

NYSCAS

NEW YORK SCHOOL OF CAREER AND APPLIED STUDIES



2010-2014 Bulletin



**TOURO
COLLEGE**

**NEW YORK SCHOOL OF
CAREER AND APPLIED STUDIES**

2010-2014
Bulletin



Touro College

www.touro.edu

ACCREDITATION

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

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

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

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

The Physician Assistant program is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA), 12000 Findley Road, Suite 150, Johns Creek, GA 30097, 770-476-1224, <http://www.arc-pa.org>. The Physical Therapy program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314, 703-706-3245, <http://www.capteonline.org>. The Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20814-3425, 301-652-2682, <http://www.acoteonline.org>. The Occupational Therapy Assistant program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20814-3425, 301-652-2682, <http://www.acoteonline.org>. The current accreditation status is Probationary Accreditation. The Master's program in Speech-Language Pathology is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA), 2200 Research Boulevard, Rockville, MD 20850-3289, 301-296-5700, <http://www.asha.org>.

The Graduate School of Education's Teacher Education programs and Leadership program, and its undergraduate Teacher Education programs, are accredited by the Council for the Accreditation of Educator Preparation (CAEP), 2010 Massachusetts Ave. NW, Suite 500, Washington, DC 20036, (202) 223-0077. The Master of Social Work program is accredited by the Council on Social Work Education (CSWE), 1701 Duke Street, Suite 200, Alexandria, VA 22314, (703) 683-8080. The Touro College of Osteopathic Medicine received Initial Award of Accreditation from the Commission on Osteopathic College Accreditation (COCA) on May 19, 2011. Touro New York College of Pharmacy's Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education (ACPE), 135 South LaSalle Street, Suite 4100, Chicago, IL 60503, 312/664-3575; FAX 312/664-4652.

POLICY OF NON-DISCRIMINATION

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

Inquiries or complaints concerning the non-discrimination policies should be sent to Elan Baram, 43 West 23rd Street, 7th Floor, New York, New York, 10010, Elan.Baram@touro.edu (212-463-0400 x5636) or, alternatively, to the Chief Compliance Officer at compliance@touro.edu and 212.463.0400 x5330.

Revised and reissued January 2014.

IMPORTANT NOTICE

This Bulletin 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 Bulletin 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 Bulletin 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 Bulletin 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 Bulletin 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.

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, Touro disclaims any contract or liability for promises, assurances, representations, warranties, or other statements made in its marketing or promotional materials, and makes absolutely no promises, assurances, representations, guarantees, warranties or other statements concerning our courses and programs and a student's academic success in them. Thus, 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.

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

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MESSAGE FROM THE PRESIDENT AND CHIEF EXECUTIVE OFFICER



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

As the second president in Touro’s history, I am deeply committed to Touro’s mission of providing academic excellence and personal attention for students seeking to maximize their personal and professional growth. In carrying out our goals, we continue to work with our students in a collective effort to help make the world a better place for all. Our New York School of Career and Applied Studies (NYSCAS) works towards these objectives by offering high-quality educational opportunities in numerous locations throughout New York City, to a diverse cross-section of the population, including the traditionally underserved. Thousands of students earn undergraduate degrees and continue on and obtain graduate and professional degrees at Touro or elsewhere as a result of the breadth of offerings, personalized attention, and flexibility afforded them at NYSCAS.

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

Sincerely,

Alan Kadish, M.D.

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

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

From the Classroom to the Boardroom

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

Prior to joining Touro in 2009 as Senior Provost and Chief Operating Officer, Dr. Kadish taught at the University of Michigan and held a 19-year tenure at Northwestern University. He served Northwestern as the Chester and Deborah Cooley Professor of Medicine, Senior Associate Chief of the Cardiology Division, Director of the Cardiovascular Clinical Trials Unit, and sat on the finance and investment committees of the Northwestern clinical practice plan. An accomplished and prolific research scientist as well, he has published over 250 peer-reviewed papers, received numerous grants, including from the National Institutes of Health and the National Science Foundation, and contributed to several textbooks.

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

Jewish Values, Global Vision

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

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

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

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

DR. BERNARD LANDER, FOUNDING PRESIDENT OF THE TOURO COLLEGE AND UNIVERSITY SYSTEM

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



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

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

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

MESSAGE FROM THE DEAN



I welcome you to the Touro learning community as you embark upon your educational journey within our institution. The principal goal of the New York School of Career and Applied Studies is to foster student success.

NYSCAS serves a diverse population and offers programs in business administration, human services, health sciences, education, computer science and information systems, and many other fields tailored to fits a 21st Century career landscape.

In the last ten years, the NYSCAS division has experienced tremendous growth and change. The division now offers degrees to an influx of both domestic and international students seeking advanced knowledge in information technology and digital multimedia design as the world experiences an explosion of technological advances. Young, bright students are entering our health sciences, human services, and education programs with the intention of seeking graduate degrees in fields like physical and occupational therapy, physician's assistant, pharmacy, counseling and primary and secondary education. Our new paralegal studies program is fulfilling the need for lawyers to have more support staff, and many students continue to enroll in our business program to meet new entrepreneurial needs, as the U.S. economy continues to recover.

Over the years, the NYSCAS division of Touro College has helped thousands of students from communities throughout New York City's five boroughs achieve their educational and career goals. Our attentive staff, administrators and faculty are ever-ready to assist students throughout their college careers, until they are ready to seek employment. Because Touro College has so many options for graduate school, our graduates often seek the opportunity to pursue their education in graduate and professional schools at Touro College. Over 30% of students who pursue graduate school after graduating from NYSCAS enroll in Touro College and University System graduate classes, some earning MSW degrees, or becoming doctors or lawyers. Students also pursue graduate-level education in other prestigious university systems throughout the United States and worldwide. Those who do not pursue graduate education frequently achieve success through employment in their chosen fields.

Student perseverance and commitment inspires NYSCAS administration and faculty. Our students are extremely dedicated, sometimes managing family and career responsibilities in addition to their pursuit of higher education. Catalogues like this one are an invaluable resource for finding the information regarding facilities, curriculum, major courses of study, services, academic rules, and a faculty and staff of our school.

With best wishes,

Eva Spinelli-Sexter

Executive Administrative Dean

SPRING 2010

SUNDAY, JANUARY 31	FIRST DAY OF CLASSES
FRIDAY, FEBRUARY 12	LAST DAY TO ADD/DROP COURSE WITHOUT A "W"
SUNDAY, FEBRUARY 14 & MONDAY, FEBRUARY 15	NO CLASSES
THURSDAY, MARCH 11	LAST DAY TO FILE JUNE & SEPTEMBER DEGREE
FRIDAY, MARCH 12	LAST DAY TO MAKE UP TEMPORARY GRADES FOR FALL 2009
THURSDAY, MARCH 18	NO CLASSES, FACULTY DEVELOPMENT DAY
FRIDAY, MARCH 26	LAST DAY TO DROP COURSE WITH "W"
MONDAY, MARCH 29 <i>through</i> TUESDAY, APRIL 6	NO CLASSES
TUESDAY, MAY 18 <i>through</i> THURSDAY, MAY 20	NO CLASSES
SUNDAY, MAY 30 & MONDAY, MAY 31	NO CLASSES
THURSDAY, JUNE 3	LAST DAY OF CLASSES

FALL 2010

SUNDAY, SEPTEMBER 12	FIRST DAY OF CLASSES
FRIDAY, SEPTEMBER 17	NO CLASSES
WEDNESDAY, SEPTEMBER 22 <i>through</i> FRIDAY, SEPTEMBER 24	NO CLASSES
TUESDAY, SEPTEMBER 28	LAST DAY TO ADD/DROP COURSE WITHOUT A "W"
WEDNESDAY, SEPTEMBER 29 & THURSDAY, SEPTEMBER 30	NO CLASSES
FRIDAY, OCTOBER 1	NO CLASSES
FRIDAY, OCTOBER 29	LAST DAY TO MAKE UP TEMPORARY GRADES FOR SPRING 2010
FRIDAY, NOVEMBER 5	LAST DAY TO DROP COURSE WITH "W"
TUESDAY, NOVEMBER 16	NO CLASSES, FACULTY DEVELOPMENT DAY
FRIDAY, NOVEMBER 19	LAST DAY TO FILE FOR JANUARY DEGREE
THURSDAY, NOVEMBER 25 <i>through</i> SUNDAY, NOVEMBER 28	NO CLASSES
FRIDAY, DECEMBER 24 <i>through</i> SUNDAY, JANUARY 2	NO CLASSES
FRIDAY, JANUARY 21	LAST DAY OF CLASS

SPRING 2011

SUNDAY, JANUARY 30	FIRST DAY OF CLASSES
FRIDAY, FEBRUARY 11	LAST DAY TO ADD/DROP COURSE WITHOUT A "W"
SUNDAY, FEBRUARY 20 & MONDAY, FEBRUARY 21	NO CLASSES
FRIDAY, MARCH 11	LAST DAY TO MAKE UP TEMPORARY GRADES FOR FALL 2010
FRIDAY, MARCH 25	LAST DAY TO DROP COURSE WITH "W"
THURSDAY, MARCH 31	NO CLASSES, FACULTY DEVELOPMENT DAY
FRIDAY, APRIL 15	LAST DAY TO FILE JUNE & SEPTEMBER DEGREE
MONDAY, APRIL 18 <i>through</i> TUESDAY, APRIL 26	NO CLASSES
SUNDAY, MAY 29 <i>through</i> MONDAY, MAY 30	NO CLASSES
THURSDAY, JUNE 3	LAST DAY OF CLASSES

FALL 2011

WEDNESDAY, SEPTEMBER 7	FIRST DAY OF CLASSES
MONDAY, SEPTEMBER 26	LAST DAY TO ADD/DROP COURSE WITHOUT A "W"
WEDNESDAY, SEPTEMBER 28 <i>through</i> FRIDAY, SEPTEMBER 30	NO CLASSES
WEDNESDAY, OCTOBER 12 & FRIDAY, OCTOBER 14	NO CLASSES
WEDNESDAY, OCTOBER 19 & FRIDAY, OCTOBER 21	NO CLASSES
FRIDAY, OCTOBER 28	LAST DAY TO MAKE UP TEMPORARY GRADES FOR SPRING 2011
TUESDAY, NOVEMBER 1	LAST DAY TO DROP COURSE WITH "W"
TUESDAY, NOVEMBER 15	NO CLASSES, FACULTY DEVELOPMENT DAY
MONDAY, NOVEMBER 21	LAST DAY TO FILE FOR JANUARY DEGREE
THURSDAY, NOVEMBER 24 & FRIDAY, NOVEMBER 25	NO CLASSES
SUNDAY, DECEMBER 25 <i>through</i> MONDAY, JANUARY 2	NO CLASSES
FRIDAY, JANUARY 20	LAST DAY OF CLASSES

SPRING 2012

SUNDAY, FEBRUARY 5	FIRST DAY OF CLASSES
SUNDAY, FEBRUARY 19 & MONDAY, FEBRUARY 20	NO CLASSES
TUESDAY, FEBRUARY 21	LAST DAY TO ADD/DROP COURSE WITHOUT A "W"
THURSDAY, MARCH 8	NO CLASSES
FRIDAY, MARCH 9	LAST DAY TO FILE JUNE & SEPTEMBER DEGREE
MONDAY, MARCH 19	LAST DAY TO MAKE UP TEMPORARY GRADES FOR FALL 2011
TUESDAY, MARCH 27	NO CLASSES, FACULTY DEVELOPMENT DAY
MONDAY, APRIL 2	LAST DAY TO DROP COURSE WITH "W"
FRIDAY, APRIL 6 <i>through</i> SUNDAY, APRIL 15	NO CLASSES
SUNDAY, MAY 27 & MONDAY, MAY 28	NO CLASSES
SUNDAY, JUNE 3	LAST DAY OF CLASSES

FALL 2012

SUNDAY, SEPTEMBER 9	FIRST DAY OF CLASSES
SUNDAY, SEPTEMBER 16 <i>through</i> TUESDAY, SEPTEMBER 18	NO CLASSES
TUESDAY, SEPTEMBER 25 & WEDNESDAY, SEPTEMBER 26	NO CLASSES
THURSDAY, SEPTEMBER 27	LAST DAY TO ADD/DROP COURSE WITHOUT A “W”
SUNDAY, SEPTEMBER 30 <i>through</i> TUESDAY, OCTOBER 2	NO CLASSES
SUNDAY, OCTOBER 7 <i>through</i> TUESDAY, OCTOBER 9	NO CLASSES
THURSDAY, OCTOBER 25	LAST DAY TO MAKE UP TEMPORARY GRADES FOR SPRING 2012
TUESDAY, NOVEMBER 13	LAST DAY TO DROP COURSE WITH “W”
WEDNESDAY, NOVEMBER 14	NO CLASSES, FACULTY DEVELOPMENT DAY
MONDAY, NOVEMBER 19	LAST DAY TO FILE FOR JANUARY DEGREE
THURSDAY, NOVEMBER 22 <i>through</i> SUNDAY, NOVEMBER 25	NO CLASSES
MONDAY, DECEMBER 24 <i>through</i> TUESDAY, JANUARY 1	NO CLASSES
SUNDAY, JANUARY 20	LAST DAY OF CLASSES

SPRING 2013

SUNDAY, FEBRUARY 3	FIRST DAY OF CLASSES
FRIDAY, FEBRUARY 15	LAST DAY TO ADD/DROP COURSE WITHOUT A "W"
SUNDAY, FEBRUARY 17 & MONDAY, FEBRUARY 18	NO CLASSES
SUNDAY, FEBRUARY 24	NO CLASSES
FRIDAY, MARCH 1	LAST DAY TO FILE JUNE & SEPTEMBER DEGREE
FRIDAY, MARCH 15	LAST DAY TO MAKE UP TEMPORARY GRADES FOR FALL 2012
MONDAY, MARCH 25 <i>through</i> TUESDAY, APRIL 2	NO CLASSES
FRIDAY, APRIL 12	LAST DAY TO DROP COURSE WITH "W"
THURSDAY, APRIL 18	NO CLASSES, FACULTY DEVELOPMENT DAY
TUESDAY, MAY 14 <i>through</i> THURSDAY, MAY 16	NO CLASSES
SUNDAY, MAY 26 & MONDAY, MAY 27	NO CLASSES
THURSDAY, JUNE 6	LAST DAY OF CLASSES

FALL 2013

SUNDAY, SEPTEMBER 8	FIRST DAY OF CLASSES
FRIDAY, SEPTEMBER 13	NO CLASSES
WEDNESDAY, SEPTEMBER 18 <i>through</i> FRIDAY, SEPTEMBER 20	NO CLASSES
MONDAY, SEPTEMBER 23	LAST DAY TO ADD/DROP COURSE WITHOUT A "W"
WEDNESDAY, SEPTEMBER 25 <i>through</i> FRIDAY, SEPTEMBER 27	NO CLASSES
THURSDAY, OCTOBER 24	LAST DAY TO MAKE UP TEMPORARY GRADES FOR SPRING 2013
THURSDAY, NOVEMBER 7	LAST DAY TO DROP COURSE WITH "W"
MONDAY, NOVEMBER 18	LAST DAY TO FILE FOR JANUARY DEGREE
THURSDAY, NOVEMBER 28 <i>through</i> SUNDAY, DECEMBER 1	NO CLASSES
TUESDAY, DECEMBER 24 <i>through</i> WEDNESDAY, JANUARY 1	NO CLASSES
FRIDAY, JANUARY 17	LAST DAY OF CLASSES

SPRING 2014

SUNDAY, FEBRUARY 2	FIRST DAY OF CLASSES
FRIDAY, FEBRUARY 14	LAST DAY TO ADD/DROP COURSE WITHOUT A "W"
SUNDAY, FEBRUARY 16 & MONDAY, FEBRUARY 17	NO CLASSES
FRIDAY, MARCH 7	LAST DAY TO MAKE UP TEMPORARY GRADES FOR FALL 2013
MONDAY, MARCH 3	LAST DAY TO FILE JUNE & SEPTEMBER DEGREE
FRIDAY, MARCH 21	LAST DAY TO DROP COURSE WITH "W"
THURSDAY, APRIL 3	NO CLASSES, FACULTY DEVELOPMENT DAY
MONDAY, APRIL 14 <i>through</i> TUESDAY, APRIL 22	NO CLASSES
SUNDAY, MAY 25 & MONDAY, MAY 26	NO CLASSES
TUESDAY, JUNE 3 <i>through</i> THURSDAY, JUNE 5	NO CLASSES
MONDAY, JUNE 9	LAST DAY OF CLASSES

FALL 2014

WEDNESDAY, SEPTEMBER 3	FIRST DAY OF CLASSES
TUESDAY, SEPTEMBER 22	LAST DAY TO ADD OR DROP A COURSE WITHOUT “W”
MONDAY, SEPTEMBER 29 <i>through</i> WEDNESDAY, OCTOBER 1	NO CLASSES
WEDNESDAY, OCTOBER 8 & THURSDAY, OCTOBER 9	NO CLASSES
MONDAY, OCTOBER 13 <i>through</i> WEDNESDAY, OCTOBER 15	NO CLASSES
MONDAY, OCTOBER 20 <i>through</i> WEDNESDAY, OCTOBER 22	NO CLASSES
WEDNESDAY, OCTOBER 29	LAST DAY TO MAKE UP TENTATIVE GRADES FOR SPRING 2008
WEDNESDAY, OCTOBER 29	NO CLASSES – FACULTY DEVELOPMENT DAY
FRIDAY, NOVEMBER 7	LAST DAY TO DROP A COURSE WITH A “W”
THURSDAY, NOVEMBER 13	NO CLASSES FACULTY DEVELOPMENT DAY
FRIDAY, NOVEMBER 14	LAST DAY TO FILE JANUARY DEGREE
THURSDAY, NOVEMBER 27 <i>through</i> SUNDAY, NOVEMBER 30	NO CLASSES
WEDNESDAY, DECEMBER 24 <i>through</i> THURSDAY, JANUARY 1	NO CLASSES
THURSDAY, JANUARY 15	LAST DAY OF CLASS

*Some sites may have a different calendar. Please check with your site regarding the semester calendar.

INTRODUCTION

Touro College was chartered by the Board of Regents of the State of New York in June 1970 and opened a year later. The College was the brainchild of founding President Rabbi Dr. Bernard Lander. Under his brilliant and visionary leadership, Touro College grew from an initial class of 35 students to 19,000 students worldwide. His vision of perpetuating and strengthening Jewish heritage, while at the same time providing the highest quality educational opportunities to society as a whole, continues to animate all of Touro's endeavors. Today, Touro enjoys the leadership of Chancellor Rabbi Doniel Lander and President and CEO Dr. Alan Kadish in furthering Touro's historic mission.

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

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

MISSION STATEMENT

Touro College is an independent institution of higher education under Jewish auspices, established to perpetuate and enrich the Jewish heritage and to support Jewish continuity, as well as to serve the general community in keeping with the historic Jewish commitment to the transmission of knowledge, social justice, and compassionate concern for, and service to, society. As an integral component of this commitment, Touro fosters access for diverse elements of the urban community to educational and professional opportunities in a variety of fields.

The Jewish heritage embraces two fundamental components, the particular and the universal, as reflected in Hillel's dictum, transmitted in Ethics of the Fathers, "If we are not for ourselves, who will be? If we are concerned only with ourselves, what are we?" This seminal teaching shapes the core values of the college, which include a dynamic commitment to quality education regardless of socioeconomic status, the treatment of all students, faculty and staff with integrity and respect, the role of ethics in the professions, and the building of a responsive and responsible society through expanded academic opportunities. Touro is a learner-centered college where personal growth and intellectual inquiry are fostered and where men and women are prepared for productive lives of dignity, value and values.

Touro offers undergraduate and graduate programs in Jewish studies and liberal arts and sciences, serving the diverse components of the Jewish community. In consonance with the universal aspect of its mission, the college provides neighborhood-based programs for underserved members of the

community, and offers professional and graduate programs in such areas as education, law, medicine, allied health sciences, social work, and business, as well as mission-driven programs at campuses abroad.

THE GOALS OF THE COLLEGE ARE:

1. To perpetuate and enrich the Jewish heritage and its continuity through Jewish studies and scholarship and by delivering quality academic programs on the undergraduate, graduate and professional levels.
2. To promote academic achievement and ethical values through the traditional study of the liberal arts and sciences.
3. To further the career interests and aspirations of students with a broad range of academic, pre-professional, graduate and professional programs.
4. To promote development of students' communication skills.
5. To promote development of students' information literacy, analytical and quantitative competencies necessary to succeed in a technological society.
6. To develop and provide educational opportunities by reaching out to underserved student populations within an environment that promotes tolerance and respect for diverse population groups and their cultural heritages.
7. To provide a supportive student-centered learning environment consistent with the Touro mission and to promote effective learning, teaching and scholarship.
8. To increase access and expand academic reach through the utilization of new technologies including distance- learning modalities.
9. To strengthen Jewish identity and to transmit American values and the democratic ethos in communities abroad through quality academic programs.
10. To support a culture of assessment and information-based decision-making across all units of the institution.

THE NEW YORK SCHOOL OF CAREER AND APPLIED STUDIES

The New York School of Career and Applied Studies (NYSCAS), a division of Touro College, seeks to provide a high-quality, caring educational experience to communities that have been traditionally underserved by higher education.

By locating in neighborhoods throughout the city, NYSCAS provides easily-accessible educational facilities to area residents. NYSCAS has found that making the initial educational experience available at convenient centers enables students to become familiar with college without the fear of becoming lost in a large institution.

New York School of Career and Applied Studies classes are small, taught by many of the same faculty who teach in the Lander Colleges of Arts and Sciences and other programs of Touro College, but who also have the sensitivity required to work with students who may need additional support. The student body mirrors the economic, ethnic, racial, and social diversity found in New York's urban centers. NYSCAS students range in age from 17 to 70 years. The students of traditional college age are primarily young adults who have found it necessary to enter the job market immediately upon leaving high school. Many older students are realizing lifelong dreams of pursuing a higher education; others are preparing for mid-life career changes. Many of these students make academic achievement a family endeavor: Spouses, siblings, parents and their children often attend classes, study and graduate together.

The programs of the New York School of Career and Applied Studies are described throughout this catalog. The other main divisions of Touro College are profiled below. Students interested in any of the programs offered through these divisions, which publish their own catalogs or informational materials, should contact the respective offices of admissions.

THE TOURO COLLEGE AND UNIVERSITY SYSTEM

The Lander Colleges

Touro's first college, the Touro College of Liberal Arts and Sciences, was established in 1971. In 1997 the Board of Trustees of Touro College voted to designate the various divisions of the college as **The Lander Colleges**, in honor of Touro's founding President, Dr. Bernard Lander, for his historic contribution to higher Jewish education in America. The Lander Colleges are comprised of the **Lander College of Arts and Sciences – Flatbush** (with separate divisions for men and women); the **Lander College for Women – The Anna Ruth and Mark Hasten School** in Manhattan; and the **Lander College for Men** in Kew Gardens Hills, Queens. Together, the Lander Colleges embody Touro's commitment to enrich the college experience of young Jewish men and women. Liberal arts, Jewish studies, and pre-professional options are combined in the curriculum, and students may choose majors and study options in a wide variety of fields. The positive Jewish atmosphere and the many extra-curricular activities available to students enhance Jewish identity and reinforce the Jewish dimension of college life and education.

The Lander College of Arts and Sciences – Flatbush offers afternoon, evening and Sunday courses to meet the education needs of yeshiva and seminary students. Almost all of the major yeshiva high schools and seminaries of New York City are represented at the Flatbush Campus, which opened in 1995. Students at the undergraduate **Lander College for Women – The Anna**

Ruth and Mark Hasten School come from the New York metropolitan area and from more than 30 states and foreign countries. They receive a superb education in a vibrantly Jewish academic setting. Similarly, the **Lander College for Men** allows students the opportunity to pursue a rigorous college education in a dedicated Torah environment. Quality programs in Jewish studies and academic studies are offered in small classes that enhance the learning process. Since 1979, the **Lander Colleges** have sponsored a Year Abroad/Israel Option, enabling students to complete a year of intensive Jewish studies in Israel as part of their baccalaureate degree program.

Touro College in Israel

Touro College in Israel (TCI) was established in 1986 to provide the English-speaking population in Israel with the opportunity to earn credits while studying in Israel toward a BA and/or MS degree. TCI courses are offered only to non-Israeli citizens, and most students study Torah at Yeshivot and seminaries in Israel. As part of the Lander College Division, TCI offers a broad array of liberal arts courses - from business, science and mathematics to psychology, English literature and speech. All classes are taught in English and are offered to men and women separately and at different times. TCI also offers non-academic career-oriented courses. Students have gone on to acquire positions of leadership in schools, colleges and renowned organizations throughout the world.

OTHER SCHOOLS IN THE DIVISION OF UNDERGRADUATE STUDIES

The School for Lifelong Education

In 1989, Touro pioneered the **School for Lifelong Education (SLE)** to serve the academic needs of the Hasidic community whose unique culture, commitment, and lifestyle required bold and innovative approaches to higher learning. Located in Boro Park, Brooklyn, SLE's programs are open to mature and motivated students whose learning is facilitated in a variety of ways, such as through contract learning and mentorials, together with regular classes. SLE accommodates the needs and learning styles of working adults who seek to enhance their academic and professional development, as well as those who yearn to realize the lifetime dream of obtaining a college degree. Students earn associate and/or baccalaureate degrees in interdisciplinary liberal arts and sciences, psychology, human services, or Judaic Studies.

The Institute for Professional Studies – Machon L’Parnasa

The **Institute for Professional Studies (IPS) – Machon L’Parnasa** - was established in 1999 to provide practical applications in higher education for the ultra-orthodox community. Located in the heart of Boro Park, Brooklyn, IPS offers a wide selection of programs leading to degrees or certificates in a variety of fields including business management, accounting, desktop publishing, human services, medical office coding and billing, or interdisciplinary liberal arts and sciences. The programs are designed to facilitate immediate entry into the job market, while encouraging students to pursue more advanced study.

Touro College Los Angeles

In fall 2005, **Touro College Los Angeles (TCLA)**, was created, following a curriculum modeled after the Lander Colleges. TCLA is the only regionally accredited Orthodox Jewish college on the west coast offering a viable local option for students living in the Los Angeles area. Like the other Lander Colleges, TCLA links academic excellence with Torah values.

Touro College South

The following year, in fall 2006, **Touro College South** (TCS) opened in Miami Beach, attracting students from South Florida - one of the largest Jewish communities in the United States - as well as from throughout the U.S., Canada, Latin America, and Europe. The administration and faculty maintain high academic standards and provide students with personalized attention in connection with their studies and career planning. With separate women's and men's divisions, TCS offers a wide-ranging program in the liberal arts and sciences, combined with Judaic Studies.

THE DIVISION OF GRADUATE AND PROFESSIONAL STUDIES

The Touro College Jacob D. Fuchsberg Law Center

In 1980, the Touro College School of Law, today the **Touro College Jacob D. Fuchsberg Law Center**, was established to provide quality legal education by developing lawyers who temper practical knowledge with perceptive judgment. The Center is particularly focused on instilling in students a sense of moral responsibility to the world community. This commitment is reflected in the school's clinics, public interest law perspective, and international programs. Full and part-time evening programs leading to the degrees of Juris Doctor (JD) and Master of Laws (LLM) are offered at the new "law campus" adjacent to federal and state courthouses in Central Islip on the South Shore of Long Island, New York. The proximity to the courts allows for synergizing the classroom learning experience with the practical aspects of legal practice found at the courthouse.

The School of Health Sciences

The **School of Health Sciences** was developed as the Division of Health Sciences in 1972, consolidated into a single school in 1986, and incorporated into a restructured Division of Graduate Studies in 2008. The School has shown steady growth, innovation, and excellence over the years, and has established a number of campuses in the New York area that prepare health care professionals to serve a broad range of patient needs. Through leadership in health programs, clinical education, research and scholarship by faculty and students, the School is contributing to the health and well-being of the people of New York and the surrounding region, and is making significant contributions to the body of knowledge of the health professions and the community. Offered are a variety of associate, baccalaureate, master and doctoral-level programs in the health professions, including the AAS in Nursing and in Occupational Therapy Assistant; BS/MS in Occupational Therapy and in Physician Assistant Studies; MS in Speech-Language Pathology; Doctor of Physical Therapy; and Orthopedic Physical Therapy Residency. Through its Undergraduate Studies Department, the School prepares students for baccalaureate degrees with majors in biology, psychology, and health care administration.

The Graduate School of Education

Touro's **Graduate School of Education** was established in 1993 to prepare America's future leaders in education. Approximately 3,500 students are enrolled, making it one of the largest schools of education in New York State. Enrollment reflects New York's urban communities and includes students from around the world. The School strives to enhance students' professionalism and provide school districts with innovative teachers, administrators, and educational leaders, as well as to provide continuing research and collaboration through its **Lander Center for Educational Research**. The program encompasses six graduate degree offerings as well as advanced certificates.

Additionally, the Lander Center for Educational Research, under a federal grant, assists public schools in addressing problems that impact student achievement and equality of educational opportunity.

The Graduate School of Psychology

In 2008, the **Graduate School of Psychology** was organized as a self-standing school, building upon programs developed in 1993 at the Graduate School of Education and Psychology. The School trains sensitive and dedicated applied psychology professionals, offering degree programs in two primary areas: Mental Health Counseling and School Psychology. Master's programs in School Counseling and Industrial-Organizational Psychology were introduced in 2010, followed by a Master of Arts program in General Psychology in 2011. Students working towards degrees in School Psychology, Industrial-Organizational Psychology and Mental Health Counseling are prepared to provide interventions to clients in a wide variety of settings with an emphasis on underserved populations. The Master of Science program in Mental Health Counseling is the largest of its kind in New York State. A major goal of the program is to provide professionals with research-based clinical strategies for counseling clients of all ages. Most students receive hands-on clinical training in underserved neighborhoods as they implement community-based approaches in servicing their clients.

The Graduate School of Social Work

The Touro College **Graduate School of Social Work** was established in 2006 to educate graduates for clinical social work practice in a variety of urban and multicultural environments in order to benefit individuals and society as a whole. The School provides coursework in clinical social work leading to a Master of Social Work (MSW) degree. The program aims to inspire students to service individuals, families, groups and communities, and to become committed to lifelong professional development. The School prepares students to advocate effectively for the most underserved in society. Through their dedication to addressing social issues, students are actively involved in assisting older adults, the homeless, veterans, and caregivers - expressing the traditional social work values of social and economic justice. In 2011, the School received national accreditation from the Council on Social Work Education (CSWE), recognition granted to only a select number of graduate schools.

The Graduate School of Business

Originally established in the late 1980's as Touro's International School of Business and Management (ISBM), the **Graduate School of Business** is centered downtown in New York City's financial district where it offers students MS and MBA degree programs encompassing a variety of business and management subjects. The Master of Science degree programs in accounting, human resource management, and international business finance, as well as the MBA and professional certificate programs, reflect Touro's recognition that future executives and managers need superior communication skills and cultural sensitivity as well as business training to work effectively in a world market of independent economies. The School prides itself on integrating theory and practice and providing students with strategies and learning they can apply to their jobs immediately. The School also offers noncredit certificates in coaching and real estate. MBA programs were launched in 2010 at Touro's Berlin and Paris campuses.

The Graduate School of Technology

The **Graduate School of Technology** was launched in 2007 to educate technology leaders through degree programs that reflect the power and pace of technological change. Three innovative master's degree programs are offered: the Master of Science in Instructional Technology; the Master of Science in Information Systems, with concentrations in Database Systems, Data Communications and Technology Leadership; and the Master of Arts in Web and Multimedia Design. These comprehensive programs provide students with the expertise to manage complex information and communication systems. In its brief history, the School's development has been robust and it continues to be responsive to industry trends as it prepares students to become leaders in these critical, rapidly-evolving fields.

The Graduate School of Jewish Studies

The **Graduate School of Jewish Studies** admitted its first class in 1981, preparing students for careers in education and community service. Degree offerings include the Master of Arts degree in Jewish studies, focusing on the history, literature and thought of the Jewish people over the past millennium; an MA with a concentration in Jewish education; and an MA with a specialization in the history of the Holocaust, at **Touro College Berlin**.

The Touro College of Osteopathic Medicine

The **Touro College of Osteopathic Medicine** (TouroCOM) opened in September 2007 in Harlem to prepare students to become outstanding osteopathic physicians who uphold the values, philosophy and practice of osteopathic medicine. The degree offered is the Doctor of Osteopathic Medicine (DO). Special emphasis is placed on teaching and learning utilizing a holistic approach to the patient. The College is committed to recruiting students to practice in underserved communities such as Harlem, and to functioning as an integral part of the New York City/Harlem community through its work with local organizations and schools promoting the study of medicine, increasing educational opportunities, and delivering services in a variety of settings.

The Touro College of Pharmacy

In 2008, the **Touro College of Pharmacy** enrolled its inaugural class of Doctor of Pharmacy students. Located in Harlem, the school is committed as part of its mission to serving underrepresented communities and to developing interest on the part of minority students in careers in pharmacy and other health professions. The College's unique four-year doctoral program focuses on public health, with a curriculum that includes two years of instruction followed by two years of practice experience. Affiliations with community pharmacies, hospitals, ambulatory care centers, community organizations, public health and governmental agencies, and health insurance organizations provide valuable experiential education experiences for students. The school has been recognized nationally by the American Pharmacists Association for its immunization community service activities.

New York Medical College

In 2011, Touro affiliated with **New York Medical College** (NYMC), one of the nation's oldest health sciences universities, thereby creating one of the largest affiliations of medical and health education and biological studies programs under one institutional banner. Founded in 1860, NYMC enrolls more than 1,400 students, 850 residents and fellows, and 3,000 faculty members. NYMC is a respected leader in educating physicians, scientists and health care professionals who are highly

qualified to assume leadership roles in health care and biomedical research. Additionally, NYMC is affiliated with a network of more than 25 hospitals and health care facilities in the New York metropolitan area and Hudson Valley region, providing a diverse array of learning experiences for students and residents as they build their clinical skills. The leading academic biomedical research institution between New York City and Albany, as of June 2011 NYMC had more than \$33 million of sponsored research and other programs under management.

TOURO UNIVERSITY WESTERN DIVISION - CALIFORNIA

Touro University College of Osteopathic Medicine

In 1997, Touro established a Western Division, Touro University California, with the opening of **Touro University College of Osteopathic Medicine (TUCOM)** in San Francisco. TUCOM educates outstanding osteopathic physicians who uphold the values, philosophy, and practice of osteopathic medicine and are committed to primary care and a holistic approach to the patient. In 1999 the College moved to its current site on Mare Island in Vallejo, California. The College has established itself as an outstanding medical school: TUCOM was ranked 10th among national medical schools in placing graduates into primary care residencies by *U.S News and World Report* in 2010 and 2011, and ranked first in California in placing 41 percent of graduates into Health Profession Shortage Areas (HPSA) by the Medical School Map of the American Academy for Family Practice. TUCOM established a community health center in primary care disciplines and has also developed programs to address public health issues around the world.

Touro University College of Pharmacy

Also on Mare Island, Touro opened the **Touro University College of Pharmacy (TUCA COP)**, which admitted its first class in 2005. TUCA COP grants the Doctor of Pharmacy (PharmD) degree following a four-year professional program. Like the Touro College of Pharmacy in Harlem, the College offers a “2+2” program – two years of coursework followed by two years of practical experience, providing students with more preparation to practice or enter a residency than other schools. For the 2009-2010 academic year, the College had the highest number of applicants of any pharmacy school in the U.S., and students’ pass rates last year on licensure exams have been above 95 percent. Faculty and students earn honors and distinctions and are also involved in significant community outreach, enhanced by partnerships with renowned universities and research organizations.

Touro University College of Education and Health Sciences

In 2010, Touro University California created the **College of Education and Health Sciences (CEHS)** with the merger of its College of Education, which opened in 2004, and its College of Health Sciences, which opened in 2002. Today CEHS consists of two schools: the Graduate School of Education and the School of Health Sciences. The Graduate School of Education offers the MA degree in education, and teaching and administrative credentials in seven areas: teaching and learning, special education, autism spectrum disorder, educational leadership, educational technology, urban education, and teaching math. The School of Health Sciences offers a unique joint Master of Science in Physician Assistant Studies and Master of Public Health degree (MSPAS/MPH). The MPH program also has a community health track and a global health track with field study sites in Ethiopia, Cambodia and Bolivia

TOURO UNIVERSITY WESTERN DIVISION - NEVADA

Touro University Nevada

Touro University Nevada (TUN) was established in 2004 to help address critical needs in health sciences and education and as a resource for community service in the state of Nevada. A branch campus of **Touro University California**, TUN is home to approximately 1,500 students in a wide range of degree programs, many of which are the first of their kind in Nevada.

Touro University Nevada College of Osteopathic Medicine

The **Touro University Nevada College of Osteopathic Medicine** (TUNCOM) was opened in direct response to a documented shortage of primary care physicians and physician assistants throughout Nevada and the southwest. The medical school is the largest in the state, offering the only degree programs of their kind in Nevada. Through TUNCOM students can earn the Doctor of Osteopathic Medicine (DO), as well as the Master of Science in Medical Health Sciences (MS), and the Master of Physician Assistant Studies (MPAS).

Touro University Nevada College of Health and Human Services

The **College of Health and Human Services** offers the Bachelor of Science in Nursing; Master of Education (MEd); Master of Science (MS) in camp administration and leadership; nursing; and occupational therapy; Doctor of Physical Therapy (DPT); and Doctor of Nursing Practice (DNP). The College also offers nine concentrations in masters of education degree programs, ranging from school administration and language and literacy to humanities and special education. The College has implemented an extensive community outreach project to provide health screenings to underserved populations in southern Nevada.

Touro University Nevada is deeply committed to community service, and established a **Center for Autism and Developmental Disabilities** (CADD) as well as the **Touro Health Center**, to address growing community needs. The Touro CADD is a multi-disciplinary, one-stop source for diagnostic services, therapy and supportive resources for families dealing with autism and other developmental disorders. The Touro Health Center is a full-service, multi-specialty physician's office, staffed by practicing faculty members and open to the community. Specialties include rheumatology, primary care, geriatrics, and osteopathic manipulative medicine (OMM). Both of these state-of-the art centers also provide on-site learning opportunities for students.

In 2005, The Touro University Nevada School of Education was established to prepare K-12 teachers to serve the students of the surrounding Clark County School District, comprised of 193 elementary schools. Its mission emphasizes the role of the district's administrative leadership in developing innovative academic programs, as well as the role of students in becoming partners in personal growth and academic success. The School offers nine concentrations in master's degree programs, ranging from school administration and language and literacy to humanities and special education.

INTERNATIONAL PROGRAMS

Touro University Worldwide

In 2008, Touro College launched **Touro University Worldwide** (TUW), an online global university division that offers access and opportunity to students interested in advancing their careers through lifelong learning and professional development. Students are taking courses and earning degrees while living in countries throughout the world and across the U.S. TUW students learn by following a scholar-practitioner approach, applying what they learn in their jobs or professions. TUW offers master's degree programs in Media and Communications Psychology, Business Administration (MBA), Organizational and Leadership Psychology, a Doctor of Education degree in Organizational and Educational Leadership and an MA and doctorate in Marriage and Family Therapy.

Machon Lander

In July 2004, an affiliate of Touro with a separate Israeli charter, **Machon Lander**, was recognized by Israel's Ministry of Higher Education. Machon Lander offers more than 100 courses at several schools, including graduate courses in Jewish history and Jewish education, as well as undergraduate programs in business. In 2011, Machon Lander was approved to offer the MBA, as well as a bachelor's degree in Israel and Jerusalem studies, and in Education and Society studies.

Lander Institute Moscow

In keeping with Touro's mission to strengthen the Jewish heritage and Jewish continuity as well as to foster international understanding of humanistic and democratic values, the College established programs abroad in Jewish studies and American business. In 1991, Touro College became the first American higher education institution to establish a program of Jewish studies in Moscow. The School of Jewish Studies, now renamed the **Lander Institute Moscow**, originally was established to afford members of the Jewish community a greater awareness of their Jewish heritage, offer them a well-rounded general education, and to provide professional preparation to serve organizations and schools. Students may earn the Bachelor of Arts degree with a major in Jewish Studies, and complete minor tracks in economics or marketing, or enroll in online courses in English and U.S. history offered through videoconferencing from Touro in New York. The Institute works closely with the different Jewish community groups in Moscow.

Touro College Berlin

In response to the requests of the Jewish community of Germany, in 2003 Touro began offering an academic program through **Touro College Berlin** that allows for the study of American business methodology as well as Jewish studies. Offered are studies leading to the following degrees: Bachelor of Science in Business Management and Administration, the MBA, and a Master of Arts in Holocaust Communication and Tolerance. Holocaust Studies bachelor's programs are also offered. In 2005, the **Lander Institute for Communication about the Holocaust and Tolerance** was founded with a focus on examining the range of its consequences.

Touro College France

Touro College France was established in spring 2008 as a response to the French community's difficulties in accessing higher education that would strengthen Jewish identity, rather than compromise Jewish values. The Paris campus is situated in the heart of the Marais district, the historical Jewish area, a short walk from kosher cafés, synagogues and bookstores. Men and women are afforded separate instruction. Degree programs offered for undergraduates include the Bachelor of Science in Finance, Management/Marketing, or Computer Science; the Bachelor of Arts in Psychology; a BS in Business Management and Administration; and on the graduate level the MBA with specializations in Finance and General Management. Students also have the opportunity to study at Touro in New York for one or more summer semesters.

NEW YORK SCHOOL OF CAREER AND APPLIED STUDIES (NYSCAS)

The New York School of Career and Applied Studies (NYSCAS) was established in 2002 through the merger of two Touro College schools - the School of General Studies (SGS) and the School of Career and Applied Studies (SCAS). SGS was founded in 1974 for students who traditionally have been underserved, to afford them an opportunity to earn associate and baccalaureate degrees. SCAS was organized in 1985 to serve the needs of refugees from the former Soviet Union, eventually expanding its mission to include many of the diverse populations in the neighborhoods that it served. Although the population has changed, the mission remains the same – to provide quality educational experiences at multiple locations throughout New York City that reflect the city's economic, ethnic and social diversity. NYSCAS offers a broad array of majors, including business, human services, social sciences, psychology, education and biology. The School also participates in the Integrated Undergraduate Honors Track, giving students of exceptional ability the opportunity to pursue an integrated progression from their undergraduate freshman classes through their professional education in medicine, pharmacy and other health science board-qualifying degree programs.

FACILITIES

Midtown Main Campus

The Midtown Main Campus is located at 27-33 West 23rd Street in Manhattan. This building houses Touro administrative offices, classrooms, faculty offices, and science and computer laboratories. Touro's main library is currently located at 43rd West 23rd Street.

Flatbush (Midwood) Branch Campus

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

Extension Centers/Sites in Brooklyn and Queens

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

BENSONHURST	FOREST HILLS
1870 Stillwell Avenue	71-02 113 th Street
Brooklyn, New York 11223	Forest Hills, New York 11375
(718) 265-6534	(718) 520-6471
BRIGHTON BEACH	FLUSHING
532 Neptune Avenue	133-35 Roosevelt Avenue
Brooklyn, New York 11224	Flushing, Queens, New York 11354
(718) 449-6160	(718) 353-6400
TOURO COMPUTER CENTER	STARRETT CITY
1726 Kings Highway	1390 Pennsylvania Avenue
Brooklyn, New York 11229	Brooklyn, New York 11239
(718) 998-9409	(718) 642-6562
1401 Kings Highway	SUNSET PARK
Brooklyn, New York 11229	475-53 rd Street
(718) 998-1490	Brooklyn, New York 11220
	(718) 748-2776

ADMISSIONS

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

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

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

BACCALAUREATE TRANSFER AND MATRICULATION

Touro students who have been admitted to an associate's degree program must file a Baccalaureate Matriculation Application to be considered for admission to a baccalaureate program. Readiness to continue for the baccalaureate is reviewed by the Baccalaureate Matriculation Committee. The Committee will consider the student's record at the College, as well as results on such examinations as the College chooses to administer to determine admissibility. Students who meet the specified criteria (see below) may be processed through the Admissions Office directly.

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

TRANSFER STUDENTS

Transfer students are welcome members of the Touro learning community. Transfer applicants, upon applying to Touro, should submit official transcripts from all colleges or universities attended. Official transcripts should be sent from the issuing school directly to the Office of Admissions, 27-33 West 23rd Street, New York, NY 10010.

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

For further information on transfer credit, please refer to page 86.

READMISSION

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

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

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

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

INTERNATIONAL STUDENTS

Students from abroad are eligible to seek admission to the School upon graduation from high school or the equivalent. Applicants are required to submit to the Office of Admissions a completed admissions application; an Affidavit of Support; proof of proficiency in English, such as a satisfactory score on the TOEFL examination; a high school diploma or its equivalent, and other evidence of qualifying for university study in their native country. Students who are deemed not to have demonstrated proficiency in English may be admitted but will be required to complete a sequence of English language courses.

Documents received from international applicants are reviewed by the College, and are processed by the Office of Admissions throughout the year. Appropriate forms and College information are mailed promptly to newly admitted students, who may begin their studies at Touro in the Summer, Fall or Spring semesters.

FOREIGN TRANSCRIPT EVALUATION

Students with foreign transcripts are generally required to have them translated and evaluated by a Touro-approved agency. A list of agencies is available from the Office of Admissions or the Office of the Registrar.

NON-MATRICULATED STUDENTS

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

ADVANCED STANDING

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

ACADEMIC PLACEMENT

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

PAYING FOR COLLEGE

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

Tuition and fees are payable to the Bursar upon registration at the beginning of each semester. Students may pay by personal check, bank check, certified check, money order, or Visa/MasterCard. Students financing a portion of their education through grants, loans or scholarships must provide proof of such awards at registration. Students without such documentation will be expected to pay a deposit toward their tuition, and will be refunded any excess once the College receives the award.

