications must be submitted online and **must include resume**
- Proof of NBCOT certification and OT licensure, or equivalent international documentation. *This requirement is waived for Touro MSOT students transitioning to the OTD program.*
- Two recommendation letters from employers and/or professors
- A 500-word essay and letter of intent that includes the following information:
 - Reason for applying for an advanced post-professional doctoral degree
 - Reason for selecting Touro University
 - Social area of concern to address in the Doctoral Capstone Project and why
 - Current or projected place and type of employment
 - Professional goals post-graduation
- Official undergraduate and graduate transcripts should be mailed directly from the issuing institutions to Ms. Jennifer Christie, School of Health Sciences of Touro University, OTD Admissions, 225 Eastview Drive, Central Islip, NY 11722 or submitted electronically to: enrollhealth@touro.edu

TUITION, FEES AND EXPENSES

The Bursar’s Office oversees tuition and fee payments, as well as refunds and loan disbursements.

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

The majority of students attend the BSHS/MSOT Program on a full-time basis. This requires a major commitment of both time and resources.

2023-2024 Tuition - Long Island Campus BSHS/MSOT

Full-time* per term	Summer	Fall	Spring
Class of 2024	n/a	\$11,315	\$11,315
Class of 2025	n/a	\$11,315	\$11,315
Class of 2026	n/a	\$12,730	\$12,730

Total Program Cost: The total program cost of the Long Island class of 2024 tuition is \$98,585 plus fees; class of 2025 tuition is \$100,530 plus fees; class of 2026 tuition is \$101,850 plus fees.

2023-2024 Tuition - Manhattan Campus BSHS/MSOT

Full-time* per term	Summer	Fall	Spring
Class of Spring 2024 grads	n/a	\$16,980	n/a
Class of Fall 2024 grads	\$11,315	\$10,252	\$10,252
Class of 2025	\$12,807	\$12,807	\$12,807
Class of 2026	n/a	n/a	\$12,730

Total Program Cost: The total program cost of the Manhattan class of 2024 tuition is \$101,810 plus fees; class of 2025 tuition is \$101,810 plus fees; class of 2026 tuition is \$101,840 plus fees.

2023-2024 Other Tuition and Fees - Both Campuses BSHS/MSOT

Per credit tuition (less than full-time*)	\$1,480
Tuition deposit (non-refundable, applied to 1st semester tuition)	\$1,000
Administrative Fee per term (non-refundable)	\$100
Technology fee (per term)	\$100
Clinical Rotation Fee (annually charged in the Fall semester)	\$750

[Tuition and Fees for the 2024-2025 Academic Year can be found at [Tuition | OT | School of Health Sciences \(touro.edu\).](#)]

*Full-time Status: Undergraduate: 12 credits, Graduate: Fall/Spring: 9 credits; Summer: 7 credits

2023-2024 Tuition and Fees - Post-Professional OTD

	Academic Term	Total Cost of Program (4 terms)
Full-time tuition per term (9 credits)	\$6,200	\$28,800
Administrative fee (per term)	\$100	\$400
Technology fee (per term)	\$100	\$400
Graduation fee (graduating students only)	\$200	\$200
Total		\$29,800

Per credit tuition (less than 9 credits) \$800

Incoming OTD students are offered a President’s scholarship in the amount of \$4,000 and waiver of administrative and technology fees.

2023-2024 Tuition and Fees - Post-Professional OTD – with President’s scholarship

	Academic Term	Total Cost of Program (4 terms)
Full-time tuition per term (9 credits)	\$6,200	\$24,800
Graduation fee (graduating students only)	\$200	\$200
Total		\$25,000

Per credit tuition (less than 9 credits) \$685

[Tuition and Fees for the 2024-2025 Academic Year can be found at [Tuition | Doctor of Occupational Therapy | School of Health Sciences \(touro.edu\)](#).]

Other Touro Fees

Graduation Fee (non-refundable, charged when application for graduation is processed)	\$200
Application Fee	\$50
Late payment Fee (monthly, unless paid in full or enrolled in a payment plan)	\$100
Returned Check Fee	\$40
Transcript Fee	(see “Transcripts,” p. 49)

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

Students are encouraged to meet with the Financial Aid Counselor early in the application process to plan for the following added expenses:

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

Tuition Refund Policy for Withdrawal

A student wishing to withdraw from classes must notify the administration of the School of Health Sciences and the Office of the Registrar by filling out an add/drop form. On approved applications, the withdrawal policy for the [School of Health Sciences \(touro.edu\)](#) will apply.

SEMESTER START AND END DATES

The 2023-2025 academic calendar for Occupational Therapy can be found at <https://shs.touro.edu/programs/occupational-therapy/academic-calendar/>. Students should regularly check the site for any calendar changes that have been made.

BSHS/MSOT OCCUPATIONAL THERAPY CURRICULUM

The OT curriculum identifies four core threads with each one serving to generate program goals and student learning outcomes. The core curricular threads woven through the curriculum are (A) *Occupation*, (B) *Scholarship*, (C) *Professional Responsibility*, (D) *Practice Proficiency*. The threads are laced through the three curricular developmental levels - *Foundational*, *Skill Development*, and the final *Enrichment* levels. Clearly stated program goals support the attainment of the occupational therapy department mission and are reflected in the intended learning outcomes for graduates. The core curriculum learning outcomes reflect the intention that graduates of the program will become competent occupational therapy practitioners who are educated as generalists with exposure to the breadth of OT delivery models and will support best practice with the application of scholarship and professional responsibility.

The occupational therapy curriculum is structured to assist the student in synthesizing concepts, to promote growth in professional attitudes and interpersonal skills, and to foster the development of skills in the implementation of service provision. The 4 Core Curriculum Learning Outcomes as described below are the focus of one or more courses in the curriculum. If not the major focus of the course, the core threads will be at minimum an element of each level of the curriculum.

BSHS/MSOT Occupational Therapy Curriculum Threads, Program Goals, and Learning Outcomes

Graduates of the Touro University Occupational Therapy Master's (OTM) program will skillfully and ethically meet all learning outcomes listed below:

Curriculum Thread A: Occupation

Program Goal: To prepare OT practitioners who develop expertise, knowledge, and understanding of the complex dimensions of engagement in meaningful and purposeful occupation throughout the lifespan and its impact on health

Learning Outcome:

1. Integrate the distinct aspects and patterns of meaningful and purposeful, client-centered occupation within a context and its impact on the health of individuals, communities, and populations throughout the life span.

Curriculum Thread B: Scholarship

Program Goal: To prepare OT practitioners to discriminate and apply sound research evidence to support best practices and have the greatest positive impact on the occupational needs of the individuals and populations they serve.

Learning Outcome:

2. Obtain, analyze, critique, disseminate, and apply evidence related to occupational performance and participation to all service provision, including practice, and professional development.

Curriculum Thread C: Professional Responsibility

Program Goal: To prepare OT practitioners to create and foster inclusiveness and equality for individuals, communities, and populations in response to societal occupational needs with a focus on the greater good of society.

Learning Outcome:

3. Apply professionalism, communication, leadership, compliance, and an understanding of culture and contextual differences in order to work effectively with all members of the service delivery team and respond to social issues and the occupational needs of individuals, communities, and populations.

Curriculum Thread D: Practice proficiency

Program Goal: To prepare OT practitioners who, with a focus on occupational participation, serve their clients and communities with the highest level of skill, competency, and effective communication with others who support professional service delivery processes.

Learning Outcome:

4. Identify and address the occupational needs of those served through the use of client-centered, evidence-based evaluations and interventions thereby enhancing the health, engagement, and occupational participation of individuals, communities, and populations.

BSHS/MSOT COURSE SEQUENCE

The four threads, the programmatic goals for each, and the learning outcomes tied to each are effective tools for defining the content and scope of the curriculum. The conceptual threads and courses within the curriculum are organized to establish a logical learning sequence.

The education of an occupational therapist must prepare a future practitioner who can ably facilitate change in individuals and groups for optimal occupational performance. To guide the evolution of this complex and broad goal, Touro University Occupational Therapy Program was developed with attention placed on scaffolded coursework to enable learners to grasp foundational knowledge, develop critical thinking and practice skills, and gain enrichment through the exposure to evidenced-based practices and real-world applications. The curricular framework and the levels of learning progress from learners' acquisition of knowledge to the future practitioner's development and execution of critical thinking skills and decision-making abilities (Vygotsky, 1978).

Each OT student begins the first *Foundational Level* with undergraduate courses and Level I fieldwork in terms 1 and 2 to provide a baseline of professional exposure that begins to create a context for professional understanding (OTHN 332, OTHN 333, OTHN 334, OTHN 305, OTHN 310, OTHN 320, OTHN 336, OTHN 390, OTHN 385). Coursework and requirements that are prerequisite to program enrollment provide each student with a liberal arts, science and social science background. The Foundational Level of the OT curriculum expands students' specialized knowledge base in the biological/human and social sciences, introduces terminology and concepts of occupation across the lifespan, and presents core theory and practice information about occupational therapy. Development of professional communication processes and skills are initiated and students begin to reflect on the multiple meanings of professional responsibility. The Level I fieldwork experiences during foundational level coursework offer opportunities to employ professional responsibilities in community service and mental health to prepare students for practices during level II fieldwork experiences.

The second level of the curriculum design structure in terms 3, 4, and 5 are termed the *Skill Development Level*. This second level provides the students with a broad overview of all practice areas of occupational therapy through the lifespan including mental health, physical health, children, adolescents, and older adults, as well as an introduction to evidence-based practice (OTHN 614, OTHN 337, OTHN 392, OTHN 604; OTHN 605; OTHN 651; OTHN 315; OTHN 623; OTHN 641; OTHN 642; OTHN 643; OTHN 644; OTHN 652). Greater emphasis is placed on gaining knowledge of disorders and conditions impacting occupational performance and participation along with the professional tools needed to provide effective service delivery. While all occupational disruptors are viewed holistically as defined in the program's philosophy, this level particularly exposes students to practice with pediatric and geriatric populations and adult practice settings where physical rehabilitation is the focal point for OT services. This skill level also prepares students with the basic introduction to research needed to move forward to the next phase of the program involving competent location, critique and utilization of evidence.

The third defining level of the curriculum sequence, terms 6, 7, and 8, is termed the *Enrichment Level*. This third level of the curriculum dives deeper into the complex dimensions of occupation and specialty focuses within more specialized practice areas of occupational therapy, including prosthetics, orthotics, orthopedics, school-based practice, non-traditional and emerging practice, management, leadership, as well as fieldwork (OTHN 621, OTHN 622, OTHN 645, OTHN 653, OTHN 606, OTHN 616, OTHN 624, OTHN 691, OTHN 692, OTHN 610, OTHN 620, OTHN

625, OTHN 690). Advanced levels of knowledge and skill in all areas of the curriculum occur; students assume increased professional responsibility for their roles as learners. Stressed are reflective inquiry, written and oral communication, research, and advanced professional analysis and reasoning. Students participate in Level I fieldwork to enhance skill development for practice proficiency. Research courses at this level help students to establish ties between those pursuits and content covered in the advanced courses. Coursework includes an opportunity for independent learning and interaction with a recognized scholar in the profession (OTHN610). Two Level II fieldwork placements require demonstration of professional responsibility and the utilization of occupation and evidence to support practice proficiency. Consistent with the enrichment level, students have the opportunity to take advanced elective courses in their last term. The graduate level courses and fieldwork will require students to apply acquired foundational knowledge and skills of occupational therapy practice.

The Touro University Occupational Therapy dual degree BS Health Sciences/MS Occupational Therapy (BSHS/MSOT) degree conferral is approved by New York State Education Department (NYSED) and consists of 155 total credits: 60 prerequisite credits and 95 credits within the program. The 95 credits within the program include 32 credits of undergraduate credits and 63 credits are graduate credits. Of the 63 graduate credits, 32 credits will be dually counted towards the undergraduate and graduate degrees, and 31 credits will count exclusively towards the Master’s degree. The 32 graduate credits that apply to both degrees, provide the students with a broad overview of all practice areas of occupational therapy through the lifespan including mental health, physical health, children, adolescents, and older adults, as well as an introduction to research and scholarship. The 31 graduate credits that apply exclusively to the MS degree dive deeper into evidence-based practice including an individual project (NYSED requirement) (OTHN 652, OTHN 653), Health promotion (OTHN 624), advanced theories (OTHN 610), non-traditional and emerging practice (OTHN 620), management and leadership (OTHN 625), Professional development (OTHN 690), as well as fieldwork (OTHN 691, OTHN 692). As the program is structured, terms 1 and 2 are defined as undergraduate year 1; terms 3, 4 and 5 are undergraduate year 2; and terms 6, 7 and 8 are the graduate year.

Program Totals for BSHS/MSOT FOR STUDENTS ENTERING THE PROGRAM 2021 or later	
Total prerequisite credits	60 (minimum)
Total Touro OT undergraduate credits	32
Total Touro OT graduate credits	63*
TOTAL CREDITS IN PROGRAM	155

*Note: As per approval of the dual degree BSHS/MSOT program by the New York State Education Department (NYSED), of the 63 graduate credits, 32 credits (300-level course numbers) apply to both, the graduate and undergraduate degrees, and 31 credits (600-level course numbers) apply exclusively to the graduate degree.



BSHS/MSOT RECOMMENDED SEQUENCE OF COURSES FOR FULL-TIME ENROLLMENT

(*NOTE: New students have the choice of Fall or Spring start date for program entry)

Undergraduate year 1 (terms 1 & 2)				
Fall Term 1 (for Fall program entry)				
Course Number and Title		Credits	Prerequisite(s)	Corequisite(s)
OTHN 332	Human Structure and Movement	4 cr	Program Prerequisites	
OTHN 333	Brain, Behavior and Occupation	5 cr	Program Prerequisites	
OTHN 334	Human Movement, Behavior, and Occupation & Lab	3 cr		OTHN 332 or equivalent course (may be taken as prerequisite)
Term Total		12 cr		

Spring Term 1 (for Spring program entry; Term 2 for Fall program entry)				
Course Number and Title		Credits	Prerequisite(s)	Corequisite(s)
OTHN 310	Fundamentals and Foundation of Occupational Therapy	3 cr	Program Prerequisites	
OTHN 305	Medical Terminology	1		
OTHN 320	Clinical Reasoning about Occupation	3 cr	Program Prerequisites	
OTHN 336	Human Conditions and Lifespan Occupations: Behavioral and Mental Health	2 cr	OTHN 332	
OTHN 390	Professional Development: Introduction to Fieldwork, Communication & Professionalism	3 cr		
OTHN 385	Level I FW: Community Service	1 cr		OTHN 390 (may be taken as prerequisite)
Term Total		13 cr		

Summer Term 2 (For Spring Program Entry only), Offered at Manhattan Campus only (14-weeks)				
Course Number and Title		Credits	Prerequisite(s)	Corequisite(s)
OTHN 332	Human Structure and Movement	4 cr	Program Prerequisites	
OTHN 333	Brain, Behavior and Occupation	5 cr	Program Prerequisites	
OTHN 334	Human Movement, Behavior, and Occupation Lab	3 cr		OTHN 332 or equivalent course (may be taken as prerequisite)
Term Total		12 cr		

Undergraduate Year 2 (Terms 3, 4, 5)				
Fall Term 3				
Course Number and Title		Credits	Prerequisite(s)	Corequisite(s)
OTHN 315	Occupations Analysis & Skills Physical Health I	3 cr		OTHN 337 (may be taken as prerequisite)
OTHN 337	Human Conditions and Lifespan Occupation: Physical Health	3 cr	OTHN 332 OTHN 333	
OTHN 392	Level I Fieldwork – Mental Health	1 cr	OTHN 336	OTHN 604, OTHN 605 (may be taken as prerequisites)
OTHN 604	Lifespan Occupations and Mental Health	3 cr	OTHN 336	
OTHN 605	Occupations Analysis & Skills lab - Mental Health	2 cr		OTHN 604
OTHN 651	Introduction to Research	3 cr		
Term Total		15 cr		

Spring Term 4				
Course Number and Title		Credits	Prerequisite(s)	Corequisite(s)
OTHN 616	Occupations Analysis & Skills Physical Health	3 cr	OTHN 315	
OTHN 623	Rehabilitation Design Through the Lifespan	2 cr		OTHN 616, OTHN 642 (may be taken as prerequisites)
OTHN 641	Occupations of Children & Adolescents	3 cr	OTHN 336 OTHN 337	
OTHN 642	Occupations Analysis & Skills Lab – Children & Adolescents	2 cr		OTHN 641
OTHN 643	Occupations of Older Adults	3 cr	OTHN 336 OTHN 337	OTHN 616 (may be taken as prerequisite)
OTHN 644	Occupations Analysis & Skills Lab – Older Adults	1 cr		OTHN 643
OTHN 652	Research Methods and Scholarly Mentorship	3 cr	OTHN 651	
Term Total		17 cr		

Summer Term 5 (14-weeks)				
Course Number and Title		Credits	Prerequisite(s)	Corequisite(s)
OTHN 614	Teaching & Learning in Occupational Therapy	2 cr		
OTHN 621	Prosthetics and Orthotics	3 cr	OTHN 616	
OTHN 622	Orthopedics and Lifespan Occupation	2 cr	OTHN 616	
OTHN 645	School-Based Occupational Therapy Practice	2cr		OTHN 642
OTHN 653	Evidence Based Practice in Occupational Therapy	2cr	OTHN 652	
OTHN 606	Level I Fieldwork	2cr	OTHN 310 OTHN 320 OTHN 390 OTHN 614 OTHN 616	OTHN 616, OTHN 621, OTHN 622, OTHN 645 (all may be taken as prerequisites)
Term Total		13 cr		

Graduate Year (terms 6, 7, 8)				
Fall Term 6				
Course Number and Title		Credits	Prerequisite(s)	Corequisite(s)
OTHN 624	Health Promotion	3 cr	OTHN 616 OTHN 314	
OTHN 691	Level II Fieldwork 12 weeks total	6 cr	OTHN 390 OTHN 392 OTHN 385 OTHN 604 OTHN 605 OTHN 606 OTHN 315 OTHN 616 OTHN 643 OTHN 644 OTHN 621 OTHN 622 OTHN 623 OTHN 651 OTHN 652 OTHN 653	OTHN 624
Term Total		9 cr		

Spring Term 7				
Course Number and Title		Credits	Prerequisite(s)	Corequisite(s)
OTHN 610	Advanced Occupational Therapy Theory and Practice	3 cr	OTHN 691 or OTHN 692	
OTHN 692	Level II Fieldwork B 12 weeks total; Must be different practice area from Level II Fieldwork completed in term 6	6 cr	OTHN 691 (may be waived as prerequisite with written request)	
Term Total		9 cr		

Summer Term 8 (14 weeks)				
Course Number and Title		Credits	Prerequisite(s)	
OTHN 620	Special Topics: Nontraditional and Emerging Practice	2 cr	OTHN 691 or OTHN 692	
OTHN 625	Management and Leadership in Occupational Therapy Service Provision	3 cr		
OTHN 690	Professional Development II	2 cr		
Term Total		7 cr		

Electives - Summer Term 8 (14 weeks)

With approved written request from the OTD Director, the following electives may be taken in term 8 and can be applied to Touro University OT Doctorate course requirements.

Course Number and Title		Credit	Prerequisite(s)	Co-Requisite(s)
OTHN 710	Justice in Health and Healthcare	3 cr	OTHN 610, OTHN 624 OTHN 691 OTHN 692	OTHN 620 OTHN 625 OTHN 690
OTHN 720	Occupational Justice	3 cr		
OTHN 750	OTD Research Seminar I	3 cr		
Term Total		9 cr		

CERTIFICATION and LICENSURE of BSHS/MSOT Graduates

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

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

OCCUPATIONAL THERAPY DOCTORATE CURRICULUM DESIGN CONCEPTUAL FRAMEWORK

A key overarching program outcome is to prepare graduates who embody the strongly held values of the institution, are aware of and committed to the needs of the community and are well-prepared to meet the demands and expectations of existing and evolving healthcare service delivery models. The curriculum design entails a dynamic and relevant learning experience that prepares exceptional professional graduates for advanced scholarship and leadership, ready to approach the profession from a perspective of social responsibility, with skills and experience in research, policy, program development and education applied to clinical practice.

Curriculum Threads and Program Goals/Learning Outcomes:

Graduates of the Touro College post-professional OTD program will skillfully and ethically meet all learning outcomes listed below:

A. Scholarship:

- a. OT Program Goal: To prepare OT practitioners to discriminate and apply sound research evidence to support best practice in program development and have the greatest positive impact on the occupational needs of the individuals and populations they serve.

Learning Outcome:

1. Design and implement scholarly activities related to occupational performance and participation to all services including community-based program development, program evaluation, service delivery, and quality improvement.

B. Leadership:

- a. OT Program Goal: To prepare OT practitioners who, through use of the tools of effective leadership, education/teaching, and advocacy will impact clients, legislators, the OT profession, and healthcare systems by driving positive change that supports occupational participation in society.

Learning Outcome:

- 1. Utilize leadership, education, and advocacy skills to create and implement effective service provision to communities and populations, enabling and supporting occupational participation.

C. Social Responsibility:

- b. OT Program Goal: To prepare OT practitioners to create and foster inclusiveness and equality for individuals, communities, and populations in response to societal occupational needs with a focus on the greater good of society.

Learning Outcome:

- 1. Apply scholarship, leadership, professional, and visionary critical thinking skills to positively impact the occupational therapy profession and the occupational well-being of the greater community.



DOCTOR OF OCCUPATIONAL THERAPY RECOMMENDED SEQUENCE OF COURSES (FULL-TIME ENROLLMENT)

Fall Term 1				
(Touro OT Students can take OTHN710, OTN720, and OTHN750 courses as electives in their final Summer term of the BSHS/MSOT degree. The elective course will be acceptable for up to 3 years in lieu of taking the Fall term 1 courses of the post professional OTD)				
Course Number and Title		Credits	Prerequisite(s)	Co-requisite(s)
OTHN 710	Justice in Health and Healthcare	3 cr		
OTHN 720	Occupational Justice	3 cr		
OTHN 750	Research Seminar I	3 cr		
Term Total		9 cr		

Spring Term 2				
Course Number and Title		Credits	Prerequisite(s)	Co-requisite(s)
OTHN 735	Health and Wellness and Occupation	3 cr		
OTHN 715	Program Development for Occupational Therapy	3 cr		
OTHN 751	Research Seminar II	3 cr	OTHN 750	
Term Total		9 cr		

Summer Term 3				
Course Number and Title		Credits	Prerequisite(s)	Co-requisite(s)
OTHN 730	Leadership and Management	2 cr		
OTHN 725	Integration of Teaching and Learning in Occupational Therapy	3 cr		
OTHN 752	Capstone Project I	4 cr	OTHN 751	
Term Total		9 cr		

Fall Term 4				
Course Number and Title		Credits	Prerequisite(s)	Co-requisite(s)
OTHN 740	Leadership in Occupational Therapy and Higher Education	3 cr		
OTHN 745	Colloquium	2 cr		
OTHN 755	Capstone Project II	4 cr	OTHN 752	
Term Total		9 cr		

Program Total Credits for the post-professional OTD degree	36 cr
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Electives

Students who enter the program with fewer than 36 graduate credits are required to take electives for the number of credits missing. Students that are not required to take the elective courses can choose to register for one or more of these courses if interested. The elective courses are offered in all terms and students can register for them at any term of their choice. However, it is recommended to complete the *required* credits as soon as possible.

Course Number and Title		Credit	Prerequisite(s)	Co-requisite(s)
OTHN 781	Health Literacy Universal Precautions	1 cr		
OTHN 782	Occupation-Based Interventions	1 cr		
OTHN 783	OT Practice Framework	1 cr		
OTHN 784	Research Methods I: Research Designs	1 cr		
OTHN 785	Research Methods II: Clinical Applications	1 cr		
OTHN 786	Research Methods III: Biostatistics	1 cr		
OTHN 787	OTD Independent Study*	1-3 cr		



PHYSICAL THERAPY DEPARTMENT

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

DOCTOR OF PHYSICAL THERAPY (DPT) PROGRAM

Robert Troiano, PT, DPT, CHT, Director, Long Island campus

Laura Hagan PT, Ph.D., DPT, MS, Director, Manhattan campus

DESCRIPTION OF THE PROFESSION

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

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

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

The American Physical Therapy Association's (APTA) vision statement for the physical therapy profession is "Transforming society by optimizing movement to improve the human experience." (www.apta.org). Physical Therapists are the experts in human movement, and can help improve a person's quality of life and improve the health of society.

PROGRAM DESCRIPTION

The Touro University School of Health Sciences offers a three-year graduate-level program curriculum leading to the dual degrees, Bachelor of Science (BS) in Health Sciences and a Clinical Doctoral degree in Physical Therapy (DPT). The Touro University PT Program was established in 1984, and transitioned to a DPT program in 2005. The DPT program is offered at two campuses—Long Island and Manhattan. Both campuses offer full-time day programs: The Long Island program holds classes Monday through Thursday and Friday mornings, while the Manhattan program holds its classes Monday through Thursday with classes occasionally on Sunday. The program begins in the fall of each year and is divided into six academic semesters, including four full-time clinical experiences.

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

ACCREDITATION

The Doctor of Physical Therapy Program at Touro University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, VA 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org ; website: <http://www.capteonline.org/home.aspx>.

PHYSICAL THERAPY DEPARTMENT MISSION STATEMENT

In keeping with the mission of Touro University and the School of Health Sciences, and in consideration of the American Physical Therapy Association's mission of physical therapist professional education, the mission of the Doctor of Physical Therapy Program is to:

- Provide a physical therapy program for individuals from diverse cultural, traditional, and non-traditional backgrounds that fosters academic excellence, scholarly achievement and professionalism based on a foundation of ethical, legal and humanistic values.
- Develop competent and reflective physical therapists capable of serving patients and clients of diverse backgrounds across the lifespan and throughout the continuum of care utilizing an evidence-based approach.
- Produce graduates who value critical inquiry in the pursuit of lifelong education to meet the ever-changing demands of the healthcare environment and contribute to society by assuming the multifaceted roles of clinical practitioner, teacher, researcher, consultant, administrator, and leader.

PHYSICAL THERAPY PROGRAM GOALS:

1. Promote academic excellence and support teaching, learning, and professional growth of students and faculty in a caring environment.
2. Maintain a qualified faculty with depth and breadth of expertise and adequate resources to consistently offer a curriculum that is evidence-based and reflects contemporary physical therapy practice within an ever-changing healthcare environment
3. Provide entry-level and post-professional programs that offer educational opportunities for continued professional development and career growth for individuals from diverse cultural, traditional and non-traditional backgrounds, and underserved populations.
4. Continually assess, develop, and improve the programs offered.

PHYSICAL THERAPY FACULTY GOALS:

1. Faculty will be experienced and knowledgeable in contemporary physical therapy practice, and will be effective educators who continue to develop their professional competence as teachers.
2. Faculty will engage in scholarship and service to advance the profession and inform their teaching.

PHYSICAL THERAPY STUDENT GOALS:

1. Embody the Core Values of the Physical Therapy Profession

Objectives

- a. Adhere to professional ethical and legal standards, exhibit behaviors consistent with laws and regulations, and practice in a manner consistent with the professional code of ethics and standards of practice
- b. Demonstrate caring, compassion, and altruism in delivery of health care to patients and clients of diverse backgrounds across the lifespan and throughout the continuum of care
- c. Consistently use effective oral written and nonverbal communication and appropriate interpersonal skills to interact effectively and in a professional and culturally-competent manner with patients/clients, caregivers, families, members of the health care team, consumers, payers and policy makers

- d. Serve the profession of physical therapy by participating in professional organization activities within and beyond the practice setting, and advocating for the profession
- e. Demonstrate social responsibility by advocating for patient needs, participating in community volunteerism, and promoting wellness and preventative health care across the lifespan

2. Demonstrate the Skills Necessary to Practice as a Safe and Competent Entry-Level Therapist

Objectives

- a. Efficiently and effectively determine the needs of the patient/client by performance of screenings and examinations, evaluation of findings, and determination of a diagnosis and prognosis
- b. Efficiently and effectively develop, implement and modify a plan of care by establishing realistic patient/client goals and outcomes, including interventions that are safe and effective, realistic, and culturally competent
- c. Utilize valid and reliable outcome measures when appropriate
- d. Practice patient-centered physical therapy with an evidence-based approach synthesizing self-reflection, scholarly evidence, and clinical judgment.
- e. Effectively educate others

3. Demonstrate a Commitment to His/Her Own Professional Growth

Objectives

- a. Seek opportunities for advancement of knowledge and skills through lifelong learning
- b. Seek opportunities for career advancement and leadership roles

ADMISSION REQUIREMENTS AND PROCEDURES

(Also see general admission policies and procedures, p. 18)

The Doctor of Physical Therapy program at Touro University participates in the Physical Therapist Centralized Application Service (PTCAS). All applicants must apply online using the PTCAS application. The program has a rolling admission policy, and applicants are encouraged to apply early. For further information regarding application deadlines and procedures, please visit <http://www.ptcas.org/home.aspx>. Entry into the program is in the fall semester only.

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

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

Specific course prerequisites include:

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

**These courses must include a laboratory.*

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

Other requirements for admission include:

- A minimum GPA of 3.0 for all coursework.
- Graduate Record Exam (GRE) scores
- Two letters of recommendation: one from a licensed physical therapist, the other from a student’s former college professor.
- 50 documented hours of volunteer/work service in two or more different physical therapy settings.

Students who do not meet established grade point standards may still apply through PTCAS, and then complete the appropriate section of the PTCAS application when one is asked to comment whether one’s grades are reflective of one’s abilities. It must clearly explain extenuating circumstances that have prevented the student from meeting existing grade point standards, and describe elements of the applicant’s background that would indicate the potential for success in the program. The Admissions Committee may choose to admit students who have not met established admission requirements, based on the student’s application and other supporting documents required as part of the application process.

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

For further information, contact:

Office of Admissions
 Touro University School of Health Sciences
 225 Eastview Drive
 Central Islip, NY 11722
 Phone: 866-TOURO-4-U
 Fax: 646-495-3880
 Email: enrollhealth@touro.edu

TUITION, FEES AND EXPENSES

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

Tuition and Fees 2023-2024 Academic Year

Full-time tuition (12 or more credits), per semester	\$17,250
Per-credit tuition (fewer than 12 credits)	\$1,325
Tuition deposit (non-refundable, applied to year 1 tuition)	\$500
Administrative fee, per semester	\$100
Laboratory fee, per year	\$50
Clinical fee, per semester (years 2 and 3)	\$50
Program Equipment fee (for incoming students only)	\$750
Late registration fee	\$50
Graduation fee (with final semester registration only)	\$200
Returned check fee	\$40
Transcript fee	(See “Transcripts,” p. 49)
Technology fee (Fall & Spring only)	\$100

[Tuition and Fees for the 2024-2025 Academic Year can be found at [Tuition | DPT | School of Health Sciences \(touro.edu\)](#).]

The Bursar's Office oversees tuition and fee payments, as well as refunds and loan disbursements.

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

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

Tuition Refund Policy for Withdrawal

A student wishing to withdraw from classes must notify the administration of the School of Health Sciences and the Office of the Registrar by filling out an add/drop form. On approved applications, the withdrawal policy for the [School of Health Sciences \(touro.edu\)](https://www.touro.edu/school-of-health-sciences) will apply.

SEMESTER START AND END DATES

The 2023-2025 academic calendar for Physical Therapy can be found at <https://shs.touro.edu/programs/doctor-of-physical-therapy/academic-calendar/>. Students should regularly check the site for any calendar changes that have been made.

CURRICULUM

The curriculum combines academic and clinical coursework sequenced so that after three semesters, students embark on their first clinical experience and then each semester students learn in the classroom and then apply the new skills and knowledge they've gained immediately afterwards in their clinical experience. Research courses in the last two years of study culminate in the completion of formal academic research studies organized as group projects and mentored by faculty. The DPT Program curriculum is designed to prepare the student to be a leader in any practice area of the physical therapy profession, including clinical practice, research, education, administration, and professional service.

Clinical Education

The clinical education component of the Doctor of Physical Therapy curriculum allows students to apply the knowledge and skills learned in the classroom to patients in various health care settings. Under the supervision of a clinical instructor, students complete clinical experiences in diverse settings in the tri-state area and nationwide, including nationally renowned hospitals, nursing facilities, private practices, rehabilitation centers, schools, and home care

Students in the Touro DPT Program participate in four clinical education experiences, which begin after successful completion of the first three semesters.

1. Clinical Education I – A 6-week experience after the third semester
2. Clinical Education II – A 10-week experience after the fourth semester
3. Clinical Education III – An 8-week experience after the fifth semester
4. Clinical Education IV – The final clinical experience lasting 14 weeks after completion of the sixth and final semester

Currently, we are affiliated with over 500 health care facilities on Long Island, the five boroughs of New York City, and New Jersey, as well as with various sites across the country. If a student wishes to be placed at a site with which we are not presently affiliated, we will make every effort to establish a relationship with that site.

RECOMMENDED SEQUENCE OF COURSES (for Class of 2025 and beyond)

Semester	Course #	Course Title	Credits
Semester I	Fall		
	DPTN 401	Lifespan I – Development across the Lifespan	2
	HSBN 402	Anatomy	5
	HSBN 403	Physiology	5
	DPTN 404	Professional Development I	3
	DPTN 618	Physical Therapy Interventions I: Foundational Skills	2
		Total	17

Semester II	Spring		
	DPTN 412	Exercise Physiology	3
	DPTN 416	Education	2
	HSBN 418	Clinical Medicine	5.5
	DPTN 609	Physical Therapy Interventions II: Therapeutic Agents	2.5
	DPTN 619	Musculoskeletal System I: Kinesiology	4.5
		Total	17.5
Summer session I	Summer		
	DPTN 602	Neuromuscular System I: Neuroanatomy and Clinical Neuroscience	5
	HSBN 668	Community Service	1
		Total	6
Semester III	Fall		
	DPTN 600	Clinical Education I (6 weeks, Dec-Jan)	3
	DPTN 603	Physical Therapy Interventions III: Therapeutic Exercise	2
	DPTN 604	Physical Therapy Examination	3
	DPTN 605	Research I: Introduction to Research	3
	DPTN 606	Cardiopulmonary System I: Evaluation & Management	2
	DPTN 607	Integument System: Evaluation & Management	2
		Total	15
Semester IV	Spring		
	DPTN 612	Musculoskeletal System II: Evaluation & Management - Extremities	6
	DPTN 613	Neuromuscular System II: Evaluation & Management	5.5
	DPTN 615	Research II: Research Methods and Experimentation	1
	DPTN 620	Professional Development II	2
	DPTN 654	Physical Therapy Interventions IV: Prosthetics and Orthotics	3
		Total	17.5
Summer Session II	Summer		
	DPTN 610	Clinical Education II (10 weeks, June-Aug)	5
	DPTN 611	Pain Science	1.5
		Total	6.5
Semester V	Fall		
	DPTN 614	Lifespan III: Older Adults	2
	DPTN 652	Musculoskeletal System III: Evaluation & Management - Spine	3.5
	DPTN 653	Lifespan II: Pediatrics	4.5
	DPTN 655	Research III: Data Synthesis	1
	DPTN 657	Pharmacology	2
	HSBN 667	Administration	2
		Total	15
Semester VI	Spring		
	DPTN 650	Clinical Education III (8 weeks, Jan-Feb)	4
	DPTN 661	Professional Development III	1
	DPTN 662	Cardiopulmonary System II: Evaluation & Management	2
	DPTN 663	Complex Patient: Didactic and Clinical Integration	2
	DPTN 665	Research IV: Seminar	2

	DPTN 666	Special Topics	1
	Electives	Electives	2
		Total	14
Summer session III	Summer		
	DPTN 660	Clinical Education IV (14 weeks, May – Aug)	7
		Total	7
TOTAL CREDITS IN PROGRAM			115.5

GRADUATION REQUIREMENTS

(Also see general graduation information, p. 47)

To qualify for graduation with the dual degrees of BS in Health Sciences and DPT in Physical Therapy, students must satisfactorily complete a total of 115.5 credit hours of coursework by achieving at least the minimum passing grade in all coursework in the DPT curriculum.

Touro University degrees are conferred three times a year – in January, June, and September. The DPT program is completed by the end of August of year three, and the majority of students get the September graduation date.

LICENSURE AND REGISTRATION

Touro's DPT program is a CAPTE accredited DPT program and meets the educational requirements to sit for a licensure exam in all 50 states. Accordingly, graduates of the Doctor of Physical Therapy Program are eligible to sit for the National Licensing Examination, offered by the Federation of State Boards of Physical Therapy (FSBPT). Graduates can then apply for physical therapy licensure, which is required to practice physical therapy in any state. Acceptance into the DPT Program is not a guarantee of licensure. Graduates must meet the requirements and standards of accrediting organizations or state licensing bodies.

The program administers a comprehensive test prior to graduation to prepare students for the licensing examination. The program also hosts a review course for the licensing exam. The FSBPT provides information about pass rates and scores (<http://www.fsbpt.org/>). The DPT website provides program statistics <https://shs.touro.edu/programs/doctor-of-physical-therapy/program-statistics/>

POST-PROFESSIONAL DOCTOR OF PHYSICAL THERAPY PROGRAM

Melinda Stoski, PT, DPT, MS, OCS, Director

ABOUT THE POST-PROFESSIONAL DPT DEGREE (PDPT)

The American Physical Therapy Association describes PDPT as follows:

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

ABOUT THE POST-PROFESSIONAL DPT PROGRAM

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

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

The 30-credit curriculum prepares students for leadership roles in clinical practice, administration, research, and professional service. Students have the opportunity to develop specialized skills in a clinical area, including orthopedic and geriatric physical therapy. All students complete a doctoral research project or case study.

ACCREDITATION

The PDPT program is registered with the New York State Department of Education, Office of the Professions. Graduates of the program receive a Doctor of Physical Therapy degree.

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

MISSION STATEMENT

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

PROGRAM GOALS

1. The program will provide Physical Therapy practitioners the opportunity to advance their professional degrees.
2. The program will enhance clinical expertise.
3. The program will provide theoretical and applied expertise to participate in clinical research.
4. The program will develop critical thinking and problem-solving skills.
5. The program will enhance communication skills and information literacy, enabling advanced practice as an evidence-informed therapist.
6. The program will provide the professional student with theories of teaching and learning as they apply to classroom and the clinic.

STUDENT LEARNING OUTCOMES

Upon program completion the student will:

1. Demonstrate current DPT-level knowledge and incorporate skills in medical screening, research, management, teaching, and learning into their clinical practice.
2. Demonstrate effective skills in examination, evaluation, diagnosis, and prognosis consistent with current DPT-level practice.
3. Demonstrate verbal and written communication skills necessary to establish effective interactions between patients/clients and the healthcare team.
4. Illustrate competency in evidence-informed practice by utilizing critical inquiry skills to evaluate current scholarly literature and use findings to support clinical decision making.
5. Effectively prepare and present a research proposal.
6. Integrate research evidence and clinical expertise into patient care.
7. Demonstrate technology skills to locate research evidence and perform statistical analysis.
8. Apply information on learning theories, motivation, memory, and current education technologies to teaching situations with their colleagues and patients.

9. Support growth in their professional status by contributing actively to the Physical Therapy profession and their community.
10. Reflect upon the value of didactic coursework on the development of their evolved clinical practice via reflective essays at the end of each semester.

ADMISSION REQUIREMENTS AND PROCEDURES

(Also see general admission policies and procedures, p. 18)

Who Should Apply

Licensed physical therapists seeking to augment their clinical skills and prepare themselves for a leadership role in the field will be interested in this program. Compassionate and caring physical therapists dedicated to lifelong learning and social responsibility, who have demonstrated academic excellence and who meet the admission requirements, are encouraged to apply.

Admission Requirements

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

Admission process

You can apply to our program online through the general [Touro application](#) or on our direct link located on our website shs.touro.edu/ppdpt

The following documentation must be included with the application:

- Current résumé/curriculum vitae
- The two letters of recommendation from physical therapists, *in sealed envelopes*, or recommenders may send letters directly to the program.
- Official transcript(s) documenting physical therapy degree
- Proof of licensure

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

TUITION AND FEES

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

Tuition and Fees 2023-2024 Academic Year

Per-credit tuition	\$825
Administrative fee, per semester	\$100
Test-out fee	\$400
Late registration fee	\$50
Graduation fee (with final semester registration only)	\$200
Returned check fee	\$40
Transcript fee	(See “Transcripts,” p. 49)
Technology fee (Fall & Spring only)	\$100

[Tuition and Fees for the 2024-2025 Academic Year can be found at [Tuition | PPDPT | School of Health Sciences \(touro.edu\)](#).]

The Bursar’s Office oversees tuition and fee payments, as well as refunds and loan disbursements.

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.

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

Tuition Refund Policy for Withdrawal

A student wishing to withdraw from classes must notify the administration of the School of Health Sciences and the Office of the Registrar by filling out an add/drop form. On approved applications, the withdrawal policy for the [School of Health Sciences \(touro.edu\)](http://touro.edu) will apply.

Estimated Annual Expenses

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

SEMESTER START AND END DATES

The 2023-2025 academic calendar for Post-Professional Doctor of Physical Therapy can be found at <https://shs.touro.edu/programs/post-professional-dpt/academic-calendar/>. Students should regularly check the site for any calendar changes that have been made.

CURRICULUM OVERVIEW

The curriculum comprises 30 credits of coursework, consisting of 19 credits of core courses and 11 credits of electives. The core courses include courses in clinical sciences, research, education, management, diagnostic imaging, and professional service. Elective courses include clinical specialty tracks in orthopedics and geriatrics, as well as courses in general clinical practice.

REQUIRED COURSES (19 credits)		
Course #	Course Title	Credits
DPTN 710	Research Methods / Statistics	2
DPTN 715	Principles and Methods of Evidence-Based Practice	1
DPTN 716	Clinical Reflections I	0
DPTN 717	Clinical Reflections II	0
DPTN 718	Clinical Reflections III	0
DPTN 723	Advanced Strategies for Teaching and Learning	1
DPTN 724	Clinical Instructor (CI) Credentialing	1
DPTN 725	Management and Health Care Delivery	1
DPTN 730	Management II: Physical Therapy in Private Practice	1
DPTN 740	Professional Service	1
DPTN 745	Ethics in Physical Therapy Practice	1
DPTN 750	Clinical Medicine	2
DPTN 760	Anatomic Basis for Differential Diagnosis of Somatic Dysfunction	1
DPTN 763	Fundamentals of Diagnostic Imaging	1
DPTN 795	Doctoral Project	2
DPTN 800	Essentials of Physical Therapy	1
DPTN 801	Evaluation and Treatment of the Geriatric Patient	2
DPTN 757	Orthopedic Theory and Assessment	1

AREAS OF ELECTIVE CONCENTRATION (11 credits total)		
General		
APTN 812	Advances in Prosthetics and Orthotics	1
APTN 832	Advanced Treatment of the Hand	1
APTN 858	Independent Study	1 or 2
DPTN 719	Clinical Reflections IV	0
DPTN 734	Integration of Modalities into Clinical Decision-Making	1
DPTN 736	Clinical Reflections V	0
DPTN 737	Nutrition for Prevention and Wellness	1
DPTN 739	Wellness	1
DPTN 744	Documentation Essentials for the Physical Therapist	1
DPTN 769	Physical Therapy Practicum	2
DPTN 782	Treatment of the Patient with Chronic Pain	2
DPTN 794	Management and Treatment Following a Diagnosis of Parkinson's Disease	1
DPTN 798	Treatment and Prevention of Wounds	1
DPTN 799	Management and Treatment of the Hemiplegic Patient	1 or 2
Orthopedics		
DPTN 761	Spinal Stabilization Training	2
DPTN 762	Treatment of Lumbar/Pelvic Dysfunction	1
DPTN 767	Foot and Ankle	2
DPTN 768	Treatment of Cervical/Thoracic Dysfunction	1
DPTN 777	Sports Physical Therapy	1
Geriatrics		
DPTN 775	Geriatric Nutrition for Physical Therapists in Clinical Practice	1
DPTN 778	Geriatric Balance	1
TOTAL CREDITS IN PROGRAM		30

REQUIREMENTS FOR GRADUATION

(Also see general graduation information, p. 47)

Successful completion of all courses required by the Post-Professional Doctor of Physical Therapy and Orthopedic Physical Therapy Residency Programs—see **OPTR curriculum information, below**.

ORTHOPEDIC PHYSICAL THERAPY RESIDENCY PROGRAM

The American Physical Therapy Association describes clinical residencies as follows:

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

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

The program features:

- Flexible delivery of instruction. Clinical courses may be presented in condensed form, entailing two to four all-day sessions offered at the Long Island campus, augmented by online learning. Alternatively, the same clinical courses may be made available at more convenient locations across the country.
- Clinical mentoring provided in a distance-learning format while you remain at your present place of employment.
- Wide selection of supervised clinical residencies that involve 180 hours of guided clinical practice with expert clinicians at facilities located throughout the country.

ABOUT THE OPTR PROGRAM

The Orthopedic Physical Therapy Residency Program (OPTR) at Touro University was established and received approval from the New York State Department of Education in 2009. It is a two-year, university-based clinical residency program designed for physical therapists who wish to pursue a post-graduate specialization in orthopedics. The program offers an intense and rigorous year of clinical coursework, online mentoring, and supervised clinical training in the art and science of manual orthopedic physical therapy practice. It is designed to allow physical therapists to advance as patient/client care providers in their areas of clinical practice while remaining at their present jobs. It is also geographically convenient, with courses available in many locations across the country. Through ongoing clinical supervision and mentoring in both classroom and clinical settings by physical therapists who excel in the field, the resident is prepared to become a board-certified Orthopedic Clinical Specialist (OCS) and take the next step in career advancement.

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

ACCREDITATION

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

MISSION STATEMENT

The mission of the Touro University Orthopedic Physical Therapy Residency Program (OPTR) was developed to be congruent with the mission of the University, the mission of the School of Health Sciences (SHS), the American Physical Therapy Association's Orthopedic Physical Therapy Description of Specialty Practice 2015, and the American Board of Physical Therapy Residency and Fellowship Education Guidelines 2023). In keeping with the mission of Touro University and the Physical Therapy Department, the mission of the Orthopedic Physical Therapy Residency program (OPTR) is to provide an opportunity for practicing Physical Therapists to continue professional development and career growth. Furthermore, the mission is to encourage excellence in the specialty area of orthopedic physical therapy, maintaining high standards of reflective and ethical practice.

The goal of the curriculum is to develop a practitioner who has advanced skills in the treatment of individuals with complex orthopedic problems, practices in a manner which utilizes current scientific evidence and will be reflective

of the criteria as described by the American Board of Physical Therapy Specialties for an Orthopedic Certified Specialist. As a multi-site program, our goal is to assure a consistent clinical practice and mentoring experience at all sites.

PROGRAM GOALS

1. To provide an opportunity to study with recognized experts in Orthopedic Physical Therapy and develop competencies in this specialty.
2. To provide an organized academic program focused on expanding the depth and breadth of knowledge and skill in Orthopedic Physical Therapy.
3. To provide a supportive learning environment in the form of guided practice through a comprehensive mentoring program including clinical residency hours.
4. To foster clinical mentors who are skilled in educating adult learners and who demonstrate consistent mentoring in keeping with the philosophy of the program.
5. To maintain consistent mentoring practice across all resident sites to facilitate excellence in the clinical component of the residency.
6. To provide consistency of program delivery among the various clinical residency sites through a rigorous selection process by selecting and educating OCS mentors in line with ABTRFE standards of excellence in mentoring.
7. To prepare Physical Therapists for the challenges for a changing health care system by making them more efficient and effective clinicians.
8. To prepare the Physical Therapist to sit for and pass the American Board of Physical Therapy Specialties Exam in the area of Orthopedic Certified Specialist.
9. To develop a practitioner who has advanced skills in the treatment of individuals with complex orthopedic problems, who practices patient-centered physical therapy with an evidence-based approach synthesizing self-reflection, scholarly evidence, and clinical judgement.

STUDENT LEARNING OUTCOMES

Upon program completion the resident will:

1. Demonstrate advanced skills in the assessment of orthopedic medical conditions, including evaluation, assessment, clinical diagnosis and prognosis through appropriate examination tools, outcome measures and clinical evidence.
2. Demonstrate advanced skill in treatment of orthopedic medical conditions, demonstrating advanced proficiency of manual skills and clinical reasoning utilizing current evidence.
3. Demonstrate advanced skills in the critical appraisal of research, analyzing and evaluating studies that examine significant clinical problems. This includes analysis of the efficacy of new and established intervention protocols to assess the relationship of research to clinical evidence-based practice.
4. Demonstrate growth in their professional service by contributing actively to the Physical Therapy profession via conferences, meetings, and community events
5. Complete review course and integration of CPG (Clinical Practice Guidelines) in classes designed to prepare for a passing grade on the ABPTS exam for board certification in orthopedic physical therapy.
6. Integrate research evidence and clinical expertise into patient care.
7. Demonstrate technological skills to locate research evidence and perform statistical analysis.

ADMISSION REQUIREMENTS AND PROCEDURES

(Also see general admission policies and procedures, p. 18)

Requirements for Admission

Graduates of APTA-accredited programs in Physical Therapy may apply to the program. Applicants must be eligible for and obtain licensure as a physical therapist in the state in which they will do their clinical residency. Recent physical therapy graduates, as well as experienced clinicians, are encouraged to apply. <https://shs.touro.edu/programs/doctor-of-physical-therapy/program-statistics/>

Admission Process

All applications are submitted through the RF-PTCAS. The application link can be found on the OPTR website (<https://shs.touro.edu/programs/orthopedic-pt-residency/admissions/>).

The following documentation must be included with the application:

- Current résumé/curriculum vitae
- Two letters of recommendation. Letters of recommendation must be in sealed envelopes. (Evaluators may send letters of recommendation directly to the program.)
- Official transcript(s) documenting physical therapy degree
- Proof of licensure

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

TUITION AND FEES

Students are admitted to the program on a part-time basis and pay a per-credit fee.

Tuition and Fees for the 2023-2024 Academic Year

Per credit tuition	\$825
Administrative fee, per semester	\$100
"Testing-out" fee (see Recommended Sequence of Courses)	\$400
Late registration fee	\$50
Graduation fee (with final semester registration only)	\$200
Returned check fee	\$40
Transcript fee	(See "Transcripts," p. 49)
Technology fee (Fall & Spring only)	\$100

[Tuition and Fees for the 2024-2025 Academic Year can be found at [Tuition | PT Residency | School of Health Sciences \(touro.edu\)](#).]

The Bursar's Office oversees tuition and fee payments, as well as refunds and loan disbursements.

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.

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

Estimated Additional Expenses

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

Tuition Refund Policy for Withdrawal

A student wishing to withdraw from classes must notify the administration of the School of Health Sciences and the Office of the Registrar by filling out an add/drop form. On approved applications, the withdrawal policy for the [School of Health Sciences \(touro.edu\)](#) will apply.

ACADEMIC CALENDARS

The 2023-2025 academic calendars for The Orthopedic Physical Therapy Residency Program can be found at <https://shs.touro.edu/programs/orthopedic-pt-residency/academic-calendar/>. Students should regularly check the site for any calendar changes that have been made.

CURRICULUM

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

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

Curriculum (18 credits)		
Course #	Course Title	Credits
ONLINE ASYNCHRONOUS COURSES		
PTRN 731	Clinical Mentorship I	0.5
PTRN 732	Clinical Mentorship II	0.5
PTRN 734	Clinical Residency I	0.5
PTRN 735	Clinical Residency II	0.5
EDUCATION COURSES – Choose one		
DPTN 723	Advanced Strategies for Teaching and Learning	1
DPTN 724	APTA- CI Credentialing	1
ORTHOPEDIC COURSES		
APTN 832	Advanced Treatment of the Hand	1
DPTN 763	Fundamentals of Diagnostic Imaging	1
DPTN 767	Foot and Ankle	2
DPTN 777	Sports in Physical Therapy	1
PTRN 729	Differential Diagnosis	1
PTRN 730	Advanced Skills in Extremity	2
PTRN 737	Integrated Orthopedics: Theory and Practice	2
PTRN 769	High Velocity: Manual and Manipulative Therapy of the Spine and Pelvis	2
PTRN 770	Evaluation & Mgt of Pain & Movement Disorders of the Spine	2
PTRN 771	TMD/TMJ and Orofacial	1

***PLEASE NOTE:** Students who have taken a Continuing Education course identical to any one of the six 2-credit courses offered have the opportunity, for a fee, to “test out” of *one* of those courses by taking a challenge exam administered by the program. (Also see Tuition and Fees on p. 115.)

COMPLETION CRITERIA

To qualify for a Certificate of Completion of the Orthopedic Physical Therapy Residency Program, a student must:

1. Successfully complete all courses required by the OPTR curriculum
2. Achieve a grade of B- or better in all courses
3. Comply with a Code of Professional Behavior
4. Comply with affiliation criteria

APPLICATION FOR CERTIFICATION

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



PHYSICIAN ASSISTANT DEPARTMENT

Joseph Faiella-Tommasino, Ph.D., PA-C, FACC. Vice President PA Program Development and Operations, Department Chairperson

Mary G. Flanagan-Kundle, DPA, M.S., PA-C. Department Co-Chairperson

Joseph Daleo, DPA, MPAS., PA-C. Director of Clinical Operations

James Van Rhee, DMSc, PA-C, DFAAPA, Chair of Assessment and Remediation

Elizabeth Kertowidjojo, MD, Ph.D., MPH, Medical Director, Illinois Campus

Zhanna Roit, M.D., Medical Director, Long Island campus/ Nassau University Medical Center Extension Center

Zachary Gerut, M.D., Medical Director, Manhattan campus

Kenneth Steier, DO., MBA., MPH., MHA., MGH., Medical Director, Middletown Campus

Victor Politi, M.D., MBA, FACP, FAACEP, Senior Medical Director

Michael Weber, MPAS., PA-C. Director of Remediation and Academic Development

ILLINOIS CAMPUS PHYSICIAN ASSISTANT PROGRAM

Daniel Forsberg, MPH, PA-C, CPH, DFAAPA. Program Director

LONG ISLAND CAMPUS/NASSAU UNIVERSITY MEDICAL CENTER (NUMC) EXTENSION CENTER PHYSICIAN ASSISTANT PROGRAM

Matthew Tommasino M.S., PA-C, Program Director

MANHATTAN CAMPUS PHYSICIAN ASSISTANT PROGRAM

Paula Boyle MS., PA-C, Program Director

MIDDLETOWN PHYSICIAN ASSISTANT PROGRAM

Patti Hee, MPH., PA-C, Program Director

DESCRIPTION OF THE PROFESSION

Physician assistants are academically and clinically prepared to provide health care services as a member of collaborative health care teams. PAs make clinical decisions and provide a broad range of diagnostic, therapeutic, preventive, and health maintenance services. The clinical role of PAs includes primary and specialty care in medical and surgical practice settings. PA practice is centered on patient care and may include educational, research, and administrative activities. The clinical role of PAs includes primary and specialty care in medical and surgical practice settings. PA practice is centered on patient care and may include educational, research, and administrative activities.

The role of the PA demands intelligence, sound judgment, intellectual honesty, appropriate interpersonal skills, and the capacity to react to emergencies in a calm and reasoned manner. An attitude of respect for self and others, adherence to the concepts of privilege and confidentiality in communicating with patients, and a commitment to the patient's welfare are essential attributes of the graduate PA. The professional curriculum for PA education includes basic medical, behavioral, and social sciences; introduction to clinical medicine and patient assessment; supervised clinical practice; and health policy and professional practice issues. (<http://www.arc-pa.org/about/pas/>)

Physician Assistants are health care professionals licensed to practice medicine in collaboration with physicians. Physician Assistants are qualified by graduation from an accredited Physician Assistant educational program and certification by the National Commission on Certification of Physician Assistants (NCCPA). Within the physician/PA relationship, Physician Assistants exercise autonomy in medical decision making and provide a broad range of diagnostic and therapeutic services. The clinical role of Physician Assistants includes primary and specialty care in medical and surgical practice settings in rural and urban areas. Physician Assistant practice is centered on patient care and may include educational, research and administrative activities.

The Physician Assistant is generally responsible for the following duties:

1. Eliciting a detailed and accurate medical history, performing a complete physical examination, and recording all pertinent data and development of a treatment plan.
2. Utilize critical thinking skills in patient evaluation with analytical interpretation of health care information including pertinent labs and diagnostic data.
3. Performing therapeutic procedures, including injections, immunizations, wound care, suturing, incision and drainage of superficial infections, insertion of nasogastric and bladder catheters, cast application and providing follow-up care for simple fractures.
4. Counseling patients regarding physical and mental health, as well as providing patient information on diet, health promotion, disease prevention, normal growth and development, and family planning.
5. Assisting the physician in inpatient settings by performing patient rounds, recording patients' progress notes, and determining and implementing therapeutic treatment plans.
6. Generate appropriate referrals to specialists, therapists, social workers, other members of the health care team and provide information on community resources where indicated
7. Facilitating the appropriate referral of patients and maintaining awareness of existing health delivery systems and social welfare resources.
8. Demonstrate professional behavior in all encounters to the highest ethical and legal standards.
9. Formulate an appropriate therapeutic management plan that uses evidence-based medicine and problem base-learning for patient care across the life span for emergent, acute, chronic, and ongoing conditions.

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

ACCREDITATION AND REGISTRATION

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

Long Island and NUMC Extension Center

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Continued status to the Touro University Physician Assistant Program located in Central Islip and its distant campus, located in East Meadow, sponsored by The School of Health Sciences of Touro University, through 2027. Accreditation-Continued is an accreditation status granted when a currently-accredited program is in compliance with the ARC-PA Standards.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be March 2027. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA Policy. The program's accreditation status can be viewed on the program home page at <https://shs.touro.edu/programs/physician-assistant/physician-assistant-long-island/>.

Manhattan

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Continued status to the Touro University Physician Assistant Program located in Manhattan, sponsored by Touro University School of Health Sciences through September 2024. Accreditation-Continued is an accreditation status granted when a currently-accredited program is in compliance with the ARC-PA standards.

The approximate date for the next validation review of the Touro University Manhattan Physician Assistant program by the ARC-PA will be September 2024. Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The review

date is contingent upon continued compliance with the accreditation standards and ARC-PA policy. The program's accreditation status can be viewed on the program home page at <https://shs.touro.edu/programs/physician-assistant/physician-assistant-manhattan/>.

Illinois

The ARC-PA has granted Accreditation-Provisional status to the Touro University Illinois Physician Assistant Program sponsored by Touro University Illinois.

Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students.

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class. The program's accreditation status can be viewed on the program home page at <http://www.arc-pa.org/accreditation-history-touro-college-illinois/>.

Middletown

The ARC-PA has granted Accreditation-Provisional status to the Touro College Middletown Physician Assistant Program sponsored by Touro College Middletown.

Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students.

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class. The program's accreditation status can be viewed on the program home page at <https://shs.touro.edu/programs/physician-assistant/physician-assistant-middletown/>.

TECHNICAL STANDARDS

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

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

Required mental and physical abilities fall into five major categories: sensory, communication, motor, intellectual, and behavioral/social. (A3.13e):

1. **Sensory:** PA students must have sufficient visual and auditory ability to observe in lecture-learner, laboratory and patient care settings. Sensory skills required in the performance of complete physical examinations utilizing inspection, percussion, palpation and auscultation include adequate vision, hearing, smell and tactile sensation. All senses must be sufficient to observe a patient's condition and elicit information through history and physical examination. Candidates and students must be able to observe a patient accurately, both at a distance and close at-hand, and be able to discern nuances of facial expressions and body language. It is essential for the candidate to have adequate visual capabilities for the integration of evaluation and treatment of the patient. This requires ability to assess asymmetry, range of motion, and tissue color and texture changes. The Physician Assistant Program candidates and students need enhanced ability in their sensory skills, it will be necessary to evaluate for candidacy those individuals who are otherwise qualified, but who have significant tactile sensory or proprioceptive disabilities. This includes, but is not limited to, individuals with previous burns, malformations of upper extremities, cicatrix formation and sensory -motor or special sensory deficits.

2. **Motor:** Sufficient physical stamina is required to complete the rigorous didactic and clinical portions of the program. The didactic phase of the program requires extended sitting, in contrast to the clinical phase which requires extended standing and moving about various clinical facilities. PA students must be able, with or without accommodation, to elicit information from patients and perform a physical examination. In addition, they must be able to perform therapeutic and diagnostic procedures in addition to negotiating various health care environments, such as outpatient facilities, laboratories and hospitals. Students must have sufficient motor function to execute movement's essential to provide general and emergency care to patients. Some examples of emergency care reasonably required of physician assistants is cardiopulmonary resuscitation, administration of intravenous medication, the application of pressure to stop bleeding, the opening of obstructed airways, the suturing of simple wounds, the handling of surgical instruments and the performance of basic obstetrical maneuvers. Additionally, the ability to use the electronic medical record as well as take the national physician assistant certification examination which does not offer paper testing necessitate that students are able, with or without reasonable accommodations, to use computer and other electronic devices.

3. **Communication:** PA students must be able to read, understand, write and speak English for effective and efficient classroom and laboratory communication. PA students must be able to record and communicate information in a timely, effective and sensitive manner to patients and other members of the health care team. Effective communication needs to be clear and unambiguous. Communication includes face to face contact, reading, legible writing and completion of electronic medical records in a timely manner. While eliciting information from patients, the student must be able to identify and describe changes in mood, activity and posture and perceive nonverbal communication.

4. **Intellectual:** PA students must be able to sustain attention, calculate, reason, analyze, assimilate, and recall technically detailed and complex information. Correlating information and problem solving to arrive at a reasonable clinical conclusion in a timely fashion is a basic tenet of clinical practice. Students must be able to learn through a variety of teaching modalities including classroom instruction, small group and collaborative activities, simulated and clinical environments. With rapidly expanding avenues of clinical information, the ability to extract valid, useful and relevant information from the medical literature is also required to formulate accurate diagnoses and treatment plans. In addition, students should be able to comprehend three-dimensional relationships and understand the spatial relationships of structures.

5. **Behavioral and Social Attributes:** PA students must be able to relate and perform professionally in all aspects of PA training and in the clinical environment with patients and other members of the health care team. Students must possess emotional health and maturity for full utilization of intellectual abilities. They need to exercise good judgement, empathy, integrity and honesty in all academic settings and possess sufficient interpersonal skills to develop mature, effective, compassionate and respectful relationships with peers, patients, patient families and caregivers and all member of the health care team. Students must be able to tolerate physically taxing workloads, changing environments and rotating schedules. They must display flexibility and learn to function in the face of uncertainties inherent in the practice of medicine. Students should take responsibility for their own learning and recognize insufficiencies in knowledge or skills and seek assistance as they strive for excellence. Students are

expected to accept suggestions and criticisms and respond by appropriate modification of behavior. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are qualities that will be assessed during the admissions and education process.

CERTIFICATION AND LICENSURE

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

To maintain NCCPA Certification, physician assistants must complete an on-going ten-year process that involves logging of CME (Continuing Medical Education) credits including category 1 and category 2 as defined by the NCCPA, as well as a recertification examination. <http://www.nccpa.net/>

DESCRIPTION OF THE PROGRAMS

The **LONG ISLAND CAMPUS PHYSICIAN ASSISTANT PROGRAM**, like the PA profession itself, was developed in response to a shortage of providers in primary health care, with a mandate to educate students to provide primary health care services in medically under-represented areas. The subsequent establishment of the Extension Center affiliated with the Nassau University Medical Center located in East Meadow increased access to PA education for individuals from the metropolitan New York area.

The **Long Island and NUMC extension center** are equivalent programs whose curriculum is designed to educate students to function as Physician Assistants delivering high quality health care to all patient populations. Students at the extension center take a portion of their classes at the Long Island Campus.

We offer a 7-semester, 28-month professional program, accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA), for both the Long Island Campus and the Extension Center to best serve students from Long Island and the metropolitan area. Long Island campus classes begin in the fall of each year, and in January at the Nassau University Medical Center extension site.

The program consists of 7-semesters over 28-months, including 14-15-week summer sessions, and the program is a lockstep curriculum. All students must complete the same coursework throughout the 28 months regardless of past degrees. No student can be exempted from any coursework.

The first 12 months, divided into three consecutive semesters, are devoted to didactic work in the basic sciences, medicine, behavioral sciences, and research methodologies. The clinical phase is divided into four consecutive semesters over 16 months, during which students are provided with supervised clinical practice experiences through nine rotations, each lasting five weeks, at clinical sites such as hospitals, clinics, and private practices. During this clinical phase, students also complete didactic graduate coursework and a required master's research project. The seventh semester includes graduate coursework, a culminating semester elective, and completion of a capstone Master's project and preparation for the Physician Assistant National Certification Exam (PANCE).

The program provides a nurturing learning environment, and stresses the importance of continuing medical education.

Graduates from both sites earn a Bachelor of Science in Health Sciences and a Master of Science in Physician Assistant Studies, which prepares and qualifies students to take the NCCPA exam.

The **MANHATTAN CAMPUS PHYSICIAN ASSISTANT PROGRAM** is a rigorous 32-month traditional program with an alternative evening and Sunday schedule leading to the degrees of Bachelor of Science in Health Sciences and Master of Science in Physician Assistant Studies. The Manhattan campus begins in the Fall. The 127-credit curriculum is composed of eight 15–18-week semesters, organized into a didactic phase, a clinical phase, and a culminating semester. The first 16 months (4 semesters) is the didactic phase devoted to progressive development of knowledge and competencies in the basic medical sciences, clinical medicine, behavioral sciences, and research methodologies. This phase entails evening/weekend scheduling of coursework, i.e. Monday through Thursday 3pm – 9pm and Sundays 9am – 5pm.

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

The final culminating semester includes graduate coursework, an elective and completion of a capstone Master's project and preparation for the Physician Assistant National Certification Exam (PANCE).

The **ILLINOIS** and **MIDDLETOWN CAMPUS PHYSICIAN ASSISTANT PROGRAMS** are traditional MS programs that begin in January. The program is completed in 28 months. A Bachelor's degree is needed to start this program. The program consists of 7 semesters over 28 months, including summers. The curriculum is in a lock-step format and everyone accepted into the program must complete the same coursework in the same sequence, regardless of past degrees. No coursework exemptions will be granted.

The first 12 months, divided into three consecutive semesters, are devoted to preclinical didactic classes in the basic sciences, clinical medicine, behavioral sciences, and research methodologies. The clinical phase is divided into three semesters over 12 months. The clinical semesters are divided into nine supervised clinical practice experiences/rotations - seven required and two electives. The culminating (final) semester includes additional didactic coursework, a Capstone Project, and the completion of the Community Service course.

The program provides a dynamic learning environment and stresses the importance of continuing medical education.

MISSION OF THE PHYSICIAN ASSISTANT PROGRAMS

The mission of the Physician Assistant Programs is to educate capable students from diverse backgrounds to meet the challenges of practicing medicine in collaboration with physicians and other members of the health care team. The curricula are formulated to sensitize the student to diverse populations and the complexities of healthcare delivery that influence patients and their families. Students engage in community service to foster effective communication, compassion, and dedication. We encourage research and create life-long learners trained to utilize evidence to deliver safe, effective patient- centered care to patients and their communities.

Program Goals

- Recruit capable applicants for PA education who will provide healthcare services as part of the healthcare team.
- Deliver a quality educational experience that provides students with knowledge and skills for employment and entry into clinical practice.
- Engage all students in community outreach activity to foster community service.
- Encourage and prepare students to provide medical care to patients from diverse and underserved populations.
- Foster research and the application of evidence-based scientific information to improve patient-centered care and promote life-long learning.
- Provide students with the requisite knowledge to pass the PANCE and have a Five-Year First-Time Taker average PANCE pass rate that is within 5% of the national average.

COMPETENCIES

[Adopted 2012 by ARC-PA, AAPA, NCCPA, and PAEA]

In 2004, the National Commission on Certification of Physician Assistants (NCCPA), the Accreditation Review Commission for Education of the Physician Assistant (ARC-PA), Physician Assistant Education Association (PAEA), and the American Academy of Physician Assistants (AAPA), defined Physician Assistant competencies. The document was reviewed and revised in 2012.

Between 2003-2004, the National Commission on Certification of Physician Assistants (NCCPA) led an effort with three other national PA organizations (Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), American Academy of Physician Assistants (AAPA), and Physician Assistant Education Association (PAEA) - formerly Association of Physician Assistant Programs (APAP)) to define PA competencies in response to similar efforts conducted within other health care professions and the growing demand for accountability and assessment in clinical practice. The resultant document, Competencies for the Physician Assistant Profession, provided a foundation from which physician assistant organizations and individual physician assistants could chart a course for advancing the competencies of the PA profession. This document was updated in 2012 and then approved in its current form by the same four organizations. (<https://www.aapa.org/wp-content/uploads/2017/02/PA-Competencies-updated.pdf>.)

This document, Competencies for the Physician Assistant Profession, is the foundation from which each of those four organizations and individual Physician Assistants can acquire and maintain throughout their careers. This document serves as a map for the individual PA student that is committed to completing the educational process needed to enter the PA profession.

Professional competencies for Physician Assistant students include the effective and appropriate application of medical knowledge, communication skills, patient care, professionalism, as well as an unwavering commitment to continual learning, professional growth, and the physician-PA team. The following are the adopted expected competencies for our Physician Assistant Students and Graduates.

1. Medical Knowledge

Medical knowledge includes the synthesis of pathophysiology, patient presentation, differential diagnosis, patient management, surgical principles, health promotion, and disease prevention. Physician assistants must demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care in their area of practice. In addition, physician assistants are expected to demonstrate an investigative and analytic thinking approach to clinical situations. Physician assistants are expected to understand, evaluate, and apply the following to clinical scenarios:

- evidence-based medicine
- scientific principles related to patient care
- etiologies, risk factors, underlying pathologic process, and epidemiology for medical conditions
- signs and symptoms of medical and surgical conditions
- appropriate diagnostic studies
- management of general medical and surgical conditions to include pharmacologic and other treatment modalities
- interventions for prevention of disease and health promotion/maintenance
- screening methods to detect conditions in an asymptomatic individual
- history and physical findings and diagnostic studies to formulate differential diagnoses

2. Interpersonal & Communications Skills

Interpersonal and communication skills encompass the verbal, nonverbal, written, and electronic exchange of information. Physician assistants must demonstrate interpersonal and communication skills that result in effective information exchange with patients, patients' families, physicians, professional associates, and other individuals within the health care system. Physician assistants are expected to:

- create and sustain a therapeutic and ethically sound relationship with patients.
- use effective communication skills to elicit and provide information.
- adapt communication style and messages to the context of the interaction.
- work effectively with physicians and other health care professionals as a member or leader of a health care team or other professional group.
- demonstrate emotional resilience and stability, adaptability, flexibility, and tolerance of ambiguity and anxiety.
- accurately and adequately document information regarding care for medical, legal, quality, and financial purposes.

3. Patient Care

Patient care includes patient- and setting-specific assessment, evaluation, and management. Physician assistants must demonstrate care that is effective, safe, high quality, and equitable. Physician assistants are expected to:

- work effectively with physicians and other health care professionals to provide patient-centered care.
- demonstrate compassionate and respectful behaviors when interacting with patients and their families.
- obtain essential and accurate information about their patients.
- make decisions about diagnostic and therapeutic interventions based on patient information and preferences, current scientific evidence, and informed clinical judgment.
- develop and implement patient management plans.
- counsel and educate patients and their families.
- perform medical and surgical procedures essential to their area of practice.
- provide health care services and education aimed at disease prevention and health maintenance.
- use information technology to support patient care decisions and patient education.

4. Professionalism

Professionalism is the expression of positive values and ideals as care is delivered. Foremost, it involves prioritizing the interests of those being served above one's own. Physician assistants must acknowledge their professional and personal limitations. Professionalism also requires that PAs practice without impairment from substance abuse, cognitive deficiency, or mental illness. Physician assistants must demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population, and adherence to legal and regulatory requirements. Physician assistants are expected to demonstrate:

- understanding of legal and regulatory requirements, as well as the appropriate role of the physician assistant.
- professional relationships with physician supervisors and other health care providers.
- respect, compassion, and integrity.
- accountability to patients, society, and the profession.
- commitment to excellence and on-going professional development.
- commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices.
- sensitivity and responsiveness to patients' culture, age, gender, and abilities.
- self-reflection, critical curiosity, and initiative.
- healthy behaviors and life balance.
- commitment to the education of students and other health care professionals.

5. Practice-Based Learning & Improvement

Practice-based learning and improvement includes the processes through which physician assistants engage in critical analysis of their own practice experience, the medical literature, and other information resources for the purposes of self- and practice-improvement. Physician assistants must be able to assess, evaluate, and improve their patient care practices. Physician assistants are expected to:

- analyze practice experience and perform practice-based improvement activities using a systematic methodology in concert with other members of the health care delivery team.
- locate, appraise, and integrate evidence from scientific studies related to their patients' health.

- apply knowledge of study designs and statistical methods to the appraisal of clinical literature and other information on diagnostic and therapeutic effectiveness.
- utilize information technology to manage information, access medical information, and support their own education.
- recognize and appropriately address personal biases, gaps in medical knowledge, and physical limitations in themselves and others.

6. Systems-Based Practice

Systems-based practice encompasses the societal, organizational, and economic environments in which health care is delivered. Physician assistants must demonstrate an awareness of and responsiveness to the larger system of health care to provide patient care that balances quality and cost, while maintaining the primacy of the individual patient. PAs should work to improve the health care system of which their practices are a part. Physician assistants are expected to:

- effectively interact with different types of medical practice and delivery systems.
- understand the funding sources and payment systems that provide coverage for patient care and use the systems effectively.
- practice cost-effective health care and resource allocation that does not compromise quality of care.
- advocate for quality patient care and assist patients in dealing with system complexities.
- partner with supervising physicians, health care managers, and other health care providers to assess, coordinate, and improve the delivery and effectiveness of health care and patient outcomes.
- accept responsibility for promoting a safe environment for patient care and recognizing and correcting systems-based factors that negatively impact patient care.
- apply medical information and clinical data systems to provide effective, efficient patient care.
- recognize and appropriately address system biases that contribute to health care disparities.
- apply the concepts of population health to patient care.

To review the competency standards as set forth by the National Commission for Certification of Physician Assistants (NCCPA); Accreditation Review Commission for Education of Physician Assistant (ARC-PA); American Academy of Physician Assistants (AAPA) and the Physician Assistant Education Association (PAEA) please refer to the web address: <https://www.aapa.org/wp-content/uploads/2017/02/PA-Competencies-updated.pdf>

WHO SHOULD APPLY

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

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

Applicants to the MS Physician Assistant Program must, by the time of enrollment, have completed a baccalaureate degree that includes specific prerequisite coursework, as described in the Admissions Requirements and Procedures section below.

Some factors to consider:

- The intense 28-month/7-semester and 32-month professional, graduate-level program requires personal as well as financial sacrifices, and demands a high degree of self-sufficiency and well-developed study skills.
- The rigorous nature of the program precludes maintaining outside employment. However, the 32-month Manhattan PA program allows students to maintain part-time employment during the first 16 months of the program. After that, outside employment is precluded.
- During the clinical phase, students must be adaptable to variations in scheduling, location of clinical sites, and scope of responsibilities.
- The profession necessitates working with those who are ill, and interacting effectively and cooperatively with doctors, nurses, and other members of the health care team.

ADMISSION REQUIREMENTS AND PROCEDURES

The Physician Assistant Programs participate in the Central Application Service for Physician Assistants (CASPA). Applicants must complete the online application at:
<https://caspa.liasoncas.com/applicant-ux/#/login>.

A new class of students is admitted to the program at the Long Island and Manhattan campus and enrolled each fall, either late August or early September, and a new class begins at the NUMC extension, Illinois and Middletown campus each spring. Decisions on admission are made by a committee of PA Program faculty and are based on an assessment of the applicant's past academic performance and potential for success in the program, as well as his/her understanding of and commitment to the PA profession.

Deadlines for receipt of the application and all accompanying documentation:

- Spring-start programs - December 1 of every year
- Fall-start programs– January 15 of every year

The following are required for consideration for admission:

- Completed and verified CASPA application must include the following:
 - A written personal statement (see CASPA application for guidelines)
 - 3 letters of recommendation (one must be from a physician assistant)
 - Documentation of a minimum of 200 hours of direct patient contact health care experience, either volunteer or paid (patient contact form can be found in CASPA under "Documents" section).
 - PA shadowing is recommended but not required (documentation forms can be found in the Supplemental Application on CASPA).
- All official transcript(s) indicating (1) a minimum cumulative GPA of 3.0, (2) A 3.0 minimum combined science GPA from all colleges attended. All Biology, Chemistry and Physics grades are utilized to calculate science GPA or "BCP Total" as it appears on the CASPA application., and (3) successful completion of a Baccalaureate degree for the MS PA Programs or 90 transferable credits for the BS/MS PA Programs – 60 of which must be in general liberal arts and sciences and specifically include 52 credits of prerequisites listed below – with grades of "C" or better* at an accredited college, university, or its equivalent. Please note: An applicant may apply to the program with prerequisite coursework in progress. *However, pending coursework may delay review of the candidate's application.* All prerequisites, including should be completed by the application deadline, and must be completed prior to entering the program.

Distribution of 55 credits of specific prerequisites:

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

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

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

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

- For applicants who do not hold a degree from an accredited college, university, or its equivalent, an official high school transcript or proof of GED is required.
- All prerequisite science courses must be designed for science majors. Transfer of science courses designed for non-science majors, e.g., liberal arts, nursing, respiratory therapy, is at the discretion of the Admissions Committee.
- Applicants whose sciences prerequisites are more than 10 years old may be required to take refresher courses unless a Waiver Request is approved by the PA Program Admissions Committee.
- All prerequisite courses are offered by Touro's Lander Colleges and its New York School of Career and Applied Studies
- The PA program does not award academic credit for experiential learning.
- Meeting the minimum requirements listed above does not guarantee an interview or admission to the program.

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

- Quality and content of the personal statement
- Strength of recommendations (minimum of three letters)
- Strength of academic history
- Cumulative GPA
- Science GPA
- Nature and extent of health care experiences
- Leadership skills/experiences

Based on this evaluation, selected applicants are invited for an interview, at which time they are assessed with regard to their understanding of the PA role, their motivation, maturity, intellectual qualities, insights, and interpersonal skills. Interviews are conducted in person but may be remote depending on circumstances.

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

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

Admissions Appeals

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

For information, please contact:

Physician Assistant Program/ Office of Admissions
 Touro University School of Health Sciences
 225 Eastview Drive
 Central Islip, NY 11722
 Phone: 866-TOURO-4-U
Enroll.health@touro.edu

TUITION, FEES AND EXPENSES

The Bursar's Office oversees tuition and fee payments, as well as refunds and loan disbursements.

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

Long Island/NUMC Extension Center, Middletown, and Illinois Campuses

Estimated total program cost, based on tuition and fees for the 2023-2024 academic year, would be \$145,120 for newly-enrolled students in the 28-month program.

Tuition and Fees for the 2023-2024 Academic Year

Full-time tuition for new and current enrolled students, per semester (Fall, Spring, Summer)	\$20,660
Technology Fee (Per Fall & Spring Semesters)	\$100
Tuition deposit (non-refundable, applied to 1 st semester tuition)	\$1,500
Per-credit tuition (for repeated courses)	\$1,480

[Tuition and Fees for the 2024-2025 Academic Year can be found at [Tuition | PA Long Island | School of Health Sciences \(touro.edu\)](#) (LI/NUMC), [Tuition / PA Middletown / School of Health Sciences \(touro.edu\)](#) (Middletown), [Tuition / PA Illinois / School of Health Sciences \(touro.edu\)](#) (Illinois).]

Manhattan Campus

Estimated total program cost, based on tuition and fees for the 2023- 2024 academic year, would be \$161,080 for newly-enrolled students in the 32-month program.

Tuition and Fees for the 2023-2024 Academic Year

Full-time tuition for newly and currently enrolled students, per semester (Fall, Spring, Summer)	\$20,060
Technology Fee (Per Fall & Spring)	\$100
Tuition deposit (non-refundable, applied to 1st semester tuition)	\$1,500
Per-credit tuition (for repeated courses)	\$1,430

[Tuition and Fees for the 2024-2025 Academic Year can be found at [Tuition | PA Manhattan | School of Health Sciences \(touro.edu\)](#).]

Fees Incorporated into PA Tuition for the 2023-2024 and 2024-2025 Academic Years

Administrative fee, per semester	\$100
Malpractice insurance fee, per semester (Fall, Spring, Summer)	\$30
Laboratory fee, per semester (Fall, Spring, Summer)	\$650
Clinical Site fee, per semester (Fall, Spring, Summer)	\$1750
Occupational Medicine fee, per semester (Fall, Spring, Summer)	\$145
Membership fee, per semester (Fall and Spring)	\$75

Additional Fees for the 2023-2024 and 2024-2025 Academic Years

Late payment fee (monthly unless enrolled in payment plan)	\$100
Stop payment fee	\$25
Late registration fee	\$50
Returned check fee	\$40
Transcript fee	(See "Transcripts," p. 49)

Professional Expenses

Personal expenses for books, travel, housing, food, uniforms, supplies, and other items vary greatly from individual to individual. All students are required to carry health insurance and [own a laptop](#). Students are encouraged to meet with a financial aid counselor early in the application process to plan for these expenses.

Breakdown of estimated professional expenses:

Medical supplies (including lab coat)	\$975 (1 st semester)
Books	\$2,500 (total 32 months)
Laptop (with recommended specs)	\$1,500

Tuition Refund Policy for Withdrawal

A student wishing to withdraw from classes must notify the administration of the School of Health Sciences and the Office of the Registrar by filling out an add/drop form. On approved applications, the withdrawal policy for the [School of Health Sciences \(touro.edu\)](#) will apply.

SEMESTER START/END DATES

The 2023-2025 academic calendars for Physician Assistant Department individual campuses can be found here:

Long Island Campus and NUMC : <https://shs.touro.edu/programs/physician-assistant/physician-assistant-long-island/academic-calendar/>

Manhattan Campus : <https://shs.touro.edu/programs/physician-assistant/physician-assistant-manhattan/academic-calendar/>.

Middletown Campus: <https://shs.touro.edu/programs/physician-assistant/physician-assistant-middletown/academic-calendar/>

Illinois Campus: <https://illinois.touro.edu/physician-assistant/academic-calendar/>

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

Semester	Start Date	End Date	# of weeks
Fall 2023	9/5/23	12/22/23	16 weeks
Spring 2024	1/8/24	5/10/24	18 weeks
Summer 2024	5/13/2024	8/23/2024	15 weeks
Fall 2024	8/26/2024	12/20/2024	17 weeks
Spring 2025	1/6/2025	5/9/2025	18 weeks

CURRICULUM

Long Island/ NUMC Extension Center

Matthew Tommasino, MS, PA-C, Program Director

The first 12 months, divided into three consecutive semesters, are devoted to didactic work in the basic sciences, medicine, behavioral sciences, and research methodologies.

The clinical phase is divided into three semesters over 16 months, which consists of three clinical semesters and one culminating semester. During this phase, students are provided with supervised clinical practice experiences through nine rotations, each lasting five weeks at clinical sites such as hospitals, clinics, and private practices. The culminating semester also includes PANCE preparation, an elective course, didactic graduate coursework, a required master's research project, and community service.

RECOMMENDED SEQUENCE OF COURSES, DIDACTIC PHASE		
Course #	Course Title	Credits
SEMESTER I		
PAMN 411	Physiology	4
PAMN 419	Introduction to Pharmacology	1
PAMN 422	Medical Microbiology/Immunology	3
PAMN 423	Psychosocial/Cultural Aspects of Health Care & the PA Role	3
PAMN 431	PA Physical Diagnosis I Lecture	3
PAMN 431L	PA Physical Diagnosis I Lab	1
PAMN 432	Clinical Molecular Mechanism of Disease	2
PAMN 434	Clinical Human Anatomy Lecture	3
PAMN 434L	Clinical Human Anatomy Lab (offered at Long Island campus only)	1
TOTAL		21
SEMESTER II		
PAMN 421	Pharmacology	3
PAMN 427	Patho-Physiology	2
PAMN 428	Clinical Procedures and Diagnostic Modalities	2
PAMN 429L	Advanced Physical Diagnosis II Lecture/Lab – H&Ps	3
PAMN 430	OB/GYN Note: Students enrolled in the NUMC program take this course in the third semester.	2
PAMN 610	Pediatrics	2
PAMN 619	Introduction to Surgery	1
MPAN 670	Clinical Medicine I	4
MPAN 671	Clinical Medicine II	3
TOTAL		22
SEMESTER III		
PAMN 623	General Surgery	3
PAMN 630	Geriatrics	1
PAMN 634	Emergency Medicine	1
MPAN 645	Health Science Epidemiology & Biostatistics	2
MPAN 664	Evidence-Based Medicine	3
MPAN 672	Clinical Medicine III	4
MPAN 673	Clinical Medicine IV	2
TOTAL		16

RECOMMENDED SEQUENCE OF COURSES, CLINICAL PHASE		
SEMESTER IV		
PACN 660-687	Clinical Rotations	15
		TOTAL
		15
SEMESTER V		
PACN 660-687	Clinical Rotations	15
MPAN 647	Medical Ethics, Health Policy, and Professional Practice	3
		TOTAL
		18
SEMESTER VI		
PACN 660-687	Clinical Rotations	15
MPAN 646	Medical Research Methods & Literature Review	3
		TOTAL
		18
SEMESTER VII		
MPAN 659	Master's Capstone Project	3
MPAN 642	Health Care Delivery Systems	3
MPAN 694	Culminating Semester Elective	5
PAMN 636	Clinical Skills/Summative Evaluation	1
HSBN 668	Independent Study - Community Service	1
		TOTAL
		13

Second Year (Clinical) Disciplines

Required Core Disciplines

PACN 670 Primary Care Medicine
PACN 671 Pediatrics
PACN 672 Emergency Medicine
PACN 673 Surgery
PACN 674 Internal Medicine
PACN 675 Geriatric Medicine
PACN 676 OB/GYN
PACN 678 Behavioral Health

Main Discipline Electives (choose 1)

PACN 660 Primary Care Elective
PACN 662 Emergency Medicine Elective
PACN 663 Surgery Elective
PACN 664 Internal Medicine Elective
PACN 665 Long Term Care Elective
PACN 666 OB/GYN Elective
PACN 687 Cardiology

General Electives (choose 1)

PACN 677 Psychiatry
PACN 680 Pediatric Subspecialty
PACN 682 Orthopedics
PACN 688 Medicine Subspecialty (Dermatology/Infectious Diseases)
PACN 689 Surgical Subspecialty (SICU/CTV)
PACN 686 Forensics
MPAN 694 Culminating Semester Elective

TOTAL CLINICAL PHASE CREDITS = 63

TOTAL CREDITS IN PROGRAM = 123

Manhattan Campus

Paula Boyle, PA-C, MS, Program Director

The 32-month professional curriculum is composed of eight 15-18 week semesters including 14-15 week summer sessions, organized into a didactic phase, a clinical phase, and a culminating semester. The didactic phase consists of a “lock-step” curriculum divided into four consecutive semesters/sessions (Fall, Spring, Summer, Fall) that take place over 16 months. Courses are scheduled Monday through Thursday 3pm-9pm, and Sundays 9am-5pm. All lectures are held at the Manhattan campus unless otherwise specified. The curriculum sequencing enables the progressive development of clinical knowledge and competence, and the reinforcement of clinical information from varying perspectives of medical, surgical, and emergency management.

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

The final culminating semester includes graduate coursework, an elective and completion of a capstone Master’s project and preparation for the Physician Assistant National Certification Exam (PANCE).

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

RECOMMENDED SEQUENCE OF COURSES

SEMESTER I (Fall)

Course #	Course Title	Credits
PAMN 409	Human Anatomy	4
PAMN 411	Physiology	4
PAMN 413	Clinical Biochemistry	2
PAMN 417	Physical Diagnosis I	4
PAMN 423	Psychosocial/Cultural Aspects of Health Care & the PA Role	3
TOTAL		17

SEMESTER II (Spring)

Course #	Course Title	Credits
PAMN 414	Microbiology/Immunology	2
PAMN 416	Pathology	3
PAMN 418	Physical Diagnosis II	2
PAMN 420	Introduction to Clinical Pharmacology	2
PAMN 426	Diagnostic Modalities (3 modules - Lab Medicine, Diagnostic Imaging, ECG)	2
PAMN 600	Medicine I (1 module – Pulmonary Medicine)	1
PAMN 605	Psychiatry & Behavioral Medicine	2
PAMN 611	Obstetrics/Gynecology	2
TOTAL		16
PAMN 608	Behavioral Health Advanced Seminar I—ELECTIVE (taken by students enrolled in this track, <i>in addition to</i> the other 16 credits in this semester)	2

SEMESTER III (Summer)

Course #	Course Title	Credits
PAMN 601	Medicine II (2 modules - Cardiology, Hematology)	3
PAMN 602	Medicine III (3 modules - Gastroenterology, Dermatology, Rheumatology)	3
PAMN 603	Medicine IV (2 modules – Neurology, Ophthalmology)	2
PAMN 606	Pharmacology I	2
PAMN 610	Pediatrics	2
PAMN 620	Surgery I	2
PAMN 625	Emergency Medicine I	1
PAMN 630	Geriatrics	1
TOTAL		16
PAMN 609	Behavioral Health Advanced Seminar II--ELECTIVE (taken by students enrolled in this track, <i>in addition to</i> the other 16 credits in this semester)	2

SEMESTER IV (Fall)

Course #	Course Title	Credits
PAMN 604	Medicine V (3 modules – Nephrology, Endocrinology, Infectious Diseases)	2
PAMN 607	Pharmacology II	2
PAMN 621	Surgery II	2
PAMN 622	Surgery III (3 modules - Orthopedics, ENT, Special Topics)	2
PAMN 626	Emergency Medicine II	2
PAMN 635	Clinical Procedures and Correlations	2
MPAN 640	Applied Epidemiology & Biostatistics	2
MPAN 643	Medical Ethics, Health Policy, and Professional Practice	2
TOTAL		16

SEMESTER V (Spring)

Course #	Course Title	Credits
PACN 660-PACN 687	Rotation #1	5
	Rotation #2	5
	Rotation #3	5
TOTAL		15

SEMESTER VI (Summer)

Course #	Course Title	Credits
PACN 660-PACN 687	Rotation #4	5
	Rotation #5	5
	Rotation #6	5
MPAN 641	Research Methods & Literature Review	3
TOTAL		18

SEMESTER VII (Fall)

Course #	Course Title	Credits
PACN 660-PACN 687	Rotation #7	5
	Rotation #8	5
PACN 660-PACN 687	Rotation #9 (Elective Rotation)	5
MPAN 665	Evidence-Based Medicine	2
TOTAL		17

SEMESTER VIII (Spring)

Course #	Course Name	Credits
HSBN 668	Community Service- Independent Study	1
MPAN 642	Health Care Delivery Systems	3
MPAN 659	Master's Project	3
PACN 700	Culminating-Elective	4
PAMN 637	Clinical Skills/Summative Evaluation	1
TOTAL		12

TOTAL CREDITS IN PROGRAM = 127**Required Core Disciplines**

PACN 670 Primary Care Medicine
PACN 671 Pediatrics
PACN 672 Emergency Medicine
PACN 673 Surgery
PACN 674 Internal Medicine
PACN 675 Geriatric Medicine
PACN 676 OB/GYN
PACN 678 Behavioral Health

Main Discipline Electives

PACN 660 Primary Care Elective
PACN 661 Pediatrics Elective
PACN 662 Emergency Medicine Elective
PACN 663 Surgery Elective
PACN 664 Internal Medicine Elective
PACN 665 Long-Term Care Elective
PACN 666 OB/GYN Elective

General Electives

PACN 650 Behavioral Health Elective
PACN 677 Psychiatry
PACN 680 Pediatric Subspecialty
PACN 681 Infectious Disease
PACN 682 Orthopedics
PACN 683 Medicine Subspecialty
PACN 684 Surgical Subspecialty
PACN 685 Critical Care Medicine
PACN 686 Forensics
PACN 687 Cardiology

Culminating Elective

PACN 700 Culminating Elective

Community Service Requirement

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

Behavioral Health Track

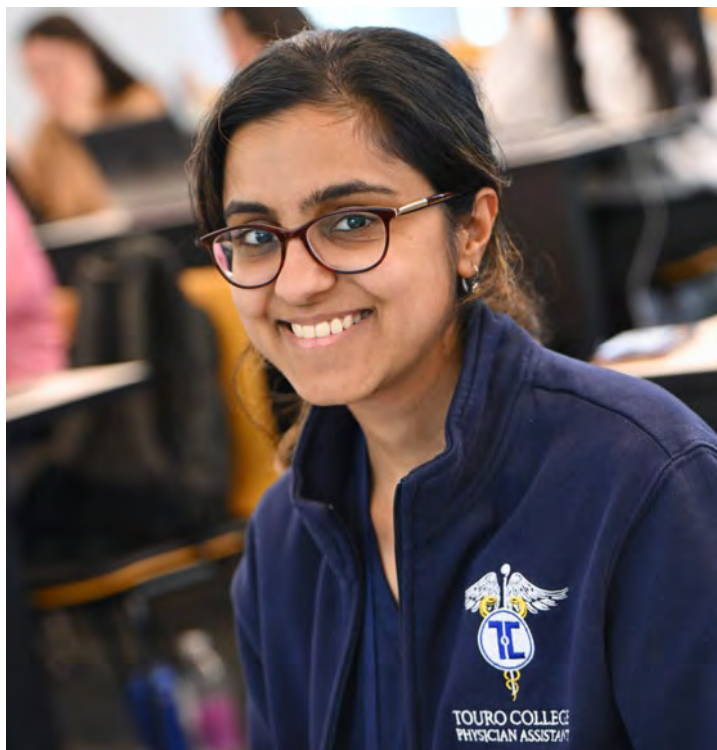
The Behavioral Health Track is unique *elective* opportunity for Physician Assistant students in the Manhattan PA program.

Across the nation, there is a lack of professional behavioral health providers addressing the needs of underserved patients with acute and chronic psychiatric illnesses. Behavioral Health PA professionals are needed not only to treat chronically ill persons who suffer with psychological disorders, but also to promote behavioral changes that can positively impact treatment for all patients. This need prompted the Manhattan PA Program to establish an elective track in Behavioral Health. The Behavioral Health Track offers advanced didactic and clinical electives to students with a strong interest in this field. This enhanced instruction will offer students in an additional skill set to identify and address the mental health needs of patients and can be integrated into all aspects of practice, regardless of clinical setting. These elective courses are taken during the student's progress in the program, and have no effect on the overall length of the student's program: **The time to completion will still be 32 months.** Students who complete this track will be awarded the dual degrees of BS in Health Sciences and MS in Physician Assistant Studies.

Recommended Course Sequence for the Behavioral Health Track

- Semester II (Spring)
PAMN 605 Psychiatry & Behavioral Medicine*
- Semester III (Summer)
PAMN 608 Behavioral Health Advanced Seminar I
- Semester IV (Fall)
PAMN 609 Behavioral Health Advanced Seminar II
- Semesters V-VIII
PACN 650 Behavioral Health Elective
PACN 678 Behavioral Health*

*Required coursework for all Manhattan PA Students



Middletown Campus & Illinois Campus**Patti Hee, MPH, PA-C, Program Director, Middletown Campus****Daniel Forsberg, MPH, PA-C, Program Director, Illinois Campus**

The program consists of 7 semesters over 28 months, including summers. The curriculum is a lock-step format and everyone accepted into the program must complete the same coursework in the same sequence, regardless of past degrees. No coursework exemptions can be granted.

The first 12 months, divided into three consecutive semesters, are devoted to preclinical didactic classes in the basic sciences, clinical medicine, behavioral sciences, and research methodologies. The clinical phase is divided into three semesters over 12 months. The clinical semesters are divided into nine supervised clinical practice experiences/rotations - seven required and two electives. The culminating (final) semester includes additional didactic coursework, a Capstone Project, and the completion of the Community Service course.

The program provides a dynamic learning environment and stresses the importance of continuing medical education.

RECOMMENDED SEQUENCE OF COURSES, DIDACTIC PHASE**("MPAN" prefixes denote Middletown; "MPAI" prefixes denote Illinois)**

SEMESTER I		Credits
MPAN/MPAI 611	Clinical Physiology	4
MPAN/MPAI 619	Clinical Pharmacology	1
MPAN/MPAI 622	Advanced Medical Microbiology/Immunology	3
MPAN/MPAI 623	Psychosocial / Cultural, and PA Professional Practice Issues in Healthcare	3
MPAN/MPAI 624	Health History and Physical Diagnosis Lecture I	3
MPAN/MPAI 624L	Physical Diagnosis Skills Lab	1
MPAN/MPAI 632	Clinical Molecular Mechanism of Disease	2
MPAN/MPAI 633	Advanced Clinical Human Anatomy Lecture	3
MPAN/MPAI 633L	Advanced Clinical Human Anatomy Lab	1
TOTAL		21
SEMESTER II		
MPAN/MPAI 610	Pediatric Medicine	2
MPAN/MPAI 621	Clinical Pharmacology II	3
MPAN/MPAI 627	Clinical Pathophysiology	2
MPAN/MPAI 628	Essential Diagnostic Modalities and Clinical Procedures	2
MPAN/MPAI 629	Health History and Physical Diagnosis Lecture II	2
MPAN/MPAI 629L	Physical Diagnosis Skills Lab II	1
MPAN/MPAI 635	Surgery I	1
MPAN/MPAI 670	Clinical Medicine I (Cardiology, Pulmonary, Hematology)	4
MPAN/MPAI 671	Clinical Medicine II (Dermatology, Rheumatology, Ophthalmology)	3
TOTAL		20
SEMESTER III		
MPAN/MPAI 631	Obstetrics/Gynecology and Woman's Health	2
MPAN/MPAI 637	Surgery II (Surgery, Orthopedics, Otolaryngology)	3
MPAN/MPAI 638	Geriatric Medicine	1
MPAN/MPAI 639	Essentials in Emergency Medicine	1
MPAN/MPAI 645	Health Science Epidemiology & Biostatistics	2
MPAN 664	Evidence-Based Medicine (for Middletown only)	3

MPAI 664	Evidence-Based Medicine (for Illinois only)	3
MPAN/MPAI 672	Clinical Medicine III (Gastroenterology, Neurology, Psychiatry, Nephrology)	4
MPAN/MPAI 673	Clinical Medicine IV (Endocrinology, Infectious Disease, Correlative Medicine)	2
TOTAL		18

RECOMMENDED SEQUENCE OF COURSES, CLINICAL PHASE

SEMESTER IV		Credits
PACN 660-687	Clinical Rotations	15
MPAI 646	Medical Research Methods & Literature Review (for Illinois only)	3
ILLINOIS TOTAL		18
MIDDLETOWN TOTAL		15
SEMESTER V		
PACN 660-687	Clinical Rotations	15
MPAN/MPAI 647	Medical Ethics, Health Policy, and Professional Practice	3
Total		18
SEMESTER VI		
PACN 660-687	Clinical Rotations	15
MPAN 646	Medical Research Methods & Literature Review (for Middletown only)	3
MIDDLETOWN TOTAL		18
ILLINOIS TOTAL		15
SEMESTER VII		
MPAN/MPAI 659	Master's Capstone Project	3
MPAN/MPAI 642	Health Care Delivery Systems	3
MPAN/MPAI 694	Culminating Semester Elective	5
MPAN/MPAI 636	Clinical Skills/Summative Evaluation	1
HSBN/FMPAI 668	Independent Study - Community Service	1
TOTAL		13

Second Year (Clinical) Disciplines

Required Core Disciplines

PACN 670 Primary Care Medicine
PACN 671 Pediatrics
PACN 672 Emergency Medicine
PACN 673 Surgery
PACN 674 Internal Medicine
PACN 675 Geriatric Medicine
PACN 676 OB/GYN
PACN 678 Behavioral Health

Main Discipline Electives (choose 1)

PACN 660 Primary Care Elective
PACN 662 Emergency Medicine Elective
PACN 663 Surgery Elective
PACN 664 Internal Medicine Elective
PACN 665 Long Term Care Elective
PACN 666 OB/GYN Elective
PACN 687 Cardiology

General Electives (choose 1)

PACN 677 Psychiatry
PACN 680 Pediatric Subspecialty
PACN 682 Orthopedics
PACN 688 Medicine Subspecialty (Dermatology/Infectious Diseases)
PACN 689 Surgical Subspecialty (SICU/CTV)
PACN 686 Forensics
MPAN 694 Culminating Semester Elective

TOTAL CLINICAL PHASE CREDITS = 63

TOTAL CREDITS IN PROGRAM = 123

GRADUATION REQUIREMENTS

(Also see general graduation information, p. 47)

Long Island Campus/NUMC Extension Center

To qualify for graduation with a BS in Health Sciences and MS in Physician Assistant Studies, a student must fulfill all of the following:

Successful completion of all courses and rotations, totaling 123 credits, which includes

- Successful completion of the summative evaluation (PAMN 636)
- Successful completion of the Master's project
- Overall program GPA of 2.667 or better

The above requirements are reviewed by the Academic Progress Committee, which informs the Registrar's Office that the student is certified for graduation.

Manhattan Campus

To qualify for graduation with a BS in Health Sciences and an MS in Physician Assistant Studies, a student must successfully complete all courses and rotations totaling 127 credits, which includes:

- Successful completion of the summative evaluation (PAMN 637)
- Successful completion of the capstone Master's project
- Maintaining an overall program GPA of 2.667 or better

The above requirements are reviewed by the Academic Progress Committee, which informs the Registrar's Office that the student is certified for graduation

Middletown & Illinois Campuses

To qualify for graduation with an MS in Physician Assistant Studies, you must successfully complete all courses and rotations, totaling 123 credits, with an overall program GPA of 2.67 (B-) or better. This includes:

- Successful completion of the didactic coursework and a required master's capstone
- Successful completion of the summative evaluation (MPAN 636/ MPAI636)
- Successful completion of all skilled clinical practice experiences (SCPE/rotations)
- Successful achievement of the PROGRAM COMPETENCIES

The above requirements are reviewed by the Academic Progress Committee, following which the committee Chair (Program Director) informs the Registrar's Office that you are qualified to graduate.

PHYSICIAN ASSISTANT MASTER'S COMPLETION PROGRAM

Shahzad Zeb, PA-C, Program Director
Christin Paglen, JD, Co-Director

This program is geared toward graduates of Bachelor of Science in Physician Assistant programs who meet our admission requirements and would like to continue working while increasing their academic credentials. The 30-credit curriculum can be completed in one year. Upon completion, you will be granted a Master of Science degree.

RECOMMENDED SEQUENCE OF COURSES

SEMESTER I

MPAN 645 Health Science Epidemiology and Biostatistics	2 credits
MPAN 646 Medical Research Methods and Literature Review	3 credits
MPAN 653 PA Master's Project I	1 credit
MPAN 647 Medical Ethics and Healthcare Policy	3 credits

SEMESTER II

MPAN 654 Master's Project II	1 credit
MPAN 642 Health Care Delivery Systems	3 credits
MPAN 664 Evidence Based Medicine	3 credits
MPAN 655 PA Master's Project III	1 credit

The 30-credit curriculum includes the 17 didactic credits in the courses listed above and the 13 advanced placement graduate credits earned and approved prior to program entry. Candidate must document a minimum of 2600 hours of post-baccalaureate clinical experience with submission and approval of the Candidate Clinical Hours Verification and Attestation form provided once the candidate's application is received by the Office of Admissions. This must be completed and approved prior to entry into the program. The candidate will be awarded 13 advance placement graduate credits for these 2600 hours.

ADMISSION REQUIREMENTS

The Physician Assistant Master's Completion Program is designed as a one-year program, culminating in a Master of Science degree. Admission requirements include a Bachelor's degree from an accredited college or university.

- A Bachelor's degree from an accredited college or university. You will need to have graduated from an ARC-PA-accredited Physician Assistant program. Applicants who have graduated from a university outside the United States must provide a degree-level equivalency evaluation for admission from a Touro-approved agency. A list of agencies is available by logging onto <http://www.naces.org/members>.
- Certification by the National Commission on Certification of Physician Assistants (NCCPA).
- Two letters of recommendation from a Physician or supervising Physician Assistant.

Official transcripts from all colleges / universities attended, including the PA program you attended. You must supply transcripts regardless of the number of credits earned or the type of school you attended.

Send transcripts to:
Physician Assistant Program/ Office of Admissions
Touro University School of Health Sciences
225 Eastview Drive
Central Islip, NY 11722
Phone: 866-TOURO-4-U
Enroll.health@touro.edu

TUITION AND FEES for the 2023-2024 Academic Year

Tuition	\$8,670
Deposit (non-refundable, applied to first-semester tuition)	\$1,000
Remainder of Installment due first semester	\$3,590
Installment due second semester	\$4,080
Stop-payment fee	\$25
Late registration fee	\$50
Returned check fee	\$40
Transcript fee	(See "Transcripts," p. 49)

[Tuition and Fees for the 2024-2025 Academic Year can be found at [PA Master's Completion | School of Health Sciences \(touro.edu\)](#).]

The Bursar's Office oversees tuition and fee payments, as well as refunds and loan disbursements.

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.

An initial deposit as indicated on your acceptance letter must be submitted in order to enroll in the first semester. This deposit will be applied to the full tuition cost. If they qualify, students are eligible to receive financial aid. Tuition refunds are subject to the Bursar's withdrawal schedule.

Students are required to purchase textbooks and will need a high-speed Internet connection to view coursework.

Tuition Refund Policy for Withdrawal

A student wishing to withdraw from classes must notify the administration of the School of Health Sciences and the Office of the Registrar by filling out an add/drop form. On approved applications, the withdrawal policy for the [School of Health Sciences \(touro.edu\)](#) will apply.

SEMESTER START/END DATES

The 2023-2025 academic calendar for Physician Assistant Department – Master's Completion can be found at <https://shs.touro.edu/programs/physician-assistant/pa-masters-completion/academic-calendar/>. Students should regularly check the site for any calendar changes that have been made.

CONTACT

Shahzad Zeb, PA-C, MPAS, Director, Physician Assistant Master's Completion Program, (631) 665-1600, ext. 66260 shahzad.zeb@touro.edu.

SPEECH-LANGUAGE PATHOLOGY DEPARTMENT

GRADUATE PROGRAM IN SPEECH-LANGUAGE PATHOLOGY

Hindy D. Lubinsky, M.S., CCC/SLP, Department Chairperson/Program Director

DESCRIPTION OF THE PROFESSION

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

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

PROGRAM DESCRIPTION

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

The service-delivery functions of the program are centered in the Speech and Hearing Center. The primary function of the Center is to provide speech, language, voice, and fluency assessment and treatment services to pediatric through adult populations. The Center also provides audiology services. The Center plays a fundamental role in the clinical training of students by providing intensive, hands-on clinical experience to the students. The Program is able to provide services to the underserved and diverse segments of the community.

The Master's in Speech-Language Pathology is a 58-60 credit program usually completed within 2-2.5 years. Students complete 400 practicum hours in order to fulfill the hour requirements for clinical care experience established by New York State and by the American Speech-Language-Hearing Association (ASHA).

The Graduate Program in Speech-Language Pathology and the Touro University Speech and Hearing Center are located on the 4th and 5th floors (elevator access) of 902 Quentin Road, Brooklyn, New York, 11223. Our facility is fully ADA-compliant, and easily accessible by train and bus.

ACCREDITATION

The Master of Science (M.S.) education program in Speech-Language Pathology (residential) at Touro University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

The Program is also registered with the New York State Education Department. As an accredited program, Touro's Graduate Speech-Language Pathology Program abides by all CAA ASHA standards. Its graduates meet the academic and clinical requirements of Council for Clinical Certification (CFCC) for ASHA certification in Speech-Language Pathology, and are eligible to apply for state licensure.