TUITION, FEES AND EXPENSES 2010-2011

Tuition

Fall and Spring Semesters

12–18 credits	\$5,850 flat fee per semester
1–11 credits	\$490 per credit
18+ credits	\$5,850 + \$490 per credit for each credit over 18 per semester

Summer Semester

6-8 credits	\$2,450 flat fee
1-5 credits	\$435 per credit

Digital Media Arts

12-18 credits, per semester	\$6,400
1-11 credits	\$535

Fees

Administrative fee*	
Fall and Spring semester	\$100 per semester
Summer semester	\$50
Application fee	\$50 per semester
Transcript fee	\$10/copy (for up to 5 copies) \$5/copy (for 6 or more copies, in same 5-copies order)
Lab **	\$100 (flat rate)
Challenge Exam fee	\$100
Graduation fee	\$200
Returned Check fee	\$40
Life Experience fee	\$250
Late Registration fee	\$50 per semester

* Administrative fees are not refundable.

** Students will not be charged more than one lab fee per semester.

TUITION, FEES AND EXPENSES 2011-2012

Tuition

Fall and Spring Semesters

12–18 credits	\$6,100 flat fee per semester
1–11 credits	\$510 per credit
18+ credits	\$6,100+ \$510 per credit for each credit over 18 per semester

Summer Semester

6-8 credits	\$2,550 flat fee
1-5 credits	\$435 per credit

Digital Media Arts

12-18 credits, per semester	\$6,650
1-11 credits	\$555

Fees

Administrative fees*

Fall and Spring semester	\$100 per semester
Summer semester	\$50
Application fee	\$50 per semester
Transcript fee	\$10/copy (for up to 5 copies) \$5/copy (for 6 or more copies, in same 5-copies order)
Lab **	\$100 (flat rate)
Challenge Exam fee	\$100
Graduation fee	\$200
Returned Check fee	\$40
Life Experience fee	\$250
Late Registration fee	\$50 per semester

* Administrative fees are not refundable.

** Students will not be charged more than one lab fee per semester.

TUITION, FEES AND EXPENSES 2012-2013

Tuition

Fall and Spring Semesters

12–18 credits	\$6,225 flat fee per semester
1–11 credits	\$525 per credit
18+ credits	\$6,225+ \$525 per credit for each credit over 18 per semester

Summer Semester

6-8 credits	\$2,600 flat fee
1-5 credit	\$450 per credit

Digital Media Arts

12-18 credits, per semester	\$6,650
1-11 credits	\$555

Fees

Administrative fees*

Fall and Spring semester	\$100 per semester
Summer semester	\$50
Application fee	\$50 per semester
Transcript fee	\$10/copy (for up to 5 copies) \$5/copy (for 6 or more copies, in same 5-copies order)
Lab **	\$100 (flat rate)
Challenge Exam fee	\$100
Graduation fee	\$200
Returned Check fee	\$40
Life Experience fee	\$250
Late Registration fee	\$50 per semester

* Administrative fees are not refundable.

** Students will not be charged more than one lab fee per semester.

TUITION, FEES AND EXPENSES 2013-2014

Tuition

Fall and Spring Semesters

12–18 credits	\$6,410 flat fee per semester
1–11 credits	\$545 per credit
18+ credits	\$6,410+ \$545 per credit for each credit over 18 per semester

Summer Semester

6-8 credits	\$2,680 flat fee
1-5 credits	\$460 per credit

Digital Media Arts

12-18 credits, per semester	\$6,850
1-11 credits	\$575

Fees

Administrative fees*

Fall and Spring semester	\$100 per semester
Summer semester	\$50
Application fee	\$50 per semester
Transcript fee	\$10/copy (for up to 5 copies) \$5/copy (for 6 or more copies, in same 5-copies order)
Lab **	\$100 (flat rate)
Challenge Exam fee	\$100
Graduation fee	\$200
Returned Check fee	\$40
Life Experience fee	\$250
Late Registration fee	\$50 per semester

* Administrative fees are not refundable.

** Students will not be charged more than one lab fee per semester.

Miscellaneous Fees

Late Payment fee	\$50 per month
Application Fee	\$35

Alumni Charges for Returning Baccalaureate Students

Tuition	50% of regular charge
Administrative fee	\$100 per semester
Challenge Exam fee	\$100 per three credits
All applicable fees	are charged 100% in full

Please note: Tuition and fees are subject to change. The Board of Trustees of Touro College reserves the right to change the fee schedule without prior written notice.

Tuition Liability for Withdrawal

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

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

Summer Semester

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

Please note that Federal regulations are in effect when a Title IV fund recipient withdraws from school. You may obtain a copy of these regulations from the Financial Aid office.

If the student has not paid full tuition and fees for the term in which the withdrawal takes place, s/he must pay the proportionate amount noted above before leaving the College.

As a result of the large variety of funds available to students, some students may receive funds in excess of their tuition and fee charges. Such funds are returned to students to be used for other college-related expenses. The Bursar's Office is responsible for disbursing funds to students resulting from tuition overpayments of any type, commonly referred to as "refunds". Refund checks are issued following Federal and State guidelines once satisfactory attendance and academic progress are verified.

It usually takes the Bursar's office approximately 14 business days from the original request date for the checks to be received. Students will be notified by written notice of their refunds once they are available and ready for pick-up.

The Bursar's Office

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

FINANCIAL AID: UNDERGRADUATE STUDENTS

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

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

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

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

Federal Application Requirements and Procedures

Students who wish to apply for scholarships, grants and/or student loans are required to complete the FAFSA. The college code to be used on the FAFSA for Touro College is 010142. The FAFSA is available online at www.fafsa.gov. For maximum consideration for all types of financial aid, students must file their FAFSA applications as soon as possible after January 1st of each year at www.fafsa.gov.

Requirements for Federal Student Aid

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

- Must be accepted into one of Touro College'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 a federal or state drug offense.

- Incarcerated students are not eligible for federal student loans but are eligible for College Work Study and Supplemental Educational Opportunity Grants. They are also eligible for Pell Grants if not incarcerated in a federal or state penal institution.
- Must not be in default on a prior federal student loan.
- Must be a U.S. citizen or permanent resident or other eligible non-citizen.
- Must have a 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.)
- With the exception of unsubsidized Stafford Loans and PLUS Loans, all other federal student aid requires students to demonstrate financial need.

Federal Verification Requirements:

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

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

As part of the Federal Verification process for the 2013-14 award year, Touro College may also request proof of High School Completion (or its recognized equivalent), proof of the receipt of Supplemental Nutritional Assistance Program benefits (SNAP), and/or proof of child support payments. Students may also be requested to appear in person and provide government issued photo identification and sign a Statement of Educational Purpose. If you have questions or concerns, please contact the Touro College Office of Financial Aid.

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

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

- A. Age 24 or older as of Dec. 31 of the award year
- B. For students under 24, one of the following criteria must be met:
 - Orphan, foster child, or ward of the court at age 13 or older
 - Veteran or currently engaged in active duty in the U.S. armed forces for purposes other than basic training
 - Have legal dependents other than a spouse for whom he/she provides more than 50 percent financial support

- Graduate or professional student
- Married student (at the time the FAFSA is signed)
- Classified by the Office of Financial Aid as independent because of other unusual circumstances that have been fully documented and are consistent with federal regulations
- Have had a legal guardian as determined by a state court
- An unaccompanied youth who is determined to be homeless, or at risk of being homeless, by a school district, shelter director, or the U.S. Department of Housing and Urban Development
- Emancipated minor as determined by a court in his/her state of legal residence

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

Touro College reserves the right to revise its' financial aid programs. All programs are subject to change due to modifications in government or institutional policies. Additional criteria and information may be obtained from the Office of Financial Aid. Students are responsible for reading the Financial Aid Terms & Conditions before deciding to accept or reject their financial aid. View the disclosures at <https://finaid.touro.edu>.

Touro College Undergraduate Scholarships, Grants & Other Benefits

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

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

Touro Academic Scholarships

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

Touro Deans Scholarships

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

Touro Grants

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

Presidential Scholarships

The Presidential Scholarships are awarded on the basis of achievement, leadership and community service potential, financial need or other special circumstances. Students are eligible to apply for this scholarship after filing a FAFSA application and review by the Office of Financial Aid.

Tuition Payment Plans

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

Employee Benefits/ Tuition Remission

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

Other Financial Aid Sources

Memorial Scholarships For Families Of Deceased Police Officers And Firefighters

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

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

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

World Trade Center Memorial Scholarships

This scholarship is for the children and spouses of deceased or severely and permanently disabled victims of the September 11, 2001 terrorist attacks. This includes victims at the World Trade Center site, the Pentagon, or on flights 11, 77, 93, 94 and 175.

To apply, print a copy of the World Trade Center Memorial Scholarship Application from WWW.HESC.ORG and mail with the necessary documentation to HESC Scholarship Unit, 99 Washington Avenue, Albany, NY 12255. Students must complete their FAFSAs, as well.

Regents Awards For Child Of Veteran

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

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

New York Lottery Leaders Of Tomorrow Scholarship

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

Americorps

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

Federal Grants and Work-Study Program: Undergraduate Students

Federal Pell Grant

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

Pell Grant Lifetime Eligibility Used (LEU)

The U.S. Department of Education has established new regulations that reduce the duration of a student's eligibility to receive a Federal Pell Grant from 18 full-time semesters (nine years or its equivalent) to 12 full-time semesters (six years or its equivalent). This change is effective with the 2012-2013 Award Year and applies to all students eligible for Federal Pell Grants. If the institution receives notification from the U.S. Department of Education that a Federal Pell Grant applicant has reached, or is close to the Lifetime maximum award, the institution will notify the student and adjust all awards as necessary.

Federal Supplemental Educational Opportunity Grant (FSEOG)

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

Federal College Work-Study Program (CWSP):

Touro College participates in the federally sponsored Federal College Work-Study Program (FCWS). Students should complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov and indicate a desire to participate in the Federal College Work Study Program on the FAFSA application. The Office of Financial Aid will determine a student's eligibility based on

demonstrated financial need and availability of federal funds. If the student is eligible and would like to participate in the Federal College Work-Study Program, they must accept the offer of assistance and contact the Office of Financial Aid. If a student fails to contact the Office of Financial Aid by the first week in October for the fall semester, or the first week in February for the spring semester, there is a risk that the college work study award may be cancelled. Funds are limited and there is usually a waiting list of students who would like to obtain positions. Please be aware that the amount of FCWS indicated on the financial aid package is not deducted from the student's tuition bill, but rather reflects the amount of money available for the student to earn under the program. It is the student's responsibility to obtain a job through the Office of Financial Aid. Renewal is dependent upon continued demonstration of financial need, availability of federal funds and maintenance of the minimum academic standards established by Touro College. Students are required to file the FAFSA and indicate a desire to participate each year for continued determination of eligibility.

State Grants

New York State Tuition Assistance Program (TAP)

New York State Academic Standard

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

For financial aid purposes, good academic standing consists of two elements:

Satisfactory Academic Progress and Pursuit of Program. Satisfactory progress is a measure of the student's *achievement*, of earning credits toward a degree or certificate with a specified grade point average. Pursuit of program is a measure of the student's *effort* to complete a program.

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

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

Effective for the 2010-11 academic year and thereafter, New York State Education Law requires a non-remedial student, whose first award year is in 2010-11 and thereafter, must meet new standards of satisfactory academic progress (SAP). Non-remedial students whose first year is 2007-08 through

2009-10 must meet the SAP requirements enacted in 2006. Those meeting the definition of "remedial student" are not subject to the new SAP standards, but will use the requirements established in 2006. The law enacted in 2006 mandated minimum standards of satisfactory academic progress for students receiving their first State award in academic year 2006-07 year.

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

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

Academic Standard Charts

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

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

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

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

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

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

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

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

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

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

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

New York State Part-Time TAP

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

Other State Aid Programs

NY State Veterans Tuition Awards (VTA)

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

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

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

Award Amounts

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

Duplicative Benefits

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

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

VTA Benefits - Duration

Full-time Study

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

Part-time Study

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

- Approved Vocational Training Programs - Awards are available for up to a maximum of eight semesters (four years) of part-time study in an approved vocational training program.

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

Eligible Veterans

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

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

Students must also:

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

How to Establish Eligibility

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

How to Apply for Payment

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

Apply for payment as follows:

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

1. Apply online by completing the Free Application for Federal Student Aid (FAFSA) — the form used by most colleges, universities and vocational schools for awarding federal student aid and most state and college aid — and then linking to the TAP on the Web application, or

2. For veterans who do not anticipate filing a FAFSA, complete a Scholarship Grant Payment Application. To receive a copy of the application, please call 888-697-4372.

3. Vocational Training Program students - Complete only the Veterans Tuition Award Supplement.

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

New York State Aid to Native Americans:

Eligibility

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

Available Awards

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

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

Application Process

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

More Information

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

Native American Education Unit

NYS Education Department

Room 461 EBA

Albany, New York 12234

(518) 474-0537

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

The mission of Adult Career Continuing Education Services – Vocational Rehabilitation (ACCESS-VR) Program is to promote educational equity and excellence for students with disabilities while ensuring that they receive the rights and protection to which they are entitled, assure appropriate

continuity between the child and adult services systems, and provide the highest quality vocational, rehabilitation and independent living services to all eligible persons as quickly as those services are required to enable them to work and live independent, self-directed lives. For further information, contact 1.800.222.JOBS (5627) or visit vesid.nysed.gov.

Loans: Undergraduate Students

Federal Perkins Loans

This is a fixed-rate, low-interest loan from the federal government that is provided by Touro College. Eligibility is based on financial need as determined by federal calculations from the Free Application for Federal Student Aid (FAFSA). Students who demonstrate financial need after all resources are taken into account may be considered for a Perkins Loan. Legislated loan limits are up to \$5,500 for each year of undergraduate study (undergraduate aggregate limit is \$27,500). Repayment begins nine months after the borrower leaves school or drops below half-time attendance. The interest rate is fixed at 5%. For first-time loans disbursed after Oct. 1, 1992, the borrower will make minimum monthly payments of \$40. Annual awarding of Perkins Loans is based on early application, continued demonstration of financial need, availability of federal funds, and maintenance of minimum academic standards.

Federal Direct Stafford Loans

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

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

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

Annual and Aggregate Federal Direct Stafford Loan Limits

Dependent Undergraduate

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

Independent Undergraduate/Dependent Undergraduate with PLUS Denial

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

Graduate

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

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

Federal Perkins Loan Program

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

Through the possible combination of Subsidized and Unsubsidized Direct Stafford Loans, every student meeting all academic and eligibility requirements should be able to participate in the Federal Direct Stafford Loan Program. Information about the William D. Ford Direct Loan Program can be found at Touro College's Office of Financial Aid and at www.studentloans.gov.

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

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

Below is a table of current interest rates and origination fees, by loan type:

Federal Direct Loan Interest Rates and Origination Fees (Eff: July 1, 2012)

	Origination Fee	Interest Rate
Undergraduate Subsidized Stafford	1.072%	3.86%
Undergraduate Unsubsidized Stafford	1.072%	3.86%
Graduate Unsubsidized Stafford	1.072%	5.41%
Parent PLUS	4.288%	6.41%
Graduate PLUS	4.288%	6.41%

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

Information about the William D. Ford Federal Direct Loan Program can be found at www.studentloans.gov or by contacting the Touro College Office of Financial Aid.

Federal Direct PLUS Loan Program

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

Creditworthy borrowers (Graduate students or the parents of Dependent students) may borrow up to the full cost of attendance minus any other aid received by the student. Repayment begins 60 days after the last disbursement is made and can be deferred by contacting your loan servicer to request a

deferment. Direct PLUS Loans can be deferred while the parent borrower or child, or graduate student is enrolled at least half-time and for an additional six months after the child or graduate student ceases to be enrolled at least half-time. If the Direct PLUS Loan is deferred, interest will accrue on the loan during the deferment. You may choose to pay the accrued interest or allow the interest to capitalize when the deferment period ends. Your loan servicer will notify you when your first payment is due. Information about the William D. Ford Federal Direct Loan Program can be found at www.studentloans.gov.

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

Private Loans

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

Institutional Programs: Financial Aid and Undergraduate Students

Financial Aid for Consortium Agreements

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

Veterans Benefits

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

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

Yellow Ribbon GI Education Enhancement Program

Touro College is proud to be a part of the Yellow Ribbon GI Education Enhancement Program. The program is a provision of the Post-9/11 Veterans Educational Assistance Act of 2008 and allows

degree-granting institutions of higher learning in the United States to voluntarily enter into an agreement with the VA to fund tuition expenses that exceed either the \$19,198.31 cap for private institutions or the resident tuition and fees for a public institution. The participating educational institution can contribute up to 50% of those expenses, and the VA will match the same amount as the institution.

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

Specific eligibility requirements for the Yellow Ribbon Program may be found online at www.gibill.va.gov.

. Eligible students fit the criteria as follows:

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

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

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

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

1. Have at least 6 years of service in the Armed Forces (active duty and/or selected reserve) on the date of approval and agree to serve four additional years in the armed forces from the date of election.
2. Have at least 10 years of service in the Armed Forces (active duty and/or selected reserve) on the date of approval, are precluded by either standard policy (service or Department of Defense) or statute from committing to four additional years, and agree to serve for the maximum amount of time allowed by such policy or statute.
3. Are or will become eligible for retirement during the period from Aug. 1, 2009 to July 31, 2012 and agree to serve an additional period of service noted in bulleted points a to d (see list below). Service members are considered eligible for retirement if they have completed 20 years of active federal service or 20 qualifying years as computed pursuant to section 12732

of title 10 U.S.C. This will no longer be in effect on Aug. 1, 2013; on or after this date, all members must comply with items 1 and 2.

- a. For individuals eligible for retirement on Aug. 1, 2009, no additional service is required.
- b. For individuals eligible for retirement after Aug. 1, 2009 and before Aug. 1, 2010, one year of additional service is required.
- c. For individuals eligible for retirement on or after Aug. 1, 2010 and before Aug. 1, 2011, two years of additional service is required.
- d. For individuals eligible for retirement on or after Aug. 1, 2011 and before Aug. 1, 2012, three years of additional service is required.

4. Such transfer must be requested and approved while the member is in the Armed Forces.

Eligible Dependents

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

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

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

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

Nature of Transfer

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

Spouse:

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

Child:

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

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

Withdrawal Policy (Federal – Return to Title IV)

Objective

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

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

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

Background

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

Policy

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

Withdrawal Date

A student's withdrawal date varies depending on the type of withdrawal. Reference: Determining a student's withdrawal date at a school that is not required to take attendance in the 2013- 2014 Student Financial Aid Handbook, Volume 5; Chapter 1 Withdrawals and Return of Title IV Funds.

Official Notification Provided

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

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

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

Official Notification Not Provided

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

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

Last Date of Attendance

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

Date of Institution's Determination of Student Withdrawal

The date of Touro College's determination that a student withdrew varies depending upon the type of withdrawal. Reference: Determining a student's withdrawal date at a school that is not required to take attendance, 2013- 2014 Student Financial Aid Handbook, Volume 5; Chapter 1 Withdrawals and Return of Title IV Funds.

Date of Official Notification Provided

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

Date of Official Notification Not Provided

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

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

Reference: 2013- 2014 Student Financial Aid Handbook, Volume 5; Chapter 1 Withdrawals and Return of Title IV Funds.

Calculation of Earned Title IV Assistance

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

Post-Withdrawal Disbursements

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

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

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

- Identification of the type and amount of the Title IV funds that make up the post-withdrawal disbursement (not to include any amounts that have been applied to the student's account);

- Explanation that the student (or parent for a PLUS loan) may accept or decline some or all of the post-withdrawal disbursement (that which has not been applied to the student's account); and
- Advisement that Touro College is not required to make a post-withdrawal disbursement if the student (or parent for a PLUS Loan) does not respond within 14 days of the date that Touro College sent the notification.

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

Refund of Unearned Funds to Title IV

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

Refunds by the College

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

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

Refunds by the Student

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

Payment Period or Enrollment Period

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

Documentation

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

Additional Financial Aid Policies for Undergraduate Students**High School Diploma**

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

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

Transfer Students

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

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

Financial Aid for Repeated Coursework: Financial Aid Impact

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

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

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

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

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

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

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

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

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

Touro College Libraries

The mission of the Touro College Libraries is to provide resources and services that support and promote the college's academic programs, and to help the college community acquire and refine information seeking and evaluation skills. Key to the accomplishment of this mission is a competent support staff led by qualified professionals who understand teaching and research. With faculty collaboration, our librarians have built quality print, audio-visual, and electronic collections that total 373,300 items. All library facilities have quiet study areas, audio-visual equipment, photocopiers, and computer workstations. All library personnel promote information literacy as an integrated part of the college experience by offering a comprehensive program of library instruction, individualized research advice, and reference assistance.

Library resources and services can be identified and utilized via a virtual library (www.touro.edu/library). It includes a Directory with library addresses, maps, personnel, hours of operation, and collection content. A section on Information Literacy contains a Library Guide and tutorials on how to find information and a Research & Writing guide on how to do research and write term papers. The Online Catalog contains the locations of books, CD-ROMs, diskettes, audiotapes, audio-CDs, videotapes, DVDs, and microfiche, and links to over 15,500 ebooks. The Periodicals page includes databases of articles in over 10,000 publications, indexes and gray literature sources, and the locations of 400 print subscriptions and backfiles on microfilm and CD-ROM. EReserves contain links to electronic course materials, and the Web & Search Sites directory has links to 6,500 resources that include search engines and subject directories, and content on the deep Web. Nearly all proprietary (subscription) electronic resources can be accessed remotely via login and password, and an Ask a Librarian feature provides reference assistance and research advice via email.

Members of the Touro community have access to and full borrowing privileges at all fifteen libraries that are located throughout the metropolitan New York area and in Suffolk County. Resources in support of the curriculum can be found at all the libraries. Background and research materials are located at libraries at the Lander College of Arts and Sciences in Flatbush, the Midtown Main campus, the Lander College for Women and Graduate School of Jewish Studies building, the Lander College for Men in Kew Gardens Hills, and the School of Health Sciences in Bay Shore. Material at Touro is shared by intralibrary loan. Material not at Touro is obtained by interlibrary loan via OCLC (Online Computer Library Center) and LVIS (Libraries Very Interested in Sharing), or by commercial document delivery. Referrals to METRO (Metropolitan New York Library Council) or LILRC (Long Island Library Resources Council) libraries may be made where resources can be consulted on-site.

Computer Laboratory Facilities

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

In the New York School of Career and Applied Studies, computer laboratories have been established at 12 locations with a combined total of over 600 PCs and associated peripherals. The computers at each location are connected in a Local Area Network. All computer labs are equipped with a current version of the MS Office suite, and provide Internet access through the Touro College Wide Area Network. Headphones and high-end laser printers are available at each lab. Hardware available to faculty members includes large-screen multimedia monitors, projectors, and VCRs.

ESL Resource Centers, with special multimedia software, are available at several computer lab locations. In addition, computer labs at locations where Desktop and Web Publishing courses are taught have scanners, color printers, and special software, including Quark Xpress and Adobe Photoshop and Illustrator, to support the course offerings. These sites also have CD-R and Zip drives available for student use.

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

Main Campus *	Bensonhurst Center ♦	Kings Highway
27-33 West 23 rd Street	1870-86 Stillwell Avenue	Computer Center I
New York, NY 10010	Brooklyn, NY 11214	1401 Kings Highway
(212) 463-0400 Ext. 5240	(718) 265-6534 Ext. 1005	Brooklyn, NY 11229
		(718) 998-1490 Ext. 16
Kings Highway	Flushing ♦	Starrett City ♦
Computer Center II *♦	133-35 Roosevelt Avenue	1390 Pennsylvania Avenue
1726 Kings Highway	Flushing, NY 11374	Brooklyn, NY 11239
Brooklyn, NY 11229	(718) 353-6400 Ext. 114	(718) 642-6562 Ext. 15
(718) 998-9409 Ext. 114		
Flatbush *♦	Brighton Center ♦	
1602 Avenue J	532 Neptune Avenue	
Brooklyn, NY 11230	Brooklyn, NY 11224	
(718) 252-7800 Ext. 208	(718) 449-6160 Ext. 127	
Forest Hills ♦		
71-02 113 Street		
Forest Hills, NY 11375		
(718) 520-6471		

* Those marked with an asterisk support the desktop and web publishing curriculum with the aforementioned special hardware and software.

◆ Those marked with a diamond support the ESL software.

Science Laboratories

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

Tutoring Program

The Tutoring Program supplements classroom instruction through meetings between students and qualified tutors. The tutors work with students individually or in small groups to remedy academic deficiencies so that students may reach their full potential. The groups, which are formed according to course level, meet on a weekly basis. This program provides the student with intensive instruction, reinforcing and enriching what is learned in class.

Learning Resource Centers

The Learning Resource Centers are multifaceted centers that have among their primary objectives instructional support, enhancement of the educational process, and learning-skills development, encouraging students to persevere in their studies.

The Resource Centers offer services designed to reinforce and enrich students' understanding of subject matter covered in class. The primary goal of the Resource Centers is to enrich the oral and written skills of the student (listening comprehension, speaking, and grammar) as well as to help the student with reading and writing assignments that are covered in the regular class.

The Open Resource Lab is one of the services offered by the Resource Centers. The flexible schedule of the Resource Centers is designed to meet the needs of students, who come on a voluntary basis. Assisted and monitored by a qualified resource staff member, students work with textbooks, cassettes and CDs to improve their listening comprehension, reading and writing skills.

In addition to the Open Lab, the Resource Centers offer Computer Labs where attendance is also voluntary. Students may choose from a selection of software programs with which to improve their listening, speaking and pronunciation, grammar and writing skills. These programs reinforce the curricula taught in their classes.

Educational resources include CDs, books, manuals, audiovisual learning aids and equipment such as television monitors, video cassette recorders, audio cassette players, slide and projection screens, and overhead (transparency) projectors. Educational resources are available to students, faculty, and staff.

STUDENT SERVICES

The Office of Career Planning and Placement

The Office of Career Planning and Placement is located at the Midtown Main Campus, Flatbush and Kings Highway locations. A career advisor maintains hours in the Bensonhurst and Brighton Centers. These counselors serve students past and present, at all locations. Entering students are encouraged to visit the offices to discuss their career plans as well as current job needs. A data bank of employers in the five boroughs of New York City, as well as New Jersey and the rest of New York State is maintained and updated regularly. For students or alumni seeking employment in other states, placement assistance is provided on an individualized basis. The office also offers a computerized resume service and will forward resumes at the request of the student/alumnus. The office is designed around the concept of the self-directed job search, and provides the tools for job seekers to conduct a thorough, organized search in their respective fields of endeavor. To help students succeed, assistance and training in resume preparation and interview skills are offered. Opportunities for students to participate in internships in their respective majors are also available. This ensures that students have an opportunity to begin their future careers in a comfortable environment. At the same time, potential employers may observe and begin training students for real jobs. By using this wide range of techniques, tools and services, the offices help students identify their actual vocational aptitudes, gain success in the world of work, and find a productive place in society.

Advisement/Counseling Services

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

The other important function of advisors/counselors is to assist students in making long-term career and educational decisions, in overcoming personal and family crises, and in formulating academic appeals. In doing so, they provide advocacy for students' rights and concerns. For example, should students encounter problems preventing them from registering for classes or wish to challenge an academic decision, they may seek assistance from their academic advisor in preparing and submitting an appeal to the Committee on Academic Standing. (see page 93).

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

All students have the responsibility to:

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

Faculty Advisement

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

Internships

New York City, headquarters for the business and communications fields, is rich with challenging and interesting internships. Touro students have recently held internships with NBC, USA Network, MTV, Channel 13, The MacNeil-Lehrer News Hour, The Museum of Broadcasting, the Metropolitan Transportation Authority, Anglo-Jewish newspapers, various businesses and major hospitals. In Florida, Walt Disney World has provided internships.

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

The Alumni Office

This office maintains communication with graduates of the College, publishes *Alma Matters* (an alumni newsletter), and organizes various alumni events. Students who would like to receive career guidance from alumni in various professional fields should contact the Coordinator of Alumni Affairs.

Students with Disabilities

Touro College complies with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, which protects persons from discrimination on the basis of physical or mental impairments for all educational and employment purposes. Assistance is available for students who have physical or learning-related disabilities. Disabled students should contact the Office of Disabilities Services (ODS) at (718) 252-7800, ext. 273 at the start of every semester to discuss their needs and problems.

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

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

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

1. A Request for Accommodation of Disability application, filled out in its entirety.
2. Documentation from a physician, clinical psychologist, or other certified individual of the specific disability, to include:
 - A cover letter from the physician, clinical psychologist, or other certified individual,
 - Appropriate and thorough diagnostic test results, conducted no more than five years prior to the request. Summarization of results, while helpful, by itself is not considered satisfactory. The detailed report should also clearly diagnose the disability, report the severity of the disability, offer implications of the disability for the student's program of study, and include a summary of what accommodations are needed to assist in overcoming the disability. A cursory report suggesting that a disability exists and detailing a list of accommodations requested, without more, is unacceptable.

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

Health Insurance and Dental Plan

Touro College offers the SENTRY STUDENT SECURITY PLAN to its students on a voluntary basis. Any full or part-time domestic student who is registered at Touro College is eligible to enroll, as well as spouses and dependents. The plan provides limited reimbursement for specific medical charges directly arising from accident or sickness (excluding any "pre-existing conditions"), as well as Major Medical Benefit. A brochure is available in the Office of the Dean of Students.

Touro College offers this plan as a service to students whom, for whatever reason, do not have any other medical insurance coverage. The Sentry Plan is not a substitute for comprehensive health coverage the students may be eligible for under their parents' plan and the College recommends that students investigate this possibility before proceeding with Sentry or any other plan. Touro College does not receive any compensation for offering this plan.

Touro College offers the STUDENT DENTAL PLAN to its students on voluntary basis. Stu-Dent, designed to meet the basic dental health needs of college students and their dependents, is provided through the David B. Kriser Dental Center of New York University (located at 345 East 24th Street). For an annual fee of \$125, student receives basic services in the areas of preventive care (semi-annual cleaning and oral hygiene instruction), diagnostic care (semi-annual oral exam and x-rays), restorative treatment (fillings), and discounts on additional services at the Center. Brochures are available in the Office of the Dean of Students.

Touro College offers this plan as a service to students who, for whatever reason, do not have any other access to dental coverage at an affordable price. Touro College does not receive any compensation for offering this plan.

Clubs and Committees

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

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

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

Only official organizations have the right to use the College name or logo, to use College facilities for their activities, to post notices at the College, or to request College fiscal or other support for their activities. Students with special interests are encouraged to contact the Associate Deans of Students at 23rd Street or Avenue J to obtain assistance in forming clubs and associations.

Student Associations

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

ACADEMIC RULES AND REGULATIONS

TO THE READER:

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

THE REGISTRATION PROCESS

NEW YORK STATE PROOF OF IMMUNIZATION REQUIREMENT

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

Students must submit acceptable medical proof of immunization. Immunization forms can be obtained in the Office of the Registrar at various campus locations, or downloaded at www.touro.edu/registrar/immunization.asp.

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

SELECTING COURSES

Touro College offers Fall and Spring semesters, as well as a limited summer session. Registration dates and times are assigned for each semester. Students choose courses each semester to satisfy both core requirements and requirements in a specific major. Students who are placed in developmental courses or in basic English writing courses are expected to take those courses in prescribed sequence every semester until the sequence has been completed, unless a waiver is recommended by the faculty member and approved by the Chair of the Department. Academic advisors are available at each location to assist in this process and sign each student's registration form, but the **final responsibility for any academic transaction rests with the student**. Students are urged to keep copies of the paperwork for all transactions. There may be variations in this process for online courses. A student is not registered until all appropriate paperwork is completed and the student's information is entered by the Registrar into the College's computer database.

Each Touro location offers a mix of courses in various disciplines. Generally, it is not possible to offer every major or required major course at each location. Students cannot complete an entire degree at an extension site or center. Consult with an advisor for a list of courses offered at your location. Courses are closed to students once they reach optimal enrollment. Conversely, courses may be cancelled if there is insufficient enrollment.

NYSCAS students may take courses at any NYSCAS location. NYSCAS students need special permission to take courses in any other Touro division. Students may be denied credit if they change courses or sections without filing the appropriate "Add/Drop" form. Loss of credit may also result if a student attends a course or section for which he or she is not registered or takes a course out of sequence without appropriate written approval. Additionally, this may result in the loss of financial aid.

Prerequisites and Corequisites

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

Size of Program - Credit Load

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

Course Variants

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

“Double-Counting” Courses

The same course can be counted toward a major and toward core requirements. For example, GSM 140, Statistics, can count toward the core Mathematics requirement and toward the Business Management and Administration major. Likewise, GCA 215, Interpersonal Communications, can count toward the core Speech requirement and toward the Human Services major.

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

Other Touro Divisions

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

Students from Other Divisions

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

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

Repeating Failed Credit-Bearing Courses

A student may repeat a failed credit-bearing course without obtaining special permission. Failing grades are calculated in the grade-point average and appear on the student’s permanent record. A student taking a course for the third time will not have those credits counted in his credit load for financial-aid purposes. A student may not repeat a failed developmental course more than once. Failure of a developmental course a second time may lead to expulsion from the College.

Repeating Passed Credit-Bearing Courses

A student who has taken and passed a credit-bearing course and wishes to repeat the course may do so only one time in his/her Touro College career. 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 first course will have its credit value (e.g. 3.0) changed to 0.0 (no credits). The grade will remain on the record. The grade for the repeated course will appear with the credits earned. Only the second grade earned will be counted in the grade point average.

The student must file a “Request to Repeat a Passed Course” form with the Office of the Registrar at the time of registration. Failure to submit this form may result in the loss of credit for the second grade earned. In cases where the student has received permission to take (a) course(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, credit will be denied for the repeated course, 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.

Pass/Fail

Students may register for one course on a Pass/Fail basis each semester of their sophomore, junior, and senior years, up to a maximum of six such Pass/Fail courses. Students who are on probation may not take the Pass/Fail option. **Note:** Students who have completed 24 credits of coursework are considered to be entering the sophomore year.

Required courses and courses within a student's major may not be taken on a Pass/Fail basis. Students who elect to take a Pass/Fail course must file a "Pass/Fail Request" form with the Office of the Registrar before the end of the second week of classes. The Pass/Fail election may not be changed after the first two weeks of the Fall and Spring semesters or after the first week of the Summer session.

CHANGE OF PROGRAM

Adding a Course

A student may change his/her program by adding (a) course(s) within the first two weeks of the Fall or Spring semester or within the first few days of the Summer semester. To do this, a student must file an "Add/Drop" form signed by his/her advisor with the Office of the Registrar. The effective date of the program change is the day that this form is signed and dated by the advisor. 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 by an advisor or other College official will be processed effective the date of the official's signature. Forms lacking a written date will be processed effective the day they are received by the Registrar. Students adding (a) course(s) should also consult with the Bursar prior to submitting the form to the Registrar's Office.

Dropping a Course

A student may drop (a) course(s) within the first eight weeks of the Fall or Spring semester and up to the midpoint of the Summer semester. Courses dropped within the first two official calendar weeks of the Fall or Spring semester, or during the designated period at the start of the Summer semester, will not appear on the student's academic transcript. Courses dropped after this time will appear on the transcript with the grade of "W." For all drops, the student must file an "Add/Drop" form, following the procedure described above for adding a course.

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

COURSE OPTIONS

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

ONLINE COURSES OFFERED THROUGH THE OFFICE OF DISTANCE LEARNING

Touro College's Office of Distance Learning provides online courses that make it possible for students to take courses that either are not offered at their own division or are scheduled at an inconvenient time or location. Students are required to take an in-person midterm and final exam. The Office offers approximately 20 courses per semester. The online division often follows a different academic calendar than various other academic divisions.

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

Recognizing this, Touro College 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 College has structured the courses in the Office of Distance Learning so that each student will have a high level of personal accessibility to professors. It is the policy of Touro College that all student e-mail inquiries will receive an initial reply within one business day of receipt by the professor. Students may also request a personal appointment or phone call from their instructor.

General Information Concerning Touro College'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 Student Handbook for Online Courses, which is available from the Office of the Registrar and on the Touro web site.

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

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

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

Registering For an Online Course

Students registering for online courses go through two discrete registration processes, one with the Registrar's Office and one with the Office of Distance Learning. The first results in your presence on the official roster for the class; the second results in a Blackboard ID, which will allow you to access course materials on the web, and will be handled by the Office of Distance Learning.

To register for an online course, do BOTH of the following:

1. Register for these courses using regular registration procedures; use the course code listed in the schedule in this booklet and online.
2. Then, *to complete your registration and receive a User ID to use on Blackboard to access your course, go to: <http://www.touro.edu/OnlineCourses/enroll.htm> within 48 hours of registration to fill out a form with your name, email address, and a contact phone number. This information will be sent to your instructor and will be used to create your Blackboard ID. *Even if you already have a Blackboard ID, you must complete the form anyway and put in your current Blackboard ID where requested.**

Getting in Touch with Your Instructor

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

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

Course Outlines

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

Announcements and Assignments

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

Textbooks

A textbook will be assigned for most courses. Students are required to obtain a copy of this textbook, if possible before the beginning of class. Do not delay purchasing a textbook because the nature of an online course requires the student to use the textbook during the first week of class.

Bookstores

Students are encouraged to purchase the required textbooks online. Some textbooks for online courses may be available through the temporary bookstores at the various Touro campuses or at Barnes & Noble in Manhattan. If not, please refer to instructions from your instructor or the "Bookstore Information" link on the Online Courses web site for information on purchasing your books online.

Homework and Exams

Homework Assignments

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

Tests and Quizzes

While each course is different, in most courses, students should expect a minimum of two exams during the course of the semester: a midterm and a final. Quizzes and other methods of evaluation are also likely. The midterm will be given during the seventh or eighth week of the semester. *The final exam for all online courses is scheduled on a specific day (see attached semester calendar), and requires attendance at a Touro campus, either in New York or Jerusalem.*

Midterm Exams

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

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

Final Exams

All final exams take place on a specific day (see the attached semester calendar) at a Touro site in New York or Jerusalem where they can be properly administered and proctored. Individual students for whom this is impossible can contact the instructor during the first two weeks of the semester to make alternative arrangements. Photo Identification will be checked at all exams given in person.

ALTERNATIVE INSTRUCTION—TUTORIALS, DIRECTED STUDY, INDEPENDENT STUDY, SENIOR HONORS PROJECT, LIFE-EXPERIENCE CREDITS

Tutorials

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

Directed Study

Courses listed in this Bulletin may be offered to a single student, as a directed study. The material covered follows the standard course curriculum. Generally, students are permitted to enroll in a directed study course only under special circumstances for a required course not otherwise available. A directed study course requires the same work as a classroom course, including a final examination. Students who wish to register for a directed study course must complete an “Application for Directed Study” form in consultation with their academic advisor. The form must be approved by the Chair of the relevant department and Associate Dean of Faculties or his/her designee.

Independent Study

A student may take an independent study course in a specialized subject not offered in this Bulletin. Students who wish to participate in independent study must present a specific plan and complete an “Application for Independent Study” form in consultation with their academic advisor. An independent study course typically requires extensive reading and a major report or term paper. The form must be approved by the Associate Dean of Faculties or his/her designee.

On-Line Courses

Selected courses listed in this Bulletin may be offered by Touro College over the Internet. The material covered follows the standard course curriculum. An Internet course requires the same work as a classroom course, including all examinations, which must be taken on-site at an assigned Touro location. Online courses are *not* self-paced. Students must do all work on a week-to-week basis, as in a regular course. First-term students and those with a cumulative GPA below 3.0 may not take online courses. Please consult with your advisor for other restrictions that apply to online courses.

Life Experience Credits

Touro College recognizes that students can acquire college-level knowledge outside the classroom. Baccalaureate degree students may request the Life Experience Committee to award up to 40 college credits for documented learning through experience. Associate’s degree students may earn up to 20 credits toward their degree after evaluation by the Life Experience Committee. Documentation typically involves the student writing a detailed report and submitting affidavits from supervisors and/or other evidence of what was learned outside the classroom.

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

Guidelines and assistance for preparing the Life Experience Portfolio are available in the Office of the Dean of Faculties or from academic advisors.

ACADEMIC ADVISEMENT

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

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

CREDITS AND SEMESTER HOURS

Contact Hours

The standard unit of measuring a student’s course of study is the semester hour. One semester hour is equal to one hour per week of classroom instruction for a full term, plus homework and assignments. College-level lecture courses are normally assigned one credit per semester hour.

Generally, courses that include laboratory assignments will include additional contact hours. For students taking developmental courses, which carry no credit, contact hours are used to determine full-time status for financial-aid purposes.

Class Standing

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

- Lower Freshman entry
- Upper Freshman.....12
- Lower Sophomore.....24
- Upper Sophomore40
- Lower Junior56
- Upper Junior.....72
- Lower Senior.....88
- Upper Senior104

EARNING OUTSIDE CREDIT

Off-Campus Credit While a Touro Student

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

CREDIT BY TESTING

Equivalency Examinations

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

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

Departmental Challenge Examinations

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

TRANSFER CREDIT

Transfer students seeking credits for previous academic work should arrange to have an official transcript sent to the Touro College Office of Admissions at 27-33 West 23rd Street, New York, NY 10010.

It may be necessary to schedule a conference with department chairpersons if transfer credits are being offered to fulfill major, concentration, or other requirements. Credits are generally awarded after evaluation for business, education, computer science, social science, and other liberal arts and sciences courses which were completed with a minimum grade of "C" at a regionally-accredited institution of higher education.

Credits may not be awarded for courses taken more than 10 years prior to a student's first semester at Touro College in natural sciences, business, and accounting. Such transfer credits in all other areas except Computer Science are subject to individual departmental approval; In Computer Science credit, may not be awarded for courses more than six years prior to a student's first semester at Touro College.

Students who have completed an associate's degree at an accredited institution are assured a minimum of 60 credits, but they must meet the individual course and liberal arts requirements of their selected certificate and/or degree program.

Transfer students may request in writing that all prior college work completed at (a) particular school(s) not be evaluated. This decision is irrevocable.

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

To be eligible for a certificate or an associate's degree, a transfer student must successfully complete at least 24 credits at Touro College. The baccalaureate degree requires at least 45 credits in residence at Touro. **In addition, a minimum of 50% of the credits in a student's major must be taken at Touro.**

GRADES

ATTENDANCE AND CLASS PARTICIPATION

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

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

In the event of a student's absence from an examination, the instructor shall be the judge of the validity of the student's excuse, and he/she may grant or deny an opportunity to make up the work that was missed. All missed work from a given semester must be completed by the end of the sixth week of the following semester. Students may petition the Office of the Dean of Faculties for an extension of time for the completion of the missing coursework. Work may not be completed more than one year after the end of the term for which the student was registered. Late work, if allowed, is subject to a severe academic penalty in the form of a lowered grade.

GRADE TYPES

Non-Credit Courses

Pass/Fail grades of four types are assigned to developmental English courses:

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

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

* For developmental ESL level one and two courses only (E007.1 and E007.2)

Each developmental English course may be repeated only once.

Credit Courses

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

Grade Definitions

F: Student attended class regularly, but did not achieve passing grades on examinations and assignments.

W: (No penalty.) This grade is assigned when a student withdraws from a course and files an Add/Drop form (see page 80) with the Office of the Registrar, signed by an academic advisor. A student who does not file this form will receive a failing grade of F or WU, depending on the number of class sessions attended and the amount of work completed.

WU: Student stopped attending before the end of the eighth week of class but did not file the appropriate paperwork; calculated as a failing grade

WNA: Student never attended class. This grade is not included in calculating the grade point average (GPA), but will appear on the student's transcript.

N: No grade assigned.

Grade Values

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

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

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

Grade Point Average (GPA)

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

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

TENTATIVE GRADES

Tentative grades of “TC-” (TC-minus) to “TF” are given at the discretion of the instructor when a student has not completed a required assignment or examination. Students cannot receive academic credit for work that has not been completed. Therefore, when determining a tentative grade value, the incomplete or missing work is graded as “F.”

Example: A student who has done work all semester, but does not submit a required paper, might receive a tentative grade of “TD.” If the work is not completed, the tentative grade of “TD” becomes a final grade of “D.”

Tentative Fall grades become final on the last day of the sixth week of the following Spring semester. Tentative Spring and Summer grades become final on the last day of the sixth week of the following Fall semester. Students unable to complete work by the specified deadline may appeal for more time by filing a “Request for an Extension” form with the Office of the Dean of Faculties.

Students who complete their work after the appropriate deadline are subject to having their course grade reduced. Grade changes based on work submitted later than one year after the end of the semester in which the course was taken must be appealed to the Committee on Academic Standing. A student who has been given an extension and has not completed the work within the six months after the deadline cannot receive a grade higher than “B”.

DEAN’S LIST

Students who achieve records of excellence in any academic semester are placed on the “Dean’s List.” Criteria for the Dean’s List are a course load of at least 12 credits and a term GPA of 3.40 or higher in a given semester.

GRADE APPEALS

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

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

A copy of the student’s appeal should also be submitted to the Office of the Associate Dean of Faculties. Students should keep copies of all such submissions for their own records.

The burden of proof is on the student to demonstrate that the instructor’s decision was erroneous, arbitrary, or capricious. The chairperson will respond to the student in writing within 30 days of receipt of the appeal. A decision to change a grade must be approved by the Associate Dean or his/her designee, who may also refer the matter to the Committee on Academic Standing, or give his/her own recommendation on the matter.

ACADEMIC PROGRESS AND STANDING

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

SATISFACTORY ACADEMIC PROGRESS

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

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

Please view the full policy at:

http://www.touro.edu/media/touro-college/content-assets/documents/Tourowide_Satisfactory_Academic_Progress_Policy_Effective_010114.pdf

ACADEMIC PROGRAMS AND FINANCIAL AID

NEW YORK STATE ACADEMIC STANDARD

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

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

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

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

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

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

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

Academic Standard Charts

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

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

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

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

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

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

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

Students failing to meet these standards may be subject to loss of student status and/or financial aid. According to New York State guidelines, one TAP waiver only of these standards may be

requested during the student's undergraduate career. A student may receive more than one "C" waiver under limited circumstances. Please consult with your advisor.

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

PROBATION AND DISMISSAL

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

Probationary students are given one semester to raise their cumulative GPA to 2.5. If they do not, they advance to their second probationary semester, at the end of which their cumulative GPA must be 2.0. A probationary student who does not achieve a cumulative 2.0 GPA within these two semesters may be dismissed from the College. Students who receive academic dismissal may appeal to the Committee on Academic Standing for readmission.

Students are expected to demonstrate continued progress in their developmental English courses. Students will be allowed to repeat each developmental English, ESL or Math course only once. Students who fail the same developmental English or ESL course twice are not making satisfactory progress and may be dismissed from the College. A student who withdraws after five weeks of the semester will be considered to be repeating the course upon his/her next attempt at the course. Students who withdraw twice from any such course are not considered to be making satisfactory progress and may be dismissed from the College. The Committee on Academic Standing may grant a waiver to allow a student to repeat a development course for one additional semester.

COMMITTEE ON ACADEMIC STANDING

The Committee on Academic Standing deals with a wide range of academic problems of students at Touro College. It is a standing committee composed of faculty and senior staff from the various schools of the College. The Committee hears student requests for readmission, waivers of academic requirements, acceptances of course equivalents, and retroactive withdrawals from courses or leaves of absence from school. The Committee also hears appeals concerning probation and academic dismissal, and waivers regarding the Tuition Assistance Program (TAP). In some cases students may appeal grades, provided all other means of resolving grade disputes have been explored. A student who wishes to make an appeal must follow these steps:

1. See his or her academic advisor for assistance in completing a student appeal form. The appeal should:
 - a. State the student's name and Touro ID number.
 - b. Specify course(s) and/or semester(s) in question.
 - c. Explain clearly the reasons for making the appeal.
 - d. Include documentation to support the appeal.
 - e. Include the signature of the student and advisor.
2. If the reference in the petition is to a medical or personal hardship, submit documentation such as medical notes, notices of hospitalization, or birth or death certificates, or other relevant documentation. Please see your advisor for additional examples.
3. Sign the appeal form and give it to the academic advisor, who will forward it to the Committee. Following submission, the student will receive a written response from the Committee accepting or rejecting the appeal. The Committee may also respond by detailing sanctions, listing conditions under which the appeal is to be granted, or tabling the appeal and requesting additional documentation. The decisions of the Committee are final and do not constitute precedents for future situations.
4. Petitions must be submitted at least 10 business days before a scheduled Committee meeting. The Committee normally meets every 4-8 weeks.

GRADUATION FROM THE COLLEGE

APPLICATION FOR GRADUATION

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

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

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

GRADUATION REQUIREMENTS AND STANDARDS

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

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

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

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

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

Students who are exempted from core or other requirements must still complete the required number of credits for their degree program in order to graduate.

HONORS AND AWARDS AT GRADUATION

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

Academic Excellence - 3.70 to 4.00

Academic Distinction - 3.50 to 3.69

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

Summa Cum Laude - 3.80 to 4.00

Magna Cum Laude - 3.60 to 3.79

Cum Laude - 3.40 to 3.59

LEAVES OF ABSENCE/WITHDRAWAL

LEAVES OF ABSENCE AND READMISSION

Personal reasons may require students to suspend their studies for one or more semesters. In such cases, students are required to file a Leave of Absence form with the Office of the Registrar. If the student wishes to extend the leave beyond one academic year, a new form must be filed.

Students who have been on leave for more than two consecutive semesters and have not extended their official Leave of Absence should file a Readmission application with the Office of Admissions at least 6 weeks before the start of the semester in which they wish to resume their studies. Based on prior grades, some requests for readmission require approval from the Committee on Academic Standing (CAS), which is not automatic. The Office of the Registrar will inform the student as to whether s/he may register for classes or whether the student must obtain CAS approval.

WITHDRAWAL FROM THE COLLEGE

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

ACADEMIC DISMISSAL

A student who fails to meet the standards outlined in the Academic Standard Chart (page 91) may be dismissed from the College. Students who receive an academic dismissal may appeal to the Committee on Academic Standing for readmission.

TRANSCRIPTS

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

Online Transcript Ordering

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

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

“Paper” Transcript Requests

Students can also order official copies of their transcripts by completing a form which can be obtained by visiting the Registrar’s office or by downloading it from the Touro website as follows:

1. Click on “Student Services” at the top of the Touro home page.
2. Choose “Transcript Requests” from the drop-down menu.
3. Scroll down and click on the link that includes the words “Transcript Request Form”
4. Print the form

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

The “paper” option is recommended if the student is requesting:

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

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

Unofficial Transcripts (grade reports)

Students who want only unofficial or “student” copies of their transcripts should use the quicker and easier alternative to submitting a transcript request: downloading an unofficial grade report from the Touro website, www.touro.edu. On the home page select “student services” on the menu bar. Click on “tc web” on the drop-down menu. Log on with your 6 digit Touro ID number and your password. The default password (if you have forgotten yours) is a series of ten characters as follows: month and day of your birth (mmdd), last two digits of your Touro ID number (##), first two letters of your first name (ff), first two letters of your last name (ll). Click on “all divisions, all terms” for the unofficial grade report.

STUDY OPTIONS

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

1. The Business Management and Administration program enables the student to concentrate in accounting, finance, management, marketing, or office technology. A student can earn an Associate in Science or Bachelor of Science degree.
2. The offerings of the Computer Science Department include Business Management and Administration Information Systems Programming, Information Technology: Network Administration and Security; and Digital Multimedia Design. A student can earn an Associate in Science and Bachelor of Science degrees.
3. The Human Services program permits the student to earn an Associate in Science and a Bachelor of Science degree in Human Services. The Bachelor of Science degree offers the student the opportunity to study in one of six areas of specialization or concentration: addiction services, adult and family services, child and youth services, developmental disabilities, gerontological services, and human services administration.
4. The Social Science program is recommended for the student who wishes to broaden his or her knowledge of the social sciences and concentrate in one of the following areas: economics, history, political science, psychology, or sociology. This program leads to a Bachelor of Arts degree.
5. The Psychology Department offers major in that subject leading towards a Bachelor of Arts degree. Also, students who choose to major in Education must pursue a concentration in Psychology. An honors program is available for students who qualify.
6. The Education major helps prepare students for careers in education. This course of study will qualify students for provisional New York State teaching certification from either birth through grade one or from grade one to grade six. The education major is available for baccalaureate degree students who meet the necessary criteria for the program. Students in the education program should pursue a concentration in Psychology.
7. The Liberal Arts and Sciences program is intended for the student who wishes a broad-based course of study in a variety of disciplines such as the arts, social science and cultural studies. A student can earn an Associate in Arts degree.
8. The Interdisciplinary Liberal Arts and Sciences program leading to a baccalaureate degree is intended for the student who wishes to focus on several related disciplines. The student, together with an advisor, can design an individualized course of study drawn from the related disciplines offered at Touro to meet his/her individual needs.

9. The Biology major helps students to prepare for a health science, medical, dental or pharmaceutical course of study. It offers a Bachelor of Science degree in Biology. An honors program is available to students who qualify.

10. The Paralegal Studies program prepares students for paralegal employment. Paralegals assist attorneys in the practice of law, as well as law-related activities of other organizations such as commercial banks, security firms, insurance and real estate companies. This program offers a certificate and an Associate in Science degree in Paralegal Studies.

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

Developmental Sequence

Since academic deficiencies inhibit a student's ability to succeed in college, the College requires entering students who demonstrate a need for intensive remediation to enroll in the Developmental Sequence. The College provides a number of courses to assist such students, in ESL, English and Mathematics. During the Developmental Sequence, students generally enroll in the Developmental English course (GLL007) or, for ESL students, a Developmental English as a Second Language course (E007). These courses meet for eight academic hours each week throughout the semester.

Students achieving required levels of proficiency in English on departmental examinations may advance to Introduction to College Writing (GLL110 or GLL111). Students who do not attain the expected levels of proficiency by the end of the semester are required to repeat GLL007 (for native speakers) or E007 for (ESL students). A student may not repeat a failed remedial course more than once.

College Core

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

Associate's Degree

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

Please note: Associate in Applied Science and Associate in Occupational Studies degree students must complete different core requirements. See program descriptions on pages 155-165.

Core Requirements (minimum 24 credits):

GLL110/111	Introduction to College Writing (or exemption)	4
GLL121	College Writing I	4
GLL122	College Writing II	4
GLL	Any Literature course	3
GHS/GPL	Any American Studies course	3
Various	Any Ethnic or Judaic Studies course	3
GSM/GSS*	Any Math or Science course	3
GCA or GCO 120	Speech or Fundamentals of Computers with Microcomputer Applications	3-4

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

*Only the following courses meet the Speech requirement: GCA 100, 101, 126, 127 and 215.

Baccalaureate Degree

To meet graduation requirements, a student must complete at least 120 credits, of which 60 credits must be in liberal arts for the Bachelor of Science degree and 90 credits for the Bachelor of Arts degree. In addition, students must complete a major as outlined in the following pages. Touro College believes that students pursuing a baccalaureate degree should acquire competence in writing and in mathematics, as well as knowledge of the humanities and social sciences. Therefore, the following core is required of all students except those pursuing an Education concentration (see page 136 for the Education Core).

Core Requirements (minimum 36 credits):

GLL110/111	Introduction to College Writing (or exemption)	4
GLL121	College Writing I	4
GLL122	College Writing II	4
GLL	Literature (2 courses)	6
GHS/GPL	American Studies (2 courses)	6
Various	Ethnic or Judaic Studies	3
GSM130	College Mathematics*	3
GSB/GSC/GSP/GSS	Science	3
GCO 120	Fundamentals of Computers with Microcomputer Applications	4
GCA	Speech**	3

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

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

** Only the following courses meet the Speech requirement: GCA 100, 101, 126, 127 and 215.

BIOLOGY MAJOR

The Division of Natural Sciences is comprised of the Department of Biology and the Department of Chemistry and Physics. The Division offers course for students seeking to major in Biology, as well as Interdisciplinary Liberal arts & Sciences. Students may also enroll in natural science courses to meet specific general education science requirements. Students often enroll in Biology major to prepare for Health Science, and allied health professions or in preparation for graduate study in a related field.

Bachelor of Science Degree in Biology

(Requires a minimum of 120 credits, of which 60 credits must be in Liberal Arts)

Liberal Arts Core Requirements (minimum 36 credits)

GLL 110/111	Introduction to College Writing (or Exemption)	4
GLL 121	College Writing I	4
GLL 122	College Writing II	4
GLL	Literature (2)	6
GHS/GPL	American Studies (2)	6
Various	Ethnic or Judaic Studies	3
GSM 134/135	Pre-calculus (pre-requisite college math or exemption)	3/1
GSS/GSB/GSC/GSP	Science	3 or 4
GCO 120	Fundamentals of Computers with Microcomputer Applications	4
GCA	Speech	3

Required Courses (27 Credits)

GSB 101	Principles of Biology I/Lab	4
GSB 102	Principles of Biology II/Lab	4
GSB 493	Research Topics in Biology	3
GSC 101	Inorganic Chemistry I/Lab	4
GSC 102	Inorganic Chemistry II/Lab	4

Two from the following:

GSC 201	Organic Chemistry I/Lab	4
GSC 202	Organic Chemistry II/Lab	4
GSP 101	General Physics I/Lab	4
GSP 102	Inorganic Chemistry II/Lab	4

Five to Six Electives from the following including one BIO laboratory course (18 credits)

GSB 211	Genetics	4
GSB 222	Anatomy and Physiology I/Lab	4
GSB 223	Anatomy and Physiology II Lab	4
GSB 228	Microbiology/Lab	4
GSB 302	Immunology	3
GSB 303	Histology	4
GSB 304	Endocrinology	3
GSB 318	Cellular and Molecular Biology	4
GSB 494	Senior Honors Project in Biology	3
GSC 311	Biochemistry I	3
GPS 351	Biological Psychology	3
Other approved electives		

Biology Honors

(Requires a minimum of 120 credits, of which 60 credits must be in Liberal Arts)

Liberal Arts Core Requirements (minimum 36 credits)

GLL 110/111	Introduction to College Writing (or Exemption)	4
GLL 121	College Writing I	4
GLL 122	College Writing II	4
GLL	Literature (2)	6
GHS/GPL	American Studies (2)	6
Various	Ethnic or Judaic Studies	3
GSM 134/135	Pre-calculus (prerequisite college math or exemption)	3/1
GSS/GSB/GSC/GSP	Science	3 or 4
GCO 120	Fundamentals of Computers with Microcomputer Applications	4
GCA	Speech	3

Required Courses (38 Credits)

GSB 101	Principles of Biology I/Lab	4
GSB 102	Principles of Biology II/Lab	4
GSB 493	Research Topics in Biology	3
GSB 494	Senior Honors Project in Biology	3
GSC 101	Inorganic Chemistry I/Lab	4
GSC 102	Inorganic Chemistry II/Lab	4

GSC 201	Organic Chemistry I/Lab	4
GSC 202	Organic Chemistry II/Lab	4
GSP 101	General Physics I/Lab	4
GSP 102	General Physics II/Lab	4

Five to Six Electives from the following including one GSB laboratory course (18 credits)

GSB 211	Genetics	4
GSB 222	Anatomy and Physiology I/Lab	4
GSB 223	Anatomy and Physiology II/Lab	4
GSB 228	Microbiology/Lab	4
GSB 302	Immunology	3
GSB 303	Histology	4
GSB 304	Endocrinology	3
GSB 318	Cellular and Molecular Biology	4
GSC 311	Biochemistry I	3
GPS 351	Biological Psychology	3

Other approved electives

*Students must meet specified requirements to be admitted to this major. See advisor for details.

BUSINESS MANAGEMENT and ADMINISTRATION MAJOR

The major objective of the Business Department at Touro College is to produce business graduates with the following qualities and skills:

- critical thinking skills, including the ability to solve problems and make decisions
 - effective communication
 - well-developed interpersonal skills with a strong sense of teamwork, leadership and individual responsibility
 - a well-developed value system
 - an understanding of the American business enterprise in a competitive global economy
 - a working knowledge of computer business applications
 - a capacity for independent study and research
- specific professional competencies in a functional area of business such as accounting, business management, finance, marketing, information systems, and data communications.

Associate in Science in Business Management and Administration (62-66 credits)

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

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

Core Requirements: (minimum 24 credits)

GLL110/111	Introduction to College Writing or Exemption	4
GLL121	College Writing I	4
GLL122	College Writing II	4
GLL	Literature	3
GHS/GPL	American Studies	3
Various	Ethnic or Judaic Studies	3
GSM130	College Math (if exempt must take Statistics)	3
GCO 120	Fundamentals of Computers with Microcomputer Applications	4

Required Business Base (minimum 15 credits):

GBA 101/103	Principles of Accounting I	3/1
GBA 102/104	Principles of Accounting II	3/1
GBE 101	Principles of Macroeconomics*	3
GBE 102	Principles of Microeconomics*	3
GBM 101	Principles of Management	3

*These courses count as liberal arts.

Concentration Requirements

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

Accounting (18 credits)

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

GBA 201	Intermediate Accounting I	3
GBA 202	Intermediate Accounting II	3
GBA 213	Cost Accounting	3
GBA 314	Federal Income Taxation of Individuals	3
GBM 213	Business Law I	3

One elective from the following:

GBA 209	Financial Statement Analysis	3
GBA 217	Business Taxes	3
GBA 305	Managerial Auditing for Non-CPA students	3
GBA 316	Fed. Taxation of Corp. Partnerships, and Estates	3
GBA 498	Internship	3
GBM 317	Social & Governmental Environment of Business	3

OR

GPH 230	Business Ethics	3
Other Approved Business Electives		3

Finance (18 credits)

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

GBE 204	Money and Banking	3
GBF 101	Principles of Finance	3
GBF 210	Investment Principles	3
GBF 220	Corporate Finance	3

Two electives from the following:

GBA 209	Financial Statement Analysis	3
GBF 241	Real Estate Principles	3
GBF 310	Security Analysis	3
GBF 338	International Financial Markets	3
GBF 343	Real Estate Finance I	3
GBF 498	Internship	3
GBK 101	Principles of Marketing	3
GBM 213	Business Law I	3

Other Approved Business Electives

Management (18 credits)

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

GBK 101	Principles of Marketing	3
GBM 224	Human Resources Management	3
GBM 320	Entrepreneurship and Management of Small Businesses	3

Three Electives from the following:

GBA 209	Financial Statement Analysis	3
GBF 101	Principles of Finance	3
GBK 204	Marketing Management	3
GBM 202	Organizational Theory and Behavior	3
GBM 213	Business Law I	3
GBM 310	Multinational Business Management	3
GBM 498	Internship in Management	3
GHS 343	American Labor History	3

Other approved electives

Marketing (18 credits)

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

GBK 101	Principles of Marketing	3
GBK 201	Consumer Behavior	3
GBK 204	Marketing Management	3

Three Electives from the following:

GBK 202	Marketing Research	3
GBK 310	Retail Management and Merchandising	3
GBK 315	Advertising and Promotion Management	3
GBK 340	International Marketing Management	3
GBK 351	Direct Marketing	3
GBK 498	Internship	3
GBM 213	Business Law I	3
GBM 320	Entrepreneurship and Management of Small Businesses	3
GHS 343	American Labor History	3

Other approved electives

Bachelor of Science in Business Management and Administration

(120 credits)

Core Requirements (minimum 36 credits):

GLL110/111	Introduction to College Writing (or exemption)	4
GLL121	College Writing I	4
GLL122	College Writing II	4
GLL	Literature (2 courses)	6
GHS/GPL	American Studies (2 courses)	6
Various	Ethnic or Judaic Studies	3
GSM130	College Mathematics (or exemption) (if exempt, must take Statistics)	3
GSB/GSC/GSP/GSS	Science	3 or 4
GCO 120	Fundamentals of Computers with Microcomputer Applications	4
GCA	Speech*	3

* The following courses meet the Speech requirement: GCA 100, 101, 126,127 and 215.

Required Business Base (minimum 27 credits):

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

GBA 101	Principles of Accounting I/Workshop	3/1
GBA 102	Principles of Accounting II/Workshop	3/1
GBE 101	Principles of Macroeconomics	3
GBE 102	Principles of Microeconomics	3
GBF 101	Principles of Finance	3
GBM 101	Principles of Management	3
GBM 213	Business Law I	3
GBM 493	Business Policy	3
GSM 140 or GSM 261	Statistics	3

Concentration Requirements: Students must choose one concentration from the following.

Accounting (27 credits)

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

Accounting Concentration:

GBA 201	Intermediate Accounting I	3
GBA 202	Intermediate Accounting II	3
GBA 213	Cost Accounting	3
GBA 314	Federal Income Taxation of Individuals	3
GBF 220	Corporate Finance	3
GBM 214	Business Law II	3

Three electives from the following:

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

OR

GPH 230	Business Ethics	3
GBM 320	Entrepreneurship and Management of Small Businesses	3
GCO 162	Advanced Survey of Business Applications	3

Other Approved Business Electives:

GBA 308	Auditing*	3
GBA 301	Advanced Accounting*	3
GBA 451	Contemporary Accounting Problems*	3
GBA 302	Government and Not-for-Profit Accounting	3

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

Finance (27 credits)

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

Finance Concentration:

GBE 204	Money and Banking	3
GBF 210	Investment Principles	3
GBF 220	Corporate Finance	3
GBF 310	Security Analysis	3
GBF 338	International Financial Markets	3
GBK 101	Principles of Marketing	3

Three electives from the following:

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

OR

GBM 317	Social and Governmental Environment of Business	3
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Other Approved Business Electives

Management (27 credits)

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

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

Management Concentration:

GBF 220	Corporate Finance	3
GBK 101	Principles of Marketing	3
GBK 204	Marketing Management	3
GBM 202	Organizational Theory and Behavior	3
GBM 224	Human Resources Management	3
GBM 320	Entrepreneurship and Management of Small Businesses	3

Three electives from the following:

GBA 209	Financial Statement Analysis	3
GBE 408	International Trade and Monetary Systems	3
GBF 330	Financing of For-Profit and Not-for-Profit Startups	3
GBM 214	Business Law II	3
GBM 310	Multinational Business Management	3
GBM 420	Internet Research Methods for Business	3
GBM 422	Management of Human Services Agencies	3
GBM 498	Internship in Management	3
GCA 306	Event Management	3
GHS 343	American Labor History	3
GBM 317	Social and Governmental Environment of Business	3

OR

GPH 230	Business Ethics	3
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Other approved Business electives

Marketing (27 credits)

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

Marketing Concentration:

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

OR

GBK 410	Business to Business Marketing	
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Three of the following:

GBA 209	Financial Statement Analysis	3
GBK 310	Retail Management and Merchandising	3
GBK 330	Sales Force Management and Personal Selling	3
GBK 340	International Marketing Management	3
GBK 351	Direct Marketing	3
GBK 498	Internship in Marketing	3
GBM 320	Entrepreneurship and Management of Small Businesses	3
GCA 306	Event Management	3
GHS 343	American Labor History	3
GBM 317	Social and Governmental Environment of Business	3

OR

GPH 230	Business Ethics	3
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Other Approved Business electives.

COMPUTER SCIENCE MAJOR

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

Please note that the previous Computer Science Majors in Information Systems and in Desktop Publishing have been replaced by the majors described below for Associate and Baccalaureate degrees. Information regarding the previous majors see the Bulletin dated 2004-2007, and online 2007-2009.

Information Technology: Network Administration and Security

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

Associate in Science (minimum 60 credits)

Core Requirements (minimum 24 credits):

GLL 110/111	Introduction to College Writing or exemption	4
GLL 121	College Writing I	4
GLL 122	College Writing II	4
GLL	Literature	3
GHS/GPL	American Studies	3
(various)	Ethnic or Judaic Studies	3
GSM130	College Math (if exempt must take other mathe course; Statistics is recommended)	3
GCO 120	Fundamentals of Computers with Microcomputer Applications	4

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

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

Three Electives from the following:

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

Bachelor of Science in Network Administration and Security

(120 credits)(of which 60 must be in Liberal Arts)

Core Requirements (minimum 36 credits):

GLL 110/111	Introduction to College Writing or exemption	4
GLL 121	College Writing I	4
GLL 122	College Writing II	4
GLL	Literature (2)	6
GHS/GPL	American Studies (2)	6
(various)	Ethnic or Judaic Studies	3
GSM 130	College Math (if exempt must take another math course, Statistics recommended)	3
GSS/GSB/GSC/GSP	Science	3 or 4
GCO 120	Fundamentals of Computers with Microcomputer Applications	4
GCA	Speech	3

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

GCO 141	Introduction to Programming	3
GCO 147	Computer Hardware, Software and System Security	3
GCO 156	Electronics for Computers and Data Communications	3
GCO 202	Networking Essentials	3
GCO 223/125	Wide Area Networks I/Lab	3/1
GCO 224/127	Wide Area Networks II/Lab	3/1
GCO 228	Advanced Computer Hardware and System Security	3
GCO 231	Fundamentals of Network Security	3
GCO 245	Unix Operating System	3
GCO 311	Wireless Networks	3
GCO 321	Computer Forensics	3
GCO 325	Advanced Network Security	3
GCO 343	Database Concepts and Design	3
GCO 353	Data Communications	3
GCO 354/234	LAN Concepts and Software/Applications	3/1
GCO 355/236	Advanced LAN Architectures and Software/Applications	3/1
GCO 498	Internship in Computer Science	3

Three Electives from the following:

GCO 220	JAVA I/Lab	3/1
GCO 232	Advanced Programming	3
GCO 250	Advanced Unix Operating System	3
GCO 260	Computer Architecture	3
GCO 275	Advanced Internet Tools and Web Design	3
GCO 315	Voice over IP Fundamentals	3
GCO 356	Advanced Topics in LAN	3
GCO 443	Advanced Topics in Database	3
GCO 462	Advanced Topics in Data Communications	3
Other approved Computer electives		

Associate in Science in Business Management and Administration/Information Systems: Programming (63 credits).

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

Core Requirements (minimum 24 credits):

GLL 110/111	Introduction to College Writing (or exemption)	4
GLL 121	College Writing I	4
GLL 122	College Writing II	4
GLL	Literature	3
GHS/GPL	American Studies	3
Various	Ethnic or Judaic Studies	3
GSM/GSS	Math or Science	
GCO120	Fundamentals of Computers with Microcomputer Applications	4

Business Base (minimum 15 credits):

GBA 101	Principles of Accounting I	3
GBA 102	Principles of Accounting II	3
GBE 101	Principles of Macroeconomics	3
GBE 102	Principles of Microeconomics	3
GBM 101	Principles of Management	3

Programming (minimum 18 credits)

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

GCO 147	Computer Hardware, Software and System Security	3
GCO 220/220.6	Java I/Lab	4
GCO 222	Java II	3
GCO 343	Database Concepts and Design	3
GCO 230	C++ Programming Language	3
<u>OR</u>		
GCO	Approved Programming Elective	
GCO 498	Internship in Computer Science	3
<u>OR</u>		
GCO	Approved Computer Science Elective	3

Bachelor of Science in Business Management and Administration/Information Systems Programming (120 credits)

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

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

Core Requirements (-minimum 36 credits):

GLL 110/111	Introduction to College Writing (or exemption)	4
GLL 121	College Writing I	4
GLL 122	College Writing II	4
GLL	Literature (2 courses)	6
GHS/GPL	American Studies (2 courses)	6
Various	Ethnic or Judaic Studies	3
GSM 130	College Mathematics *	3
GSS/GSB/GSP/GSC	Science	3 or 4
GCO 120	Fundamentals of Computers with Microcomputer Applications	4
GCA	Speech**	3

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

* If a student is exempt from College Math, he or she is required to take Statistics.** Only the following courses meet the Speech requirement: GCA 100, 101, 126, 127 and 215.

Business Base: (18 credits):

GBA 101/103	Principles of Accounting I/Workshop	3/1
GBA 102/104	Principles of Accounting II/Workshop	3/1
GBE 101	Principles of Macroeconomics	3
GBE 102	Principles of Microeconomics	3
GBM 101	Principles of Management	3
GSM 261	Statistics	3

Programming (44 credits)

GCO 141	Introduction to Programming	3
GCO 147	Computer Hardware, Software and System Security	3
GCO 218	Advanced Database Tutorial	1
GCO 220/220.6	Java I/Lab	3/1
GCO 222	Java II	3
GCO 260	Computer Architecture	3
GCO 264	Data Structures I	3
GCO 343	Database Concepts and Design	3
GCO 352	Structured Systems Analysis	3
GCO 364	Data Structures II	3
GCO 498	Internship in Computer Science	3

Four electives from the following (12 credits):

GCO	Approved Computer Elective	3
GCO 156	Electronics for Computers and Data Communications	3
GCO 202	Networking Essentials	3
GCO 223/125	Wide Area Networks I	3/1
GCO 224/127	Wide Area Networks II	3/1
GCO 228	Advanced Computer Hardware & System Security	3
GCO 230	C++ Programming Language	3
GCO 245	UNIX Operating System	3
GCO 250	Advanced UNIX Operating System	3
GCO 270	Visual Basic I	3
GCO 272	Visual Basic II	3
GCO 275	Advanced Internet Tools and Web Page Design	3
GCO 354/234	Local Area Network Concepts and Software	3/1
GCO 355/236	Advanced Local Area Networks Architecture and Software	3/1
GCO 366	Projects in Programming	3
GCO 443	Advanced Topics in Database	3
GCO 451	Special Topics in Computer Science	3

DIGITAL MULTIMEDIA DESIGN

Associate in Science (minimum 60 credits)

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

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

Core Requirements (minimum 24 credits)

GLL 110/111	Introduction to College Writing (or exemption)	4
GLL 121	College Writing I	4
GLL 122	College Writing II	4
GLL	Literature	3
GHS/GPL	American Studies	3
(various)	Ethnic or Judaic Studies	3
GSM/GSS	Math or Science	3 or 4
GCO 120	Fundamentals of Computers with Microcomputer Applications	4

Major Requirements: (32 credits including electives)

GCD 130	Survey of PC Applications	4
GCD 150	Foundations of Design I	3
GCD 155	Foundations of Design II	3
GCD 230	Digital Multimedia Design I	3
GCD 231	Digital Multimedia Design II	3
GCD 235	Computer Graphic Design I	3
GCD 236	Computer Graphic Design II	3
GCD 263	Web Page Design I/Lab	4

Two department approved electives from the following:		6
GHS 111	History of Graphic Design	3
GCA 141/142	Art of Western Civilization	3 each
GCA 166	Introduction to the Visual Arts	3
GCA 168	Mass Media in America	3
GCA 224	Drawing and Painting I	3
GCA 225	Drawing and Painting II	3
GCD 201	Exploring Typography	3
GCD 221	Photography	3
GCD 291	Principles of 2D Animation	3
GCD 360	Video Production Studio	3
GCD 451	Special Topics	3

Bachelor of Science in Digital Multimedia Design (120 credits)

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

Core requirements (minimum 36 credits)

GLL 110/111	Introduction to College Writing or exemption	4
GLL 121	College Writing I	4
GLL 122	College Writing II	4
GLL	Literature (2)	3 each
GHS/GPL	American Studies (2)	3 each
Various	Ethnic or Judaic Studies	3
GSM130	College Math (if exempt, must take other math course, Statistics recommended)	3
GSB/GSC/GSP/GSS	Science	3
GCO 120	Fundamentals of Computers with Microcomputer Applications	4
GCA	Speech	3

Major Requirements: (63 credits including electives)

GCA 166	Introduction to the Visual Arts	4
GCA 224	Drawing & Painting I	3
GCD 130	Survey of PC Applications	4
GCD 150	Foundations of Design I	3
GCD 155	Foundations of Design II	3
GCD 230	Digital Multimedia Design I	3
GCD 231	Digital Multimedia Design II	3
GCD 235	Computer Graphic Design I	3
GCD 236	Computer Graphic Design II	3
GCD 262	Digital Multimedia Design III	3
GCD 263	Web Page Design I/Lab	4
GCD 264	Web Page Design II	3
GCD 267	Computer Graphic Design III	3
GCD 302	Web Design III	3
GCD 335	Advanced Design Studio	3
GCD 490	Senior Portfolio	3
GCD 498	Internship in Digital Multimedia Design	3

Choose three electives from the following:

GHS111	History of Graphic Design	3
GCA 141/142	Art of Western Civilization	3 each
GCA 168	Mass Media in America	4
GCD 201	Exploring Typography	3
GCD 221	Photography	3
GCA 225	Drawing and Painting II	3
GCD 291	Principles of 2D Animation	3
GCD 303	Multimedia Design	3
GCD 320	Information Design	3
GCD 357	Computer Illustration	3
GCD 360	Video Production Studio	3
GCD 451	Special Topics	3
GCD 480	Senior Project	3

HUMAN SERVICES MAJOR

Students pursuing the Human Services degree learn the principles, concepts, values and skills of the service professions, including social and behavioral science concepts, the human services delivery system, and how to interface with a multifaceted client population.

With a generalist background, the student will be sufficiently prepared for an entry-level position as a paraprofessional in a myriad of human services/social services agencies, e.g., mental health services, family support services, community centers, day treatment program centers, and others. These positions include assistant counselors, recreation leaders, and mental health or caseworker aides.

The department offers Associate in Science (A.S.), and Bachelor of Science (B.S.) degrees. In the Bachelor's degree program, a student can concentrate in Addiction Services, Adult and Family Services, Child and Youth Services, Developmental Disabilities, Gerontological Services or Human Services Administration.

Associate in Science in Human Services (minimum 62 credits)(30 credits must be in Liberal Arts)

Core Requirements (minimum 24 credits)

GLL 110/111	Introduction to College Writing or exemption	4
GLL 121	College Writing I	4
GLL 122	College Writing II	4
GLL	Literature	3
GHS/GPL	American Studies	3
Various	Ethnic or Judaic Studies	3
GSM/GSS/GSB/GSP	Math or Science	3
GCO 120	Fundamentals of Computers with Microcomputer Applications	4

Human Services Major (minimum 34 credits including electives)

GCA 215	Interpersonal Communications	3
GHU 140	Survey of Mental Health and Developmental Disabilities	4
GHU 141	Introduction to Human Services	4
GHU 326	Casework Management 1	3
GHU 441	Human Services Field Project I	4
GPS 110	General Survey of Psychology	4
GSO 121	General Survey of Sociology & Anthropology	4

Two or three of the following (minimum 8-9 credits):

GHU 110	Introduction to Social Work	3
GHU 240/241	Theories of Counseling/Practicum	3/1
GHU 243	Group Work Techniques	3
GHU 246	Counseling Addictive Behaviors	3
GPS 201	Developmental Psychology	3
GPS 204	Child Psychology	3
GPS 216	Adolescent Development	3
GPS 224	Psychology of the Family	3
GPS 225	Psychology of Aging	3
GPS 317	Human Sexuality	3
GPS 320	Drugs and Behavior	3
GPS 325	Psychology of Minority Families	3
GPS 335	Abnormal Psychology	3
GPS 345	Health Psychology	3
GPS 420	Obesity and Eating Disorders	3
GSO 233	Sociology of Aging	3
GSO 318	Sociology of the Family	3
GSO 350	Compulsivity-Abusive Relationships & Addictions	3

OR

Other approved electives

The above 3-credit courses may be offered with a related 1-credit practicum or “topics” course; if these are taken in addition, the student can fulfill this requirement with two courses instead of three. Student may need to take additional 4 credit course to satisfy the requirement of 62 credits.

Students going on for the Bachelor’s degree are advised to choose electives which will also satisfy requirements for that degree and/or the concentration.

Bachelor of Science in Human Services (120 credits)

This degree requires a Human Services Base plus a concentration in one of six areas of specialization. *Please note: Not all concentrations are offered currently. Students may need to take classes at various NYSCAS locations*

Core Requirements (minimum 36 credits):

GLL110/111	Introduction to College Writing or exemption	4
GLL121	College Writing I	4
GLL122	College Writing II	4
GLL	Literature (2)	6
GHS/GPL	American Studies (2)	6
Various	Ethnic or Judaic Studies	3
GSM130/132	College Mathematics*	3
GSB/GSC/GSP/GSS	Science	3
GCO 120	Fundamentals of Computers with Microcomputer Applications	4
GCA	Speech (GCA 215 fulfills the requirement)**	3/1

*If a student is exempt from taking College Math, he/she is required to take another math course (Statistics is recommended)

** Only the following courses meet the Speech requirement: GCA 100, 101, 126, 127 and 215.

Human Services Base (42 credits)

GPS 110	General Survey of Psychology	4
GSO 121	General Survey of Sociology & Anthropology	4
GHU 140	Survey of Mental Health & Developmental Disabilities	4
GHU 141	Introduction to Human Services	4
GHU 240	Theories of Counseling	3/1
GHU 326	Casework Management I	3
GPH 240	Values & Ethics in Human Services	3
GCA 215	Interpersonal Communications	3
GHU 441	Human Services Field Project I	4
GHU 442	Human Services Field Project II	4

Two electives from the following:

GHU 110	Introduction to Social Work	3
GPS 201	Developmental Psychology	3
GPS 224	Psychology of the Family	3
GPS 335	Abnormal Psychology*	3
GPS 345	Health Psychology*	3

*May be used as concentration electives for Addiction Services, Adult & Family Services, Developmental Disabilities, Gerontological Services.

The above 3- credit courses may be offered with a related 1-credit practicum or “topics” course.

In addition , students must choose one of the following concentrations:

Concentration Requirements: (minimum 21 credits including electives)

Addiction Services

GHU 217	HIV and Drug Addiction	3
GHU 331	Case Management II in Addiction Services	3
GPS 320	Drugs and Behavior	3
GSO 217	Sociological and Cultural Comparatives on Addictive Substances	3

Select electives from the following (minimum 8-9 credits)

GHU 243	Group Work Techniques	3
GHU 246	Counseling Addictive Behaviors	3
GPS 420	Obesity and Eating Disorders	3
GSO 335	Selected Topics in Social Deviance	3
GSO 350	Compulsivity: Abusive Relationships and Addictions	3

Other approved Electives

Adult & Family Services

GED 209	Foundations of Parenting	3
GHU 245	Theories and Techniques of Family Counseling	3
GHU 328	Case Management II in Adult & Family Services	3
GSO 350	Compulsivity: Abusive Relationships and Addictions	3

Select electives from the following (minimum 8-9 credits)

GHU 243	Group Work Techniques	3
GHU 246	Counseling Addictive Behavior	3
GHU 260	The Family in the Urban Setting	3
GPS 325	Psychology of the Minority Family	3
GSO 318	Sociology of the Family	3

Other approved Electives

Child & Youth Services

GHU 330	Case Management II in Child and Youth Services	3
GHU 261	Child Care & Advocacy	3
GPS 204	Child Psychology	3
GPS 216	Adolescent Development	3

Select electives from the following (minimum 8-9 credits)

GED 209	Foundations of Parenting	3
GHU 243	Group Work Techniques	3
GHU 246	Counseling Addictive Behavior	3
GHU 322	Counseling Children and Adolescents	3
GSO 230	Youth in Urban Communities	3

Other approved Electives

Developmental Disabilities

GHU 254	Public Policy: Legal and Social Mandates of Developmental Disabilities	3
GHU 332	Case Management II in Developmental Disabilities	3
GPS 230	Psychological and Sociological Aspects of Developmental Disabilities	3
GPS 232	Behavior Management in Developmental Disabilities	3

Select electives from the following: (minimum 8-9 credits)

GHU 255	Education Models for the Developmentally Disabled Learner	3
GHU 256	Health Issues Relating to Developmentally Disabled Individuals	3
GHU 322	Counseling Children and Adolescents	3
GHU 323	Counseling People with Developmental Disabilities	3
GPS 430	Human Sexuality and Developmentally Disabled Persons	3

Other approved Electives

Gerontological Services

GPS 225	Psychology of Aging	3
GSO 233	Sociology of Aging	3
GHU 257	Public Policy and Services for Older Adults	3
GHU 329	Case Management II in Gerontology	3

Select electives from the following: (minimum 8-9)

GHU 320	Recreational & Educational Programs for Older Adults	3
GHU 321	Counseling the Older Adult	3
GHU 333	Health Issues Relating to the Elderly	3
GHU 340	The Minority Elderly	3

Other approved Electives

Human Service Administration

GHU 251	Principles of Human Services Administration	3
GHU 327	Case Management II in Human Service Administration	3
GHU 258	Survey of Community Needs and Resources	3
GPS 221	Industrial Psychology	3
Select two or three from the following (minimum 8-9)		
GHU 253	Social Agency Administration	3
GHU 342	Networking and Professional Relationships	3
GHU 351	Program Planning Development and Evaluation in Human Services	3
Other approved Electives		

EDUCATION MAJOR

Bachelor of Science in Education with a Concentration in PSYCHOLOGY (130 Credits)

The Touro undergraduate Special Education/General Education major seeks to prepare elementary school teachers who will have the knowledge and skills to create a productive learning environment in the classroom. Students will be trained to monitor and assess student learning, and address the special needs of students, including those from different cultural and ethnic backgrounds, those from homes where English is not spoken, those with disabilities, as well as gifted and talented students.

Education students may choose either of the following tracks:

- a) Early Childhood, Birth-Grade 2; **or**
- b) Childhood, Grades 1-6.

This is a *dual program*. Any student completing the Education Program, whether on the Early Childhood or Childhood track, will meet the academic course requirements for New York State teacher certification in BOTH general and special education.

Students who complete the Touro Education Program successfully and who meet all current New York State Education Department (NYSED) requirements will be able to apply for Initial New York State Teacher Certification.

Requirements for Education Program Admission—Students must:

- have an overall GPA of 3.0 (B) or higher;
- have a 3.0 GPA or higher in all education courses
- have received a grade of “B” or better in both College Writing I and College Writing II;
- establish writing proficiency by writing an acceptable short essay at the interview;
- bring a current student transcript to the interview.

Continuing Eligibility

Students in the program must meet with an education advisor each semester before registering for any additional education or special education courses. After completing all the required education courses, students

- may apply to admission to Field Experience and Student Teaching I EDU 318 (Early Childhood) or EDSE 319 (Childhood)
- may apply for admission to Field Experience Student Teaching I , SPED 418 (Early Childhood) or SPED 419 (Childhood)
- will receive an Exit Review, which will certify that students have met Touro requirements for completion of major. They will be certified by Touro as a completer of the dual Special Education program: Childhood Education or Early Childhood B.S. degree program.
- must attend two six-hour seminars that will help them take the Student Teaching Admissions Test (STAT) and prepare them to take the New York State Certification Exams (NYSTCE).
- will be assisted by Touro to apply for NYS Teacher Certification
- must complete four two hour workshops

Requirements for Enrollment in Capstone Courses EDU 318 or EdSE 319:

- a) Presentation of the Admissions Certificate and a current student transcript.
- b) Maintenance of requirements a 7 b in #3 above.
- c) Passing of the Student teaching Admissions Test (STAT)
- d) Approval of Student Teaching coordinator, Dr. Zelasko, or Education Chair

Contact Dr. Zelasko to schedule an admissions interview.

6. After completing required education courses, a student may apply to enroll in capstone student teaching courses SpEd 418 (Early Childhood), or SpEd419 (Childhood).

Requirements for Enrollment in Capstone Student teaching Courses SpEd 418 or SpEd 419

- a) Passing of course EDU 318 (Early Childhood) or EdSE 319 (Childhood) with a grade of B or higher.
- b) Maintenance of requirements a & b in #3 above
- c) Approval of the Student Teaching Coordinator, Dr. Zelasko, or Education Chair.

Core Requirements for Education Students

Education major students must complete a modified core as follows:

(Please note that the Major/Concentration form in Education should be approved by the Education Department.)

Core Requirements (49-50 credits)

GLL 110/111	Introduction to College Writing (or exemption)	4
GLL 121	College Writing I	4
GLL 122	College Writing II	4
GLL 205	Emergence of Modern Literature	3
GCA 101	Public Speaking	3
GCA 153	Introduction to the Arts	3
GCO 122	Computer Literacy and Information Retrieval	3
GHS 205	Emergence of the Modern World	3
GSM 130	College Mathematics (if exempt, must take PreCalculus)	3
Various	Ethnic or Judaic Studies	3
One of the following:		3-4
GBE 101	Principles of Macroeconomics	3
GBE 102	Principles of Microeconomics	3
GHS 105	History of the U.S. from Settlements to 1877	4
GHS 335	America in the Twentieth Century	3
GPL 200	Introduction to American Government	3
GPS 224	Psychology of the Family (cannot use as Psychology elective)	3
GSO 121	General Survey of Sociology and Anthropology	4

The following Science courses with lab: (choose two) 8

GPS 301/301.6 Experimental Psychology with Lab 3/1

GSB 111 Human Biology I with Lab 4

OR

A language other than English 6

Two courses in the same language, such as:

GLL 141 Spanish I 3

GLL 142 Spanish II 3

OR

GLL 223 American Sign Language I 3

GLL 224 American Sign Language II 3

Recommended Liberal Arts electives

GHS 450 American Cultural History 4

GLL 202 Introduction to American Literature 3

GLL 221 Expository Writing 3

Additional electives are required to complete the 130 credit degree

*If a student is exempt from College Math, he or she is required to take GSM 134, Pre-Calculus.

**Students who have passed a three-year New York State Regents examination in a foreign language are exempted from the six-credit Education core language requirement, but must take six (6) elective credits to reach the 130 credit total.

General Education Core for both Early Childhood and Childhood Tracks

GED 201 Psychosocial Foundations of Growth, Development, and Learning, Birth – Grade 6 3

EdSE 600 History and Philosophy of Education and Special Education (upper division status, departmental approval) 3

EdSE 640 Assessment of Individual Differences in General Education and Special Education: A Socio-Cultural Perspective 3

EdSE650 Educational Technology in Special Education and General Education (pre-requisite GCO 122 and upper division status, departmental approval) 3

SpEd 602	Introduction to Students with Disabilities (upper division, departmental approval)	3
GED 510	Seminar in Substance Abuse	0
GED 511	Seminar on Identification and Reporting of Child Abuse	0
GED 512	Seminar on Child Safety Education Prevention of Child Abduction, and Fire and Arson Prevention	0
GED 513	Seminar on School Violence Prevention and Intervention	0

Students may choose either track - Early Childhood or Childhood as follows (41 credits total):

Early Childhood, Birth to Grade 2:

GED 209	Foundations of Parenting	3
GED 311	Principles of Early Childhood Education	3
GED 312	Methodology of Early Childhood Education	3
GED 316	Language Acquisition and Emergent Literacy I, Birth-Pre-K	3
GED 317	Language Acquisition and Emergent Literacy II, K-Grade 2	3
EDU 318	Field Experience and Student Teaching I	2
SpEd 313	Developmentally Appropriate Learning Experiences for Young Exceptional Children	3
SpEd 314	Addressing Challenging Behaviors of Young Exceptional Children	3
SpEd 418	Field Experience and Student Teaching II	3

Childhood, Grade 1-6

GED 301	Teaching Reading and Language Arts, Grades 1-6	3
GED 302	Diagnosis and Correction of Reading Disabilities, Grades 1-6	3
GED 303	Teaching the Social Studies Spectrum Subjects, Grades 1-6	3
GED 304	Mathematics, Science, and Technology: Teaching and Remediation, Grades 1-6	3
GED 306	Teaching the Arts and Physical Education, Grades 1-6	3
SpEd 309	Principles of Curriculum Development for Students with Disabilities, Grades 1-6	3
SpEd 310	Principles of Classroom Management for Students with Disabilities, Grades 1-6	3
EdSE 319	Field Experience, Grades 1-6	2
SpEd 419	Student Teaching, Grades 1-6	3

Students who major in Education should choose Psychology as a concentration. See below:

PSYCHOLOGY CONCENTRATION FOR EDUCATION STUDENTS

Requirements for major (minimum 31 credits including electives)

GPS 110	General Survey of Psychology	4
GPS 335	Abnormal Psychology	3
GPS 351	Biological Psychology	3
GPS 493	Advanced Topics in Psychology	3

OR

GPS 406	Advanced Topics in Educational Psychology	3
GSM 261	Statistics for Social Sciences	3

Choose five electives: 15

The following Psychology courses are strongly recommended:

GPS 204	Child Psychology	3
GPS 224	Psychology of the Family	3
GPS 230	Psych. and Social Aspects of Developmental Disabilities	3
GPS 231	Psychological Testing	3
GPS 232	Behavior Management of Developmental Disabilities	3
GPS 312	Cognition and Memory	3
GPS 315	Motivation and Personality	3
GPS 317	Human Sexuality	3
GPS 320	Drugs and Behavior	3
GPS 325	Psychology of Minority Families	3
GPS 401	Psychology of the Exceptional Child	3
GPS 420	Obesity and Eating Disorders	3

Other approved electives

PSYCHOLOGY

Bachelor of Arts in Psychology (120 credits)

Psychology majors may pursue graduate work in various specializations such as school, industrial, health, clinical and experimental psychology. They may also continue in related fields such as guidance counseling, social work and medicine.