MISSION STATEMENT

The Graduate Program in Speech-Language Pathology shares Touro University's mission in keeping with the Jewish commitment to intellectual inquiry, the transmission of knowledge, and professional career interests through scholarship, research, and outreach. The program is committed to quality education with integrity, inclusivity, equity, and respect for all students, faculty, staff, and clients. A fundamental component of the Speech-Language Pathology program is the analysis and synthesis of academic and applied clinical skills as well as the development of critical

thinking in providing services to individuals with communication and swallowing disorders. Specifically, the program's mission is to prepare highly-qualified and ethical speech-language pathologists who can impact the health care environment and enhance the quality of life for individuals and the families they serve.

GOALS OF THE GRADUATE PROGRAM IN SPEECH-LANGUAGE PATHOLOGY

1. Develop critical thinking and problem-solving skills.
2. Enhance written and oral communication skills and information literacy.
3. Provide the theoretical and applied expertise to select, use, and analyze the methodology available to evaluate and treat individuals with communication and swallowing disorders.
4. Prepare students for a career in the profession of Speech-Language Pathology.
5. Provide the concepts and model the behaviors indicative of ethical practice and cultural responsiveness within the profession of Speech-Language Pathology.

ADMISSION REQUIREMENTS AND PROCEDURES

(Also see general admission requirements, p. 18)

Prerequisite Requirements

Admission to the Graduate Program in SLP is on a selective basis. Requirements are as follows:

- A Baccalaureate degree with a major in Speech from an accredited institution
- OR**
- A Baccalaureate degree in a related field, provided that the following prerequisites have been completed (numbers shown in parentheses are for undergraduate courses offered in Touro's Lander Colleges of Arts and Sciences; descriptions may be found in their catalog, either in print or online at <https://www.touro.edu/>.
 - Phonetics (SPLN 208)
 - Anatomy and Physiology of Speech (SPLN 209)
 - Normal Speech and Language Development (SPLN 210)
 - Speech and Hearing Science (SPLN 308)
 - Audiology (SPLN 309)
 - Communication Disorders (SPLN 310)
 - In addition, basic coursework in the behavioral, biological, and physical sciences, as well as a course in statistics, are required.
 - Highly recommended:
 - Course in Psycholinguistics or Linguistics
 - Course in Aural Rehabilitation

Other requirements include:

- A minimum undergraduate grade-point average of 3.0 is preferred. Applicants should arrange to have official transcripts submitted directly to the Office of Admissions from all post-secondary institutions attended.
- Three letters of reference from professors and/or employers. Two of the letters must come from college instructors who are Speech-Language Pathologists.
- A personal statement.
- A personal interview and a writing sample (may be required). The program reserves the right to randomly interview applicants.

Transfer Credits

A maximum of 12 credits may be transferred from an accredited graduate program. The acceptance of courses is at the program's discretion. Please see p. 19 in this catalog for further information on transfer credits.

Application Forms

Fall only:

The application deadline may be found on the [SLP website](#) and on the CDCAS site each year. Applicants should follow the instructions provided by CSDCAS and arrange to have official transcripts from all post-secondary institutions attended submitted directly to CSDCAS at <https://csdcas.liaisoncas.com>.

LOA Apply Online

For more information, please contact the Admissions Office at 225 Eastview Drive Central Islip, NY 11722, 866-868-7648 (866-TOURO4U), email: enroll.health@touro.edu.

TUITION AND FEES for the 2023-2024 Academic Year

Tuition - per credit (1 st year)	\$980
Tuition - per credit continuing current students	\$980
Laboratory Fee (per course)	\$50
Administrative Fee	\$100
Late Registration Fee	\$50
Graduation Fee (with final semester registration only)	\$200
Returned Check Fee	\$40
Transcript Fee	(See "Transcripts," p. 49)
Technology Fee (Fall & Spring only)	\$100
Program Instructional Fee	\$300

[Tuition and Fees for the 2024-2025 Academic Year can be found at [Tuition | SLP | School of Health Sciences \(touro.edu\)](#)

The Bursar's Office oversees tuition and fee payments, as well as refunds and loan disbursements.

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 Refund Policy for Withdrawal

A student wishing to withdraw from classes must notify the administration of the School of Health Sciences and the Office of the Registrar by filling out an add/drop form. On approved applications, the withdrawal schedule for the [School of Health Sciences \(touro.edu\)](#) will apply.

NYC DOE Scholarship Program (TEACH)

Touro University's Graduate Program in Speech-Language Pathology participates in the New York City Department of Education Scholarship Program (TEACH). For information on this and scholarships available, please go to <http://www.teachnycprograms.net/> or call (718) 935-2449 ext. 12296.

SEMESTER START/END DATES

The 2023-2025 academic calendar for the Speech-Language Pathology Program can be found at <https://shs.touro.edu/programs/speech-language-pathology/academic-calendar/>. Students should regularly check the site for any calendar changes that have been made.

CURRICULUM

The academic coursework includes a broad spectrum of essential knowledge and skills that will prepare the student for the field. The student will complete 58 credits of coursework and practice for the Master of Science degree. For a sample 2-year sequence of course offerings, see below. If additional field hours are needed, the total credits for the program may be 60.

In addition to the coursework, unique projects help promote critical thinking and independent research. These include 1) a formative project, begun in the first semester and continuing until graduation, which is a longitudinal study of the speech and language development of a typically-developing child aged 12 to 22 months, and 2) a research project, begun during the second semester and continuing until the final semester, that requires students to review relevant literature, develop and submit an IRB, develop research questions/design, conduct experiments, analyze the data, apply research literature to clinical procedures, and recognize issues regarding the evidence-based practices.

During the final semester of the program, students sit for a Comprehensive Examination, which is an assessment of their ability to integrate knowledge in communication disorders.

CLINICAL PRACTICUMS

Practicums are designed to enable students to fulfill the hour requirements for clinical care experience established by New York State and the American Speech-Language-Hearing Association. A seminar attached to each practicum covers the subject matter pertinent to that practicum, and students complete a total of 400 clock hours. The first therapy and diagnostic practicums (SPPN 621A, SPPN 621B) are done in-house, at the University's clinic. Subsequent practicums (SPPN 621C, SPPN 621E, SPPN 621F) take place in various settings arranged by the University, such as schools, clinics, and hospitals. Students are directly supervised for no less than 25% of their treatment practicum hours and 50% of diagnostic practicum hours, in all settings.

RECOMMENDED SEQUENCE OF COURSES

FIRST YEAR

SEMESTER I (Fall)

Course #	Course Title	Credits
SPPN 610	Clinical Methods in Speech-Language Pathology	3
SPPN 611	Diagnosis, Measurement, and Evaluation	3
SPPN 612	Articulation & Phonology	3
SPPN 615	Neuroanatomy and Physiology of Speech	3
SPPN 630	Language Disorders in the Preschool and School-Age Child	3
TOTAL		15

SEMESTER II (Spring) TRACK 1

Course #	Course Title	Credits
SPPN 621A	Seminar Clinic (Internship)	2
SPPN 627	Foundations of Research	3
SPPN 645	Aphasia and Related Disorders	3
SPPN 633	Autism Spectrum Disorders	3
SPPN 637	Disorders of Fluency	3
TOTAL		14

SEMESTER II (Spring) TRACK 2

Course #	Course Title	Credits
SPPN 621B	Seminar Diagnosis Internship	2
SPPN 627	Foundations of Research	3
SPPN 645	Aphasia and Related Disorders	3
SPPN 650	Voice Disorders and Treatment	3
SPPN 637	Disorders of Fluency	3
TOTAL		14

SEMESTER III (Summer)

Course #	Course Title	Credits
SPPN 632	Language Disorder and Learning Disabilities	3
SPPN 7xxx	Elective	3
TOTAL		6

SECOND YEAR**SEMESTER IV (Fall) TRACK 1**

Course #	Course Title	Credits
SPPN 621B	Seminar Diagnosis (Internship)	2
SPPN 621C	Seminar Externship	2
SPPN 621G	Seminar Research	1
SPPN 651	Dysphagia	3
SPPN 650	Voice Disorders and Treatment	3
SPPN 7xxx	Elective	3
TOTAL		14

SEMESTER IV (Fall) TRACK 2

Course #	Course Title	Credits
SPPN 621A	Seminar Clinic (Internship)	2
SPPN 633	Autism Spectrum Disorder	3
SPPN 7xxx	Elective	3
SPPN 621G	Seminar Research	1
SPPN 640	Advanced Audiology	3
SPPN 621D	Seminar in Audiology	1
TOTAL		13

SEMESTER V (Spring) TRACK 1

Course #	Course Title	Credits
SPPN 621E	Seminar Externship II	2
SPPN 640	Advanced Audiology	3
SPPN 621D	Seminar in Audiology	1
SPPN 7xxx	Elective	3
TOTAL		9

SEMESTER V (Spring) TRACK 2

Course #	Course Title	Credits
SPPN 621E	Seminar Externship I	2
SPPN 651	Dysphagia	3
SPPN 7xxx	Elective	3
TOTAL		8

SEMESTER VI (Summer) TRACK 2

Course #	Course Title	Credits
SPPN 621E	Seminar Externship II	2

Total Credits for M.S.: 58-60 credits (generally 58 credits; 60 credits if an extra summer externship, SPPN 621F, is needed to complete hour requirements).

Electives

SPPN 710Speech of Hearing-Impaired

SPPN 712Neurogenic and Motor Speech Disorders

SPPN 715Cleft Palate and Craniofacial Anomalies

SPPN 725Cerebral Palsy and Developmental Disorders

SPPN 728 Seminar on Topics in Language Disorders: Memory and Cognition as Factors in Language Acquisition
(Psycholinguistics)

SPPN 728C .. Seminar on Topics in Language Disorders: Multicultural and Bilingual Populations

SPPN 728F ...Seminar on Topics in Language Disorders: Contemporary Issues in Speech-Language Pathology

SPPN 729Language Intervention Across the Life Span

SPPN 730Speech Pathologist in the School Setting

SPPN 731Cluttering

SPPN 732Augmentative and Alternative Communication

SPPN 733Early Intervention

The following courses can be offered upon request:

SPPN 728B ...Seminar on Topics in Language Disorders: Geriatrics (Normal and Abnormal Aging)

SPPN 728D...Seminar on Topics in Language and Literacy: Reading and Writing Assessment and Intervention

The following four Learning Enrichment Experiences must be completed prior to graduation unless the student is exempted due to prior coursework completed. These are generally offered in the second spring semester.

- Multiculturalism (exempt if SPPN 728C taken)
- Counseling (exempt if SPPN 728 F taken)
- Augmentative and Alternate Communication (exempt if SPPN 732 taken)
- Motor Speech Disorders/Dysarthria (exempt if SPPN 712 or 725 taken)

Further information about these experiences is available from the program.

ADDITIONAL REQUIREMENTS FOR TEACHER OF STUDENTS WITH SPEECH AND LANGUAGE DISABILITIES CERTIFICATE (TSSLD)

An education course with emphasis in Literacy in Language, Reading, and Writing (such as EDU 301) if needed.

- A seminar in:
 - Child Abuse (EDDN 511)
 - S.A.V.E: School Violence Prevention (EDDN 513)
 - Autism (SEDN 565)
 - Seminar in Bullying and Harassment (Dignity for All Students Act- DASA) (EDDN 565)
- The following tests need to be successfully completed:
 - EAS
 - A grade of 162 or higher on the Praxis examination
- Additional requirements:
 - Fingerprinting
 - TEACH account and application for TSSLD
 - College Recommendation
 - Once all requirements are met, the College Recommendation will be entered into your TEACH account, found on the TEACH (NYSED.gov) website

For course descriptions, please see the Lander Colleges Catalog.

GRADUATION REQUIREMENTS

(Also see general graduation information, p. 47)

Students are recommended for graduation after they complete the following:

- All coursework
- The required number of clinical hours
- The Formative project
- The Research project
- Filing the KASA forms
- Passing the Comprehensive examination
- Meeting with their advisor
- Meeting with the Dept. Chair and the Clinic Director to ensure that all of the above requirements have been completed

Students are required to file an "Application for Graduation" with the Registrar's Office and pay the applicable fee. The Registrar's Office audits the student's record for completion of all requirements.

PRAXIS EXAMINATION

The PRAXIS examination assesses a broad range of knowledge critical for a speech-language pathologist working in a variety of settings. A qualifying score of 162 is necessary for ASHA certification and state licensure. Additional information regarding the PRAXIS examination can be obtained at <http://www.ets.org/>.

LICENSURE AND CERTIFICATION

Students who complete the Master's degree program and the subsequent clinical fellowship experiences and who pass the applicable examination are eligible to apply for ASHA certification (CCC) and NYS licensure <https://shs.touro.edu/programs/speech-language-pathology/certification--licensure/>. Touro University has been approved by the New York State Education Department to recommend students for the Teacher of Students with Speech and Language Disabilities Certificate (TSSLD) at the Master's level. Students who complete the Master's degree program may also be recommended for NYS teacher certification, TSSLD, after completion of prescribed education content, required seminars, and exams. Employment positions require some or all of the above.



COURSE DESCRIPTIONS

DEPARTMENT OF BEHAVIORAL SCIENCE

- **MS PROGRAM IN APPLIED BEHAVIOR ANALYSIS**
- **ADVANCED CERTIFICATE PROGRAM IN BEHAVIOR ANALYSIS**

PSGN 604 Statistics for Behavioral Sciences

The objective of this course is to provide students with an overview of the content and basic skills necessary to understand the techniques of entering and analyzing data. This course will cover the application of parametric tests: T test and analysis of variance, as well as identifying relationships through correlations. Students will be critically evaluating statistical techniques taught during the course to further their ability to make informed decisions about research outcomes. Students will be required to: conceptualize problems that require further research in their field of interest, create data sets, apply different statistical techniques and make decisions based on the results obtained. 3 credits

PSGN 621 Ethical Considerations in Applied Behavior Analysis

The purpose of this course is to introduce students to the ethical issues of Applied Behavior Analysis. Ethical issues covered include: professional certification standards, guidelines for responsible conduct for behavior analysts. Specifically, students will learn to practice within ethical guidelines established by the Behavior Analyst Certification Board (BCAB) and American Psychological Association (APA) by analyzing cases that address: a) responsibility to clients (e.g., confidentiality and informed consent), b) self-monitoring of own professional behavior (e.g., practicing within boundaries of competence, professional development, and avoiding conflicts of interest), c) conducting assessments and developing behavior change programs that are based on behavior analytic principles (e.g., use of least restrictive procedures, ongoing data collection, and termination of services), d) teaching and supervision (e.g., providing objectives and feedback, and utilizing principles of behavior analysis in supervision), (e) promoting the general welfare of society through the application of the principles of behavior (e.g., presenting a behavioral alternative to other procedures or methods). The student will also learn to incorporate The Health Insurance Portability Accountability Act (HIPAA) privacy and security rules in their practice as behavior analysts. 3 credits

PSGN 626 Developmental Disabilities and Autism

The objective of this course is to provide students with an overview of developmental disabilities, discussing evidence-based information. Areas of focus will include: different disabilities, co-morbid diagnosis, autism, mental retardation, and society supports. Ethical considerations in regard to treating different disabilities will be addressed throughout the course. 3 credits

PSGN 627 Behavioral Interventions in Behavior Analysis

The objective of this course is to provide students with an overview of the principles of applied behavior analysis and their use with students with autism. Areas of focus will include: use of reinforcement and development of reinforcement systems, shaping and chaining, task analysis, developing self-management strategies, data collection analysis, behavioral intervention in the classroom, and ways to promote generalization. Ethical considerations in regard to behavior change interventions will be addressed throughout the course. 3 credits

PSGN 629 Behavior Management and Evidence Based Intervention Strategies

This course is designed to introduce students to basic theory and practice in the applications of behavioral principles. Students will be introduced to evidence-based practice, and will begin to learn to apply the material studied. Students will be required to think about the issues throughout the course and learn to think about assessment and intervention in an integrated manner. Students will gain theoretical and practical knowledge about the evaluation approaches concerning overt behavior manifestations, assessment methods, identification of behavioral disturbances through behavioral assessment tools, and determination of appropriate evidence-based intervention

techniques. This course will train students to perform appropriate analyses based on behavioral manifestations, examine which assessment tools to employ for various disorders and behavior functions, and consider appropriate research-based intervention procedures following functional behavior assessment. 3 credits

PSGN 704 Assessment and Intervention in Applied Behavior Analysis

This course will focus on assessment methods used for behavioral assessment and interventions in the application of behavior analysis. Students will learn how to conduct their own assessments and develop interventions based on those assessments. These will include preference assessments, reinforcer assessments, and indirect and descriptive assessments. Collecting, graphing, and interpreting data will be addressed. Students will learn to complete comprehensive Functional Behavior Assessments and Functional Behavior Analyses and learn the difference between the two. 3 credits

PSGN 705 Research Methods, Measurement and Experimental Evaluation in Applied Behavior Analysis

The purpose of this course is to introduce students to the use of the scientific method in evaluating assessment and intervention techniques in behavior analysis. Topics include measurement techniques, single subject experimental design, selection of dependent and independent variables, graphical presentation and evaluation of results, and ethics pertaining to working with human subjects. Principles and procedures involved in the experimental analysis of reinforcement schedules, stimulus control, and stimulus equivalence are included. Additionally, by the end of this course, students will gain comfort in presenting their work in both poster and research report for publication format. These principles will be enforced by requiring all students to complete an individualized research project which incorporates techniques in ABA and involves measurement and evaluation of the intervention used with one human participant who provides consent to participating in this project. 3 credits

PSGN 706 Topics in Applied Behavior Analysis: Focus on Autism

This course will address various topics in behavior analysis with a specific focus on working with individuals with Autistic Spectrum Disorders (ASD). Students will review applicable ethics, principles, processes and concepts of behavior analysis, behavioral assessment, and selection of intervention strategies as they apply to individuals with Autism. Also reviewed and elaborated on will be measurement procedures and methods for the display and interpretation of collected data, behavior change procedures and systems support. Additionally, this course will focus on the history and culture of autism along with specific assessment tools and interventions for use with children, adolescents and adults with varying severity of ASD. Students will become familiar with procedures for establishing, organizing, and implementing Applied Behavior Analysis (ABA) programs. 3 credits.

PSGN 708 Specific Procedures and Populations in Behavior Analysis

This course will address specific procedures in behavior analysis including respondent conditioning, operant contingencies, stimulus control and generalization, designing instructional programming for early reading skills, teaching verbal behavior, and interventions for increasing desirable behavior and decreasing problem behavior. Additionally, subspecialties such as behavioral approaches to education, treatment of autism, teaching safety skills, pediatrics, treatment of drug addiction, and gerontology will be addressed. Finally, this course will address specific behavior change procedures such as matching to sample procedures, errorless learning procedures, and pairing procedures. 3 credits

PSGN 709 Practicum in Behavior Analysis

This course focuses on students working toward practice competence in areas outlined by the New York State Education Department. The Practicum in Behavior Analysis provides students with opportunities to learn and practice the various roles of a behavior analyst and demonstrate competence as a beginning Behavior Analyst. It is designed to provide prospective clinicians with the opportunity to apply theoretical knowledge and gain experience under the supervision of a licensed behavior analyst or authorized health care practitioner who currently diagnoses, prescribes, or orders treatment involving applied behavior analysis in his or her professional practice. The main objective is to prepare students to design, deliver, and evaluate individualized behavioral intervention independently. This course will integrate the practicum experiences with didactic course work to provide a meaningful repertoire of behavior analytic skills and to help prepare professionals for the New York State licensing exam in Behavior Analysis.

Students will work closely with an assigned university supervisor and a mentoring professional from their placement sites. The practicum requires on-site supervision and observations. The accompanying practicum seminar allows students to share experiences and knowledge gained in placement sites. 1 credit

PSGN 721 Maintenance of Client Records in Behavior Analysis

This course focuses on maintenance of client records as it applies to the behavior analyst. A specific emphasis is placed on privacy rights of clients and related laws. NYS laws as well as HIPAA, FERPA, APA record-keeping guidelines and NYSED Office of Professions record-keeping guidelines will be discussed. Maintenance and privacy related to electronic records will be addressed, along with related practitioner responsibilities in ensuring that client rights are not violated. 2 credits

PSGN 722 Issues of Cultural and Ethnic Diversity in Behavior Analysis

This course focuses on issues of cultural differences and ethnic diversity within the realm of applied behavior analysis. Students will learn about cultural differences and the application of ABA with culturally- and ethnically-diverse children and families. Topics include cross-cultural provision of services, understanding racism and prejudice, culturally-sensitive treatment, bias in service delivery, and working with various linguistically- and culturally-diverse populations. There will be a focus on working with Latino, Asian-American, African-American, Muslim, and White ethnic clients. 3 credits

PSGN 723 Functional Behavioral Assessment, Functional Analysis, and Direct Observation

This course will provide the student with intensive instruction in functional assessment procedures and direct observation methods to be used by the behavior analyst in service delivery mechanisms in mental health and education settings. The following terms will be defined, described, compared, and contrasted: functional assessment, functional analysis, functional behavior assessment, descriptive assessment, and descriptive analysis. Direct observation methods, observer reactivity, and appropriate selection and implementation of time-sampling techniques will be described. Examples of their appropriate and inappropriate use will be analyzed. Assessment procedures to identify generalization and maintenance of behavior change will be identified, described, and analyzed. 3 credits

CLINICAL MENTAL HEALTH COUNSELING

MNHN 600 Foundations of Clinical Mental Health Counseling and Consultation

This course is designed to provide a comprehensive overview of the foundations of Clinical Mental Health Counseling, the history of the profession, the scope of practice, licensing requirements, ethical concerns, and an introduction to Clinical Mental Health Counseling and Consultation approaches. Counselors-in-Training (CITs) will learn about accessing community resources, the role of case management in treatment, various certification options, the role of the counselor in various settings, and the role of supervision in client and counselor care. The resources and care of various special and diverse populations will also be addressed; including (but not limited to): addiction, trauma, diversity of culture and/or faith, chronic illness, forensic considerations, and disability. 3 credits

MNHN 611 Research and Program Evaluation

Introduction to principles, concepts and operations that are necessary for an understanding of individual group, and program assessment and evaluation, and of empirical research methodology; derivation of standard scores and other attributes of normative test construction; correlation; reliability; validity; presentation of data in tables and graphs; descriptive statistics and their computation; fundamentals of inferential statistics, including comparison of mean differences by t-tests, simple analysis of variance; chi-square; individual differences and their measurement; and reading and interpreting research reports. 3 credits

MNHN 620 Human Growth and Development in Counseling

This course focuses on the theories of human development across the lifespan, how those theories stand up to the latest research and their application to real world, culturally diverse settings. It lays the foundation for how the individual develops from conception through old age and gives insight to what the developmental factors are in normal and abnormal development with relation to socialization, cognition and physical development. The course introduces the Counselor-in-Training (CIT) to theories of learning, personality development, etiology of addictions and addictive behaviors, and provides a general framework for understanding differing abilities and strategies for differentiated interventions. There is a focus on ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan. 3 credits

MNHN 630 Counseling I: Theories and Practice

This course covers evidence based cognitive and behavioral counseling theories and techniques as they relate to building a helping relationship, assessment, case conceptualization and treatment approaches. Counselors-in-Training (CITs) will be introduced to Behavioral Therapy, Cognitive-Behavioral Therapy, Dialectical Behavior Therapy, and more. Lectures will stress theory and case conceptualization. Exercises will address both theory and application. CITs will participate in class exercises that will include operationalizing the problem, relevant interviewing and assessment, case conceptualization, treatment planning, practicing specific techniques (in the roles of therapist and client), and considering high risk factors. CITs will develop an understanding of the ethical and practical methods of utilizing these theoretical approaches and techniques among diverse populations, including clients with histories of trauma, addiction, and chronic health complications. This course partners with *Counseling II: Theories & Practice*, which covers psychodynamic approaches, to provide a firm foundation in contemporary counseling theories and techniques. These courses provide CITs with the basis upon which to explore their personal theory and unique style of counseling in preparation for professional clinical practice. 3 credits

MNHN 632 Counseling II: Theories and Practice

This course will focus on psychodynamic techniques which remain widely used in private and institutional practice, especially in outpatient settings. A thorough understanding of these techniques and the underlying theories is an essential component of graduate training. At a minimum, the course would cover Psychoanalytic, Psychodynamic, Existential, Gestalt, and short-term psychodynamic approaches. Lectures will stress theory and case conceptualization. Exercises will address both theory and application. Counselors-in-Training (CITs) will participate in class exercises that will include operationalizing the problem, case conceptualization, treatment planning, practicing specific techniques (in the roles of therapist and client), and considering special issues for certain populations.

This course partners with *Counseling I: Theories & Practice*, which covers cognitive and behavioral approaches, to provide a firm foundation in contemporary counseling theories and techniques. These courses provide CITs with the basis upon which to explore their personal theory and unique style of counseling in preparation for professional clinical practice. 3 credits

MNHN 638 Principles of Addiction Counseling

This course will provide Counselors-in-Training (CITs) with a broad understanding of the field of addiction and addiction counseling, and its history. The etiology, diagnosis, and variety of treatment interventions for addictions and co-occurring disorders will be explored, as well as various assessment and treatment tools. CITs will gain an understanding of the connection between addiction and psychopathology, the role of psychopharmacology, the scope of addiction, role of biology, substance classes, and the relative impact of these on the psycho-social well-being of the individual. 3 credits

MNHN 640 Professional, Legal & Ethical Issues in Counseling

This course provides an overview of the major legislative decisions that have influenced the practices of psychology and counseling, a review of the federal and state laws regulating the practice of counseling, and an introduction to the principles of professional ethical conduct as outlined by the American Counseling Association, CASAC Canon of Ethics, and other related professional organizations. Additionally, Counselors-in-Training (CITs) will address contemporary professional and practice issues, emphasizing the rules and regulations pertaining to professional

conduct and the scope of practice for counselors. Legal and ethical responsibilities of counselors are examined as they apply to such topics as: diverse populations, risk management, addictions, crisis intervention and chronic medical conditions. The role of clinical supervision, ethical decision-making, technology, counselor violations, and integrating with community resources will be discussed. 3 credits

MNHN 678 Lifestyle and Career Development

This course provides a comprehensive overview of theoretical and practical aspects of career development across the lifespan. Major career development theories will be presented, as well as treatment implications for counseling and psych-educational interventions. Particular attention will be directed to a review of current theories of career development, the implications of existing counseling theories in career development and exploration, integration of career counseling into practice, and career counseling for diverse and multicultural populations. The use of career assessments and technology will also be addressed. 3 credits

MNHN 681 Psychopathology

This course will provide an in-depth review of a broad spectrum of the psychopathological conditions defined in the DSM-5. This review will include the etiology of the disorder, prevalence, signs and symptoms, and criteria for diagnosis. Specific attention will be directed to the process of assessing a client for diagnostic criteria, intake interviewing, and appropriate/ethical documentation of diagnostic determinations, impact of substances and medical condition, and trauma. All levels of the DSM-5 documentation system will be reviewed and practiced, as well as a strong emphasis on the differential diagnosis process, particularly as it applies to substances, medical, addiction, social and cultural factors. As applicable, empirical literature will be introduced and discussed as it applies to our current understanding of psychopathology and best practices. This class will consist of lecture presentations of basic concepts, class discussions, and practice activities. Every attempt will be made to ensure that this course is both informative and practical for professional applications. 3 credits

MNHN 683 Assessment and Appraisal of Individuals, Couples, Families and Groups

This unique course integrates different perspectives in individual and group assessment while providing an overview of the complex dynamics involved in the assessment and appraisal of individuals, couples, families and groups. Counselors-in-Training (CITs) focus on the different processes involved in assessing the needs of these individuals/groups as well as the provision of counseling and the different counseling techniques. Special attention given via practical and lecture activities to address special issues such as: intake screening, substance abuse, addictive behaviors, high risk behaviors, readiness for change and additional referral needs. 3 credits

MNHN 691 Counseling the Culturally Diverse: Theory and Practice

This course is designed to provide an overview of the history, theories, and issues related to multiculturalism in our society, especially with regards to the provision of counseling services. Counselors-in-Training (CITs) will be introduced to a wide variety of cultural perspectives and experiences, as well as explore the unique responses of these communities to various psychosocial stressors, including addiction, trauma, and chronic medical conditions. CITs will develop skills in cross-cultural communication, self-awareness, and worldview; knowledge of differences as they impact the counseling process; and management of cross-cultural ethical conflicts. CITs will also be introduced to various referral sources, assessment consideration, and case management services. 3 credits

MNHN 692 Group Counseling Theory and Practice

This course provides an overview of Group counseling theory. Counselors-in-Training (CITs) will explore and practice various counseling group techniques. CITs will be introduced to facilitator roles, group therapeutic factors, basic group skills, stages of group development, and integrate them with decision making, problem-solving, and conflict resolution. 3 credits

MNHN 693 Trauma and Crisis Intervention: Theory, Response Models and Techniques

This course covers the theory, response models and techniques used in assessing and treating trauma and crisis-response issues among diverse people of all ages. Counselors-in-training (CITs) will learn skills of identification, intervention, and treatment of people experiencing traumatic stress, through the use of individual and group work.

Special issues that impact vulnerability (e.g.: addictions, social supports, chronic illness, culture) are also reviewed. This course will also explore the impact of trauma on the counselor, issues of compassion fatigue, secondary trauma, and counselor wellness and self-care. 3 credits

MNHN 694 Contemporary Issues in Couples and Family Therapy

The course introduces Family Systems theory and explores the family and couple's culture and cultural beliefs as they pertain to the ways in which they interact and develop. The course further addresses the interactions between family members, especially within socio/economic and cultural contexts, and its impact on mental health and wellness. 3 credits

MNHN 702 Case Conceptualization, Documentation, and Practicum

This course integrates basic intake and information gathering techniques, documentation, and case conceptualization with a practical fieldwork experience. Within the classroom setting, Counselors-in-Training (CITs) will learn the skills of intake interviewing, psychosocial screenings, documentation writing (biopsychosocial, treatment planning and progress notes), referral needs, and case management. CITs will integrate addiction and other specialty screenings, mental status exams, medical data and client history to form treatment plans and biopsychosocial reports. Added into every class session is 1.5 hours of group supervision.

In the field, CITs will participate in a placement experience of a minimum of 100 hours of counselor-related experiences. This will include 75 clock hours of on-site experience, comprising at least 40 hours of direct client contact, 15 hours of on-site individual or dyadic supervision, and 20 hours of indirect client contact opportunities. An additional 25 hours of in-class group supervision is required. 3 credits

MNHN 705 Advanced Addiction Counseling and Techniques

This course will examine advanced substance abuse counseling and techniques, with focus on the application of various evidence-based intervention techniques within various treatment venues. Counselors-in-Training (CITs) will explore the impact of addiction on the family, medical wellbeing, mental health, and engagement of clients. Issues of toxicity, medication interventions, various treatment modalities, assessments and screenings, treatment planning and outcome measurement will be addressed. The course learning activities will include observational activities, demonstrations, and role playing of advanced counseling skills. 3 credits

MNHN 706 Advanced Counseling Skills and Techniques

This course is designed to offer a balance between theory and practice. In addition to mastering the material presented through the readings, lectures and discussions, Counselors-in-Training (CITs) will be actively engaged in the learning process through simulated clinical experiences. CITs will be introduced to a variety of techniques through the observation and critique of videotapes of master clinicians, in-class role plays, taping and transcription of interviews, and in-class demonstrations. The CIT's own personal growth, self-insight, and self-awareness will be an integral component to this course. 3 credits

MNHN 770 Internship I

Counselors-in-Training (CITs) complete 20 to 25 hours per week (300 hours total) of clinical practice in a community placement while continuing to come to class for support, consultation, and further training. CITs receive a minimum of one hour per week of individual supervision by a licensed mental health professional. Eligibility for this course requires having satisfactorily completed all other coursework in the Master of Science in Clinical Mental Health Counseling program and the approval of the chair. 4.5 credits

MNHN 771 Internship II

Counselors-in-Training (CITs) complete an additional 300 hours as outlined in MNHN 770 Internship I. Per MNHN 770 -CITs complete 20 to 25 hours per week (300 hours total) of clinical practice in a community placement while continuing to come to class for support, consultation, and further training. CITs receive a minimum of one hour per week of individual supervision by a licensed mental health professional. Eligibility for this course requires having satisfactorily completed all other coursework in the Master of Science in Clinical Mental Health Counseling program and the approval of the chair. 4.5 credits

INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY

PSGN 604 Statistics for Behavioral Sciences

This course covers general statistical concepts related to behavioral science. Students work on basic statistical analysis using various numeric and algebraic techniques. Students learn the advantages and disadvantages of the various tools used in inferential statistics and how and when to apply those methods. Topics to be covered include: descriptive statistics, basic inferential statistics, analysis of variance methods, and nonparametric statistics for categorical data. 3 credits

PSGN 612 Psychometric Theory

Introduces the student to basic and advanced concepts in psychometric theory, including technical principles of psychological testing, reliability, validity, and test item considerations. Emphasis is placed on the application of psychometric theory to measurement problems in applied settings. Statistical concepts related to test theory, such as correlation and regression, are also reviewed. Prerequisites: PSGN 604, PSGN 645. 3 credits

PSGN 613 Social Psychology in Multicultural Organizations

Examines psychological theories and social influences associated with individual thought and behavior in organizations around the world. Students analyze foundation social psychological models and interactive processes including conformity, creation of attitudes, organizational citizenship behavior, counterproductive work behaviors, social exchange teaming, persuasion, agency, and team dynamics from a global business perspective. Emphasis is placed on evaluating the impact of theories, models, and processes on diversity, inclusion, and teaming relative to culture formation and organizational productivity. 3 credits

PSGN 617 I-O Psychology in Global Organizations: Org Culture and Change (OD)

This course is an introduction to I-O Psychology at a graduate level. The course uses a broad I-O textbook to introduce students to 12 topic areas including motivation, research, teams, leadership, job analysis and others. Students are expected to discuss & summarize chapters weekly. 3 credits

PSGN 619 Business Foundations for I-O Professionals

This course will be an area of I-O Psychology specifically tied to the practical application and research specialty of the visiting professor. The goal of the course will be to expose students to a niche within the job market of I-O that may relate to Talent Management, Conflict Resolution, Employment Law, or another interesting and relevant topic. Students will be advised in advance of the topic theme and the faculty teaching it. 3 credits

PSGN 639 Theories of Leadership

The psychology of leadership in its rational, emotive, and behavioral dimensions. Learners explore the psychology of leadership through the cognitive-behavioral work of Dr. Albert Ellis. Evaluates the influence of rationality, emotion, and behavior on leaders as they attempt to make informed decisions concerning the roles of human capital management, organizational design, and organizational strategy relative to business, organizational, and cultural goals. 3 credits

PSGN 643 Motivation

Understanding what motivates an organization's employees is central to the study of I-O psychology. Motivation is a person's internal disposition to approach positive incentives and avoid negative incentives. While motivation can often be used as a tool to help predict behavior, it varies greatly among individuals, and must often be combined with ability and environmental factors to actually influence behavior and performance. This course reviews the models of motivation and theories used within the workplace. 3 credits

PSGN 644 Personnel Selection and Assessment: Assessment-Interviewing-Succession

This course builds on students understanding of competency modeling and job analysis. Students will learn different methods of assessment and how to apply these methods to selection, development and succession. 3 credits

PSGN 645 Research Design: Applied to Organizations

In this advanced level course, various approaches and techniques for conducting behavioral and social research are covered with stronger emphasis on experimental methods. The course also includes a basic review of statistical methods used to analyze the data from these research studies. In applications, designs which explore differences in needs and outcomes for minority group members are highlighted. Students complete a series of culminating individual research papers which integrate skills taught. 3 credits

PSGN 655 Job Analysis and Performance Appraisal: Competency Modeling

An overview of techniques used to measure employee performance. Topics include: Job analysis methods and use of results, criterion development, performance appraisal methods, job evaluation, rater training, bias and accuracy in performance appraisal, organizational and contextual issues. The course reviews current research, rating formats in relation to criteria relevance and legal considerations and distinctions between subjective ratings and objective measures of performance. This course also reviews research and practice of competency modeling in the workplace. 3 credits

PSGN 656 Training and Development

Students learn how to develop and deliver a training program related to performance and employee development in the work environment. The overarching objective of this course is for each student to learn how to assess, develop, carry out, and evaluate a training program. To get to this objective, students review the field of training and development, as well as the broader area of human resource development (HRD). Topics include: motivation and learning theory, needs assessment, and the evaluation of training. 3 credits

PSGN 680 Group Dynamics

The course builds on theories introduced in the PSGN 682 Use of Self course and applies these theories to diagnosing key challenges in organizations. Students learn to use a consultative approach to affect change. Case studies are employed as a primary method of instruction. PSGN 682 is a prerequisite for this course. 3 credits

PSGN 682 Facilitation, Process Consultation, High Performance Coaching: Use of Self (OD)

The course is designed to increase behavioral understanding at the individual, group, intergroup and organizational level. Methods of instruction include: semi-structured experiential exercises and assignments, focused observation, self-disclosure, targeted readings and short lectures. Strong emphasis is placed on attendance, participation, and reflection. The course is rooted in the belief that increased awareness improves leadership and followership, and that, to work most effectively within organizations, one must have an awareness of the self and the self within the system. One important note about this course - we will be discussing difficult topics that are often not explicitly raised in organizational settings. These include conversations about group identities such as race, gender, ethnicity, religious affiliation, etc. Maintaining respect for all class members, including the instructor, is paramount. 3 credits

PSGN 740 Consultancy Internship Industrial-Organizational Psychology

This is a three-month internship (paid or unpaid) within Manhattan and the surrounding boroughs. You will apply the theories and skills learned in the program in a supervised internship relevant to IO Psychology or Organizational Development. Using Touro's alumni, faculty, existing students, and organizations looking to partner with our program, students will be assisted in the search for placements, with ultimate responsibility falling on them to secure the work. Internship is monitored by the program director, and must be completed in order to graduate. This leads to students graduating with real IO or OD experience, and an excellent education which gives them leverage over other graduates who lack experience in the field. Prerequisite: 9 credits (3 courses) in IO Psychology. 3 credits

DOCTOR OF PSYCHOLOGY

PSGN 770 Developmental Psychology Across the Life Span

This course examines how developmental pathways are shaped by the interaction of biological (e.g., genetics) and environmental factors. Various theoretical frameworks for the study of development are explored, with an eye toward those that have received empirical support. Particular attention is paid to the ways that developmental processes are similar and dissimilar across various socio-cultural groups, and to the clinical implications of such processes. 3 credits

PSGN 771 Cognition and Emotion

This course is designed to provide students with an understanding and appreciation of the main research trends and findings with regards to contemporary cognitive psychology and emotion science, with particular attention to the study of basic cognitive processes of attention and memory, the function of emotions, emotion regulation, and the role of cognitive mechanisms in the processing of affective. 3 credits

PSGN 772 Psychometrics and Statistical Analysis

This is a foundational course in psychometrics and serves as the first course in the measurement/statistics/research methodology progression. Students are introduced to fundamental principles and concepts of reliability, validity, measurement theory and psychometrics. In addition, students develop a fundamental understanding of the foundation of statistical procedures and data analysis and develop the statistical skills necessary for selection and accurate interpretation of clinical psychological measures, with an emphasis on Factor Analytic Procedures, Item Analysis, Analysis of Variance and Linear Regression. In learning statistical procedures, students also gain proficiency in SPSS. Methods of reporting results in APA style are also stressed. 4 credits

PSGN 775 Assessment I: Cognitive Assessment

This course provides students with basic competencies in the practical application of psychometrics and the selection, administration, scoring and interpretation of individually administered tests of intelligence, achievement, and executive function. The Wechsler scales are highlighted. Issues of theory, research, clinical utility and ethics are addressed. Special attention is given to issues relating to culturally sensitive assessment methodology. 3 credits

PSGN 776 Professional Seminar I-a: Introduction to Clinical Psychology: Professional Values, Attitudes, and Behaviors

This first course of a three-semester sequence is designed to familiarize students with the roles and functions of clinical psychologists in a variety of settings, including: clinics, hospitals, private practice settings, post-secondary education settings, and other alternative service delivery systems seen as part of the integrative health care movement seen across the United States. Focus is on the values, attitudes, and behaviors that are expected of professionals in this discipline. Professional ethics, legal issues and professional standards, public policy (including legislation and regulations), professional trends, quality of practice, and the organization and operation of mental health settings are also addressed. Resource-speakers with expertise in specific areas of discussion are invited to participate. 1 credit

PSGN 780 Theories of Personality and Individual Differences

This course involves an intensive exploration of historical and contemporary models of human personality, individual differences, and learning. The focus in this course is on an in-depth examination of the range of major theoretical models that explain and describe human behavior and differences between individuals in learning and behavioral functioning. Attention to both categorical and dimensional models of personality are examined. 3 credits

PSGN 782 Research Design

This is the second course in the measurement/statistics/research methodology progression. The purpose of this course is for students to develop a keen understanding of research design and the skills necessary for the implementation of a research project. In particular, students become familiar with issues, concepts, and procedures in clinical efficacy and effectiveness research, including single-case experimental design. An expanded consideration

of the ethics of research, IRB requirements and APA style of data reporting and manuscript writing are included. Students also gain experience with manuscript reviewing. 4 credits

PSGN 785 Assessment II: Assessment of Personality and Individual Differences

This course is designed to help students develop knowledge and skills related to the selection, administration, and interpretation of representative objective personality and behavioral assessment instruments commonly used in practice {MMPI-II, MMPI-II-RF, MMPI-A, PAI, nonclinical assessment (e.g. 16PF), projective techniques (Rorschach), and brief measures (e.g. BDI)}. This course takes a life-span approach to personality and behavioral assessment, and addresses issues of theory, research, clinical utility, cultural competence, and professional ethics. Students also learn to begin the process of integrating data obtained from multiple sources to write comprehensive psychological assessment reports. 3 credits

PSGN 786 Professional Seminar I-b: Introduction to Clinical Psychology: Professional Values, Attitudes, and Behaviors

This second course of a three-semester sequence is designed to continue to familiarize students with the roles and functions of clinical psychologists in a variety of settings, including; clinics, hospitals, private practice settings, post-secondary education settings, and other alternative service delivery systems seen as part of the integrative health care movement seen across the United States. There is continued focus on the values, attitudes and behaviors that are expected of professionals in this discipline. Professional ethics, legal issues and professional standards, public policy (including legislation and regulations), professional trends, quality of practice, and the organization and operation of mental health settings are also addressed. Resource-speakers with expertise in specific areas of discussion are invited to participate. 1 credit

PSGN 787 Psychopathology I: Adults

This course offers an exploration of the major diagnostic categories and specific psychological disorders affecting adults, with an emphasis on epidemiological factors, etiology, symptomatology, maintaining factors, pathological processes, and common treatment options. Special attention is given to differential diagnosis and comorbidities among disorders. Students become proficient in the use of the DSM5. 3 credits

PSGN 790 Clinical Skills: Foundations of Psychological Interventions

A laboratory-based clinical skills course designed to develop foundational interviewing and intervention skills essential to obtaining relevant clinical information, determining appropriate diagnoses, assessing and managing suicide risk, establishing an effective therapeutic relationship, and promoting behavior change. In addition, this course examines psychotherapy as a change agent. The empirical foundations of psychotherapy are addressed with an emphasis on practice implications of current therapy research on readiness for change, efficacy and effectiveness, client-therapist variables and the therapeutic relationship. In addition, consideration is given to issues relating to matching clients to therapy type as well as the theoretical, empirical, and practical consideration of essential mechanisms of change in psychotherapy. 3 credits

PSGN 795 Biological Foundations of Behavior

This course focuses on an examination of the biological substrates and physiological processes of behavior from the cellular to the systemic to the behavioral level. The course examines basic aspects of functional neuroanatomy and brain-behavior relationships, as well as the relationship between the nervous system, endocrine system, and human behavior. Models of mind, consciousness, and cortical functioning are explored. 3 credits

PSGN 796 Professional Seminar I-c: Introduction to Clinical Psychology: Professional Values, Attitudes, and Behaviors

This third course of a three-semester sequence is designed to continue to familiarize students with the roles and functions of clinical psychologists in a variety of settings, including; clinics, hospitals, private practice settings, post-secondary education settings, and other alternative service delivery systems seen as part of the integrative health care movement seen across the United States. There is continued focus on the values, attitudes and behaviors that are expected of professionals in this discipline. Professional ethics, legal issues and professional standards, public policy (including legislation and regulations), professional trends, quality of practice, and the organization and

operation of mental health settings are also addressed. Resource-speakers with expertise in specific areas of discussion are invited to participate. 1 credit

PSGN 797 Psychopathology II: Children and Adolescents

A second course in psychopathology looking at psychological disorders found in childhood and adolescence. Issues of etiology, symptomatology, diagnosis, prevention, treatment and impact on systems over the life span are discussed. Students will become proficient in the use of the DSM5 and related diagnostic systems for disorders of childhood and adolescence. Students gain mastery in conceptualizing and synthesizing clinical information to formulate a clinical diagnosis based upon DSM5. In addition to a broad overview of child clinical disorders seen in childhood and adolescents, a number of key themes including 1) a developmental perspective for understanding childhood disorders; 2) the role of risk and resilience; and 3) how social, cultural, and economic diversity impacts symptom presentation and prognosis are examined. 3 credits

PSGN 798 Evidence Based Psychological Treatments I: Therapeutic Models and Mechanisms of Change

This course is designed to provide the student with an understanding of foundational knowledge and skills required for provision of effective evidence-based psychological treatment of adults. Students are encouraged to think critically about psychological treatment selection and are exposed to the range of approaches to individual psychological treatment utilized in contemporary clinical practice, with particular attention and emphasis given to the mechanisms by which behavioral, cognitive-behavioral, interpersonal psychotherapy and emotion-focused psychotherapy, may achieve their results. These psychological treatment modalities are discussed in terms of efficacy, clinical utility, including adaptations when necessary for working with diverse populations. Issues relating to psychotherapy integration and unified treatment protocols, ethical considerations in treatment selection, and issues in the treatment of diverse populations are also covered in this class. 3 credits

PSGN 800 Assessment III: Integrative Assessment

This integrative assessment course will teach students how to incorporate relevant cognitive, projective, and objective personality test data into comprehensive psychological evaluations for use in a variety of clinical settings, including medical settings. Students will be able to write evaluations using professional style and technical language appropriate for the setting that: 1) Describe and predict complex behaviors within the context of the whole person, 2) accurately provide a diagnostic formulation, and 3) lead to pragmatic recommendations for interventions. 3 credits

PSGN 802 Advanced Concepts in Statistical Analysis

This is the third course in the measurement/statistics/research methodology progression. The goal of this course is to enhance skills with a range of procedures and programs for multivariate data analysis and qualitative research methodology. The focus is on practical issues such as selecting the appropriate analysis, preparing data for analysis, menu-driven and syntax programming, interpreting output, and presenting results of a complex nature. Topics include qualitative data collection and analysis procedures, analysis of covariance, MANOVA, discriminant analysis, logistic regression, cluster analysis, structural equation modeling, hierarchical linear modeling, and approaches to mediation and moderation analysis. 3 credits

PSGN 803 Clinical Health Psychology I: Theoretical and Scientific Foundations

In this course, students develop an understanding of the foundations of clinical health psychology. This course reviews theory and research relevant to clinical health psychology from a biopsychosocial perspective. Theories of health behaviors are introduced in relation to behavioral risk factors. The relevance of health psychology to health-relevant constructs, as well as specific diseases and health problems (e.g., stress, behavior change, adherence, mental status, sleep, pain, and substance use) are introduced and discussed. The roles of clinical health psychologists in research and clinical practice spanning primary to tertiary care are discussed. Issues pertaining to inter-professional education, training, and practice are covered throughout. 3 credits

PSGN 806 Professional Seminar II-a: Ethics and Professional Practice in Clinical Psychology

This first course of a three-semester (4-credit total) sequence includes both didactic and discussion components, and focuses on issues important to professionals about to enter the field including an orientation to issues in day-to-day practice and professional development in modern clinical psychology, including issues in education and

training of psychologists. Ethical and legal issues are covered in detail, with particular reference to the everyday issues of practice, and special emphasis to integrate these legal, ethical and professional issues into a thorough discussion and monitoring of students' current externship experiences. 2 credits

PSGN 807 Evidence-Based Psychological Treatments II: Children and Adolescents

In this course, students are exposed to available child and adolescent psychological treatments, understand how to critically select and evaluate available treatments, gain a foundational understanding of how psychological treatments for children and adolescents are implemented, consider relevant issues pertaining to diversity and cultural competence, and relevant ethical issues. The course emphasizes treatments that have a strong evidence base, although newer and/or other interventions with less empirical support are discussed as well. 3 credits

PSGN 809 Clinical Externship & Externship Seminar I-a

This first course of a three-semester course sequence taken during the first full-year of supervised clinical work. An educational experience that allows students to develop a professional identity and translate the knowledge and theory of clinical science into practical clinical skills while they provide direct assessment, consultation, and treatment services to children, adolescents, families, and/or adults in community-based externship placements. In this course, students receive case consultation with an emphasis on discussion of professional roles, responsibilities, ethical issues, clinical quandaries, and problems that are faced during student externship experiences. 1 credit

PSGN 810 Seminar in Medical Procedures and Terminology

An understanding of medical procedures and terminology is necessary for anyone who aspires to work in the healthcare field. Throughout this course, students have an opportunity to explore the language of medicine, learning about the importance of word structure in medical fields, focusing on technical terms used in medical terminology. In addition, this course is designed to develop a basic knowledge and understanding of the rationale for a variety of diagnostic procedures likely to be seen in primary care settings (e.g. history taking, EKG, X-Ray, laboratory procedures, etc.) 1 credit

PSGN 813 The Health Care System: Models, Trends and Challenges

This course explores major topics in the study of health and health care delivery. We will discuss determinants of health, the social distribution of health and disease, and health disparities; the organization and financing of the U.S. health care system, its historical context, the roles and behaviors of its key actors, and its comparison to health systems of other nations; the quality, cost and accessibility of health care services; and health care delivery system improvement and reform. In particular, we delve into the history of the system, describing both the initial development of the system and the impetus for and structure of the Patient Protection and Affordable Care Act. After a grounding in the history and systems approach to the health care system, we learn about each of the components of the system, including finance and reimbursement, managed care, and behavioral health services. The objective of this course is to build understanding of fundamental ideas, issues and problems in health policy and management and thereby to provide a strong foundation for careers in a health care field. 3 credits

PSGN 814 Clinical Health Psychology II: Health Promotion

The purpose of this course is to present an overview of health-promoting behaviors from the perspective of clinical health psychology. This course emphasizes changing behaviors to improve health and prevent disease. Psychological approaches for conceptualizing and changing behaviors to improve health represent the major focus of the course. While the primary focus of the course is intervention at the individual and group level, public health approaches that focus on change at the community or organizational level are reviewed, and we will touch upon the contributions of sociology, epidemiology, medicine, political science and economics to understanding health and illness. The specific topics chosen for in-depth exploration during the course comprise the major health issues facing our population, namely, obesity, nutrition, physical activity, and the use of tobacco. The behavioral antecedents of major diseases, particularly alcohol, opioid, and other drug misuse, heart disease and cancer are examined, by reviewing epidemiological and population-based studies of associations between behavioral and psychosocial variables and the occurrence of chronic disease conditions and decreased longevity. Behavioral interventions to modify risk factors for disease, including the clinical trial data supporting their efficacy, and their application in the practice of clinical health psychology are explored and discussed. 3 credits

PSGN 816 Professional Seminar II-b: Ethics and Professional Practice in Clinical Psychology

This second course of a three-semester (4-credit total) sequence includes both didactic and discussion components, and focuses on issues important to professionals about to enter the field including an orientation to issues in day-to-day practice and professional development in modern clinical psychology, such as issues in education and training of psychologists. Ethical and legal issues are covered in detail, with particular reference to the everyday issues of practice, and special emphasis on integrating these legal, ethical, and professional issues into a thorough discussion and monitoring of students' current externship experiences. 1 credit

PSGN 819 Clinical Externship & Externship Seminar I-b

This second course of a three-semester course sequence is taken during the first full-year of supervised clinical work. An educational experience that allows students to develop a professional identity and translate the knowledge and theory of clinical science into practical clinical skills while they provide direct assessment, consultation, and treatment services to children, adolescents, families, and/or adults in community-based externship placements. In this course, students receive case consultation, with an emphasis on discussion of professional roles, responsibilities, ethical issues, clinical quandaries, and problems that are faced during student externship experiences. 1 credit

PSGN 824 Integrative Health Care/Behavioral Medicine I: Psychological Interventions in Primary and Specialty Care

This course carefully considers the importance of the psychologist-physician relationship in the treatment of acute and chronic medical conditions, and the role of psychological interventions in primary care and specialty settings. This course provides an in-depth look at working in medical settings, and covers working in primary care as well as working with specific specialty populations such as oncology. Included are discussions of the practical side of setting up behavioral consultation services in medicine, specific issues related to various diseases seen in primary care, and integration of issues that have been found to be important when working within primary care or specialty services. The medical field, medical professionals, patient perspectives in health care, and communications between health care providers and patients will be discussed. Psychological treatment techniques appropriate for primary care and specialty settings, including brief (time limited) therapy, pain management, smoking cessation, stress management, mindfulness interventions, and low-intensity cognitive behavioral interventions are presented and discussed. 3 credits

PSGN 826 Professional Seminar II-c: Ethics and Professional Practice in Clinical Psychology

This third course of a three-semester sequence includes both didactic and discussion components, and focuses on issues important to professionals about to enter the field including an orientation to issues in day-to-day practice and professional development in modern clinical psychology, including issues in education and training of psychologists. Ethical and legal issues are covered in detail, with particular reference to the everyday issues of practice, and special emphasis on integrating these legal, ethical and professional issues into a thorough discussion and monitoring of students' current externship experiences. 1 credit

PSGN 827 Evidence-Based Psychological Treatments III: Adults

This course is intended to provide the historical development, theoretical rationale and the empirical base for current models and methods of evidence-based psychological treatments with adult populations. Discussion emphasizes specific therapeutic models, techniques, and efficacy in the treatment of a wide range of psychological disorders and with diverse populations. Issues relating to psychotherapy integration and treatment of diverse populations are also covered in this class. 3 credits

PSGN 829 Clinical Externship & Externship Seminar I-c

This third course of a three-semester course sequence is taken during the first full-year of supervised clinical work. An educational experience that allows students to develop a professional identity and translate the knowledge and theory of clinical science into practical clinical skills while they provide direct assessment, consultation, and treatment services to children, adolescents, families, and/or adults in community-based externship placements. In this course, students receive case consultation with an emphasis on discussion of professional roles, responsibilities, ethical issues, clinical quandaries, and problems that are faced during student externship experiences. 1 credit

PSGN 832 Research Seminar I: Project Initiation

This course is the first in a three-course dissertation seminar series. Dissertation seminars provide structure and guidance through all stages of the doctoral dissertation (DD) completion process. This course focuses on developing a dissertation idea; conducting a preliminary literature search, developing an appropriate methodology, and considering advanced strategies for statistical analyses. The course includes deeper discussion about the use of advanced statistical methods such as multivariate, mediation and/or moderation analyses. The dissertation is intended to help students develop the skills necessary to become informed consumers of the psychological literature and apply these skills in the production of an original and independent scholarly product. The dissertation also provides students the opportunity to further enhance their critical thinking and provides an opportunity to deepen knowledge and thought about a particular clinical area of interest. 2 credits

PSGN 834 Integrative Health Care/Behavioral Medicine II: Pediatric Psychology

This course provides an overview of theory, research, and professional practice in pediatric psychology. The course reviews medical and behavioral aspects of the most common chronic pediatric illnesses, theories explaining the etiology and maintenance of behavioral aspects of pediatric illness, and considerations for psychological assessment and intervention in areas such as adherence to medical interventions, emotional difficulties related to chronic illness and coping with medical procedures. Course content also includes discussion about the evolving role of psychologists in pediatric settings. 3 credits

PSGN 835 Assessment IV: Neuropsychological Assessment

This course is designed to introduce students to the foundations of neuropsychological assessment. Interview-based and psychometric approaches will be examined. The course emphasizes the development of skills for recognizing and describing deficits in major aspects of cognitive functioning. The relationship between neuropsychological assessment techniques and procedures and brain-behavior relationships is highlighted. The role of brief and comprehensive neuropsychological assessment procedures in the evaluation of neurobehavioral disorders is explored. Both psychometric and qualitative aspects of the assessment process are explored along with the selection and use of appropriate normative comparison standards. Special attention is paid to the appropriate neuropsychological assessment of issues and/or conditions frequently seen in primary care. 3 credits

PSGN 836 Professional Seminar III-a: Issues of Health Disparities, Gender, Ethnicity, and Culture in the Professional Practice of Clinical Psychology

This first course of a three-semester (4-credit total) course sequence provides students with the knowledge needed to be clinically sensitive psychologists able to work with a range of individuals from diverse backgrounds in clinical and medical settings. Cultural differences and how they relate to the diagnosis of psychopathology and a variety of medical conditions are explored, as well as how cultures differ on important issues such as violence, suicide, expression of emotions, childrearing, etc. The APA guidelines for multicultural competency are also presented. Other ways individuals are diverse and therefore can be treated unfairly in our society such as gender, religious practices, sexual orientation, disability, socioeconomic status, or medical conditions are also explored, as well as health disparities in the broad medical system. Finally, special emphasis is on integrating these issues within a thorough discussion and monitoring of their relevance to students' current externship experiences. 2 credits

PSGN 839 Clinical Externship & Externship Seminar II-a

This first course of a three-semester course sequence is taken during the second full-year of supervised clinical work. An educational experience that allows students to continue to develop a professional identity and translate the knowledge and theory of clinical science into practical clinical skills with increasing sophistication, while they provide direct assessment, consultation, and treatment services to children, adolescents, families, and/or adults in community-based externship placements. In this course, students receive case consultation with an emphasis on discussion of professional roles, responsibilities, ethical issues, more complex clinical quandaries, and problems that are faced during student externship experiences. 1 credit

PSGN 840 History and Systems in Psychology

This course provides the student with knowledge about and understanding of the development of psychology as a science and profession. The course is also concerned with the nature of science, and aims at providing the student with an understanding of how scientific ideas develop, are applied, and change over time. Four general topic areas are examined: psychology's historical roots in philosophy, natural science, and national cultures; the work of the early psychologists; the development of various "systems" or "schools" of psychology in the 20th Century; and contemporary evolution of professional psychology as a Health Service Profession increasingly embedded in the broad health care system. 3 credits

PSGN 841 Dissertation Supervision I

This course consists of work between student and dissertation chair developing a dissertation idea; conducting a thorough literature search; and writing up and orally defending the dissertation proposal. 1 credit

PSGN 842 Research Seminar II: Project Development

This course is the second in a three-course dissertation seminar series. Dissertation seminars provide structure and guidance through all stages of the doctoral dissertation (DD) completion process. This course is a continuation of PSGN 832 and focuses on the continued development, under supervision, of an individual doctoral dissertation. This course focuses on organization of data, and manuscript preparation, in preparation for the completion of the written and oral portion of the Dissertation Project. Graded on a credit granted (CG) or credit not granted basis. 1 credit

PSGN 846 Professional Seminar III-b: Issues of Health Disparities, Gender, Ethnicity, and Culture in the Professional Practice of Clinical Psychology

This second course of a three-semester course sequence (4 credits in total) continues to provide students with the knowledge needed to be clinically sensitive psychologists able to work with a range of individuals from diverse backgrounds in clinical and medical settings. Cultural differences and how they relate to the diagnosis of psychopathology and a variety of medical conditions are explored, including how cultures differ on important issues such as violence, suicide, expression of emotions, childrearing, etc. The APA guidelines for multicultural competency are also presented. Other ways individuals are diverse and therefore can be treated unfairly in our society such as gender, religious practices, sexual orientation, disability, socioeconomic status, or medical conditions are also explored, as well as health disparities in the broad medical system. In addition, this section of the course will address aspects of living with disability, including physical disability and cognitive disabilities. Finally, special emphasis is made to integrate these issues within a thorough discussion and monitoring of their relevance to students' current externship experiences. 1 credit

PSGN 847 Psychopharmacology

This course involves the study of how psychoactive drugs impact human behavior. Emphasis is on how selected drugs interact with neurotransmitter systems and how neurotransmitter systems modulate behavior. Particular reference is made to reaction of the central nervous system to chemically effective drugs (anti-anxiety, anti-depressant, anti-psychotic). Indications and contraindications are stressed as well as management strategies. 3 credits

PSGN 849 Clinical Externship & Externship Seminar II-b

This second course of a three-semester course sequence is taken during the second full-year of supervised clinical work. An educational experience that allows students to continue to develop a professional identity and translate the knowledge and theory of clinical science into practical clinical skills with increasing sophistication, while they provide direct assessment, consultation, and treatment services to children, adolescents, families, and/or adults in community-based externship placements. In this course, students receive case consultation with an emphasis on discussion of professional roles, responsibilities, ethical issues, more complex clinical quandaries, and problems that are faced during student externship experiences. 1 credit

PSGN 851 Dissertation Supervision II

This course is a continuation of PSGN 841 and consists of continued work between student and dissertation chair, based on a successfully defended dissertation proposal, to complete an Institutional Review Board application and prepare to collect data. 1 credit

PSGN 856 Professional Seminar III-c: Issues of Health Disparities, Gender, Ethnicity, and Culture in the Professional Practice of Clinical Psychology

This third course of a three-semester course sequence (4-credits in total) provides students with the knowledge needed to be clinically sensitive psychologists able to work with a range of individuals from diverse backgrounds in clinical and medical settings. Cultural differences and how they relate to the diagnosis of psychopathology and a variety of medical conditions are explored, including how cultures differ on important issues such as violence, suicide, expression of emotions, childrearing, etc. The APA guidelines for multicultural competency are also presented. Other ways individuals are diverse and therefore can be treated unfairly in our society such as gender, religious practices, sexual orientation, disability, socioeconomic status, or medical conditions are also explored, as well as health disparities in the broad medical system. This course offers an opportunity for students to explore further social constructs related to cultural identity, including gender, race, ethnicity, social economic status, and spiritual identity that were introduced in PSGN 836 and PSGN 846. In addition, this section of the course addresses additional aspects of living with disability, including severe mental illness. Finally, special emphasis is made to integrate these issues within a thorough discussion and monitoring of their relevance to students' current externship experiences. 1 credit

PSGN 859 Clinical Externship & Externship Seminar II-c

This third course of a three-semester course sequence is taken during the second full-year of supervised clinical work. An educational experience that allows students to continue to develop a professional identity and translate the knowledge and theory of clinical science into practical clinical skills with increasing sophistication, while they provide direct assessment, consultation, and treatment services to children, adolescents, families, and/or adults in community-based externship placements. In this course, students receive case consultation with an emphasis on discussion of professional roles, responsibilities, ethical issues, more complex clinical quandaries, and problems that are faced during student externship experiences. 1 credit

PSGN 861 Dissertation Supervision III (required to be repeated each semester until dissertation is completed)

This course is a continuation of PSGN 841 and PSGN 851 and focuses on providing support and information for students actively engaged in the final stages of completing and writing their dissertation, preparing for the dissertation defense, and submitting the final document. This course must be repeated until the dissertation is fully complete. 1 credit

PSGN 862 Research Seminar III: Project Completion and Manuscript Preparation

This course is the third in a three-course dissertation seminar series. Dissertation seminars provide structure and guidance through all stages of the doctoral dissertation (DD) completion process. This course is a continuation of PSGN 832 and PSGN 842 and focuses on providing support and information for students actively engaged in the final stages of completing and writing their dissertation, preparing for the dissertation defense, and submitting the final document. 1 credit

PSGN 864 Health Care and Aging

This course is intended to familiarize students with promotion of health in an aging population, the notion that aging is a natural part of the lifecycle, community, state and federal health programs and services for the aged. Students become acquainted with the process of and problems associated with aging in order to effectively manage this important public health issue. Specific health concerns of the elderly including the increase in life expectancy, current life extending research and technology, and successful aging are also examined. Knowledge and understanding of biological, psychological, and sociological aspects of aging as related to health and wellness are discussed. 3 credits

PSGN 869 Clinical Externship & Externship Seminar III-a (optional)

This first course of a two-semester course sequence is taken during the third full-year of supervised clinical work. An educational experience that allows students to further develop their professional identity and translate the

knowledge and theory of clinical science into practical clinical skills with increasing sophistication, while they provide direct assessment, consultation, and treatment services to children, adolescents, families, and/or adults in community-based externship placements. In this course, students receive case consultation with an emphasis on in depth discussion of professional roles, responsibilities, ethical issues, more complex clinical quandaries, and problems that are faced during student externship experiences. 1 credit

PSGN 870 Seminar in Social Psychology

This course focuses on an in-depth consideration of major theories and empirical findings of social behavior, with an emphasis on how social psychological theories and research may relate to phenomena outside the laboratory, such as physical and mental health outcomes, conflict resolution, vaccine-hesitancy, and attitudes toward climate change. This course covers topics such as aggression, social perception, attitudes (including health attitudes and beliefs), prejudice, stigma, social influence and conformity, group dynamics, and interpersonal attraction and intimate relations. 3 credits

PSGN 879 Clinical Externship & Externship Seminar III-b (optional)

This second course of a two-semester course sequence s taken during the third full-year of supervised clinical work. An educational experience that allows students to further develop their professional identity and translate the knowledge and theory of clinical science into practical clinical skills with increasing sophistication, while they provide direct assessment, consultation, and treatment services to children, adolescents, families, and/or adults in community-based externship placements. In this course, students receive case consultation with an emphasis on in depth discussion of professional roles, responsibilities, ethical issues, more complex clinical quandaries, and problems that are faced during student externship experiences. 1 credit

PSGN 880 Doctoral Internship I

First course in a year-long sequence, in which the student is placed at a full-time clinical internship consisting of no less than 1,750 hours in a setting approved by the PsyD program coordinator of clinical training. 1 credit

PSGN 881 Doctoral Internship II

Second course in a year-long sequence, in which the student is placed at a full-time clinical internship consisting of no less than 1,750 hours in a setting approved by the PsyD program coordinator of clinical training. 1 credit

PSGN 882 Doctoral Internship III

Third course in a year-long sequence, in which the student is placed at a full-time clinical internship consisting of no less than 1,750 hours in a setting approved by the PsyD program coordinator of clinical training. 1 credit

PSGN 890 Supervision and Management of Psychological Services

Supervision has become an increasingly important role of the doctoral level clinical psychologist, requiring both theoretical and conceptual understanding for the supervision process, as well as the acquisition of the necessary supervisory competencies. Both knowledge of supervision models and practice and skills to implement them is required. Management consists of those activities that direct, organize, or control the services of psychologists and other offered and rendered to the public. It includes knowledge about the business aspects of psychological practice and the laws, standards, and regulations affecting practice. This course focuses upon the supervisory and management roles of the clinical psychologist. The goal is to empower the student to become an effective supervisor and leader in their professional area of interest. 3 credits

PSGN 891 Intra- and Inter-Professional Consultation, Collaboration, and Integration within the Health Care System

This course focuses on providing students with the foundational skills needed to work in teams to effectively collaborate and coordinate patient care, and provide consultation as a psychologist member of the health care team. Special emphasis is on inter-professional evidence-based care planning, care coordination and patient engagement, and data analytics and reporting of outcomes. Key themes focused on inter-professional communication, consultation, collaboration, leadership, and professionalism are ingrained throughout. This course is primarily designed to prepare students for professional roles as a behavioral consultant, with an emphasis on the health care system. As such, this course focuses on the dynamics of working with groups in a variety of settings and on developing effective interventions at a systemic level. 3 credits

DEPARTMENT OF NURSING

BIHN 120 Human Anatomy and Physiology for Nursing I

This course is designed for pre-professional students as an introduction to a basic understanding of the structural organization of the human body starting with the tissues, integumentary, skeletal, muscular, digestive, and nervous systems. The course focuses on the cellular organization and on the tissue and organ levels of each system. In laboratory exercises, students study and learn structures from various available anatomical models. 4 credits

BIHN 122 Human Anatomy and Physiology for Nursing II

This is the second of the series offered to pre-professional students. The course focuses on the organization of the cardiovascular, respiratory, lymphatic, endocrine, urinary, and reproductive systems. Class discussions deal with the basic cellular, tissue-level and organ-level organization of each system. Functional significance as well as clinical correlations of some structures are covered. Special focus is on fertilization and reproduction, pregnancy and lactation, coronary and cerebrovascular circulation. Laboratory exercises include studying structures from available anatomical models. Prerequisite: BIHN 120. 4 credits

BIHN 229 Applied Microbiology

This course covers the structure, reproduction, physiology, biochemistry, genetics, and identification of microorganisms. It includes a study of their relationship to each other and to other living organisms, their distribution in nature, and their beneficial and disease-causing effects on humans. 4 credits

BIHN 248 Nutrition for Nursing Majors

This course offers a specialized review of the principles of sound nutrition and the effects of diet on personal well-being. Environmental, social, physical, and psychological reasons underlying poor diet are examined. Not for science majors. 3 credits

BIHN 314 Genetics and Genomics

A study of human genetics in order to elucidate the basic laws of heredity and their physical basis (classical genetics); structure and function of the gene (molecular genetics); and population genetics, with attention to human abnormalities as illustrations of these principles. Prerequisite: BIHN 122. 3 credits

BIHN 355 Pathophysiology

Emphasis is placed on the relationship of usual health patterns of major body systems to changes that occur during the illness experience. Major pathophysiologic concepts are explored using a body systems approach. Theories relating etiology, pathogenesis, and clinical manifestations are used to study common disease processes. Concepts from anatomy and physiology provide the foundation for exploring human dysfunction. Prerequisite: BIHN 122. 3 credits

GCON 120 Fundamentals of Computers with Microcomputer Applications (Fall, Spring)

This course discusses the basic principles of computer literacy. The student is exposed to extensive computer terminology and a thorough discussion of computer theory, including the Internet. In addition, a hands-on computer lab is incorporated into the course. The student will learn Windows operating systems, word processing, spreadsheet, and presentation application software. Outside lab time is required for class assignments. The software will be updated to reflect the constantly changing technologies available. 4 credits

GLLN 121 College Writing I (Fall, Spring)

The course is based on planning, drafting, writing, and rewriting critical and expository essays utilizing argument, compare/contrast, cause/effect, definition, and summary/analysis. A short critical paper with cited sources in APA format will be assigned. Prerequisite: GLLN 110 or placement. 4 credits

GLLN 122 College Writing II (Fall, Spring)

Continued practice in expository writing. The capstone project is a 5-7page research paper in MLA format. Prerequisite: GLLN 121 or placement. 4 credits

GSMN 130 College Mathematics (Fall, Spring)

Algebraic topics including linear equations and inequalities, systems of equations, quadratic equations, all including word problems. Exponents and radicals, operations with polynomials, factoring, and graphing⁷⁵. Prerequisite: GSMN 001 or placement. 3 credits

GSMN 134 Pre-Calculus (Fall, Spring)

Functions, solution of equations and systems of equations, the trigonometric functions and their graphs, addition theorems and identities, logarithmic and exponential functions, and elementary analytic geometry. Prerequisite: GSMN 130 or placement. 3 credits

GSMN 261 Statistics for the Social Sciences (Fall, Spring)

This course surveys the basics of descriptive and inferential statistics, the standard normal probability distribution, sampling, estimation and hypothesis testing, probability theory, correlation and regression. Designed for students majoring in social sciences and health-related fields. Cannot be taken if student has credit for GSMN 140. Prerequisite: GSMN 130 or exemption. 3 credits

HSBN 201 Community Service

This one-credit course is a requirement of the School of Health Sciences. The student explores the concepts and principles of community service and nursing as they apply to individuals, families, and the community as a whole. Students examine and recommend services and teaching available to their client(s) through independent study. This course builds on Orem's Self-Care Theory as students document a reflection paper that includes a comprehensive health assessment. This course must be completed by senior year. 1 credit

LLEN 101-102 English Composition I & II

Extensive practice in the composition of clear, concise, and grammatically-correct sentences and paragraphs with special emphasis on the five-paragraph essay and the research paper. Admission by assignment following placement test. 3 credits

MATN 111 College Mathematics

An introductory course in mathematical skills and techniques which are necessary for further undergraduate college study. Fundamental principles of algebraic calculations such as operations with signed numbers, exponents, negative exponents and operations with fractions; verbal problems and solution of equations; graphical methods; linear equations and systems of linear equations. Prerequisite: Placement by departmental examination. 3 credits

MATN 120 Pre-Calculus

Functions, solution of equations and systems of equations, the trigonometric functions and their graphs, addition theorems and identities, logarithmic and exponential functions, and elementary analytic geometry. Prerequisite: MAT 111 or exemption. 3 credits

MAT 261 Statistics for Social Science Majors

Basic concepts in descriptive and inferential statistics, including measurement scales, frequency distributions, measures of central tendency and distribution, correlation coefficients, linear regression, probability theory, binomial distribution, and parametric and non-parametric tests of significant differences. Introduction to hypothesis testing. Prerequisites: MAT 111 or examination. 3 credits

MCON 122 Computer Literacy and Information Retrieval

Students examine basic computer topics and terminology, with a special emphasis on electronic information retrieval, as they explore ways to apply information retrieval technology to teaching the various academic disciplines. To this end, computer hardware and software are discussed, along with personal computer applications such as Word, Excel and PowerPoint. Internet topics, such as advanced search techniques, constructing deep searches, finding specialty information, newsgroups and mailing lists, are examined in detail. A capstone project is the preparation of a research project, which should use both traditional as well as electronic methods of research. This course is not a required course or approved elective for a Computer Science or MIS degree. 3 credits

MCON 140 Computer Concepts with Microcomputer Applications

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

NURN 110 Fundamentals of Nursing

Introduces students to basic nursing principles, including concepts that form the theoretical basis for their roles as Registered Professional Nurses. Students develop nursing skills to meet the BIHN-psychosocial needs of a selected population, e.g. the elderly. The steps of the nursing process are introduced as the framework for nursing care and practice. The didactic (classroom) portion of this course includes the theoretical principles of: therapeutic communication, vital signs, infection control practices, body mechanics and safety, hygiene, comfort measures, skin integrity and wound care, nutrition, elimination, oxygenation, fluid and electrolytes, pain assessment, medication administration, care of the dying, introduction to the health care system and health care team, and legal and ethical issues that affect professional nursing practice. Students learn to initiate nursing actions in response to identification of self-care deficits, utilizing Orem's Self-Care Deficit model. In the Nursing Skills Laboratory component of this course, students practice basic psychomotor skills related to theoretical topics introduced in the classroom. They then move on to the clinical component, applying these skills utilizing the nursing process within the framework of Orem's Theory, with patients in the traditional setting of medical-surgical hospital units. Prerequisite: BIHN 122. 7 credits

NURN 130 Pharmacology in Nursing

Topics addressed include major drug classifications, pharmacokinetics, pharmacodynamics, pharmacotherapeutics, indications, uses, contraindications, cautions, side and adverse effects, toxicities, drug-drug, drug-food interactions and allergies. Prerequisite: NURN 110. 3 credits

NURN 200 Medical-Surgical Nursing I (formerly NURN 120)

Establishes the basis for application of critical thinking skills in utilizing the nursing process and Orem's Self-Care Theory in organizing nursing care. The course focuses on nursing management of adult patients with acute health problems. Emphasis is on the acute stages of disease, as well as health promotion and prevention, nutrition, diagnostics, and treatments. Nursing care issues are addressed in physiological, pathophysiological, and psychosocial contexts. Prerequisite: NURN 110. 8 credits

NURN 300 Medical-Surgical Nursing II (formerly NURN 240)

Designed to advance the theoretical and clinical knowledge of the student for managing care of the adult medical-surgical patient. Emphasis is placed on identifying specific universal, developmental, and health deviation self-care requisites and deficits, as well as gerontological changes that interfere with the adult patient's ability to manage increasingly complex self-care needs. Both the nursing and medical management associated with meeting the needs of patients with various medical-surgical conditions are discussed. The nursing process continues to be incorporated utilizing Orem's Self-Care Deficit Theory as a framework for the organization and provision of care for the adult medical-surgical patient. The course also introduces the nurse's role as manager of care. Clinical experiences include opportunities for students to care for adult medical-surgical patients in the acute care setting. Integration of the nursing process, as well as the psychosocial, physiological, and socio-cultural needs of the adult medical-surgical patient population, are investigated during each clinical experience. Prerequisite: NURN 200 and NURN 130. 5 credits

NURN 301 Medical-Surgical Nursing III (formerly NURN 241)

This course is designed to advance and refine the theoretical and clinical knowledge of the student when managing care of the adult medical-surgical patient. Emphasis is placed on evaluating specific universal, developmental, and health deviation self-care requisites and deficits, as well as gerontological changes that interfere with the adult patient's ability to manage increasingly complex self-care needs. Both the nursing and medical management associated with meeting the needs of patients with complex medical-surgical conditions are discussed. The nursing process continues to be incorporated utilizing Orem's Self-Care Deficit Theory as a framework for the organization

and provision of care for the adult medical-surgical patient. This course focuses on the student's assimilation of knowledge related to nursing, liberal arts, health, and social sciences in the care of a complex adult medical-surgical patient. Students are expected to be pro-active participants in both the theoretical and clinical components of this course. Clinical experiences include opportunities for students to care for adult patients with complex medical-surgical needs. The focus of the clinical experience will be to facilitate the transition of the student to the role of the professional Registered Nurse. Integration of the nursing process, as well as the psychosocial, physiological, and socio-cultural needs of the adult medical-surgical patient population, will be assessed during each clinical experience. Prerequisite: NURN 300. 5 credits

NURN 310 Maternal Child Nursing (formerly NURN 210)

Builds upon the foundation acquired in NURN 110, NURN 130, and NURN 200. Uses the nursing process, Orem's model of self-care, and a developmental approach to build upon principles of humanity, health and environment as they affect nursing care of women, infants and children. Emphasis is placed on health teaching and providing care to obstetrical, newborn, and pediatric patients with complex problems, from the prenatal period through adolescence. Clinical experiences are provided in a structured multicultural medical center with a parent-child focus. Other learning experiences will occur in the classroom with assigned activities in the computer and skills lab. Prerequisite: NURN 200 and NURN 130. 5 credits

NURN 320 Trends in Nursing (formerly NURN 260)

Current issues and trends that impact the practice of nursing in the 21st century are addressed, as is the influence of the holistic model of health care. Nursing practice related to complementary healing techniques, and evidence-based practice in the art and science of healing, act as catalysts for class discussion and debate. Economic and political influences, the health care environment, and various aspects of nursing practice are discussed. 2 credits

NURN 330 Mental Health Nursing (formerly NURN 230)

Builds upon and expands basic psychosocial knowledge and skills acquired in PSY 101, NURN 110 and NURN 200. Progression to more complex mental health patterns as they relate to nursing practice provides students with the opportunity to expand their understanding of human-environmental interactions and evolving mental-health patterns within diverse cultures. Behavioral patterns as they appear in normative growth and developmental perspectives as well as alterations in these patterns, with the resulting nursing implications, are addressed. An intertwining of the nursing process and Orem's Self-Care Deficit Theory forms the framework for the assessment of self-care deficits and interventions necessary to meet the self-care needs of psychiatric patients, their families and significant others. Prerequisite: NURN 200 and NURN 130. 5 credits

NURN 410 Populations at Risk

This course is designed to study populations at risk, such as the aged and those diagnosed with cancer or HIV, with emphasis on variables that may be modified to increase quality of care and life. An epidemiological model is used to study health status as it is affected by environment, lifestyle, heredity, and community. Students observe and participate in managing the care of a patient being followed by agencies that are selected for their interdisciplinary approach. Prerequisite: BIHN 355; 2 credits

NURN 411 Health Assessment and Promotion

Focuses on the development of comprehensive health assessment skills, including measures of physical and functional status, documentation of the assessment findings, and health promotion strategies for each body system. Considerations of racial and cultural differences are discussed with respect to health assessment as well as health-promotion strategies. Prerequisite: BIHN 122; 4 credits

NURN 420 Professional Nursing Practice

Explores the history and development of professional nursing, including past and current issues and trends relevant to the profession. The role of the Registered Nurse, as well as values and ethical and legal issues, are also included. Students become acquainted with health care systems within which professional nurses practice. Prerequisite: NURN 110. 3 credits

NURN 430 Client Education Across the Lifespan

Builds upon the roles played by core concepts of teaching-learning principles, therapeutic communication, and the nurse-client relationship in meeting the learning needs of clients and their families/significant others throughout the life-span. A client-centered and nursing-process-driven approach is employed, with emphasis on assessing learner readiness and preference, cultural and spiritual practices, developmental level, and cognitive and language considerations. Bloom's taxonomy of learning domains provides a framework for the development of effective nursing interventions. Theories of client education including the health belief model, locus of control, cognitive dissonance, and diffusion theories will be explored in terms of their impact on the learning process. Prerequisite: NURN 200; 3 credits

NURN 440 Community Health

Focuses on community assessment, environmental factors affecting health and illness, concepts and principles of epidemiology, and problems of the urban environment. In collaboration with home care agencies, community outreach agencies and selected ambulatory clinics, and under faculty supervision, students provide nursing care in patients' home settings. Prerequisite: NURN 200, NURN 130. 3 credits

NURN 450 Nursing Research and Evidence-Based Practice

The conceptual and research development of nursing knowledge that forms the basis for evidence-based practice. Current areas of nursing inquiry are presented. The validity of quantitative methods and the conformability of qualitative methods used to formulate answers to nursing research questions are discussed. Students evaluate current nursing research and assess applicability to clinical practice. Prerequisite: MAT 261, NURN 300. 3 credits

NURN 485 Advanced Leadership

Emphasizes leadership and management theories. Students utilize organizational behavior, educational administration, and business theories to analyze content related to leadership and management. Integrated into the course are legal and ethical issues. This course requires a senior capstone project, assigned in the final semester prior to graduation, in which the nursing process is used to promote, restore, and maintain the health states of individuals, families, and groups. Students develop their leadership ability under the direct guidance of a selected agency preceptor. Students cultivate the development of their professional role and use leadership skills to become active members of the health care team. This course must be taken as part of the student's final semester of Nursing courses. Prerequisites: NURN 300, 310 (or co-req), 330 (or co-req), 440. 3 credits

PSYN 101 Introduction to Psychology

Psychology as a biological, behavioral, and social science. Topics include: critical and scientific analysis of human behavior, fundamentals of psychological research, biological bases of behavior, states of consciousness, learning, thought, memory and intelligence, social behavior and personality, mental health and adjustment, diagnosis and treatment of abnormal behavior. 3 credits

SPLN 101 Fundamentals of Speech

Techniques of public speaking. Includes the delivery of several speeches during the course of the program. 3 credits

OCCUPATIONAL THERAPY DEPARTMENT**OTHN 305 Medical Terminology**

This course provides students with an understanding of the medical vocabulary needed to communicate effectively as an occupational therapist. Students will learn medical root words, prefixes, and suffixes and apply them to the body systems. The basic structure of medical terms and the rules for word building will be discussed in the context of how the body works in health and disease. 1 credit

OTHN 310 Fundamentals and Foundation of Occupational Therapy

This course serves as an introduction to the occupational therapy profession. This course presents an historical view of the development of occupational therapy as a profession and field of study. The course includes an introduction to the basic tenets, philosophical, theoretical, and conceptual foundations of occupational therapy. Occupation as

the profession's core is explored in terms of factors including roles, meaning, cultures, motivations and societal factors in the various arenas in which an occupational therapist practices. The occupational therapy process, and person-centered care is introduced as a framework for assessment and intervention. The course explores the profession's core tenets, theories, frames of reference, and major occupation-based theoretical models underpinning the profession. Prerequisites program admission requirements. 3 credits

OTHN 315 Occupations and Physical Health

This is the first of two courses that address the role of occupational therapy in evaluation and intervention to optimize performance in areas of occupation of individuals with physical impairments and/or disabilities. This course focuses on the development of competencies needed in the practice of occupational therapy in physical health settings and incorporates hands-on learning experiences focusing on occupational therapy evaluations and interventions. Included in this course are evaluation methods, administration and interpretation; treatment techniques, application of frames of reference/models of practice, treatment planning, documentation, clinical reasoning, context, and safety awareness. Students will be introduced to evaluation and intervention to address occupations, performance skills, performance patterns, body context(s), environments, and client factors. Co-or prerequisite: OTHN 337. 3 credits

OTHN 320 Clinical Reasoning about Occupation

This course explores concepts and processes related to clinical reasoning and the analysis of occupations. Students use familiar and unfamiliar activities to learn foundational concepts of the profession including activity and occupational analysis, and the impact of roles, habits, culture, and context on occupational engagement. Students also begin the critical thinking and clinical reasoning processes associated with the practice of occupational therapy and distinguish between novice and more advanced clinical reasoning skills. 3 credits

OTHN 332 Human Structure and Movement

This course provides an anatomical review of all body systems and kinesiology of human movement in the context of function and environment. Students acquire the skills to observe and analyze how people move and the effect of movement dysfunction. Multimedia computer simulations, anatomical models, and other types of audiovisual materials complement course material. Prerequisite: Program admission prerequisite Anatomy and Physiology. 4 credits

OTHN 333 Brain, Behavior and Occupation

This course provides the student with an integrated understanding of human body functions, and the functional anatomy, structure and organization of the nervous system. The brain is studied from a gross point of view, in sections, and also using a systems approach. Relevant problem-solving is incorporated into the course as students hypothesize about the effect of body system dysfunction on performance. Prerequisite: Program admission prerequisite Anatomy and Physiology. 5 credits

OTHN 334 Human Movement, Behavior, and Occupation

This course provides students with the skills to measure human movement, and to hypothesize about the effect of body system dysfunction on performance of occupations. Students establish an understanding of the impact of movement, behavior, and environments on the manner in which occupations are performed. This lecture/laboratory course includes the study of and evaluation of joint motion and muscle function. Students learn to palpate joints, bony prominences, and muscles, as well as to test muscle strength and range of motion. Co-Requisite or Pre-requisite: OTHN332 or equivalent course with comparable anatomy and kinesiology content. 3 credits

OTHN 336 Human Conditions and Lifespan Occupation – Behavioral and Mental Health

This is the first of two courses covering medical terminology, pathology, etiology, pharmacology, and diagnoses for lifespan clinical conditions that are commonly seen by occupational therapists. Emphasis is placed on the impact of the condition on the individual's functional and occupational performance. Included in this sequence are the multiple causes, issues and effects of conditions affecting behavioral and mental health throughout the lifespan. Prerequisites: OTHN 332. 2 credits

OTHN 337 Human Conditions and Occupation – Physical Health

This is the second of two courses covering medical terminology, pathology, etiology, pharmacology, and diagnoses for lifespan clinical conditions that are commonly seen by occupational therapists. Emphasis is placed on the impact of the condition on the individual's functional and occupational performance. Included in this sequence are the multiple causes, issues and effects of conditions affecting physical health throughout the lifespan. Prerequisites: OTHN 332, OTHN 333. 3 credits

OTHN 385 Level I FW-Community Service

In keeping with the Touro University mission to serve the larger community, students in the School of Health Sciences are required to complete a community service that involves a minimum of twenty-five (25) hours of community service. The purpose of this requirement is to (1) demonstrate professional behaviors and communication; (2) provide students in the School of Health Sciences with an opportunity to learn from, and give back to, the larger community; and (3) enhance awareness of how a disability or illness impacts the individual, family, friends, caregivers, and community. Through this experience, students may interact with people from different cultural and socioeconomic backgrounds, with people who have impairments leading to functional limitations in the physical, cognitive, and/or social-emotional domains, or with people experiencing poverty, homelessness and hunger. Co- or Prerequisite: OTHN 390. 1 credit

OTHN 390 Professional Development I: Introduction to Fieldwork, Communication and Professionalism

This is the first of a series of two professional development courses that are designed to enhance knowledge, self-reflection, and application of professional responsibilities and behaviors in academic, professional and clinical settings. This course will introduce the student to aspects of Level I and Level II fieldwork while deepening the student's understanding of the professional ethics, values, effective communication, roles, and responsibilities of the OT profession. Through a variety of hands-on technology-related learning activities, the student will begin to demonstrate knowledge of the use of technology in OT practice. Throughout this course the student will procure therapeutic use of self which will guide the student to create, utilize and refine skills and competencies that will help ensure that OT professional, interprofessional, academic, and clinical practice is consistent with current and accepted standards. This course will help the student to recognize the interrelationship of professional development, leadership, and participation in local, national, and international organizations and agencies, as a means for professional development, communication, and lifelong learning. Prerequisites program admission prerequisites. Co-requisite: OTHN 385. 3 credits

OTHN 392 Level I Fieldwork – Mental Health

This course introduces the student to fieldwork addressing practice in mental or behavioral health. The experience provides an opportunity for the student to develop an understanding of the needs of clients and of the psychological and social factors that influence engagement in occupation. Fieldwork is an integral part of the OT student learning process, and presents students with opportunities to practice professionalism, critical thinking, and clinical reasoning through interactive and experiential learning opportunities with a variety of mental health stakeholders. Level I fieldwork allows students to begin to apply didactic knowledge into simulated mental health settings in order to identify client and population health needs, develop appropriate interventions and assess outcomes to facilitate health, wellness, and quality of life. Pre-requisite: OTHN336, Co or Pre-requisite: OTHN 604, OTHN 605. 1 credit

OTHN 393 Level I Fieldwork – Elective

This course provides the student with an additional fieldwork opportunity addressing practice in one or more areas (mental health, physical health, orthopedics, hands/upper extremity, gerontology, pediatrics, simulation, and/or other). The experience allows the student to further develop an understanding of the needs of clients and the physical, psychological, social, and other factors that influence engagement in occupation. Fieldwork is an integral part of the learning process, and presents the students with opportunities to practice professionalism, critical thinking, and clinical reasoning through interactions and experiential learning opportunities. Level I fieldwork allows students to begin to apply didactic knowledge in order to identify client and population health needs, develop appropriate interventions, and to assess outcomes to facilitate health, wellness, and quality of life.

OTHN 604 Lifespan Occupations and Mental Health

This course integrates the theory and practice of occupational therapy in the area of mental and behavioral health. It builds upon mental health terminology and diagnoses, and reviews applicable behavioral and psychological theories. Students explore the psychological and social factors that impact engagement in occupations and examine the frames of reference and models of practice used by occupational therapists in addressing occupational engagement related to mental health. The course includes current ethical and social issues regarding mental and behavioral health and discusses pharmacological and other interventions, with a focus on the occupational therapy interview, evaluation, and intervention to maximize engagement in occupations. Prerequisite: OTHN 336. 3 credits

OTHN 605 Occupation Analysis and Skills Lab – Mental Health

This course focuses on the development of competencies needed in the practice of occupational therapy in mental health settings. This lab course incorporates hands-on learning experiences focusing on occupational therapy evaluations and interventions. Included in this course are evaluation methods, administration and interpretation; treatment techniques, analysis of modalities and the development of group treatment designs, application of frames of reference/models of practice, treatment planning, documentation, clinical reasoning, context, and safety awareness. Co or Prerequisite: OTHN 604. 2 credits

OTHN 606 Level I Fieldwork

This course introduces the student to fieldwork addressing practice in several areas (physical health, orthopedics, hands/upper extremity, gerontology, pediatrics, simulation, and/or other). The experience provides an opportunity for the student to develop an understanding of the needs of clients and the physical, psychological, social and other factors that influence engagement in occupation. Fieldwork is an integral part of the learning process, and presents the students with opportunities to practice professionalism, critical thinking, and clinical reasoning through interactions and experiential learning opportunities. Level I fieldwork experiences allows students to begin to apply didactic knowledge into simulated settings in order to identify client and population health needs, develop appropriate interventions, and to assess outcomes to facilitate health, wellness, and quality of life. Prerequisites: OTHN 310, OTHN 320, OTHN 614, OTHN 616, OTHN 390. Co- or Prerequisites: OTHN 621, OTHN 622, OTHN 645. 2 credits

OTHN 610 Advanced Occupational Therapy Theories & Practices

This course is designed to deepen students' understanding of contemporary local and global occupational therapy theories and enhance their competencies in critically applying these theories to diverse situations, including traditional and emerging practice settings. The sequence of learning experiences is intended to empower students as creators and assemblers of theory best suited to their professional interests and mandates for evidence-based and socially responsive practices. For the final course presentation, students will apply theory to a real-life situation; they will also critically evaluate their applications with respect to considerations of evidence-based and socially responsive practices, views of occupation, political, historical, spiritual and cultural influences, the profession's core ethos, and situation-specific occupational reasoning processes. Prerequisites: OTHN 691 and/or OTHN 692. 3 credits

OTHN 614 Teaching and Learning in Occupational Therapy

This course introduces theories of teaching and learning as they relate to occupational therapy education and practice. Students develop knowledge of their own, and others', learning styles and explore strategies that can maximally benefit the learner. A variety of learning theories and strategies across the lifespan are reviewed in detail as they relate to occupational therapy practice. Students develop and apply teaching skills appropriate for varying audiences and settings, as well as effective strategies for the communication of information and procedures to clients, consumers, professionals and others responsible for client and consumer care. Prerequisites: program admission prerequisites. 2 credits

OTHN 616 Occupations Analysis and Skills – Physical Health

This is the second of two courses that address the role of occupational therapy in evaluation and intervention to optimize performance in areas of occupation of individuals with physical impairments and/or disabilities. This course

focuses on the development of competencies needed in the practice of occupational therapy in physical health settings and incorporates hands-on learning experiences focusing on occupational therapy clinical reasoning, evaluations and interventions. Included in this course are evaluation methods, administration and interpretation; treatment techniques, application of frames of reference/models of practice, treatment planning, documentation, clinical reasoning, context, and safety awareness. Students will be introduced to evaluation and intervention to address occupations, performance skills, performance patterns, body context(s), environments, and client factors. Prerequisite: OTHN 315. 2 credits

OTHN 620 Special Topics - Nontraditional and Emerging Practice

This course provides students with an opportunity to explore innovative and emergent non-traditional practice arenas and entrepreneurship in occupational therapy, and to learn about a variety of work settings, and/or types of practice including OT role delineations in community based and non-traditional settings. Students have the opportunity to: hear and learn from occupational therapists that have developed private practices, consulting firms, or have branched out into innovative areas of occupational therapy practice; apply the principles of designing a therapeutic group activity within an environment that does not traditionally provide occupational therapy services; advocate for occupational therapy issues and underserved populations. Prerequisites: OTHN 691 and/or OTHN 692. 2 credits

OTHN 621 Prosthetics and Orthotics

This course is designed to provide students with the background and experience in orthotic fabrication and prosthetic management, skills that apply to all practice areas. The class is divided into lecture and lab. The lecture section incorporates anatomical, biological and kinesiological concepts, as well as biomechanical principles relating to orthoses design and fabrication. Common diagnoses and indications for selected orthoses are reviewed. The lab section focuses on orthotic design and fabrication. Students are exposed to a variety of orthoses equipment, tools, supplies, and low temperature thermoplastics. Co- or Prerequisites: OTHN 315 and OTHN 622. 3 credits

OTHN 622 Orthopedics and Lifespan Occupation

This course focuses on occupational therapy evaluation and intervention in orthopedic diagnoses affecting occupation across the lifespan. The emphasis is on rehabilitation principles and protocols, specifically therapeutic techniques and the use of physical agent modalities, skills that apply to all practice areas. Prerequisite: OTHN 616. 2 credits

OTHN 623 Rehabilitation Design Through the Lifespan

This course centers on adapting the environment to improve the quality of life of individuals of all ages who are challenged by physical, cognitive and/or sensory impairments. It examines the therapist's ability to help individuals with disabilities integrate or reintegrate into the community across all practice areas. This involves the use of wheelchairs and other mobility equipment, adaptive ADL equipment, resolution of architectural barriers, environmental and seating designs and the use of microcomputers and current technologies as they apply to patient care and treatment. Co- or Prerequisites: OTHN 616 and OTHN 642. 2 credits

OTHN 624 Health Promotion

This course is designed to present concepts related to health and wellness, disease management, disease prevention, and health promotion, in the context of contemporary health care delivery. Students are exposed to public health concepts and principles and refine their knowledge about health promotion in order to improve health and foster wellness. Students explore occupational therapy approaches within the framework of health promotion. In addition, this course refines students' skills in developing effective strategies for the communication and teaching of information to clients, consumers, professionals and others responsible for client and consumer care. Prerequisites: OTHN 616, OTHN 641, OTHN 643. 3 credits

OTHN 625 Management and Leadership in Occupational Therapy Service Provision

This course provides basic knowledge and skills necessary for the development, management and administration of occupational therapy services in a variety of practice settings. It explores leadership theories, styles, and practice in

various organizational structures and settings. Specific focus areas include impact of political forces, regulatory agencies, health and social policy decisions, ethical dispute resolution, use of personnel and space, time management, fiscal and resource management, and quality improvement of services. Theoretical discussions as well as practical applications are emphasized. Prerequisites: OTHN 691 and/or OTHN 692. 3 credits

OTHN 641 Occupations of Children and Adolescents

This course explores application of theories, practice models, and clinical reasoning used in occupational therapy for conditions typically seen in children and adolescents. The student develops evidence-based practice skills that impact the occupational performance of children. The course also focuses on the various child-based practice environments and approaches. Prerequisites: OTHN 336, OTHN 337. 3 credits

OTHN 642 Occupations Analysis and Skills Lab – Children and Adolescents

This course focusses on the development of competencies needed in the practice of occupational therapy with children and/or adolescents. This lab course incorporates hands-on learning experiences focusing on occupational therapy evaluations and interventions. Included in this course are evaluation methods, administration and interpretation; treatment techniques, analysis of modalities, application of frames of reference/models of practice, treatment planning, goal writing, documentation, clinical reasoning, context, and safety awareness. Co- or Pre-requisite: OTHN 641. 2 credits

OTHN 643 Occupations of Older Adults

This course focuses on the aging process and its physiological, sociological, and psychological effects. Students learn to connect theories of gerontology relevant to occupational therapy and incorporate them into entry-level practice. The course focuses on the role of occupational therapy with this specialty population, with emphasis on principles of geriatric rehabilitation (in- patient, out-patient, and home care), long term care, wellness and safety programs, hospice, and community-based programs (socialization, day treatment, and day care programs). Students gain insight into how treatment plans can differ with older adults, as well as how the use of adaptive equipment, assistive technology, and environmental modifications improve the quality of life of older persons. Students also address the role of OT with community-dwelling older adults, with attention to their heterogeneity and strengths and capabilities. Prerequisites: OTHN 336, OTHN 337. Co- or Prerequisite: OTHN 315. 3 credits

OTHN 644 Occupations Analysis and Skills Lab – Older Adults

This course focusses on the development of competencies needed in the practice of occupational therapy with older adults. This lab course incorporates hands-on learning experiences focusing on occupational therapy evaluations and interventions. Included in this course are evaluation methods, administration and interpretation; treatment techniques, analysis of modalities, application of frames of reference/models of practice, treatment planning, documentation, clinical reasoning, context, and safety awareness. Co- or Pre- requisite: OTHN 643. 1 credit

OTHN 645 School-Based Occupational Therapy Practice

This course explores application of theories, practice models, and clinical reasoning used in occupational therapy in school-based practice. This course provides students with the opportunity to examine and contrast various service models and evaluation and intervention strategies used with diverse students commonly seen in schools. Prerequisite: OTHN 642. 2 credits

OTHN 651 Introduction to Research

This is the first course in a series of three (3) required research courses within the curriculum. Students develop an appreciation for the essential roles and components of research within the occupational therapy profession. Emphasis is on the development of skills required for the students to become competent in their essential roles as entry-level therapists, research consumers, and members of research teams. A focus of the course is on a comprehensive introduction to basic terminology and characteristics of research and research methods. Elements taught include philosophical and theoretical foundations, experimental and qualitative research designs, concepts including sampling, reliability, validity, generalization, and trustworthiness and strategies for data collection and analysis in experimental studies. 3 credits.

OTHN 652 Research Methods & Scholarly Mentorship

This is the second course in a series of three (3) required research courses within the curriculum. Students are further introduced to and develop an appreciation for the essential components of research within the occupational therapy profession. Emphasis is on the development of skills required for the students to become competent in their essential roles as entry-level therapists, research consumers, and members of research teams. A main focus of this course is the development of skills required for writing a research proposal. While working in small groups, students develop skills required for collaborative research and scholarship. Ethical considerations pertaining to research are also addressed.

Experiential learning component will include working in small groups and serving as co-investigators in research studies led by faculty mentors who serve as principal investigators. The research projects are in areas of interest related to occupational therapy practice. The students participate in a variety of research and scholarship activities, including development of an IRB application, needs assessments, tool development, data collection and analysis, development of education and information products, and the completion of research reports. Prerequisite: OTHN 651. 3 credits

OTHN 653 Evidence-Based Practice in Occupational Therapy

This is the third course in a series of three (3) required research courses within the curriculum. Students are further introduced to and develop an appreciation for the essential components of research within the occupational therapy profession. Emphasis is on the development of skills required for the students to become competent in their essential roles as entry-level therapists, research consumers, and members of research teams. The main focus of this course is on evidence-based practice. Skills include developing PICO questions, searching for relevant peer-reviewed research articles, critically reviewing the articles, and drawing conclusions regarding the validity, fidelity and utility of the selected intervention in occupational therapy practice. While working in small groups to support each other's writing efforts, students develop skills required for collaborative research and scholarship. Prerequisite: OTHN 652. 3 credits

OTHN 690 Professional Development II: Capstone Course

This is the second of a series of two professional development courses that are designed to enhance knowledge, self-reflection, and application of professional responsibilities in the academic and professional setting. This course focuses on advancement of knowledge of clinical reasoning; appraisal and synthesis of the students' professionalism, professional direction and goals in relation to professional practice and clinical experiences; and the exploration into how these goals align with the goals of the profession. This course also includes National Board for Certification in Occupational Therapy (NBCOT) examination preparation and review. Prerequisites: OTHN 691 and/or OTHN 692. 2 credits

OTHN 691 Level II Fieldwork A

This is the first full-time, 12-week clinical experience. Fieldwork education is a crucial part of the occupational therapy student's professional preparation. This experience is designed for students to carry out professional responsibilities incorporating the clinical process of OT. Fieldwork occurs under the supervision of a licensed occupational therapist with at least one year of experience. Students completing this fieldwork are expected to integrate theory and practice, communicate professionally, demonstrate good problem-solving skills with the ability to initiate self-learning and to exhibit the basic skills of an entry-level OT.

Level II fieldwork includes an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and/or research, administration and management of occupational therapy services. Students are expected to gain practice skills in client-centered evaluation and treatment utilizing occupation-based interventions and utilizing treatment methods that are backed by solid scientific evidence. The experience promotes clinical reasoning and reflective practice while developing a repertoire of assessment/treatment interventions related to occupational performance. Development of professionalism will emphasize application of ethical principles and values. The student is expected to achieve entry-level clinical expertise in their practice arena by the completion of their Level II experience. Prerequisites: OTHN 390, OTHN 392, OTHN 385, OTHN 604, OTHN 605, OTHN 606, OTHN 315, OTHN 616, OTHN 621, OTHN 622, OTHN 623, OTHN 643, OTHN 644, OTHN 651, OTHN 652, OTHN 653. Co-or Prerequisite: OTHN 624. 6 credits

OTHN 692 Level II Fieldwork B

This is the second full-time, 12-week clinical experience. Fieldwork education is a crucial part of the occupational therapy student's professional preparation. This experience is designed for students to carry out professional responsibilities incorporating the clinical process of OT. Fieldwork occurs under the supervision of a licensed occupational therapist with at least one year of experience. Students completing this fieldwork are expected to integrate theory and practice, communicate professionally, demonstrate good problem-solving skills with the ability to initiate self-learning and to exhibit the basic skills of an entry-level OT.

Level II fieldwork includes an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and/or research, administration and management of occupational therapy services. Students are expected to gain practice skills in client-centered evaluation and treatment utilizing occupation-based interventions and utilizing treatment methods that are backed by solid scientific evidence. The experience promotes clinical reasoning and reflective practice while developing a repertoire of assessment/treatment interventions related to occupational performance. Development of professionalism will emphasize application of ethical principles and values. The student is expected to achieve entry-level clinical expertise in their practice arena by the completion of their Level II experience. Prerequisite: OTHN 691. 6 credits

OTHN 693 Level II Fieldwork – Specialty Elective

This is a fieldwork elective course that students can choose to participate in after they have successfully completed OTHN691 and OTHN692. Students who participate in this course are required to follow all fieldwork procedures and policies as outlined in their OT Student Fieldwork Manual. Fieldwork education is a crucial part of the occupational therapy student's professional preparation, and this elective is being offered to students who may want additional clinical training in a particular area of practice prior to graduation. This experience is designed for students to carry out professional responsibilities incorporating the clinical process of OT. Fieldwork occurs under the supervision of a licensed occupational therapist with at least one year of experience. Students completing this fieldwork are expected to integrate theory and practice, communicate professionally, demonstrate good problem-solving skills with the ability to initiate self-learning and to exhibit the basic skills of an entry-level OT.

Level II fieldwork includes an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and/or research, administration and management of occupational therapy services. Students are expected to gain practice skills in client-centered evaluation and treatment utilizing occupation-based interventions and utilizing treatment methods that are backed by solid scientific evidence. The experience promotes clinical reasoning and reflective practice while developing a repertoire of assessment/treatment interventions related to occupational performance. Development of professionalism will emphasize application of ethical principles and values. The student is expected to achieve entry-level clinical expertise in their practice arena by the completion of their Level II experience.

Passing the course requires that all twelve weeks are completed at the site – no partial credit of hours will be granted in the event a student elects to leave or is removed from the fieldwork site. Prerequisites: OTHN 691, OTHN 692. 4 credits

OTHN710 Justice in Health and Healthcare

This course examines the definition of justice, justice theories, prevalent current issues, and opportunities to impact social change. Students examine justice issues within particular populations, and their own feelings and beliefs regarding social issues. The course further explores health disparities and occupational therapy's role in addressing health concerns and inequities across populations. The course is being done with a narrative theme, that is using the experiences of people regarding justice, with a wide variety of ways of presenting written, spoken, sung, video, etc. Similarly, students in the class will be using narrative in their deliverables.

OTHN715 Program Development for Occupational Therapy

This course focuses on program development in occupational therapy practice. Students work closely with faculty mentors to develop their doctoral capstone project. Students use evidence and theoretical models to develop programs that address social needs and occupational risk factors in populations that are traditionally underserved by occupational therapy. The proposed program is based on a thorough assessment of the population, addresses

primary, secondary, and/or tertiary interventions, and considers the population holistically and in context, including families, communities, and systems. Program development includes a plan for needs assessment, business plan, long and short-term goals and objectives, activities, and timeline. Students also begin to complete the paperwork required for partnership with the site, such as memorandum of understanding/formal agreement, and any other site requirements, such as background check, or health and medical forms.

OTHN720 Occupational Justice

This course explores the correlation between culture, health, public policy, and occupational justice. Students examine their own personal culture, the culture of clients, and their influences on health beliefs, practices, and occupations. Further emphasis is on occupational justice and its theoretical underpinning and practice implications.

OTHN725 Integration of Teaching and Learning in Occupational Therapy

This course focuses on the development of teaching and learning skills required of occupational therapy practitioners across a variety of clinical and academic settings. A range of learning theories and strategies across the lifespan are explored in detail as they relate to occupational therapy practice and education. Students develop and apply teaching skills appropriate for varying audiences and settings.

OTHN730 Leadership and Management

This course explores contemporary leadership and management theories and practical tools to help students develop skills necessary to become change agents. A focus is on personal leadership styles as well as change theories, entrepreneurial skills, management of innovative practice, and ethical considerations as they relate to policy and system development. Students reflect and explore personal and professional goals related to their own leadership development.

OTHN735 Health, Wellness, and Occupation

This course explores health and wellness theories, principles, policies, approaches, and resources that support occupation-based community programs. A focus is on addressing current public health concerns and society's occupational needs using a community and population health approach.