Core requirements (minimum 36 credits):

GLL110/111	Introduction to College Writing (or exemption)	4
GLL121	College Writing I	4
GLL122	College Writing II	4
GLL	Literature (2)	6
GHS/GPL	American Studies (2)	6
Various	Ethnic or Judaic Studies	3
GSM 130	College Mathematics *(if exempt, must take Statistics)	3
GSS/ GSB/GSC/GSP	Science	3 or 4
GCO 120	Fundamentals of Computers with Microcomputer Applications	4
GCA	Speech*	3

Some of the courses may be offered with related, optional 1-credit workshops or “topics” courses for which students may register.

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

Requirements for major (minimum 35 credits including electives):

Required courses:

GPS 110	General Survey of Psychology	4
GPS 201	Developmental Psychology	3
GPS 301/301.6	Experimental Psychology with Lab	3/1
GPS 335	Abnormal Psychology	3
GPS 351	Biological Psychology	3
GPS 493	Advanced Topics in Psychology	3
GSM 261 or	Statistics for the Social Sciences	3
GSM 140	Statistics: Theory and Application	3

Choose four electives from the following:

GPS 204	Child Psychology	3
GPS 210	Learning	3
GPS 213	Social Psychology	3
GPS 216	Adolescent Development	3
GPS 221	Industrial Psychology	3
GPS 224	Psychology of the Family	3
GPS 225	Psychology of Aging	3
GPS 230	Psych. and Social Aspects of Developmental Disabilities	3
GPS 231	Psychological Testing	3
GPS 232	Behavior Management of Developmental Disabilities	3
GPS 312	Cognition and Memory	3
GPS 315	Motivation and Personality	3
GPS 317	Human Sexuality	3
GPS 320	Drugs and Behavior	3
GPS 325	Psychology of Minority Families	3
GPS 330	Psychology of Minority Women	3
GPS 332	History and Systems of Psychology	3
GPS 345	Health Psychology	3
GPS 401	Psychology of the Exceptional Child	3
GPS 420	Obesity and Eating Disorders	3
GPS 485	Internship in Psychology	3

Other approved electives

Students need to take additional courses to fulfill 120 credits, including 90 credits in Liberal Arts.

Bachelor of Arts in Psychology Honors (120 credits)

REQUIREMENTS FOR ADMISSION TO THE PSYCHOLOGY HONORS MAJOR:

- Declare Psychology as a major.
- Completion of 21 credits in Psychology (including GPS 301 Experimental Psychology).
- Have a GPA of 3.4 or higher in Psychology.
- Have an overall GPA of 3.0 (B) or higher.
- Complete a brief application for the honors major. (See Department Chair for details).

Liberal Arts Core Requirements (minimum 36 credits)

GLL 110/111	Introduction to College Writing (or exemption)	4
GLL 121	College Writing I	4
GLL 122	College Writing II	4
GLL	Literature (2)	6
GHS/GPL	American Studies (2)	6
Various	Ethnic or Judaic Studies	3
GSM 130	College Math (if exempt must take Statistics)	3
GSS/GSB/GSC/GSP	Science	3 or 4
GCO 120	Fundamentals of Computers with Microcomputer Applications	4
GCA	Speech	3

Required courses: (minimum 34 credits plus electives)

GPS 110	General Survey of Psychology	4
GPS 201	Developmental Psychology	3
GPS 301/301.6	Experimental Psychology with Lab	3/1
GPS 312	Cognition and Memory	3
GPS 332	History and Systems of Psychology	3
GPS 335	Abnormal Psychology	3
GPS 351	Biological Psychology	3
GPS 492	Senior Honors Seminar in Psychology	3
GPS 493	Advanced Topics in Psychology	3
GPS 494	Senior Honors Project in Psychology	3
GSM 261	Statistics for the Social Sciences	3
<u>OR</u>		
GSM 140	Statistics: Theory and Application	3

Three electives from the following: (9 credits)

GPS 210	Theories of Learning	3
GPS 213	Social Psychology	3
GPS 221	Industrial Psychology	3
GPS 224	Psychology of the Family	3
GPS 225	Psychology of Aging	3
GPS 230	Psych. and Social Aspects of Developmental Disabilities	3
GPS 231	Psychological Testing	3
GPS 232	Behavior Management in Developmental Disabilities	3
GPS 315	Motivation and Personality	3
GPS 317	Human Sexuality	3
GPS 320	Drugs and Behavior	3
GPS 325	Psychology of Minority Families	3
GPS 345	Health Psychology	3
GPS 401	Psychology of the Exceptional Child	3
GPS 420	Obesity and Eating Disorders	3
GPS 485	Internship in Psychology	3
Other approved electives		

PARALEGAL STUDIES MAJOR

The growing complexity of legal services has steadily increased the need for paralegals – individuals who are not lawyers, but who assist them by performing law based work requiring knowledge of specific legal forms, concepts, procedures, and practices used in concrete legal situations. The paralegal does research, drafts and files memoranda and legal documents, interviews witnesses and clients, helps prepare for trial, and handles the paperwork for real estate and other business transactions. The Touro College Paralegal Studies prepares students for paralegal employment. Paralegals assist the attorney in the practice of law, as well as the law-related activities of other organizations, such as commercial banks, securities firms, insurance and real estate companies or administrative offices in the court system. The program combines a strong foundation in legal concepts and vocabulary with practical and technical training in specialized areas of the legal and business community. The courses are taught by attorneys, paralegals and other professionals in the legal field.

Associate in Science in Paralegal Studies (63 credits)

(including 30 credits in Liberal Arts)

Core requirements (minimum 27 credits):

GLL110/111	Introduction to College Writing (or exemption)	4
GLL121	College Writing I	4
GLL122	College Writing II	4
GLL	Literature	3
GHS/GPL	American Studies	3
Various	Ethnic or Judaic Studies	3
GSM/GSS/GSB	Math or Science	3 or 4
GCO 120	Fundamentals of Computers with Microcomputer Applications	4
GCA	Speech	3/1

Requirements for major (30 credits):

Required courses:

PLG 100	Introduction to Paralegal Studies	3
PLG 101	Introduction to Law and Ethics	3
PLG 102	Legal Research	3

Seven electives from the following:

PLG 103	Legal Writing	3
PLG 200	Civil Litigation	3
PLG 201	Real Property Law	3
PLG 202	Contracts	3
PLG 203	Business Organizations	3
PLG 204	Probate Procedures	3
PLG 205	Interviewing and Investigation	3
PLG 206	Wills, Trusts and Estates	3
PLG 207	Elder Law	3
PLG 208	Criminal Law	3
PLG 209	Family Law	3
PLG 495	Paralegal Internship	3

Bachelor of Arts in Social Science (120 credits)

Students in the Bachelor of Arts program may elect to major in the social sciences. This program requires the completion of a 12-credit social science base and a 20-credit concentration in one of the social science disciplines: history, political science, sociology, psychology or economics.

The Social Science program is recommended for students interested in pursuing careers in government, law or public administration or graduate study in the social sciences. It is also designed for those students who wish to learn more concerning principles underlying social interactions and relationships. The Bachelor of Arts degree requires the completion of 120 credits including 90 credits in Liberal Arts.

Core Requirements (minimum 36 credits):

GLL110/111	Introduction to College Writing or exemption	4
GLL121	College Writing I	4
GLL122	College Writing II	4
GLL	Literature (2)	6
GHS/GPL	American Studies (2)	6
Various	Ethnic or Judaic Studies	3
GSM 130	College Mathematics (if exempt, must take another math course, Statistics recommended)	3
GSB/GSC//GSP/GSS	Science	3-4
GCO 120	Fundamentals of Computers with Microcomputer Applications	4
GCA	Speech*	3

Note: A related one-credit “topics” or workshop course may be offered with the above courses.

*Only the following courses meet the Speech requirement: GCA 100, 101, 126,127 and 215.

Social Science Base (12 credits)

Students must complete a minimum of 12 credits in three social science areas other than the concentration. Courses must be numbered at the 200 level or above. Prerequisites, if any, must be taken as Liberal Arts electives.

Concentration (20 credits)

Students must take a minimum of 20 credits numbered 200 and above in one social science discipline: economics, history, political science, psychology, or sociology.

(Students choosing economics as their concentration should consult their advisors regarding additional liberal arts credits.)

Associate in Arts in Liberal Arts & Sciences (60 CREDITS)

Core Requirements (minimum 24 credits):

GLL110/111	Introduction to College Writing or exemption	4
GLL121	College Writing I	4
GLL122	College Writing II	4
GLL	Literature	3
GHS/GPL	American Studies	3
Various	Ethnic or Judaic Studies	3
GSB/GSC/GSM/GSS	Math or Science	3-4
GCA Speech* or GCO 120	Fundamentals of Computers with Microcomputer Applications	3-4

* Only the following courses meet the Speech requirement: GCA 100, 101, 126,127 and 215.

With the guidance of an advisor, students may select the courses for a cluster that satisfies their academic interests. For example, those interested in American studies might organize a program of courses in American history, American government, American literature and American arts. Students interested in the Arts and Culture might build a study plan with classes in the communications, history, music, visual arts, performing arts and literature. Others interested in the social science might select their courses from the economics, political science, sociology and psychology departments.

Bachelor of Arts or Bachelor of Science in Interdisciplinary Liberal Arts and Sciences (120 credits)

Core Requirements (minimum 36 credits):

GLL110/111	Introduction to College Writing (or exemption)	4
GLL121	College Writing I	4
GLL122	College Writing II	4
GLL	Literature (2)	6
GHS/GPL	American Studies (2)	6
Various	Ethnic or Judaic Studies	3
GSM 130	College Mathematics (if exempt, must take another Math course)	3
GSB/GSC/GSP/ OR GSS	Science	3
GCO 120	Fundamentals of Computers with Microcomputer Applications	4
GCA	Speech	3

Note: A related one-credit “topics” or workshop course may be offered with the above courses.

*Only the following courses meet the Speech degree requirement: GCA 100, 101, 126,127, 215.

Major Requirements

Students may design, in consultation with academic or faculty advisor, a unique program of study integrating two or more related disciplines. The disciplines forming the major should have academic and intellectual cohesion.

This program requires the completion of 120 credits and leads to a Bachelor of Arts (requires 90 Liberal Arts credits) or Bachelor of Science (requires 60 Liberal Arts credits) degree.

This major is recommended for students who wish to obtain a broad background in such areas as history, political science, human services, ethnic studies, psychology or science and who wish flexibility in fashioning their academic program. The major should typically combine a breadth of knowledge in two specific disciplines. Students receiving such degrees may be prepared for graduate school and/or for careers in education, health sciences law, and public affairs, among others.

With guidance from an advisor, a student may design an individual major which meets his or her academic objectives. The coursework for this major must involve two subject areas with no less than 16 credits in each of the two areas. Examples of subject areas include the following:

- American studies, including courses in history and political science;
- The humanities, with courses in literature and history;
- Interdisciplinary sciences, with courses in Biology and Chemistry;
- Psychology and Human Services or Sociology and Human Services;
- Child development, with related courses in Education and Psychology;
- General business, with related courses drawn from accounting, economics, finance, management, and marketing;
- Computer Science and Business.

Included in these must be at least two 300-level courses and one 400-level course. The major must consist of a least 32 credits of advanced courses (200-level or above) with a minimum of 15 or more credits in each of two subject areas. In addition to the 32 credits, there are typically several introductory prerequisite courses (100-level) in the relevant disciplines that are both required and that satisfy prerequisites for the advanced courses. Interdisciplinary degree in General Business and other Business subject areas require a minimum of 15 or more credits (total of 32 credits) at 200 level or above in at least two business subjects other than concentration, distributed as three credits or more in each subject area.

CERTIFICATES

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

Certificate in Accounting (31 credits)

GLL	Any College Writing Course	4
GCO 120	Fundamentals of Computers with Microcomputer Applications	4
GSM 130	College Mathematics	3
GBA 101/103	Principles of Accounting I/Workshop	3/1
GBA 102/104	Principles of Accounting II/Workshop	3/1
GBA 201	Intermediate Accounting I	3
GBA 213	Cost Accounting	3
GBM 101	Principles of Management	3
	One Approved Elective or Internship	3

Certificate in Management (31 credits)

GLL	Any College Writing Course	4
GSM 130	College Mathematics	3
GCO 120	Fundamentals of computers with Microcomputer Applications	4
GBA 101/103	Principles of Accounting I/Workshop	3/1
GBA 102/104	Principles of Accounting II/Workshop	3/1
GBE 101	Principles of Macroeconomics	3
GBK 101	Principles of Marketing	3
GBM 101	Principles of Management	3
GBM 224	Human Resource Management	3

Certificate in Networking (Local Area Network Track) (26 credits)

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

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

Certificate in Networking (Wide Area Network Track) (26 credits)

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

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

Certificate in Digital Multimedia Design (26 credits)

This certificate utilizes design theory in conjunction with popular software packages to prepare students for entry-level graphic design and page layout positions.

GCD 130	Survey of PC Applications	4
GCD 150	Foundations of Design I	3
GCD 155	Foundations of Design II	3
GCD 230	Digital Multimedia Design I	3
GCD 231	Digital Multimedia Design II	3
GCD 235	Computer Graphic Design I	3
GCD 236	Computer Graphic Design II	3
GCD 263	Web Page Design I/Lab	
<u>OR</u>		
GCD	Approved Multimedia Design elective	4

Certificate in Microcomputer Support Technology (27 credits)

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

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

Certificate in Programming (Visual Basic) (25 credits)

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

GCO 126	Computer Milieu	1
GCO 141	Introduction to Programming/Lab	4
GCO 270	Visual Basic I/Lab	3/1
GCO 272	Visual Basic II/Lab	3/1
GCO 344	Relational Database/Lab	3/1
GCO 366	Projects in Programming/Lab	3/1
GCO 451	Special Topics in Computer Science	4*

*Variable credit course, for this certificate must be taken for 4 credits.

Certificate in Programming (Java) (25 credits)

This certificate prepares the student with programming experience in the Java programming language, and is an intensive program requiring time outside of class to complete assignments. Specific topics may address Java Applets, developing web applications, remote objects, and Javabeans, along with extensive discussion of Internet applications.

GCO 126	Computer Milieu	1
GCO 141	Introduction to Programming/Lab	4
GCO 220	Java I/Lab	3/1
GCO 222	Java II/Lab	3/1
GCO 344	Relational Database/Lab	4
GCO 366	Projects in Programming/Lab	4
GCO 451	Special Topics on Computer Science	4*

*Variable credit course, for this certificate must be taken for 4 credits.

Certificate in Digital Media Arts (DMX) (30 credits)

This self-contained, rigorous curriculum, by developing real-world, hands-on skill, as well as in-depth technical knowledge of job-functions related to contemporary digital and analog audio arts and related digital media, is designed to fully prepare students for entry-level positions in the audio industry.

GCO 123	Basics of Digital Applications	3
GCO 128	Audio Electronics	3
GCO 149	Acoustics and Sound	3
GCO 153	Electronic Systems (Microphones, Amplifiers and Speakers)	3
GCO 154	Audio Processing Devices and Mixing	3
GCO 226	Digital Audio Mixing Advanced	3
GCO 227	MIDI Applications, Synthesis and Virtual Synthesis	3
GCO 269	Post-Production	3
GCO 285	The Recording Studio	3
GBM 125	The Music Business	3

Certificate in Paralegal Studies (30 credits)

This certificate program prepares students for entry level positions in courthouses, law offices, police, corrections and parole offices.

Required courses (9 credits):

PLG 100	Introduction to Paralegal Studies	3
PLG 101	Introduction to Law and Ethics	3
PLG 102	Legal Research	3

Seven electives from the following: (21 credits)

PLG 103	Legal Writing	3
PLG 200	Civil Litigation	3
PLG 201	Real Property Law	3
PLG 202	Contracts	3
PLG 203	Business Organizations	3
PLG 204	Probate Procedures	3
PLG 205	Interviewing and Investigation	3
PLG 206	Wills, Trusts and Estates	3
PLG 207	Elder Law	3
PLG 208	Criminal Law	3
PLG 209	Family Law	3
PLG 495	Paralegal Internship	3

ASSOCIATE IN APPLIED SCIENCE (A.A.S.) (60 CREDITS)

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

Associate in Applied Science in Business Management & Administration (60 credits)

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

Core Requirements (16 credits):

GLL110/111	Introduction to College Writing (or exemption)	4
GLL 121	College Writing I	4
GSM 130/132	College Mathematics/Workshop	4
GCO 120	Fundamentals of Computers with Microcomputer Applications	4

Business Base (15 credits):

GBA 101	Principles of Accounting I	3
GBA 102	Principles of Accounting II	3
GBE 101	Principles of Macroeconomics	3
GBE 102	Microeconomics	3
GBM 101	Principles of Management	3

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

Concentration requirements (18 credits):

Accounting

GBA 201	Intermediate Accounting I	3
GBA 202	Intermediate Accounting II	3
GBA 213	Cost Accounting	3
GBA 314	Federal Income Taxation of Individuals	3
GBA 498	Internship	3
GBM 213	Business Law I	3
<u>OR</u>	Approved Elective***	3

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

Finance

GBE 204	Money and Banking	3
GBF 101	Principles of Finance	3
GBF 210	Investment Principles	3
GBF 220	Corporate Finance	3

Two Approved Business Electives 6

Recommended Electives Include:

GBF 310	Security Analysis	3
GBF 498	Internship in Finance or approved elective	3
GBK 101	Principles of Marketing	3

Management

GBK 101	Principles of Marketing	3
GBM 224	Human Resource Management	3
GBM 320	Entrepreneurship and Management of Small Businesses	3

Three Approved Business Electives 9

Recommended Electives Include:

GBA 209	Financial Statement Analysis	3
GBF 101	Principles of Finance	3
GBK 204	Marketing Management	3
GBM 213	Business Law I	3
GBM 498	Internship in Management	3

Marketing

GBK 101	Principles of Marketing I	3
GBK 201	Consumer Behavior	3
GBK 204	Marketing Management	3

Three Approved Business Electives 9

Recommended Electives Include:

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

Associate in Applied Science in Business Management & Administration: Information Systems (60 credits)

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

Core Requirements (16 credits):

GCO 120	Fundamentals of Computers with Microcomputer Applications	4
GLL110/111	Introduction to College Writing (or exemption)	4
GLL 121	College Writing I	4
GSM 130/132	College Mathematics/Workshop	4

Business/Computer Base (minimum 24 credits)

GBA 101	Principles of Accounting I	3
GBA 102	Principles of Accounting II	3
GBE 101	Principles of Macroeconomics	3
GBE 102	Principles of Microeconomics	3
GBM 101	Principles of Management	3
GCO 147	Computer Hardware, Software and System Security	3
GCO 141	Introduction to Programming	3
GCO 498	Internship in Computer Science	3
<u>OR</u>		
GCO	Approved Computer Science Elective	3

Track Requirements: (18 credits)

Students must choose one track from the following:

Local Area Networks

GCO 202	Networking Essentials	3
GCO 354	Local Area Networks Concepts and Software	3
GCO 355	Advanced Local Area Networks Architecture and Software	3

General Electives (might be required to meet 60 credit requirement)

Wide Area Network (Cisco)

GCO 223	Wide Area Networks I	3
GCO 224	Wide Area Networks II	3
GCO 231	Fundamentals of Network Security	3

General Electives (might be required to meet 60 credit requirement)**Visual Basic**

GCO 230	C++ Programming Language	
OR		
GCO	Approved Programming Elective	3
GCO 270	Visual Basic I	3
GCO 272	Visual Basic II	3
GCO 344	Relational Database	3

General Electives (might be required to meet 60 credit requirement)**C++/UNIX**

GCO 230	C++ Programming Language	3
GCO 245	UNIX Operating System	3
GCO 250	Advanced UNIX Operating System	3
GCO 264	Data Structures I	3

General Electives (might be required to meet 60 credit requirement)**Java Track**

GCO 220	Java I	3
GCO 222	Java II	3
GCO 230	C++ Programming Language	
OR		
GCO	Approved Programming Elective	3
GCO 344	Relational Database	3

General Electives (might be required to meet 60 credit requirement)

Associate in Applied Science in Digital Multimedia Design (60 credits)

Core Requirements (16 credits):

GLL110/111	Introduction to College Writing (or exemption)	4
GLL 121	College Writing I	4
GSM 130/132	College Mathematics/Workshop	4
GCO 120	Fundamentals of Computers with Microcomputer Applications	4

General Electives (12 credits—4 credits must be in Liberal Arts)

Concentration Requirements (32 credits)

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

Associate in Applied Science Degree in Human Services (60 credits)

Core Requirements (16 credits):

GCO 120	Fundamentals of Computers with Microcomputer Applications	4
GLL 110/111	Introduction to College Writing (if exempt, must take College Writing I and II)	4
GLL 121	College Writing I	4
GSM 130/132	College Mathematics/Workshop	4

Human Services Base (16 credits)

GHU 140	Survey of Mental Health and Developmental Disabilities	4
GHU 141	Introduction to Human Services	4
GPS 110	General Survey of Psychology	4
GSO 121	General Survey of Sociology and Anthropology	4

Human Services Major (17 credits)

GCA 215	Interpersonal Communications	3
GHU 240/241	Theories of Counseling/Practicum	3/1
GHU 326	Case Management I	3
GHU 441	Human Services Field Project I	4
GHU 110	Introduction to Social Work	3

Electives (11 credits)

Associate in Occupational Studies (A.O.S.) (60 credits)

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

Associate in Occupational Studies in Business Management and Administration

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

Core Requirements (8 credits):

GLL 110/111 Introduction to College Writing (if exempt, must take College Writing I) 4

OR

GSM 130/132 College Mathematics/Workshop 4

Business Base (16 credits):

GBA 101 Principles of Accounting I 3

GBA 102 Principles of Accounting II 3

GBE 101 Principles of Macroeconomics 3

GBE 102 Principles of Microeconomics 3

GBM 101 Principles of Management 3

General Electives (might be required to meet 60 credit requirement)

Concentration Requirements (18 credits):

Accounting

GBA 201 Intermediate Accounting I 3

GBA 202 Intermediate Accounting II 3

GBA 213 Cost Accounting 3

GBA 314 Federal Income Taxation of Individuals 3

GBM 213 Business Law I 3

GBA 498 Internship

Other approved elective 3

Finance

GBE 204	Money and Banking	3
GBF 101	Principles of Finance	3
GBF 210	Investment Principles	3
GBF 220	Corporate Finance	3
Two Approved Business Electives		6

Recommended Electives Include:

GBF 310	Security Analysis	3
GBF 498	Internship	3
GBK 101	Principles of Marketing	3

Management

GBK 101	Principles of Marketing	3
GBM 224	Human Resources Management	3
GBM 320	Entrepreneurship and Management of Small Businesses	3
Three Approved Business Electives		9

Recommended Electives Include:

GBA 209	Financial Statement Analysis	3
GBF 101	Principles of Finance	3
GBK 204	Marketing Management	3
GBM 213	Business Law I	3
GBM 498	Internship	3

Marketing

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

Recommended Electives Include:

GBK 202	Marketing Research	3
GBK 310	Retail Management and Merchandising	3
GBK 315	Advertising and Promotion Management	3
GBK 498	Internship	3
GBM 320	Entrepreneurship and Management of Small Businesses	3

Associate in Occupational Studies in Business Management & Administration: Information Systems (60 credits)

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

Core Requirements (8 credits):

GLL110/111	Introduction to College Writing (if exempt, take College Writing I)	4
<u>OR</u>		
GSM 130/132	College Mathematics/ Workshop	3-4

Business/Computer Base (20credits):

GBE 101	Principles in Macroeconomics	3
GBA 101/103	Principles of Accounting I / Workshop	3/1
GCO 103	Computer Concepts for Computer Majors	
<u>OR</u>		
GCO 120	Fundamentals of Computers with Microcomputer Applications	4
GCO 147	Computer Hardware, Software & System Security	3
GCO 141	Introduction to Programming	3
GCO 498	Internship	
<u>OR</u>		
GCO	Approved Computer Science Elective	3

General Electives (15 credits)

Concentration Requirements: (17 credits)

Local Area Network Track

GCO 202	Networking Essentials	3
GCO 234	LAN Applications I	1
GCO 236	LAN Applications II	1
GCO 147	Computer Hardware, Software & System Security	3
GCO 228	Advanced Computer Hardware and System Security	3
GCO 354	Local Area Networks Concepts and Software	3
GCO 355	Advanced Local Area Networks Architecture and Software	3

Wide Area Network Track (Cisco)

GCO 125	WAN I	1
GCO 127	WAN II	1
GCO 147	Computer Hardware, Software & System Security	3
GCO 223	Wide Area Networks I	3
GCO 224	Wide Area Networks II	3
GCO 228	Computer Hardware and System Security	3
GCO 231	Fundamentals of Network Security	3

Visual Basic Track

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

C++/UNIX Track

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

Java Track

GCO 220/220.6	Java I/Lab	3/1
GCO 222	Java II/Lab	3/1
GCO 344	Relational Database	3
GCO 366	Projects in Programming	3
GCO 451	Special Topics in Computer Science	3

General Electives (12 credits)

Recommended electives include:

GCO 123	Basics of Digital Applications	3
GCO 269	Post Production	3
GBM 125	The Music Business	3
GCO 285	The Recording Studio	3

OR

Other approved electives

Associate in Occupational Studies in Digital Multimedia Design (60 credits)

Core Requirements (12 credits):

GCO 120	Fundamentals of Computers with Microcomputer Applications	4
GLL 110/111	Introduction to College Writing (if exempt, take College Writing I)	4

OR

GSM 130/132	College Mathematics/Workshop	4
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Concentration Requirements (32 credits):

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

GCD	Approved Multimedia Design Elective	3
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General Electives (16 credits)

MINORS

In addition to the majors described in the preceding pages, NYSCAS also offers a number of minors designed for students who wish to enhance their academic experience through more concentrated study in an additional subject area.

Biology Minor (24-28 credits)

Required Core (12 credits)

GSB 101	Principles of Biology I/Lab	4
GSB 102	Principles of Biology II/Lab	4
GSC 101	Inorganic Chemistry I/Lab	4

Four electives from the following, including one from each group: (12-16 credits)

Group I

GPS 351	Biological Psychology	3
GSB 222	Anatomy and Physiology I/Lab	4
GSB 223	Anatomy and Physiology II Lab	4
GSB 303	Histology/Lab	4
GSB 304	Endocrinology	3
GSC 311	Biochemistry	3

Other approved electives

Group II

GSB 206	Cellular Physiology	3
GSB 211	Genetics/Lab	4
GSB 228	Microbiology/Lab	4
GSB 302	Immunology	3
GSB 318	Cellular and Molecular Biology/Lab	4

Other approved electives

Four of the seven courses in the minor must be taken at Touro College.

This minor is not open to Biology or Interdisciplinary Science majors.

Courses used for the minor may not be used to satisfy other degree requirements.

Business Communication Minor (21-22 credits)

Required Core (12-13 credits)

GCA 101	Public Speaking	3
GCA 215	Interpersonal Communication	3
GCA 217	Introduction to Public Relations	3
GBK 101	Principles of Marketing	3
<u>OR</u>		
GPS 110	General Survey of Psychology	4
<u>OR</u>		
GSO 121	General Survey of Sociology & Anthropology	4

Three electives from the following (9 credits)

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

Finance Minor (18 Credits)**Required Core (15 credits)**

GBA 101/103	Principles of Accounting I/Workshop	3/1
GBF 101	Principles of Finance	3
GBF 210	Investment Principles	3
GBF 220	Corporate Finance	3
GBE 101	Principles of Macroeconomics	
<u>OR</u>		
GBE 102	Principles of Microeconomics	3

One elective from the following (3 credits)

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

Comments:

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

Marketing/Management Minor (24 credits)**Required Core (18 credits)**

GBE 101	Principles of Macroeconomics	
<u>OR</u>		
GBE 102	Principles of Microeconomics	3
GBF 101	Principles of Finance	3
GBK 101	Principles of Marketing	3
GBK 204	Marketing Management	3
GBM 101	Principles of Management	3
GSM 261	Statistics	3

Two electives from the following (6 credits)

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

Comments:

- Not open to students who major in any of the business-related disciplines
- At least six of the eight courses for the minor must be taken at Touro College.
- Courses for the minor may not be double-counted or used to satisfy other requirements. Exceptions are Economics (GBE 101 or GBE 102) and Statistics (GSM 140 or GSM 261), which may be used to help satisfy the Associate's or Baccalaureate Core.

EDUCATION MINORS

These minors are not open to Education Majors or to Interdisciplinary students with a concentration in Education.

- Four of the six courses in the two minors must be taken at Touro College
- Childhood covers ages/grades one to six
- Early Childhood covers ages/grades birth to grade two
- Students do not need any specific criteria to be enrolled in this minor
- Course used for the minors may not be used to satisfy other degree requirements
(Exception GCO 122; fulfills the core requirement for Computer Science)

Childhood Education Minor (18 credits)

Required Core (12 credits)

GCO 122	Computer Literacy & Information Retrieval*	3
GED 201	Psychosocial Foundations of Growth, Development and Learning	3
GED 301	Teaching Reading & the Language Arts, Gr. 1-6	3
GED 304	Math, Science & Technology: Teaching & Remediation, Gr. 1-6	3

Two of the following (6 credits)

GED 302	Diagnosis and Correction of Reading Disabilities, Gr. 1-6	3
GED 303	Teaching the Social Studies Spectrum Subjects, Gr. 1-6	3
GED 306	Teaching the Arts & Physical Education, Gr. 1-6	3
EdSE 600	History and Philosophy of Education and Special Education**	3
SpEd 309	Principles of Curriculum Development for Students with Disabilities, Gr. 1-6	3
SpEd 310	Principles of Classroom Management for Students with Disabilities, Gr. 1-6	3

*GCO 120 will not satisfy computer requirements for this minor.

**Students must have upper division status and Education Department approval before registering for this course

Early Childhood Education Minor (18 credits)

Required Core (12 credits)

GED 201	Psychosocial Foundations of Growth, Development and Learning	3
GED 311	Principles of Early Childhood Education	3
GED 317	Language Acquisition & Emergent Literacy II: K-Grade 2	3
GCO 122*	Computer Literacy & Information Retrieval*	3

Two of the following:

EdSE 600**	History and Philosophy of Education and Special Education**	3
GED 209	Foundations of Parenting	3
GED 312	Methodology of Early Childhood Education	3
GED 316	Language Acquisition & Emergent Literacy I: Birth-Pre-K	3
SpEd 313	Developmentally Appropriate Learning Experiences for Young Exceptional Children	3
SpEd 314	Addressing Challenging Behaviors of Young Exceptional Children	3

* GCO 120 will not satisfy computer requirements for this minor.

**Students must have upper division status and Education Department approval before registering for this course.

Human Services Minor (18-21 credits)

Required Courses (9-12 credits)

GPS 110	General Survey of Psychology	4
GHU 140	Survey of Mental Health and Developmental Disabilities	4
GHU 141	Introduction to Human Services	4

Three electives from the following

GED 209	Foundations of Parenting	3
GHU 217	HIV and Drug Addiction	3
GHU 240	Theories of Counseling	3
GHU 243	Group Work Techniques	3
GHU 245	Theories and Techniques of Family Counseling	3
GHU 246	Counseling Addictive Behaviors	3
GHU 260	The Family in the Urban Setting	3
GHU 261	Child Care & Advocacy	3
GHU 322	Counseling Children and Adolescents	3
GHU 326	Casework Management 1	3
GHU 328	Case Management II in Adult & Family Services	3
GHU 330	Case Management II in Child and Youth Services	3
GHU 331	Case Management II in Addiction Services	3
GPH 240	Values & Ethics in Human Services	3
GSO 230	Youth in Urban Communities	3
GSO 318	Sociology of the Family	3
GSO 335	Selected Topics in Social Deviance	3
GSO 350	Compulsivity-Abusive Relationships & Addictions	3

Other approved electives

Comments:

- Four of the six courses in the minor must be taken at Touro College.
- Students who major in Psychology and wish to have a minor in Human Services (in addition to all the requirements) must complete one additional course in psychology or human services that is not being used to satisfy any other degree requirements.
- Courses used for the minor may not be used to satisfy other degree requirements.

Psychology Minor (19 credits)

Required Courses (7 credits)

GPS 110 General Survey of Psychology 4

GPS 301 Experimental Psychology* 3

OR

GPS 351 Biological Psychology* 3

Four electives from the following (12 credits)

GPS 201 Developmental Psychology 3

GPS 204 Child Psychology 3

GPS 213 Social Psychology 3

GPS 216 Adolescent Development 3

GPS 224 Psychology of the Family 3

GPS 225 Psychology of Aging 3

GPS 230 Psychological and Sociological Aspects of Developmental
Disabilities 3

GPS 231 Psychological Testing 3

GPS 312 Cognition and Memory 3

GPS 315 Motivation and Personality 3

GPS 317 Human Sexuality 3

GPS 325 Psychology of Minority Families 3

GPS 332 History and Systems of Psychology 3

GPS 485 Internship in Psychology 3

Other approved electives

*Biological Psychology and Experimental Psychology may be offered with a lab for four credits

Comments:

- Four of the six courses in the minor must be taken at Touro College.
- This minor is not open to Psychology or Social Science majors with concentration in Psychology.
- Courses used for the minor may not be used to satisfy other college requirements.
- Students who major in Human Services and wish to have a minor in Psychology (in addition to all the requirements) must complete one additional course in psychology that is not being used to satisfy any other human services requirements.

A GATEWAY TO OTHER PROFESSIONAL OPTIONS

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

PRE-LAW

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

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

PRE-MEDICAL AND PRE-DENTAL SEQUENCE

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

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

HEALTH SCIENCE OPTIONS

Both the Flatbush Branch Campus and 23rd St Main Campus of NYSCAS provide a broad-based science course of study for students who wish to pursue professional careers in occupational therapy, physical therapy, physician assistant, and Oriental medicine and acupuncture, among others. These students are enrolled in the Associate in Arts degree program in Liberal Arts and Sciences. Once students complete this program, they may apply for admission to upper division courses in their field of interest.

SCHOOL OF HEALTH SCIENCES—SELECTED PROGRAMS

Further information about the programs described below may be found in the bulletins of the Touro College School of Health Sciences and the Lander Colleges of Arts and Sciences.

PHYSICIAN ASSISTANT

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

PHYSICAL THERAPY

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

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

OCCUPATIONAL THERAPY

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

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

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

SPEECH/LANGUAGE PATHOLOGY

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

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

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

COURSE DESCRIPTIONS

PLEASE NOTE:

Departments may offer experimental courses under the listing 501, 502, etc., prior to faculty review, and the student may repeat these numbers. Students may register for Independent Study (481-482) only with approval of the Department and Dean.

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

ACCOUNTING, BUSINESS, AND ECONOMICS

The Business and Accounting Department assists students in acquiring knowledge of business policies, problems, and procedures which will enable them to assume responsible positions in the business world. The department helps prepare students for careers in accounting, economics, finance, management, marketing, and office management through concentrations in these fields.

The courses offered in this academic division enable students to complete Business Management and Administration majors and concentrations, and the Social Sciences concentration in Economics.

FACULTY

B. Bressler, Dean, Undergraduate Business; M. Szenberg, Chair; , K. Dreifus, Deputy Chair (NYSCAS)

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

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

ACCOUNTING

GBA 101 Principles of Accounting I (Fall, Spring,)

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

Prerequisite: GSM 130. 3 credits

GBA 102 Principles of Accounting II (Fall, Spring,)

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

Prerequisite: GBA 101. 3 credits

GBA 103 Accounting I/Workshop

Hands-on utilization of computer program, used in the accounting profession will be taught

Corequisite: GBA 101. 1 credit

GBA 104 Accounting II/Workshop

Additional applications of the computer based software will be used.

Corequisite: GBA 102. 1 credit

GBA 201 Intermediate Accounting I (Fall, Spring)

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

Prerequisite: GBA 102. 3 credits

GBA 202 Intermediate Accounting II (Fall, Spring)

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

Prerequisite: GBA 201. 3 credits.

GBA 209 Financial Statement Analysis (Fall, Spring)

Studies the objectives of important classes of external decision-makers, such as security analysts, credit grantors, etc. Covers the tools of analysis that are employed in the achievement of major analytical objectives, such as short-term liquidity, capital structure, and operating performance.

Prerequisite: GBA 102. 3 credits

GBA 213 Cost Accounting (Fall, Spring)

Focuses on cost determination for manufacturers, products and services. This includes the establishment and maintenance of job order and process cost systems, and the classification of costs as product or period, direct or indirect. Included are managerial techniques and systems such as budgeting and variance analysis, which enable a business to manage its affairs more efficiently. Prerequisite: GBA 102. Corequisite: GBA 201. 3 credits

GBA 214 Managerial Cost Accounting (Upon Request)

Process costing techniques, utilizing actual, normal, and standard cost, problems of spoilage and waste, costing methods for joint and by-products; relevant costing concepts applied to the area of capital budgeting with its related tax aspects, techniques of discounted cash flow and the ranking of projects; income effects of alternative product costing methods, determination of cost behavior patterns, inventory planning, control and valuation, decentralization and transfer pricing, decision models under conditions of uncertainty. Prerequisite: GBA 213. 3 credits

GBA 217 Business Taxes (Annual)

A comprehensive course in payroll accounting. Students learn to calculate wages, determine types and amounts of payroll deductions and to identify the stages of the payroll cycle, laws, rules and regulations as they apply to the payroll process. A hands-on manual and computerized approach to payroll accounting is utilized. Corequisite: GBA 102. 3 credits

GBA 301 Advanced Accounting (Upon Request)

Provides an overview of the accounting for partnerships, government and not-for profit organizations. Examines statement of cash flows preparation, as well as the issue of segment reporting. Introduces the concept of international accounting by reviewing foreign currency transactions and translation of foreign financial statements. Emphasis on the accounting for business combinations and preparation of consolidated financial statements. Prerequisites: GBA 202 and appropriate grade on the screening exam. 3 credits

GBA 302 Government and Not-For-Profit Accounting (Upon Request)

State and local governmental accounting and its operation on a fund basis. Three broad categories of funds are studied: governmental, proprietary, and fiduciary. Not-for-profit entities and their accounting systems: voluntary health and welfare organizations, colleges and universities, and health care organizations. The study of regulatory and taxation issues as they relate to NPOs. Prerequisite: GBA 102. Corequisite: GBA 201. 3 credits

GBA 305 Managerial Auditing for Non-CPA Students (Annual)

Introduces the audit function and process. Discussion of auditing standards, ethics, and legalities in relation to performing an audit. Topics covered include basic audit objectives, documentation, as well as basic audit concepts.

Please Note: This course **does not** satisfy the auditing requirement needed for a CPA certification. Students who are ineligible to take EBA 308 Auditing (please see the bulletin of the Lander Colleges of Arts and Sciences) may take this course to satisfy auditing requirements for other degree programs.

Prerequisite: GBA 202 and GBA 314. 3 credits

GBA 308 Auditing (Upon Request)

Focuses on the audit process. Emphasis is placed upon three phases of an audit engagement. Introduces the procedures employed in the audit of both balance sheet and income statement accounts in accordance with GAAP. Provides an in-depth study of the form and content of the auditor's standard report, as well as modifications thereto.

Prerequisite: GBA 202 and appropriate grade on the screening exam. 3 credit

GBA 314 Federal Income Taxation of Individuals (Fall, Spring)

This first course in taxation focuses on the federal taxation of individuals. The individual tax formula is explored in depth, concentrating on gross income, deductions, exemptions, tax calculations and tax credits. Basic tax concepts, such as capital gains and losses, net operating losses and accounting periods and methods, are covered.

Prerequisite: GBA 102. Corequisite: GBA 201. 3 credits

GBA 316 Corporation & Partnership Tax (Fall, Spring)

This second course in taxation focuses on the federal taxation of regular and small business corporations as well as partnerships. An overview of complex corporate issues, such as stock redemptions, liquidations, and reorganizations, as well as complex partnership issues, is presented.

Prerequisites: GBA 314 and 201. 3 credits

GBA 440 International Accounting (Upon Request)

This course provides an overview of managerial and financial accounting issues encountered by multinational corporations or firms involved in international business. These issues include the diversity of worldwide accounting principles and the prospects for uniform international accounting standards, foreign currency transactions and translation, inflation, various technical accounting methods and the implications of their application, financial disclosures, analysis of financial statements, auditing, risk management investment analysis, methods of financing transfer pricing, and taxation. These topics are viewed from the perspective of companies based in the U.S. that operate in diverse business environments throughout the globe. A requirement for the course will stress the ability to write reports some of which will require the student to analyze foreign company financial statements.

Prerequisite: GBA 202. 3 credits

GBA 451 Contemporary Issues in Accounting (Upon Request)

A comprehensive review of principles of accounting and auditing. Discussion of problems selected from the CPA examination papers of the AICPA.

Prerequisite: Senior status. Corequisite: GBA 301, GBA 308. 4 credits

GBA 481 Independent Study in Accounting (Upon Request)

Students investigate selected topics in the major areas under the direction of a faculty advisor. Independent study develops and demonstrates ability to conduct independent research, perform independent studies in a specialized area, and present the results in writing of professional quality.

Prerequisite: Permission of the department Chair. 3 credits

GBA 493 Research Project in Accounting (Upon Request)

Prerequisite: Senior status or departmental permission. 3 credits

GBA 494 Senior Honors Project in Accounting (Upon Request)

Prerequisites: GBA 301 and departmental permission. 3 credits

GBA 498 Internship in Accounting (Fall, Spring)

An internship is an experiential activity undertaken in a business, government or non-profit organization for academic credit. Enrolling for internship credits includes supervision of the course by a faculty member and by someone in the host organization. Students will be evaluated periodically by a supervisor in the participating firm and will be required to complete a term paper that will be graded by the Chair of the department or its designee.

Prerequisite: Senior status and a GPA of 2.5 in the major, permission of department Chair. 3 credits

ECONOMICS

GBE 101 Principles of Macroeconomics (Fall, Spring)

An introductory course covering issues relating to the economy as a whole. Topics covered include, but are not limited to, the study of national income and the Gross Domestic Product (GDP), national income determination, investment, consumption and consumption theories; classical economic theories, Keynesianism, monetarism, rational expectations, supply-side economics; the business cycle, inflation, unemployment; money and the money supply, the banking system, the federal reserve system, monetary and fiscal policy, budget deficits and the national debt. 3 credits

GBE 102 Principles of Microeconomics (Fall, Spring)

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

GBE 204 Money and Banking (Annual)

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

Prerequisites: GBE 101 and 102. 3 credits

GBE 211 Intermediate Macroeconomics (Upon Request)

Analysis of total national output, income, employment and price level determinations, as well as factors contributing to long-term growth. Government's economic role in fiscal and monetary policy is also discussed.

Prerequisites: GBE 101 and GBE 102. 3 credits

GBE 212 Intermediate Microeconomics (Upon Request)

Optimal economic decision making on the level of individual economic units: optimal consumer decision-making and optimal producer decision-making. In-depth study of utility analysis and costs of production.

Prerequisites: GBE 101 and GBE 102. 3 credits.

GBE 220 Urban Economics (Upon Request)

The city as an economic organization. Urbanization trends, functional specification, and the nature of growth within the city; organization of economic activity within the city and its outlying areas, the organization of the labor market, and problems of urban poverty; the urban public economy; housing and land-use problems; transportation problems; special problems within the public sector.

Prerequisites: GBE 101 and GBE 102. 3 credits

GBE 303 Political Economy of Israel (Upon Request)

The unique aspects of the economy of Israel as affected by international, national, and regional political developments with reference to overall economic development, agriculture, industry, the Kibbutz, Moshav, and the private sector.

Prerequisite: GBE 101 and GBE 102. 3 credits

GBE 310 Monetary Theory (Upon Request)

The influence of the quantity of money on prices, growth and employment and its relation to the central banking system's control of the money supply.

Prerequisites: GBE 101 and GBE 102. 3 credits

GBE 311 Comparative Economic Systems (Upon Request)

How societies with differing social, political, and economic systems (e.g. China, India) have organized themselves to satisfy economic needs. Analysis of the theory and practice of capitalism, socialism, and communism.

Prerequisite: GBE 101 and GBE 102. 3 credits

GBE 312 History of Economic Thought (Upon Request)

The development of economic thought as related to the changing economic and intellectual environment. Emphasis is on the modern period from Adam Smith to the present, and understanding the origins of contemporary economic concepts.

Prerequisites: GBE 101 and GBE 102. 3 credits

GBE 315 Industrial Organization (Upon Request)

Interdependence of competitive and monopolistic tendencies. Industrial structures and their concentration and effect on economic performance, competitive markets, monopolies, oligopolies, monopolistic competition; anti-trust laws and their effectiveness.