OTHN740 Leadership in Occupational Therapy and Higher Education

This course explores organizational and academic structure and leadership skills and applies them to contemporary higher education systems, regulations, policy, and practice. A focus is on academic leadership including curriculum development and strategic planning. Students reflect on and develop professional goals related to academic leadership.

OTHN745 Colloquium: Specialty Area of Practice

This colloquium will provide advanced education in specialty areas of practice by scholars and experts in the field. Specialty topics will be selected by the program director. Colloquium topics may include, but are not limited to, the following: Current trends and scholarship; Advanced practice in specialty areas of practice; Advanced topics in teaching and learning in higher education; OT in emerging areas of practice such as primary care; Advanced topics in productive aging; Advanced topics in pediatrics; Specialty certification, other.

OTHN750 Research Seminar I

This course focuses on writing a literature review and beginning the first phases of needs assessment for the doctoral capstone project. Students work closely with faculty mentors to select topics and guiding questions for their doctoral capstone project and write literature reviews. Emphasis is on the development of skills required for substantiating a need for community-based programs, critiquing published articles and databases, and writing a synthesized review of the literature to support an occupational therapy-based intervention or program. Students also begin to implement the needs assessment for their capstone project, adapted from phases 1-4 in the Precede-Proceed Model: social assessment and situational analysis; epidemiological assessment; behavioral and environmental context; and educational and ecological assessment.

OTHN751 Research Seminar II

This course focuses on the research activities to support the development of the doctoral capstone proposal. Students work closely with faculty mentors. Research activities and literature review contribute to the development of needs assessment, IRB application, research methodology, program evaluation plan and outcome measures, and grant proposals.

OTHN752 Capstone Project I

This is the first of two (2) courses required to implement the doctoral capstone project. Students work closely with faculty mentors. Students and mentors decide together on the specific activities and assignments to be completed each semester, as well as timelines and due dates. Students meet weekly with faculty mentors to review and coordinate the completion of the student's tasks in an efficient and effective manner. In Capstone Project I students finalize formal agreements and collaboration plans with community partners. They collaborate with the community partners to implement the proposed activities. They search for suitable journals and begin writing a manuscript describing the capstone project for potential publication.

OTHN755 Capstone Project II

This is the second of two (2) courses required to implement the doctoral capstone project. Students work closely with faculty mentors. Students and mentors decide together on the specific activities and assignments to be completed each semester, as well as timelines and due dates. Students meet weekly with faculty mentors to review and coordinate the completion of the student's tasks in an efficient and effective manner. Students implement their capstone project and program evaluation and identify conferences for future dissemination. They write a conference proposal and complete the manuscript describing their capstone project. The course culminates with presentations of the capstone project.

OTHN 781 Health Literacy Universal Precautions (elective)

This course examines the relationship between occupational therapy and health literacy and explores the core determinants of health literacy, which include occupational therapy professionals' communication competencies, their clients' communication abilities, and client-professional exchanges throughout the clinical process of OT. It is aimed at educating participants on the direct relationship between health literacy, access to health and social services, and patient outcomes. Evidence and theory presented support the need for occupational therapy professionals to consider their clients' health literacy levels by adopting universal precautions that effectively address what some consider a *health literacy epidemic* on organizational, departmental, academic, and individual levels.

OTHN 782 Occupation-Based Interventions (elective)

This course is designed to review evidence-based bottom-up and top-down approaches to occupation-based practice in occupational therapy. It aims to improve occupation-based clinical competency and reflect on current occupation-centered practice. After completing this course, students will be able to recognize the importance of utilizing occupation-based assessments and developing occupation-centered interventions appropriate for their clinical setting and population.

OTHN 783 OT Framework (elective)

This course is designed to familiarize students with the *Occupational Therapy Practice Framework: Domain and Process Fourth Edition* (OTPF-4; AOTA, 2020), which is an official document of the American Occupational Therapy Association. The OTPF-4 is a continuously evolving document which contains interrelated constructs that describe and are used to guide occupational therapy practice.

OTHN 784 Research Methods I: Research Designs (elective)

This course is designed to introduce students to common methods and designs used in occupational therapy research. Quantitative, qualitative, and mixed methodology will be explored in the context of clinically relevant research areas. Students will be able to differentiate between different methods and designs in order to guide their understanding of how to conduct clinical research in the field of occupational therapy.

OTHN 785 Research Methods II: Clinical Applications (elective)

This course provides learning opportunities related to the validity and reliability of research studies used in occupational therapy. Students will be able to analyze a research design and methods for threats to internal and external validity. The learning experiences from this course will help guide clinical researchers and occupational therapy practitioners in evaluating the quality of extant research, in the designing of future studies, and in applying the research findings to clinical practice.

OTHN 786 Research Methods III: Biostatistics (elective)

This course explores commonly utilized statistical tests in occupational therapy research. Students will be able to identify significance from the results and extrapolate the findings in their application of clinical best evidence. Additionally, students will be able to identify what tests are most appropriate given the research design.

PHYSICAL THERAPY DEPARTMENT**DPTN 401 Lifespan I: Development Across the Lifespan**

This is the first course of a two course Lifespan sequence. The central themes include the following: growth and development, sex differences, psychosocial factors, and health and wellness from gestational development through older adulthood. This course is designed for physical therapy students to examine various developmental theories and the multitude of factors influencing the normative developmental process. In this hybrid course, students will read seminal and current research, and engage with video-based learning materials. The class will meet bi-monthly in smaller groups for in-person student led seminar style discussions about the material. 2 credits

DPTN 404 Professional Development I

This course is the first of the Professional Development sequence, the bridge between academics and the clinical experience. The sequence serves to advance the physical therapy students' growth in communication, cultural competence, professionalism, ethics and professional development. In addition, emphasis is placed on facilitating student recognition of and professional development in the responsibilities of a DPT, including staying current on emerging issues in health care. In Professional Development I, we will initiate this process with focus placed on students learning about themselves. The design of the Professional Development I course is aimed at introducing physical therapy students to the essential aspects of their role as healthcare practitioners and guiding students to explore and define the unique physical therapist that they hope to become. Some areas included are professional roles and professional practice expectations, communication and interaction, patient/client rights, ethics, culture, the healthcare system, physical therapy practice settings, legal issues in physical therapy, the APTA, the World Health Organization's International Classification of Function and Disease (ICF), and evidence-based practice. 3 credits

DPTN 412 Exercise Physiology

The discipline of exercise physiology provides a frame of reference for the scientific evaluation of the limits of human performance across a wide spectrum of individual differences. The principle of specificity and its effects on the physiological response to exercise, conditioning and training programs is assessed in individuals with reference to age, gender and level of physical fitness. Exercising for general fitness to improve health and wellness is differentiated from training for physiological capabilities to improve physical performance in specific sports or activities. Special attention is given to exercise and sports related injuries, and the assessment of the physiological response to rehabilitation exercise. In addition, the physiological consequences of inactivity, detraining, and immobilization are evaluated. Emphasis is placed on the evaluation of health-related fitness goals, especially the effects of aerobic training and conditioning on endurance performance and cardiovascular health. Since humans require energy for all forms of biological work including exercise, the study of exercise physiology logically begins with an analysis of the holistic view of the energy cycle from photosynthesis to cellular respiration. Such an analysis includes evaluation of energy sources, energy production, energy transformation and energy utilization in humans during the full spectrum of physical exercise. Assuming knowledge of the functional capacities of major physiological

systems that are important to exercise, emphasis is placed on the evaluation of the metabolic, respiratory, circulatory, endocrine and muscular response to sub-maximum work and near maximal exercise where human physiological adaptations are stressed to their limits. DPTN 412 concludes with the study and analysis of training principles, and the physiological adaptation to specific training and conditioning programs that vary according to age, gender and level of physical condition. In addition, the laboratory sessions provide in-depth, hands-on experience to analyze and evaluate the physiological response of individuals to various forms of work and exercise. The laboratory also provides opportunity to evaluate tests that measure strength, muscular power and endurance, maximum anaerobic power, maximal aerobic capacity, maximum physical work capacity, and cardiovascular fitness. 3 credits

DPTN 416 Education

This education course is designed to optimize the efficacy of physical therapists in their role as clinical educators facilitating patient-centered care. The effective teaching of patients, caregivers, other clinicians and the public about impairments, physical therapy interventions, exercise, wellness, and injury prevention is an important skill for physical therapists. Utilizing principles of learning, developing varied teaching strategies and participating in structured groups prepare students to interact successfully with diverse audiences. Motivational techniques provide students with additional strategies for behavior change. Reflection and feedback foster refinement of physical therapists' expertise both as practitioners as well as clinical educators. Throughout the course clinical scenarios will be used to challenge the skills being developed. 2 credits

DPTN 600 Clinical Education 1 (6 weeks)

This is the first clinical experience for Physical Therapy students enrolled in the Doctor of Physical Therapy (DPT) Program, following one and one-half years of academic training. It is a six-week, full time clinical experience in selected health care settings that should enable the student to perform clinically with behaviors that meet standards of safe, legal and ethical practice. In addition, students must show beginner's skills in the development of the Core Values and Professional Behaviors essential to Professionalism in Physical Therapy. Students will apply the knowledge and skills acquired during the previous three academic semesters and will put into practice clinical decision-making skills when encountering straightforward clinical scenarios. The clinical education of Touro University DPT students will reflect the five themes of the Clinical Education Curriculum. The themes are professionalism, communication, cultural competences, professional development and ethics. 3 credits

DPTN 602 Neuromuscular System I: Neuroanatomy & Clinical Neuroscience

This course is designed to introduce the student to the basic and clinical aspects of neuroscience. The basic component, the anatomy of the spinal cord, peripheral nerves and all levels of the brain, prepares the student to assess the neurological problems seen in the clinic. The clinical component, which meshes with the basic component of the course, prepares the student for the therapeutic interventions of the physical therapist. 5 credits

DPTN 603 Physical Therapy Interventions III: Therapeutic Exercise

Physical Therapy Interventions III is a clinical course designed to provide the student with guidance and direction in comprehending therapeutic exercise and designing exercise programs for a variety of patients/clients. Students will develop the ability to utilize therapeutic exercise as an intervention designed to eliminate or reduce the severity of impairments, functional limitations and disabilities and prevent or minimize future impairments, functional limitations and disabilities for the patient/client. The course is designed to guide the student through the cognitive process in the selection of and the use of goal-oriented exercises in the intervention plan. The sequence of intervention planning and progression of exercise programs from simple to more complex will be analyzed throughout the course. Various types of symptom clusters will be presented and students will develop exercise programs accordingly. 2 credits

DPTN 604 Physical Therapy Examination

This course is specifically designed for the entry-level physical therapy students preparing for their first clinical experiences. Comprehension and application of the techniques covered in this course are basic to the broad practice of physical therapy. The course will combine the knowledge gained from previous courses with the theory and

practice of patient examinations. The theoretical foundations and practical applications of various tests and measures will provide the student with the tools to examine a wide range of patients. It is recognized that this course will provide a base upon which subsequent courses will build with more advanced evaluative techniques.
3 credits

DPTN 605 Research I: Introduction to Research

DPTN 605 is the first course in a series of four research courses as part of the required DPT research sequence that also includes DPTN 615 Research Methods and Experimentation, DPTN 655 Data Synthesis, and DPTN 665 Research Seminar. DPTN 605 is designed to introduce students to the process, application, analysis and evaluation of research in physical therapy, to develop a scientific approach to problem solving in clinical practice, and to encourage reflective and critical thinking in the assessment of new as well as established intervention protocols. Emphasis is placed on the integration of research methodology and statistical plans that logically complement specific designs in clinical research. Ethical considerations in the use of human subjects in clinical research are emphasized. Students will examine the relationship between research design and statistical analysis as part of the research process. In DPT 605, small 4–6-member faculty-driven student research groups complete the first section of the comprehensive research proposal. 3 credits

DPTN 606 Cardiopulmonary System I: Evaluation & Management

This course is designed to integrate the physiology and pathophysiology of the cardiopulmonary system and to relate these foundation sciences to intervention and prevention strategies for cardiopulmonary impairments, limitations and disabilities. Emphasis will be placed on basic examination and evaluation of the cardiopulmonary system, differential diagnosis of cardiopulmonary practice patterns, prognoses, and therapeutic interventions. Basic ECG interpretation and other cardiopulmonary diagnostic testing will be introduced. Students will be able to plan and implement Phase I cardiopulmonary rehabilitation plans of care, including intervention strategies for well and compromised clients of all ages and all backgrounds, in settings that include general acute care, and ICU/CCU. To facilitate this process, a problem-solving approach will be utilized throughout the course in addition to lecture and laboratory sessions. 2 credits

DPTN 607 Integument System Evaluation & Management

This course is a clinical course designed to provide the Physical Therapy student with the knowledge, skills, and analytical abilities to examine, evaluate, diagnose, formulate a plan of care with prognosis, and manage patients with integument disorders such as impaired integumentary integrity, wounds, burns, edema, and restricted lymphatic drainage. A thorough exploration of connective tissue layers, connective tissue repair, and wound healing will precede discussion of the principles and techniques of massage, myofascial release, and wound care intervention, and ulcer prevention. Lecture, demonstration, and group problem solving activities will help the student use critical thinking to synthesize available case information into a well-designed plan of care. Laboratory practice will develop the manual skills necessary for the student to execute the plan of care skillfully, with special focus on massage and myofascial release. 2 credits

DPTN 609 Physical Therapy Interventions II: Therapeutic Agents

Physical Therapy Interventions II is a clinical course (theory and practice) designed to provide the student with guidance and direction to comprehend the background information and to develop the clinical skills needed to effectively utilize physical agents as part of the rehabilitation treatment plan. Student will develop the understanding of basic scientific and physiological principle underlining the application of physical agents. Student will develop the ability to utilize physical agents as an intervention designed to reduce the patient's severity of impairments and functional limitations. The course will emphasize evidence-based rationale for selecting a modality and for the interventions. The student will be guided through a cognitive process to integrate physical agents intervention into the overall rehabilitation plan in order to promote optimal outcomes. The sequence of the planned intervention and the progression of the use of modalities from a simple application to a more complex one will be analyzed throughout the course. The physics, chemistry, physiological effects, indications and contraindications along with the application of each modality will be studied. 2.5 credit

DPTN 610 Clinical Education II (10 weeks)

This is the second clinical experience for Physical Therapy students enrolled in the Doctor of Physical Therapy (DPT) Program, following two years of academic training and one prior six-week clinical experience, Clinical Experience I. This ten-week clinical rotation is planned to permit the students to become proficient and consistent with basic examinations, interventions and clinical reasoning and begin to manage patients/clients with more complex presentations. The students had coursework that would allow them to provide physical therapy procedures to most patients/clients with cardiopulmonary, musculoskeletal, neuromuscular and integumentary impairments and functional limitations from the pediatric to the adult populations. The clinical education of Touro University DPT students will also reflect the five themes of the Clinical Education Curriculum. The themes are professionalism, communication, cultural competences, professional development and ethics. 5 credits

DPTN 611 Pain Science

In this course, the student will learn the basics of pain science, the current concepts in treatments techniques for managing the patient with persistent pain and relevant research related to outcomes. Students will be taught specific interview and management skills, work through case studies and create treatment plans for these complicated patients. 1.5 credits

DPTN 612 Musculoskeletal System II: Evaluation & Management – Extremities

This course will emphasize examination, evaluation and intervention for dysfunction in the musculoskeletal system. Emphasis will be placed on an understanding of the pathophysiological basis for musculoskeletal dysfunction and the integration of the therapeutic process for the restoration of function of the patient with dysfunction of the musculoskeletal system. This class presents the physical therapy student with the fundamental principles and concepts as they relate to musculoskeletal clinical practice and will progress to exposure to, and integration of, accepted intervention and advanced therapeutic techniques. The role of joint mobilization as a type of intervention is introduced. Through lecture, laboratory, and problem-solving sessions we will investigate all musculoskeletal dysfunctions. 6 credits

DPTN 613 Neuromuscular System II: Evaluation & Management

When given the responsibility of being part of the rehabilitation team working with a patient with a neurological dysfunction, the physical therapist performs an examination, evaluates the result of the examination, formulates a physical therapy diagnosis, determines the prognosis, develops a plan of care and performs interventions that lead to enhancement of function. Via lecture, group activity, literature search and laboratory practice, the student will learn the theories and applications of these processes. 5.5 credits

DPTN 614 Lifespan III: Older Adults

This is the final course of the Lifespan sequence. This course will inform the student about the major issues associated with aging. Because the aging process affects all bodily systems, physical therapy evaluations, assessments and interventions should reflect the special attributes of older adults. Special considerations concerning medications will be addressed. Psychosocial issues pertaining to the elderly and the effects of aging on gait and other functional activities will be emphasized. Evidence-based physical therapy interventions to improve the function of older people will be highlighted. 2 credits

DPTN 615 Research II: Research Methods and Experimentation

This is the second course in a series of four research courses in which students continue the collaborative work with faculty research advisors on important and significant clinical problems of common interest that can contribute to the body of knowledge in physical therapy and improve clinical practice. DPTN 615 is designed to both accommodate and encourage student interest in independent research. In this course, the 4–6-member research groups continue their participation in unique learning experiences related to the research process in which students plan, organize and carry out independent and original research projects under the supervision of, and in collaboration with, a faculty research advisor. In addition, student research groups in collaboration with their faculty research advisors refine research proposals and prepare the required IRB Forms and Informed Consent Documents for submission to the IRB Committee of Touro University for approval of their research studies. DPT 615 focuses on all aspects of the methodology including data collection and analysis including subject recruitment and selection, implementation of

testing and intervention protocols, measurement of outcomes, data entry and reduction, statistical analysis, and data interpretation. Student research groups adhere to a pre-planned time schedule set by the faculty advisor to ensure completion of the research project in a timely manner. Student research groups also attend periodic seminar meetings to discuss their research experiences with the instructor, faculty research advisor and fellow students. These meetings may include presentations of the study design and preliminary research findings. 1 credit

DPTN 618 Physical Therapy Interventions I: Foundational Skills

Physical Therapy Interventions I is a clinical course designed to introduce the physical therapy student to common physical therapy interventions. The student will participate in interactive learning activities that will guide the development of proficiency in basic physical therapy interventions including transfer training and gait training. Through lecture, laboratory, role playing, and group problem solving the student will learn to use critical thinking to analyze the problem presented, synthesize the solution, and communicate this sequence with other health professionals and patients or clients including use of proper documentation. Problems introduced are representative of those that first-year students will encounter in clinic. Interventions learned in Interventions I will be useful for situations both simple and complex. 2 credits

DPTN 619 Musculoskeletal System I: Kinesiology

Kinesiology presents the physical therapist with information to analyze normal human motion. The ability to examine, evaluate and design a plan of care is dependent upon a therapist's thorough understanding of kinesiology. Kinesiology is the study of normal human motion. This course will emphasize the analysis and examination of normal motion and muscle function to prepare the student for understanding pathologic function as well as providing a foundation for understanding current trends in rehabilitation. This course covers the topics of biomechanics, joint structure and function, muscle structure and function, with emphasis on the extremity joints as well as the vertebral column. Students will learn about human gait and posture, and will participate in human movement analysis and activity analysis. This course will provide a comprehensive overview of the principles needed to understand human function and dysfunction. 4.5 credits

DPTN 620 Professional Development II

Professional Development II is the second course of the Professional Development (PD) Series, the bridge between academics and the clinical experience. The PD courses are designed to enhance the student's success during the clinical experiences and to enable students to mature in their future roles as Doctors of Physical Therapy. Additionally, the PD courses serve to advance students' commitment to the physical therapy profession and to promote knowledge and clinical decision-making skills in five pertinent areas: Communication, Professionalism, Critical Thinking, Cultural Competence, and Ethics. While the emphasis PD I course investigated "self," PD II will help students prepare for their roles as Doctors of Physical Therapy and begin the process of professional interaction using culturally effective communication styles befitting interactions with patients/clients, caregivers, members of the healthcare team and clinical supervisors of Physical Therapy. To further foster the development of the health care professional, students will self-evaluate their performance level in the clinical setting utilizing the *Professional Behaviors Self-Assessment*. With the guidance and feedback provided by their faculty mentor, students will reflect on their self-assessment and develop goals based on clinical skills and professionalism for their upcoming clinical experience. Within the PD II course, the students will employ their skills as reflective practitioners through retrospective identification of critical incidents that led to a change of behavior. These incidents will highlight two of the clinical education themes: cultural competence and ethics. To further develop their future roles as Doctors as Physical Therapy, the students will identify ways to collaborate with physical therapy assistants so as to promote proper utilization of services in the patient/client management model of care. Discharge planning will also be covered. Consideration of patient needs and personal goals as well as insurance guidelines will be addressed when developing discharge plans. Current topics will be researched and presented by the students to the class to promote an awareness of contemporary issues faced by the profession of physical therapy. 2 credits

DPTN 650 Clinical Education III (8 weeks)

This is the third clinical experience for Physical Therapy students enrolled in the Doctor of Physical Therapy Program, following two and half years of academic training, a six-week clinical, and a ten-week clinical. During this eight-week clinical experience, students should progressively assume a caseload and develop their clinical decision-making skills

as they progress both simple and complex patients through the patient/client management model. The students will be given some administrative responsibilities as well. The clinical education of Touro University DPT students will reflect the themes of reflection, ethics and cross-cultural competence, interprofessional collaborative practice, professionalism, and communication. 4 credits

DPTN 652 Musculoskeletal System III: Evaluation & Management - Spine

This course will cover the examination, evaluation, and intervention for disorders of the vertebral column; including cervical, thoracic, and lumbar spines, the sacrum and the sacroiliac joints and the temporomandibular joints. Students will study the relevant anatomy, physiology, and pathophysiology of the spine. Interventions include myofascial techniques, joint mobilization/manipulation, postural re-education, therapeutic exercises, and design of home exercise programs. Time will be spent in lecture, discussions, cases and supervised hands-on lab sessions. At the conclusion of this introductory course on spinal physical therapy, students will be able to manage the majority of patients who present with neck, back, pelvic, and TMJ/facial pain. 3.5 credits

DPTN 653 Lifespan II: Pediatrics

This is the second course in the Lifespan sequence. This is an advanced hands-on course in the physical therapy curriculum designed to help the student synthesize information about typical and atypical development, anatomy and pathophysiology as it relates to the pediatric patient. This course is designed to foster an understanding of pediatric disorders impacting the neuromuscular, cardiopulmonary and musculoskeletal systems. Students will explore the various physical therapy examination, evaluation and intervention approaches to be able to determine appropriate physical therapy diagnoses and prognoses and ultimately prepare a plan of care for the pediatric patient. Various intervention methodologies will be analyzed and appropriate plans designed for the pediatric population. After completing this course, it is expected that students will be able to integrate the information from this course and its prerequisite courses in examination and evaluation of the pediatric patient to provide a diagnosis and prognosis as well as plan and implement appropriate treatment interventions for children with specific diagnoses and impairments. Students will be able to prescribe assistive devices and adaptive equipment when necessary. Finally, students will understand and value the role of each team member, including the parent or caregiver, in the multidisciplinary treatment of the pediatric patient. 4.5 credits

DPTN 654 Physical Therapy Interventions IV: Prosthetics and Orthotics

PT Interventions IV addresses the biomechanical principles underlying the application of orthotics and prosthetics, the evaluation of the most appropriate use of orthotic and prosthetic components and interventions, taking into account a wide variety of patient scenarios. Consideration of the whole individual is critical to the assessment of any individual who will receive and use an orthotic or artificial limb. This course trains the Physical Therapist to 1) determine the biomechanical principles that make up the clinical decision making and orthotic/prosthetic prescription process of the patient/client management model for orthotic/prosthetic interventions, 2) make appropriate recommendations for the selection of the best orthotic /prosthetic components for each patient--taking into account individual characteristics, physical and medical status and 3) teach patients successful strategies for optimal function with orthoses/prostheses through the careful analysis of normal and prosthetic gait and activities of daily living. 3 credits

DPTN 655 Research III: Data Synthesis

This is the third course in a series of four research courses in which students continue the collaborative work with faculty research advisors on important and significant clinical problems of common interest that can contribute to the body of knowledge in physical therapy and improve clinical practice. DPTN 655 is designed to both accommodate and encourage student interest in independent research. In DPTN 655, the 4-6 member research groups continue their participation in unique learning experiences related to the research process in which students plan, organize and carry out independent and original research projects under the supervision of, and in collaboration with, a faculty research advisor. DPTN 655 focuses on all aspects of data collection and analysis including subject recruitment and selection, implementation of testing and intervention protocols, measurement of outcomes, data entry and reduction, statistical analysis, and data interpretation. Student research groups adhere to a pre-planned time schedule set by the faculty advisor to ensure completion of the research project in a timely manner. Student

research groups also attend periodic seminar meetings to discuss their research experiences with the instructor, faculty research advisor and fellow students. These meetings may include presentations of the study design and preliminary research findings. 1 credit

DPTN 657 Pharmacology

Pharmacology is a branch of biomedical science concerned with how drugs work (mechanism of action), their clinical indications and adverse side effects. In this course, students will be introduced to principles of pharmacology, including pharmacokinetics and pharmacodynamics. Classifications of drugs used in the treatment of disease including drugs used for pain management, cardiac and neuropharmacology will be discussed. Physical therapy implications of pharmacological treatment will be addressed, including recognition of adverse drug effects in patients commonly treated by physical therapists. 2 credits

DPTN 660 Clinical Experience IV (14 weeks)

This is the fourth and final full-time clinical education experience for students enrolled in the Doctor of Physical Therapy (DPT) Program following completion of all academic coursework and three prior clinical experiences. This terminal clinical experience takes place over 14-weeks and is intended to allow the student to master the entry-level skills required to perform all elements of the patient/client management model - including examination, evaluation, diagnosis, prognosis, and intervention. At the completion of this experience, students are prepared to practice across the lifespan, along the continuum of care. 7 credits

DPTN 661 Professional Development III

This final seminar series will prepare students graduating with Doctor of Physical Therapy degrees to contribute to the field of physical therapy in areas of professional practice, including clinical practice, education, administration, professional service, and research. Students will reflect on their experience as a learner in the clinic and prepare for their roles as a future clinical instructor. Students will engage in advocacy efforts in order to promote the profession and develop skill as leaders. Students will be prepared for the job market with development of resume and interview skills. They will also be introduced to the fundamentals of leaderships both in the personal realm and as a practitioner within the health care environment. 1 credit

DPTN 662 Cardiopulmonary System II: Evaluation & Management

This advanced course in evaluation and intervention for the cardiovascular and pulmonary patient will include advanced ECG interpretation including stress testing. Recent advances in cardiopulmonary care as well as ischemic cardiac conditions, cardiac muscle dysfunction, COPD and restrictive lung dysfunctions and their implications for physical therapy will be discussed. Students will be able to create Phase II and III cardiac pulmonary rehabilitation plans of care. 2 credits

DPTN 663 Complex Patient: Didactic and Clinical Integration

This course is specifically designed for physical therapy students in their final semester to help the student synthesize information from all preceding classes for application towards patient management as well as to passing of the National Physical Therapy Exam (NPTE). This course focuses on developing sound clinical reasoning in the evaluation of and formation of plans of care for the complex multi-system patient. During this course students will have opportunities to draw on the knowledge and skills gained from previous courses and clinical experiences by practicing and critically analyzing sample NPTE-type questions. Students will apply this knowledge in a hands-on manner by evaluating, establishing a plan of care and initiating treatment for patient-actors who present with diagnoses related to different systems. Feedback will be provided in a constructive manner with the intent to foster reflection of the problem-solving process. Students will reinforce their documentation skills by writing SOAP notes for the sessions they provide, using the WEBPT electronic documentation system. After completing this course, it is expected that students will be better prepared to take the NPTE and will be able to identify areas of personal weakness for further self-study. Additionally, students will be prepared to integrate their knowledge and clinical skills for application during their final clinical learning experiences as well as when they enter the field as autonomous physical therapy practitioners. 2 credits

DPTN 665 Research IV: Seminar

DPTN 665 is the final course in a series of four research courses in which students continue the collaborative work with faculty research advisors on important and significant clinical problems of common interest that can contribute to the body of knowledge in physical therapy and improve clinical practice. DPT 665 is designed to both accommodate and encourage student interest in independent research. In DPT 665, the 4–6-member research groups continue their participation in unique learning experiences related to the research process in which students plan, organize and carry out independent and original research projects under the supervision of a faculty research advisor. Following completion of data collection and data analysis, student research groups prepare a final written research report similar in format to a typical journal article that includes an Abstract, the Introduction, Methods, Results, Discussion and Conclusions. In addition, student research groups prepare formal 30-minute power-point presentations of their research studies similar in format to a platform presentation at a professional conference that includes a brief introduction and methodology followed by a more detailed discussion of results and conclusions. While students have the major responsibility for the power-point research presentations, they are prepared in collaboration with their faculty research advisors. Presentations of research studies take place at the Research Forum as a culminating activity of DPT 665, which other students/faculty attend. Following each presentation, students and faculty participate in a critical evaluation of the study's design and research findings in a question/answer, comment and discussion session. Student presenters are expected to actively participate in the comment session, answer questions and compare their research findings with those reported in the published research literature. In this way, students further develop their ability to critically interpret and analyze research findings and evaluate the potential contribution that the research makes to clinical practice or to the profession as a whole. Opportunities for small group peer-assisted learning activities are provided in the preparation of final written research reports and group research presentations. 2 credits

DPTN 666 Special Topics

The practice of physical therapy is constantly evolving. As such, there are topics of importance that emerge that are not embedded in the curriculum. This course, Special Topics, is designed to provide students with exposure to these areas of interest. Each year, a renowned speaker on noteworthy topics influencing the practice of physical therapy, from outside the Touro faculty, will be invited to address the students. A question-and-answer period will be integrated into all presentations affording students the opportunity for direct interaction with the expert speaker. The purpose of this course is to provide students with the chance to learn from experts in the field and reflect on the implications for clinical practice for both emerging and veteran clinicians. Following each guest lecture, all students will engage in small group discussions with the Touro DPT core faculty to review the information 1 credit

DPTN 691 Evaluation and Management of the Hand

A senior elective course aimed at refining the student's ability to critically examine and evaluate patients/clients with hand injury and/or dysfunction. The student will compare and contrast new examination and intervention techniques related to the hand, wrist, and forearm. The student will also have several opportunities to design intervention programs and prescribe upper extremity orthotics. 1 credit

DPTN 693 Neurologic PT

This course provides clinical guidance and practical parameters for special topics in neurorehabilitation in the ICU, acute, subacute, and outpatient settings. It explores practical parameters for safety during early mobilization and rationale for benefits to consider with risks in the ICU. Course would focus on time of onset (day 0) and apply neurorehabilitation concepts that apply to the most common neurologic conditions one would encounter in the neuro-ICU and guide evidence-based decision-making through the phases of recovery. This course would also review current research on Post-Concussion Syndrome in the adult population (non-sports-related) and understand the role of the Physical Therapist within the interprofessional medical management team (neurology, OT, neuropsychology, exercise physiology, etc.) in the acute, subacute, and chronic stages of this condition. This course covers three essential augmented devices to support neurorehabilitation, including Functional Electrical Stimulation, Bodyweight Supported Ambulation with and without the treadmill, and Virtual Reality for return to work and other activities of daily living. Students will be introduced to clinical tools needed to screen for instability and to provide appropriate treatment interventions. Students also be shown specific assessments to identify different impairments and functional limitations pertinent to neurorehabilitation and in patients with vestibular

disorders. This course will also identify common central and peripheral vestibular disorders and cover decision making for treatment and/or referral. Students will be introduced to vestibular diagnostic testing and how this affects physical therapy treatment and best care approaches. Students will be instructed in the procedures for performing an oculomotor and functional vestibular examination and perform canalith and cupulolith repositioning maneuvers. Using case studies and discussions, the course will integrate information from prior coursework. 1 credit

DPTN 694 Pediatrics Elective

This pediatric elective seminar is specifically designed for physical therapy students in the sixth and final semester of the DPT program who will be attending a pediatric clinical experience and/or who would like to pursue specialized pediatric physical therapy practice. Each week, a unique module will be taught by an expert clinician with an emphasis on state of the art, evidence-based intervention strategies for pediatric rehabilitation, building upon previous foundational pediatrics coursework. Prior to each class, students will read selected papers on the topic preparing them for an engaging 1-1.5 hour pre-recorded lecture followed by 2.5 hours of in-person skills-based lab instruction. Students will learn systems-based sensory intervention strategies with the HANDLE approach that can be applied across practice settings. In the NMES/FES module, students will learn pediatric specific protocols for integrating electrical stimulation into their practice for tone modulation and neuromuscular re-education. During the body weight supported gait training module, students will learn facilitation techniques to advance standing and walking skills across multiple patient presentations. Students will have the opportunity to learn serial casting techniques, observe a patient demo, and cast one another. Additionally, students will be introduced to scoliosis specific assessment and exercises as well as to post-concussive event intervention with an emphasis on vestibular rehabilitation for the pediatric patient. 1 credit

DPTN 695 Sports PT

This course will emphasize examination, evaluation and intervention for dysfunction that occur in sports physical therapy using current best evidence to support approaches to evaluation and treatment. Emphasis will be placed on an understanding of the pathophysiological basis for musculoskeletal dysfunction and the integration of the therapeutic process for the restoration of function of the patient with dysfunction of the musculoskeletal system. Recent trends in sport rehabilitation will be explored. This class presents the physical therapy student with the fundamental principles and concepts as they relate to sports musculoskeletal clinical practice and will progress to exposure to, and integration of, accepted intervention and advanced therapeutic techniques. Through lecture and problem-solving sessions we will investigate sports musculoskeletal practice with consideration of various levels of performance. 1 credit

HSBN 402 Anatomy

This course is designed for the physical therapy curriculum as an introduction to the structure and function of the human body and is a foundation for many future courses in the curriculum. The entire human body is covered. The musculoskeletal, cardiopulmonary, neuromuscular and integumentary systems are studied as they relate to their anatomic structures. Palpation laboratories introduce the student to the practical application of surface anatomy. The initial presentations are systemic. Basic anatomic terminology, osteology, arthrology, angiology and neurology are covered to provide a background for the subsequent regional lectures. 5 credits

HSBN 403 Physiology

Physiology is the study of the mechanical, physical, and biochemical functions of living organisms. This course seeks to illustrate both the cellular functions of the body, and the integration of the organ systems to achieve and maintain homeostasis. It is achieved through communication, which occurs in a variety of ways, both electrically as well as chemically. A thorough understanding of the basic science is necessary for the subsequent study of pathology and managed care. This course is designed to provide a comprehensive and fundamental understanding of such, by a correlation of didactic information and clinical cases, which will promote critical thinking and prepare students for medical conditions encountered in a clinical setting. This course will cover and discuss all organ systems; cellular physiology, neurophysiology, cardiovascular, respiratory, renal, acid-base, gastrointestinal, endocrine, and the reproductive system. 5 credits

HSBN 418 Clinical Medicine

This course is designed to introduce the Physical Therapy students to the field of clinical sciences. It uses a systems approach to describe the material needed to understand diseases that require direct intervention of a physical therapist and analyze pharmacological management. This course is an integrated approach to clinical problem solving and will utilize histology and pathology in the evolution of diseases that affect physical therapy practice. This course will first focus on basic pathology, signs, symptoms, diagnosis, prognosis and treatment of different diseases. The course will be taught using the systems approach. We will focus on the Pathophysiology, etiology, signs and symptoms, diagnosis, prognosis, and pharmacological management of common medical disorders encountered in hospital, clinic, and patient settings. The pharmacological aspect of the lectures will address the mechanisms of action, therapeutic uses, side effects and drug interactions of medications used to treat disease. This course is designed as an integrated approach of histology, pathophysiology, medicine and pharmacology with special attention to situations encountered in physical therapy practice. 5.5 credits

HSBN 667 Administration

This course is designed to provide the student with a fundamental understanding of health care administration and management principles, with an emphasis on the field of physical therapy and rehabilitation. During the course, students will identify and analyze current issues in the health care setting. The students will compare and contrast different practice settings and will problem solve situations from rehabilitation environments. The focus will be on contemporary, relevant managerial and leadership issues. Critical topics to be explored will include managerial principles and functions; leadership and communication; quality and performance improvement and accountability; organizational structures and behaviors; financial and reimbursement concerns; marketing, customer relations and service excellence; and the regulatory and external environments. 2 credits

HSBN 668 Community Service

Every student in the Touro University's School of Health Science is required to devote twenty-five (25) hours to community service as a graduation requirement. The purpose of this requirement is to provide students in the Physical Therapy Department with an opportunity to learn from, and give back to, the larger community. Through this experience students may interact with people from different cultural and socioeconomic backgrounds. Students also will be exposed to their families, friends, caregivers, health care and/or other community agencies. Students may work with individuals who have impairments, leading to functional limitations in the physical, cognitive, and/or social-emotional domains. Students also may elect to volunteer in agencies/programs designed to help people who struggle with issues related to poverty, homelessness and/or hunger. 1 credit

POST-PROFESSIONAL DOCTOR OF PHYSICAL THERAPY AND ORTHOPEDIC PHYSICAL THERAPY PROGRAMS**APTN 812 Advances in Prosthetics and Orthotics**

This course addresses the basic principles underlying the application of lower extremity prosthetics, including sockets, suspensions and componentry and compares and contrast them to the latest prosthetic equipment. The evaluation of the most appropriate use of prosthetic components and interventions will be discussed, taking into account a wide variety of patient scenarios. Consideration of the whole individual is critical to the assessment of any individual who will receive an artificial limb. This course trains the Physical Therapist in 1) the best clinical decision making process for of the patient/client management model while developing patient assessment and plan of care, 2) make appropriate recommendations for the selection of the best prosthetic components for each patient--taking into account individual characteristics, physical and medical status and 3) teach patients successful strategies for optimal function with prostheses through the careful analysis of normal and prosthetic gait and activities of daily living. 1 credit

APTN 832 Advanced Treatment of the Hand

An elective course aimed at refining the student's ability to critically examine and evaluate patients/clients with hand injury and/or dysfunction. The student will learn how specific hand anatomy affects pathological conditions of the hand and dictates the treatment. The student will compare and contrast examination and intervention techniques related to the hand, wrist, and forearm. The course is aimed to teach the student how to choose and design intervention programs incorporating an appropriate hand orthotics. 1 credit

APTN 858 Independent Study

This course is a self-driven course for the student with a special interest in a chosen topic, field of study or patient population. The student is partnered with an instructor who is a specialist in the field and is tasked to complete journal articles, discussions and case studies related to the topic. In this online and distance learning course, the instructor will guide the student toward the goal of understanding both basic concepts and advanced problem-solving, clinical reasoning and treatment planning associated with the topic or patient population chosen. 1 or 2 credits

DPTN 710 Research Methods/Statistics

Introduces students to the process of interpretation, analysis and evaluation of research in physical therapy; to the development of a scientific approach to problem-solving in clinical practice; and to critical thinking in the assessment of new and established intervention protocols. Emphasis is placed on the integration of research methodology with the appropriate statistical treatments that logically complement specific research designs in clinical research. Preference is given to the analysis and evaluation of research studies that examine significant clinical problems, including the efficacy of new and established intervention protocols, in order to assess the relationship of research to clinical evidence-based practice. Students are expected to integrate basic and advanced statistical treatments with various research design strategies utilized in clinical research in physical therapy. Emphasis is placed on the ability to select and evaluate the appropriate parametric and/or non-parametric statistical tests for use with normal and/or special and non-normal sample populations, respectively. With the integration of advanced statistical procedures that make use of non-parametric tests, students assess the limitations of statistical inference, especially where categorical qualitative or subjective data and/or non-normal populations are considered. Special attention is given to ethical considerations in the use of human subjects in clinical research. In addition, this course is designed to prepare qualified students to carry out independent research work in DPTN 795 (Doctoral Project). 2 credits

DPTN 715 Principles and Methods of Evidence-Based Practice

Introduces the concept of evidence-based practice and explores this concept as it relates to clinical practice. Strategies for the development of this type of practice, including the introduction and maintenance of an evidence-based practice in various settings, are examined. Students critically analyze available scientific evidence, utilize the principles of evidence-based practice to evaluate a patient case, integrate research evidence and clinical expertise into patient care, demonstrate skill in the use of technology to locate research evidence, and efficiently initiate and carry out a web-based search. 1 credit

DPTN 716 Clinical Reflections I

Through clinical practice and participation in professional activities, students will be able to integrate clinical skills presented during course work into clinical practice, as well as enhance their awareness of Physical Therapy as a profession. The student will utilize reflection regarding their clinical work as a means of enhancing the educational experience, making on-going clinical practice an integral part of the curriculum. The sequence is designed as a series of four courses which culminates in DPT 740 Professional Service. This is the initial course and designed as an independent study course with oversight by the course coordinator. Each course in this series is designed such that students will complete assignments throughout the curriculum at the end of each semester that will be integrated into one final capstone project in their final semester. Students are required to join the American Physical Therapy Association and also must attend 3 writing seminars. 0 credits

DPTN 717 Clinical Reflections II

Through clinical practice and participation in professional activities, students will be able to integrate clinical skills presented during course work into clinical practice, as well as enhance their awareness of Physical Therapy as a

profession. The student will utilize reflection regarding their clinical work as a means of enhancing the educational experience, making on-going clinical practice an integral part of the curriculum. This sequence is designed as a series of four courses which culminates in DPT 740 Professional Service. This is course, which is second in the series, is designed as an independent study course, and is reviewed by the course coordinator. Each course in this series is designed such that students will complete assignments throughout the curriculum at the end of each semester that will be integrated into one final capstone project in their final semester. Every student in the Post-Professional DPT Program is required to be a member in good standing of the American Physical Therapy Association (or other approved professional PT association). 0 credits

DPTN 718 Clinical Reflections III

Through clinical practice and participation in professional activities, students will be able to integrate clinical skills presented during course work into clinical practice, as well as enhance their awareness of Physical Therapy as a profession. The student will utilize reflection regarding their clinical work as a means of enhancing the educational experience, making on-going clinical practice an integral part of the curriculum. This sequence is designed as a series of four courses which culminates in DPT 740 Professional Service. This is course, which is third in the series, is designed as an independent study course, and is reviewed by the course coordinator. Each course in this series is designed such that students will complete assignments throughout the curriculum at the end of each semester that will be integrated into one final capstone project in their final semester. Every student in the Post-Professional DPT Program is required to be a member in good standing of the American Physical Therapy Association (or other approved professional PT association). 0 credits

DPTN 719 Clinical Reflections IV

Through clinical practice and participation in professional activities, students will be able to integrate clinical skills presented during course work into clinical practice, as well as enhance their awareness of Physical Therapy as a profession. The student will utilize reflection regarding their clinical work as a means of enhancing the educational experience, making on-going clinical practice an integral part of the curriculum. This elective course, which is part of the clinical reflection series, is designed as an independent study course, and is reviewed by the course coordinator. The goal of this course is to provide continuity between Spring and Fall semesters and assist the student as they continue to integrate didactic information with clinical practice. It is intended for students who would like further feedback about the effect of their course work on their clinical practice. This is an optional course and like the other courses in the series is designed such that students will complete assignments throughout the curriculum at the end of the Summer semester. Every student in the Post-Professional DPT Program is required to be a member in good standing of the American Physical Therapy Association (or other approved professional PT association). This requirement will be monitored during this course series.

Through clinical practice and participation in professional activities, students will be able to integrate clinical skills presented during course work into clinical practice, as well as enhance their awareness of Physical Therapy as a profession. 0 credits

DPTN 723 Advanced Strategies for Teaching and Learning

This course will introduce students to adult learning principles and strategies for effective teaching in the academic and clinical environments within the biopsychosocial framework. Individual teaching/learning philosophical orientations, characteristics of the adult learner, learning preferences, effective instructional strategies, health literacy and reflective practice will be explored. Additionally, the clinical environment as a community of practice will be discussed with emphasis on the student, clinical instructor and community as a learning triad. 1 credit

DPTN 724 APTA Clinical Instructor (CI) Credentialing

The Credentialed Clinical Instructor Program (CCIP) provides clinicians with the skills and information necessary to provide a structured learning environment and enhanced educational experience for students. Course content reflects an interdisciplinary approach to experiential learning methods, with an emphasis on didactic content related to clinical teaching, supervision, and evaluation. Participants are expected to understand and integrate the behaviors and traits of highly effective educators, role models, and mentors into their performance as a clinical instructor. Successful course participants will return to their clinic with a greater understanding of:

- Planning and preparing for physical therapy students during their clinical education experiences
- Developing supportive learning experiences
- Supporting ongoing learning through questioning and effective feedback
- Identifying and implementing performance evaluation metrics
- Identifying and managing students with exceptional situations or circumstances
- Exploring legal implications for clinical educators, including issues presented by ADA legislation

This course is intended for health care providers in a clinical setting with more than one year of experience and those who intend to provide clinical education in a supervisory role to students. Both new and experienced physical therapist and physical therapist assistant educators will benefit from participating in the course. Active learning is emphasized as a means to highlight and discuss different ideas and create a shared learning environment in which each student brings a unique and valuable perspective to the conversation. Physical therapists and physical therapist assistants who successfully complete this course will receive a credential which verifies their status as an APTA-Credentialed Clinical Instructor (CI), as well as 1.6 Continuing Education Units (CEUs) which may be used to satisfy licensure renewal requirements. 1 credit

DPTN 725 Management and Health Care Delivery

Introduces students to health care administration and management principles. Students identify and analyze current issues in the health care setting, compare and contrast different practice settings, and problem-solve situations from rehabilitation environments. The focus is on contemporary, relevant managerial and leadership issues with “real-life” examples in the rehabilitation environment. Critical topics to be explored include managerial principles and functions; leadership and decision-making; quality assurance and accountability; organizational structure, financial, and reimbursement concerns; marketing and customer relations; the regulatory and external environment and community reintegration and return to work. 1 credit

DPTN 730 Management II: Physical Therapy in Private Practice

This course is aimed at providing the participant with a theoretical basis of successful management principles as well as practical implementation strategies for these principles as they apply to the field of Physical Therapy. The course will include emphasis in the following areas:

1. Regulatory and public policy issues.
2. Healthcare Reimbursement /Trends
3. Marketing Theory
4. Quality Improvement
5. APTA / Public Policy

Upon completion of the course the participant will have been provided the management background needed in order to more effectively provide high quality, efficient rehabilitation services in a changing marketplace. 1 credit

DPTN 734 Integration of Modalities into Clinical Decision-Making

This course is a hands-on course designed to provide the student with guidance and direction in comprehending therapeutic modalities and choosing appropriate modalities and parameters for a variety of patients and pathological conditions. Student will review the basic scientific and physiological principles underlying the application of physical agents. Students will be able to effectively utilize therapeutic modalities to enhance therapeutic outcomes, recognize indications and contraindications, and learn about current research supporting the use of therapeutic modalities in rehabilitation. The course will emphasize evidence-based rationale for selecting a modality and for the interventions. Various types of symptom clusters will be presented, and participants will be able to develop a highly-effective treatment plan for specific conditions. 1 credit

DPTN 736 Clinical Reflections V

The student will utilize reflection regarding their clinical work as a means of enhancing the educational experience, making on-going clinical practice an integral part of the curriculum. This elective course, which is part of the clinical reflection series, is designed as an independent study course, and is reviewed by the course coordinator. The goal of this course is to provide continuity in learning and assist the student as they continue to integrate didactic

information with clinical practice. It is intended for students who would like further feedback about the effect of their course work on their clinical practice. This is an optional course, and like the other courses in the series, is designed such that students will complete assignments throughout the curriculum at the end of the semester. Every student in the Post Professional Touro University DPT Program is required to be a member in good standing of the American Physical Therapy Association (or other approved professional PT association). This requirement will be monitored during this course series. 0 credits

DPTN 737 Nutrition for Prevention and Wellness

is designed for graduate students in physical therapy who may require elective credits toward their degree. The role of nutrition and the decisions we make about the food we eat has a critical impact on our quality of life and risk of chronic disease. Good nutrition is an important part of leading a healthy lifestyle. Combined with physical activity, your diet can help you reach and maintain a healthy weight, reduce your risk of chronic diseases and promote your overall health. Students will develop a basic understanding of nutrition with emphasis on human biological needs through the stages of life and the role nutrition plays in maintaining a healthy lifestyle. 1 credit

This course will:

- introduce students to the basic understanding of nutrition.
- help students to identify dietary sources, intake levels, physiological role and requirements of major nutrients.
- examine the role of nutrition in growth and health through the life cycle.
- help students understand the role of diet in the development of chronic disease, cancers, diabetes, etc.

DPTN 739 Wellness

This course is designed to help students develop an altruistic and socially responsible attitude as set forth by the APTA Core Values. It is designed to help students learn how to reach outside their clinic and make changes in their community. In this course, each student learns a variety of ways to develop wellness programs in their community. They are also challenged to be creative so that they can stand out in a competitive environment of practitioners. This course also introduces students to the Functional Movement Screen (FMS). In addition, Students in this course are required to search, read, and appraise peer reviewed articles pertaining to preventative medicine. The course analyzes different means of educating the public about wellness. Students will be aware of different platforms for education such as, but not limited to, Facebook, Twitter, podcasts, blogs, and videos. 1 credit

DPTN 740 Professional Service

Promotes the importance of professional participation and service. Through participation in professional activities, students are familiarized with the organization of the physical therapy profession and how the governance of physical therapy practice and education affects physical therapists and the care of their patients. The student and the course coordinator customize and conduct the professional experience as an independent study. Every student in the Post-Professional DPT Program is required to be a member in good standing of the American Physical Therapy Association (or other professional PT association) and must attend two professional physical therapy meetings.