Prerequisite: GBE 212. 3 credits

GBE 325 Public Finance (Upon Request)

Methods by which government generates income and expenditures. Budgets, taxation, equity, efficiency, fiscal policy, and cost-benefit analysis.

Prerequisite: GBE 101 and GBE 102. 3 credits

GBE 400 Topics in Applied Economics (Upon Request)

An application of economic analysis to current topics of interest. Issues such as international trade and finance, government regulations, inflation, and unemployment may be considered. May be repeated for credit. 1-4 credits

GBE 408 International Trade and Monetary Systems (Upon Request)

An intensive examination of modern theories of international commercial policy and the balance of payments mechanism within the international monetary system. Developments in trade theory, the role of international reserves and the use of exchange controls are discussed.

Prerequisites: GBE 101, GBE 102 and GBF 101. 3 credits

GBE 481 Independent Study in Economics (Upon Request)

Students investigate selected topics in the major areas under the direction of a faculty advisor.

Independent study develops and demonstrates ability to conduct independent research, perform independent studies in a specialized area, and present the results in writing of professional quality.

Prerequisite: Permission of the department Chair. 3 credits

GBE 498 Internship in Economics (Upon Request)

Students with senior status may register for a 3 credit field experience with cooperating business firms in the NYC area. The internship is monitored by a supervising professor and a representative of the cooperating company. See GBA 498. 3 credits

FINANCE

GBF 101 Principles of Finance (Fall, Spring)

An introductory study of the basic principles, instruments, and institutions in the financial marketplace. Topics include the concept of money; the Federal Reserve and the banking system; the provision and management of funds for both the short and long terms; the basic financial instruments; financial characteristics of the firm, including basic balance sheet analysis; the role of the stock and bond markets; interest rates and present value analysis; personal finance issues.

Corequisite: GBE 101 or GBE 102. 3 credits

GBF 210 Investment Principles (Annual)

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

Prerequisite: GBF 101. 3 credits

GBF 220 Corporate Finance (Fall, Spring)

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

Prerequisite: GBF 101. 3 credits

GBF 241-242 Real Estate Principles I, II (Annual)

Instruments and procedure of real estate, agency and contract law. Current regulations concerning fair housing rules, land use, and ethical practices as required in license law. Also covered is real estate mathematics relating to methods of financing and determining the value of real property and closing costs.

Prerequisite: GBF 101 for GBF 241; GBF 241 for GBF 242. 3 credits

GBF 310 Security Analysis (Fall, Spring)

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

Prerequisite: GBF 210. 3 credits

GBF 321 Portfolio Analysis (Annual)

This course provides an examination of modern portfolio theory. It first sets the foundation of the Investment Policy Statement. The course will include an introduction to the fundamental portfolio analysis tools, portfolio risk and return measures and the process of optimal portfolio selection. Following this, it covers topics of applications to portfolio construction and management relevant to Equity and Fixed Income portfolios. These will include international diversification, risk management and hedging, strategies, benchmarks and performance evaluation.

Prerequisite: GBF 210. 3 credits

GBF 330 Financing For-Profit and Non-for-Profit Startups (Upon Request)

This course focuses on the financial requirements of entrepreneurial ventures and on different sources of finance available to entrepreneurs, including those who start not-for-profit ventures. The course develops an understanding on how to assess entrepreneurial financial strategies for small business and not-for-profit startups. It also examines the unique role in the entrepreneurial finance area of such factors as foundations, commercial and investment banks, venture capitalists, angels, internal sources of capital, government grants and incubators.

Prerequisite: GBF 101 or GBM 320. 3 credits

GBF 338 International Financial Markets (Fall, Spring)

Comprehensive discussion of the international financial environment. The market forces whose interplay determines exchange rates and governmental policies are covered. Parity theorems and description of the international equity and credit markets and their dynamics are presented. The forecasting of price changes and returns on equities and bonds in the international setting are covered.

Prerequisite: GBF 101. 3 credits

GBF 343 Real Estate Finance I (Upon Request)

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

Prerequisite: GBF 220. 3 credits

GBF 344 Real Estate Finance II (Upon Request)

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

Prerequisite: GBF 343 3 credits

GBF 400 Selected Topics in Finance (Upon Request)

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

Prerequisites: GBF 210 and GBF 220. May be repeated for credit. 1-3 credits

GBF 410 Seminar in Options Trading (Annual)

The theoretical foundations, institutional details, and practical applications of options trading: various pricing models and their development; in-depth examination of the use of options as speculative, hedging, investment, and arbitrage tools; the role of options with respect to the proper functioning of the modern market economy. The central focus is on stock options.

Prerequisite: GBF 210. 3 credits

GBF 437 International Commodities Trading (Annual)

This course looks in detail at derivatives used to conduct commodity trade across international markets. Such derivatives include options, futures, forwards, swaps, and spots. This course also focuses on risk management, and uses mathematical models to set conditions for minimum risk and to predict relevant variables important to such trade.

Prerequisite: GBF 210. 3 credits

GBF 481 Independent Study in Finance (Upon Request)

Description same as GBE 481. 3 credits

GBF 498 Internship in Finance (Fall, Spring)

Seniors majoring in Economics and Finance can register for academic credit for field experience with business or government agencies in the greater New York area. Students will work under the supervision of a faculty member.

Prerequisites: Senior status, GPA of 2.5 in major and departmental permission. 3 credits

MANAGEMENT

GBM 101 Principles of Management (Fall, Spring)

An introduction to the basic theory and practice of management. Examination of the managerial functions of planning, organizing, staffing, directing and controlling, and analysis of environmental influences on decision-making. Students will use micro-computer programs for business applications. 3 credits

GBM 202 Organizational Theory and Behavior (Fall, Spring)

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

Prerequisite: GBM 101. 3 credits

GBM 213 Business Law I (Fall, Spring)

Fundamental principles of law of contracts, contracts of guaranty and suretyship, and the law of sales and secured transactions under the Uniform Commercial Code; the relationship of principal and agent and that of employer and employee; personal property, and bankruptcy. Prerequisite: GBM 101. 3 credits

GBM 214 Business Law II (Fall, Spring)

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

Prerequisite: GBM 213. 3 credits

GBM 224 Human Resource Management (Fall, Spring)

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

Prerequisite: GBM 101. 3 credits

GBM 310 Multinational Business Management (-Annual)

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

Prerequisites: GBM 101 and GBK 101. 3 credits

GBM 317 The Social and Governmental Environment of Business (Fall, Spring)

A study of the environment of business decision-making. Issues are examined in the context of interrelated legal, social, ethical, and political trends affecting business, as well as from the Jewish perspective on business ethics. Deals with governmental regulation in the areas of occupational health and safety, environmental and consumer protection, and anti-trust activity.

Prerequisite: GBM 101 and either GBE 101 or GBE 102. 3 credits

Note: Credit will not be given for both GBM 317 and GPH 230.

GBM 320 Entrepreneurship and Management of Small Businesses (Fall, Spring)

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

Prerequisite: GBM 101. 3 credits

GBM 400 Topics in Management (Upon Request)

Study of selected topics in Management.

Prerequisite: GBE 101. 1-4 credits

GBM 420 Internet Research Methods for Business (Upon Request)

The foundations of Internet research. A basic understanding of research will be emphasized followed by a detailed description and comparison of many research mechanisms available over the Internet. Topics such as the differences between search engines, online library-based research, and methods of research will be analyzed.

Prerequisites: GBF 101, GBM 101, and GCO 120. 3 credits

GBM 422 Management of Human Service Agencies (Annual)

An examination of the structure and function of human service organizations. Issues addressed include: power and authority, leadership, communications, decision making, organizational roles, stress and burnout, resource allocation, staff-client and board-staff relationships, organization linkages and environments, and organization.

Prerequisite: GBM 101. 3 credits

GBM 481 Independent Study in Management (Upon Request)

Description same as GBE 481. 3 credits

GBM 493 Business Policy (Fall, Spring,)

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

Prerequisite: Senior standing. 3 credits

GBM 498 Internship in Management (Fall, Spring)

Seniors may register for academic credit for field experience with business or government agencies in the greater New York area, under the supervision of a faculty member.

Prerequisites: Senior status, a GPA of 2.5 in the major, departmental permission. 3 credits

MARKETING

GBK 101 Principles of Marketing (Fall, Spring)

A study of basic marketing theory and practice. Major topics include analysis of consumer market structure versus industrial market system; product planning; channels of distribution; pricing; promotion; and relevant government regulation. 3 credits

GBK 201 Consumer Behavior (Annual)

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

Prerequisite: GBK 101. 3 credits

GBK 202 Marketing Research (Annual)

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

Prerequisite: GBK 101. Corequisite: GSM 261 or GSM 140. 3 credits

GBK 204 Marketing Management (Fall, Spring)

This course helps students conceptualize the strategic planning process as it relates to the primary determinants of sales and profits. Students also develop an in-depth understanding of the business and ethical problems marketing managers face in a global marketing environment, and explore various solutions to these problems.

Prerequisite: GBK 101. 3 credits

GBK 310 Retail Management and Merchandising (Annual)

Examines the scope, status, and dynamics of retailing in the United States and global economy. Main topics include retail market structures, retail market strategy, planning merchandise assortments, buying, pricing, and retail promotions. This course is designed for students interested in careers in retailing, retail management and merchandise buying; it is also useful to students interested in consumer products marketing and wholesaling.

Prerequisite: GBK 202. 3 credits

GBK 315 Advertising and Promotion Management (Annual)

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

Prerequisite: GBK 101. 3 credits

GBK 330 Sales Force Management and Personal Selling (Annual)

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

Prerequisite: GBK 101. 3 credits

GBK 340 International Marketing Management (Annual)

Designed to develop a systematic approach for analyzing trends shaping the global marketplace. Physical, cultural, socio-demographic, legal/political, and technological factors, among others, are explored. Emphasis is placed on development and implementation of optimal marketing programs to capitalize on emerging market opportunities as well as the avoidance of the pitfalls inherent in cross-national marketing activities.

Prerequisite: GBK 101. 3 credits

GBK 351 Direct Marketing (Upon Request)

Topics include: strategic planning, basic economic analysis, new product/ business development, direct marketing information systems, short-term budgeting and forecasting, and management of direct marketing operations. Prerequisite: GBK 101. 3 credits

GBK 400 Topics in Marketing (Upon Request)

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

May be repeated for credit. 1-3 credits

GBK 408 Strategic Marketing Management (Annual)

An in-depth exploration of strategic marketing such as target marketing, product development, pricing and competitive activity, developed and implemented in a realistic computer-based simulation, within the broader framework of business strategy.

Prerequisites: GBK 202 and senior standing. 3 credits

GBK 410 Business to Business Marketing (Annual)

A managerial approach to marketing decision-making in an industrial market. Topics include relationship building, vendor and value analysis, inventory control, sales forecasting, industrial market planning, market auditing, sales-force planning and channel management.

Prerequisite: GBK 101. 3 credits

GBK 481 Independent Study in Marketing (Upon Request.)

Students investigate selected topics in the major areas under the direction of a faculty advisor. Independent study develops and demonstrates ability to conduct independent research, perform independent studies in a specialized area, and present the results in writing of professional quality.

Prerequisite: Permission of the Chair. 3 credits

GBK 498 Internship in Marketing (Fall, Spring)

Full-time, off-campus employment for seniors guided by outside personnel and the Business Chair.

Prerequisites: senior status, departmental GPA of 2.5 and departmental approval. 3 credits

EDUCATION

The Department of Education offers Special Education/General Education Majors in Early Childhood (birth-grade 2) and Childhood (grades 1-6) teaching preparation within the Psychology concentration. This program is registered with the New York State Education Department and also meets New York City requirements for early childhood and elementary school teachers.

FACULTY

A. Brezak; Chair of Undergraduate Studies;; G. Bell-Baptiste, Deputy Chair (NYSCAS)

GED 201 Psychosocial Foundations of Growth, Development, and Learning, Birth-Grade 6 (Fall, Spring)

The nature of physical, cognitive, emotional, social, and moral development from birth through early adolescence, with implications for early intervention, early childhood education, and elementary school classroom teaching; integration of theory and research findings from the fields of developmental psychology and educational psychology. During the second half of the semester students in the early childhood program and students in the childhood program direct their projects and papers to the study of the respective developmental levels of their programs. 3 credits

GED 209 Foundations of Parenting (Fall, Spring)

Parents and families as the context for growth, development and learning; similarities and differences in parenting styles in various cultural groups; the range of family structures; parents and family members as teachers of young children and collaborators with professional educators; ways in which early childhood education programs build and expand upon the foundation provided by parents; how educators form constructive educational partnerships with parents; awareness of community resources for parents and their young children.

Prerequisite: GED 201. 3 credits

GED 301 Teaching Reading and Language Arts, Grades 1 - 6 (Annual)

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

Prerequisite: GED 201. 3 credits

GED 302 Diagnosis and Correction of Reading Disabilities (Annual)

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

Prerequisite: GED 301. 3 credits

GED 303 Teaching the Social Studies Spectrum Subjects, Grades 1 – 6 (Annual)

The social and developmental contexts for teaching social studies spectrum subjects to a diverse elementary school student population; curriculum development and methods and materials; development of integrated instruction in history and geography (including history and geography of the United States and New York State), economics, citizenship and government, and the world of work; appreciation of the diversity of social life, including language, across cultures; approaches to linking instruction to the context of students' lives.

Prerequisite or Corequisite: GED 201. 3 credits

GED 304 Mathematics, Science, and Technology: Teaching and Remediation, Grades 1 – 6 (Annual)

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

Prerequisite or Corequisite: GED 201. 3 credits

GED 306 Teaching the Arts and Physical Education, Grades 1 – 6 (Annual)

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

Prerequisite or Corequisite: GED 201. 3 credits

GED 311 Principles of Early Childhood Education (Annual) (formerly GED 233)

Planning, development, and implementation of learning environments and integrated curricula for young children; study of the relational processes through which children acquire knowledge, skills, and a positive attitude toward learning; the importance of play as well as teacher planning that provides students with opportunities to think about and discuss their work; current research on early childhood integrated experience and instruction in literacy, the arts, science, math, and technology, social studies (including exposure to a range of cultures and languages as well as US and NYS history and geography), family, career and consumer education, and physical education and health.

Prerequisite or Corequisite: GED 201. 3 credits

GED 312 Methodology of Early Childhood Education (Annual)

Development of practice skills in the use of appropriate, creative methods and materials for integrated education of young children; emphasis on the use of play and hands-on activities as well as planned experience and instruction that provide students with opportunities to explore and manipulate ideas and concepts as they explore and manipulate the world; practical implementation of integrated instruction in the curricula areas noted in the course description for GED 311.

Prerequisite or Corequisite: GED 201. 3 credits

GED 316 Language Acquisition and Emergent Literacy I, Birth – Pre-K (Annual)

The uses of oral language (building vocabulary, expression and comprehension of the spoken word), general cognitive skills (attention, memory, use of symbols, self-regulation), the concepts underlying reading and writing, and specific literacy skills (such as symbol to symbol correspondence) as the context of and initial steps toward literacy for young children. Motivational issues that pertain to the development of reading skills are explored. Emphasis on meeting the needs of young children, including those with limited proficiency in English, who enter day care, nursery school, and other early childhood and early intervention programs with inadequate literacy-related knowledge and skills.

Prerequisite or Corequisite: GED 201. 3 credits

GED 317 Language Acquisition and Emergent Literacy II, K - Grade 2 (Annual)

Creation of language-rich environments and holistic approaches to reading instruction that meet the needs of children with varying language preparation and aptitudes as well as children from diverse backgrounds. Use of a range of teaching and learning modalities. Attention to connections between speech sounds and spellings; the alphabetic principle and recognition of words through letter-sound relations; achieving fluency and comprehension; spelling conventions. Emphasis on language-related experiences at home as well as school and the importance of frequent opportunities to write.

Identification of services needed for children who are not making adequate progress in reading, and the importance of coordination of efforts among general educators, special educators, and reading specialists. Discussion of approaches used with language-minority children, including the conditions under which more or less emphasis is placed on reading in the native language.

Prerequisite or Corequisite: GED 201. 3 credits

EDU 318 Field Experience and Student Teaching I (Fall, Spring)

Students complete 50 hours of field experience in general education with one of the three following developmental groups: birth-pre-K, and grades 1-2 (combined field experience/student teaching in general education must cover all three developmental levels). Students also complete one 20-day student teaching experience in general education with one of the three developmental groups.

For field experience, students work with appropriately certified cooperating teachers at school sites to gradually assume increased teacher-related responsibilities in the classroom. Field experience includes scheduled meetings, supervised by the Coordinator of Teaching or another assigned faculty member. Logs of hours and activities are maintained by all students, to be reviewed by the Coordinator. Written assignments require careful observation of cooperating teachers and children as well as reflection on the application of course work to the classroom. For student teaching, student teachers are supervised by appropriately certified cooperating teachers. Students are also observed and evaluated by a Touro faculty member. Student teaching placements are made in which students can increasingly take responsibility for teaching activities, including reaching the point of presenting academic lessons and activities independently. Students keep logs of their hours and experiences. Student teaching experiences are accompanied by regularly scheduled classes. Instruction is provided and discussion encouraged on professional issues ranging from creating lesson plans to arranging a professional portfolio and resume. Particular emphasis is placed on self-awareness and analysis of one's own teaching performance.

Prerequisite: completion of all education courses, approval of Education Chair, receipt of a passing grade on the STAT (Student Teaching Admissions Test). 2 credits

GED 510 Seminar in Substance Abuse (Fall, Spring)

Seminar on the nature of substances of abuse, including legal as well as illegal drugs; factors associated with avoidance of and resistance to use and abuse of substances; risk factors; research on effective school-based substance abuse prevention programs. Current literature on substance abuse and school based prevention programs is distributed. 0 credits

GED 511 Seminar on Identification and Reporting of Child Abuse (Fall, Spring)

Seminar on the identification and reporting of child abuse and neglect; signs and symptoms to look for; ways to approach children; understanding the variety of ways children may convey that they are being abused or neglected; the teacher's fear of reporting abuse or neglect; rationalizations for not reporting; working with systems; the aftermath of reporting abuse or neglect. 0 credits

GED 512 Seminar on Child Safety Education, Prevention of Child Abduction, and Fire and Arson Prevention (Fall, Spring)

Basic principles of child safety education; understanding particular safety issues and risk factors for different ages; using developmentally appropriate methods and materials to convey safety principles; proper use of materials and environments with attention to safety hazards, including fire; refusal skill instruction including those related to fire and arson prevention as well as child abduction. 0 credits

GED 513 Seminar on School Violence Prevention and Intervention (Fall, Spring)

Instruction on statutes, regulations and policies relating to a safe, nonviolent school climate; effective classroom management techniques and academic supports that promote a nonviolent school climate and enhance learning; social and problem-solving skill development for students within the regular school curriculum; warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; intervention techniques to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior. A booklet on violence prevention and intervention will be distributed and discussed. 0 credits

EdSE 319 Field Experience, Grades 1-6 (Fall, Spring)

Students complete 100 hours of field experience in special education with one or two of the two groups - grades 1-3 and grades 4-6 - required for total field and student teaching experience in special education. Students also complete 50 hours of field experience in general education with both of the developmental groups.

Students work with appropriately certified cooperating teachers at school sites to gradually assume increased teacher-related responsibilities in the classroom. Field experience includes scheduled meetings, supervised by the Coordinator of Student Teaching or another assigned faculty member. Logs of hours and activities are maintained by all students, to be reviewed by the Coordinator. Written assignments require careful observation of cooperating teachers and children as well as reflection on the application of course work to the classroom 2 credits

Note: Upper division students can register for this course with the approval of the Chair of the Department.

EdSE 600 History and Philosophy of Education and Special Education (Fall, Spring)

Historical and philosophical underpinnings of modern educational theory and practice. Study of: ancient Greek literature; early Jewish, Christian, and Muslim writings; philosophical developments in the Renaissance, Reformation, and revolutionary periods; social, cultural and ideological forces that have shaped educational policies in the United States; current debates on meeting the wide range of educational and social-emotional needs of students from diverse communities.

Prerequisite: Education Department approval, upper division status, admission into the Education Concentration Program (ECP). 3 credits

EdSE 640 Assessment of Individual Differences in General Education and Special Education: A Socio-Cultural Perspective (Fall, Spring)

Assessment in general education and special education of individual differences in intelligence, learning potential, personality, motivation, and school achievement; management of data from assessment and monitoring of student progress; characteristics of standardized tests; the role of educational testing in program design and informing instruction; assessment of young children; use of achievement tests; relationship between assessment and program design; introduction to dynamic (or interactive) assessment; differences between static and dynamic assessment; the use of teacher-made, informal tests; opportunity to observe and practice use of achievement tests, curriculum-based assessment, and curriculum-oriented dynamic assessment approaches in classrooms.

Prerequisite: Education Department approval, upper division status, admission into the Education Concentration Program (ECP).

3 credits

EdSE 650 Educational Technology in General Education and Special Education (Spring)

Design and use of computer and other technological devices that facilitate communication, learning, and related functions in educational contexts for children in general education and children in special education; technology for use in fostering literacy and remediating of reading disabilities; special applications with computers in and about the classroom; recent developments in the field of assistive technology for students with special needs.

Prerequisites: GCO 122, Upper Division status, department approval. 3 credits

SpEd 309 Principles of Curriculum Development for Students with Disabilities, Grades 1-6 (Annual)

Review of curriculum for elementary school children. Concepts and skills in the teaching of reading, math, language arts, social studies, and science. Modification of instructional methods and materials for children with disabilities. Demonstration lessons will be used to highlight principles of development and modification of curriculum for elementary school children with disabilities.

Prerequisites: GED 301 and GED 303 or GED 304. 3 credits

SpEd 310 Principles of Classroom Management for Students with Disabilities, Grades 1-6 (Annual)

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

Prerequisites: GED 301 and GED 303 or GED 304. 3 credits

SpEd 313 Developmentally Appropriate Learning Experiences for Young Exceptional Children (Fall, Spring)

Introduction to educational programs for infants, toddlers, pre-K students, kindergarten students, and first and second graders with disabilities. Review of developmentally appropriate integrated curriculum content; materials and activities in language arts, books, music, art, blocks, sand, water play, cooking and other play activities; parents as collaborators. Comparison of early intervention and early childhood special education programs reflected in Individualized Family Service Plan (IFSP) and Individualized Education Plan (IEP). Comparison of least restrictive environment and natural environment approaches.

Prerequisite: GED 311 or GED 312 and GED 316 or GED 317. 3 credits

SpEd 314 Addressing Challenging Behaviors of Young Exceptional Children (Fall, Spring)

Setting up and managing play and learning activities in safe and developmentally appropriate environments for infants, toddlers, pre-K students, kindergarten students, and first and second graders with disabilities. Understanding temperament and its impact on the parent-child and teacher-child relationship; supporting positive parent-child interactions. Role of the teacher in guiding young children in the development of self-discipline and communication and social skills necessary for constructive peer relations and group living; interventions for prevention and management of challenging behaviors.

Prerequisite: GED 311 or GED 312 and GED 316 or GED 317. 3 credits

SpEd 418 Field Experience and Student Teaching II (Fall, Spring)

Students complete 100 hours of field experience in special education with one of the three developmental groups (combined field experience/student teaching in special education must cover all three developmental levels). Students also complete two 20-day student teaching experiences in special education with one or two of the three developmental groups. Students are observed and evaluated by a Touro faculty member.

Prerequisite: GED 318 Completion of education courses, approval of Education Chair, receipt of a passing grade on the S.T.A.T. exam. 3 credits

SpEd 419 Student Teaching, Grades 1-6 (Fall, Spring)

Student teaching consists of two twenty-day student teaching experiences in special education covering the two developmental levels, grades 1-3 and grades 4-6. Student teachers are supervised by appropriately certified cooperating teachers. Students are also observed and evaluated by Touro faculty.

Student teaching placements are made in which students can increasingly take responsibility for teaching activities, including reaching the point of presenting academic lessons and activities independently. Students keep logs of their hours and experiences. Student teaching experiences are accompanied by regularly scheduled classes. Instruction is provided and discussion encouraged on professional issues ranging from creating lesson plans to arranging a professional portfolio and resume. Particular emphasis is placed on self-awareness and analysis of one's own teaching performance.

Prerequisite: Completion of education courses, approval of Education Chair, receipt of a passing grade on the STAT exam. 3 credits

SpEd 602 Introduction to Teaching Students with Disabilities (Fall, Spring)

The historical background to current approaches to teaching children with disabilities; special education and the Individuals with Disabilities Education Act; current theories and methodologies in special education; inclusion and the concept of the least restrictive environment; early intervention; special education programs, curricula, classroom management and technologies; educational challenges and instructional approaches with children whose disabilities are associated with mental retardation, physical and sensory impairments, language delays, emotional disturbance, and learning disabilities; introduction to approaches and debates on reading and language arts instruction for native English speakers and English language learners. Prerequisite: Education Department approval, upper division status, admission into the Education Concentration Program (ECP). 3 credits

ARTS

This department offers courses for students who wish to broaden their exposure to the visual and performing arts. Course offerings are designed to develop viewing and listening skills, provide a historical context for works of art and music, and give students a sense of the artistic process. Courses offered by the department also serve as electives whereby students may fulfill liberal arts requirements in their associate's or baccalaureate degree programs.

FACULTY

J. Weller, Chair; H. Wicke, Deputy Chair

Note: A related one-credit “topics” or workshop course may be offered with certain three-credit Arts courses.

GCA 105 Interpreting American Culture (Upon Request)

A beginning course in American culture through an artistic perspective. The student will examine such topics as American institutions, customs, values, society and media through the preparation of short essays and artistic projects that will enable her/him to expand her/his literary, language, speaking and artistic skills through a personal and group analysis of American life. 4 credits

GCA 131 Introduction to Music I (Annual)

Music surrounds our everyday life. Students will examine various musical forms such as classical, pop, jazz, and rock, which use the common elements of melody, harmony, rhythm, timbre and form. Listening and ear training are among the skills, which will sharpen the pleasure of music appreciation. Live and recorded music performances are included. 4 credits

GCA 132 Introduction to Music II (Annual)

This course continues the continuing exploration of musical forms, with the emphasis on how the composers and performers developed the Classical Musical form from the 18th through the 20th century. Musical forms studied include the Romantic and Impressionist Styles, Grand and Light Opera, Concert, Modern and Jazz Music.

Prerequisite: GCA131 or permission of the Department. 4 credits

GCA 133 History of Music I: Ancient to Baroque (Upon Request)

The history of music begins with the cultures of the Ancient world, especially the Greek, including the Jewish liturgical tradition and the evolution of religious and secular music in the Western world to the time of J.S. Bach.

Prerequisite: GCA132 or approval of the instructor. 4 credits

GCA 134 History of Music II: Classical to Modern (Upon Request)

This course in the history of music continues the exploration of its performance in the Western World from the 18th century through the 20th century. The focus is on the growth of opera as a popular form; the symphony; the musical theater, chamber music, popular musical forms, jazz and “modern” music. How music reflects the society in which it is written and performed will also be studied.

Prerequisite: GCA 133. 4 credits

GCA 138 Introduction to Film (Annual)

Students will see a variety of films to introduce the ways a filmmaker shapes a story through images, editing techniques, rhythm, music, etc., to influence and create an impact on the viewer. Special attention is paid to the multicultural and political themes, which are demonstrated in each film. Students will be able to effectively evaluate their own viewing experience, rather than easily accepting opinions of others. 4 credits

GCA 141/142 Art of Western Civilization I, II (Upon Request)

This course is a comparative survey of the styles, structure and functions of Western forms from prehistoric art through the Middle Ages. The art and cultures associated with the development of Western civilization will be examined through lectures, reading, slide presentations and visits to museums and other cultural institutions. 3 credits each

GCA 150 Introduction to the Theatre (Upon Request)

Live theatre is the foundation of all films and television. Understanding how a playwright creates a play, its characters, scenery, costumes and lighting helps the student become a more discriminating view of the other arts. Multicultural aspects of plays and performance are emphasized. Some scene work is included. 4 credits

GCA 153 Introduction to the Arts (Fall, Spring)

Through the Internet, CDs and videos, live performances and museum visits, students will introduced to the major art forms of theatre, music, dance, film, the visual arts of painting, sculpture and architecture as well as drama, poetic and prose literature. They will discover how each artist uses common elements like idea concept, form, line, color, rhythm, the use of sound and movement to create a work of art. Works from various cultures will be explored. Required for Education majors. 3 credits

GCA 162 Introduction to Performing Arts (Annual)

Students will study a variety of theatre, dance, music and film performances developed by various cultures and the special meaning these art forms have had through the ages. Field trips to concerts, theatres and cinema.

Prerequisite: GCA 133 or permission of the department. 4 credits

GCA 166 Introduction to the Visual Arts (Annual)

Survey of the visual arts, including both the development of their many varieties—principally painting, sculpture and architecture—as well as their presentation and their interconnection with their milieu. The time period covered is from the Ancient World through the nineteenth century, with major emphasis on the period from the Renaissance to 1900. Trips to museums are included. 4 credits

GCA 168 Mass Media in America (Annual)

The public receives most of its information through the filter of the media. To make informed decisions, students need to be aware to the forces that operate in the media. An examination of the responsibilities, values, structure, dissemination of information and effectiveness of the media (newspapers, magazines radio, television, film, on-line). Attention to the freedoms of speech and press and potential conflicts with the rights of the individual and public. 4 credits

GCA 224 Drawing and Painting I (Annual)

In this course, students learn how to draw and paint basic forms and objects, the fundamentals of perspective composition. They gain understanding of how light and shadow affect drawing and painting, and the basic principles of color. 3 credits

GCA 225 Drawing and Painting II (Upon Request)

Concepts of visual art; color, value, shape, line, form, composition, perspective, balance. Exploration of materials for personal expression. Advanced techniques in drawing, painting, and planning works of art. Field trips, research, and lectures are part of this course
Prerequisite: GCA 224. 3 credits

GCA 234 Opera (Annual)

Study of the great operas of the Western world, including their composers, texts, music and contexts. The focus will be on 19th and 20th century operas. 3 credits

GCA 240 Black Theatre (Upon Request)

By exploring the rich African-American theatrical literature, students will discover the various arts of playwriting, acting and production, concentration, rehearsal practice, Stanislavsky acting techniques, scene study and performance. Designed for the serious theatre student, two staged performances are required during the semester. 3 credits

GCA 301 Aesthetics of Modern Art (Upon Request)

How modern painters and sculptors, from the impressionists through the postmoderns, respond to a rapidly changing world by visualizing, often in an abstract manner, the technological, mechanical, psychological and metaphysical forces around them. Slides are utilized in lectures; at least two museum visits are required.

Prerequisite: GCA 166 or permission of the department. 3 credits

GCA 333 American Music (Upon Request)

A music history course tracing the major developments in the history of American music from the country's foundation to the present day. Focus on the 20th century. Trips to concerts and recitals. 3 credits

GCA 366 American Art (Annual)

This is an art history course tracing the major developments in the visual arts in the United States from the country's beginning to the present day. Focus on the 20th century art. Trips to museums and galleries. 3 credits

GCA 400 Topics in Art (Upon Request)

See department Chair. May be repeated for credit. 1-4 credits.

PHILOSOPHY

Courses in the Philosophy department enable students to fulfill the requirements for electives in liberal arts and sciences.

FACULTY

M. Sokol, Dean and Chair

Note: A related one-credit "topics" course may be offered with certain three-credit Philosophy courses.

GPH 101 Introduction to Philosophy (Upon Request)

This course covers techniques of critical analysis, familiarization with classical and contemporary writings in such areas as ethics, epistemology, metaphysics, political and social philosophy, philosophy of science, and aesthetics. 4 credits

GPH 108 Ethics and Life Sciences (Upon Request)

Genetic manipulation, abortion, euthanasia, behavior modification, the practice of behavior control upon groups, and other ethical issues are considered from the scientific and moral points of view. 4 credits

GPH 230 Business Ethics (Annual)

Students will examine the ethical issues that arise in the context of business. The relevance of ethical theory to such issues as consumer rights and truth in advertising will be studied. Obligations to shareholders and negotiating strategies are discussed. 3 credits

Note: Credit will not be given for both GPH 230 and GBM 317.

GPH 233 Biomedical Ethics (Upon Request)

An examination of ethical issues that arise in the context of medicine. The relevance of ethical theory to such issues as abortion, euthanasia, the allocation of medical resources and research on patients is discussed. 3 credits

GPH 240 Values & Ethics in Human Services (Fall, Spring)

This course surveys and analyzes the explicit and implicit values and ethical issues in the field of human services. Major theoretical perspectives are presented drawing on thinkers from the disciplines of science, philosophy, psychology, sociology and cultural analysis. A comparative analysis of ethical issues and practices in different cultures and societies are reviewed. The political and economic sources of values are considered along with how values and ethics affect the development of social rules and behavior. An examination of critical value issues at the national, city and organizational level are discussed. 3 credits

HUMAN SERVICES

The courses offered by this department enable students to earn the Associate in Science and Bachelor of Science degrees in Human Services, with six different specialties: Addiction Services, Adult and Family Services, Child and Youth Services, Developmental Disabilities, Gerontological Services, and Human Services Administration.

FACULTY

G. David, Chair of Undergraduate Studies; C. Swangin-Bangura, Deputy Chair

Note: A related one-credit "topics" or workshop course may be offered with certain three-credit Human Services courses.

GHU 110 Introduction to Social Work (formerly GSO 110) (Fall, Spring)

Introduction to the theory and practice of social work, focusing on the social welfare system; Federal, state, and municipal programs; principles of social psychology as applied to the counseling process; family systems theory. 3 credits

GHU 140 General Survey of Mental Health and Developmental Disabilities (Fall, Spring)

This course is an overview of two major areas in Mental Health: 1) Psychological Dysfunctions and 2) Developmental Disabilities. The course examines various etiologies and functioning levels of the psychologically impaired and the developmentally disabled. It further examines intervention and treatment methods from a historical perspective, as well as more recent modalities of community-based treatment services. 4 credits

GHU 141 Introduction to Human Services (Fall, Spring)

A survey of public and private human service programs with special emphasis on current human services available in the city and state. Skills, knowledge, attitudes and values for human service work are examined, as are the methods of intervention and counseling theories available to the human service worker. 4 credits

GHU 150 The World of Work (Upon Request)

This course will enable students to prepare for future vocational and occupational opportunities in contemporary America. Topics will include: the current employment picture, job preparation and requirements, public policy considerations, employment opportunities, local career options and job development skills. Field trips to job sites and related activities, as well as work with resource people from various occupational fields will represent an integral part of the course. 2 credits

GHU 217 HIV and Drug Addictions (formerly GSS 217) (Annual)

This course explores the social and medical issues of HIV populations from a cross-cultural perspective. It covers the issues encountered in the correctional, social service and health care systems and teaches students how to assess needs and develop a service network. 3 credits

GHU 240 Theories of Counseling (Fall, Spring)

A survey of the major current theories practiced in the counseling profession. Roles, responsibilities, and career opportunities for counselors, as well as the development of the counseling profession. Prerequisite: GHU 140. 3 credits

GHU 241 Practicum/Demonstration: Theories of Counseling (Fall, Spring)

This course enables students to examine the application of theory during the counseling process. Corequisite: GHU 240. 1 credit

GHU 242 Techniques of Counseling (Annual)

Application of counseling theories through case studies and role-playing. Prerequisite: GHU 240. 3 credits

GHU 243 Group Work Techniques (Annual)

Techniques of organizing and working with special client groups are reinforced by role playing and other activities.

Prerequisite: GHU 240. 3 credits

GHU 244 Problems of the Disabled (Annual)

The causes, effects and treatment of disabling mental and physical disorders. Agencies and approaches that help disabled people lead better lives are surveyed.

Prerequisite: GHU 140. 3 credits

GHU 245 Theories and Techniques of Family Counseling (Annual)

A comprehensive overview of current theory, process and practice in family therapy, covering the field's major underpinnings. An examination of family systems theory and different approaches to working with families.

Prerequisite: GHU 240. 3 credits

GHU 246 Counseling Addictive Behaviors (Annual)

This course will investigate the psychological, socio-cultural, and physio-pharmacological foundations of addiction. Theories of addiction and treatment will be surveyed from social perspectives.

Prerequisite: GHU 240. 3 credits

GHU 247 Practicum/Demonstration: Techniques of Counseling (Annual)

This course enables students to understand and apply techniques during the counseling process.

Corequisite: GHU 242. 1 credit

GHU 248 Health Issues of the Disabled (Upon Request)

This course will give students the information and skills needed to meet the basic health needs and health problems of the clients. It will explore common diseases, infection control, chronic ailments, and AIDS. The course will teach students the skills of medicine administration, First Aid, and CPR. The area of medication, negative reactions and emergency interventions will be surveyed.

Prerequisite: GHU 244. 3 credits

GHU 249 Recreation for the Disabled (Upon Request)

Socialization and recreation are important issues in working with the disabled. This course will focus on the needs of the various disabled client groups and will teach students how to design appropriate activities for clients.

Prerequisite: GHU 244. 3 credits

GHU 250 Internship & Case Presentation (Upon Request)

Students will be assigned a day treatment center or group home where they will learn to apply counseling and behavior modification techniques, as well as work with behavioral goals and treatment planning. In class sessions students will discuss their cases. In addition to oral presentations, they will be asked to write a case study based on their fieldwork.

Prerequisites: GHU 240. 3 credits

GHU 251 Principles of Human Services Administration (Upon Request)

Basic theories of administration and supervision. Effective organizational models, philosophy, goals, and styles of leadership appropriate for human service agencies and programs.

Prerequisite: GHU 141. 3 credits

GHU 253 Social Agency Administration (Upon Request)

A comprehensive experience-based study of administrative techniques and procedures used in planning, staffing, managing and evaluating social services. The administrator's responsibilities to policy-making bodies, agency personnel, and the community.

Prerequisite: GHU 251. 4 credits

GHU 254 Public Policy: Legal and Social Mandate of Developmentally Disabled Persons
(Upon Request)

This course will take a historical perspective of societal attitudes toward the mentally retarded and disabled person. Topics to be covered include the early treatment of the mentally retarded, early attempts to train and classify the developmentally disabled individual, early attempts at legislation, and the major theorists throughout history. These topics will be explored chronologically, from the earliest attempts to care for the mentally retarded. The course will also include a review of the legal rights protecting the developmentally disabled individual, as well as the growing political clout of the parent and self advocacy movements.

Prerequisite: GHU 140. 3 credits

GHU 255 Educational Models for the Developmentally Disabled Learner (Upon Request)

This course will cover a variety of teaching techniques used with the developmentally disabled population. Included will be a review of behavior modification, social learning theory, gentle teaching and positive behavior supports. Current trends in teaching, including facilitated communication, will be covered with related research. The controversy over mainstreaming will be explored, as well as treatment planning, Individual Education Plan (IEP) and functional education. Adaptive technologies will also be reviewed.

Prerequisite: GHU 140. 3 credits

GHU 256 Health Issues Relating to the Developmentally Disabled Individual (Upon Request)

This course will cover medication administration and the monitoring of medical needs. The health needs of developmentally disabled individuals will be discussed with special emphasis on the needs of those with medical components to their disability. The research pertaining to the linkage of physical attributes and brain damage will be reviewed, as will some of the more uncommon diagnostic categories, e.g., Tourette's Syndrome. Infection control issues will be discussed, as will the prevalence of diseases such as hepatitis and AIDS among the developmentally disabled population.

Prerequisite: GHU 140. 3 credits.

GHU 257 Public Policy and Services for Older Adults (Annual)

This course will introduce students to the policies, politics and programs of an aging society. We will examine the historical, social, economic and demographic issues affecting the elderly. We will also provide an overview of federal, and local legislation and their impact on the elderly. This course will explore the implications of age-based programs such as, Medicare, Social Security and OAA on the "Soon-to-be elderly."

Prerequisite: GHU 141. Corequisite: GSO 233. 3 credits

GHU 258 Survey of Community Needs and Resources (Annual)

This course provides the student with an overview of the importance of assessing community resources and needs, and how the appropriate use of local resources can play a major role in the delivery of meaningful human services. This course will explore how community needs are determined, and how to make the best use of local services. The key role of community based organizations and local community groups will be discussed. The role played by community workers will be explored as well as the one-stop shopping approach to the delivery of human services. 4 credits

GHU 260 The Family in the Urban Setting (Annual)

This course will examine the impact of the urban environment on the family, exploring a number of contemporary issues such as crime, poverty, drug addiction, homelessness, urban blight, racism, teenage parenting, etc. It will also examine a series of program models, services or treatment modalities developed to assist families in meeting and resolving these issues and will review the role of the Human Services practitioner as an advocate and resource for families coping with urban life.
Prerequisite: GPS 224. 3 credits

GHU 261 Child Care and Advocacy (Annual)

This course will provide both a theoretical and a practical approach to the issues of physical and emotional child abuse and molesting by family members and strangers. It will provide an understanding of the effects of such abuse on the victim as well as the dynamics causing such behavior in the victimizer. Finally it will provide an overview of treatment interventions for the child, parents, and other victimizers. There will be an emphasis on how to develop a network and referral system with social service agencies, hospitals, courts, and child protection services.
Prerequisite: GPS 204. 3 credits

GHU 300 Survey of Human Services Policy (Upon Request)

The courses will familiarize students with the practical aspects of working in human services for all populations in need. An overview of social welfare policy in this area will be offered, as well as techniques of needs assessment and information necessary to make referrals.
Prerequisite: GHU 141. 3 credits

GHU 320 Recreation and Education Programs for Older Adults (Annual)

Examination of leisure from sociological and psychological points of view with focus on education, recreation, and creative arts as meaningful activities for older adults. Techniques of designing and implementing these programs in various settings for older adults.
Prerequisite: GHU 141. 3 credits

GHU 321 Counseling the Older Adult (Annual)

Counseling as an important human service to older adults during times of dependency and crisis. A survey of appropriate counseling approaches, such as individual, group, family, and recreational therapy, as well as working with institutionalized elderly suffering from organic brain syndromes. The role of self-help groups will also be explored.
Prerequisite: GHU 240. 3 credits

GHU 322 Counseling of Children and Adolescents (Annual)

This course will focus on the intervening role of the counselor and the techniques and skills necessary for working with children, adolescents, and family members who are experiencing the stress of normal and abnormal growth and change.
Prerequisite: GHU 240. 3 credits

GHU 323 Counseling People with Developmental Disabilities (Upon Request)

Counseling skills need to be modified when applied to people with developmental disabilities. Many have a limited ability to think abstractly, may have impaired judgment and memory, and often have difficulty generalizing from one situation to another. Counseling therefore needs to have a very concrete and specific orientation. Students learn to apply the general theories and techniques of counseling to their work with people with developmental disabilities. Both individual and group sessions will be discussed. Behavioral therapy will also be considered.

Prerequisite: GHU 240. 3 credits

GHU 326 Case Management I in Human Services (Fall, Spring)

This course explores the recent development of the innovative functions of case management in human services. It further examines the case manager's role and its importance to effective client services. Issues of assessing clients' needs, brokering for client services and monitoring the quality of services will be discussed.

Prerequisites: GHU 141. 3 credits

GHU 327 Case Management II in Human Services Administration (Upon Request)

This course examines Human Services Administration from a Case Management perspective. It examines the unique social welfare aspects of Case Management Administration Supervision, Staff recruitment, training and program evaluation. Issues of governmental regulation and financial reimbursement are carefully examined. The student will learn how to be self-critical through the examination of his/her own practice in the area of case management administration.

Prerequisite: GHU 326. 3 credits

GHU 328 Case Management II in Adult and Family Services (Fall, Spring)

This course identifies the unique treatment and service delivery issues inherent in working as a case manager with adults and families. The broad range of human services interventions with and for adults and families is examined. The effects of social and psychological stressors such as homelessness, child abuse, domestic violence and disability are explored. The Supportive and entitlement services available to the adult and family population are discussed. The advocacy, brokering and coordination challenge of working with adults and families is given much attention through the students' critical examination of his/her practice.

Prerequisite: GHU 326. 3 credits

GHU 329 Case Management II in Gerontology (Fall, Spring)

This course provides students with the knowledge, skills and values essential to working with the elderly. The broad range of human service techniques, including those of individual, group and community interventions with and for the elderly is examined. Special emphasis is placed on supportive, supplemental and entitlement services available to the elderly. The brokering, advocacy and coordination challenge of working with the elderly as a human service worker is closely examined in each student's current practice.

Prerequisite: GHU 326. 3 credits

GHU 330 Case Management II in Child and Youth Services (Fall, Spring)

This course provides an in-depth approach to assessing the needs of children, including discussion of the rights and responsibilities that society has towards its children. It will explore the role of case management, advocacy and the process of networking services in the following areas: policy, intervention, family, juvenile justice system, public welfare, guardianship, education, foster care, child labor laws, protective services and adoption.

Prerequisite: GHU 326. 3 credits

GHU 331 Case Management II in Addiction Services (Fall, Spring)

This course provides an in-depth multicultural approach to assessing the needs of chemically abusing individuals. It offers comprehensive approach to the case management of addictive behaviors. The student will learn how to network with the judicial system, rehabilitation services and social services supports. The approach will be multicultural in its approach.

Prerequisites: GHU 326. 3 credits

GHU 332 Case Management II in Developmental Disabilities (Annual)

This course covers the role of the case managers in the current service environment, as well as the rights of the developmentally disabled individual in the Home and Community Based Service system (HCBSS). The theory of unbounded services is explored, and the implementation of this philosophy is reviewed. Community access and integration techniques are covered, including fostering choice and goal accomplishment in the developmentally disabled person. Finally, the various living options under the HCBSS waiver systems are reviewed.

Prerequisite: GHU 326. 3 credits

GHU 333 Health Issues Relating to the Elderly (Annual)

This course introduces students to the physical, mental and spiritual issues relating to the health of the elderly. It examines the trajectory of “able-bodied” and disabled aging. Using the issue of “who pays whom for what,” it touches on current health care issues such as “setting limits,” ethics, and managed care. This course explores the “advocacy challenge” which affects human service workers in the area of health care for the elderly.