1 credit

DPTN 744 Documentation Essentials for Physical Therapists

The health care industry is being challenged in all practice settings to justify that services provided are effective and necessary to achieve the triple aim (better care, better health and lower costs) as defined by the Institute for Healthcare Improvement. As Medicare and commercial insurance companies look to reduce health care costs, the area of physical therapy is one area in particular that has been cut across the entire post-acute care continuum. This course will focus on documentation as it relates to justifying care provision and demonstrating conformance with federal law and regulation. The Centers for Medicare and Medicaid Services (CMS) has issued final rules related to objective testing requirements in home health and outpatient therapy practice settings which will be explored and defined. The practicing clinician must be knowledgeable of the regulations under which they are practicing and this course will inform therapist how to navigate the regulations and review the regulations as written in the federal register. Documentation to support care provision requires evidence of medical need, reasonable and necessary and interventions inherently complex that only a therapist can provide. 2 credits

DPTN 745 Ethics in Physical Therapy Practice

This graduate course is grounded in moral philosophy and addresses topics that constitute Physical Therapy Ethics. The course is based on the premise that the practice of physical therapists shares common ground with other health professions as well as having features which are unique to physical therapists. Students will have the opportunity to study and apply ethical concepts to their present and future practice in physical therapy. The course includes assigned readings, lectures, class discussions and practice in ethical analysis. The primary course objective is to assist the student in developing and utilizing a personal moral language that results in moral action. 1 credit

DPTN 750 Clinical Medicine

Introduces students to the field of clinical sciences. Using a systems approach, students gain an understanding of diseases that require the direct intervention of a physical therapist. With its integrated approach to clinical problem-solving, this course focuses on etiology, signs and symptoms, diagnosis, prognosis, and management, including pharmacological treatment of common medical disorders encountered in both hospital and private-practice settings. 2 credits

DPTN 760 Anatomic Basis for Differential Diagnosis of Somatic Dysfunction

This is an intensive online Med bridge Knowledge Track course consisting of 6 modules of study. These modules include Differential Diagnosis of the Upper Quarter, Differential Diagnosis of the Lower Quarter, Medical Screening and Clinical Decision Making, Neurologic Differential Diagnosis and Screening for Referral, Evidence Informed Assessment and Evaluation of Pain and Screening & Physical Examination for Signs and Symptoms in Pediatric Patients. This is web-based ONLINE course with quizzes at completion of each module. Passing of each quiz with grade of at least 80% as well as certificate proof of completion is required. 1 credit

DPTN 761 Spinal Stabilization Training

Provides an understanding of the concept and application of the functional range of neutral in the cervical and lumbar spine as a basis for stabilization training, exercise prescription and ADL re-education in the spinal orthopedic population. In addition, this course explores the interrelationship of anatomy, biomechanics, and neurophysiology for the neuromusculoskeletal system. Emphasis is placed on the evaluation of neuromotor regulation with identification of faulty movement patterns in both the upper and lower quarters. Emphasis is placed on the use of specific home exercises to complement manual therapy for acute and chronic musculoskeletal dysfunction. Joint mobilization, manual stretching, self-stretching exercises, and neuromotor retraining exercises are demonstrated and practiced by the participants. 2 credits

DPTN 762 Treatment of Lumbar/Pelvic Dysfunction

This advanced spine course builds upon clinical and didactic knowledge presented in basic courses relating to the lumbar spine, pelvic girdle, and lower extremities. A review of the anatomy, arthrokinematics and pathomechanics of the articular, neural, and myofascial structures is included. With emphasis on current evidence and Clinical Practice Guidelines, the student is encouraged to use clinical reasoning skills to integrate, synthesize, and sequence techniques to specific dysfunctions of the lumbar spine, pelvic girdle and LQ peripheral nervous system if applicable. Further emphasis is placed on evaluation and treatment functional patterns, including gait mechanics as they relate to the pathogenesis of dysfunction in this region. At the conclusion of this course, students will be able to classify a patient in a general treatment category and manage patients seen in the clinic who present with impairment and functional limitations in the lumbar spine, pelvic girdle, and lower quarter region. 1 credit

DPTN 763 Fundamentals of Diagnostic Imaging

This course is designed to introduce physical therapists to the basic science of imaging modalities, including plain film radiography, magnetic resonance imaging (MRI), conventional and computed tomography, ultrasound, and bone mineral density testing. The ability for physical therapists to communicate with referring physicians is integral to effective management of a patient's case. Diagnostic imaging brings an entire realm of adjunct information to the therapist that can dramatically enhance understanding of the patient's condition as well as improve monitoring and appropriate intervention selection. 1 credit

DPTN 767 Foot and Ankle

An in-depth review of the anatomy, physiology, arthrokinematics, and pathomechanics of the foot and ankle, as related to the lower extremity kinetic chain. Emphasis is placed on the study of normal and abnormal mechanics of the foot and ankle in both the open and closed kinetic chains. Evaluation and treatment of various foot and ankle dysfunction are included, and the students are exposed to current methodologies regarding the evaluation for, and the fabrication of, neutral subtalar orthotic devices. 2 credits

DPTN 768 Treatment of Cervical Dysfunction

In this course, students will learn basic musculoskeletal examination skills of the cervical, thoracic spine and costal cage based upon a thorough review of relevant anatomy and physiology and pathophysiology. Using a treatment-based classification with emphasis on the Clinical Practice Guidelines, treatment options will include myofascial techniques, joint mobilization, muscle energy technique, directional preference (McKenzie) technique, prescriptive and therapeutic exercise. Coursework will include online audio lectures, in class lecture, case studies and lab sessions. At the conclusion of this course students will be able to classify a patient in a general treatment category and manage patients seen in the clinic who present with impairment and functional limitation in the cervical, thoracic spine and upper quarter region. 1 credit

DPTN 769 Physical Therapy Practicum

This course is utilized in order to award elective credits based on Life Experience of the student. Life Experience credit hours are submitted through a portfolio and evaluated by the proper Director based on a set number system. These credits can be awarded for experience in general Physical Therapy practice, Clinical Specialty practice or Clinical Specialty certifications. 2 credits

DPTN 775 Geriatrics III: Geriatric Nutrition for Physical Therapists in Clinical Practice

This course is designed for graduate students in physical therapy who are preparing to work with older adults. Geriatric Nutrition provides the practitioner with the knowledge, skills and abilities necessary to assume an active role as a member of the health care team that makes decisions regarding the nutritional health of older individuals. The overall theme of the course is successful aging, and the role of the health professional in helping older adults reach this goal. DPTN 775 presents the current thinking and emerging knowledge regarding the nutritional needs, problems, and delivery of care in aging. In this regard, descriptive and experimental evidence are presented to encourage the therapist to critically evaluate the status of nutrient needs in older adults and to develop appropriate strategies to improve the nutritional health of older individuals. 1 credit

DPTN 777 Sports Physical Therapy

This course will address the evolution of sports physical therapy, and the physical therapist's role on the sports medicine team. This course will emphasize examination, evaluation and intervention for dysfunction that occur in sports physical therapy. Emphasis will be placed on an understanding of the pathophysiological basis for musculoskeletal dysfunction and the integration of the therapeutic process for the restoration of function of the patient with dysfunction of the musculoskeletal system. Recent trends in sport rehabilitation will be explored. This class presents the physical therapy student with the fundamental principles and concepts as they relate to sports musculoskeletal clinical practice and will progress to exposure to, and integration of, accepted intervention and advanced therapeutic techniques. Through lecture and problem-solving sessions, we will investigate all sports musculoskeletal practice. 1 credit

DPTN 778 Geriatric Balance

This course provides working definitions of balance and mobility, explores the sensory and motor components of upright posture, and addresses the role of balance assessment and treatment in the medical management process. Students learn basic clinical tools needed to screen for instability and to provide appropriate treatment intervention. Students also learn specific assessments to identify different impairments and functional limitations pertinent to the elderly population. The course will broadly outline the development of postural control and will identify the effects of aging on each system. This course will also identify pharmacological effects on balance, and how to assess and treat these effects. 1 credit

DPTN 782 Treatment of the Patient with Chronic Pain

This course is designed to update students on the emerging research in the field of pain science and pain education. It will also teach students how to apply research into their clinical practice. This course will help students understand the complexities of patients with chronic pain and help students learn how to treat this population more effectively. This course will challenge students to take into account the science behind the pain experience, the patient's history, and the patient's clinical presentation in order to improve their clinical reasoning when treating patients with chronic pain. The course will also include a lab component where students will implement regional interdependence principles, create treatment plans, and educational plans for their peers. The course in addition will include a cadaver portion where students can learn the impact of the nervous system anatomy and how it affects the pain experience. At the end of the course students will give a short presentation about how they will use the information from this course to treat a current patient of theirs. Students have the option to discuss a previous patient and how they would have treated that patient differently after taking this course. 2 credits

DPTN 794 Management and Treatment Following a Diagnosis of Parkinson's Disease

This course addresses the evolution of the management and treatment of a patient following being diagnosed with Parkinson's Disease. The goal of the course is to help a physical therapist in creating a unique approach as the patient goes through the different Hoehn and Yahr stages. Recent trends in rehabilitation will be explored. The most clinically significant current research will be discussed, and when appropriate demonstration with practice will be provided. Teaching will take place via lecture, group activity, literature search and laboratory practice, the student will learn the theories and applications of these processes. 1 credit

DPTN 795 Doctoral Project

This graduate Physical Therapy course is designed to provide students with knowledge about and hands-on practice with experimental research methods in Physical Therapy. Students will learn how to plan, conduct, and analyze their experimental design. Students will develop the knowledge and skills to apply and critique the scientific method their practices. Students will be allowed with the permission of the professor to work in small groups on a shared project. 2 credits

DPTN 798 Treatment and Prevention of Wounds

This course is a clinical course designed to provide the PDPT student with the knowledge, skills, and analytical abilities to examine, evaluate, diagnose, formulate a plan of care with prognosis, and manage patients with integument disorders such as impaired integument integrity, burns, edema, and sensory deficits. A thorough exploration of connective tissue layers, connective tissue repair, and wound healing will precede discussion of the principles and techniques of wound care intervention, and ulcer prevention including self-care. 1 credit

DPTN 799 Management and Treatment of the Hemiplegic Patient

This course addresses the evolution of the management and treatment of a patient following the development of hemiplegia. The goal of the course is to help the physical therapist in creating a realistic and unique approach to treating an individual with hemiplegia. Recent trends in rehabilitation will be explored. The most clinically significant current research will be discussed, and when appropriate demonstration with practice will be provided. Teaching will take place via lecture, group activity, literature search and laboratory practice, the student will learn the theories and applications of these processes. 1 or 2 credits

DPTN 800 Essentials of Physical Therapy

This course is designed to provide the student with guidance and direction in comprehending the scope of practice for the doctoral level physical therapist. Student will review the basic scientific principles related to histology, genetics, and the immune response. Special topics will include the physical therapist role in the treatment of pain and the appropriate evaluation of the body systems treated. Students will learn the importance of interprofessional development, consultation services, supervision and delegation of activities, and discharge planning. The course will emphasize evidence-based rationale for selecting appropriate objective tests and for potential interventions. Various types of symptom clusters will be presented, and participants will be able to develop a highly effective treatment plan for specific conditions. 1 credit

DPTN 801 Evaluation and Treatment of the Complex Geriatric Patient

The United States Census predicts population growth for those over 60 steadily through 2050 and the age cohort of 85 or older is a fast-growing segment in the population. With aging, the neuromuscular and metabolic systems undergo natural changes. The likelihood of clinicians working with the geriatric population is ever increasing and the need for knowledge of the population cohort is critical for therapists. This course will present age-related changes and diseases conditions affecting both the neuromuscular and metabolic systems. The student will participate in interactive learning activities that will guide the development of proficiency in geriatric physical therapy assessment and intervention. Through lecture, laboratory, role playing, and group problem-solving the student will learn to use critical thinking to analyze the problem presented, synthesize the solution, and communicate this sequence with other health professionals and patients or clients. Problems introduced are representative of those that clinicians encounter in all practice settings. 2 credits

PTRN 729 Differential Diagnosis in Orthopedics

The course will utilize case-based instruction to demonstrate specific conditions and the decision-making processes utilized to attain their complete management. It is designed to develop beginning to intermediate clinical reasoning skills in the field of orthopaedic manual physical therapy. Participants will study an evidence-informed approach to clinical reasoning and develop the skills to generate an initial patho-anatomical diagnostic hypothesis. We will look at reason-based development of individualized assessment sequences aimed at patient/client classification into: management of an initial diagnosis, progression to a specific, segmental, joint-centered biomechanical examination sequence, symptom/intervention/rule-based classification groupings, or referral to another health-care provider. The participants will identify the concepts of health, function, pain behaviors and their role in total patient/client management. 1 credit

PTRN 730 Advanced Skills in Extremity Treatment

The course is designed to teach examination, detailed assessment, Biomechanics, and treatment techniques, including their effects and rationale, of the upper and lower extremity musculoskeletal systems, including relating them to spinal dysfunction and pathology. There is a focus on a practical, hands-on overview of safe, effective and specific technique procedures. The emphasis is on techniques which may be immediately integrated into the approach of each practitioner. The course provides the student with a review of the anatomy, physiology, arthrokinematics, osteokinematics, and pathomechanics of the articulation of the extremities. There is a strong emphasis on understanding the interrelationship between articulations and on reinforcing the concept of the joints of the extremities at an advanced level. Evaluation techniques include ligament stress test, joint mobility testing, and joint end feel evaluation. Treatment techniques emphasize re-establishing functional pain-free range, and include manual techniques, myofascial release, and muscle re-education. 2 credits

PTRN 731 Clinical Mentorship I

The Clinical Mentorship sequence is a 2-course sequence designed to provide the practicing licensed physical therapist expert clinical mentorship while he or she continues to practice in his or her current clinical setting. Clinical Mentorship provides the resident with the opportunity to apply newly-developed clinical skills from the courses taken during the academic module while having access to expert clinical mentorship by OPTR faculty. OPTR faculty mentor and assess the reflective processes and critical thinking of the residents remotely through online communication. 0.5 credits

PTRN 732 Clinical Mentorship II

The Clinical Mentorship sequence is a 2-course sequence designed to provide the practicing licensed physical therapist expert clinical mentorship while he or she continues to practice in his or her current clinical setting. Clinical Mentorship provides the resident with the opportunity to apply newly-developed clinical skills from the courses taken during the academic module while having access to expert clinical mentorship by OPTR faculty. OPTR faculty mentor and assess the reflective processes and critical thinking of the residents remotely through online communication. Prerequisite: PTRN 731. 0.5 credits

PTRN 734 Orthopedic Clinical Residency I

The two Orthopedic Clinical Residency courses (I and II) are designed to fulfill a total of 180 hours of mentored clinical experience throughout the resident's tenure in the program. Designed for the licensed physical therapist enrolled in the Orthopedic Physical Therapy Residency (OPTR) program, Orthopedic Clinical Residency I is meant to introduce advanced clinical training in general orthopedics as well as specialty topics such as hand, TMJ and spine.

Residents will work with a Clinical Residency Mentor, approved by the OPTR program in advance, with advanced qualifications that are recognized to demonstrate expertise in the care of orthopedics patients/clients. The Clinical Residency I course provides the resident with the opportunity to begin to apply advanced skills developed in the didactic program, including clinical reasoning, critical thinking, and concepts such as regional interdependence and the biopsychosocial model of care. As a part of the mentored clinical practice in Clinical Residency I, residents will be required to produce evidence of the advanced quality in their clinical practice. For instance, the resident will 1) perform a live patient evaluation and treatment 2) begin a resident's case study from their clinical practice with decisions based on the available evidence to be submitted in Clinical Residency II (in conjunction with Mentorship II) for peer-reviewed dissemination. 0.5 credits

PTRN 735 Orthopedic Clinical Residency II

The two Orthopedic Clinical Residency courses (I and II) are designed to fulfill a total of 180 hours of mentored clinical experience throughout the resident's tenure in the program. Designed for the licensed physical therapist enrolled in the Orthopedic Physical Therapy Residency (OPTR) program, Orthopedic Clinical Residency I is meant to introduce advanced clinical training in general orthopedics as well as specialty topics such as hand, TMJ and spine.

Residents will work with a Clinical Residency Mentor, approved by the OPTR program in advance, with advanced qualifications that are recognized to demonstrate expertise in the care of orthopedics patients/clients. The Clinical Residency I course provides the resident with the opportunity to begin to apply advanced skills developed in the didactic program, including clinical reasoning, critical thinking, and concepts such as regional interdependence and the biopsychosocial model of care. As a part of the mentored clinical practice in Clinical Residency I, residents were required to produce evidence of the advanced quality in their clinical practice. The case study from clinical practice with decisions based on the available evidence is to be submitted in Clinical Residency II (in conjunction with Mentorship II) for peer-reviewed dissemination. This course is the completion of residency hours, including primary Orthopedic (150) and specialty (30 hours), which may include hand, TMJ, Spinal, Pelvic Floor hours.5 credit

PTRN 737 Integrated Orthopedics: Theory and Practice

This course coordinates the science of histology, anatomy and kinesiology with assessment and treatment of soft tissue dysfunction in common orthopedic and movement disorders. The course will introduce the student to appropriate manual techniques and therapeutic exercise interventions for soft tissue dysfunction based on an anatomical clinical assessment. The application of regional interdependence and references to EBP will be integrated in the decision-making process. Additionally, students will be introduced to various exercise modalities, including Pilates and Yoga, that are readily adapted to this population. This course emphasizes to both the novice and the expert clinician the importance of clinical decision in the realm of tissue causation and treatment options for common functional imbalances. 2 credits

PTRN 769 High Velocity: Manual and Manipulative Therapy of the Spine and Pelvis

Combining lectures, demonstrations, and hands-on laboratory sessions, this course emphasizes the application of evidence-based practice in all areas of spinal management. Where little evidence exists, a pragmatic approach integrating basic principles of biomechanics and pathokinesiology is used. An introduction to the biomechanics, dysfunction types, and their respective terminology is provided. An integrated model of physical therapy examination and evaluation of spinal disorders is presented. Then, a physical therapy management approach of manual therapy of the spine and pelvis combined with patient education and exercise is discussed and incorporated. The course devotes lab time to carefully monitor skills of palpation, examination, and interventions. 2 credits

PTRN 771 TMD/TMJ Orofacial

This course will review TMJ anatomy and normal arthrokinematics, as well as the significance of the functional relationship of the TMJ and Cervical spine. Diagnostic Criteria and screening for TMD will be presented. Myogenous and Arthrogenous Temporomandibular Disorders (TMD) and Craniofacial Pain Syndromes (CFS) will be illustrated with case studies. Treatment options will be explained with opportunity for clinical practice. Students will also spend a day at the NYU dentistry clinic, with exposure to observe patient management by PT of these conditions as well as practice manual treatment techniques. 1 credit

PTTN 770 Evaluation and Management of Pain and Movement Disorders of the Spine

This 4-day, 2 credit course explores the evaluation and management of the patient with cervical, thoracic, lumbar and pelvic disorders and associated pain presentations and syndromes. This may include differentiation of nociceptive, nociplastic and neurogenic pain patterns, and acute from chronic pain. The student will be given the tools to effectively manage movement disorders through patient education, manual techniques, and exercise prescription. This course will follow the Clinical Practice Guidelines for best practices related treatment of the spine, with emphasis on sound clinical reasoning and critical thinking.

PHYSICIAN ASSISTANT DEPARTMENT**IMPORTANT: IN THE FOLLOWING COURSE LISTINGS:**

- **“HSBN” AND “PAMN” DENOTE THE MANHATTAN AND LONG ISLAND/NUMC CAMPUSES**
- **“MPAI” AND “PACI” DENOTE THE ILLINOIS CAMPUS**
- **“MPAN” AND “PACN” DENOTE THE MANHATTAN, MIDDLETOWN, AND LONG ISLAND/NUMC CAMPUSES**

HSBN/MPAI/MPAN 668, 669 Independent Study – Community Service

In keeping with the Touro University mission to serve the larger community, students in the School of Health Sciences are required to complete an independent study that involves a minimum of twenty-five (25) hours of community service with individuals disadvantaged due to illness, disability, or other circumstance. The purpose of this requirement is to (1) provide students in the School of Health Sciences with an opportunity to learn from, and give back to, the larger community; (2) enhance awareness of how a disability or illness impacts the individual, family, friends, caregivers, and community. Through this experience, students may interact with people from different cultural and socioeconomic backgrounds, with people who have impairments leading to functional limitations in the physical, cognitive, and/or social-emotional domains, or with people who struggle with issues related to poverty, homelessness, and hunger. The specifics of the experience and project undertaken are negotiated on an individual basis between the student and the department faculty advisor. HSBN 669 may be taken as an additional elective, upon approval of the student’s advisor, in the same or subsequent semesters. 1 credit each

MPAI/MPAN 610 Pediatrics**(Only for students enrolled at the Illinois or Middletown campuses)**

Students learn the physiological and psychological fundamentals of normal growth and development as they pertain to the pediatric and adolescent patient. Topics covered include neonatology and infant nutritional requirements, preventive immunization schedules, child abuse and childhood injuries. Students are also introduced to the embryology of specific organ systems, which illustrates normal developmental anatomy and the embryological basis for congenital anomalies of the systems. Via a systems approach, students study common childhood illnesses and their signs, symptoms, and treatment. 2 credits

MPAI/MPAN 611 Clinical Physiology**(Only for students enrolled at the Illinois or Middletown campuses)**

A comprehensive course that provides an understanding of physiological mechanisms by which the human body functions in health and disease. Lectures analyze the physiological basis of fluid homeostasis, the role of excitable membranes, nerve and muscle function, the central nervous system, blood and hemostasis, the cardiovascular system, respiratory function, renal control of fluid and electrolyte balance, acid-base balance, endocrine and reproductive functions. In all topics, there is integration of physiological principles, pathophysiology, and clinical medicine. 4 credits

MPAI/MPAN 619 Clinical Pharmacology I**(Only for students enrolled at the Illinois or Middletown campuses)**

This introduction to pharmacology course introduces the basic principles of pharmacokinetics and pharmacodynamics, and their application to clinical medicine. It will also explore the influence and mechanisms of action of drugs upon the body. Students will begin to learn the mechanisms of action, therapeutic uses, major side effects, warnings, and precautions for drugs used to treat diseases covered in the clinical medicine courses. Clinical case studies and problem-solving sessions are introduced. This course is intended to provide a basis for the preparation of PAMN 421 - Pharmacology. 1 credit

MPAI/MPAN 621 Clinical Pharmacology II**(Only for students enrolled at the Illinois or Middletown campuses)**

This course is a continuation of PAMN 419, in which students learn the clinical therapeutics essential in treating clinical conditions. It will provide the student with a detailed understanding of a drug category's mechanism of action, therapeutic uses, major side effects, warnings, and precautions. Classification of drugs is covered in depth. Clinical case studies and problem-solving sessions are also utilized. Practical prescription-writing and legalities of prescription-writing as they pertain to PA's are also covered. Prerequisite: PAMN 419. 3 credits

MPAI/MPAN 622 Advanced Medical Microbiology/Immunology**(Only for students enrolled at the Illinois or Middletown campuses)**

This course covers basic and clinical aspects of bacteriology, virology, mycology, parasitology, and immunology. Emphasis is placed on the application of microbiology concepts to clinical practice, including the systemic diseases caused by these organisms, control of microorganisms, antibiotics, the host-parasite relationship, and the establishment of disease. The immune system is discussed in detail, including topics on resistance to disease, immunity and serology, and immune disorders. 3 credits

MPAI/MPAN 623 Psychosocial/Cultural, and PA Professional Practice Issues in Healthcare**(Only for students enrolled at the Illinois or Middletown campuses)**

Students are introduced to concepts in health psychology and behavioral medicine, which identify the psychosocial factors contributing to health and physical and emotional well-being. Defenses and adaptations are discussed as related to the types of patients the student will work with. Other psychological responses to acute and chronic illness, end-of-life issues, and the psychology of the chronically ill are discussed as they relate to the patient and the medical practitioner. An integral part of this course focuses on the theory and method of the medical interview. Students are introduced to the techniques of modeling and role-playing, and are required to participate in the roles of health care practitioner, patient, and family member. Emphasis is placed on establishing a relationship and understanding the effects of cultural diversity and personality types. Cultural competence is introduced, and the students are asked to explore their own culture as well as other cultures that they will interact with. 3 credits

MPAI/MPAN 624/624L Health History and Physical Diagnosis Lecture I**(Only for students enrolled at the Illinois or Middletown campuses)**

This is the first part of a 2-semester course consisting of both lecture and lab. The lecture component introduces the student to the concepts and techniques of medical interviewing, obtaining an accurate history, and performing a complete and thorough physical examination. The course covers the practical terminology utilized to record a

medical history and physical examination. The laboratory portion emphasized the hands-on skills necessary to perfect the techniques of the physical exam. These sessions are taught in a small-group setting by the PA faculty. Emphasis is also placed on perfecting the written history and physical/SOAP note. 3 credits of lecture/1 credit of lab

MPAI/MPAN 627 Clinical Pathophysiology

(Only for students enrolled at the Illinois or Middletown campuses)

This course explores the causes and mechanisms of disease and the associated alterations of structure and function of tissues. General concepts of disease are covered, including degeneration and necrosis, inflammation and repair, fluid and coagulation disturbances, and general aspects of neoplasia. Disease entities in each organ system are studied with regard to causation, evaluation, and morphology of pathological changes. 2 credits

MPAI/MPAN 628 Essential Diagnostic Modalities and Clinical Procedures

(Only for students enrolled at the Illinois or Middletown campuses)

This course will encompass laboratory medicine, diagnostic imaging, and the procedure-oriented skills that students will require on rotation. The student learns basic clinical laboratory determinations and values and their correlation with normal and disease states. The student is introduced to imaging modalities and their role in clinical medicine, with emphasis on conventional radiography, with some discussion of ultrasound, CT, and MRI. Included are studies of the chest and abdomen, GI series, GU radiology, examination of extremities, and mammography. In the lab portion, the student learns the principles of sterile technique and universal precautions. There are also hands-on sessions in phlebotomy, starting IVs, administering injections, and placing urinary catheters and nasogastric tubes. 2 credits

MPAI/MPAN 629/629L Health History and Physical Diagnosis Lecture/Lab II

(Only for students enrolled at the Illinois or Middletown campuses)

This course consists of both lecture and laboratory sessions. The lecture component is a continuation of Health History and Physical Diagnosis I and will continue teaching the student the concepts and techniques of medical interviewing, obtaining an accurate history, and performing a complete and thorough physical examination. The course covers the practical terminology utilized to record a medical history and physical examination. The laboratory portion emphasizes the hands-on skills necessary to perfect the techniques of the physical exam. These sessions are taught in a small-group setting by the PA faculty. Sessions focusing on the examinations of the breast, genitalia, rectum, and Pap smears are also included. During this course, the student will also be performing, under direct supervision, histories and physicals on patients in hospital settings. 2 credits of lecture, 1 credit of lab

MPAI/MPAN 631 OB/GYN

(Only for students enrolled at the Illinois or Middletown campuses)

The normal anatomy and physiology of the female reproductive system is reviewed. The student is taught how to perform an obstetrical history and physical, the process and management of normal pregnancy, labor, and delivery, and their associated complications. Clinical manifestations and treatment of common gynecological problems such as venereal diseases, menstrual disorders, and neoplasms are also discussed. Patient education is stressed as a crucial part of the management plan. 2 credits

MPAI/MPAN 632 Clinical Molecular Mechanism of Disease

(Only for students enrolled at the Illinois or Middletown campuses)

This is a course in human biochemistry with relevant clinical correlations. Topics will include structure and function of proteins, carbohydrates, lipids, and nucleic acids. In addition, the metabolism of carbohydrates, lipids, proteins, amino acids, and nucleotides will also be studied. It will also explore the effects of enzyme deficiencies, biochemical and genetic mechanisms of human disease (e.g. diabetes, hemoglobinopathies, and inborn errors of metabolism), nutrition, and vitamin deficiencies. This course also includes an introduction to the scientific concepts related to genetics and molecular basis of disease. 2 credits

**MPAI/MPAN 633/633L Advanced Clinical Human Anatomy Lecture/Lab
(Only for students enrolled at the Illinois or Middletown campuses)**

An integrated lecture-laboratory course in gross anatomy designed to provide an understanding of the structural and functional anatomy of the human body essential to the practicing Physician Assistant. Clinical problems are used to highlight the importance of anatomy to the understanding of the clinical sciences. Regional sections to be covered include general anatomical concepts, central nervous system, upper extremities and back, head and neck, thorax and abdomen, perineum, pelvis and lower extremities. The laboratory component of the course is taught with virtual pro-sections. When appropriate, clinical problems are reviewed to highlight the importance of anatomy as it pertains to clinical practice. 3 credits of lecture, 1 credit of lab

**MPAI/MPAN 635 Surgery I
(Only for students enrolled at the Illinois or Middletown campuses)**

This course, together with the subsequent course in General Surgery, will provide the PA student with the academic preparation to evaluate and manage patients with surgical conditions. It will also provide students with a core understanding of mechanisms of wound healing, surgical techniques, and pre- and post-operative management of surgical problems. Additionally, illnesses that require surgical intervention, their signs and symptoms, diagnostic modalities, and outcomes are also discussed. This introduction will provide a foundation for further study in General Surgery and/or its subspecialties. 1 credit

**MPAI/MPAN 636 Clinical Skills/Summative Evaluation
(Only for students enrolled at the Illinois or Middletown campuses)**

This formal course is designed to evaluate and test the student's ability to adequately perform a history and physical examination, develop an assessment and management plan, and critically think through a case scenario. Each student is required to demonstrate his/her ability to perform at least two problem-oriented physical examinations during the course of the clinical year. The student is also required to take and pass a comprehensive written examination (summative evaluation) at the conclusion of the clinical phase to be eligible for graduation and/or to sit for the boards. 1 credit

**MPAI/MPAN 637 Surgery II
(Only for students enrolled at the Illinois or Middletown campuses)**

Surgery II is a continuation of MPAN 635 Surgery I and covers components in surgery, otolaryngology and orthopedics. The surgery component will provide the PA student with the academic preparation to evaluate and manage patients with surgical conditions. Surgical diseases of the; Gastrointestinal, Circulatory, Cardio-Thoracic Systems, the Breast as well as surgical nutrition and pre/intra/post-operative care will be covered. Critical-care management will also be discussed. Included is a practical session in suturing that is intended to give the student the basic skills needed to succeed in primary wound closure. During the otolaryngology component, the student will become acquainted with the structures, functions, and examination of the ear, nose, and throat; and diagnosis and treatment of common ENT disorders. The orthopedics component instructs the student as to the diagnosis and treatment of sprains, fractures and dislocations, preparation and application of bandages, splints and casting. Common orthopedic problems of the hand, knee, shoulder and back are covered. In addition, it will include a practical session where the student will obtain hands-on experience in casting and splinting. 3 credits

**MPAI/MPAN 638 Geriatric Medicine
(Only for students enrolled at the Illinois or Middletown campuses)**

Geriatrics is the study of normal aging, health and disease in the elderly population. The students will study long-term care and the social and societal aspects of aging in the United States. The students will be exposed to the complex issues arising in caring for the chronically-ill elderly. The course emphasizes development of communication skills to enhance the humanistic practice of geriatric medicine, and prepares the PA to provide quality health care to elderly individuals in the community, long-term care settings, and acute-care settings. Many core geriatric problems, i.e., dementia, depression, decubitus ulcers, and incontinence are covered. Students also explore the ethical/legal issues of geriatric care. 1 credit

MPAI/MPAN 639 Essentials in Emergency Medicine**(Only for students enrolled at the Illinois or Middletown campuses)**

This course will explore the diagnostic and treatment options of severely injured and critically ill patients. Students are taught the key points of the epidemiology, pathophysiology, clinical features and differential diagnosis of many disease entities, as they may present in the Emergency Department. Topics include but are not limited to acute respiratory, toxicology, environmental, pediatric, and endocrine emergencies. In addition, burn care as well as child and elder abuse are also discussed. Students are also required to complete Basic Life Support as well as Advanced Cardiac Life Support during this course in order to progress to the clinical year. 1 credit

MPAN 640 Applied Epidemiology and Biostatistics**(Only for students enrolled at the Manhattan campus)**

As the first course in the research module, which culminates with the Master's Project, this course introduces students to common research designs in epidemiology, issues of validity and reliability in medical testing, and common techniques for analyzing group statistics. Students are also introduced to concepts of risk, population distributions and factors associated with disease, analysis of costs and benefits of intervention, as well as the knowledge necessary to interpret statistical data and research results. The course will also familiarize students with statistical concepts of frequencies, within- and between-group variability, qualitative and quantitative data, common tests of statistical significance, and probability theory. 2 credits

MPAN 641 Research Methods and Literature Review**(Only for students enrolled at the Manhattan campus)**

As the second course in the research module, which culminates with the Master's Project, this course builds on the knowledge acquired in Applied Epidemiology & Biostatistics (MPAN 640), and further focuses on variations in research methodology and experimental design. Students are introduced to comparative strengths and weaknesses of study designs, appropriate statistical analysis for specific study designs, methods of control, measurement, data collection, and guidelines for the professional communication of results. Students will also learn to conduct computerized database searches of medical literature, evaluate evidence-based resources, and apply evidence-based criteria to medical decision-making. Emphasis is on the development of skills required to contribute to the development of the body of knowledge of the profession. Ethical issues in medicine and research are discussed, including Belmont Report standards and Institutional Review Board protocol. Students learn to utilize statistical analysis software and will have an opportunity to renew, critique, and produce work in accordance with scientific standards in the field. 3 credits

MPAI/MPAN 642 Health Care Delivery Systems**(Only for students enrolled at the Illinois, Middletown, or Long Island/NUMC campuses)**

Introduces students to general concepts of health care delivery and the characteristics and functions of some important delivery systems. Emphasis is placed on decentralized, community-based, and primary care systems, ambulatory care systems, as well as long-term care systems. Financial and ethical issues that challenge today's system and ways to address them are covered. 3 credits

MPAN 643 Medical Ethics, Health Policy, and Professional Practice**(Only for students enrolled at the Manhattan campus)**

In seminar format, topics in medical ethics that develop the analytical skills and reflective sensitivity required for responsive, responsible, and productive decision-making between patients and professional. Topics discussed include ethical decisions at both the beginning and the end of life, risk/benefit decision-making in medicine, confidentiality and privacy. Students also discuss and analyze a variety of professional practice issues, such as privilege and confidentiality in communicating with patients, political and legal issues, credentialing and licensure, professional liability, and the physician-PA team relationship. 2 credits

MPAI/MPAN 645 Health Science Epidemiology and Biostatistics**(Only for students enrolled at the Illinois, Middletown, or Long Island/NUMC campuses)**

Students will develop the knowledge and skills to understand and apply epidemiological methods and bio-statistical analysis in the medical and/or public health setting. Students are introduced to the distribution and determinants of

health and disease in the human population and the application of this study to the control and prevention of disease. The student will develop basic conceptual and analytical skills in the design and conduct of epidemiologic studies and understand the process of epidemiologic surveillance. In addition, this course will provide students with the basic concepts in biostatistics, such as measures of disease frequency, measures of effect, and statistical significance. Students will become familiar with standard techniques of data collection and analysis, and the content of vital statistics and mass data of the health field. 2 credits

MPAI/MPAN 646 Medical Research Methods and Literature Review

(Only for students enrolled at the Illinois, Middletown, or Long Island/NUMC campuses)

Students will gain knowledge and skill in research methodology, experimental design, statistical analysis, and critical evaluation of the medical literature. Students will develop the skills to formulate research questions, develop research protocols, hypotheses, study designs, and their comparative strengths and limitations. Students will gain the knowledge and skills to effectively use and analyze BIHN-statistics in different research design and data analysis, to conduct computerized searches, and to understand, review, and critically analyze medical literature and professional journal articles and its application to clinical practice. Topics include choosing correct statistical methods and study designs in research and practice, descriptive statistics, probability and probability distributions, estimation and hypothesis testing. Ethical issues in research will be discussed, including informed consent and the function of an IRB. 3 credits

MPAI/MPAN 647 Medical Ethics and Healthcare Policy

(Only for students enrolled at the Illinois, Middletown, or Long Island/NUMC campuses)

In seminar format, topics in medical ethics that develop the analytical skills and reflective sensitivity required for responsive, responsible, and productive decision-making between patients and professional. Topics discussed include ethical decisions at both the beginning and the end of life, risk/benefit decision-making in medicine, confidentiality and privacy. Students also discuss a variety of professional practice issues, such as privilege and confidentiality in communicating with patients, political and legal issues, credentialing and licensure, professional liability, and the physician-PA team relationship. 3 credits

MPAI/MPAN 659 Master's Capstone Project

(Only for students enrolled at the Illinois, Middletown, or Long Island/NUMC campuses)

Students learn the structure of a research project, scientific prose and professional writing style that is appropriate for biomedical fields. Students understand how to interpret research findings reported in the literature; synthesize, draw conclusions and make recommendations; and to think critically about the applications to clinical practice. Students work with course instructor/advisor to formulate a research question, perform literature searches on the topics and produce an annotated bibliography with the end resulting in a research paper or a case study with a poster presentation of publishable quality that explores a research question thoroughly, draws novel conclusions and puts forth recommendations that impact health care delivery or practice. Selected students will have the opportunity to present their topic to an audience. The course consists of Advisory sessions, along with substantial independent-research time. 3 credits

MPAI/MPAN 664 Evidence-Based Medicine

(Only for students enrolled at the Illinois, Middletown, or Long Island/NUMC campuses)

This course aims to introduce practitioners to principles of evidence-based practice and policy, practice guidelines, and information utilization for practice modeling. Increasingly, Physician Assistants are presented with new information about recent findings from research and professional consensus statements regarding best practice guidelines. This information pertains to practice assessment, intervention, and the evaluation of outcomes. This course focuses on preparing students to engage in evidence-based practice, providing the skills needed to critically evaluate new information that is available from research findings and professional consensus statements. Furthermore, the course provides skills for integrating this new information into the student's own, personalized approach to practice. 3 credits

MPAN 665 Evidence-Based Medicine**(Only for students enrolled at the Manhattan campus)**

This course introduces physician assistant students to principles of evidence-based practice and policy, national practice guidelines and other best-practice paradigms. Various medical practice areas will be studied in an effort to demonstrate applicability of the evidence-based approach. This course teaches students to discern evidence-based approaches in the literature and apply appropriate findings to their future practice. The exercises, discussions, and readings offered in this course guide students in their development as clinicians capable of mindful critique. Furthermore, the course provides strategies for integrating this new information into the student's own, personalized approach to clinical practice. 2 credits

MPAI/MPAN 670 Clinical Medicine I**(Only for students enrolled at the Illinois, Middletown, or Long Island/NUMC campuses)**

Clinical Medicine I is an intensive medicine course that covers the etiology, clinical manifestations, diagnosis, treatment, and prognosis of common diseases in Cardiology, Pulmonology and Hematology components. The pathophysiology of the organ systems in relation to the various disease processes is integrated with the clinical presentations, historical and physical findings, and laboratory and radiographic test results. Emphasis is placed on application of new medical knowledge to clinical situations, on diagnostic problem-solving and differential diagnosis, and on issues of patient education and preventive medicine. Students refine their ability to reason independently in developing treatment and management plans for various patient presentations. 4 credits

MPAI/MPAN 671 Clinical Medicine II**(Only for students enrolled at the Illinois, Middletown, or Long Island/NUMC campuses)**

Clinical Medicine II is an intensive medicine course that covers the etiology, clinical manifestations, diagnosis, treatment, and prognosis of common diseases in Dermatology, Rheumatology and Ophthalmology components. The pathophysiology of the organ systems in relation to the various disease processes is integrated with the clinical presentations, historical and physical findings, and laboratory and radiographic test results. Emphasis is placed on application of new medical knowledge to clinical situations, on diagnostic problem-solving and differential diagnosis, and on issues of patient education and preventive medicine. Students refine their ability to reason independently in developing treatment and management plans for various patient presentations. 3 credits

MPAI/MPAN 672 Clinical Medicine III**(Only for students enrolled at the Illinois, Middletown, or Long Island/NUMC campuses)**

Clinical Medicine III is an intensive medicine course that covers the etiology, clinical manifestations, diagnosis, treatment, and prognosis of common diseases found in Gastroenterology, Neurology, Psychiatry and Nephrology. The pathophysiology of the organ systems in relation to the various disease processes is integrated with the clinical presentations, historical and physical findings, and laboratory and radiographic test results. Emphasis is placed on application of new medical knowledge to clinical situations, on diagnostic problem-solving and differential diagnosis, and on issues of patient education and preventive medicine. Students refine their ability to reason independently in developing treatment and management plans for various patient presentations. 4 credits

MPAI/MPAN 673 Clinical Medicine IV**(Only for students enrolled at the Illinois, Middletown, or Long Island/NUMC campuses)**

Clinical Medicine IV is an intensive medicine course that covers the etiology, clinical manifestations, diagnosis, treatment, and prognosis of common diseases in the modules of Endocrinology and Infectious Diseases as well as Correlative Medicine. The pathophysiology of the organ systems in relation to the various disease processes is integrated with the clinical presentations, historical and physical findings, and laboratory and radiographic test results. Emphasis is placed on application of new medical knowledge to clinical situations, on diagnostic problem-solving and differential diagnosis, and on issues of patient education and preventive medicine. Students refine their ability to reason independently in developing treatment and management plans for various patient presentations. 2 credits

MPAI/MPAN 690 Knowledge Integration for Clinical Practice**(Only for students enrolled at the Illinois, Manhattan, Middletown, or Long Island/NUMC campuses)**

This 5-week course will provide additional academic support. The course will use various instructional techniques to enhance the student's medical knowledge, ability to synthesize medical information to demonstrate critical-thinking, communication and problem-solving skills. Participants will review the pathophysiology, epidemiology, etiology, clinical manifestations, diagnosis, treatment, and prognosis of medical and surgical conditions. Emphasis is placed on diagnostic problem-solving, differential diagnosis, developing a management plan, providing patient education and incorporating evidence-based care. This course will address the student's deficiency of knowledge and/or skills. Students review how to obtain information, perform focused history and physical examinations and generate appropriate differential diagnoses. 5 credits

MPAN 694 Culminating Semester Elective

This 5-week elective course gives students the opportunity to analyze and synthesize medical information, reinforce their clinical skills and apply the concepts of medical decision-making and problem-solving to patient-centered care. 5 credits

PACN 650 Behavioral Health Elective**(Only for students enrolled at the Manhattan campus)**

This elective clinical learning experience is available to students who have elected to complete the Behavioral Health Track and who have already completed the Psychiatry core rotation and the Behavioral Health Elective rotation. This elective rotation provides students with additional in-depth clinical training in the treatment of patients with behavioral health problems. Students learn with the supervision of licensed physicians and psychiatric physician assistants as well as other mental health professionals in clinical settings such as the Comprehensive Psychiatric Emergency Program (CPEP), and Behavioral Health Primary Care Outpatient Clinics. Students continue to build on the knowledge and skills they have acquired in their Behavioral Health Elective. Prerequisites: PAMN 608/PAMN 609, PAC 678. 5 credits

PACI/PACN 660 Primary Care Medicine Elective

Students are assigned to an out-patient department, family medical clinic, or office practice, and work under supervision of licensed family medicine physicians and/or physician assistants and in conjunction with the health care team. This is a repeat of a core rotation in Family Medicine that provides students with another opportunity to acquire the skills and knowledge necessary to serve a diverse cross-section of the patient population, and to treat patients of all ages in an ambulatory care setting. Students learn psychosocial aspects of health care, as well as how to provide family-oriented family medicine services such as acute and chronic disease management, health promotion, maintenance, patient education, and disease prevention. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. In addition, students are familiarized with the differences in the coordination, management and follow-up of the outpatient as compared to the hospitalized patient, and with recognizing when to refer the patient for hospital admission. Students will be required to take a comprehensive exam upon completion of the rotation. Prerequisite: PACN 670. 5 credits

PACI/PACN 661 Pediatrics Elective

Students are assigned to work under the supervision of licensed physicians and/or physician assistants and in conjunction with the healthcare team, either in an inpatient or an outpatient pediatric department, clinic, or office. This is a repeat of a core rotation in Pediatrics that emphasizes the care of the child from birth to adolescence. Students learn to recognize and manage common childhood illnesses, assess variations in normal growth and development, and provide preventive health care services including immunizations, routine screening, parental and interventional counseling. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are required to attend daily rounds, grand rounds, scheduled lectures and conferences while on the pediatrics in-patient service. Students will be required to take a comprehensive exam upon completion of the rotation. Prerequisite: PACN 671. 5 credits

PACI/PACN 662 Emergency Medicine Elective

Students are assigned to work under the supervision of licensed physicians and/or physician assistants and in conjunction with the healthcare team in the emergency room setting. In this repeat of a core rotation in Emergency Medicine, students rotate through the various areas of the Emergency Department, including medical, surgical, pediatric, orthopedic, and fast track. Students learn to systematically evaluate and manage patients with acute medical and surgical emergencies, perform diagnostic and therapeutic procedures, and participate in cardiac and trauma resuscitations. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are expected to attend grand rounds and scheduled lectures. Students will be required to take a comprehensive exam upon completion of the rotation. Prerequisite: PACN 672. 5 credits

PACI/PACN 663 Surgery Elective

Students are assigned to work under the supervision of licensed surgeons and/or physician assistants and in conjunction with the healthcare team in the Department of Surgery. In this repeat of a core rotation in Surgery, students become involved in all phases of diagnosis and treatment of the surgical patient, including pre-operative, operative, and post-anesthesia care. They learn the practical management of fluid, electrolyte, and nutritional disturbances, post-operative infections, as well as wound healing and wound care. They scrub into the operating room and observe and assist in a variety of surgical procedures as assigned by the preceptor(s), and also become involved in the management of the critically-ill surgical patient. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are expected to attend daily rounds, grand rounds, morbidity & mortality conferences and scheduled lectures while on the surgery service. Students will be required to take a comprehensive exam upon completion of the rotation. Prerequisite: PACN 673. 5 credits

PACI/PACN 664 Internal Medicine Elective

Students are assigned to the Department of Medicine and work directly under the supervision of the medical house staff or work in an outpatient internal medicine setting. Emphasis is placed on the hospitalized, acute, non-surgical adult patient. In this repeat of a core rotation in Internal Medicine, students medically evaluate hospitalized patients and follow their daily progress. By doing so, students learn how to correlate history and physical findings with the patient's physiological and laboratory data and emotional state in order to arrive at a differential diagnosis, formulate a treatment plan, and appreciate how to provide continuity of care. Students develop skills and demonstrate competency in performing and interpreting a variety of medical procedures and tasks. Attendance at daily rounds, grand rounds, medical conferences and orientation to the medical intensive care unit is required. In certain settings, there are opportunities to work with the house-staff who are assigned to the medical clinic area, to monitor and follow up patient management problems, and to participate in the formulation of their management plans. If the student is in an out-patient setting, they will participate in in-patient rounds with the MD/ DO/PA/NP. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students will be required to take a comprehensive exam upon completion of the rotation. Prerequisite: PACN 674 5 credits

PACI/PACN 665 Long-Term Care Elective

Students are assigned to work under the supervision of licensed physicians and/or physician assistants in conjunction with the healthcare team to gain practical clinical experience in working with the elderly and those patients who are suffering from chronic diseases. In this repeat of a core rotation in Long-Term Care, students are exposed to a wide variety of common geriatric and long-term care problems. This rotation stresses characteristics of the normal aging process, so that students may better identify and address deviations from the norm. Students gain exposure to end-of-life issues and psychosocial dynamics. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students should be able to differentiate the care of elderly and those patients who are suffering from chronic diseases. Emphasis is placed on the geriatric patient for both acute and ongoing care. Students are required to attend rounds, grand rounds, scheduled lectures, and conferences while on the

Geriatric/Long-Term Care service. Students will be required to take a comprehensive exam upon completion of the rotation. Prerequisite: PACN 675. 5 credits

PACI/PACN 666 Obstetrics/Gynecology Elective

Students are assigned to work under the supervision of licensed physicians and/or physician assistants in conjunction with the healthcare team, either in an inpatient or an outpatient OB/GYN department, clinic, or office. In this repeat of a core rotation in OB/GYN, students gain practical experience in evaluating obstetrical and gynecological patients. Students become familiar with the care and management of ante-partum and post-partum patients, and occasionally assist in deliveries. Students perform pre-natal care, including routine examinations of expectant mothers as they progress through their pregnancies. Students also become familiar with the care and management of a wide variety of gynecological problems, as well as health promotion and disease prevention of the female reproductive tract. Students develop competency in the performance of annual exams and Pap smears, counseling for birth control, infertility, menstruation, and sexuality. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are expected to attend inpatient rounds, conferences, and scheduled lectures while on an inpatient service. Students will be required to take a comprehensive exam upon completion of the rotation. Prerequisite: PACN 676. 5 credits

PACI/PACN 670 Family Medicine

Students are assigned to an out-patient department, family medical clinic, or office practice, and work under supervision of licensed family medicine physicians and/or physician assistants and in conjunction with the health care team. This core rotation provides students with the opportunity to acquire the skills and knowledge necessary to serve a diverse cross-section of the patient population, and to treat patients of all ages in an ambulatory care setting. Students learn psychosocial aspects of health care as well as how to provide family-oriented primary care services, such as acute and chronic disease management, health promotion, maintenance, patient education, and disease prevention. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. In addition, students are familiarized with the differences in the coordination, management, and follow-up of the outpatient as compared to the hospitalized patient, and with recognizing when to refer the patient for hospital admission. Students will be required to take a comprehensive exam upon completion of the rotation. 5 credits

PACI/PACN 671 Pediatrics

Students are assigned to work under the supervision of licensed physicians and/or physician assistants and in conjunction with the healthcare team, either in an inpatient or an outpatient pediatric department, clinic, or office. This core rotation emphasizes the care of the child from birth to adolescence. Students learn to recognize and manage common childhood illnesses, assess variations in normal growth and development, and provide preventive health care services, including immunizations, routine screening, parental and interventional counseling. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students will become familiar with routine screening techniques and the diagnosis, treatment, and follow-up of childhood illnesses. Students are required to attend daily rounds, grand rounds, scheduled lectures and conferences while on the pediatrics in-patient service. Students will be required to take a comprehensive exam upon completion of the rotation. 5 credits

PACI/PACN 672 Emergency Medicine

Students are assigned to work under the supervision of licensed physicians and/or physician assistants and in conjunction with the healthcare team in the emergency room setting. In this core rotation, students rotate through the various areas of the Emergency Department, including medical, surgical, pediatric, orthopedic, psychiatric and fast track. Students learn to systematically evaluate and manage patients with acute medical and surgical emergencies, perform diagnostic and therapeutic procedures, and participate in cardiac and trauma resuscitations. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently,

and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are expected to attend grand rounds and scheduled lectures. Students are expected to participate in daily rounds and to attend scheduled lectures and conferences. Students will be required to take a comprehensive exam upon completion of the rotation. 5 credits

PACI/PACN 673 Surgery

Students are assigned to work under the supervision of licensed surgeons and/or physician assistants and in conjunction with the healthcare team in the Department of Surgery. In this core rotation, students become involved in all phases of diagnosis and treatment of the surgical patient, including pre-operative, operative, and post-anesthesia care. They learn the practical management of fluid, electrolyte and nutritional disturbances, and post-operative infections, as well as wound healing and wound care. They scrub into the operating room and observe and assist in a variety of surgical procedures as assigned by the preceptor(s), and also become involved in the management of the critically-ill surgical patient. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are expected to attend daily rounds, grand rounds, morbidity and mortality conferences, and scheduled lectures while on the surgery service. Students are assigned to work directly with attending physicians and/or resident - PA staff in the Department of Surgery. Students will be required to take a comprehensive exam upon completion of the rotation. 5 credits

PACI/PACN 674 Internal Medicine

Students are assigned to the Department of Medicine and work directly under the supervision of the medical house staff or work in an outpatient internal medicine setting. Emphasis is placed on the hospitalized, acute, non-surgical adult patient.

In this core rotation, students medically evaluate hospitalized patients and follow their daily progress. By doing so, students learn how to correlate history and physical findings with the patient's physiological and laboratory data and emotional state, in order to arrive at a differential diagnosis, formulate a treatment plan and appreciate how to provide continuity of care. Students develop skills and demonstrate competency in performing and interpreting a variety of medical procedures and tasks. Attendance at daily rounds, grand rounds, medical conferences and orientation to the medical intensive care unit is required. In certain settings, there are opportunities to work with the house-staff who are assigned to the medical clinic area, to monitor and follow up patient management problems, and to participate in the formulation of their management plans. If the student is in an out-patient setting, they will participate in in-patient rounds with the MD/ DO/PA/NP. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students will be required to take a comprehensive exam upon completion of the rotation. 5 credits

PACI/PACN 675 Geriatric Medicine

Students are assigned to work under the supervision of licensed physicians and/or physician assistants in conjunction with the healthcare team to gain practical clinical experience in working with the elderly and those patients who are suffering from chronic diseases. In this core rotation, students are exposed to a wide variety of common geriatric and problems. This rotation stresses characteristics of the normal aging process so that students may better identify and address deviations from the norm. Students gain exposure to end-of-life issues and psychosocial dynamics. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students should be able to differentiate the care of elderly and those patients who are suffering from chronic diseases. Emphasis is placed on the geriatric patient for both acute and ongoing care.

Students are assigned to work directly with attending physicians and / or resident - PA staff while they gain practical clinical experience in working with patients across the lifespan. There is a strong focus on geriatric care. Students should be able to differentiate the care of elderly and those patients who are suffering from chronic diseases. Emphasis is placed on the geriatric patient for both acute and on-going care. Students are exposed to a wide variety of common geriatric problems. Students are required to attend rounds, grand rounds, scheduled lectures, and

conferences while on the Geriatric medicine. Students will be required to take a comprehensive exam upon completion of the rotation. 5 credits

PACI/PACN 676 Obstetrics/Gynecology

Students are assigned to work under the supervision of licensed physicians and/or physician assistants in conjunction with the healthcare team, either in an inpatient or an outpatient OB/GYN department, clinic, or office. In this core rotation, students gain practical experience in evaluating obstetrical and gynecological patients. Students become familiar with the care and management of ante-partum and post-partum patients, and occasionally assist in deliveries. Students perform pre-natal care, including routine examinations of expectant mothers as they progress through their pregnancies. Students also become familiar with the care and management of a wide variety of gynecological problems, as well as health promotion and disease prevention of the female reproductive tract. Students develop competency in the performance of annual exams and Pap smears, counseling for birth control, infertility, menstruation, and sexuality. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are expected to attend inpatient rounds, conferences and scheduled lectures while on an inpatient service. Students will be required to take a comprehensive exam upon completion of the rotation. 5 credits

PACN 677 Psychiatry

(Elective rotation for the Long Island/NUMC and Manhattan campuses)

Students are assigned to work under the supervision of licensed physicians and/or physician assistants in conjunction with the health care team in an inpatient psychiatric setting, where they will learn a biopsychosocial approach to mental illness. In this rotation, students will evaluate and manage patients with a variety of psychiatric problems, do follow-up evaluations of those patients seen in the Psychiatric Emergency Room, and develop skills in the performance of mental status exams and psychiatric interviews. Students study the diagnoses and treatment plans of child and adolescent patients, and the daily, intensive long-term treatment of severely disturbed out-patients, to gain an understanding of psychopathology, therapeutic community and team functioning. Students incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are expected to attend scheduled lectures. Students will be required to take a comprehensive exam upon completion of the rotation. 5 credits

PACI/PACN 678 Behavioral Medicine

(Core rotation for all PA campuses)

Students are assigned to work under the supervision of licensed physicians and/or physician assistants in conjunction with the healthcare team in an inpatient and or outpatient behavioral health setting where they will learn a biopsychosocial approach to psychiatric, cognitive and behavioral problems. In this core rotation, students will evaluate and manage patients with a variety of behavioral health problems. The student will perform basic psychiatric evaluations, develop skills in performing mental status examinations and psychiatric interviews while incorporating behavioral dynamics in this patient population. The student will review and monitor medications and support the clinical management plan for patients receiving psychiatric evaluation and treatment. Students will incrementally develop the ability to analyze and synthesize medical information, to reason independently, and to apply the concepts of team-based medical problem-solving and patient-centered care decisions. Students are expected to attend interdisciplinary meetings, patient rounds and scheduled lectures. 5 credits

PACI/PACN 680 Pediatric Subspecialty

This elective rotation provides students with another pediatric clinical experience in a neonatal unit and is available to those who have completed the required Pediatrics rotation. Students are assigned to work directly with pediatricians in a hospital setting. Students gain experience in analyzing historical and physical findings and diagnostic tests to formulate differential diagnoses, treatment plans, and counseling strategies in a neonatal unit. Students are expected to analyze and synthesize medical information, to reason independently, and to apply the

concepts of medical decision-making and problem-solving to complex neonatal patient presentations. Students will be required to do a project and/or case presentation. Prerequisite: PACN 671. 5 credits

PACI/PACN 681 Infectious Diseases

This elective clinical learning experience takes place in both in-patient and out-patient settings. Students are assigned to work directly with attending physicians and/or physician assistants in conjunction with the health care team in the Department of Infectious Diseases. Students develop proficiency in anti-microbial therapy, immunizations, and the work-up and management of infectious diseases, with special emphasis on AIDS and AIDS-related illnesses. Also, students learn and apply infectious disease control measures. Students may attend rounds, grand rounds, scheduled lectures, and conferences while on the Infectious Diseases service. Students are expected to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students will be required to take a comprehensive exam upon completion of the rotation. Prerequisite: PACN 674. 5 credits

PACI/PACN 682 Orthopedics

This elective clinical learning experience takes place in both the clinic and hospital settings. Students are assigned to work directly with attending physicians and/or physician assistants in conjunction with the health care team in the Department of Orthopedic Surgery. Students develop proficiency in the evaluation, diagnosis, and management of orthopedic problems in the adult and pediatric populations. They have the opportunity to observe and “scrub in” to assist in orthopedic surgical cases, to reinforce knowledge of sterile technique and the proper use of surgical instruments, and to participate in preoperative and postoperative management of the orthopedic patient. Students attend rounds, grand rounds, scheduled lectures, and conferences while on the Orthopedic Surgery service. Students are expected to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students may be required to write a clinical research paper on a relevant topic or case or take a comprehensive exam. Prerequisite: PACN 673. 5 credits

PACN 683 Surgical Subspecialty (Only for students enrolled at the Manhattan campus)

This elective rotation is available to students who have completed the General Surgery rotation. The surgical subspecialty rotations provide students the opportunity to concentrate on learning the work-up, diagnosis, and medical management of patients in a variety of surgical subspecialties, such as cardiothoracic surgery, plastic and reconstructive, neurosurgery, and surgical intensive care unit. Students are assigned to work directly with surgeons and/or physician assistants in conjunction with the healthcare team. They have the opportunity to “scrub in” to assist in surgical cases, and develop proficiency in the surgical work-up, intra-operative intervention, and post-operative management of patients. They also follow patients in the critical care setting and on the floors. Students are required to attend rounds, grand rounds, scheduled lectures, and conferences while on the service. Students are expected to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations.

In CT surgery, students will have the opportunity to observe and scrub in to assist in cardio-thoracic surgical cases. Students will develop proficiency in the surgical workup, intra-operative intervention, and post-operative management of cardio-thoracic patients. Students will follow patients in the critical care setting and on the floors. While in the critical care setting, students will become familiar with the placement, maintenance, monitoring and removal of central venous lines, Swan-Ganz catheters, chest tubes, and arterial lines. Students will understand fluid and electrolyte management, and will become familiar with the management of ventilator patients and the interpretation of arterial blood gas measurements. Students will also become familiar with the pharmacological agents utilized in the care of the critically ill. Students are required to attend rounds, grand rounds, scheduled lectures, and conferences while on the Cardio-thoracic Surgery service as well as any subspecialty service that the course requires. Students will be required to take a comprehensive exam in the respective surgical subspecialty. Prerequisite: PACN 673. 5 credits

PACN 684 Medical Subspecialty**(Only for students enrolled at the Manhattan campus)**

This elective rotation is available to students who have completed the required Internal Medicine or Family Medicine rotation. The medicine subspecialty rotations provide students the opportunity to concentrate on learning the work-up, diagnosis, and medical management of patients with dermatological, gastrointestinal, endocrine, or neurological diseases respectively. Students work directly with attending physicians and/or physician assistants in conjunction with the health care team. Students attend rounds, grand rounds, scheduled lectures, and conferences while on the service. Students are expected to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are assigned to a clinic or private office practice in assigned medical subspecialty, and work directly with attending physicians and / or resident – P.A. staff. Students are required take a comprehensive exam in the respective discipline upon completion of the rotation. Prerequisite: PACN 670 or PACN 674. 5 credits

PACN 685 Critical Care Management**(Only for students enrolled at the Manhattan campus)**

This elective clinical learning experience is available to students who have completed the General Surgery rotation and takes place in the Surgical Intensive Care Unit. Students are assigned to work directly with attending physicians and/or physician assistants in conjunction with the health care team in the Surgical ICU, where they develop proficiency in the management of critically-ill surgical patients. Students become familiar with the placement, maintenance, monitoring, and removal of central venous lines, Swan-Ganz catheters, chest tubes and arterial lines. Fluid and electrolyte management, the management of ventilator patients, the interpretation of arterial blood gas measurements, and the pharmacological agents utilized in the care of the critically ill, are also practiced. Students may attend rounds, grand rounds, scheduled lectures, and conferences while assigned to the Surgical Intensive Care Unit. Students are expected to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are required take a comprehensive upon completion of the rotation. Prerequisite: PACN 673. 5 credits

PACI/PACN 686 Forensic Medicine

This elective rotation provides students with a clinical experience in which there is an interface between medicine and the law, especially regarding patient deaths, some of which will fall under the jurisdiction of the Medical Examiner. This rotation provides students with the opportunity to observe and perform the tasks associated with Pas who work as Forensic (medico-legal) Investigators. Working with Forensic Pathologists, students are exposed to, and participate in, the forensic autopsy, and also spend time in the forensic serology and toxicology labs. They are introduced to forensic anthropology, forensic odontology, and forensic photography. Through this rotation, students become familiar with the modern medical examiner system, the role of the Medical Examiner, and his/her relation to the criminal justice system. Students also learn the interpersonal skills necessary in dealing with families who are coping with sudden and unexpected death, public health and safety issues, and medicolegal issues. Students attend daily case review, scheduled lectures, and conferences while on the Forensic Medicine rotation. Students may be required to write a clinical research paper on a relevant topic or case or take a comprehensive exam. 5 credits

PACI/PACN 687 Cardiology

This elective rotation is available to students who have successfully completed the required Internal Medicine or Primary Care rotation. The rotation provides students the opportunity to learn the pathology, work-up, diagnosis, and medical management of patients with cardiac diseases. Students work directly with board-certified attending physicians and physician assistants in conjunction with the health care team. Students may attend rounds, grand rounds, scheduled lectures, and conferences while on the service. Students are expected to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are required to write a clinical research paper on a relevant topic or case. Prerequisite: PACN 670 or PACN 674. 5 credits

PACI/PACN 688 Medicine Subspecialty**(Only for students enrolled at the Illinois, Middletown, or Long Island/NUMC campuses)**

This elective rotation is available to students who have completed the required Internal Medicine or Family Medicine rotation. The medicine subspecialty rotations provide students the opportunity to concentrate on learning the work-up, diagnosis, and medical management of patients with dermatological, gastrointestinal, endocrine, or neurological diseases respectively. Students work directly with attending physicians and/or physician assistants in conjunction with the health care team. Students attend rounds, grand rounds, scheduled lectures, and conferences while on the service. Students are expected to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are assigned to a clinic or private office practice in assigned medical subspecialty, and work directly with attending physicians and / or resident – P.A. staff. Students are required take a comprehensive exam in the respective discipline upon completion of the rotation. Prerequisite: PACN 670 or PACN 674. 5 credits

PACI/PACN 689 Surgical Subspecialty**(Only for students enrolled at the Illinois, Middletown, or Long Island/NUMC campuses)**

This elective rotation is available to students who have completed the General Surgery rotation. The surgical subspecialty rotations provide students the opportunity to concentrate on learning the work-up, diagnosis, and medical management of patients in a variety of surgical subspecialties, such as cardiothoracic surgery, plastic and reconstructive surgery, neurosurgery, and surgical intensive care unit. Students are assigned to work directly with surgeons and/or physician assistants in conjunction with the healthcare team. They have the opportunity to “scrub in” to assist in surgical cases, and develop proficiency in the surgical work-up, intra-operative intervention, and post-operative management of patients. They also follow patients in the critical care setting and on the floors. Students are required to attend rounds, grand rounds, scheduled lectures, and conferences while on the service. Students are expected to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations.

In CT surgery, students will have the opportunity to observe and scrub in to assist in cardio-thoracic surgical cases. Students will develop proficiency in the surgical workup, intra-operative intervention, and post-operative management of cardio-thoracic patients. Students will follow patients in the critical care setting and on the floors. While in the critical care setting, students will become familiar with the placement, maintenance, monitoring, and removal of central venous lines, Swan-Ganz catheters, chest tubes, and arterial lines. Students will understand fluid and electrolyte management and will become familiar with the management of ventilator patients and the interpretation of arterial blood gas measurements. Students will also become familiar with the pharmacological agents utilized in the care of the critically ill. Students are required to attend rounds, grand rounds, scheduled lectures, and conferences while on the Cardio-thoracic Surgery service as well as any subspecialty service that the course requires. Students will be required to take a comprehensive exam in the respective surgical subspecialty.

Prerequisite: PACN 673. 5 credits

PACN 700 Culminating Elective**(PACN 694 for Middletown)**

This advanced elective rotation is available to students who have completed all core rotations. This is a second elective learning experience of 5-week duration, scheduled during the last semester of the program, where the student develops a one-on-one relationship with the supervising clinician. The student has the opportunity to gain a more advanced level of clinical experience in an area or specialty of potential future employment. Students are expected to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Students are assigned to work directly with doctors, surgeons and/or physician assistants in conjunction with the interdisciplinary healthcare team. Depending on the chosen elective, they have the opportunity to “scrub in” to assist in surgical cases, and develop proficiency in the surgical pre-operative work-up, intra-operative intervention and post-operative management of patients. They have the opportunity to develop an in-depth understanding of the work-up, diagnosis and medical management of patients in various medical sub-specialties. They also follow patients in the critical care setting and on the floors. Students are required to attend daily rounds, grand rounds, scheduled lectures, skill lab activities and

conferences while on the service. Students are expected to analyze and synthesize medical information, to reason independently, and to apply the concepts of medical decision-making and problem-solving to complex patient presentations. Pre-requisites: Any one of PACN 660 – PACN 689. 4 credits

PAMN 409 Human Anatomy

(Only for students enrolled at the Manhattan program)

An integrated lecture-laboratory course in anatomy designed to provide an understanding of the structural and functional anatomy of the human body relevant to the needs of the physician assistant. Clinical problems are used to highlight the importance of anatomy to the understanding of the clinical sciences. Sections covered include general anatomical concepts, central nervous system, upper extremities, and back, head and neck, thorax and abdomen, perineum, pelvis, and lower extremities. The laboratory component of the course entails a selection of virtual dissection demonstrations using a variety of virtual anatomy programs and Anatomage® system in an active learning environment. 4 credits

PAMN 411 Physiology

A comprehensive course that provides an understanding of physiological mechanisms by which the human body functions in health and disease. Lectures analyze the physiological basis of fluid homeostasis, the role of excitable membranes, nerve and muscle function, the central nervous system, blood and hemostasis, the cardiovascular system, respiratory function, renal control of fluid and electrolyte balance, acid-base balance, endocrine and reproductive functions. In all topics, there is integration of physiological principles, pathophysiology, and clinical medicine. 4 credits

PAMN 413 Clinical Biochemistry

(Only for students enrolled at the Manhattan campus)

A course in human biochemistry with relevant clinical correlations. Includes structure and function of proteins, carbohydrates, lipids, and nucleic acids. The metabolism of carbohydrates, lipids, proteins, amino acids, and nucleotides is studied. Also explored are effects of enzyme deficiencies, biochemical and genetic mechanisms of human disease (e.g., diabetes, hemoglobinopathies, and inborn errors of metabolism), nutrition, and vitamin deficiencies. 2 credits

PAMN 414 Microbiology/Immunology

(Only for students enrolled at the Manhattan campus)

Covers basic and clinical aspects of bacteriology, virology, mycology, parasitology, and immunology. Emphasis is placed on the application of microbiology concepts to clinical practice, including the systemic diseases caused by these organisms, control of microorganisms, antibiotics, the host-parasite relationship, and the establishment of disease. The immune system is discussed in detail, including topics on resistance to disease, immunity and serology, and immune disorders. 2 credits

PAMN 416 Pathology

(Only for students enrolled at the Manhattan campus)

The course explores the causes and mechanisms of disease and the associated alterations of structure and function of tissues. General concepts of disease are covered, including degeneration and necrosis, inflammation and repair, fluid and coagulation disturbances, and general aspects of neoplasia. Disease entities in each organ system are studied with regard to causation, evaluation, and morphology of pathological changes. 3 credits

PAMN 417 Physical Diagnosis I

(Only for students enrolled at the Manhattan campus)

The first semester of a 2-semester course consisting of lecture and laboratory. The lecture component introduces the student to the concepts and techniques of medical interviewing, obtaining an accurate history, and performing a physical examination system by system. The course covers the practical terminology utilized in recording a medical history and physical examination, and in describing clinical findings associated with common pathologies seen in

each system. The laboratory portion, taught in small group settings, emphasizes the hands-on skills necessary to perfect the techniques of the physical exam. Emphasis is also placed on perfecting the written history and physical. The medical Spanish self-study portion of this course is designed to provide rudimentary knowledge of the language to aid in communication when interviewing Spanish-speaking patients. 4 credits

PAMN 418 Physical Diagnosis II

(Only for students enrolled at the Manhattan campus)

The second semester of a 2-semester course consisting of lecture and laboratory. The lecture component continues with general aspects of a normal physical exam, teaching the student to recognize normal and abnormal findings, understand their significance, accurately describe and notate them, and formulate a differential diagnosis. The laboratory portion, taught in small groups, emphasizes the hands-on skills necessary to perfect the techniques of the physical exam, performed efficiently and sensitively, in a system-by-system approach. H&P writing skills are also emphasized. Students learn to perform a comprehensive and integrated physical exam without the benefit of teaching aids and in a timely manner. Prerequisite: PAMN 417. 2 credits

PAMN 419 Introduction to Pharmacology

(Only for students enrolled at the Long Island/NUMC campus)

This introduction to pharmacology course introduces the basic principles of pharmacokinetics and pharmacodynamics, and their application to clinical medicine. It will also explore the influence and mechanisms of action of drugs upon the body. Students will begin to learn the mechanisms of action, therapeutic uses, major side effects, warnings, and precautions for drugs used to treat diseases covered in the clinical medicine courses. Clinical case studies and problem-solving sessions are introduced. This course is intended to provide a basis for the preparation of PAMN 421 - Pharmacology. 1 credit

PAMN 420 Introduction to Clinical Pharmacology

(Only for students enrolled at the Manhattan campus)

The first course in the Pharmacology sequence that introduces the basic principles of pharmacokinetics and pharmacodynamics, and their application to clinical medicine. Also explores the influence and mechanisms of action of drugs upon the autonomic nervous system. Students begin to learn mechanisms of action, therapeutic uses, major side effects, warnings, and precautions for drugs used to treat diseases covered in the clinical medicine course(s) given during the semester. Students learn the basic principles of prescription-writing. Clinical case studies and problem-solving sessions are introduced. 2 credits

PAMN 421 Pharmacology

(Only for students enrolled at the Long Island/NUMC campus)

This course is a continuation of PAMN 419, in which students learn the clinical therapeutics essential in treating clinical conditions. It will provide the student with a detailed understanding of a drug category's mechanism of action, therapeutic uses, major side effects, warnings, and precautions. Classification of drugs is covered in depth. Clinical case studies and problem-solving sessions are also utilized. Practical prescription-writing and legalities of prescription-writing as they pertain to PA's are also covered. Prerequisite: PAMN 419. 3 credits

PAMN 422 Medical Microbiology/Immunology

(Only for students enrolled at the Long Island/NUMC campus)

This course covers basic and clinical aspects of bacteriology, virology, mycology, parasitology, and immunology. Emphasis is placed on the application of microbiology concepts to clinical practice, including the systemic diseases caused by these organisms, control of microorganisms, antibiotics, the host-parasite relationship, and the establishment of disease. The immune system is discussed in detail, including topics on resistance to disease, immunity and serology, and immune disorders. 3 credits

PAMN 423 Psychosocial/Cultural Aspects of Health Care and the PA Role

Students are introduced to concepts in health psychology and behavioral medicine, which identify the psychosocial factors contributing to health and physical and emotional well-being. Defenses and adaptations are discussed as related to the types of patients the student will work with. Other psychological responses to acute and chronic

illness, end-of-life issues, and the psychology of the chronically ill are discussed as they relate to the patient and the medical practitioner. An integral part of this course focuses on the theory and method of the medical interview. Students are introduced to the techniques of modeling and role-playing, and are required to participate in the roles of health care practitioner, patient, and family member. Emphasis is placed on establishing a relationship and understanding the effects of cultural diversity and personality types. Cultural competence is introduced, and the students are asked to explore their own culture as well as other cultures that they will interact with. 3 credits

PAMN 426 Diagnostic Modalities (3 modules: Laboratory Medicine, Diagnostic Modalities, ECG)

(Only for students enrolled at the Manhattan campus)

Composed of three modules: laboratory medicine, diagnostic imaging, and ECG. Students gain competence in assessing and interpreting diagnostic tests, and learn basic clinical laboratory determinations and values and their correlation with normal and disease states. Practical sessions are given in urinalysis, hematology (CBC, hematocrit), and microbiology (Gram staining, pure culture techniques, antibiotic spectrum). Imaging modalities and their role in clinical medicine are introduced, with emphasis on conventional radiography and some discussion of ultrasound, CT, and MRI. Included are studies of the chest and abdomen, GI series, GU radiology, examination of extremities, and mammography. Basic concepts in ECG interpretation are taught, including principles of ECG tracings, rate and axis determination, and recognition of abnormal tracings. 2 credits

PAMN 427 Patho-Physiology

(Only for students enrolled at the Long Island/NUMC campus)

This course explores the causes and mechanisms of disease and the associated alterations of structure and function of tissues. General concepts of disease are covered, including degeneration and necrosis, inflammation and repair, fluid and coagulation disturbances, and general aspects of neoplasia. Disease entities in each organ system are studied with regard to causation, evaluation, and morphology of pathological changes. 2 credits

PAMN 428 Clinical Procedures and Diagnostic Modalities

(Only for students enrolled at the Long Island/NUMC campus)

This course will encompass laboratory medicine, diagnostic imaging, and the procedure-oriented skills that students will require on rotation. The student learns basic clinical laboratory determinations and values and their correlation with normal and disease states. The student is introduced to imaging modalities and their role in clinical medicine, with emphasis on conventional radiography, with some discussion of ultrasound, CT, and MRI. Included are studies of the chest and abdomen, GI series, GU radiology, examination of extremities, and mammography. In the lab portion, the student learns the principles of sterile technique and universal precautions. There are also hands-on sessions in phlebotomy, starting IVs, administering injections, and placing urinary catheters and nasogastric tubes. 2 credits

PAMN 429/429L Advanced Physical Diagnosis II Lecture/Lab

(Only for students enrolled at the Long Island/NUMC campus)

This course consists of both lecture and laboratory sessions. The lecture component is a continuation of PA Physical Diagnosis I and will continue teaching the student the concepts and techniques of medical interviewing, obtaining an accurate history, and performing a complete and thorough physical examination. The course covers the practical terminology utilized to record a medical history and physical examination. The laboratory portion emphasizes the hands-on skills necessary to perfect the techniques of the physical exam. These sessions are taught in a small-group setting by the PA faculty. Sessions focusing on the examinations of the breast, genitalia, rectum, and Pap smears are also included. During this course, the student will also be performing, under direct supervision, histories and physicals on patients in hospital settings. 2 credits lecture, 1 credit lab

PAMN 430 OB/GYN**(Only for students enrolled at the Long Island/NUMC campus)**

The normal anatomy and physiology of the female reproductive system is reviewed. The student is taught how to perform an obstetrical history and physical, the process and management of normal pregnancy, labor, and delivery, and their associated complications. Clinical manifestations and treatment of common gynecological problems such as venereal diseases, menstrual disorders, and neoplasms are also discussed. Patient education is stressed as a crucial part of the management plan. 2 credits

PAMN 431/431L PA Physical Diagnosis I Lecture/Lab**(Only for students enrolled at the Long Island/NUMC campus)**

This is the first part of a 2-semester course consisting of both lecture and lab. The lecture component introduces the student to the concepts and techniques of medical interviewing, obtaining an accurate history, and performing a complete and thorough physical examination. The course covers the practical terminology utilized to record a medical history and physical examination. The laboratory portion emphasized the hands-on skills necessary to perfect the techniques of the physical exam. These sessions are taught in a small-group setting by the PA faculty. Emphasis is also placed on perfecting the written history and physical/SOAP note. 3 credits of lecture/1 credit of lab

PAMN 432 Clinical Molecular Mechanism of Disease**(Only for students enrolled at the Long Island/NUMC campus)**

This is a course in human biochemistry with relevant clinical correlations. Topics will include structure and function of proteins, carbohydrates, lipids, and nucleic acids. In addition, the metabolism of carbohydrates, lipids, proteins, amino acids, and nucleotides will also be studied. It will also explore the effects of enzyme deficiencies, biochemical and genetic mechanisms of human disease (e.g. diabetes, hemoglobinopathies, and inborn errors of metabolism), nutrition, and vitamin deficiencies. This course also includes an introduction to the scientific concepts related to genetics and molecular basis of disease. 2 credits

PAMN 434/434L Clinical Human Anatomy Lecture/Lab**(Only for students enrolled in the Long Island/NUMC program; offered at the Long Island campus only)**

An integrated lecture-laboratory course in gross anatomy designed to provide an understanding of the structural and functional anatomy of the human body essential to the practicing Physician Assistant. Clinical problems are used to highlight the importance of anatomy to the understanding of the clinical sciences. Regional sections to be covered include general anatomical concepts, central nervous system, upper extremities and back, head and neck, thorax and abdomen, perineum, pelvis and lower extremities. The laboratory component of the course is taught with virtual pro-sections. When appropriate, clinical problems are reviewed to highlight the importance of anatomy as it pertains to clinical practice. 3 credits of lecture, 1 credit of lab

PAMN 600 Medicine I (1 module - Pulmonary Medicine)**(Only for students enrolled at the Manhattan program)**

The first of a series of intensive medicine courses that cover the etiology, clinical manifestations, diagnosis, treatment, and prognosis of common disease entities in various areas of medicine. This course consists of the module in pulmonary medicine. The pathophysiology of the organ system in relation to the various disease processes is integrated with the clinical presentations, historical and physical findings, and laboratory and radiographic test results. Emphasis is placed on application of new medical knowledge to clinical situations, on diagnostic problem-solving and differential diagnosis, and on issues of patient education and preventive medicine. Students refine their ability to reason independently in developing treatment and management plans for various patient presentations. 1 credit

PAMN 601 Medicine II (2 modules: Cardiology, Hematology)**(Only for students enrolled at the Manhattan campus)**

An intensive medicine course that covers the etiology, clinical manifestations, diagnosis, treatment, and prognosis of common diseases in the modules of cardiology and hematology. The pathophysiology of the organ systems in relation to the various disease processes is integrated with the clinical presentations, historical and physical findings, and laboratory and radiographic test results. Emphasis is placed on application of new medical knowledge to clinical

situations, on diagnostic problem-solving and differential diagnosis, and on issues of patient education and preventive medicine. Students refine their ability to reason independently in developing treatment and management plans for various patient presentations. Common cardiac disorders seen in primary care, such as coronary artery disease, angina, cardiac enlargement, arrhythmias, myocardial infarction, and hypertension, are considered. Clinical case scenarios and ECG interpretation are utilized to reinforce the lecture material and to develop critical thinking skills. Students learn the clinical approach to hematologic disorders, such as anemias, hemoglobinopathies, and disorders of hemostasis, and are also introduced to hematologic oncology. 3 credits

PAMN 602 Medicine III (3 modules: Gastroenterology, Dermatology, Rheumatology)

(Only for students enrolled at the Manhattan campus)

An intensive medicine course that covers the etiology, clinical manifestations, diagnosis, treatment, and prognosis of common diseases in the modules of gastroenterology, dermatology, and rheumatology. The pathophysiology of the organ systems in relation to the various disease processes is integrated with the clinical presentations, historical and physical findings, and laboratory and radiographic test results. Emphasis is placed on application of new medical knowledge to clinical situations, on diagnostic problem-solving and differential diagnosis, and on issues of patient education and preventive medicine. Students refine their ability to reason independently in developing treatment and management plans for various patient presentations. 3 credits

PAMN 603 Medicine IV (2 modules: Neurology, Ophthalmology)

(Only for students enrolled at the Manhattan campus)

An intensive medicine course that covers the etiology, clinical manifestations, diagnosis, treatment, and prognosis of common diseases in the modules of neurology and ophthalmology. The pathophysiology of the organ systems in relation to the various disease processes is integrated with the clinical presentations, historical and physical findings, and laboratory and radiographic test results. Emphasis is placed on application of new medical knowledge to clinical situations, on diagnostic problem-solving and differential diagnosis, and on issues of patient education and preventive medicine. Students refine their ability to reason independently in developing treatment and management plans for various patient presentations. 2 credits

PAMN 604 Medicine V (3 modules: Nephrology, Endocrinology, Infectious Diseases)

(Only for students enrolled at the Manhattan campus)

An intensive medicine course that covers the etiology, clinical manifestations, diagnosis, treatment, and prognosis of common diseases in the modules of nephrology, endocrinology, and infectious diseases. The pathophysiology of the organ systems in relation to the various disease processes is integrated with the clinical presentations, historical and physical findings, and laboratory and radiographic test results. Emphasis is placed on application of new medical knowledge to clinical situations, on diagnostic problem-solving and differential diagnosis, and on issues of patient education and preventive medicine. Students refine their ability to reason independently in developing treatment and management plans for various patient presentations. 2 credits

PAMN 605 Psychiatry and Behavioral Medicine

(Only for students enrolled at the Manhattan campus)

Deals with psychiatric and mental health disorders frequently encountered in outpatient settings. Lectures cover basic human behavior, psychological development and personality functioning, and major mental illnesses. Topics include depression, anxiety, phobia, psychosis, neurosis, and personality disorders. Human sexuality, sexual concerns and dysfunction are also discussed, and the relationship between drugs, health, and society is examined. The course provides a basic framework for treating the common psychiatric disorders that are seen in general medical practices, and an understanding of when specialized referral is needed. Emphasis is placed on the application of new medical knowledge to clinical situations, and on diagnostic problem-solving and differential diagnosis. Students refine their ability to reason independently in developing treatment and management plans for various patient presentations. 2 credits

PAMN 606 Pharmacology I**(Only for students enrolled at the Manhattan campus)**

A continuation of PAM 419, in which students learn the clinical therapeutics essential in treating clinical conditions. Provides the student with a detailed understanding of a drug category's mechanism of action, therapeutic uses, major side effects, warnings, and precautions of the drugs used to treat diseases covered in the clinical medicine course(s) given during the semester. Classification of drugs is covered in depth. Practical prescription writing and legalities of prescription writing as they pertain to PAs are incorporated into clinical case studies and problem-solving sessions. Prerequisite: PAMN 420. 2 credits

PAMN 607 Pharmacology II**(Only for students enrolled at the Manhattan campus)**

A continuation of PAM 606, in which students learn the clinical therapeutics essential in treating clinical conditions. Provides the student with a detailed understanding of a drug category's mechanism of action, therapeutic uses, major side effects, warnings, and precautions of the drugs used to treat diseases covered in the clinical medicine course(s) during the same semester. Classification of drugs continues to be covered in depth. Practical prescription writing and legalities of prescription writing as they pertain to PAs are further incorporated into clinical case studies and problem-solving sessions. Prerequisite: PAMN 420. 2 credits

PAMN 608 Behavioral Health Advanced Seminar I**(Only for students enrolled at the Manhattan campus)**

This course is designed to focus on and expand student knowledge base, skills, theories, research models, and critical issues in Behavioral Health. Topics in the seminar focus on advanced-level knowledge and skills regarding public-sector delivery systems, financing, collaborative/integrated care, and the impact of the Affordable Care Act (ACA) and Accountable Care Organizations (ACO). The role of mental health counseling, structures and operations of professional organizations, ethical and legal considerations related to counseling, and multicultural issues in mental health are explored. Behavioral Health Advanced Seminar I provides students with the integral knowledge and skills pertaining to the diagnosis, assessment, treatment, and prevention of behavioral health related issues. This course emphasizes the role of mental health counseling within the context of the community, strategies for community needs assessment, program interventions, and management of mental health services and programs. Prerequisite: PAM 605 and voluntary participation and registration for the elective Behavioral Health Track. 2 credits

PAMN 609 Behavioral Health Advanced Seminar II**(Only for students enrolled at the Manhattan campus)**

This course presents the BIHN-psychosocial approach to human development, and the context for thinking about disorders of emotion and behavior that appear and play a role in outcomes across medical conditions and settings. Students are exposed to basic human behavior, major mental illnesses, psychological development, personality functioning, and cultural/social factors that may influence disease processes. The seminar provides a basic framework for understanding the assessment and treatment of common psychiatric disorders seen in general medical practices, and an understanding of when specialized consultation with behavioral health specialists is needed. Emphasis is placed on the application of new medical knowledge to clinical situations, diagnostic problem-solving, development of a clinical formulation, and differential diagnoses. Students refine their ability to reason independently in developing treatment and management plans for various patient presentations. Prerequisite: PAMN 608. 2 credits

PAMN 610 Pediatrics

Students learn the physiological and psychological fundamentals of normal growth and development as they pertain to the pediatric and adolescent patient. Topics covered include neonatology and infant nutritional requirements, preventive immunization schedules, child abuse and childhood injuries. Students are also introduced to the embryology of specific organ systems, which illustrates normal developmental anatomy and the embryological basis for congenital anomalies of the systems. Via a systems approach, students study common childhood illnesses and their signs, symptoms, and treatment. 2 credits

PAMN 611 Obstetrics/Gynecology**(Only for students enrolled at the Manhattan campus)**

Students are instructed in the process and management of normal pregnancy, obtaining an obstetrical history and physical, labor and delivery, and their associated complications. Clinical manifestations, pathophysiology, diagnosis and treatment of common gynecological problems such as sexually-transmitted illnesses, menstrual disorders, and neoplasms are considered. Patient education is stressed as a crucial part of the management plan. 2 credits

PAMN 619 Introduction to Surgery**(Only for students enrolled at the Long Island/NUMC program)**

This course, together with the subsequent course in General Surgery, will provide the PA student with the academic preparation to evaluate and manage patients with surgical conditions. It will also provide students with a core understanding of mechanisms of wound healing, surgical techniques, and pre- and post-operative management of surgical problems. Additionally, illnesses that require surgical intervention, their signs and symptoms, diagnostic modalities, and outcomes are also discussed. This introduction will provide a foundation for further study in General Surgery and/or its subspecialties. 1 credit

PAMN 620 Surgery I**(Only for students enrolled at the Manhattan campus)**

The first in a series of courses dealing with general surgical concepts in the management of the surgical patient. Provides students with a core understanding of mechanisms of wound healing, surgical techniques, and pre- and post-operative management of surgical problems. Included are illnesses that require surgical intervention, their signs and symptoms, diagnostic modalities, and outcomes. Also covered are basic concepts in anesthesiology. 2 credits

PAMN 621 Surgery II**(Only for students enrolled at the Manhattan campus)**

A continuation of PAMN 620 and the second in a series considering topics in surgical subspecialties, providing students with the academic preparation to evaluate and manage patients with surgical conditions in a clinical setting. Areas covered are urology, cardiovascular surgery, pediatric surgery, plastic and reconstructive surgery, hand surgery, head and neck surgery, and transplant. Included is a practical session in suturing, knot-tying, and sterile technique. Students learn about critical-care management and how to function as members of a critical-care team in the ICU, CCU, and NICU. Topics covered include basic physiologic needs of critical-care patients, gas exchange kinetics and pathophysiology, management of multi-organ failure, burn trauma, and neonatal intensive care. An essential focus of the course is the development of skills in clinical reasoning, self-directed learning, teamwork, and communication. Emphasis is placed on the application of new medical/surgical knowledge to clinical situations. Prerequisite: PAMN 620. 2 credits

PAMN 622 Surgery III (3 modules: Orthopedics, ENT, Special Topics)**(Only for students enrolled at the Manhattan campus)**

This advanced surgery course encompasses the surgical subspecialties of orthopedics, otolaryngology (ENT), and other special topics. The orthopedics section considers the diagnosis and treatment of sprains, fractures, and dislocations, preparation and application of bandages, splints, and casts. Common orthopedic problems of the hand, knee, shoulder, and back are covered. Included is a practical session in casting/splinting. The otolaryngology unit reviews the structure and function of the ears, nose, parotid glands, oral cavity, and larynx. Emphasis is placed on the recognition, diagnosis, and treatment of common ENT disorders. Normal growth patterns, abnormalities, and the special senses (hearing, taste, and smell) are presented as each unit is presented. Lectures also cover the use of such basic diagnostic modalities as audiograms, tympanograms, and direct and indirect nasopharyngoscopy. Special topics include lectures in neurosurgery, neoplasms, and degenerative spine disease. Emphasis is placed on application of new medical/surgical knowledge to clinical situations, and on diagnostic problem-solving and differential diagnosis. Students refine their ability to reason independently in assessing treatment options for various patient presentations. Prerequisite: PAMN 620. 2 credits

PAMN 623 General Surgery**(Only for students enrolled at the Long Island/NUMC campus)**

General Surgery is a continuation of PAM 619 and covers components in surgery, otolaryngology and orthopedics. The surgery component will provide the PA student with the academic preparation to evaluate and manage patients with surgical conditions. Surgical diseases of the; Gastrointestinal, Circulatory, Cardio-Thoracic Systems, the Breast as well as surgical nutrition and pre/intra/post-operative care will be covered. Critical-care management will also be discussed. Included is a practical session in suturing that is intended to give the student the basic skills needed to succeed in primary wound closure. During the otolaryngology component, the student will become acquainted with the structures, functions, and examination of the ear, nose, and throat; and diagnosis and treatment of common ENT disorders. The orthopedics component instructs the student as to the diagnosis and treatment of sprains, fractures and dislocations, preparation and application of bandages, splints and casting. Common orthopedic problems of the hand, knee, shoulder and back are covered. In addition, it will include a practical session where the student will obtain hands-on experience in casting and splinting. 3 credits

PAMN 625 Emergency Medicine I**(Only for students enrolled at the Manhattan campus)**

The first of a two-semester course sequence dealing with the management and treatment options of severely-injured and critically-ill patients. Students are taught the key points of the epidemiology, pathophysiology, clinical features, and differential diagnosis of many disease entities, as they may present in the Emergency Department. They will learn the art of drawing sufficient conclusions from insufficient resources. Topics include pulmonary and cardiac emergencies, GI emergencies, infections in the ED, renal and GU emergencies, GYN and obstetrical emergencies, psychosocial emergencies, and disaster management. 1 credit

PAMN 626 Emergency Medicine II**(Only for students enrolled at the Manhattan campus)**

This is the second of a two-semester course sequence. Students are taught the key points of the epidemiology, pathophysiology, clinical features, and differential diagnosis of many disease entities as they may present in the Emergency Department. Also includes the recognition and appropriate early intervention and management of traumatic injuries. Other topics include toxicology, dental emergencies, environmental emergencies, ENT emergencies, burns, neurological emergencies, pediatric emergencies, hematologic and oncologic emergencies, and endocrine emergencies. Prerequisite: PAMN 625. 2 credits

PAMN 630 Geriatrics

Geriatrics is the study of normal aging, health and disease in the elderly population. The students will study long-term care and the social and societal aspects of aging in the United States. The students will be exposed to the complex issues arising in caring for the chronically-ill elderly. The course emphasizes development of communication skills to enhance the humanistic practice of geriatric medicine, and prepares the PA to provide quality health care to elderly individuals in the community, long-term care settings, and acute-care settings. Many core geriatric problems, i.e., dementia, depression, decubitus ulcers, and incontinence are covered. Students also explore the ethical/legal issues of geriatric care. 1 credit

PAMN 634 Emergency Medicine**(Only for students enrolled at the Long Island/NUMC campus)**

This course will explore the diagnostic and treatment options of severely injured and critically ill patients. Students are taught the key points of the epidemiology, pathophysiology, clinical features and differential diagnosis of many disease entities, as they may present in the Emergency Department. Topics include but are not limited to acute respiratory, toxicology, environmental, pediatric, and endocrine emergencies. In addition, burn care as well as child and elder abuse are also discussed. Students are also required to complete Basic Life Support as well as Advanced Cardiac Life Support during this course in order to progress to the clinical year. 1 credit.

PAMN 635 Clinical Procedures and Correlations**(Only for students enrolled at the Manhattan campus)**

Enables the student to develop and perfect skills that will be required on clinical rotations. The course encompasses Clinical Experiences, Clinical Procedures, and Clinical Correlations. The Clinical Experiences component provides the students with direct patient contact wherein they can perfect their skills in history-taking, physical examination, and writing H&Ps. In the Clinical Procedures component, students learn the basic principles of sterile technique and universal precautions. There are hands-on sessions in phlebotomy, starting IVs, giving injections, placing urinary catheters and nasogastric tubes. The Clinical Correlations component allows students to fully assimilate and utilize their medical and basic sciences knowledge along with problem-oriented history and physical examination skills to analyze the types of patient health care problems that they may encounter in the clinical environment. This component utilizes the problem-based learning method as an instructional model wherein students work both in groups and individually to apply critical reasoning skills to the assessment of clinical problems and case scenarios. 2 credits

PAMN 636 Clinical Skills/Summative Evaluation**(Only for students enrolled at the Long Island/NUMC campus)**

This formal course is designed to evaluate and test the student's ability to adequately perform a history and physical examination, develop an assessment and management plan, and critically think through a case scenario. Each student is required to demonstrate his/her ability to perform at least two problem-oriented physical examinations during the course of the clinical year. The student is also required to take and pass a comprehensive written examination (summative evaluation) at the conclusion of the clinical phase to be eligible for graduation and/or to sit for the boards. 1 credit

PAMN 637 Clinical Skills/Summative Evaluation**(Only for students enrolled at the Manhattan campus)**

The Clinical Skills/Summative Evaluation course is designed to evaluate a student's readiness for the NCCPA board certification examination and for entry into clinical practice. This course includes the following components: a formative 200 question summative examination, patient logging requirements for each rotation, an Objective Structured Clinical Examination (OSCE), clinical writing documentation and attendance of a Board Review Course sponsored by the institution. The summative exam is based on the NCCPA content blueprint task and content areas. It is an exam that is given in the final semester of the clinical year, and is designed to provide students with feedback in content area strength and weakness. The clinical skills portion of PAM 637, the OSCE, will assess history taking skills, physical examination skills, patient-clinician communication as well as clinical reasoning and critical thinking. General principles of clinical observation, assessment, establishing of treatment goals, report writing, documentation and professional preparation will also be addressed. Students are required to successfully complete all medical documentation and writing assignments as required for each clinical rotation. Graduation from the BS/MS PA program and certification eligibility is contingent on the successful completion of this course. 1 credit

SPEECH-LANGUAGE PATHOLOGY DEPARTMENT

SPPN 610 Clinical Methods in Speech-Language Pathology

This course introduces graduate students to professional issues and standards related to the discipline of Speech-Language Pathology, including scope of practice, ethics, and cultural and linguistic diversity. General principles of clinical observation, assessment, establishment of treatment goals, report writing, documentation, and service delivery in various facilities, including educational and medical settings, are emphasized. This course also includes a workshop on personal identity, social identity, diversity, and cultural competence. 3 credits

SPPN 611 Diagnosis, Measurement and Evaluation

Students will learn to evaluate and diagnose speech and language disorders in individuals across the lifespan. Administration of formal and authentic tests and the interpretation of results will be discussed. The course will emphasize the diagnosis of children and adults with specific emphasis on test selection, related assessment procedures, psychometrics and analysis of results. Diagnostic report writing will be emphasized. Requirements for assessment and report writing for a variety of settings including medical and educational setting will be presented. The critical responsibility of cultural competence and awareness in evidence-based decision-making when assessing culturally and linguistically diverse individuals is emphasized. Specific attention will be given to evaluations and reports for CPSE and CSE within the NYC DOE and other private and public-school settings, as well as the development of IEPs. Federal, state, and local guidelines, requirements, rulings, and legislation will be presented as they relate to school assessments, re-evaluations, and documentation. 3 credits

SPPN 612 Articulation and Phonology

This course is designed to enable the student to gain theoretical and clinical knowledge and management of articulation and phonological disorders in pre-school and school-age population. Typically developing phonology and speech sound acquisition are presented in contrast to atypical speech sound development. The assessment module includes differential diagnosis procedures to identify and contrast dialectical/linguistic/multicultural differences and speech sound disorders. The intervention module examines current and evidence-based treatment approaches for speech sound disorders, with emphasis on cultural sensitivity and respect for diversity. The impact of phonology on development of literacy skills is examined. Clinical practice of speech language pathology in the public-school setting (K-12) is discussed with respect to special education, models of service delivery, and referral and evaluation for services. 3 credits

SPPN 615 Neuroanatomy and Physiology of Speech

This course serves as an introduction to the neurobiological bases of human communication. Topics focus on basic neuroanatomy and neurophysiology involved in sensory, motor and cognitive functions underlying respiration, phonation, articulation, resonance, hearing, and language. Structures and functions related to prenatal and acquired communication disorders are explored. We will further discuss etiological factors that affect various cultural groups. Different aspects of language and cultural variables that affect health behaviors and disparities will be considered. 3 credits

SPPN 621A Seminar Clinic (Internship)

Clinical procedures are introduced, including planning and providing developmentally appropriate therapy sessions, maintaining records, and completing reports. Knowledge regarding various disorders is applied to the treatment of individuals across the lifespan. Modification of instructional methods in response to behavioral issues are discussed. School-based, medical, home-based and other settings will be discussed, with emphasis on responsibilities of SLPs in these various settings. School-based techniques and curriculum-based content are discussed, including pull-out and push-in types of sessions, IEPs, RTI, collaboration with staff, and various pedagogical approaches. Supervision is provided by licensed, ASHA certified Speech-Language Pathologists, with students' direct treatment hours recorded and applied as per ASHA requirements. In seminar course meetings and throughout clinical internship participation with direct client interaction, an inclusive learning environment with an emphasis on the inherent dignity of everyone will be emphasized and practiced, with principles of diversity, equity, and inclusion (DEI) embedded as

foundational to clinical education and practice. Dimensions of diversity can include race, age, gender identity, expression, sexual orientation, ethnicity, national origin, cognitive and physical ability, education, learning ability, socioeconomic class, income, faith and/or non-faith beliefs, primary and/or second language, family or marital status, military service, and other individual differences. Prerequisite: SPPN 610. 2 credits

SPPN 621B Seminar Diagnosis (Internship)

This seminar accompanies the student's initial assessment experience. Procedures for diagnostic evaluations are reviewed and students can select and administer appropriate evaluation procedures through the application, analysis and synthesis of psychometric principles with an understanding of the individual to be evaluated, presenting problem(s) to be addressed and best practices. Students interpret and integrate information to develop different diagnoses, make recommendations, and complete written reports. Diagnostic evaluations assigned to students during the internship will be reviewed and discussed in class. Students learn to conduct and complete diagnostic evaluations with full consideration of their use, including determining referrals and recommendations and use by third party payers including Medicaid and Medicare. Attention is given to the function of diagnostic assessment within school systems, including their role in IEP development, student placement and provision of services, and relevant education law at state and local levels as it relates to assessment and diagnosis. Providing culturally responsive services and recognizing equity and inclusion for individuals with communication disorders from culturally and linguistically diverse backgrounds is stressed in all aspects of assessment and diagnosis. Prerequisite: SPPN 611. 2 credits

SPPN 621C Seminar Externship I

This seminar accompanies the initial externship placement, in which direct service hours for ASHA clock requirements are supervised by licensed, ASHA-certified Speech-Language Pathologists. This seminar provides students the opportunity to discuss the various aspects of their experience in their school placements, ethical issues that arise in educational settings, share case studies, exchange protocols, and identify and solve problems that arise in the effective treatment of clients both in educational and rehabilitation settings. This class places an emphasis on issues specific to the school system: educational and pedagogical techniques, interprofessional collaboration with teachers and administration, and working within the educational mandate and scope of practice. There will be an emphasis on considering the cultural, ethnic, and religious backgrounds of the clients and their impact on the interaction with student clinicians. Prerequisite: SPPN 621A. 2 credits

SPPN 621D Seminar in Audiology

This seminar, taken concurrently with SPPN 640 Advanced Audiology, offers hands-on experience in the administration and interpretation of audiological procedures that align with the scope of practice of speech-language pathologists. Students learn to measure classroom acoustics, screen for hearing loss, and screen for auditory processing disorders. Troubleshooting hearing aids and cochlear implants is also a key component of this seminar. IEP recommendations to provide the D/HH student with hearing assistive technologies, acoustic accommodations, and hearing support services in the classroom are considered. Additionally, this seminar addresses the ethical implications of providing culturally and linguistically appropriate services to D/HH clients from diverse backgrounds and belief systems. Corequisite: SPPN 640. 1 credit

SPPN 621E Seminar Externship II

This seminar accompanies the second (or third) externship. At practicum sites, students demonstrate knowledge of methods and materials to treat individuals with communication disorders under supervision by licensed, ASHA-certified Speech-Language Pathologists. This seminar provides the opportunity to discuss treatment protocols, identify evidence-based practices for effective treatment, discuss professional and ethical issues related to professional practices in all settings (school, rehabilitation, hospital, private practice, clinic, etc.), and identify and solve problems that arise in the effective treatment of clients. Interprofessional collaboration (IPE) with the various disciplines is discussed and practiced. Externship experiences are presented and techniques and content in school settings are discussed including pull-out and push-in sessions, IEPs and RTI, and various educational approaches. Supervision is provided by licensed, ASHA-certified Speech-Language Pathologists, with direct treatment hours recorded and applied as per ASHA requirements. In seminar course meetings and throughout clinical externship

participation with direct client interaction, an inclusive learning environment with an emphasis on the inherent dignity of each individual will be emphasized and practiced, with principles of diversity, equity, and inclusion (DEI) embedded as foundational to clinical education and practice. Dimensions of diversity can include race, age, gender identity, expression, sexual orientation, ethnicity, national origin, cognitive and physical ability, education, learning ability, socioeconomic class, income, faith and/or non-faith beliefs, primary and/or second language, family or marital status, military service, and other individual differences. Prerequisite: SPPN 621C. 2 credits

SPPN 621G Seminar Research

This seminar provides mentoring for students during the intermediate and final stages of their research requirement. This course is a continuation of the research work initiated in the Foundations of Research course. Students execute projects designed in the previous semester, consistent with the principles of ethical research and awareness of multiculturalism and diversity in human research. Projects are carried out through the Institutional Review Board of Touro University. This course has been designed to enable students to gain knowledge about the various aspects of the research development process in the field of speech-language pathology, including data collection, organization, analysis, interpretation, and preparation of the final manuscript. Prerequisite: SPPN 627. 1 credit

SPPN 627 Foundations of Research

Systematic and controlled observations of measurable behaviors pertinent to clinical, experimental, and applied research in the areas of typical and atypical human communication are the skills taught in this course and referenced in terms of the choices of data to be collected, evaluated, and interpreted. Students design research projects consistent with the principles of ethical research and awareness of multiculturalism and diversity in human research. Projects are carried out through the Institutional Review Board of Touro University. This course has been designed to enable students to gain knowledge about the research development process in the field of speech language pathology, including systematic investigation of the research topics related to developmental norms for speech-language pathology, clinical issues for school-age children in the educational settings, and clinical challenges associated with the geriatric population. 3 credits

SPPN 630 Language Disorders in the Pre-School and School-Age Child

Students will learn about neurodiversity and how it relates to language development and various disorders. The characteristics and treatment/strategies for these disorders and their effects on emergent language skills will be presented. Language assessments and non-biased assessments for linguistically and culturally diverse populations will be explored. Form, Content, and Use of language, in addition to memory skills, cognition, and the underlying skills necessary for successful language development and academics will be taught. Neural substrates of Dyslexia and reading programs will be covered, in addition to the role of the Speech-Language Pathologist in the school setting. Students will be guided in formulating diagnoses and evidence-based treatment plans after interpreting, synthesizing, and analyzing information from assessments, case histories, class discussions, assigned text readings, and videos. The course will examine special education laws related to students within the school system who may be entitled free and appropriate services. Measurable and effective goal planning will be discussed. Course examinations and a language project will be given to assess student competency, knowledge, and application of the course material. Corequisites: SPPN 610, SPPN 611. 3 credits

SPPN 632 Language Disorders and Learning Disabilities

This course will focus on the relationship between language and learning disabilities, and the impact of language and learning disabilities, in academic, social and work settings. It will examine the contributions of neuropsychology, learning theory, executive function and cognitive-perceptual development to the study of language-based learning disabilities. Interventions for language, learning, reading, math and writing disabilities will be covered. The speech and language pathologist's role in assessing and supporting the underlying skills necessary for learning, in discipline-specific academic areas, will be studied. The responsibilities of the speech-language pathologist as a member of an interdisciplinary professional (IPP) team in a school setting are emphasized from kindergarten through high school and post-secondary education including instruction, adaptations and modifications, IEP compliance and differentiated instruction. The diversity of our classroom community will be utilized as a resource through discussions and presentations. This course will also address the importance of equitable services for individuals with

language disorders and learning disabilities from culturally diverse backgrounds. Prerequisites: SPPN 610, SPPN 611, SPPN 615, SPPN 630. 3 credits

SPPN 633 Autism Spectrum Disorders

This course is designed to provide the most updated knowledge about autism spectrum disorders in children, adults, and adolescents. Students will learn current definitions, etiology, assessment, and diagnosis of ASD. The variety of evidence-based approaches to promote communication and socialization at home, in the community, and at school, both in general education environments and in special education settings, as well as the clinical and ethical dilemmas raised in the context of evidence-based practice will be considered. The concept of neurodiversity will be addressed, both in theoretical terms, and in terms of its practical application within the framework of diversity and cultural competence. Emphasis will be given to the challenges encountered by neurodivergent students entering higher education and exploring existing resources to support them. The changing landscape of neurodivergent individuals' employment and exploring practical and current resources is also reviewed. Prerequisites: SPPN 610, SPPN 611, SPPN 630. 3 credits

SPPN 637 Disorders of Fluency

This course provides speech-language pathology students with an understanding of the complex multidimensional nature of fluency disorders and their successful diagnosis and management. By the end of this course, students must have acquired knowledge of the nature of stuttering and other fluency disorders, including etiology, characteristics of the disorder, the neurophysiological basis of fluency disorders, developmental features of fluency disorders across the lifespan, psychological correlates of fluency disorders, linguistic factors relating to fluency disorders, multicultural and social considerations in the management of fluency disorders, differential characteristics of individuals with fluency disorders, counseling parents/caregivers of children who stutter, as well as teenagers and adults who stutter. Special attention is given to the impact of stuttering on the educational process in school-age children and how to address academic, communication and social issues for this population. Additionally, this course will address advocating for inclusion and equitable services in assessing and treating clients with fluency disorders from culturally and linguistically diverse backgrounds. Prerequisites: SPPN 610, SPPN 611. 3 credits

SPPN 640 Advanced Audiology

This course reviews the psychoacoustics of sound, the anatomy, and physiology of the ear, the principles of audiological assessment, audiometric interpretation, and the behavioral and physiological test batteries that measure hearing across the lifespan. Through guided scenarios, students consider how cultural competency promotes optimal outcomes in audiology service delivery to a linguistically and culturally diverse client population. Special emphasis is placed on the educational significance of hearing loss and the roles and responsibilities of the speech-language pathologist in delivering speech services to children who are deaf/hard of hearing in the school system. Topics include auditory processing disorders, classroom accommodations, hearing aids, cochlear implants, and hearing assistive technology. Prerequisite: SPPN 615. 3 credits

SPPN 645 Aphasia and Related Disorders

The purpose of this course is to provide the requisite knowledge for understanding, assessing, and treating language impairments associated with focal lesions to the left (or right) hemisphere. Specifically, students will learn about the neural substrates for language; language assessment principles and procedures; and the nature and treatment of aphasia, alexia, and agraphia, cognitive and right hemisphere disorders. The course addresses the etiological factors associated with varied cultural groups and discusses variations for practice with linguistically and ethnically diverse groups. Emphasis is given to the impact of diversity on assessment, treatment, and management issues. Prerequisites: SPPN 610, SPPN 611, SPPN 615. 3 credits

SPPN 650 Voice Disorders and Treatment

This course addresses the nature, etiology, assessment, and diagnosis, as well as treatment procedures, for various types of voice disorders. Disorders of children, adolescents, and adults will be studied in detail. Included in the discussions will be training techniques for teacher reduction of vocal abuse in the classroom as well as care of the professional voice. Children and adolescents with voice disorders will be discussed as voice disorders impact individuals in various educational settings. The aspects of respiration, phonation, and resonance in normal and

abnormal voice production will be examined. Specific instrumentation related to voice assessment will be introduced. Professional issues and standards related to the discipline of Speech-Language Pathology, including the scope of practice, ethics, and cultural and linguistic diversity, are addressed. General principles of clinical observation, assessment, the establishment of treatment goals, report writing, documentation, and service delivery in various facilities, including educational and medical settings, are emphasized. Prerequisites: SPPN 610, SPPN 611, SPPN 615. 3 credits

SPPN 651 Dysphagia

This course will provide students with an in-depth understanding of normal and abnormal swallowing in children and adults. Included will be a review of pertinent anatomy and physiology, pathophysiology, etiological correlates, evaluation and treatment techniques for a wide range of swallowing disorders will be included. Current research on swallowing disorders involving complex pulmonary, airway, systemic, or neurogenic disorders will also be presented. Training for an in-depth standardized scoring of fluoroscopic swallow studies, the MBSImP, will be an integral part of the course and will be considered the laboratory component of the course. Certain information regarding pediatrics will be covered, but the majority of the course will focus on normal and disordered swallowing in adults. This course assumes a prior knowledge of basic head and neck anatomy, physiology, and basic neuroanatomy. This course will cover topics related to inclusion and equitable services for clients with swallowing disorders from culturally and gender-diverse backgrounds. Prerequisites: SPPN 610, SPPN 611, SPPN 615. 3 credits

SPPN 710 Speech of the Hearing-Impaired

Assessment, remediation, and prevention of the potential and deleterious effect of hearing impairment on auditory/oral communication across the lifespan is the focus of this elective course. Students explore how amplification devices, hearing-assistive technology, and cochlear implant technology provides individuals, particularly children, with access to acoustic signals. Students will consider how one's own set of cultural and linguistic variables as well as the cultural and linguistic variables of the individuals served, can impact the delivery of effective care. This course also examines the key role of the SLP in developing an IEP and delivering school-based aural rehabilitation services for students with hearing loss. A study of rehabilitative procedures, including total communication, auditory training, and communication strategies, are reviewed. Collaboration between educators, audiologists, speech-language pathologists, and parents to determine the best educational placement and curriculum for a child with hearing loss is highlighted. Prerequisites: SPPN 610, SPPN 611 SPPN 612, SPPN 640. 3 credits

SPPN 712 Neurogenic and Motor Speech Disorders

This course provides speech-language pathology students with an understanding of the neuroanatomy and physiology of speech production and how they relate to motor speech disorders, including apraxia of speech and types of dysarthria. By the end of this course, students will be able to describe etiologies and basic characteristics of motor speech disorders, will be familiar with the standardized, instrumental, and informal assessment tools of motor speech disorders, will be able to analyze and integrate medical history, motor speech examination, and auditory-perceptual assessment, and to derive an accurate diagnosis, prognosis, and rationale for evidence-based treatments. An understanding of the impact of motor speech disorders on individuals and their families will be considered based on the World Health Organization (WHO) framework. Special attention will be provided to identifying and differentiating various types of dysarthria using audio and video samples. The selection and implementation of appropriate intervention strategies for clients with apraxia and different types of dysarthria will also be examined. Childhood apraxia and dysarthria in children will be included. The impact of motor speech disorders on the educational process in school-age children and how to address academic, communication, and social issues for this population will be covered. Educational service options and delivery systems will be identified with a focus on planning and managing learning environments when teaching students with motor speech disorders. Additionally, this course will discuss advocating for inclusion and equitable services in assessing and treating clients with motor disorders from culturally and linguistically diverse backgrounds. This course fulfills motor speech content requirements. Students completing this course are exempt from the Motor Speech Disorders/Dysarthria Learning Enrichment Experience. SPPN 610, SPPN 611, SPPN 615. 3 credits