Prerequisite: GHU 321. 3 credits

GHU 340 The Minority Elderly (Upon Request)

An exploration of the sociological factors that affect elderly people who are members of minority groups, with special emphasis on the African-American and Hispanic communities. The course focuses on the unique problems of minority aging and centers on service needs, barriers to obtaining services; and appropriate services, delivery systems and support networks in the community.

Prerequisite: GSO 233. 3 credits

GHU 342 Networking and Professional Relationships (Upon Request)

This course examines networking and the development of a professional relationship. The course provides the student with an elementary understanding of professional relationships and social support. Additionally, students develop the elementary knowledge and skills in the effective use of networking for building on patients. Students learn how to be self-critical through the examination of their own strengths and practice in the area of relationship development.

Prerequisite: GHU 326. 3 credits

GHU 351 Program Planning, Development and Evaluation (Upon Request)

A survey of the tools, techniques, and information necessary to aid in the planning and development of human services programs. Students learn how to evaluate the effectiveness of the programs they will administer in the future.

Prerequisite: GHU 253. 3 credits

GHU 400 Topics in Human Services (Upon Request)

See semester bulletin for course title and description.

May be repeated for credit. 1-4 credits

GHU 441 Human Services Field Project I (Fall, Spring)

Under supervision, the student designs and conducts a field work project which provides opportunities to apply classroom learning and gain experiences in his/her selected human services specialization. The field project requires 112 hours of fieldwork in an agency serving a population which is relevant to the specialization selected by the student.

Prerequisites: GHU 141, GHU 326, GPS 110, GSO 121, plus two required courses in the specialization. Department Chair approval is required. 4 credits

GHU 442 Human Services Field Project II (Fall, Spring)

This course allows students to expand their skills and knowledge through on-site training in an agency specializing in the area of the student's concentration. Under an agency supervisor, the student learns specific methods of service delivery and networking with related professional and service providers: logging, feedback and dealing with such issues as multicultural staffing and consumerism. To be eligible for the B.S. in Human Services, students are required to complete 112 hours of Field Project II in addition to the 112 hours already completed for Field Project I.

Prerequisite: GHU 441. 4 credits

RELATED COURSES

GPS 232 Behavior Management of Developmental Disabilities (See Psychology listings)

GSO 217 Sociological and Cultural Comparatives on Addictive Substances

(See Sociology listings)

GSO 335 Selected Topic in Social Deviance (See Sociology listings)

GSO 350 Compulsivity – Abusive Relationships and Addictions (See Sociology listings)

JUDAIC STUDIES

Courses offered by this department enable students to fulfill ethnic studies and liberal arts degree requirements, and to complete an interdisciplinary liberal arts and sciences concentration.

A number of Judaic Studies offerings may also count as History courses. Please consult your advisor.

FACULTY

N. Strickman, Chair

Note: A related one-credit "topics" or workshop course may be offered with certain three-credit Judaic Studies courses.

GJS 100 The Jewish Heritage (Upon Request)

An overview of the historical developments of Jewish culture, values and practices. 4 credits

GJS 101 Introduction to Bible I (Upon Request)

This course provides an analysis of selections from the Pentateuch for its religious, historical, and moral significance. 4 credits

GJS 102 Introduction to Bible II (Upon Request)

Students will analyze selections from the prophets using archaeological information, combined with medieval and modern commentary. 4 credits

GJS 103 Introduction to Bible III (Upon Request)

This is a survey of the Hagiographia. Selected chapters from Psalms, Job, Ecclesiastics, Proverbs, Song of Songs and Lamentations are read and analyzed in class. Special attention is given to Biblical passages that have played a key role in Western civilization. Among the themes discussed are prayer, justice, morality, theodicy, sin and repentance. 4 credits

GJS 110 History of Old Testament Period (Upon Request)

This course offers a history of the Hebrews from earliest times down to the Hasmonean era. Topics covered are: Hebrew origins, the Israelite Empire, the Divided Kingdom, the Babylonian Exile, the Restoration, Hellenism, and the Hasmonean Kingdom. 4 credits

GJS 124 Modern Jewish History: 1750-Present (Upon Request)

Students will inquire into: the major movements and developments including the rise of the Hassidic movement, Jewish emancipation in Germany, France, and America; renaissance of Jewish scholarship; torment in Eastern Europe which stimulated mass immigration to America; religious divisiveness in Europe and America; Germany, anti-Semitism, the rise of Zionism; World Wars I and II; and the modern State of Israel. 4 credits

GJS 225 Modern Israel (Annual)

This course will explore the roots of Zionism in religious tradition and the strings of modern nationalism which gave it a political form. Emphasis will be placed on Theodore Herzl, Chaim Weizmann, Zev Zaborinsky and Ben Gurion, the early Zionist congress, the rise of the State of Israel, the kibbutz, the cultural developments with emphasis on great writers, the role of religion in the state, Arab-Jewish confrontation and other contemporary problems. 3 credits

GJS 262 History of the Holocaust (Also offered as GHS 262) (Fall, Spring)

The role of Nazism in the destruction of European Jewry, 1933-1945, is studied with special attention to the reactions of world Jewry and foreign governments to the catastrophe. Ghetto and concentration camp existence and the Jewish resistance movements are also covered. The literature and history writing of the Holocaust are included. 3 credits

GJS 271 American Jewish History (also offered as GHS 271) (Annual)

Study of the Sephardic legacy; German Jewish migration and influence; the development of religious communities, the impact of the Civil War, migrations from Eastern Europe, acculturation and assimilation, responses to the Holocaust and Zionism. The social, economic and religious structures of the modern Jewish community will be analyzed as well. 3 credits

GJS 301 Jewish Ethics (Upon Request)

In this course, we will examine the basics texts of Jewish ethics. The student will be introduced to the interdisciplinary concerns of [a] ethical theory, [b] the reading and understanding of classical Jewish texts and [c] the world construction of Judaism in its classical formulation.

Prerequisite: GJS 100 or permission of the Department. 3 credits

GJS 400 Topics in Judaic Studies (Upon Request)

Study of selected topics in Judaic Studies. 1-4 credits

GJS 481/482 Independent Study (Upon Request)

Prerequisite: Departmental and Dean's permission. Credits to be arranged.

LANGUAGES AND COMMUNICATION

The Division of Languages and Communication consists of the Department of Languages and Literatures and the Department of Speech and Communication. The primary aim of the Division is to teach careful reading, precise writing, effective speaking and critical thinking — skills that are essential to the comprehension and communication of ideas.

FACULTY

Languages and Literature

F. Harel, Chair; W. Lewis, Deputy Chair

DEVELOPMENTAL ENGLISH

Developmental English courses are designed for entering students who evidence a need for intensive work in English language arts and skills. Courses are offered for both native and non-native speakers. Students continue to the next level in the sequence after passing a departmental competency exam. Developmental courses may be repeated only once.

ENGLISH AS A SECOND LANGUAGE

ESL courses provide extensive work in English Language skills such as vocabulary, grammar, and sentence structure. By the end of the sequence, students will be able to write five-paragraph essays.

E007.1 Essentials of Effective Reading & Writing (Fall, Spring)

Placement by examination. 8 hours. 0 credits

E007.2 Essentials of Effective Reading & Writing (Fall, Spring)

Prerequisite: E007.1 or placement by examination. 8 hours. 0 credits

E007.3 Essentials of Effective Reading & Writing (Fall, Spring)

Prerequisite: E007.2 or placement by examination. 8 hours. 0 credits

GLL 111 Introduction to College Writing (Fall, Spring)

Intensive post-developmental reading and writing, leading to confidence and proficiency in the composition of five-paragraph essays.

Prerequisite: E007.3 or placement by examination. 4 credits

Co-requisite: GLL 103 or exemption.

If no course section of GLL 111 is available, students may enroll in GLL 110.

DEVELOPMENTAL ENGLISH FOR NATIVE SPEAKERS

Developmental English strengthens writing and critical thinking abilities, thereby preparing students for the College Writing Sequence and courses in other academic disciplines.

GLL 007 Essentials of Effective Reading & Writing (Fall, Spring)

Intensive review of basic vocabulary, sentence structure, usage, and reading comprehension, with emphasis on the writing of individual coherent paragraphs.

Placement by examination. 8 hours. 0 credits

SKILLS DEVELOPMENT

The College provides a variety of courses that teaches core skills and provides an educational foundation to help students achieve academic success.

GLL 103 Critical Reading and Thinking in Ethnic Studies (Fall, Spring) This course will teach entering students critical reading and analytical skills to create a solid foundation for their required and elective courses. Through selection by members of diverse ethnic groups in the United States, the course focuses on the application of reading comprehension and critical thinking skills necessary to understand college texts across the curriculum. 3 credits

Fulfills the Ethnic Studies requirement.

COLLEGE WRITING SEQUENCE

The writing sequence prepares students to communicate clearly by teaching a wide variety of rhetorical strategies.

GLL 110 Introduction to College Writing (Fall, Spring)

Intensive post-developmental reading and writing, leading to confidence and proficiency in the composition of five-paragraph essays.

Prerequisite: GLL 007 or placement by examination. Corequisite: GLL 103 or exemption
4 credits

GLL 111 Introduction to College Writing (Fall, Spring) (see ESL listings)

GLL 121 College Writing I (Fall, Spring)

Extensive practice in expository writing, with emphasis on the composition of a 3-5 page research paper in MLA format.

Prerequisite: GLL 110 or placement. 4 credits

GLL 122 College Writing II (Fall, Spring)

Continued practice in expository writing. The capstone project is a 5-7 page research paper in APA format.

Prerequisite: GLL 121 or placement 4 credits

GLL 124 Report Writing (Upon Request)

Extensive study of writing clear, accurate and persuasive reports. Emphasis on research, organization and presentation of information.

Prerequisite: GLL 122. 2 credits

GLL 221 Expository Writing (Annual)

Students develop the ability to write objective reports by studying examples from journals and newspapers. Prerequisite: GLL 122. 3 credits

GLL 222 Creative Writing (Annual)

Students develop various creative writing techniques by studying examples drawn from American and English literature.

Prerequisite: GLL 122. 3 credits

LITERATURE

Literature courses have long been the cornerstone of a liberal arts education. Students will enjoy the excitement of reading and discussing a variety of texts while learning about culture, history, and human life.

GLL 202 Introduction to American Literature (Fall, Spring)

A survey of nineteenth and twentieth century American writers. Readings from such authors as Hawthorne, Thoreau, Whitman, Dickinson, Twain, Hemingway, Faulkner, Mailer, Bellow, and Malamud.

Prerequisite: GLL 122. 3 credits

GLL 203 Literature of the Ancient World (Upon Request)

The course covers the literature of the ancient world from the beginning of recorded times through the rise of Christianity. Readings in literature include the Scriptures as well as works by such classical writers as Homer, Aeschylus, Plato, Sophocles, Euripides, Virgil, and Ovid.

Prerequisite: GLL 122. 3 credits

GLL 204 Medieval and Renaissance Literature (Upon Request)

The course covers the literature from the medieval period through the Renaissance. Readings in literature include major writers such as Dante, Chaucer, Cervantes, Shakespeare, and Milton.

Prerequisite: GLL 122. 3 credits

GLL 205 Emergence of Modern Literature (Fall, Spring)

The course will cover the literature from the French Revolution to the present. Readings in literature include major writers such as Rousseau, Blake, Jefferson, Wordsworth, Whitman, Ibsen, Gabriel Garcia Marquez, and Baldwin.

Prerequisite: GLL 122. 3 credits

GLL 210 Introduction to Fiction (Fall, Spring)

Major narrative traditions in literature from Homeric epics to twentieth century novels.

Prerequisite: GLL 122. 3 credits

GLL 211 Modern Drama (Upon Request)

Plays by Ibsen, Chekhov, Strindberg, Shaw, Brecht, Pirandello, et al.

Prerequisite: GLL 122. 3 credits

GLL 215 Introduction to Poetry (Fall, Spring)

A survey of poetry from medieval European lyrics to contemporary American verse, this course offers an overview of basic poetic techniques and structures.

Prerequisite: GLL 122. 3 credits

GLL 232 Multicultural American Literature (Annual)

The canon of American literature is vastly changing with the growing interest of scholars and intellectuals in the literature of multicultural writers. This course focuses on these emerging works, emphasizing their impact on American literature, our culture, and ourselves.

Prerequisite: GLL 122. 3 credits

GLL 233 Literature of the Third World (Annual)

Major twentieth-century writers such as Gabriel Garcia Marquez (Colombia) and Wole Soyinka (Nigeria) whose works both sustain and criticize the European literary tradition, and whose themes include the emergence of national identity and the equality of women.

Prerequisite: GLL 122. 3 credits

GLL 235 20th Century Women's Writings (Annual)

An exploration of 20th century women's writing with emphasis on the transcending feminist voices within these texts. Areas of focus will include: the radical, as well as the more subtle feminist voice; autobiographical women's writing; the search for selfhood; the lesbian feminist voice, etc.

Prerequisite: GLL 122. 3 credits

GLL 237 African-American Literature (Fall, Spring)

Works of fiction, non-fiction, poetry, and drama written by Americans partly or entirely of African descent, from the 1700s to the present. Special emphasis is placed on often undervalued writings that have provided a foundation for a people devising a practical way of surviving physical and psychic adversity and forging a cultural identity of their own.

Prerequisite: GLL 122. 3 credits

GLL 310 Literature of Survival (Annual)

The course will focus on how reading and writing can prove to be empowering and life sustaining. Topics include defining literature of survival and exploring one's identity.

Prerequisite: GLL 122. 3 credits

GLL 316 Women in Fiction (Fall, Spring)

A study of various authors (including Aristophanes, Shakespeare, and Ibsen) who portray efforts by women to affirm their individuality and humanity in cultures dominated by men.

Prerequisite: GLL 122. 3 credits

GLL 317 Shakespeare (Upon Request)

The entire range of Shakespeare's dramatic art from tragedy and comedy to history and romance; a study of the themes around which Shakespeare constructed his dramatic situations as well as of the conventions of Elizabethan theater.

Prerequisite: GLL 122. 3 credits

GLL 400 Topics In Languages and Literature (Upon Request)

See department Chair for course title and description.

Prerequisite: GLL 122. May be repeated for credit. 1-4 credits

GLL 481/482 Independent Study (Upon Request)

Prerequisite: Department and Dean's permission. 3 credits

LANGUAGES

In an increasingly shrinking world, it is more important than ever to be able to communicate in a global economy. The study of another language can provide students with the skills and knowledge necessary for effective communication in both their personal and professional lives.

SPANISH FOR NATIVE SPANISH SPEAKERS

GLL 137 Spanish for Native Speakers I (Annual)

This course is designed for students whose first language is Spanish. Through guided compositions, intensive drills, and structured presentation of grammar essentials, the student is expected to become aware of and master oral and written communication in Spanish. 3 credits

GLL 138 Spanish Workshop I (Annual)

Corequisite: GLL 137. 1 credit

GLL 139 Spanish for Native Speakers II (Annual)

This course is designed to enable the student already familiar with basic Spanish grammar to express himself/herself in Spanish in a coherent and organized manner. The focus of the course is on the development of writing and analytic skills.

Prerequisite: GLL 137 or permission of instructor. 3 credits

GLL 140 Spanish Workshop II (Annual)

Corequisite: GLL 139. 1 credit

SPANISH AS A FOREIGN LANGUAGE

GLL 141, 142 Spanish I, II (Fall, Spring)

The essentials of Spanish syntax, vocabulary, and pronunciation. 3 credits each

GLL 144, 145 Spanish Workshop I, II (Fall, Spring)

Corequisites: GLL 141 and 142 respectively. 1 credit each

SIGN LANGUAGE

GLL 223 Introduction to American Sign Language (ASL)(Annual)

Students will learn the basics of ASL: signs, grammar, finger spelling, vocabulary, use of facial expression and body language to convey meaning. 3 credits

GLL 224 Intermediate American Sign Language (ASL)(Annual)

Students will continue to develop proficiency in ASL.

Prerequisite: GLL 223. 3 credits

SPEECH & COMMUNICATION

The Speech & Communication Department offers courses to help students improve their oral and interpersonal communications skills: The courses are designed for:

- students for whom English is a second language.
- students seeking to develop their professional skills in areas where the ability to communicate effectively is an integral part of job performance.

FACULTY

J. Weller; Chair, Speech; H. Wicke, Deputy Chair

Note: A one-credit “topics” or workshop course may be offered with certain three-credit Speech & Communication courses.

GCA 126 Fundamentals of Speech I (ESL) (Upon Request)

Building and extending spoken English fluency is the goal of this third course in the ESL/Speech sequence. Vocabulary building and clear English articulation are staples of familiar speaking formats such as conversation, questioning, storytelling, reporting, discussion and impromptu and prepared speaking. Speech organization and outlining skills are introduced. Frequent practice is designed to increase general poise and self-confidence. 3 credits

GCA 127 Fundamentals of Speech II (ESL) (Fall, Spring)

Confirming and refining spoken English fluency is the goal of this course. Vocabulary building and clear English articulation continue to be standards of the course as students refine their oral English skills. Organization and outlining are important elements as students present various informative and persuasive speeches in impromptu discussion and extemporaneous formats. Frequent practice is designed to increase general poise and self-confidence. 3 credits

GCA 128 Speech Workshop I (ESL) (Upon Request)

This corequisite of GCA 126 focuses on the individual needs of students in developing communication competencies. 1 credit

GCA 129 Speech Workshop II (ESL) (Fall, Spring)

This corequisite of GCA 127 focuses on the individual needs of students in developing communication competencies. 1 credit

COURSES FOR NATIVE SPEAKERS OF ENGLISH

GCA 100 Survey of Human Communication (Fall, Spring)

A study of oral communication skills most frequently used in the professions, business and industry as well as our daily lives. Exploration of the purpose of stage fright, the value of listening, the impact of verbal languages on conversation, the use of the telephone, interviewing, group discussion and meeting, impromptu speaking and presentations. 3 credits

GCA 101 Public Speaking (Fall, Spring)

Effectiveness in public speaking is vital for students who wish to achieve prominence in their chosen field. Intensive study of the preparation and delivery of various forms of public speaking. Continued focus on oral fluency and clarity of articulation. Skills include audience analysis, the development of ideas, organization and outlining, unity and coherence of speaking through impromptu, informative, demonstration and persuasive speaking assignments. 3 credits

GCA 102 Public Speaking Workshop (Fall, Spring)

This corequisite of GCA 101 focuses on the individual needs of students in developing the communication competencies. 1 credit

GCA 103 Communication Workshop (Fall, Spring)

This corequisite of GCA 100 focuses on the individual needs of students in developing the communication competencies. 1 credit

GCA 121 Ethics in Communication (Upon Request)

Human beings are faced daily with decisions about the rightness and/or wrongness of their actions. Many make decisions without an ethical yardstick. This course focuses on analysis of classical and modern views of ethics and their relation to written and oral communication. Evaluation of contemporary standards and practices in the media (newspapers, magazines, radio, television, online), politics, the arts (theatre and film), the legal system, sales and advertising, the pulpit and classroom. 3 credits

GCA 201 Persuasion and Propaganda (Upon Request)

We are assaulted daily by billions of stimuli. Often we are not aware of how we are influenced. This course analyzes how visual, kinetic and verbal/non-verbal strategies and techniques are used in the media, advertising, sales, politics, etc. to influence public opinion and to sell ideas, products, people and politicians. Exploration of the differences between persuasion and propaganda, the power of emotion, flattery, the group mind, the impact of mythology and hero-worship, stereotyping and scapegoating, suggestion and concealment. 3 credits

GCA 204 Oral Interpretation of Literature (Upon Request)

A consideration of the artistic standards governing the understanding and appreciation of literature as it is communicated orally. Techniques in ascertaining the purpose, ideas, and moods of the author. 3 credits

GCA 205 Discussion and Meeting Dynamics (Upon Request)

Meetings and discussion are the principal means by which business and professionals arrive at decisions. How they are conducted affects the outcome. A comprehensive study of the principles methods of discussion and the impact on group dynamics on meetings of all kinds. Topic includes preparation for presentations to small groups. Listening, non-verbal communication, proxemics, Robert's Rules of Order, conflict resolution and negotiation. 3 credits

GCA 210 Survey of Speech Disorders (Upon Request)

A review of the major types of speech disorders. Emphasis is placed on recognition and referral of disorders such as articulation, stuttering, voice disorders and aphasia. Ten observation hours in a school or hospital setting are required. Recommended for Education and Health/Human Services majors. 3 credits

GCA 215 Interpersonal Communication (Fall, Spring)

Much of the pain and confusion that results from misunderstandings can be avoided through a more complete awareness of the process of communication. The ability to communicate effectively is determined by self-concept and by sensitivity to and understanding of others' verbal and non-verbal behavior. 3 credits

GCA 217 Introduction to Public Relations (Fall, Spring)

This course provides an overview of the functions, practices, and use of public relations in the professional workplace. It provides preparations for entry into the public relations profession. Issue analysis, press releases, press kits, brochures, newsletters, and public relations planning are covered. Communication theories and applications are covered.

Prerequisites: GCA 101, GLL 122, and departmental approval. 3 credits

GCA 218 Dispute Resolution (Upon Request)

This course is designed to provide an introduction to the field of dispute resolution. Key theories and approaches to peaceful dispute resolution, including negotiation, litigation, arbitration, mediation, and mediation-arbitration, will be explained and discussed. Students engage in mediation and arbitration of disputes. Each student prepares mediation agreements and arbitration awards.

Prerequisites: GCA 217 or departmental approval. 3 credits

GCA 219 Non-Profit Communication and Management (Annual)

Communication and management in non-profit institutions are not the same as in profit-oriented firms. The materials, language and publics have different expectations that require approaches to them that entail the acquisition of specialized written, research, and analytic communication knowledge and skills. This course addresses the communication environment and publics of nonprofits and key writing skills needed for professionals in this career area: analyses, reports, and funding proposals for businesses, foundations, and individuals.

Prerequisite: Departmental approval. 3 credits

GCA 220 Communication and Public Policy (Upon Request)

Public policy is not confined to government. Corporations, international organizations, non-profits, foundations, religious groups, and other entities communicate with elected officials and others to formulate public policy. This course investigates their interplay in print, verbal, and visual communication forms. Particular reference is made to topics such as: racism, anti-semitism, Nazism, environmentalism, the Civil Rights Movement, the Women's Movement, social responsibility, social entitlements, cultural/language movements, illegal/other immigrants' rights, and technology. 3 credits

GCA 222 Customer-Service Management Communication (Upon Request)

This course is designed to provide students with an understanding of principles and practices in effective customer-service management communication. The focus is on writing, speaking, information literacy, and non-verbal communication in business settings. Students learn about communication frameworks that include customer service policy formation, customer service in organizational/institutional planning, marketing, and profitability. Students analyze complex customer service issues and problems and make logical and sensitive written and oral presentations. 3 credits

GCA 301 Commercial Advertising (Upon Request)

Principles and practices in media advertising. Intensive exercises in the preparation and editing of copy and formats. 3 credits.

GCA 302 Introduction to Journalism (Upon Request)

Principles and practices in the writing, editing, and publishing of community newsletters, journals, and other periodicals. Preparation of news releases, feature stories, and editorial writing. Techniques of securing and disseminating information. 3 credits

GCA 305 Intercultural Communications (Fall, Spring)

Culture is communication. It is the way we organize our lives and interactions. This course is designed to explore ways that verbal and nonverbal communication occurs in various cultures in workplace, management, marketing, social, and other interactions. Recognizing globalization and our increasingly multicultural society, the aim of the course is to develop culturally fluent persons. 3 credits

GCA 306 Event Management (Fall, Spring)

This course is directed to those preparing for careers in the private or public sector in which the planning and implementation of events, seminars, programs, promotions (such as fund-raising), and conferences are occasional or frequent responsibilities. The focus of this course is the development of analytical and planning skills and the social, cultural, and psychological context in which these are used in communication. Students learn to do various types of research used in communication, to prepare basic budgets, and to work as part of a communication team. 3 credits

GCA 312 Debate and Rhetoric (Upon Request)

Debate is intellectual combat. The debate process teaches critical thinking automatically. Debate trains the mind to strategize, analyze and research all sides of an issue as well as organize and present a cogent understanding of one side of a position. The ability to argue and defend a position while knowing the strengths and weaknesses of all sides is the best kind of preparation for the professions as well as daily life. 3 credits

GCA 320 Professional Business Communication (Upon Request)

This course is designed to provide students with an understanding of principles and practices in effective business communication. The focus is on writing, speaking, information literacy, visual/graphic arts, and non-verbal communication in business settings. Students learn about business communication frameworks that include business plans, business proposals, reports, business studies, graphic aids, and oral presentations. Students learn to organize their thoughts logically, to analyze complex issues and problems, and to present points of view. 3 credits

GCA 350 Managerial Communication (Upon Request)

The purpose of this course is to improve the ability of prospective managers to communicate effectively within organizations and with external publics. Students, individually and in teams, make oral presentations about case studies and problems. Students analyze research and compose various types of business and professional reports and materials. Students learn how to identify barriers to communication and methods to overcome them.

Prerequisites: GLL 122 and departmental approval. 3 credits

GCA 481/482 Independent Study (Upon Request)

Prerequisite: Departmental approval. Credits to be arranged.

GCA 494 Internship in Communication (Upon Request)

Students work in a Communication capacity in a business or organization related to communication to gain practical experience in the field. Performance is assessed by the site supervisor and a department faculty member. A weekly journal is required. May be taken twice with two different organizations.

Pre-requisite: GCA 100 and permission of the Department Chair. 3 credits

MATHEMATICS

The courses offered by the Mathematics Department enable students to fulfill mathematics requirements in the liberal arts core and degree requirements for human services, health science sequence, business and education programs. Baccalaureate students must pass GSM 130 prior to graduation.

FACULTY

S. Fuhrer, Chair of Undergraduate Studies; W. Kunz, Deputy Chair; B. Ashurova, Coordinator

Note: A one-credit “topics” or workshop course may be offered with certain three-credit Mathematics courses.

GSM 001 Developmental Math (Fall, Spring)

Review of basic arithmetical and algebraic skills. Topics include whole numbers, factoring, fractions, decimals, linear equations, word problems and signed numbers. Required of all students who do not pass the placement test or have appropriate transfer credit for mathematics.

4 hours. 0 credits. Placement by examination.

GSM 130 College Mathematics (Fall, Spring)

Algebraic topics including linear equations and inequalities, systems of equations, quadratic equations, all including word problems. Exponents and radicals, operations with polynomials, factoring, and graphing.

Prerequisite: GSM 001 or placement. 3 credits

GSM 131 College Algebra and Trigonometry (Fall, Spring)

Study of algebraic functions, solutions of quadratic word problems using two variables, equations, trigonometric functions and their graphs, logarithms, and exponential functions.

Prerequisite: GSM 130 or departmental approval. 3 credits

GSM 132 College Math Workshop (Fall, Spring)

Corequisite: GSM 130. 1 credit

GSM 133 College Algebra and Trigonometry Workshop (Upon Request)

Corequisite: GSM 131. 1 credit

GSM 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: GSM 130 or placement. 3 credits

GSM 135 Pre-Calculus Workshop (Fall, Spring)

Corequisite: GSM 134. 1 credit

GSM 136 Mathematical Foundations (Upon Request)

This course is designed to acquaint the student with various fields within mathematics including the binary system, plane and solid geometry, set theory, scientific notation, basic probability and statistics, math of finance and other areas.

Prerequisite: GSM 001 or placement. 3 credits

GSM 137 Mathematical Foundations Workshop

Corequisite: GSM 136. 1 credit

GSM 140 Statistics: Theory & Application (Annual)

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 Business Education and the Natural Sciences

Prerequisite: GSM 130 or departmental approval. 3 credits

GSM 141 Statistics Workshop (Annual)

Corequisite: GSM 140. 1 credit

GSM 142-143 Calculus I, II (Annual)

Continuity, limits, differentiation, and integration of polynomial, exponential, and trigonometric functions. Curve sketching and related rates. Definite integrals, arch length, parametric equations and conic sections. Applications to geometry, physics, and other areas.

Prerequisite: GSM 134 or placement by departmental examination. 4 credits each

GSM 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 GSM 140.

Prerequisite: GSM 130 or exemption. 3 credits

GSM 261.1 Statistics Workshop (Fall, Spring)

Corequisite: GSM 261.1

COMPUTER SCIENCE

Courses in the department enable students to earn certificates and associate and baccalaureate degrees in Business Management and Administration with concentrations in Information Systems. They also help students fulfill requirements in Business, Education and Liberal Arts.

FACULTY

I.Herskowitz, Dean of Undergraduate Studies; P. Bina, Deputy Chair; J. Epstein Deputy Chair

GCO 101 Introduction to Computer Concepts for Non-Majors (Upon Request)

Computer Concepts discusses basic computer topics and terminology. Computer hardware and software is discussed along with general personal computer (PC) applications. The Information Processing Cycle is addressed in great detail. Other topics include computer usage in today's society, data communications, systems analysis and a microcomputer buying guide. Types of data storage are also discussed. 4 credits

GCO 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

GCO 122 Computer Literacy and Information Retrieval (Fall, Spring)

Students examine basic computer topics and terminology, with special emphasis on electronic information retrieval, as they explore ways to utilize information retrieval technology to keep abreast of developments in their various academic disciplines. To this end, computer hardware and software are discussed, along with personal computer applications such as Microsoft Office. Internet topics, such as advanced search techniques, constructing deep searches, finding specialty information, newsgroups and mailing lists, are examined in detail. A capstone project is the preparation of a research project, making use of both traditional as well as electronic methods of research. 3 credits

GSO 125 WAN I Lab (Fall, Spring)

This course/lab is offered in conjunction with GCO 223-WAN-I. Students will learn how to build and support simple Ethernet and wireless routers and switches, using Cisco command-line interface (CLI) commands to perform basic router and switch configurations. They will also network tools to verify small network operations and analyze data traffic through hands on practice in the computer lab. 1 credit

GCO 126 The Computer Milieu (Upon Request)

This course is designed to introduce the most fundamental computer concepts and terminology in conjunction with a programming- or hardware-oriented curriculum. The basic terminology of hardware, software, data communications, the Internet, and the World Wide Web is discussed.
1 credit

GCO 127 WAN II Lab (Fall, Spring)

This course/lab is offered in conjunction with GCO 224-WAN-II. Students will learn how to configure a switch with VLANs and inter-switch communication, implement WAN links, and configure routing protocols on Cisco devices. Students will also perform troubleshooting and design simple internetwork using Cisco technology through hands on practice in the computer lab. 1 credit

GCO 130 Survey of PC Applications (Upon request)

This is an introductory course specifically designed for management and office technology. Windows operating system, electronic word processing, spreadsheet applications and presentation programs are discussed in detail with extensive lab exercises. Software will be updated to reflect current popular application programs used in the business world. Outside lab time will be required for class assignments. 4 credits

GCO 141 Introduction to Programming (Fall, Spring)

This course is a concentrated orientation course dealing with algorithms, programs, and basic processing of quantitative character information. Emphasis is placed on flow-charting techniques and general programming concepts to include: instruction types, loops, arrays, input/output blocks, functions, pointers, arithmetic operations, debugging and verification of programs. Applications are selected from the areas of business, accounting, mathematics/statistics and the social sciences. Prerequisite: GCO 120; if GCO 120 is taken as a co-requisite, GCO 147 must also be taken as a co-requisite 3 credits

GCO 147 Computer Hardware, Software and System Security (Fall, Spring)

This course provides an introduction to the computer hardware, software, and security skills needed to meet the growing demand for entry - level information technology (IT) professionals. It covers the fundamentals of PC computer technology, networking, and security. Students develop working knowledge of how computers operate, how to assemble computers, how to troubleshoot hardware and software issues, and implement computer system security.
Corequisite: GCO 120. 3 credits

GCO 156 Electronics for Computers and Data Communications (Fall, Spring)

This course teaches students the electronic fundamentals required for modern day computers systems and telecommunications topics. The course allows the student to build technical intuition specifically for the rapidly changing world of IT technology for both computer and telecommunication technology.
Prerequisite: GCO 120. Corequisite: GCO 147. 3 credits

GCO 162 Advanced Survey of Business PC Applications (formerly GCO 148) (Fall, Spring)

This course is a continuation of the Excel and PowerPoint applications taught in GCO 120. A current accounting application is also taught. The goal is to fully expose business students to the PC applications available to them, so that they may integrate these applications into their studies and on the job.

Prerequisites: GCO 120 and GBM 101. 3 credits

GCO 201 Digital Electronics (This course is no longer offered.)

This course is designed to provide students with knowledge of the theoretical background and experimental application of modern electronic devices and circuitry. Students develop knowledge of analog and digital electronics concepts and techniques as a fundamental background for understanding networked computer systems. The course emphasizes the basic principles, theorems, and circuit behavior followed by applications and troubleshooting techniques. Topics include concept of electricity, direct current circuitry, Ohm's Law and Kirchoff's rules; alternating current circuits, capacitance and inductance, complex impedance; diodes, bipolar transistor, single and multiple voltage amplifiers; binary logic, logic gates, resistor, diode and transistor-transistor logic; digital memory; analog-to-digital and digital-to-analog converters.

Prerequisite: GCO138 or GCO 147. 3 credits

GCO 202 Networking Essentials (Fall, Spring)

Networking Essentials defines "Data Communications" and related terminology; presents real world examples of Data Communications; describes network components & their corresponding functions; explains data flow throughout a network, and generates a keen understanding of how "connection" and "communication" are achieved in a network. The students will develop the understanding of how information flows throughout a network, from sender to receiver. **Not open to students who have taken GCO 353.**

Prerequisite: GCO147. 3 credits.

GCO 220 Java I (Annual)

This course introduces students to Object Oriented Programming (OOP) using Java. Students will create Java applets and applications. The use of the Java language in developing Internet applications will be emphasized. This course is offered with a one credit lab (GCO 220.6)

Prerequisite: GCO 141 or exemption. 3 credits

GCO 222 Java II (Annual)

This course teaches students to create programs using advanced Java features such as: multithreading, java collections, networking, database, remote objects using Client/Server organization and JavaBeans technology.

Prerequisite: GCO 220. 3 credits

GCO 223 Wide Area Networks I (Fall, Spring)

This course provides a hands-on introduction to networking and the Internet using tools and hardware commonly found in small-to-medium network environments. Instruction includes networking, network terminology and protocols, network standards, LANs, WANs, OSI model, cabling, cabling tools, routers, IP addressing, and Internet connectivity. Network monitoring and basic troubleshooting skills are taught in context.

Prerequisite: GCO 147. Corequisite: GCO125. 3 credits

GCO 224 Wide Area Networks II (Fall, Spring)

This course is designed to provide students with classroom and laboratory experience in current and emerging networking technologies. It familiarizes students with the equipment applications and protocols installed in enterprise networks, with a focus on switched networks, security, and advanced routing protocols. Hands-on exercises, including network design processes, configuration, installation, and troubleshooting, upgrades, competitive analyses, and system integration reinforce student learning.

Prerequisite: GCO 223. Corequisite: GCO 127. 3 credits

GCO 228 Advanced Computer Hardware and System Security (Fall, Spring)

This course covers the advanced concepts of PC computer technology, networking, and security. It emphasizes the advanced practical application of skills and procedures needed for hardware and software installations, upgrades, troubleshooting systems and implementing computer system security. Additional topics covered include laptops and portable devices, wireless connectivity and basic implementation skills, system and network security, safety and environmental issues, applied network configuration and troubleshooting skills.

Prerequisite: GCO 147. 3 credits

GCO 230 C++ Programming Language (Upon Request)

This course focuses on the vocabulary and syntax of C++ by reading, writing and revising real problems. Topics include: data types, operators and expressions, control flow, functions and program structure, pointers and data structures and I/O. Extensive lab time is scheduled.

Prerequisite: GCO 141 or exemption. 3 credits

GCO 231 Fundamentals of Network Security (Fall, Spring)

This course focuses on the overall security policy with emphasis on hands-on skills in the areas of secure perimeter, secure connectivity, secure management, identity services, and intrusion detection. The course teaches students to design and implement security solutions that will reduce the risk of revenue loss and vulnerability.

Prerequisite: GCO 202. 3 credits

GCO 232 Advanced Programming (Upon Request)

In this course students learn disciplined programming techniques including style analysis and structured programming. Advanced programming concepts including structures, advanced topics in pointers, file I/O, physical organization of files, files structures, file maintenance. Experience in selecting and using sequential data structures. Concepts and experience in selecting and using input-output techniques for sequential and non-sequential file processing.

Prerequisite: GCO 141. 3 credits

GCO 234 LAN Applications I (Fall, Spring)

In this course students practice on-line network instruction lab exercises utilizing LAN software. Students become hands-on familiar with a popular LAN software package including installation, utilization service, support and troubleshooting. The software will be adjusted to reflect the constantly changing technologies available. Lab time is required for class assignments.

Prerequisite or Corequisite GCO 202. Corequisite: GCO 354. 1 credit

GCO 236 Advanced LAN Applications II (Fall, Spring)

In this course students work with on-line networking instruction lab exercises using LAN software. Students become hands-on familiar with a 2nd popular LAN software package including installation, utilization service, support and troubleshooting. The software will be adjusted to reflect the constantly changing technologies available. Lab time is required for class assignments.

Prerequisite: GCO 234. Corequisite: GCO 355. 1 credit

GCO 240 Microcomputer Operating Systems (Upon Request)

This course explores one or more microcomputer operating systems in detail, including troubleshooting, file and folder management, sharing information, running applications and customizing windows. Hardware, e-mail and managing network resources are also included.

Prerequisites: GCO147. 3 credits

GCO 243 Operating Systems (Upon Request)

Students are exposed to design and implementation of operating systems. Multi-programming, multi-processing, time-sharing. Communications, conversational computing, computer networks, memory protection, process management, interrupts segmentation, inter-process communications, paging, virtual memories, memory management. The deadlock problem, detection, recovery and prevention methods. Input, output, buffering, channels. Lab time is required for class assignments. The software will be adjusted to reflect the constantly changing technologies available.

Prerequisite: GCO 147. 3 credits

GCO 245 UNIX Operating Systems (Annual)

Topics in this course include introductory and advanced features of the UNIX operating system. Students gain valuable in-depth knowledge of the entire UNIX environment and the inner workings of this operating system.

Prerequisite: GCO 141. 3 credits

GCO 250 Advanced UNIX Operating System (Upon Request)

This course is designed for the student who is familiar with the basics of the UNIX operating system and desires to gain experience with advanced UNIX development and inter-process communication. The course includes a lab.

Prerequisite: GCO 245. 3 credits

GCO 254 Database Applications (Upon Request)

This course explores in detail a current database application program with extensive lab exercises. An advanced review of a Windows Operating Systems is included. Outside lab time is required for class assignments. Software will be adjusted to reflect constantly changing application technology.

Prerequisite: GCO 141. 3 credits

GCO 260 Computer Architecture (Fall, Spring)

This course exposes students to basic digital circuits, Boolean algebra, combinational logic, data representation, transfer and digital arithmetic. Digital storage and accessing, control functions, input-output facilities, microprogramming, system organization, and reliability. Description and simulation techniques. Features needed for multi-programming, multi-processing, and real-time systems. Lab time is required for class assignments.

Prerequisite: GCO 156. 3 credits

GCO 264 Data Structures I (Fall, Spring)

This course explores the more advanced concepts of the Object-Oriented Design and Programming paradigm including operator overloading, inheritance versus composition, polymorphism, run-time compile time binding, multiple inheritance, shallow versus deep copying, exception handling, and function templates. In addition, the basic file I/O operations will be covered. Some basic data structures such as stack and queues may be introduced as well.

Prerequisite: GCO 230 or GCO 220. 3 credits

GCO 268 Wide Area Networks III (Upon request)

This is the third of four courses designed to introduce new content and extend previously learned networking skills. Instruction introduces and extends the student's knowledge and practical experience with switches, Local Area Networks (LAN's) and Virtual Local Area Networks (VLAN's) design, configuration and maintenance. Students develop skills related to configuring LAN's, WAN's, Novell networks, Internetwork Packet Exchange (IPX) routing and Interior Gateway Routing Protocol (IGRP) protocol and network troubleshooting.

Prerequisite: GCO 224. 3 credits

GCO 270 Visual Basic I (Upon Request)

This course discusses event-driven programming, using the Visual Basic programming Language. The difference between this type of programming, and sequential programming is examined. Building blocks within the user interface, various properties and functions, assigning access keys, TOE charts and variables are some of the topics discussed. This course includes extensive lab time.

Prerequisite: GCO 141 or exemption. 3 credits

GCO 272 Visual Basic II (Upon Request)

The student's understanding of the techniques of event-driven programming using the Visual Basic programming language is explored and enhanced. More advanced topics such as sorting data, and relationships to databases are discussed.

Prerequisite: GCO 270. 3 credits

GCO 275 Advanced Internet Tools and Web Page Design (Fall, Spring)

This course introduces HTML, XHTML, Cascading Style Sheets, JavaScript, and DHTML. Students will design and implement significant Internet based Web sites using all the major features of HTML and client side scripting.

Prerequisite: GCO 141. 3 credits

GCO 311 Wireless Networks (Fall, Spring)

This course explains the general principles of wireless networking including architectures, protocols, and standards. It describes concepts, technology, and applications of wireless networking as used in current and next-generation wireless networks. It explains the engineering aspects of wireless networks functions and designs.

Prerequisite: GCO 202. 3 credits

GCO 315 Voice over IP Fundamentals (Upon request)

This course provides students with the in-depth knowledge of Voice over IP (VoIP) and the TCP/IP networking protocol that VoIP is based on. VoIP technology, or making telephone calls over data networks such as the Internet, is now expected to become the standard telephone technology.

This course provides the integral information needed by Information Technology students to understand and plan for future implementations of Voice over IP.

Prerequisite: GCO 223. 3 credits

GCO 321 Computer Forensics (Fall, Spring)

This course introduces students to the collection, preservation, presentation and preparation of computer based evidence for the purposes of criminal law enforcement or civil litigation. These activities define the central roles of computer forensic practitioners involved in investigating computer crime scenes and torts involving computers. Students will be prepared to assist in the formulation and implementation of organizational computer forensics preparedness policies, to determine the necessity for forensic procedures, extend governance processes to allow for proper future forensic investigations, and to be contributing members of computer forensics investigation teams.

Prerequisite: GCO 231. 3 credits

GCO 325 Advance Network Security (Fall, Spring)

This course focuses on the managerial aspects of information security and assurance for network administrators. It provides a study of information security concerns and techniques to protect against the risk of revenue loss and vulnerability utilized in current business environment. Topics covered include access control models, information security governance, and information security program assessment and metrics.

Prerequisite: GCO 231. 3 credits

GCO 343 Database Concepts & Design (Fall, Spring)

This course provides students with an informed and critical perspective on current alternatives in the Database Management Systems (DBMS) area. Topics include: architecture; hierarchic, network and relational database approaches with respect to database structure, integrity, user view mechanisms, data storage and access techniques. Data manipulation; normalization and file structures versus DBMS; SQL & QBE.

Prerequisite: GCO 141. 3 credits

GCO 344 Relational Database (Upon Request)

This course provides students with a critical understanding of relational database concepts, theory and contemporary relational database management systems. Topics include: query language, distributed database management systems relational database design and trends in database.

Prerequisite: GCO 220 or GCO 230 or GCO 232 or GCO 270. 3 credits

GCO 346 Business Programming (Upon Request)

This course is a comprehensive overview of a popular business-related programming language for experienced programmers. Business applications are emphasized. Outside lab time is required to complete programming exercises. The programming language will be adjusted to reflect popular programming trends.

Prerequisite: GCO 220 or GCO 230. 3 credits

GCO 351 Computer Hardware (No Longer Offered.)

An introduction to the hardware levels comprising the structure of a computer. A discussion of the components, operations and data types of each level, starting with the electronic gates and up through the operating system. Students develop an understanding of how the hardware building blocks interface with sophisticated software to enable the computer to operate, as well as how to troubleshoot hardware problems.

Prerequisites: GCO 147. 3 credits

GCO 352 Structured Systems Analysis (Annual)

This course provides students with a comprehensive understanding of the system life cycle with a strong emphasis on the analysis phase. Topics include: data flow diagrams (a graphic tool that represents data interfaces and functions); building system models using data flow diagrams; data dictionary; introduction to the CASE tools; and AD/cycle. Students participate in practical case studies and presentations in system analysis.

Prerequisite: GCO 264. 3 credits

GCO 353 Data Communications (Fall, Spring)

This course provides students with a comprehensive understanding of present and future trends in the communications industry. The course discusses transmission media, transmission impairments, information structure, OSI model, LANs, WANs, modems, interfaces, standards, and protocols.

Prerequisite: GCO 202. 3 credits

GCO 354 Local Area Network Concepts and Software (Fall, Spring)

This course provides students with a basic understanding of various major hardware and software products and designs related to a Local Area Network (LANs). The course discusses a popular LAN software product involving topologies, access protocols, security and LAN installation with service and support. Lab time is required to complete class assignments. The software will be adjusted to reflect the constantly changing technologies available.

Prerequisite or Corequisite: GCO 202. Corequisite: GCO 234. 3 credits

GCO 355 Advanced Local Area Network Architectures and Software (Fall, Spring)

This course presents various advanced LAN architectures and industry standards. Details of the IEEE standards are covered along with networking protocol suites - SNA and NETBIOS - as they apply to LANs. The course discusses software coexistence, integrating networking, management products and a second popular LAN software product. Lab time is required to complete class assignments. The software will be adjusted to reflect the constantly changing technologies available.

Prerequisite: GCO 354. Corequisite: GCO 236. 3 credits

GCO 356 Advanced Topics in Local Area Networks (Upon Request)

This course focuses on intensive hands-on training and advanced troubleshooting issues, and discusses the current version of Windows OS and Windows Server. The course prepares students for the MCP exam.