SPPN 715 Cleft Palate and Craniofacial Anomalies

This elective course includes the nature, etiology, embryology, assessment, and interprofessional medical and educational management of potential communication, resonance, and swallowing disorders experienced by individuals presenting with cleft lip, cleft palate, craniofacial anomalies, and velopharyngeal dysfunction across the lifespan. Specific genetic disorders and their medical, educational, social, and psychological implications for infants, preschoolers, school-age children, adolescents, and adults are discussed. Collaboration of the SLP with general education teachers to minimize speech, language and hearing deficits experienced in the classroom will be addressed. Specific instrumentation related to assessment and treatment of speech and resonance disorders will be introduced. Throughout course participation, an inclusive learning environment with an emphasis on the inherent dignity of everyone will be emphasized and practiced, with principles of diversity, equity, and inclusion (DEI) embedded as foundational to clinical education and practice. Dimensions of diversity can include race, age, gender identity, expression, sexual orientation, ethnicity, national origin, cognitive and physical ability, education, learning ability, socioeconomic class, income, faith and/or non-faith beliefs, primary and/or second language, family or marital status and other individual differences. Prerequisites: SPPN 610, SPPN 611, SPPN 615. 3 credits

SPPN 725 Cerebral Palsy and Developmental Disorders

Etiologies and classifications of cerebral anomalies, with an emphasis on cerebral palsy, are reviewed. The evaluation and treatment of speech, language and hearing problems are the focus of this elective course. Concomitant neuromuscular deficits that may require classroom modifications and augmentative and alternative approaches to communication are referenced. This course will also cover developmental disabilities in children including Intellectual Disability, Fragile-X syndrome, Fetal Alcohol Syndrome, Neural Tube Defects, and Down's Syndrome. The impact of these disorders on development, with primarily on speech, language, feeding and communication, is emphasized. The effect of these communication disorders in educational settings is presented, including individualizing learning and education modifications, classroom settings including inclusion and general education settings, and more individualized classroom and specialized school environments. Relevant Federal, state, and local statutes, laws, regulations and guidelines are included in course content. Throughout the course, attention is given to cultural sensitivity and issues of diversity, equity, and inclusion as they might impact assessment, diagnosis, and/or intervention. Issues of health care disparity in the treatment of individuals with disability will be addressed. The understanding of IEPs, referrals, due process, appeals and the speech-language pathologist's participation in each of these areas is also presented. Prerequisites: SPPN 610, SPPN 611, SPPN 612, SPPN 615, SPPN 630. 3 credits

SPPN 728 Seminar in Topics in Language Disorders: Memory and Cognition as Factors in Language Acquisition (Psycholinguistics)

This course is an introduction to psycholinguistics, an interdisciplinary field shaped by research in cognitive sciences, linguistics, artificial intelligence, and philosophy. This course is designed to address the current state of knowledge regarding the interaction of attention, perception, and memory. We will discuss current questions and debates in the field of psycholinguistics and cognitive science. We will explore the role of memory and various aspects of cognition in language acquisition and in communication disorders. This course emphasizes the cognitive structures essential for classroom learning, identification of school-age students at risk for language-based learning disorders, and collaboration with teachers and therapists to support efficient learning and social-emotional development. Prerequisites: SPPN 610, SPPN 611, SPPN 612, SPPN 615, SPPN 630. 3 credits

SPPN 728B Seminar on Topics in Language Disorders: Geriatrics (Normal and Abnormal Aging) (Upon Request)

This elective course focuses on the typical effects of aging compared with the manifestations of atypical aging on communication, cognition, and memory. Topics include strategies that the speech-language pathologist can employ to help the client compensate for, or ameliorate, negative manifestations. Prerequisites: SPPN 610, SPPN 611, SPPN 612, SPPN 615, SPPN 630. 3 credits

SPPN 728C Seminar on Topics in Language Disorders: Multicultural and Bilingual Populations

This course focuses on the acquisition of knowledge and skills needed to provide culturally and globally responsive services to culturally and linguistically diverse (CLD) children, adolescents, and adults. Major topics include understanding diversity and variability found among individuals as it impacts communication, social pragmatic communication, and language(s) development and use. Areas to be studied include methods available for providing

the least biased and most culturally responsive assessment practices for various communication disorders; use of portfolio assessment, narrative assessment, and dynamic assessment methods, identifying the difference vs. disorder aspect in second language speakers (ESL, ELL) and speakers of language variations. Developing the ability to reflect on health disparities in clinical practices in CSD and appreciate beliefs, values, biases, and assumptions of individuals of all ages, as well as within the clinicians themselves, will be explored within the context of their impact on assessment and intervention. The course will address the SLP's role in educating the IEP team about delivering culturally responsive services and considering the diverse cultural aspects that can influence the assessment and intervention processes in CLD school-age students with communication disorders. Additionally, this course will discuss advocating for inclusion and equitable services for patients with neurodiversity and gender-diverse individuals as well as applying social justice principles to the assessment and treatment of clients from culturally and linguistically diverse backgrounds. Prerequisites: SPPN 610, SPPN 611, SPPN 612, SPPN 630. 3 credits

SPPN 728D Seminar on Topics in Language Disorders: Language and Literacy - Reading and Writing Assessment and Intervention (Upon Request)

This elective course presents an overview of the development of linguistic sub-skills and the motor and visual-spatial processes involved in reading and writing, along with frequently-encountered anomalies in this process that challenge the individual's ability to advance academically. Prerequisites: SPPN 610, SPPN 611, SPPN 612, SPPN 615, SPPN 630. 3 credits

SPPN 728F Seminar on Topics in Language Disorders: Contemporary Issues in Speech-Language Pathology

This course will expose students to contemporary issues relevant to the field of speech and language pathology. Each semester, critical issues and topics will be presented and explored with an emphasis on highlighting the latest skills, knowledge, and practical applications to inform students about topics that are current, necessary, and useful. Topics will vary by semester, reflecting the latest contemporary topics as reflected in the most recent journals, ASHA position papers, and newly presented regulations and legislation affecting the field of speech-language pathology. The topics covered are the following: telepractice, prematurity and its implications on health and education, neuropsychological testing, adverse childhood experiences, concussions, selective mutism, topics in the school system, emotional intelligence, neurodiversity, contemporary gender issues, communication disorders, and the justice system, principles of CBT, exploring private practice, counseling, and the latest developments in cochlear implants. The relationship between those issues and their effect on children's schooling and education will be addressed. The important role of diversity, equity, and inclusion will be emphasized in a variety of contexts. Prerequisites: SPPN 610, SPPN 611, SPPN 612, SPPN 615, SPPN 630. 3 credits
3 credits

SPPN 729 Language Intervention Across the Lifespan

This course provides emerging trends in the assessment and treatment of language disorders across the lifespan as evidenced in research and readings, focusing on models of disordered language, including clinician-directed and collaborative approaches to intervention. Topics will also include discussions of the management of acquired language disorders in school-aged children with respect to assessment, intervention, individualization of instruction, laws, regulations, and inclusion in school settings. Issues of diversity, equity, and inclusion as they relate to language intervention across the lifespan will be highlighted in assessment, diagnosis, intervention, counseling, and placement as critical aspects of optimal student, client, and patient care. Issues of healthcare disparities in individuals with language disorders across the lifespan will be discussed. Prerequisites: SPPN 610, SPPN 611, SPPN 612, SPPN 630. 3 credits

SPPN 730 The Speech-Language Pathologist in the School System

This course will introduce school-based speech-language pathology practices as a learning experience. Critical issues related to the practice of speech-language pathology in the school setting (K-12), including legislative issues, special education, models of service delivery, Response to Intervention (RTI), referral and evaluation for services, development of the Individual Education Plan (IEP), New York State Common Core Standards, lesson planning, and caseload management are focal points of the course. Students will learn to interface effectively with teachers and other school personnel. Students will explore the curriculum and the impact of speech-language difficulties on

academic performance. Current ASHA roles and responsibilities of the school-based clinician will also be reviewed. This course is mindful of embracing diversity, equity, and inclusion in every facet whenever feasible. We purposely create an environment that values and respects diverse perspectives and experiences and identifies and fosters an inclusive and enriched learning environment for all students. Prerequisites: SPPN 610, SPPN 611, SPPN 612, SPPN 630, SPPN 640. 3 credits

SPPN 731 Cluttering, Dysarthria and Geriatrics

This course will cover the neuroanatomy and physiology of speech production and how they relate to individuals with cluttering, dysarthria, and other communication disorders in the geriatric population. The theoretical foundation will be supplemented with clinical practice for the evidence-based diagnosis and treatment of these, using audio and video samples. Additionally, this course will examine advocacy for inclusion and equitable services in the assessment and treatment of clients with the above-mentioned disorders who are from culturally and linguistically diverse backgrounds. Special attention to the impact of cluttering on the educational process in school-age children and how to address academic, communication, and social issues for this population will be discussed. Prerequisites: SPPN 610, SPPN 611, SPPN 612, SPPN 630. 3 credits
3 credits

SPPN 732 Augmentative and Alternative Communication

This elective course will provide a working knowledge of augmentative and alternative communication modes. Individuals of all ages (birth to geriatric) who would benefit from augmentative and alternative communication modes will be explored. School-age children in general education, as well as inclusion settings, will be discussed. Augmentative and alternative communication systems and training techniques to promote participation, inclusion, and socialization in a variety of settings will be explored. The course will examine the vast array of low, mid, and high assistive technologies (philosophy and actual technology items) that improve the communication, language, and literacy skills of individuals that are unable to meet their daily linguistic/communication needs via speech or writing. Students will understand and become comfortable with using and exploring augmentative and alternative communication technologies for individuals with varied skills/needs (e.g., positioning, access, and multicultural considerations). Evaluation and training via evidence-based practice will be discussed. Funding sources will be explored as well as the appropriate paperwork for obtaining these augmentative and alternative communication systems. Students will understand the need for ongoing evaluation of augmentative and alternative communication technologies to ensure optimum benefit for the individual within all his/her environments. Prerequisites: SPPN 610, SPPN 611, SPPN 612, SPPN 630. 3 credits

SPPN 733 Early Intervention

The Communication portion of this course will address the assessment and implementation of communication interventions for infants and toddlers from birth to three that are functioning in the early stages of gestural and pre-verbal communication, including the scope of practice, ethics, and cultural and linguistic diversity as it relates to the families and caregivers of the children. General principles of clinical observation, assessment, establishment of treatment goals, report writing, documentation, and service delivery in home-based and medical settings are emphasized. Students are expected to understand federal, state, and local requirements and incorporate appropriate Early Intervention referrals, practices, and guidelines as part of intervention planning. The feeding and swallowing disorders component will focus on the assessment and treatment of feeding difficulties in premature infants and toddlers to age three with various disabilities. Assessing breast-, bottle-, and spoon-feeding skills and treating feeding and swallowing problems in infants and toddlers who have oral motor, sensory, neurological, medical, and behavioral feeding difficulties will be included. Understanding the legal, ethical, cultural, and linguistic diversity as it relates to the families and caregivers of the children for treating feeding and swallowing disorders from birth into preschool education will also be provided. SPPN 610, SPPN 611, SPPN 612, SPPN 630. 3 credits

UNIVERSITY CODES AND POLICIES

THE 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 the School of Health Sciences or his/her designated representatives of a Code of Conduct infraction by submitting a written statement describing the alleged violation within ten (10) school days of the alleged violation or within ten (10) school days from the time the charging individual learned of the alleged code violation, but no later than within three (3) months of the violation. The Dean, or one of his/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.

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

- dismiss the charges;
- bring the parties together for informal mediation;
- impose any of the disciplinary sanctions listed in the section entitled "Sanctions," except that the Dean (and/or his/her representatives) cannot require payment of restitution or order expulsion;
- upon consultation with the University's legal counsel, suspend a student for an interim period not to exceed fourteen (14) school days, pending disciplinary hearing by the SHS Committee on Academic Standing;
- refer the charges to the Committee on Academic Standing for a disciplinary hearing.

Determinations by the committee may be made in the absence of the student, as long as adequate notice is provided. The committee's decisions are final.

Disciplinary Hearings

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

Sanctions

The SHS Committee on Academic Standing may take one or more of the following actions:

1. **Dismiss the Charges:** After reviewing all relevant information and student record materials, the Committee on Academic Standing may decide to dismiss the charges against the student.
2. **Impose disciplinary sanctions,** which include but are not limited to the following:

- a. Warning – A written reprimand putting the student on notice that he/she has violated the Code of Conduct and indicating that further misconduct may result in a more severe disciplinary action. A copy of this warning will be placed in the student’s file.
 - b. Disciplinary Probation - A student may be placed on disciplinary probation for a definite period of time, not to exceed one year. While on probation, students may not hold office in student government organizations, clubs, or societies, or represent the 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. He/she must apply to the Committee on Academic Standing for reenrollment authorization.
 - f. Expulsion – This is termination of the student’s enrolled status at the University. A student who is 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. Additional Sanctions – The Committee on Academic Standing may impose the following sanctions in addition to those listed above:
- a. A fine of to be paid to the 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 – The Committee on Academic Standing in consultation with the Office of Institutional Compliance may recommend that students be turned over to law enforcement authorities for legal action. The final decision on referring student cases to the authorities is made by the Office of Campus Security.
5. Other Sanctions – The Committee on Academic Standing may impose other sanctions that it deems appropriate and fair.

Appeals of Disciplinary Sanctions Imposed for Code of Conduct Violations

Any disciplinary action taken by the Dean or his/her representatives for a violation of the Code of Conduct may be appealed by filing a written appeal with the Committee on Academic Standing within ten (10) school days of the disciplinary action decision. The copy of the appeal should be submitted to the Dean.

The Committee on Academic Standing will set a date for a hearing within fourteen (14) school days of receipt of the student’s written appeal. The burden of proof is on the student to demonstrate that the decision of the Dean was erroneous, arbitrary, or capricious.

In cases in which the disciplinary sanction was initially imposed by the Committee on Academic Standing, the student may file a written appeal with the Dean within ten (10) school days of the committee's decision. The Dean shall appoint a Special Appeals Panel consisting of the Dean of Faculties (or his/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 Committee on Academic Standing only if it determines that the committee's action was clearly erroneous, arbitrary or capricious.

Protocols for Disciplinary Hearings

Hearings conducted by the Committee on Academic Standing and the Special Appeals Panel will be governed by the following protocols:

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



TOURO 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.

The International Center for Academic Integrity (ICAI), of which Touro University is a member, lists six fundamental values: honesty, trust, fairness, respect, responsibility, and courage, to allow institutional scholarship to flourish with integrity. To sustain these values, Touro University's Academic Integrity Policy, requires that a student or researcher:

- Properly acknowledge and cite all use of the ideas, results, or words of others, including the use of AI tools and other emerging technologies;
- Properly acknowledge all contributors to a given piece of work;
- Make sure that all work submitted as their own in a course or other academic activity is produced without the aid of unsanctioned materials or unsanctioned collaboration;
- Treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.

Adherence to these principles is necessary to ensure that:

- Everyone is given proper credit for their own ideas, words, results, and other scholarly accomplishments;
- All student work is fairly evaluated and no student has an inappropriate advantage over others;
- The academic and ethical development of all students are fostered;
- The reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced

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

Touro University works with faculty and students to promote an institutional culture of academic integrity, provides effective training that creates a commitment to academic integrity, and establishes clear procedures to deal with allegations of violations of academic integrity and monitoring the adherence thereto.

Violations of Academic Integrity

The following are considered to be violations of academic integrity and are prohibited by the Touro University System. Students, faculty, and other members of the Touro community who commit one of the offenses listed below, or similar such offenses, or those who assist in the commission of such offenses, may be subject to sanctions (i.e. classed as A, B, or C, as described below in the section “Procedures in Response to Violations of Academic Integrity”).

Plagiarism

Plagiarism is defined as the unauthorized use of the writings, ideas and/or computer-generated material of others without appropriate acknowledgement, and the representation of them as one’s own original work. It also includes the unauthorized use of computer-generated material via artificial intelligence (AI) and other emerging technologies without appropriate acknowledgement and the representation of them as one’s own original work. Plagiarism encompasses acts of inadvertent failure to acknowledge sources, as well as improper attribution due to poor citation.

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

Intentional Plagiarism

Plagiarism takes many forms. Flagrant forms, or intentional plagiarism, include, but are not limited to:

- Purchasing a paper;
- Commissioning another to draft a paper on one’s behalf;
- Intentionally copying a paper regardless of the source and whether or not that paper has been published;
- Copying or cutting and pasting portions of others’ work (whether a unique phrase, sentence, paragraph, chart, picture, figure, method or approach, experimental results, statistics, etc.) without attribution;
- Using computer-generated material via artificial intelligence (AI) and other emerging technologies without attribution;
- In the case of clinical documentation, copying clinical notes/materials without personally performing the patient examination.

Plagiarized sources may include, but are not limited to, print material, digital and media resources including social media and blogs, as well as assignments completed by other students at Touro University System and elsewhere. A more subtle, but equally flagrant, form is paraphrasing or attempting to put in one’s own words the theories, opinions or ideas of another without proper citation.

Additionally, students may not reuse their own previous work without appropriate citation. This is a form of plagiarism called self-plagiarism and may mislead the reader or grader into the erroneous belief that the current submission is new work to satisfy an assignment.

If students are unsure as to whether a fact or idea is common knowledge, they should consult their instructor or librarian, or else provide appropriate citations.

Unintentional Plagiarism

Plagiarism is not only the failure to cite, but the failure to cite sources properly. If a source is cited but in an inadequate way, the student may still be guilty of unintentional plagiarism. It is therefore crucial that students understand the correct way to cite. The rules are relatively simple:

- For exact words, use quotation marks or a block indentation, with the citation.
- For a summary or paraphrase, indicate exactly where the source begins and exactly where it ends.

In its policies and disciplinary procedures, the Touro University System will seek to recognize and differentiate between intentional plagiarism, as defined above, and failure to cite sources properly (unintentional plagiarism). While both forms are violations of the Academic Integrity Policy, a student's first instance of unintentional plagiarism may only be penalized with a Class C sanction (see sanctions below).

Cheating on Examinations and Other Class/Fieldwork Assignments

Cheating is defined as improperly obtaining and/or using unauthorized information or materials to gain an advantage on work submitted for evaluation. Providing or receiving assistance unauthorized by the instructor is also considered cheating.

Examples of cheating include, but are not limited to:

- Giving or receiving unauthorized assistance to or from another person on quizzes, examinations, or assignments;
- Using another learner's audience response device/i-clicker;
- Using materials, devices, or tools not specifically authorized during any form of a test or examination;
- Exceeding the restrictions put in place for "take home" examinations, such as unauthorized use of library sources or internet sources, unauthorized use of computer-generated material via artificial intelligence (AI) and other emerging technologies, or unauthorized collaboration on answers;
- Sitting in for someone else or permitting someone to sit in for a student on any form of test or examination;
- Working on any form of test or examination beyond the allotted time, which includes any extra time resulting from a documented accommodation (unless the instructor provides explicit permission);
- Hiding, stealing or destroying materials needed by other students;
- Altering and resubmitting for re-grading any assignment, test or examination without the express written consent of the instructor;
- Copying from another individual's examination or providing information to another student during an examination;
- Soliciting, obtaining, possessing or providing to another person an examination prior to the administration of the examination.
- Bringing into the examination room notes in any format and paper, electronics or writings, drawings, etc. that could be used to aid in taking a closed notes/book exam.

Examples of unauthorized assistance include:

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

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

Research Misconduct

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

These terms are defined as follows:

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

Research misconduct does not include honest error or honest differences of opinion.

Touro’s Research Misconduct Policy can be found: <https://www.nymc.edu/media/schools-and-colleges/nymc/pdf/policies/PoliciesandProceduresforRespondingtoAllegationsofResearchMisconduct.final6.15.23.pdf>

OTHER UNETHICAL CONDUCT

Misleading or Fraudulent Behavior

Misleading or fraudulent behavior, put simply, is lying, and includes acts contributing to or associated with lying. It takes on any form of fabrication, falsification or misrepresentation.

Examples include, but are not limited to:

- Reporting false information to gain an advantage;
- Omitting information or data resulting in misrepresenting or distorting findings or conclusions;
- Providing false information to explain lateness or to be excused from an assignment, class or clerkship function;
- Signing in another person's name on any attendance sheet/roster representing them as present when they are not;
- Falsely accusing another of misbehavior, or otherwise misrepresenting information about another;
- Providing false information about oneself, such as on an application or as part of some competition;
- Taking credit for accomplishments achieved by another person or computer-generated material via artificial intelligence (AI) and other emerging technologies;
- Omitting relevant information about oneself.

Tampering

Tampering is the unauthorized removal or alteration of college/university documents (e.g., library resources, official institutional forms, correspondence), software, equipment, or other academic-related materials, including other students’ work. It should be noted that tampering as a form of cheating may also be classified as criminal activity and may be subject to criminal prosecution.

Examples include, but are not limited to:

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

Copyright Violations

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

- Making or distributing copies of a copyrighted article for a group (on paper or electronically);
- Disseminating an image or video of an artist's work without permission, including those found on the internet;
- Copying large sections of a book.

The "fair use doctrine" regarding use of copyrighted materials can be found at the following link: <https://www.copyright.gov/fair-use>. Also see the library's guide on frequently asked copyright questions: <https://libguides.tourolib.org/copyright/faqs>.

Please contact your campus librarian to get copyright clearance for required reading materials.

Sanctions

The following sanctions may be imposed for violation of this Policy. Informal resolution of violations can be accompanied by Class C sanctions only. Formal resolution can be accompanied by any combination of sanctions from Class A, B, and C. Except in the case of a student's expulsion or dismissal, any student found to have violated this Policy is required to take additional ethics tutorials intended to assist student to avoid future misconduct. (Academic Integrity Plagiarism Tutorial, <https://libguides.tourolib.org/AI>, for an overview on how to avoid plagiarism. Scroll down the page for the link to the Touro University Academic Integrity Test, <https://libguides.tourolib.org/research-101> that will go to the instructor's email.)

Class A Sanctions:

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

Class B Sanctions:

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

Class C Sanctions:

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

Procedures in Response to Violations of Academic Integrity

This Touro University System Academic Integrity Policy applies to all Touro students. Any act in violation of this Policy or any allegation of misconduct related to this Policy involving a student must be reported and addressed in accordance with the adjudication procedures outlined below or those of the student's school, which may not be less stringent than the requirements and standards set forth in this Policy.

The Dean of each school or the Provost shall designate a member of the school's administration as Chief Academic Integrity Officer (herein referred to as the "CAI Officer") to oversee the adjudication of violations and to maintain appropriate documentation. The CAI Officer of each school will maintain written records of all violations and resolutions, both informal and formal. The CAI Officer must be an assistant dean or higher, or another appropriate responsible individual approved by the Provost or Vice President of the Undergraduate Division for schools in that Division.

Each school shall designate a Committee that will adjudicate violations of academic integrity via a formal Hearing process.

The Provost or Vice President shall designate a Dean responsible for hearing formal resolution appeals (herein referred to as the "Appeals Dean"). The CAI Officer and the Appeals Dean cannot be the same individual.

Reporting a Case of Suspected Plagiarism or Cheating

Due to the organizational and administrative differences among schools and programs, each school can determine its own reporting sequence from faculty member to CAI Officer.

Depending on the school or program, faculty or students may report an alleged incident to: Department Chair, Department Deputy Chair, Program Chair, Sequence Chair, Program Director, Department Director, Academic Dean, Preclinical Dean, Dean, or CAI Officer directly.

Each school and program should make its reporting sequence known to its constituencies.

For the sake of clarity, the faculty member's supervisor will be referred to as "Chair" in the paragraphs that follow.

Faculty members, students, or other members of the Touro community who encounter suspected academic integrity violations should contact the relevant "Chair". The "Chair" will consult with the faculty member, and if a violation is identified, the faculty member will inform the student. The "Chair" will also report all suspected violations in writing (using the [Academic Integrity Violation Reporting Form](#)) to the CAI Officer, who will advise the "Chair" on whether to pursue an informal or a formal resolution. For first-time suspected violations, CAI Officers and faculty are strongly encouraged to seek an informal resolution with the student. No permanent grade may be entered onto the student's record for the course in question before the issue is resolved.

If an instructor strongly suspects cheating during an exam, the instructor should stop the student's exam and collect all evidence of cheating. The incident should be immediately reported to the "Chair", who will investigate and report in writing to the CAI officer.

Resolution of Academic Integrity Violations

Incidents of academic integrity violations are reported to the department Chair, and a report by the Chair is submitted to the CAI Officer. The method of resolution of the violation may be either informal or formal. Students who are found to have violated the Touro University System's Standards of Academic Integrity are subject to the sanctions listed above.

Should a student action be of such a serious nature that it is felt that he/she may be considered a danger in a clinical setting, the CAI Officer or the Chair may remove such a student from a clinical assignment, not to exceed fourteen

(14) days pending the outcome of a formal resolution. A student shall not be removed from a didactic course while an allegation of an academic integrity violation is ongoing. It is the responsibility of the student to work with their program to make up any time missed from clinical assignments.

Informal Resolution

After consulting with the Chair and the CAI Officer (as per “Reporting a Case of Suspected Plagiarism or Cheating”), the faculty member may attempt to resolve the issue informally with the student. Once an informal resolution is agreed to between the faculty member and the student, the faculty member must present such resolution to the department Chair for approval. The faculty member, in consultation with the Chair, may impose any range of Class C sanctions, but must include requiring the student to take additional ethics tutorials intended to assist that student to avoid future misconduct. Once accepted by the student, the informal resolution is binding on both the student and faculty member, and cannot be appealed by the student.

If the student is found to have committed an academic integrity violation, the outcome of the informal resolution should be reported in writing by the Chair to the CAI Officer, who will maintain the record for the duration of the student’s academic career. NOTE: Some Touro schools may be required to report the violation to outside licensing agencies.

The informal resolution process is not available to individuals who have previously committed an academic integrity violation.

Formal Resolution

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

To institute formal resolution, the following procedures shall be followed:

- The Chief Academic Integrity Officer receives a written statement from the instructor, proctor, student, or any other complainant, as the case may be.
- The written statement must include the name of the involved student(s), the name and position of the reporting person, and the nature of the alleged act.
- The CAI Officer shall arrange a hearing which, generally speaking, should take place no earlier than five (5) calendar days and no later than twenty (20) calendar days after notification that informal resolution was unsuccessful or not pursued.
- The hearing shall take place before the designated Committee on Academic Integrity of the School. If the hearing involves a student in a dual-degree or joint-degree program, then the Hearing Committee should have representatives from both programs.
- The Committee shall receive the written statement, and any documents submitted by the student or reporting person.
- All persons involved in a hearing shall be given notice of all hearing dates, times and places. Such notice, which will be sent by e-mail will be given at least two (2) business days prior to any hearing, unless waived by the parties involved.
- Postponements of Committee hearings may be made at the discretion of the Committee Chair. Either party may be granted a postponement only if pertinent information or interested parties cannot, for good cause, be present at the appointed time. Any postponement may not extend beyond a one-month period and any delay may affect the student’s ability to progress in the program.
- The accused student and the accuser will be afforded the following opportunities:

- To review, but not copy, all pertinent information to be presented to the Committee. The length of time for review shall be reasonable, as determined by the Committee Chair.
- To present fully all aspects of the issue before the Committee.

Committee Hearings will proceed under the following guidelines:

- All Committee hearings and meetings are closed to the public.
- The Committee may hear the student, the faculty member or proctor, and any other individual who may be knowledgeable or may have information to share with the Committee regarding the suspected offense. Each person will meet with the Committee on an individual basis.
- The Committee may consider relevant written reports, discussions with involved parties, examinations, videos, papers, screen shots, social media posts, or other related documents.
- The Committee must be comprised of a minimum of three people, who must be present either in person or via video-conference, and may not be the faculty member of the course in question.
- All decisions shall be made by majority vote.
- The student has the right to appear before the Committee, in person or via video conference, in order to present his/her case, but, after proper notice of a hearing, the Committee may proceed, notwithstanding the student's absence.
- The hearing is academic in nature and non-adversarial. Student representation by an attorney or other representative at the hearing is not permitted. However, the student may bring a support person to accompany them and be present in an anteroom, but not participate, in the hearing.
- Audio recordings of the hearing are not permitted and transcripts are not required.
- All information supporting the charges made against a student shall be presented first. Following this presentation, the student who has been accused of a violation will present his/her side of the matter by submitting to the Committee information that he/she chooses to submit to support their stance or position. The CAI Officer, his or her designee, Office of Institutional Compliance or other members of the faculty and Administration may also meaningfully participate in this information exchange. Pursuant to the Touro University Code of Conduct, the student is expected to conduct themselves harmoniously so as not to obstruct the investigation or proceedings.
- The student, his/her accuser, the Committee, and/or Touro University System's representatives may raise questions about the information under review so that all aspects of the case are clarified.

The Committee shall reach a decision using the following guidelines:

- The Committee will meet in closed session to reach a decision, including recommended sanctions, if applicable. Such meeting shall generally be held immediately after the hearing or within one Touro business day (a Jewish Day of Observance as delineated on the Touro calendar does not count as a business day).
- If the Committee seeks additional information following commencement of its deliberations, it will notify the parties within two (2) Touro business days, and reconvene the hearing within five (5) Touro business days of the conclusion of the original hearing. The Committee's final decision must then be made.
- The Committee may impose a range of Class A, B, or C sanctions.

The Committee's decision must be based solely on the evidence presented at the hearing and will be the final disposition of the issues involved, including sanctions. The decision of the Committee will be presented in writing to the CAI Officer, the student, and the Chair. The Committee's letter will contain the following elements: Charge; Hearing Date; Findings; List of Sanctions; and the Right to Appeal and to whom. In the event the case involved a student in a dual-degree or joint-degree program, the CAI Officer of each relevant school should be informed of the decision.

Appeal Process

- Following a Formal Resolution Hearing and notification of the Committee decision, either party may appeal the decision. An appeal may only be granted on the basis of: 1) evidence of bias of one or more of the members of the Committee; 2) new material documenting information that was not available at the time of the decision; 3) procedural error.
- The appellant has three (3) business days within which to submit a formal written appeal of the decision to the Appeals Dean for the School. The appeal should be accompanied by the Hearing Committee's letter and by a narrative explaining the basis for the appeal. The narrative should fully explain the appellant's position and substantiate the reason(s) for their appeal.
- The Appeals Dean may request to meet with the appellant.
- After consideration of the Appeal, the Appeals Dean may accept, reject or modify the Committee's decision, and will notify the student in writing of the decision.
- The Appeals Dean, when notifying the student of the decision, shall inform the student of his/her right to appeal an adverse decision to the Chief Academic Officer.

A copy of the Appeals Dean's final decision will be transmitted to the CAI Officer and the Chair.

A student has three (3) business days from receipt of written notification to submit a formal written appeal of the decision, that is discretionary in nature, to the Chief Academic Officer (CAO) (i.e., Provost) or his/her designee. In the event the CAO decides to consider the matter, the CAO may only sustain the appeal on the basis of one of the following:

- Evidence of bias of one or more of the members of the Committee or of the Appeals Dean.
- New material documenting information that was not available to the Committee or the Appeals Dean at the time of the initial decision.
- Procedural error.

The CAO may, at his/her discretion, conduct interviews and review materials. The CAO will notify the student, the CAI Officer, and the Appeals Dean in writing of the appeal decision. The decision of the CAO shall be final.

NOTE: The complete Touro University Academic Integrity Policy can be found at www.touro.edu/students/policies/academic-integrity/

ALTERNATIVE DISPUTE RESOLUTION

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

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

A student's acceptance, registration, enrollment, matriculation and/or petition for graduation and matriculation at Touro acts as his or her consideration and consent to these terms.

All Disputes (as defined below) between Touro, on the one hand, and any current or former student or applicant on the other, which cannot be resolved internally, shall first be submitted to non-binding mediation (the "Mandatory Mediation"). The Mandatory Mediation shall be conducted by a neutral mediator selected at Touro's sole discretion. Touro shall be responsible for paying 50% of the costs associated with the Mandatory Mediation. The student shall be responsible for paying 50% of the costs associated with the Mandatory Mediation. Touro and the student shall each be responsible for paying their own respective attorney's fees (if any) incurred in conjunction with the Mandatory Mediation.

If upon completion of the Mandatory Mediation all or any part of the Dispute is still unresolved, the remaining Dispute shall proceed to binding arbitration (the "Mandatory Arbitration"), as described below.

In accordance with the Federal Arbitration Act and to the extent not inconsistent with the primacy of federal law, all Disputes remaining after completion of the Mandatory Mediation shall be exclusively conducted and heard by a single arbitrator, affiliated with JAMS or another reputable ADR organization, who shall be an attorney or judge. The arbitrator and location of the Mandatory Arbitration shall be selected at Touro's sole discretion. Touro shall be responsible for paying 50% of the costs associated with the Mandatory Arbitration. The student shall be responsible for paying 50% of the costs associated with the Mandatory Arbitration. Touro and the student shall each be responsible for paying their own respective attorney's fees (if any) incurred in conjunction with the Mandatory Arbitration. The results of the Mandatory Arbitration shall be binding and final.

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

If any provision of this ADR policy is determined by any arbitrator or court of competent jurisdiction to be invalid or unenforceable, said provision shall be modified to the minimum extent necessary to render it valid and enforceable, or if modification is not possible, the provision shall be severed from the policy, and the remaining provisions shall remain in full force and effect, and shall be liberally construed so as to effectuate the purpose and intent of the policy.

For the avoidance of doubt, this policy prohibits a student or applicant from filing or prosecuting any Dispute through a civil action in court before a judge or jury involving any Dispute. The student's acceptance, registration, enrollment, matriculation and/or petition for graduation and matriculation at Touro acts as a knowing and voluntary waiver by the student of the student's right to seek judicial relief in any manner inconsistent with this policy.

ADR Procedures

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

Within thirty (30) days of receiving such demand, or as soon as possible thereafter, if Touro and the student/applicant are unable to resolve the Dispute informally, the Student shall indicate his/her desire to proceed to the Mandatory Mediation. As described above, to the extent any Dispute remains thereafter, the Dispute shall proceed to the Mandatory Arbitration.

FAILURE-TO-EDUCATE AND LIABILITY DISCLAIMER

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

Touro University's liability (as well as that of its faculty and staff, and including liability for action by, through or on its behalf by third parties) is limited in all respects, no matter the cause of action or theory of liability, to the amount of tuition actually paid by the student in the one year prior to which the claim is made. No award of incidental, consequential, punitive or lost profits damages may be awarded.

TOURO POLICY ON BIAS-RELATED CRIMES

Touro is committed to safeguarding the rights of its students, faculty, and staff, and to providing 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 the Campus Security Director, Kevin Paynter, at 50 W. 47th St., 14th floor, New York, NY 10036; office number (646) 565-6134; or by calling 1-88-Touro-911 (1-888-687-6911); or your Campus Security Department in your state.

Reported incidents of hate crimes and attempts to commit hate crimes will be referred to the NYPD and/or other law enforcement agencies for further investigation and legal action. Touro treats all hate crimes as serious offenses that need to be prosecuted with the full force of the legal system.

POLICY IN TITLE IX AND SEXUAL MISCONDUCT

This policy applies to all members of the Touro University (“Touro”) community, including students, faculty, and administrators as well as third parties (i.e. vendors, and invitees). Discrimination or harassment of any kind in regard to a person's sex is not tolerated at our institution. Information and/or training regarding this policy is available to students, faculty, and staff.

Touro promotes an environment in which the dignity and worth of all members of the community are respected. It is the policy of Touro that sexual intimidation of students and employees is unacceptable behavior and will not be tolerated.

Title IX Grievance Policy

Title IX of the Educational Amendments of 1972 prohibits any person in the United States from being discriminated against on the basis of sex in seeking access to any educational program or activity receiving federal financial assistance. The U.S. Department of Education, which enforces Title IX, has long defined the meaning of Title IX's prohibition on sex discrimination broadly to include various forms of sexual harassment and sexual violence that interfere with a student's ability to equally access our educational programs and opportunities.

This Title IX Grievance Policy became effective on August 14, 2020, and only applies to formal complaints of sexual harassment alleged to have occurred on or after August 14, 2020. Alleged conduct that occurred prior to August 14, 2020 will be investigated and adjudicated according to the Title IX and Sexual Misconduct Policy then in effect.

Title IX Coordinator

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

Contact Information for the Title IX Coordinator:

Matthew Lieberman
50 W. 47th St., 14th Floor
New York, NY 10036
Phone: 646-565-6000 x55667
Email: Matthew.Lieberman@touro.edu

Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address listed for the Title IX Coordinator.

When Title IX Applies

The Title IX process will apply when **all** of the following elements are met:

1. The conduct is alleged to have occurred on or after August 14, 2020;
2. The conduct is alleged to have occurred in the United States;
3. The conduct is alleged to have occurred in Touro's education program or activity; and
4. The alleged conduct, if true, would constitute covered sexual harassment, as defined under Title IX, as:
 1. an employee conditioning educational benefits on participation in unwelcome sexual conduct (i.e., *quid pro quo*);
 2. unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the educational institution's education program or activity; or
 3. sexual assault (as defined in the Clery Act); or dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act (VAWA)).

If the alleged misconduct meets these requirements, then the Title IX grievance process applies and the Potential Complainant may file a Formal Complaint or their prior Complaint submission will become a Formal Complaint. For the purposes of this Title IX Grievance Policy, “formal complaint” means a document – including an electronic submission - filed by a complainant with a signature or other indication that the complainant is the person filing the formal complaint, or signed by the Title IX Coordinator, alleging sexual harassment against a respondent about conduct within Touro’s education program or activity and requesting initiation of the procedures consistent with the Title IX Grievance Policy to investigate and adjudicate the allegation of sexual harassment.

If the alleged misconduct does not meet these Title IX requirements, it requires a mandatory dismissal under Title IX, but it may be addressed by the broader Touro Sexual Misconduct Policy or another applicable Touro policy.

For more details surrounding the Title IX Grievance Policy please see: <https://www.touro.edu/title-ix-policy/>

Sexual Misconduct

Touro prohibits discrimination based on sex, including sexual harassment. The prohibition against discrimination extends to employment and third-parties. Sexual harassment is unwelcome conduct of a sexual nature and can include sexual advances, request for sexual favors, and other verbal, non-verbal, or physical conduct. Environmental harassment (sometimes referred to as hostile environment) is sexually harassing conduct that is sufficiently severe, persistent or pervasive to limit an individual’s ability to participate in or receive benefits, services, or opportunities at Touro. This can include persistent comments or jokes about an individual’s, sex; verbal behavior, including insults, remarks, epithets, or derogatory statements; nonverbal behavior, including graffiti, inappropriate physical advances short of physical violence such as repeated and unwanted touching; and assault, including physical violence or the threat of physical violence.

New York Law also defines these acts as crimes if any of them are engaged in with a person who is incapable of consent either because of the person's age or because the person is mentally defective, mentally incapacitated, or physically helpless. Therefore, sexual abuse, sodomy, and rape are sex crimes and violators will be prosecuted in accordance with New York Penal Law.

Retaliation against any individual who made a complaint will not be tolerated.

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

All divisions of Touro seek to foster a collegial atmosphere in which students are nurtured and educated through close faculty-student relationships, student camaraderie, and individualized attention. Discrimination or harassment of any kind is anathema to Touro’s mission, history, and identity. Touro will resolve any identified discrimination in a timely and effective manner, and will ensure that it does not recur. Compliance with Touro’s policies and procedures is a necessary step in achieving a safe environment in our educational community. The policies set forth were developed to promote a safe educational environment in compliance with the Violence Against Women Act (VAWA) and a high-quality campus life.

Those believing that they have been harassed or discriminated against on the basis of their sex, including sexual harassment, should contact the Office of Institutional Compliance immediately. When Touro has notice of the occurrence, Touro is compelled to take immediate and effective corrective action reasonably calculated to stop the harassment, prevent its recurrence, and as appropriate, remedy its effects.

This policy applies to all members of Touro, including students, faculty, and administrators as well as third parties (including, but not limited to, vendors, invitees, etc.). Information and/or training regarding this policy are available to students, faculty, and staff. In addition, information about this policy will be available on Touro’s website.

Complaints may be filed by contacting the Office of Institutional Compliance:

Phone: 646-565-6000, ext. 55330

Email: compliance@touro.edu

For Further Information: Students are strongly urged to read the full policy at <https://www.touro.edu/sexual-misconduct-policy/>

Students are also urged to read the Annual Security and Fire Report at https://www.touro.edu/departments/campus-security/clery-reports/TOURO_U-2023_ASFSR-web.pdf

Additional information about this policy will be available on Touro's website. Students may contact the Office for Civil Rights of the U.S. Department of Education for inquiries concerning the application of Title IX as well as the implementation of its regulations. The Office for Civil Rights can be contacted using the following information:

U.S. Department of Education
Office for Civil Rights
32 Old Slip, 26th floor
New York, NY 10005
Phone 646-428-3800
Fax 646-428-3843
Email: OCR.NewYork@ed.gov



STUDENT COMPLAINTS

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

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

If any student believes that his or her rights have been violated or infringed upon, or that Touro's policies and procedures have not been followed, that student may file a formal complaint with the dean of the school or division in which he/she is enrolled. When a complaint concerns an administrative function of the University, including, but not limited to, tuition refund and student financial assistance, a student may file a formal complaint with the University-wide director or supervisor of the administrative unit in question, or their designee. Prior to filing the formal complaint, the student should attempt to remedy the situation via an informal mediation (described in Phase One in <https://touro.app.box.com/v/studentgrievancepolicy>). If the informal mediation is unsuccessful, or if the student is uncomfortable attempting an informal resolution, then a formal complaint may be filed. The complaint should state, with particularity: the person(s) involved, the nature of the claim, the date, witnesses (if any), documents (if any), and the circumstances under which the alleged claim may have been committed.

Limitation Period

Claims under this policy may only be brought within sixty (60) calendar days of the alleged misconduct.

Exception to Policy

This policy is not applicable to situations that are governed by other policies. For example, complaints of sexual harassment are governed by Title IX; the University currently has a robust policy and procedure for dealing with such allegations. Therefore, all such incidents are considered under that anti-harassment policy/process. Other examples of exceptions to the Grievance Policy include, but are not limited to, race discrimination, Code of Conduct violations, and ADA Reasonable Accommodations requests and complaints.

Additionally, this policy is separate and distinct from the Touro University or program-specific grade appeals policies. Therefore, this policy may not be used for appealing grades, dismissals, or academic decisions by any Touro University programs. Such appeals are governed by the student handbook or catalog for the program in which the student is enrolled.

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

TOURO UNIVERSITY CAMPUS SECURITY POLICIES

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

Access to the Campus

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

Security Services

Touro University has contracted with professional security guard services to maintain and monitor security at its campuses and sites. Selected locations have armed security officers. Security personnel are carefully screened before being assigned to Touro University, and supervised to ensure quality assurance. Security staff are supervised by means of their agency supervisor, and as well as the Campus Security Director.

Security personnel respond to emergency calls for service, enforce regulations, and assist in security building inspections and fire prevention. Electronic means, such as closed-circuit television, are also used to monitor activities at many University centers.

The security officers may detain individuals who engage in illegal and criminal actions until New York City Police officers 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 who are apprehended are turned over to the police. Our security officers are not peace officers or police officers and have no power of arrest.

Our security director meets regularly with police commanders to help ensure the safest environment for our campus community.

Reporting Criminal Incidents & Other Emergencies

All students, employees, and guests should promptly report criminal incidents, accidents, and other emergencies to the Department of Campus Security by dialing 1-88-Touro911 (1-888-687-6911). This service allows you to speak to a live operator, twenty-four hours a day, seven days a week, to report any incidents or occurrences. The service refers all calls to the appropriate agencies (i.e. fire, police, etc.) for assistance, as well as to the appropriate University authorities. Additionally, you may report any incidents to any security officer at your site, the Campus Security Director, and/or Operations. If you are located in a Student Residence Hall, you can also report any incident to your Resident Director, Assistant Resident Director, or R/A at your facility. The Campus Security Administrative office is located at 50 W. 47th St., 14th Floor, New York, NY 10036 and can be reached at (646) 565-6134 or via email at security@touro.edu. If assistance is required in completing or reporting an incident/occurrence to local law enforcement agencies, we at Touro Campus Security will be glad to render any assistance needed.

Annual statistics on the incidence of crime at Touro University campuses and sites are published in the Touro College Campus Security Handbook.

Students are also urged to read the Annual Security and Fire Report at https://www.touro.edu/departments/campus-security/clery-reports/TOURO_U-2023_ASFSR-web.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 view pages 28-30 in the Annual Security and Fire Report at https://www.touro.edu/departments/campus-security/clery-reports/TOURO_U-2023_ASFSR-web.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.

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

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

Additionally, please see Touro's Policy on Weapons in the Annual Security and Fire Safety Report, https://www.touro.edu/departments/campus-security/clery-reports/TOURO_U-2023_ASFSR-web.pdf

ACCEPTABLE USE POLICY FOR INFORMATION TECHNOLOGY

The Acceptable Use Policy provides for users of the institutional technology resources, facilities, and/or equipment to act responsibly, to abide by Touro's policies, and to respect the rights and privileges of other users. Each user of Touro technology resources is responsible for adhering to all legal and ethical requirements in accordance with the policies of Touro and applicable law.

All users of Touro technology resource users must submit, upon commencement of their relationship with Touro, or at another appropriate time, acknowledgement of the Acceptable Use Policy (AUP). In submitting the AUP Acknowledgement Form, each individual will be certifying that he/she has read and will comply with the AUP. Students are urged to read the complete policy, which can be found at touro.app.box.com/v/AcceptableUsePolicy.

INTERNET SERVICES AND USER-GENERATED CONTENT POLICY

As an educational institution, we recognize that these Internet-based services can support your academic and professional endeavors, but we are also aware that, if not used properly, they can be damaging. In both professional and institutional roles, students, faculty and staff should follow the same behavioral standards online as they should offline, and are responsible for anything they post to a social media site regardless of whether the site is private (such as a portal open to the Touro community only) or public. The same laws, professional expectations, and guidelines for interacting with students, parents, alumni, donors, media and other college agents apply online as apply offline.

Students are urged to read the entire policy at <https://touro.app.box.com/v/InternetService-UserGenContent>.

DRESS CODE

While individual variations regarding dress code and personal grooming are accepted, appropriate professional appearance is expected.

ANTI-HAZING REGULATIONS

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

NO-SMOKING POLICY

(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 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.

PROFESSIONAL CONDUCT

School of Health Sciences students are expected to conduct themselves in a manner consistent with the function of an institution of higher learning and with their role as future health care professionals. Students are required to abide by the highest standards of academic honesty, ethical fitness, and professional conduct. Characteristics key to the development of a health care provider include, but are not limited to:

1. ethical conduct and honesty;
2. integrity;
3. ability to recognize one's limitations and accept constructive criticism;
4. concern for oneself, others, and the rights of privacy;
5. appropriate value judgment with respect to interpersonal relationships with peers, superiors, patients, and their families;
6. responsibility to duty;
7. an appearance consistent with a clinical professional;
8. punctual attendance at all program scheduled activities and adherence to deadlines set by the faculty and preceptors.

Each program within the School of Health Sciences has established standards of ethical and professional behavior. The standards are set forth in greater detail in the programs' student handbook. Students of the School of Health Sciences are expected to act in a mature fashion, consistent with the principles of professional ethics and general professional conduct. Honesty and scrupulous concern for the person and property of others are essential.

Conduct that tends to bring discredit upon the School, the student, or the profession, whether committed in class, at a clinical site, or off-campus, shall constitute a violation of this policy for which a student may be subject to disciplinary action. The most serious violations may result in immediate suspension or dismissal. However, whenever it is appropriate, the student who demonstrates unacceptable performance or misconduct will initially be notified by the Program Director and given a warning regarding the persistence of such behavior or misconduct as soon as it becomes evident. The student shall be notified that continued misconduct or professional misbehavior will result in the student being placed on professional probation. The duration and condition of the probationary period will be determined on an individual basis and may require remedial study and/or repetition of a unit of study. This may result in extending the length of the program beyond its normal term.

It is the policy of the School of Health Sciences that procedures in disciplinary matters, which result in placing the student on professional probation, implementing disciplinary measures, or are serious enough to warrant dismissal from the program, be handled expeditiously and meet certain requirements to ensure fairness to all parties concerned, and to ensure against arbitrary and capricious decisions. The student has a right to contest the Program Director's decision by utilizing the program's internal appeal process, as described in the program's Student Handbook. Finally, the student has a right to appeal the program's decision, utilizing the Hearing and Appeal Procedures outlined below.

ACADEMIC PERFORMANCE

In addition to the standards for student conduct outlined above, each program in the School of Health Sciences has established standards for academic performance. These standards are set forth in greater detail elsewhere in this catalog and/or in each program's student handbook. A student whose academic performance falls below the minimum acceptable standards may be placed on academic probation or dismissed from the program. If a student is placed on probation, the duration and conditions of the probationary period will be determined by program committees on an individual basis and may require remedial study and/or repetition of a unit of study. This may result in extending the length of the student's education in the program.

The student has the right to contest the program's decisions by utilizing the program's internal appeal process, as described in the program's student handbook. If still not satisfied, the student has a right to appeal the program's decisions by utilizing the Hearing and Appeal Procedures as outlined below.

SUSPENSION

A student may be removed immediately from participation in school activities (i.e., didactic or clinical affiliations) and recommended for suspension if the student's continued participation appears to be detrimental to the best interests of patients, peers, or the School of Health Sciences.

The Program Director may suspend a student on the Program Director's own accord or on the recommendations of the program faculty, the student's peers, or satellite clinical site professionals who supervise the student, at any time when there is/are (i) serious academic deficiencies, (ii) a serious error in professional judgment on the part of the student, or (iii) a breach of professional ethics or general rules of conduct.

In such cases, the Program Director will provide the student with a written statement of the grounds for the suspension, and the action to determine the student's status will be taken expeditiously. The suspension will remain in effect until the administrative process, as outlined below, has taken place and the student has been reinstated.

HEARING AND APPEALS PROCEDURE

The student has the right to appeal a decision made for unprofessional conduct or unacceptable academic performance if there is good reason for the appeal, as described below. It is the policy of the School of Health Sciences that appeals be handled expeditiously.

The student who is appealing a decision made for unprofessional conduct or unacceptable academic performance must first complete the appeals procedure within the student's program.

Following the student's completion of the appeals process within the program, the Program Director will inform the student in writing of its decision. A copy of the notice will be sent to the office of the Dean.

To appeal a program decision, the student must send a written request to the Chair of the SHS Committee on Academic Standing (CAS) within fourteen (14) school days of receiving the program decision. This request must include the basis for the appeal. An appeal will be granted only if there is good reason for the appeal. Good reason for an appeal only exists if there is reason to believe that the student may have been treated unfairly, the decision was capricious, or there were extenuating circumstances that were not given adequate consideration. The Committee on Academic Standing will determine whether a hearing is justified by the request. If not justified, the Chair of the CAS will inform the student in writing that the appeal is denied. If the CAS determines that there is justification for the appeal, the Chair of the CAS will appoint a Faculty Committee to conduct a formal hearing. The Faculty Committee will consist of at least three members of the School of Health Sciences who have had no involvement in the decision that is under appeal. The Chair of the CAS will notify the student and the Program Director in writing of: (1) the date, time, and place of the hearing, (2) the members of the Faculty Committee, and (3) a brief description of the basis for the appeal.

The Faculty Committee will rely primarily on the Program Director (or the Director's designee) and the student to present the case for and against the charges; however, other information may be relied upon as deemed necessary by the Committee. Each party may be assisted by an advisor from within or outside the program, provided that the advisor is not an attorney and does not represent the office of an attorney. Each party may produce evidence and call one or more witnesses in support of the charges, and each party may examine any evidence and cross-examine any witness. The Committee may call and examine witnesses and invite the submission of additional evidence. The hearing will be closed, and there will be no transcript or recording of the proceedings.

Within fourteen (14) school days following the conclusion of the hearing, the Faculty Committee will submit to the Committee on Academic Standing a written decision, with a brief explanation of the reasons for the decision. The decision will be limited to those issues on appeal. Within seven (7) school days, the Chair of the SHS Committee on Academic Standing will notify the student and the Program Director, in writing, of the Faculty Committee's decision.

Either party may file a written appeal of the Committee decision with the Dean of the School of Health Sciences. This appeal must include a statement of the reasons for the appeal, and it must be made within fourteen (14) school days of receiving notice of the decision of the Faculty Committee. The Dean may conduct a further investigation after which he/she will notify the Chair of the Committee on Academic Standing, Program Director, and the student of the decision to support or reject the appeal. **The Dean's decision is final.**

CONFIDENTIALITY OF STUDENT EDUCATION RECORDS

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

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

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

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

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

- b. A second exception that permits disclosure without consent is disclosure of Directory Information. Directory Information is information that is generally not considered harmful or an invasion of privacy if released.

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

- Name
 - Address
 - E-mail address
 - Telephone listing
 - Date and place of birth
 - Photograph
 - Major field of study
 - Dates of enrollment
 - Enrollment status
 - Classification (freshman, etc.)
 - Honors and awards
 - Degrees and dates of conferral
 - Most recent prior educational agency or institution attended
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Touro University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605.

Authorization for Non-Disclosure of Directory Information

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

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Chairperson, Physician Assistant Department

Mary Flanagan, MS, PA-C, Co-Chairperson, Physician Assistant Department

Faye Walkenfeld, Ph.D., Chairperson, Behavioral Science Department

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Note: CUNY – City University of New York
SUNY – State University of New York

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