Prerequisite: GCO 355. 3 credits

GCO 364 Data Structures II (Annual)

This course discusses representations, implementation and applications of stacks, queues, linked lists, trees and graphics, as well as recursion, sorting and searching techniques. There is minimal lab time.

Prerequisite: GCO 264. 3 credits

GCO 366 Projects in Programming (Upon Request)

This course teaches students to apply all previously-learned concepts in object-oriented programming. Students design and implement a complete package for common business needs under the supervision of the faculty advisor.

Prerequisite: GCO 222 or GCO 272 or GCO 345 or GCO 364. 3 credits

GCO 368 Advanced Topics in Object-Oriented Programming (Upon Request)

This course utilizes a current object-oriented programming language to explore advanced OOP concepts such as: classes, objects and encapsulation; inheritance and polymorphism; static and dynamic binding; and case studies in OOP implementation.

Prerequisite: GCO 364. 3 credits

GCO 370 Wide Area Networks IV (Upon Request)

This course introduces new content and extends previously-learned networking skills. It also extends the student's knowledge and practical experience with Wide Area Networks (WANs), Integrated Services Data Networks (ISDN) and Point-to-Point Protocols (PPP), and Frame Relay design, configuration and maintenance. Students develop skills related to configuring WAN's, ISDN, PPP and Frame Relay protocols, and network troubleshooting.

Prerequisite GCO 268. 3 credits

GCO 443 Advanced Topics in Database (Upon Request)

This course will cover features of Microsoft SQL Server. Students will learn the use of such utilities as Enterprise Manager and ISQL/W. This course includes expanded coverage of Transact-SQL, Stored Procedures, and Triggers.

Prerequisite: GCO 343 or GCO 344. 3 credits

GCO 451 Special Topics in Computer Science (Upon Request)

Topics of current interest in computer science. Offerings include software engineering, microprocessors, computer graphics, system simulation, expert systems, and local area networks.

Prerequisite: GCO 230 or GCO 232 or GCO 270. 1-4 credits

GCO 462 Advanced Topics in Data Communications (Upon Request)

Topics of current interest in data communications. Offerings include specific LAN software, telecommunications, emerging technologies, and electronics.

Prerequisite: GCO 355. 3 credits

GCO 481, 482 Independent Study (Upon Request)

Independent Study project supervised by a faculty member.

Prerequisites: Senior status and departmental permission. 1-4 credits

GCO 494 Senior Honors Project in Computer Science (Upon Request)

Students complete a senior research project supervised by a faculty member. Achievement is measured by demonstrable attainment of project goals. A detailed written report is required.

Prerequisites: Senior status and departmental approval. 3 credits

GCO 498 Internship in Computer Science (Upon Request)

Students complete a commercial business project requiring a minimum of 9 hours of work per week.

Internships complement students' classroom training and prepare them for the business world.

Achievement is measured by demonstrable attainment of project goals and an evaluation by the business's management.

Prerequisites: Senior status and departmental approval. 3 credits

Computer Applications Tutorials (1 credit each)

GCO 214 Spreadsheet Tutorial

GCO 215 Database Tutorial

GCO 216 Advanced Spreadsheet Tutorial

GCO 218 Advanced Database Tutorial

Digital Multimedia Design

GCD 130 Survey of PC Applications (Annual)

This course introduces students to the concepts and much of the terminology unique to the computer-based design world. Operating systems with related applications, file types and resolutions, and a general understanding of hardware will be covered. Lab time will be allotted for this course. 4 credits.

GCD 150 Foundations of Design I (Annual)

In this course, students are taught the basics of two-dimensional design as related to graphic design and digital multimedia design. The basic vocabulary of visual form is taught, and materials and board skills necessary for these projects are explored. Overall, the development of students' visual creative skill is emphasized. Students will produce projects which reflect their understanding of the concepts and skills taught. 3 credits.

GCD 155 Foundations of Design II (Annual)

In this course, students' knowledge of basic design is extended into the area of graphic communication and typography in order to develop a framework on which to do professional graphic and web design. The course explores the following concepts: visual form as communication; the relationship of content and visual form; typography as a visual form; basic technical typography; a brief history of graphic communication and typography; and a working methodology for problem solving. The course requires students to produce projects which reflect their cumulative understanding of the concepts and skills taught.

Prerequisite: GCD 150. 3 credits.

GCD 201 Exploring Typography (Annual)

In this course, students study how human "markings" evolved from the earliest times to the present digital era, focusing on how letterforms began and how they've changed over time. Class projects concentrate on analyzing the structure of type form and how to use it effectively for creative visual communication. The course also highlights how to achieve visual effectiveness in the relationship of text to images on a page or screen.

Prerequisite: GCD 150. 3 credits.

GCD 221 Photography (Annual)

This course uses camera and photographic processes as vehicles for artistic expression, perceptual discovery and design, and explores traditional and experimental use of photographic processes. Students provide their own cameras and basic materials. 3 credits.

GCD 230 Digital Multimedia Design I (Annual)

This course introduces students to the principles of digital multimedia design, graphic design, page layout and typography. The relationship of typography to images and graphics in a full-color environment are explored through the assignment of various projects. Output requirements and the correct preparation of files are discussed. Good design and appropriate solutions for the problems presented are also encouraged. The software introduced to students is monitored and adjusted to reflect constantly changing technologies in the field. 3 credits.

GCD 231 Digital Multimedia Design II (Annual)

This course focuses on advanced features of page layout software. Students build upon previous knowledge of the software by designing material for a business or advertising environment, including stationery, business cards, corporate identity, logos and brochures. This class includes a workshop/lab; topics covered include scanning, color separation and setting up files for pre-press. Lab time is necessary for class assignments and students present their work during class critiques. The software introduced to students is monitored and adjusted to reflect constantly changing technologies in the field.

Prerequisite: GCD 230 and 235. 3 credits.

GCD 235 Computer Graphic Design I (Annual)

This course introduces students to the use of vector-based software, to create illustrations, use typographic design principles, create logos, and incorporate images with graphics. The focus is on understanding the use of software as an illustration tool and on beginning to develop original ideas. Design principles, use of color and composition are also emphasized. Lab time is necessary for class assignments. 3 credits.

GCD 236 Computer Graphic Design II (Annual)

This course introduces students to working with images in a digital environment. Students receive an overview of tools, scanning, color correction, image size resolution, and digital compositing. Students work on projects that simulate “real world” design concepts and then present their work during class critiques. Lab time is necessary for class assignments.

Prerequisites: GCD 230 and 235. 3 credits

GCD 262 Digital Multimedia Design III (Annual)

Page layout and the implementation of images and illustrations into a multipage document are the major focus of this course. The pre-press process, the preparation of images for output, and the use of crop marks, bleeds, and color separation are discussed. Students are expected to work independently on projects in addition to class meetings. Lab time is necessary for class assignments, and students present their work during class critiques.

Prerequisites: GCD 155, 231, 236. 3 credits.

GCD 263 Web Design I w/Lab (Annual)

Introduction to webpage design; students will learn the skills needed to author and publish documents using HTML and authoring software. Design skills will be applied towards webpage construction. Students learn to apply their knowledge of print design and computer software to webpage design. Lab time outside of class will be necessary for class assignments.

Prerequisites: GCD 155,231 and GCD 236. 4 credits

GCD 264 Web Design II (Annual)

This course covers topics such as client interactions, case studies, marketing strategies for websites, navigation design, SEO, responsive design, team projects, project planning and user testing. Students are required to create a minimum of one fully functional website for review. Advanced web design features are also explored.

Prerequisite: GCD 263. 3 credits

GCD 267 Computer Graphic Design III (Annual)

In this course, students use advanced software tools to create, correct, and manipulate images on a professional level. Emphasis is placed on developing visual literacy in color and image manipulation. The development of the sequential thinking required to do advanced work is stressed. Lab time is necessary for class assignments.

Prerequisite: GCD 236. 3 credits

GCD 291 Principles of 2D Animation (Annual)

This course explores the modern techniques and applications of 2-D animation and its technological implementation. Students study animation with emphases on production techniques, both technological and artistic, and on motion analysis, with an eye toward producing realistic/believable motion and performances.

Prerequisites: GCD 236. 3 credits

GCD 302 Web Design III (Annual)

This course covers advanced techniques in website design focusing on the functionality of interactive sites and effective use of text, graphics, and animation. Students are required to upload their original, functional websites for evaluation.

Prerequisite: GCD 264 and 267. 3 credits

GCD 303 Multimedia Design (Annual)

In this advanced course, students will create animations and interactive Quick Time movies, mobile applications, CDs and DVDs. Prerequisite: GCD 302

GCD 320 Information Design (Annual)

The visual display and interpretation of quantitative information are increasingly critical in the information age. This course is concerned with the graphic designer's contribution to the handling of complex quantitative data, both in printed designs and on the internet.

Prerequisite: GCD 262. 3 credits

GCD 335 Advanced Design Studio (Annual)

This course thoroughly acquaints students with traditional design skills necessary for the creation of professional-level designs. An emphasis is placed on mechanical techniques, conceptual thinking, and expanding students' visual vocabulary. Thumbnails, roughs, and mechanical layouts are taught, including the use of typography, hand lettering, color usage, audience research and targeting, and copy writing.

Prerequisites: GCD 262 and GCD 267. 3 credits

GCD 357 Computer Illustration (Annual)

In this course, students use a vector-based computer drawing program as a visual thinking tool, with experimental approaches to a variety of applied illustration problems. The focus is on conceptualizing and executing illustrative designs appropriate to a number of media formats (advertising, editorial, informational). Students are encouraged to use innovation while honing skills in conceptualization, technique, design and presentation of computer illustrations. Projects completed in this course add significantly to the student designer's portfolio.

Prerequisites: GCD 236. 3 credits

GCD 360 Video Production Studio (Annual)

This class is an introduction to shooting and editing digital video. Students create projects composing multilayered videos for DVD and the web. Sound editing, transfer of analog to digital, video graphics and streaming media are explored in this course. Pre-production planning and storyboarding will be stressed. 3 credits

GCD 420 Authoring Languages (No Longer Offered)

Introduction to programming languages for interactive digital media. Each semester offering is devoted to a specific language. This course may include Java script and other interactive programming languages.

Prerequisites: GCD 232

GCD 451 Special Topics (Upon Request)

This course will cover topics of current interest in digital multimedia design. Possible offerings include the business of graphic design, digital 3-D design, streaming technology for webcasting, or multimedia presentation.

Prerequisite: Departmental approval. 3 credits

GCD 480 Senior Project (Upon Request)

This is an advanced studio course devoted to individual portfolio-quality projects. Students choose one field of design in which to concentrate in developing a portfolio project for the semester. Areas of focus may be multimedia design, website print design (advertising, corporate, information, etc.) or other related design fields, with faculty approval.

Prerequisite: Departmental approval. 3 credits

GCD 490 Senior Portfolio (Annual)

Students design professional pieces that will enhance their chances of attaining a position in fields related to digital multimedia design. Magazine and catalogs, book cover design, package design, web design, and corporate identity are among the projects required for this course. Discussions on effective resumes and how to prepare for job interviews, as well as the job search, are also explored. Students will present portfolios to faculty members of the Digital Multimedia Design Program for critique and evaluation throughout the semester. Presentation skills, such as mounting and matting work, will be covered. Lab time will be required for class assignments.

Prerequisites: GCD 262, 264, 267 and 335. Corequisite: GCD 302. 3 credits

GCD 498 Internship in Digital Multimedia Design (Upon Request)

This course requires students to complete an internship in a digital multimedia design or web-related field. Weekly logs and design work are required for internships and are reviewed by members of the Digital Multimedia Design Department faculty at the completion of the internship. The purpose of the internship is to provide students with practical experience to complement their coursework.

Prerequisite: Departmental approval. 3 credits

DIGITAL MEDIA ARTS

GBM 125 The Music Business

This course covers issues of major importance to everyone seeking a livelihood in the music business. Topics include copyright, recording and production contracts, publishing and business organizations.

3 credits

GCO 123 Basics of Digital Applications (BDA)

Students start with basic computer skills such as logging in, directory navigation, launching applications and file management. Digital sampling is explained and explored. The hands-on lab component has each student at their own workstation working with industry standard audio applications including Pro Tools, Reason and Ableton Live.

3 credits

GCO 128 Audio Electronics (AE)

Students are taught the essentials of DC, AC, analog and digital electronics. Basic terminology and electrical laws are necessary to understand, operate and troubleshoot modern digital and analog audio technology. The fundamentals of these concepts are presented in this class.

3 credits

GCO 149 Acoustics and Sound (AS)

This course covers the basics of sound propagation, human perception of sound and the physical properties of musical instruments. Recording studio design concepts and music theory are also discussed.

3 credits

GCO 153 Electronic Systems (ES)

A wide variety of microphones, speakers and amplifiers are studied. Students will learn how to select and place the proper microphone for each recording situation. Speaker design and placement from stereo to 5.1 surround sound will be addressed through comprehensive demonstrations in the classroom and DMX studio

3 credits

GCO 154 Audio Processing Devices and Mixing (APD)

Students explore audio processors and their applications. Topics include: mixing consoles and signal routing, patch bays, compressors and expanders, equalization, delay and reverb. In the hands-on lab component students gain further experience editing and mixing on the industry standard Pro Tools platform.

3 credits

GCO 226 Digital Audio Mixing Advanced (DAMA)

The hands-on component has each student at his or her own Digital Audio Workstation. Emphasis is on automation, using plug-ins, EQ, sends, reverb, delay, compression and gating. Students are also exposed to multi-track editing. The student will mix and burn a variety of multi-tracks to two-track stereo. The lecture component introduces the student to the studio and its specific equipment.

3 credits

GCO 227 MIDI Applications, Synthesis and Virtual Synthesis (MIDI)

Midi protocol, sequencing and synthesis are the focus of this course. During the hands-on component the student works at his or her own Digital Audio Workstation. Students will learn how to record and edit MIDI sequences, program synthesizers and samplers using MIDI keyboards interfaced with Pro Tools, Reason and Ableton Live.

3 credits

GCO 269 Post-Production (POST)

Students will learn the techniques used in creating and recording dialog, music and sound effects for film. Topics covered include sound design, foley and mixing for 5.1 surround sound. In the labs students will create their own soundtracks for various video projects.

3 credits

GCO 285 The Recording Studio (RS)

In the Recording Studio workshop students will be conducting their own recording and mixing sessions with minimal assistance from instructors. Students will be allowed to bring their own bands/artists in for these sessions in some instances an artist may be provided by the instructor. These sessions will take place in DMX's four Pro Tools HD2 equipped control rooms.

3 credits

NATURAL SCIENCES

The Division of Natural Sciences includes the departments of Biology, Chemistry and Physics. Courses offered by these departments enable students to fulfill the science requirements for Health Sciences sequences. They also enable students to fulfill liberal arts and science requirements as well as concentrations in Interdisciplinary Liberal Arts.

FACULTY

R. Bressler, Chair of Undergraduate Studies; M. Schiffenbauer, Chair Biology; T. Werblowsky, Chair, Chemistry & Physics; F. Califano, Deputy Chair Chemistry & Physics

General Science (Non-Laboratory)

Note: A related one-credit "topics" or workshop course may be offered with certain three-credit General Science courses.

GSB 113 Human Biology for Non-Education Students (Annual)

A course designed to provide an understanding of the principles of human biology for non-science students. Topics covered include: biochemistry, cell structure and function, cellular reproduction, digestion, nutrition, circulation, excretion, metabolism, hormonal control, the nervous system, reproduction and heredity. 3 credits

GSS 100 Introduction to Life Sciences (formerly Introduction to Health Sciences) (Upon Request)

An introductory course designed for students who choose the science option. It deals with major concepts and scientific terms in biology, biochemistry, anatomy, physiology, genetics, and taxonomy. 4 credits

GSS 104 History of Science (also offered as GHS 104) (Upon Request)

This course examines the role of science in the development of Western Civilization from its beginning as an area of astrological inquiry and speculation to its extraordinary impact on twentieth-century life. 4 credits

GSS 105 Survey of Natural History (Upon Request)

Study of the general structural features of different groups of organisms to emphasize the diversity of life. Ecological aspects include the interrelationship between the organism, populations, and communities, and their environment. Includes at least one trip to the Museum of Natural History.

4 credits

GSS 108 Ethics and Life Sciences (also offered as GPH 108) (Upon Request)

Genetic manipulation, cloning, abortion, euthanasia, behavior modification, the practice of behavior control upon groups, and other ethical issues are considered from the scientific and moral points of view. 4 credits

GSS 109 Physical Geology (Fall, Spring)

Basic principles of physical and historical geology, with emphasis on the following topics: volcanoes, earthquakes, land-slides, deformation of the earth's crust, continental drift and plate tectonics, extinction (e.g. the dinosaurs). Includes at least one fossil-collecting field trip to upstate New York, and other trips in the metropolitan area. 4 credits

GSS 215 Life and Health Science (Upon Request)

An introduction to life and health for non-science majors. This course introduces the concepts of health and disease. Topics include stress and emotional health, physical fitness, diet and nutrition, weight management, sexual health and communicable diseases, cardiovascular diseases, cancer, drugs, alcohol and tobacco, injury prevention, environmental health, geriatric health, and health care in America. 3 credits

GSS 216 Life and Health Project (Upon Request)

Individual student projects are completed in conjunction with GSS 215.

Corequisite: GSS 215. 1 credit

GSS 246 Nutrition and Human Development (Annual)

This course offers a specialized review of the principles of sound nutrition and the effects of diet on personal well-being. Environmental, social, physical, and psychological reasons underlying poor diet are examined. 3 credits

GSS 350 Nutritional Therapies (Upon Request)

This course analyzes the basis for diet therapy and the nutritional care of the individual who requires altered nutritional needs. Emphasis is on the role of nutrition in the prevention and treatment of disease.

Prerequisite: GSS 246. 3 credits

GSS 400 Topics in Science (Upon Request)

Study of selected topics in science. 1-4 credits

GSS 481-482 Independent Study (Upon Request)

Prerequisite: Departmental and Dean's permission.

Credits by arrangement.

Laboratory Science: Biology

GSB 101, 102 Principles of Biology I, II (Fall, Spring)

An introductory two-semester course that presents the basic principles and processes of biological science. The first semester includes the structure and function of the cell, cellular metabolism, cell reproduction, plant physiology, genetics, endocrinology, immunology, animal development, and the circulatory, respiratory, digestive, excretory, reproductive and nervous systems. Laboratory exercises **Not open to students who have taken GSB 111. (Lecture and Laboratory)** 4 credits each

GSB 111 Human Biology for Non-Majors (Annual)

A course designed to provide an understanding of the principles of human biology for the non-science student. Topics covered include: biochemistry, cell structure and function, cellular reproduction, digestion, nutrition, circulation, excretion, metabolism, hormonal control, nervous system, reproduction and inheritance. Laboratory exercises on topics discussed in lectures are included. **Not open to students who have taken GSB 101.** 4 credits

GSB 117 Human Anatomy and Physiology I (Upon Request)

This course is designed for pre-professional students (i.e., OTA, PTA and Medical Coding) as an introduction to a basic understanding of the structural organization of the human body starting with the tissues, integumentary, skeletal, muscular, digestive and nervous systems. The course will focus on the cellular organization and on the tissue and organ level of each system. In laboratory exercises, students study and learn structures from various available anatomical models. Not for science majors. 4 credits

GSB 118 Human Anatomy and Physiology II (Upon Request)

This is the second of the two courses offered to pre-professional students. The course focuses on the organization of the cardiovascular, respiratory, lymphatic, endocrine, urinary and reproductive systems. Class discussions deal with the basic cellular, tissue level and organ level organization of each system. Functional significances as well as clinical correlations of some structures are also covered. Special focus will be on fertilization and reproduction, pregnancy and lactation, coronary and cerebrovascular circulation. Laboratory exercises include studying structures from available anatomical models. Not for science majors.

Prerequisite: GSB 117. 4 credits

GSB 206 Cellular Physiology (Upon Request)

Structure and function of the cell and its organelles. Topics include membrane structure and function, organelle functions, signal transduction, cell cycle and cancer.

Prerequisites: GSB 101-102. 3 credits.

GSB 211 Genetics (Annual)

Basic laws of heredity and their physical basis (Classical Genetics); structure and function of the gene (Molecular Genetics); and population genetics with some attention to human genetic abnormalities. The laboratory work familiarizes the student with basic techniques in genetic research including making crosses, analysis of data, recombinant DNA technology and problem solving. (Lecture and laboratory course.)

Prerequisites: GSB 101-102. 4 credits

GSB 222-223 Anatomy and Physiology I, II (Fall, Spring)

A two-semester course involving the study of the anatomy of the human body, cells, tissues, organs and organ systems, and physiological principles which govern human functions (lecture and laboratory).

Prerequisite: GSB 102. 4 credits each

GSB 228 Microbiology (Fall, Spring)

Prevention and control of disease and the basic principles of microbiology as applied to personal and community hygiene (lecture and laboratory sessions).

Prerequisite: GSB 101 and GSB 102. 4 credits

GSB 302 Immunology (Annual)

This course covers molecular and cellular immunology, including antigen and antibody structure and function, effector mechanisms, complement, major histocompatibility complexes, B- and T-cell receptors, antibody formation and immunity, cytotoxic responses, and regulation of the immune response. Special topics include immunosuppression, immunotherapy, autoimmunity and vaccination.

Prerequisites: GSB 101-102. 3 credits

GSB 303 Histology (Upon Request)

A study of the structure and function of normal human and animal cells, tissues, and organs. Laboratory studies include microscopic examination of prepared slides and electron micrographs.

Prerequisites: GSB 102. 4 credits.

GSB 304 Endocrinology (Annual)

This course is designed to study the interactive physiology of mammals, with emphasis of the human organism, as regulated by the endocrine system. It will cover the following areas: (1) cellular endocrinology, including hormone-receptor interactions, second messenger systems, and hormonal synthesis; (2) systemic endocrinology, including regulation of body metabolism and homeostasis, and reproductive endocrinology; (3) new trends in molecular endocrinology; (4) disease states due to endocrine malfunction.

Prerequisites: GSB 101-102. 3 credits

GSB 318 Cellular and Molecular Biology (Upon Request)

The main focus of this course is regulation of gene expression. It integrates advanced biotechnology, cell biology and genetics. The laboratory consists of experiments designed to support concepts presented in lecture.

Prerequisites: GSB 101-102. 4 credits

GSB 493 Research Topics in Biology (Fall, Spring)

Requires the preparation of a Senior Research Thesis based on the performance of a comprehensive literature search and critical review of a topic selected by the student and the instructor. An oral presentation, in the format of national scientific society meetings, is required in addition to the written document. Evaluation will be based on ability to retrieve information from the scientific literature, critical analysis of original research papers, quality of the oral presentation, and demonstration of skills learned in the biology courses taken.

Prerequisite or Corequisite: 4 elective GSB courses and Senior status. Requires department permission to register. 3 credits

GSB 494 Senior Honors Project in Biology (Upon Request)

Student must perform original research in an ongoing research project. The student is required to present a documented rationale for the conduction of the research project, report the results obtained, critique the experimental design and prepare a proposal stating how they would continue the research beyond the current experiments.

Prerequisites: GSB 493. Requires suitable arrangement with a lab and departmental permission to register. 3 credits

Laboratory Science: Chemistry

GSC 101 Principles of Inorganic Chemistry I (Fall, Spring)

Topics include classification and states of matter, atomic structure, chemical bonding, stoichiometry, and thermochemistry. Problem-solving is an integral part of the course.

Prerequisite or Corequisite: GSM 134. 4 credits

GSC 102 Principles of Inorganic Chemistry II (Fall, Spring)

Topics include properties of solutions, thermodynamics and chemical equilibrium, rates of chemical reactions, acid base equilibria, electrochemistry, and nuclear chemistry.

Prerequisite: GSC 101 and GSM 134. 4 credits

GSC 201, 202 Principles of Organic Chemistry I, II (Fall, Spring)

Topics covered include reactions, synthetic procedures, and methods for differentiation and identification. Mechanisms of reactions, stereochemistry, and spectroscopy are emphasized. Details of the characteristics of aliphatic and aromatic compounds with different functional groups are stressed. Laboratory work with the methodology involved in synthetic and analytic procedures.

Prerequisites: GSC 102. 4 credits each

GSC 311 Biochemistry (Fall, Spring)

Emphasis on the chemical descriptions of the basic biological systems such as proteins, lipids, carbohydrates, and nucleic acids. Aspects dealt with are structure, metabolism, functions in the cell, and control mechanisms.

Prerequisites: GSC 201. 3 credits

Laboratory Science: Physics

GSP 101, 102 General Physics I, II (Fall, Spring)

This two-semester course is designed for the non-physics major and covers relativity and nuclear, atomic, and molecular structure; classical mechanics; heat, electricity, magnetism, and light. The approach is generally quantitative, but does not require calculus. Laboratory experiments illustrate and test the fundamental laws and the reliability of results.

Prerequisite: GSM 134. 4 credits each

GSP 151 The Physical Universe (Annual)

This course aims to provide non-science majors with a conceptual understanding of physics. Students learn the basic principle of Newtonian physics and how it is applied to real-world phenomena; with an emphasis on the areas of mechanics and wave phenomena with applications to sound and light.

Prerequisite: GSM 130. 3 credits

HISTORY

Faculty

T. Lauer, Chair of undergraduate Studies; F. Baer, Deputy Chair of History and Political Science (NYSCAS)

Note: A related one-credit “topics” or workshop course may be offered with certain three-credit History courses.

GHS 104 History of Science (also offered as GSS 104) (Upon Request)

This course examines the role of science in the development of Western Civilization from its beginning as an area of astrological inquiry and speculation to its extraordinary impact on twentieth-century life. 4 credits

GHS 105 History of the United States from Settlements to 1877 (Fall, Spring)

The interplay of political and social forces in America from the first settlements in America to 1877, with the emphasis on the development of an independent nation, early nationalism, sectionalism, reform movements, early industrialism, the transportation revolution, the settlement of the West, Manifest Destiny, slavery and the Civil War, and Reconstruction. 4 credits

GHS 106 History of the United States from 1877 to the Present (Fall, Spring)

This course completes the survey of American history. It includes the major forces that shaped America from 1877 to the present, including western settlement, industrialism and the rise of cities, immigration, industrial labor, American expansion and imperialism, political protest movements, the social and cultural revolution of the 1920s, the Great Depression, and the New Deal, the World War II experience, the Cold War and the fall of Communism, suburbia, the Civil Rights Movement, recent economic developments, the women's movement, pluralism, and changes in the Presidency. 4 credits

GHS 111 History of Graphic Design (Annual)

This course presents an historical overview of the development of graphic design as a discipline, using industry publications, reference materials, audio visual media, as well as field trips to museums, design studios, professional organizations and other places pertinent to the course content. Using a lecture/discussion format, the course provides a thorough visual and conceptual background for understanding how designers communicate. Research projects are also assigned. 3 credits.

GHS 202 Civilizations of the Ancient World (Upon Request)

The history and philosophy of the ancient world from the beginning of recorded time through the rise of Christianity; the civilizations of Mesopotamia, Egypt, Greece, and Rome are investigated. 3 credits

GHS 203 The Immigrant Experience in America (Fall, Spring)

This course examines the unique immigrant experience of various ethnic groups. Students learn about conditions in foreign countries that gave impetus to emigration, difficulties in adjustment and acculturation, specific areas of achievement, attempts to preserve ethnic identity within the American mainstream, and contemporary issues and problems. 3 credits

GHS 204 Medieval and Renaissance Civilization (Upon Request)

This course covers the period from the medieval age of faith and the founding of Islam through the Renaissance and the new Western beginnings in science, art and culture. Topics such as the process of secularization and the rise of individualism are studied. 3 credits

GHS 205 Emergence of the Modern World (Annual)

The interplay of political and social forces in Europe and the world from period of the French Revolution Period to the present, with emphasis on the rise of political nationalism, socialism, communism and Fascism, imperialism and the rise of global empires, the two World Wars, the post-colonial world and the emergence of newly-independent nations in Africa and Asia, and the Cold War and its aftermath. 3 credits

GHS 210 African-American Experience (Fall, Spring)

This course examines the history of African-Americans by placing it within the context of world and U.S. History. Coverage includes the African background, the effects of the transatlantic slave trade, the role of chattel slavery in the evolution of an African-American ethnicity, the era of Reconstruction, the imposition of a legally-based system of racial segregation, the growth and development of the Civil Rights movement, and current trends in the development of the African-American people. Special emphasis is placed on the many African-American men and women who contributed to the development of this ethnicity. 3 credits

GHS 215 Hispanic American Experience (Annual)

Survey of the history of Hispanic Americans from pre-colonial America to the present. Special emphasis is placed on the Spanish heritage, Caribbean and Mexican influences, new cultural adaptations, contributions to American culture, and current problems and issues. 3 credits

GHS 219 Asian-American Experience in the United States (Annual)

Survey of the history of Asian-Americans from the beginning of their immigration to the present. Special emphasis will be placed on the Asian heritages, new cultural adaptations, contributions to American culture, and current problems and issues. 3 credits

GHS 240 Ethnic Groups in the United States (Fall, Spring)

Students examine the historical backgrounds of the various ethnic groups in the United States, both abroad and in this country, including the religious and social lives of the people, as well as the political and economic aspects of their lives in the United States. Also studied are the tensions among the various ethnic groups vis-à-vis each other and the larger “American society” which gave rise to racism and other social problems. The groups’ difficulties in adjustment and acculturation and specific areas of their achievement are investigated, as well as their attempts to preserve traditional identities within the American mainstream and solve their problems in America. 3 credits

GHS 262 The Holocaust in History (also offered as GJS 262) (Annual)

A history of the events and the catastrophe that befell European Jewry in the 1930’s and 1940’s. The Holocaust is placed within the context of European history. Anti-Semitism, xenophobia, the rise of Nazism and various Fascist movements are discussed. Jewish life and culture in Eastern and Western Europe is described in detail. German policies in both Germany and the occupied countries; ghetto, concentration, and extermination camp existence; Jewish resistance movements and the role of righteous Gentiles are analyzed. World reaction during and after the Holocaust is studied. 3 credits

GHS 271 American Jewish History (also offered as GJS 271) (Annual)

Study of the Sephardic legacy; German Jewish migration and influence; the development of religious communities, the impact of the Civil War, migrations from Eastern Europe, acculturation and assimilation, responses to the Holocaust and Zionism. The social, economic and religious structures of the modern Jewish community will be analyzed as well. 3 credits

GHS 306 The History of New York City (Annual)

This course will trace the cultural history of New York City from its founding in 1624 to the present. From its Dutch and later English colonial roots, New York City took the lead in creating a distinctive American culture, a culture marked by diversity, individualism, national destiny and religiosity. Ever since General George Washington declared that the city would one day be the ‘capital of a great empire,’ New York City has remained loyal to its unique identity.

3 credits

GHS 308 Problems and Methods in American History (Upon Request)

A focused survey of the crises that shaped America from the first settlements to the present. The course examines such problems as the nature of Atlantic slavery, the nature of the American Revolution, the coming of the Civil War, the legacy of Reconstruction, the settlement of the West, finance capitalism and its effects, imperialism and its consequences, the unusual progressivism philosophy, the nature of the Great Depression and the New Deal, the ingredients of the Cold War, the character of the Civil Rights movement, the aims of the women’s movement and the growth of the new conservatism. Throughout, students learn to see history as the result of a clash of forces, as the product of events and deliberations. How the debates over America’s past problems inform our current discussions is an important theme of the course.

Prerequisites: GHS 105 and GHS 106 or the permission of the department. 3 credits

GHS 325 Civil Rights Movement in the United States (Annual)

Conditions in the United States which contributed to the post-World War II Civil Rights movement; historical development of the impact of the *Brown vs. Board of Education* decision; black activism between 1955-1970; recent legal and judicial milestones; current needs, status, and problems facing the Civil Rights movement. 3 credits

GHS 330 Black-Jewish Relations (Fall, Spring)

A historical study of the relationship between the Jewish and African-American communities in the United States, with special focus on the developments and issues that have united and divided the two groups since 1945. This course examines the present challenges and responses affecting the future interrelationship of both populations. 3 credits

GHS 335 America in the Twentieth Century (Fall, Spring)

In addition to focusing on political and diplomatic history, this course will examine significant cultural and economic trends in the United States during the last century. Prerequisite: GHS 106 or permission of the instructor. 3 credits

GHS 340 American Social and Economic History in the Twentieth Century (Upon Request)

The evolution of the American economy and society from 1900 to the present is studied. Topics emphasized include the interaction of economic and social forces such as business institutions, labor, immigration, consumption, technology, government policy and voluntary groups. The major focus is on the impact of modern industrialism, capitalism and technology on American society and social institutions.

Prerequisite: Any course in history at the 200 level or above. 3 credits

GHS 343 American Labor History (Fall, Spring)

This course presents an in-depth examination of the history of Labor in the United States. Topics include: Labor in the Colonial Period, industrialization and the rise of the factory system, the Civil War and early workers' movements, the growth of national unions, large scale industrialism and Labor; Labor during the Progressive Period and World War I; the Depression and the rise of industrial relations, Labor and World War II, unions and the Cold War, Civil Rights and the Labor movement; feminism; Labor legislation, the Labor movement today; collaborative models in the workplace. Students investigate the status and conditions of working people, the rise of the welfare-state concept, and the politics of the working class. 3 credits

GHS 362 American Women's History (Annual)

The study of the conditions and experiences of American women, with emphasis on the period after the Civil War; historical development of the Women's movement after 1900, with major focus on post-World War II developments. The current status, needs, and problems of the movement will also be considered. 3 credits

GHS 450 American Cultural History (Fall, Spring)

The evolution and development of American culture, including popular aspects from its flowering after the Civil War to the present. The emphasis will be on the period after 1900. Areas include literature, theater, film, the arts, music, and other media. Students examine ethnic and other influences on American culture. The interplay between cultural developments and the American civilization producing them is investigated.

Prerequisite: Any History or Political Science course. 4 credits

GHS 481/482 Independent Study

(Upon Request)

Prerequisite: Departmental and Dean's permission. Credits by arrangement.

PARALEGAL STUDIES

Faculty

B. Cutler, Director

PLG 100 Introduction to Paralegal Studies (Annual)

Focuses on the origin and development of the paralegal profession, introducing students to the parameters of the paralegal's responsibility by covering the court system, reading and briefing cases, civil procedure, criminal procedure, law office administration, interviewing, legal analysis, legal research, legal writing, the different paralegal law practice specialties, legal ethics and communication skills. Students learn job-search and career development techniques for paralegals, including drafting resumes and cover letters. 3 credits

PLG 101 Introduction to Law and Ethics (Annual)

Introduces students to the structure of the US legal system and its historical antecedents through the analysis of a litigated case as it moves forward from the initial presentation of a claim or concern to a lawyer, covering informal fact gathering and investigation, case evaluation and strategy, parties, jurisdiction, pleadings, procedure motions, provisional remedies, evidence, discovery, settlement attempts, trial preparation, trials and appeals, enforcement of judgments, and alternatives to the traditional method of dispute resolution. 3credits

PLG 102 Legal Research (Annual)

The basic form of communication in the legal field is writing. This course covers the initial steps in briefing a case, researching and analyzing the various sources of law including constitutions, statutes, regulations, secondary resources including digests and miscellaneous research tools, validating research, computer assisted research tools, research strategies, basic legal writing and writing to the courts. 3 credits

PLG 103 Legal Writing (Annual)

Focus on how to draft legal documents including but not limited to briefs, motions, restraining orders, wills, contracts and incorporation papers. 3 credits

PLG 200 Civil Litigation (Annual)

Civil litigation is the legal method of resolving a dispute. Although most litigation does not end in trial, the preparation for trial is an essential ingredient in reaching a settlement. This course covers the functions of the paralegal in litigation: investigating of a case or claim, developing the initial evidence, drafting complaints, answers, replies and the steps involved in preparing documents for multi-party practice. Motion practice and related legal steps are covered, as well as steps and types of discovery, steps in resolving a case without trial, the paralegal's role during trial and any subsequent appeal, and forms of dispute resolution other than civil trial. 3 credits

PLG 201 Real Property Law (Fall, Spring)

Ordinary real estate transactions beginning with the introduction of law or real property, concurrent ownership, surveys and land descriptions, public regulation, and encumbrances, including easements and licenses. Preparation and review of contracts to purchase real estate and drafting and reviewing deeds is emphasized, as well as real estate closings and forms. Hybrid forms of real estate transactions such as condominiums and cooperatives, and leases are also reviewed. Ancillary subjects such as financing, mortgage forms, title examination and title insurance are explained.

3 credits

PLG 202 Contracts (Annual)

The basic legal relationship in a market economy such as that in the United States is expressed in contracts, which are usually in written form. Topics include the nature of a contract, contractual capacity, mutual assent, consideration, illegality of the bargain, third parties, performance, discharges, and the use of agents. Other types of responsibility and obligation are considered, including bankruptcy and consumer protection, torts, negligence, strict liability and criminal. An initial review of the legal system as an institution, constitutional law, and civil dispute resolution, are provided. 3 credits

PLG 203 Business Organizations (Annual)

Several types of entities are permitted by law to conduct business, with each entity having different characteristics, powers and liabilities. This course deals with the formation and liabilities of sole proprietorships, and the law of partnerships, their liabilities, taxes, termination of them as well as relationships among partners and with third parties. Included are limited partnerships as well as traditional partnerships. Corporations, their formation, pre-formation responsibilities, powers, ownership, management, shareholders, officers, directors and termination of them are considered. Closed corporations and professional corporations are highlighted. Selected topics include employment agreements, structure, trade secrets protection, restrictive covenants, compensation plans, dividends and other distributions, stock splits, and limited liability companies. 3 credits

PLG 204 Probate Procedures (Annual)

The transfer of property and assets upon the death of an individual is covered. The structure of the Surrogate's Court, the specialized court which handles probate proceedings, is analyzed. The functions of a will are discussed and the elements necessary to draft and execute a legal will, including testamentary capacity, is covered. Probate proceedings and the drafting and execution of probate forms are covered. Procedures in the event that no will is available upon a person's death are covered, including the necessary forms for this type of estate. Small estate matters and alternatives to probate are reviewed, as well as Federal and state estate tax proceedings and obligations. The obligations of the Executor/Executrix or Administrator/Administratrix are raised and the procedures for accountings, both simple and contested, are covered. 3 credits

PLG 205 Interviewing and Investigation (Annual)

The initial work required to determine the viability of a matter for legal actions involves obtaining the relevant facts of the case. This is usually accomplished through a mechanism of interviews and investigations. The ethical and professional responsibility of the paralegal engaged in this process is discussed. Interviewing and investigation before the filing of an action is covered, followed by the coverage of the formal procedures and types of discovery available in both criminal and civil litigation. The rules of evidence which govern the investigation and production of evidence as well as the communication skills necessary for an investigation are established. Formulating an investigation plan, preparing and conducting client and witness interviews, identifying and locating a witness, and working with expert witnesses are all explored. Emphasis is placed on using both public and private sources of information. 3 credits

PLG 206 Wills, Trusts and Estates (Fall, Spring)

The growing number of people who possess assets at time of death has led to an increase in demand for estate planning as well as the importance of wills. Initially, sources and kinds of property are identified and then the types of trusts are examined, as well as their creation, restrictions and termination. Students draft trust instruments utilizing the information presented. An overview of wills and their provisions is provided and the salient factors in drafting, executing and changing a will are examined. Estate planning is covered, including health and guardianship issues and income maintenance. Issues in estate administration, estate taxation, and ethical concerns are discussed.

3 credits

PLG 207 Elder Law (Fall, Spring)

Increasing lifespan in the US has led to the need for assistance and care of a growing number of the elderly. This course explores strategies developed to help people in this category so their life and possessions are protected. The importance of and the drafting of documents such as Power of Attorney, Health Care proxies and Living Wills is introduced. Guardianships, their powers and restrictions, and drafting of necessary documents for them are covered. Filing for and obtaining Medicaid coverage and other sources of assistance such as long term nursing care insurance, Medicare, and nursing homes are explored. The use of living trusts and the functions of outright gifts are discussed. 3 credits

PLG 208 Criminal Law (Annual)

The legal reaction to crimes including felonies, misdemeanors, offenses, and violations, and the court structures which are in place to handle these matters. The steps in a criminal prosecution are presented, including the examination of an arrest, grand and petit juries, accusatory instruments, preliminary motions, and negotiations. The paralegal's role in the criminal process from the defense attorney's and the prosecution's standpoint is examined. 3 credits

PLG 209 Family Law (Annual)

The courts have become the primary agents of resolution for problems in the family. This course covers the defining characteristics of marriages, conventional families and non-marital families. The laws covering divorce and other dissolutions of marriage, such as annulment and legal separation, are reviewed. Issues involving problems of family life including custody, child support, spousal support, child abuse and neglect and establishing paternity are explored. Petitions and other forms used in Family Court are drafted. The divorce process and questions of court jurisdiction are covered and the drafting of initial documents is covered. Creation of a family through adoption is explained. 3 credits

PLG 495 Paralegal Internship (Fall, Spring)

The paralegal internship provides an opportunity to apply the knowledge developed through coursework to actual legal settings such as private law offices of various sizes and complexities, governmental units such as courts, agencies such as clerk's offices, public defenders units, prosecutors' offices or quasi-legal functionaries such as title companies. Through these professional experiences students become familiar with codes of ethics and professional responsibility, the issues of unauthorized practices of law, confidentiality, conflicts of interest, advertising and solicitation, fees and client funds, issues of competency and other concerns in the realm of advocacy.

Prerequisite: PLG 100, PLG 101, PLG 102. 3 credits

POLITICAL SCIENCE

Faculty

D. Luchins, Chair of Undergraduate Studies; F. Baer, Deputy Chair, History and Political Science (NYSCAS)

Note: A related one-credit “topics” or workshop course may be offered with certain three-credit Political Science courses.

GPL 100 The American Political System (Annual)

This course will introduce students to the fundamentals of citizenship in American society. Students receive an overview of the historical foundations of our political system and institutions and their current structure and operations. The roles of Congress, the president, and the Federal court system are closely studied. State government and its place in American Federalism are also addressed.

4 credits

GPL 200 Introduction to American Government (Fall, Spring)

The focus is on the American system of government, with particular emphasis on the nature of federalism and the changing relations between the national and state governments. It features an analysis of the principle of the separation of powers, with attention given to the roles of the legislative, executive, and judicial branches. Non-governmental forces such as political parties, interest groups, and the news media are studied, especially with respect to their roles in shaping public policy. Special attention is paid to the “fourth branch” of government, administrative bodies such as the independent regulatory agencies. 3 credits

GPL 201 American Politics and Foreign Policy (Annual)

United States diplomacy and foreign policy making in the 20th and 21st centuries, with major emphasis on post-Cold War and post -911 events. The role of the United States in world affairs is analyzed against the background of shifting centers of power, with special attention paid to East Asia and the Middle East. Students will also consider the influence of both governmental and non-governmental forces in the making of U.S. foreign policy. 3 credits

GPL 210 American Political Parties (Annual)

The structure and operation of American political parties, including an exploration of political strategies, polling, the use of media and campaign financing. Political parties are also examined in comparison with other forces that influence nominations and elections, including the changing roles of interest groups, pressure groups, and the news media, candidates and campaign committees. Attention will also be given to an evaluation of the roles political parties play in today’s political systems. 3 credits

GPL 222 International Law (Upon Request)

This course introduces students to the study of public international law—the Law of Nations. Elements studied include the role of treaties, international organizations, customs, judicial decisions, and sources of international law. Also considered are the factors that make difficult the enforcement of international law—(military, economic, political, etc).—Specific international legal documents are considered, including the United Nations, The Universal Declaration on Human Rights, and the charters of various regional organizations, and international charter trade organization. 3 credits

GPL 241 The Presidency (Annual)

This is a study of the role of the Presidency and executive power in the American federal system. Students focus on the personal qualities and political styles of recent presidents and the array of formal and informal institutions that have come to constitute the modern institutional presidency. Case studies displaying examples of presidential decision-making are studied and discussed in class. 3 credits

GPL 242 Congress and The Legislative Process (Annual)

Students examine the United States Congress and state legislatures and their roles in the lawmaking and political process. Topics studied include the relationship between legislators and their constituencies, state legislative and Congressional elections, the internal formal and informal structure of state legislatures and Congress, and the nature of legislative and Congressional decision-making in various policy areas. 3 credits

GPL 305 International Organizations in World Politics (Upon Request)

The behavior of nations in the world arena, with special reference to power relationships, imperialism, diplomacy and negotiations, international law, collective security, war, and the relationship between international economic issues and international politics. The impact of international organizations, including the United Nations, the World Bank, the Organization of Petroleum Exporting Countries (OPEC) and regional agencies such as the North Atlantic Treaty Organization (NATO), the European Community, the Commonwealth of Independent Nations, the African Union, and the Organization of American States (OAS) is studied. The role of the great powers in international political systems will also be emphasized. In addition, students study the impact of non-governmental organizations and multinational corporations on international systems. 3 credits

GPL 310 The Politics of Developing Nations (formerly Third World Politics) (Annual)

The conflicting goals and interests of the various developing nations, viewed against their own internal politics and international political currents. The emergence of these nations as significant members of the international system will be studied. The effect of the end of the Cold War on the politics of developing nations will be analyzed. 3 credits

GPL 311 Supreme Court and The Constitution (Annual)

The role of the Supreme Court in the American system of government is examined. Special attention is given to the role of judicial review, and the principles of checks and balances and the separation of powers are analyzed. The course also explores the issue of Federal power vs. states' rights.

Prerequisite: GPL 200 or permission of the Department 3 credits

GPL 320 World Political Geography (Upon Request)

A study of the geopolitical regions of the world, with emphasis on the effect of geographic factors on the international relations of each region's major nation-states. Some attention will be given to the study of political and economic maps as a means of understanding the role of space, location, and material resources in a particular nation's foreign policy. The impact of weapons of mass destruction on a nation's use of war as an instrument of national policy will be considered.

3 credits

GPL 325 Public Opinion, the Media, and American Democracy (Upon Request)

This course will examine public opinion and assess its place in the American political system and democratic process. The course will analyze both how citizens' thinking about politics is shaped by various institutions, and the effects American public opinion has on government and political processes. The course will explore historical and contemporary changes in public attitudes in the United States, developments in the mass media, and assess their effects on political leaders and policy making.

Prerequisite: Departmental Approval. 3 credits

GPL 400 Topics in Political Science (Upon Request)

Study of topics in Political Science.

Prerequisite: GPL 200 or equivalent. 1-4 credits

GPL 450 The American Legal System (Annual)

This course examines the origins of the American legal system in the constitutional framework and its common law basis. A main theme is the evolution and development of the legal system under the impact of judicial decisions, as well as under political, economic and social conditions. Students also investigate the interplay between the legal system and American society, as well as current issues, problems and pressures affecting the legal system today. 4 credits

GPL 481/482 Independent Study (Upon Request)

Prerequisite: Departmental and Dean's permission. Credits by arrangement.

GPL 498 Internship (Fall, Spring)

Students work in political organizations or party law office or other related organizations to gain practical experience. Performance is assessed by site supervisor and department chair.

PSYCHOLOGY

Note: A related one-credit “topics” or workshop course may be offered with certain three-credit Psychology courses.

Faculty

M. Press, Chair of Undergraduate Studies; C. Beckford, Chair, G. David, Deputy Chair (NYSCAS)

GPS 110 General Survey of Psychology (Fall, Spring)

An introduction to psychology as a behavioral science and profession. Topics such as physiology and behavior, learning, memory and forgetfulness, intelligence, life span changes, personality development, social behavior, abnormal behavior and treatment approaches are examined.

4 credits

GPS 201 Developmental Psychology (Fall/Spring)

A survey of human development from conception to death with an emphasis on the underlying psychological processes. The unique challenges associated with infancy, childhood, adolescence and adulthood are considered.

Prerequisite: GPS 110. 3 credits

GPS 202 Psychological Foundations of Education (No longer offered)

Theoretical and research findings of psychology pertinent to classroom teaching; how children grow, develop, learn; educational and psychological evaluation of school achievement.

Prerequisites: GPS 110, GLL 121. 3 credits

GPS 204 Child Psychology (Fall, Spring)

An overview of physical, emotional, social, language and cognitive development during childhood. The interplay of heredity and environment on normal and abnormal development is stressed.

Prerequisite: GPS 110. 3 credits

GPS 210 Learning (Upon Request)

Models of animal and human learning including classical and operant conditioning, as well as contemporary theories drawn from information processing and cognitive science. Applications to education, social and clinical psychology.

Prerequisite: GPS 110 3 credits

GPS 213 Social Psychology (Annual)

An examination of the impact of social influences on attitudes, feelings, and behavior. Selected topics include conformity, obedience, prejudice, attitude change, liking and loving, aggression and conflict, helping and cooperation, group interactions and bystander apathy.

Prerequisite: GPS 110. 3 credits

GPS 216 Adolescent Development (Fall, Spring)

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

Prerequisite: GPS 110. 3 credits

GPS 221 Industrial Psychology (Annual)

Psychological methods for selecting and training employees, enhancing morale of workers and improving their relationships with management are studied. Another focus is the psychology of marketing and advertising.

Prerequisite: GPS 110. 3 credits

GPS 224 Psychology of the Family (Fall, Spring)

An overview of the literature focusing on the psychological dynamics underlying functional and dysfunctional family relationships. Theories and techniques of family therapy are examined.

Prerequisite: GPS 110. 3 credits

GPS 225 Psychology of Aging (Annual)

Physical, cognitive, sensory and personality changes that occur due to aging. Topics include theoretical perspectives, lifestyle changes, family relationships, age-related diseases, health care, as well as death and dying.

Prerequisite: GPS 110. 3 credits

GPS 230 Psychological and Social Aspects of Developmental Disabilities (Upon Request)

This course will study developmental disabilities from a psychological and sociological perspective. Topics to be covered include the effects of institutional life on development, the role of the family in development, and the influence that peers and staff have on the life of the developmentally disabled person. In addition, the foundations of psychological measurement are presented, including the I.Q controversy. The social stigma attached to being physically challenged is discussed, with an emphasis on research regarding attitude formation and change.

Prerequisite: GPS 110. 3 credits

GPS 231 Psychological Testing (Fall/Spring)

The historical, theoretical and statistical foundations of psychological testing. Examination of major tools that assess cognitive ability, achievement, behavior, personality and career interests.

Prerequisite: GPS 110. 3 credits

GPS 232 Behavior Management of Developmental Disabilities (Annual)

This course explores the clinical, treatment and service delivery issues unique to working with the developmentally disabled. Using a biopsychosocial perspective the course discusses challenges facing case managers in reaching clients whose functioning ranges from mild to profound levels of developmental delays. Behavior modification as it applies to developmental disabilities will be explored.

Prerequisite: GPS 110. 3 credits

GPS 301/301.6 Experimental Psychology with Lab (Fall, Spring)

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

Prerequisites: GPS 110 and GSM 140 or GSM 261. 4 credits

GPS 302/302.6 Experimental Psychology II with Lab (Upon Request)

More advanced research design and experimental approaches to human behavior including learning, perception, and problem-solving. Scientific reports including possible honors thesis proposals prepared by students.

Prerequisite: GPS 301/301.6. 3/1 credits

GPS 312 Cognition and Memory (Annual)

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

Prerequisite: GPS 110. 3 credits

GPS 314 Group Dynamics (Upon Request)

This course covers the theoretical background and the practical applications of small group processes. Factors that hinder or promote group development, effective group development, effectiveness and productivity are discussed, and the necessary skills for effective group functioning are taught through experiential learning exercises. Fundamental topics, such as: Group Goals, Roles, Communication, Leadership, Conflict, Decision-Making and others will be covered.

Prerequisite: GPS 110. 3 credits

GPS 315 Motivation and Personality (Annual)

The personality theories of Freud, Jung, Fromm, Sullivan, Rogers, Perls and Skinner and the motivational theories of Maslow and McClelland are studied.

Prerequisite: GPS 110. 3 credits

GPS 317 Human Sexuality (Fall, Spring)

The psychological, physiological, social and developmental dimensions of sexuality. Physical components of sexual behavior, sexual identity, sexual behavior over the life span, dysfunctions and treatments are among the topics.

Prerequisite: GPS 110. 3 credits

GPS 320 Drugs and Behavior (Fall/Spring)

An overview of legal and illegal psychoactive drugs. Topics include the nature of drug dependency and addiction, societal influences, biological and psychological bases of drug use and abuse, psychological and pharmacological treatments, prescription drug treatment for psychological disorders, and issues surrounding restriction and legalization.

Prerequisite: GPS 110. 3 credits

GPS 321 Perception (Upon Request)

Detection and interpretation of various stimuli. Relationship between perception, reality, and illusion. Function of sense organs and brain. Demonstrations provided.

Prerequisite: GPS 110. 3 credits

GPS 325 Psychology of Minority Families (Annual)

The patterns and dynamics of minority families in the United States. Changing demographics, diversity of familial structures, difficulties surrounding immigration and acculturation, educational concerns, functional and dysfunctional family relationships, as well as treatment and therapeutic issues, are among the included topics.

Prerequisite: GPS 110. 3 credits

GPS 330 Psychology of Minority Women (Annual)

Social and cultural conditions affecting minority women in the United States. Relationships, attitudes, achievements, mental health, as well as therapeutic issues and strategies, are examined.

Prerequisite: GPS 110. 3 credits

GPS 332 History and Systems of Psychology (Upon Request)

The origins of modern psychology within the discipline of philosophy during the 19th century. Conception and growth of experimental psychology, psychoanalysis, Gestalt psychology, humanistic psychology, behaviorism, psychobiology, and cognitive psychology, as well as new directions, are considered.

Prerequisite: GPS 110. 3 credits

GPS 335 Abnormal Psychology (Fall, Spring)

An overview of psychological disorders with emphasis on etiology, symptoms, diagnostic tools and treatments. The major theories of psychopathology are considered.

Prerequisite: GPS 110. 3 credits

GPS 345 Health Psychology (Fall/Spring)

Psychological aspects of physical health and illnesses such as heart disease, cancer, AIDS, and obesity are covered. Students also investigate the role of health providers and their institutions in improving the prognoses of patients. Treatments such as biofeedback, relaxation training, and hypnosis are also examined.

Prerequisite: GPS 110. 3 credits

GPS 351 Biological Psychology (Fall, Spring)

The biological basis of behavior. Topics include anatomy and physiology of the nervous system and sense organs, drugs and behavior, sleep and dreaming, eating, brain disorders and abnormal behavior.

Prerequisite: GPS 110 or GSB 101. 3 credits

Optional one-credit laboratory

GPS 400 Topics in Psychology (Upon Request)

Prerequisite: Departmental and Dean's approval.

GPS 401 Psychology of the Exceptional Child (Annual)

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

Prerequisite: GPS 110. 3 credits

GPS 406 Advanced Topics in Educational Psychology (Upon Request)

The course is intended to offer Education majors concentrating in Psychology an exposure to major developments in cognitive and learning psychology relevant to educators. The course will cover both theoretical issues and practical applications.

Prerequisite: GPS 110, GED 201 3 credits

GPS 420 Obesity and Eating Disorders (Annual)

The etiology, description, and treatment of anorexia nervosa, bulimia nervosa, and binge eating disorders associated with obesity. Relation between eating disorders and other psychopathology.

Prerequisite: GPS 110. 3 credits

GPS 430 Human Sexuality and Developmentally Disabled Persons

The psychological, social and developmental dimensions of sexuality in developmentally disabled persons. Differences and similarities between the development of sexuality in normal and developmentally disabled individuals will be explored. Sexual behavior over the life span of the developmentally disabled will be among the topics studied.

Prerequisite: GPS 110. 3 credits

GPS 432 Neuropsychology (Upon Request)

Cognitive function in the normal and brain injured adult. Methods of neuropsychological assessment in clinical and research situations. Topics include consciousness, body sense, spatial understanding, language encoding, attention, memory, perceptual processing including vision, and personality. Strategies for remediation.

Prerequisite: GPS 351. 3 credits

GPS 485 Internship in Psychology

Students work in organizations such as schools, community agencies or clinics to gain practical experience. Performance is assessed by the site supervisor and a department faculty member.

Prerequisite: GPS 110, senior status and permission of the department. 3 credits

GPS 492 Senior Honors Seminar (Upon Request)

This course is oriented to teaching students how to prepare a thesis, helping them to decide on a research topic by discussing issues with the seminar coordinator and visiting faculty, finding a mentor, preparing the outline of the project, presenting their ideas orally and in writing to peers and the seminar coordinator, and writing the literature review for their proposal. It is intended to produce the first part of the Senior Honors Project.

Prerequisite: 21 credits of psychology, including GPS 301. 3 credits

GPS 493 Advanced Topics in Psychology (Fall, Spring)

Prerequisite: 21 credits in Psychology including GPS 301 or permission of the department.

3 credits

GPS 494 Senior Honors Project in Psychology (Upon Request)

Independent research study including literature review, protocol, methods and implementation, statistical analysis, results and discussion, supervised by a Touro faculty member or appropriate substitute.

Prerequisite: GPS 492. 3 credits

SOCIOLOGY

Note: A related one-credit “topics” or workshop course may be offered with certain three-credit Sociology courses.

Faculty

M. Verbit, Chair of Undergraduate Studies

GSO 121 General Survey of Sociology and Anthropology (Fall, Spring)

The way that sociology helps us to understand the social realities of everyday life. The nature and impact of culture and social structure. How society shapes individuals. Sociology’s perspectives on family, social class, gender, politics, intergroup conflict, crime, and other aspects of society, Cultural continuity and change. Introduction to the anthropological approach to studying cultures.

4 credits

GSO 217 Sociological and Cultural Comparatives on Addictive Substances (Annual)

The course examines the use of addictive substances from a cross-cultural perspective. Factors such as age, socio-economic status, gender and patterns of use are addressed. Treatment interventions are explored.

Prerequisites: GSO 121. Corequisites: GPS 320. 3 credits

GSO 230 Youth in Urban Communities (Annual)

Impact of the home, school, and community on the growth and development of youth in urban areas and their problems, including academic underachievement, unemployment, delinquency and youth crime, teenage pregnancy, and mental health problems.

3 credits

GSO 233 Sociology of Aging (Annual)

The treatment of the elderly in contemporary societies, with special emphasis on the status of the elderly in America. The extent and effects of bias based on age are also examined. 3 credits

GSO 234 American Jewish Community (Upon Request)

Survey of the American Jewish community, including demographic characteristics, social, religious, political and economic institutions, with emphasis placed on the contributions and problems of the American Jewish community in New York City. 3 credits

GSO 235 Asian-American Community (Upon Request)

Survey of the Asian-American community, including demographic characteristics, social, religious, political, and economic institutions, with emphasis on the contributions and issues in the Asian-American community in New York City. 3 credits

GSO 237 African-American Community (Upon Request)

Survey of the African-American community, including demographic characteristics; social, religious, political and economic institutions, with emphasis placed on the contributions and issues in the African-American community in New York City. 3 credits

GSO 239 Hispanic American Community (Upon Request)

Survey of the Hispanic American community, including demographic characteristics; social, religious, political and economic institutions, with emphasis placed on the contributions and issues in the Hispanic American community in New York City. 3 credits

GSO 245 Sociology of the City (Upon Request)

The course considers the forces leading to urbanization, suburbanization and metropolitanization. Social dislocation within metropolitan areas; community planning, urban renewal, and rehabilitation are examined, especially in the context of New York. 3 credits

GSO 248 Intergroup Relations in America (Annual)

An interdisciplinary analysis of the sociological, psychological, aspects of race and ethnicity. Theories of prejudice are discussed as well as male/ female relations in light of contemporary social science theories of social structure, the learning process and individual development. 3 credits

GSO 250 Dynamics of Cross-Cultural Communications (Upon Request)

An examination of the dynamics of learning across cultures. The course provides students with an intellectual basis for developing the interpersonal and other skills necessary to relate to persons of varying backgrounds. Among other tools, it identifies cultural patterns in the verbal and non-verbal behaviors of the populations in different parts of the world. 3 credits

GSO 255 Tradition and Change in Africa (Upon Request)

A study of Africa and contemporary challenges to traditional lifestyles as reflected in the writings of leading African scholars and artists. 3 credits

GSO 318 Sociology of the Family (Fall, Spring)

The family as an institution of socialization, social control, and reproduction is studied, as well as family organization and disorganization, and comparative family systems. 3 credits

GSO 322 Sociology of Health Care (Annual)

Overview of the sociology of medicine. The relationships between social conditions and health; the history, structure and functions of health care institutions; the roles of patients and health care practitioners. 3 credits

GSO 332 Crime and Juvenile Delinquency (Annual)

The nature, types, and extent of crime. Causes of crime. The character and consequences of criminal law, the police, the courts, the prison community, punishment, rehabilitation, and crime prevention programs. 3 credits

GSO 335 Selected Topics in Social Deviance (Upon Request)

Issues in the etiology of and policies for responding to alcoholism, drug abuse, violence, criminality, and other social problems.

Prerequisite: GSO 121 or approval of the department. 3 credits

GSO 350 Compulsivity – Abusive Relationships and Addictions (Fall, Spring)

This course explores the nature and dynamics of family violence from a sociological perspective. It covers the issues of obsessive love, the Stockholm Syndrome, the battered child syndrome, throw-away children, homeless mentally ill, and juvenile gangs as family replacements. It also examines contributing factors: addiction, poor frustration tolerance, lack of boundaries, poor self-esteem, media, public social policy, and the criminal justice system. A variety of interventions are explored:

Prerequisite: GSO 121 or approval of the department. 3 credits

GSO 400 Topics in Sociology (Upon Request)

See department for course description. May be repeated for credit.

Prerequisite: GSO 121. 1-4 credits

GSO 481/482 Independent Study (Upon Request)

Prerequisite: Approval of the department and the Dean of Faculties. Credits by arrangement.

GSO 493 Advanced Topics in Social Science (Upon Request)

The Study of selected topics, applying more advanced theoretical consideration and research methods. May be repeated for credit.

Prerequisite: Approval of the department. 1-4 credits

TOURO COLLEGE CODE OF CONDUCT

Students are expected to behave in a manner that is harmonious with and supportive of the activities and functions of an educational institution. The following types of actions are considered violations of the Touro College Code of Conduct and will result in disciplinary sanction:

1. Theft of, or damage to, College records and property, caused by intentional, negligent or irresponsible conduct;
2. Unauthorized use of any College property, including, but not limited to, its name, property, offices, premises, equipment (computer equipment, telephones, fax machines, copying equipment, laboratories and misuse of student ID cards);
3. Conduct which interferes with or obstructs any College functions or which physically obstructs or threatens to obstruct or restrain members of the college community;
4. The physical or sexual abuse or harassment of any member of the college community (such incidents must also be reported to the Title IX coordinator);
5. Threatening or actual infliction of bodily injury, assault, emotional trauma against students, faculty or staff of the College (such incidents must also be reported to the Chief Security Officer);
6. Disorderly, disruptive or abusive conduct in the classroom or on College premises;
7. Refusal to follow the directives of College officials acting in performance of their duties;
8. Impersonating college faculty, College officials, or college staff;
9. Forging signatures or other information on registration forms, financial aid forms or any other College documents;
10. Computer abuse, including possession of unauthorized passwords, plagiarism of programs, unauthorized destruction of files, misuse of computer accounts and disruptive or annoying behavior on the College's computer system;
11. Unauthorized sale, distribution or consumption of alcoholic beverages on College premises;
12. Distribution, purchase or possession of barbiturates, amphetamines, marijuana, hallucinogens, opiates, or any other addictive or illegal drugs or paraphernalia on College premises;
13. Gambling in any form on College premises;
14. Possession, distribution or sale of weapons, incendiary devices, or explosives on College premises;
15. Tampering with or misusing fire-fighting equipment and/or safety equipment (such as alarm-boxes and extinguishers);
16. Participation in or furtherance of any illegal activity on Touro's premises;
17. Offensive or derogatory written or verbal statements intended to inflict harm on members of the College community, including, without limitation, racist, ethnic, or sexist remarks or references regarding any member or group of the College community;
18. Any abusive conduct or harassment directed at an individual or group of individuals in the College community on the basis of the actual or perceived race, gender, color, national origin, ethnicity, religion, age, disability, sexual orientation, marital or parental status, or citizenship status of such person(s);
19. Refusal to identify oneself to an official or security officer of the College or to present proper identification upon entering the college premises;

20. Actions that are not harmonious with and supportive of the activities and functions of an educational institution; actions that harm the reputation of the College;
21. Aiding or abetting any conduct prohibited by this College Code;
22. Conviction of a felony crime while enrolled at the College;
23. Intentionally filing a false complaint under this College Code of Conduct;
24. Academic dishonesty and lack of academic integrity.

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

Adjudication of College Code of Conduct Violations

Any member of the College Community may notify the Dean of Students or his/her designated representatives of a Code of Conduct infraction by submitting a written statement describing the alleged infraction to the Office of the Dean of Students within ten (10) school days of the alleged violation or within ten (10) school days from the time the charging individual learned of the alleged code violation, but no later than within three (3) months of the violation.

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

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

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

Disciplinary Hearings

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

Sanctions

After a hearing, the Student Affairs Committee may take one or more of the following actions:

1. **Dismiss the Charges:** After reviewing all relevant information, evidence and record materials, the Student Affairs Committee may decide to dismiss the charges against the student.
2. **Impose disciplinary sanctions**, which include but are not limited to the following:

(a) Warning – A written reprimand putting the student on notice that he/she has violated the Code of Conduct and indicating that further misconduct may result in a more severe disciplinary action. A copy of this warning will be placed in the student's file.

(b) Disciplinary Probation - A student may be placed on disciplinary probation for a definite period of time. While on probation, students may not hold office in Student Government Organizations, Clubs or Societies or represent the college in any capacity. Further violations while on probationary status will result in suspension or expulsion from the college. A copy of the probation notice becomes a part of the student's file.

(c) Counseling and Treatment – A student's continued enrollment at Touro College may be conditioned on his/her participation in counseling or treatment at outside counseling and treatment agencies. A student's failure to participate in such a program after being advised that his/her enrollment is conditioned on participation may result in other disciplinary sanctions.

(d) Restitution - A student may be required to pay restitution to the college or to fellow students for damages and losses resulting from his/her action.

(e) Suspension – A student may be suspended and may be barred from attending classes for a definite period, not to exceed two years. Notification of the suspension will appear on the student's academic transcript and will remain until the end of the suspension period. A notification of the suspension will remain in the student's file. A student may not be automatically re-enrolled at the end of his/her suspension and he/she must apply to the Student Affairs Committee for reenrollment.

(f) Expulsion – This is termination of the student's enrolled status at the college. A student who has been expelled from the college is not permitted to complete his/her courses and may not re-register for a future semester. Notification of the expulsion will appear on the student's academic transcript.

3. **Impose Additional Sanctions** – The Student Affairs Committee may impose the following sanctions in addition to those listed above:
 - (a) A **fine** of to be paid to the college, in addition to restitution.
 - (b) **Service to the College Community** for a designated number of hours. The required service cannot interfere with the individual’s course schedule.
4. **Legal Action** – In addition to imposing the disciplinary sanctions outlined above, the Student Affairs Committee may recommend that students be turned over to law enforcement authorities for legal action. The final decision on referring student cases to the authorities is made by the Office of the President.
5. **Other Sanctions** – The Student Affairs Committee may impose other sanctions that it deems appropriate and fair.

Appeals of Disciplinary Sanctions Imposed for Code of Conduct Violations

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

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

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

Protocols for Disciplinary Hearings

Hearings conducted by committees designated as representatives of the Dean of Students, the Student Affairs Committee, and the Special Appeals Panel will be governed by the following protocols:

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

TOURO COLLEGE AND UNIVERSITY SYSTEM ACADEMIC INTEGRITY POLICY

Statement on Academic Integrity

Touro College and University System is a community of scholars and learners committed to maintaining the highest standards of personal integrity in all aspects of our professional and academic lives. Because intellectual integrity is a hallmark of scholarly and scientific inquiry as well as a core value of the Jewish tradition, students and faculty are expected to share a mutual respect for teaching, learning and the development of knowledge. They are expected to adhere to the highest standards of honesty, fairness, professional conduct of academic work and respect for all community members.

Academic dishonesty undermines our shared intellectual culture and our ability to trust one another. Faculty and administration bear a major responsibility for promoting a climate of integrity, both in the clarity with which they state their expectations and in the vigilance with which they monitor students. Students must avoid all acts of dishonesty, including, but not limited to, cheating on examinations, fabricating, tampering, lying and plagiarizing, as well as facilitating or tolerating the dishonesty of others. Academic dishonesty lowers scholastic quality and defrauds those who will eventually depend on the knowledge and integrity of our graduates.

The Touro College and University System views violation of academic integrity with the utmost gravity. Such violations will lead to appropriate sanctions, up to and including expulsion from the college community. We commit ourselves to the shared vision of academic excellence that can only flourish in a climate of integrity.

The Touro College and University System's policy on academic integrity, which is outlined in this document, is designed to guide students as they prepare assignments, take exams, and perform the work necessary to complete their degree requirements, and to provide a framework for faculty in fostering an intellectual environment based on the principles of academic integrity.

The International Center for Academic Integrity (ICAI), of which the Touro College and University System is a member, identifies five fundamental values of academic integrity that must be present if the academic life of an institution is to flourish: Honesty, Trust, Fairness, Respect, and Responsibility. To sustain these values, the TCUS Academic Integrity Policy, modeled after that of Rutgers University, requires that a student or researcher:

- Properly acknowledge and cite all ideas, results, or words originally produced by others;
- Properly acknowledge all contributors to any piece of work;
- Obtain all data or results using ethical means;
- Report researched data without concealing any results inconsistent with student's conclusions;
- Treat fellow students in an ethical manner, respecting the integrity of others and the right to pursue educational goals without interference. Students may neither facilitate another student's academic dishonesty, nor obstruct another student's academic progress;
- Uphold ethical principles and the code of the profession for which the student is preparing.

Adherence to these principles is necessary to ensure that:

- Proper credit is given for ideas, words, results, and other scholarly accomplishment;
- No student has an inappropriate advantage over others;
- The academic and ethical development of students is fostered;
- The Touro College and University System is able to maintain its reputation for integrity in teaching, research, and scholarship.

Failure to uphold the principles of academic integrity threatens not only the reputation of Touro, but also the value of each and every degree awarded by the institution. All members of the Touro community bear a shared responsibility for ensuring that the highest standards of academic integrity are upheld.

The Touro College and University System administration is responsible for working with faculty and students to promote an institutional culture of academic integrity, for providing effective educational programs that create a commitment to academic integrity, and for establishing fair procedures to deal with allegations of violations of academic integrity.

Violations of Academic Integrity

The following are considered to be violations of academic integrity and are prohibited by the Touro College and University System. Students, faculty, and other members of the Touro College and University System community who are in violation of one of the offenses listed below or similar such offenses or who assist in the commission of such offenses may be subject to sanctions as described below in the section “Procedures in Response to Violations of Academic Integrity.”

Plagiarism

Plagiarism is defined as the unauthorized use of the writings, ideas and/or computer-generated material of others without appropriate acknowledgement and the representation of them as one’s own original work. Plagiarism encompasses acts of inadvertent failure to acknowledge sources, as well as improper attribution due to poor citation.

When using ideas/words from other sources, the student must clearly define the sources using standard methods of citation. Plagiarism can occur even when one does not use the exact words of another author. Paraphrasing written material by changing or rearranging words without the proper attribution is still considered plagiarism (even if it eludes identification by plagiarism detection software). It is therefore critically important that students understand how to cite. If students have any questions about the proper use and citation of material from other sources, they should seek help from their professors.

Intentional Plagiarism

Plagiarism takes many forms. Flagrant forms, or intentional plagiarism, as stated in the Thesis Guidelines of the New York Medical College, include, but are not limited to: purchasing or copying a paper from the Internet or from a fellow student or anyone else, whether or not that paper has been published; copying or cutting and pasting portions of others’ work (whether a unique phrase, sentence, paragraph, chart, picture, figure, method or approach, experimental results, statistics, etc.) without attribution; copying clinical notes/materials without personally performing the patient examination. Plagiarized sources may include not only print material but also computer programs, CD-ROM video/audio sources, emails and material from social media sites and blogs, as well as assignments completed by other students at Touro College and University System and elsewhere. A more subtle, but equally flagrant, form is paraphrasing or attempting to put in one’s own words the theories, opinions or ideas of another without proper citation.

Students may not reuse their own previous work without appropriate citation. This is a form of plagiarism called self-plagiarism, and may mislead the reader or grader into the erroneous belief that the current submission is new work to satisfy an assignment.

Students are cautioned against assuming that a fact or idea is common knowledge and are encouraged to provide citation, to deflect a charge of plagiarism.

Unintentional Plagiarism

Plagiarism is not only the failure to cite but the failure to cite sources properly. If a source is cited but in an inadequate way, the student(s) may still be guilty of unintentional plagiarism. It is therefore crucial that students understand the correct way to cite. The rules are relatively simple:

- For exact words, use quotation marks or a block indentation, with the citation.
- For a summary or paraphrase, show exactly where the source begins and exactly where it ends.

In its policies and disciplinary procedures, the Touro College and University System will seek to recognize and differentiate its penalties between intentional plagiarism (as defined above) and failure to cite sources properly. However, both forms are violations.

Cheating On Examinations And Other Class/Fieldwork Assignments

The Student Code of Academic Integrity at the New York Medical College defines cheating as improperly obtaining and/or using unauthorized information or materials to gain an advantage on work submitted for evaluation. Providing or receiving assistance unauthorized by the instructors is also cheating.

Examples of cheating include, but are not limited to:

- Giving or receiving unauthorized assistance to or from another person on quizzes, examinations, or assignments;
- Using materials or devices not specifically authorized during any form of a test or examination;
- Exceeding the restrictions put in place for “take home” examinations, such as unauthorized use of library sources, intranet or Internet sources, or unauthorized collaboration on answers;
- Sitting in for someone else or permitting someone to sit in for you on any form of test or examination;
- Working on any form of test or examination beyond the allotted time; hiding, stealing or destroying materials needed by other students;
- Altering and resubmitting for re-grading any assignment, test or examination;
- Copying from another individual’s examination or providing information to another student during an examination;
- Soliciting, obtaining, possessing or providing to another person an examination prior to the administration of the examination.

Examples of unauthorized assistance include:

- Giving or receiving person-to-person assistance or information in any manner, including notes, text messages, or e-mails, during an examination or in the preparation of other assignments without the authorization of the instructor;
- Using crib sheets or unauthorized notes (unless the instructor provides explicit permission);
- Copying from another individual’s exam.

Failure to comply with any and all Touro College and University System test procedures will be considered a violation of the Academic Integrity Policy.

Research Misconduct And Other Unethical Conduct

The integrity of the scientific enterprise requires adherence to the highest ethical standards in the conduct of research and research training. Therefore, students and other trainees conducting research are bound by the same ethical guidelines that apply to faculty investigators. These standards are described briefly in the New York Medical College Guidelines for Ethical Practices in Research and Policies for Dealing with Instances of Alleged Violations of Ethical Standards and more fully in the US Public Health Service Policies on Research Misconduct.

Research misconduct is defined in the USPHS Policy as “fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results.” When appropriate, adjudication will be conducted according to Touro College and University System’s Guidelines for Ethical Practices in Research cited above.

In the Student Code of Academic Integrity, the New York Medical College uses the following as examples of research misconduct:

Fabrication

Fabrication means making up information, data, or research results, or pretending to have performed experiments that were not, in fact, conducted.

Falsification

Falsification means inappropriately altering or manipulating data, images, or information on clinical or laboratory records, practicum experiences, research results, equipment, and/or processes so that one possible conclusion or interpretation is favored over others.

Plagiarism (As Research Misconduct)

Plagiarism, on its own a violation of academic integrity, may *additionally constitute research misconduct* if it is committed in the context of a research effort.

Misleading or Fraudulent Behavior

Misleading or fraudulent behavior, put simply, is lying, and includes acts contributing to or associated with lying. It takes on any form of fabrication, falsification or misrepresentation.

Examples include, but are not limited to:

- Reporting false information to gain an advantage;
- Omitting information or data resulting in misrepresenting or distorting findings or conclusions;
- Providing false information to explain lateness or to be excused from an assignment, class or clerkship function;
- Falsely accusing another of misbehavior, or otherwise misrepresenting information about another;
- Providing false information about oneself, such as on an application or as part of some competition;
- Taking credit for accomplishments achieved by another;
- Omitting relevant information about oneself.

Tampering

Unauthorized removal or alteration of College documents (e.g., library books, reference materials, official institutional forms, correspondence), software, equipment, or other academic-related materials, including other students' work, for the purpose of gaining an unfair academic advantage. It should be noted that tampering as a form of cheating may also be classified as criminal activity and may be subject to criminal prosecution.

Examples include, but are not limited to:

- Tearing out the pages of an article from a library journal to prevent other students from having access to the required reading material;
- Intentionally sabotaging another student's work;
- Altering a student's academic transcript, letter of recommendation, or some other official college document;
- Electronically changing another student's or colleague's files, data, assignments, or reports.

Copyright Violations

Academic integrity prohibits the making of unauthorized copies of copyrighted material, including software and any other non-print media. Individuals, under the legal doctrine of "fair use", can make a copy of an article or copy small sections of a book for personal use, or may use an image to help teach a concept. As a general rule, if you think that you might be violating the copyright law, you probably are. Examples of copyright violations include:

- Making or distributing copies of a copyrighted article for a group (on paper or electronically);
- Disseminating an image or video of an artist's work (such as a Netter® or Adam® anatomical drawing) without permission;
- Copying large sections of a book.

The "fair use doctrine" regarding use of copyrighted materials can be found at the following link: <http://www.copyright.gov/fls/fl102.html>

Procedures In Response To Violations Of Academic Integrity

This Touro College and University System Academic Integrity Policy applies to all students in each of Touro's schools. Any act in violation of this Policy or any allegation of misconduct related to this Policy involving a student must be reported and addressed in accordance with the adjudication procedures outlined below or those of the student's school, which at no time will be less stringent than the requirements and standards set forth in this Policy Statement.

Reporting A Case Of Suspected Plagiarism Or Cheating

Faculty members or other members of the Touro community who encounter cases of plagiarism or cheating should *contact the Chair of the relevant department*, and inform the offending student of such. The Chair will report the incident, in writing, to the Dean. The Chair will provide faculty with advice specific to the individual incident. No grade may be entered onto the student's record for the course in question before the issue is resolved, either informally or formally.

Resolution Of Academic Integrity Violations

Students who are found to have violated the Touro College and University System's Standards of Academic Integrity are subject to sanctions. Each school shall designate the Dean responsible for adjudicating violations of Academic Integrity (herein referred to as the "Dean" except where otherwise noted). Depending on the school's Student Handbook or Bulletin, this may be the Dean of Students, the Dean of Faculties, or another appropriate responsible individual.

As stated above, incidents are reported to the department Chairperson, and a report by the Chair is submitted to the Dean. The method of resolution of the violation may be either informal or formal.

At the discretion of the Dean or Chair, the student may be removed from the class pending a resolution of the matter. Should a student action be of such a nature that it is felt that he or she must be relieved of his/her right to attend the Touro College and University System, the student may be temporarily suspended from the Touro College and University System upon recommendation of the Dean. In the case of suspension, an expedited formal hearing will be scheduled. Suspended students may not avail themselves of the informal resolution process.

Informal Resolution

The student and faculty member may resolve the issue informally—with notice to the Chair of the Department and the Chair's consultation with the Dean (which must be accompanied by a written synopsis of the matter)—and the faculty member, in consultation with the Chair, may impose any range of sanctions (Class C, D, or E) short of suspension and expulsion. If the student agrees to the decision, then any disposition will be final. Once accepted by the student, the decision of the faculty member and Chair is not subject to appeal, and is binding on both the student and faculty member.

The Chair must indicate whether the violation was a minor or inadvertent violation that is not subject to reporting, or whether the violation is significant enough to warrant reporting. The outcome of the informal resolution should be reported in writing to the Dean, who will maintain the record of significant violations for the duration of the student's academic career.

The informal resolution process is not available to individuals who have been previously reported.

Formal Resolution

In the event that (1) the student denies the charge, (2) the student and faculty member do not agree to informal resolution, (3) the student is a repeat offender, or (4) for any other reason for which informal resolution is not appropriate as determined by the Chair or the Dean, then the matter shall be submitted for formal resolution.

The Touro College and University System has developed the following formal method of resolution to deal with academic integrity allegations and complaints.

To institute formal resolution, the following procedures shall be followed:

- The Dean receives a written statement from the instructor or any other complainant, as the case may be.
- The written statement must include the name of the involved student, the name and status of the reporting person, and the nature of the alleged act.
- The Dean shall arrange a hearing which, generally speaking, should take place no earlier than three (3) calendar days and no later than twenty (20) calendar days after receipt of the complaint.
- The hearing shall take place before the Standing Committee on Academic Integrity of the School.
- All persons involved in a hearing shall be given adequate notice of all hearing dates, times and places. Such notice, which may be by e-mail and followed by a hard copy, will be given at least twenty-four hours prior to any hearing, unless waived by the parties involved.
- Postponements of Committee hearings may be made by the interested parties or the administration. The student may be granted a postponement if pertinent information or interested parties cannot for good cause be present at the appointed time. Any postponement may not extend beyond a three-month period.
- The student charged and the person making the charges will be afforded the following opportunities:
 - To review, but not copy, all pertinent information to be presented to the Committee. The length of time for review shall be reasonable, as determined by the Committee Chair.
 - To present fully all aspects of the issue before the Committee.

Committee Hearings will proceed under the following guidelines:

- All Committee hearings and meetings are to be closed sessions. The Committee may hear other people of its choosing who may be knowledgeable about the issue(s) under consideration, and may investigate relevant written reports, discussions with involved parties, examinations, papers, or other related documents.
- A quorum of this Committee must be present in order to conduct official business and render a decision.
- All decisions shall be made by majority vote, the mechanism to be determined by Committee membership.
- The student has the right to appear in person before the Committee in order to present his/her case, but, after proper notice of a hearing, the Committee may proceed, notwithstanding the student's absence.
- The hearing is academic in nature and non-adversarial. Representation by an attorney is not permitted.
- A recording secretary may be appointed by the Committee Chair. Transcripts of the proceedings are not mandatory or required.
- All issues in dispute shall be presented orally by the Committee Chair.
- All information supporting the charges made against a student shall be presented first. Following this presentation, the student who is under investigation will present his/her side of this issue, submitting to the Committee information that he/she chooses to submit to support the student's stance or position. The Dean, his or her designee, or other members of the Administration may also meaningfully participate in this information exchange. Pursuant to the Touro College and University System Code of Conduct, the student is expected not to obstruct the investigation or proceedings.
- At the completion of all discussions, the student and his/her accuser may each make a closing statement. The administration may also be afforded an opportunity to make a statement.
- At any time during the hearing the student, his/her accuser, the Committee, and/or the Touro College and University System's representatives may raise questions about the information under review so that all aspects of the case are clarified.

The Committee shall reach a decision using the following guidelines:

- The Committee will meet in closed session to reach a decision, including recommended sanctions, if applicable. Such meeting will generally be held within one school day following the hearing.
- If the Committee seeks additional information following commencement of its deliberations, it will notify the parties within two school days, and reconvene the hearing within five school days of the conclusion of the original hearing. The Committee's final decision must then be made.
- The Committee's decision must be based solely on the evidence presented at the hearing and will be the final disposition of the issues involved, including sanctions. The Committee's decision will be presented in writing to the Dean and the student.
- In the absence of an appeal, the Dean will transmit the Committee's decision to the Touro College and University System (TCUS) Academic Integrity Council. Solely in the event of a disparity or other irregularity in the sanction imposed, the TCUS Academic Integrity Council may remand the matter to the Dean, noting the new range of permissible sanction.

Academic Appeal Process

- Following notification of the Committee decision, a student may wish to appeal the decision. He or she has three (3) working days within which to submit a formal written appeal of the decision to the Dean of the Division or School. The appeal should be accompanied by a narrative explaining the basis for the appeal. The narrative should fully explain the student's situation and substantiate the reason(s) for advocating a reversal or modification of the decision by the Committee.
- After consideration of the Appeal, the Dean may accept, reject or modify the Committee's decision, and will notify the student in writing of the decision.
- The Dean, when notifying the student of the decision, shall inform the student of his/her right to appeal an adverse decision in the event the sanction imposed was a suspension, expulsion or revocation of the degree. In all other instances, the Dean's decision will be FINAL.
- A copy of the Dean's Final decision will be transmitted to the Touro College and University System (TCUS) Academic Integrity Council. Solely in the event of a disparity or other irregularity in the sanction imposed, the TCUS Academic Integrity Council may remand the matter to the Dean, noting the new range of permissible sanctions, for action consistent with overall TCUS standards.

In the event the Dean and the Committee have decided to suspend, expel or revoke a student's degree, following notification of the Dean's decision, a student may wish to appeal the decision. He or she has five (5) working days within which to submit a formal written appeal of the decision to the respective Chief Academic Officer (e.g., the Provost or Senior Provost) or Presidential designee. The appeal should be accompanied by a narrative explaining the basis for the appeal. The narrative should fully explain the student's situation and substantiate the reason(s) for advocating a reversal of the prior recommendation or decision by the Committee or the Dean.

The Provost may grant an appeal only on the basis of one of the following:

- Evidence of bias of one or more of the members of the Committee or of the Dean.
- New material documenting information that was not available to the Committee or a relevant Dean at the time of the initial decision.
- Procedural error.

The Provost may interview the student, but will not conduct a hearing. The Provost will consider the merits of the appeal and may even consult the Chair of the Committee. The Provost will notify the student in writing of the appeal decision. The decision of the Provost shall be final.

Status of Student Pending Action

Pending resolution on charges, the status of the student will not be altered except in cases where the student has been suspended, in which case an expedited resolution procedure will be in effect. If a student is suspended for any reason, all as-yet undisbursed financial aid may be withheld unless or until the action is fully resolved and the student is reinstated. If reinstated, the financial aid funds can be released to the student. If the student is dismissed, the funds will be returned to the proper agency or lender.

Sanctions

Sanctions may be imposed by the faculty, the Dean or the Committee. Sanctions may include the following or combinations thereof:

Class A Sanctions:

- Expulsion/dismissal;
- Revocation of awarded degree in the event that the violation is identified after graduation.

Class B Sanctions:

- Suspension (up to twenty-four months)

Class C Sanctions:

- Indication of the disciplinary action in a letter of reprimand, in reference letters, licensure and regulatory forms, etc.;
- Notification of the violation to the other schools within the Touro College and University System;

Class D Sanctions:

- Placement on Probation;
- Failure in the course and requiring the student to repeat the entire course/clerkship;

Class E Sanctions:

- Ordering student to take additional ethics tutorials intended to assist student to avoid future misconduct;
- Reduction of the grade for a particular submitted piece of work, segment of work required for a course/clerkship or the entire course/clerkship with or without the option of redoing the work;
- Requiring the student to redo the assignment;

Other Sanctions:

- Other sanctions, as deemed just and proper. For example, repeat offenders may be subject to more stringent sanctions.

Recordkeeping

Records of the resolution of proceedings shall be kept in accordance with the following:

- If the Committee finds no merit in the allegation under discussion, the Touro College and University System records of the proceedings shall be sealed and secured in the office of the Dean until such time as any legal statute of limitations has expired. Upon the running of the limitations period, all records shall be destroyed. Should a need arise to open the sealed records, the Provost, Dean, or Chief Compliance Officer shall issue an order to open the record. These records will not go into a student's file.
- If the Committee determines that there is merit in the allegation, all matters relative to the resolution shall be entered in the student's academic file, with a copy held by the Dean.

A student may see his/her file in accordance with Touro College and University System regulations concerning inspection of records as spelled out in *Guidelines for Access to and Disclosure of Educational Records Maintained by the Touro College and University System*.

ARBITRATION OF DISPUTES

Touro College students, faculty and staff are expected to abide by all Touro College policies and regulations, including those set forth on the Touro College website, and including the policies and procedures set forth in this Bulletin.

Touro College's arbitration policy was created with the intention of providing a program for the quick, fair, accessible, and inexpensive resolution of Disputes (see definition below) between Touro College and Touro College's current and former students (as well as applicants) related to or arising out of a current, former, or potential academic relationship with Touro College. The policy is intended to provide an exclusive mechanism for the final and binding resolution of all Disputes that cannot otherwise be resolved internally through the academic and disciplinary methods described elsewhere in this Bulletin. It is not intended either to curtail or extend substantive rights available under applicable law, except to limit Touro College's damages awardable to students in any and all events, and to limit the amount of time an aggrieved student has to file for arbitration. The policy should be interpreted in accordance with these purposes.

A student's acceptance, registration, enrollment, matriculation and/or continued enrollment and matriculation at Touro College acts as his or her consideration and consent to these terms. Each student agrees that he or she will pay for their own fees and expenses related to or arising out of the arbitration. Each student acknowledges and understands that by registering and matriculating at Touro College they are clearly, freely and unambiguously agreeing to exclusively arbitrate any disputed claims that may arise, that are not otherwise resolved via Touro College's internal complaint or dispute mechanisms. You agree to waive any right to a trial by jury or to bring an action in court.

All arbitrations of Disputes shall be exclusively conducted and heard by the American Arbitration Association ("AAA"), or its successor, before a single arbitrator who shall be an attorney. "Dispute" means all legal and equitable claims, demands, and controversies "of whatever nature or kind", whether in contract, tort, under statute or regulation, or some other law or theory; the application, potential enrollment, enrollment, matriculation, continued enrollment and matriculation, and graduation, suspension, dismissal, expulsion, separation or any other academic, disciplinary or other action or termination of such student with Touro College; any other matter related to or concerning the relationship between the student and Touro College including, by way of example and without limitation, allegations of: discrimination based on race, religion, national origin, age, veteran status or disability, sex (including sexual harassment), gender, sexual orientation, retaliation, defamation, infliction of emotional distress, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments Act, The Americans With Disabilities Act of 1990, Campus Sex Crimes Prevention Act, as amended, Sections 1981 through 1988 of Title 42 of the United States Code, if applicable, Family Educational Rights and Privacy Act of 1974 (FERPA), if applicable, The Immigration Reform and Control Act of 1986, New York State Human Rights Law, New York City Human Rights Law, or any other federal, state or local civil law, as well as any other law related to students, not-for-profits and higher educational institutions. Disputes do not include collections actions of tuition or other fees payable by the student and owed to Touro College.

Requests to arbitrate must be filed with the other party and with AAA within one hundred and twenty (120) calendar days after the claim or dispute arises or the act or acts as to which arbitration is brought occur. If a student fails to file a request for arbitration with Touro College and AAA within one hundred and twenty (120) calendar days after the claim or Dispute arises, that claim or dispute will be conclusively resolved against the student even if there is an applicable statute of limitations that may have given the student more time. Any judgment upon the award rendered by the arbitrator may be entered in any court of competent jurisdiction.

If any provision of the policy is determined to be invalid or unenforceable in any jurisdiction, the remaining provisions shall remain in full force and effect and shall be liberally construed so as to effectuate the purpose and intent of the policy. This policy precludes litigation in any court of any claim that could be arbitrated. If for any reason this arbitration clause is declared unenforceable, the student nevertheless waives the right to a jury trial with respect to complaint or action filed in a court of competent jurisdiction and within the one hundred and twenty (120) calendar day limitations period described above.

FAILURE TO EDUCATE AND LIABILITY DISCLAIMER

The payment of tuition entitles a student to register and matriculate in the courses and programs available and offered by Touro College. In order for a degree to be earned, passing grades must be achieved and any other prerequisites required by the school and program must be fulfilled. While students expend significant sums associated with higher education, successful completion of a course, program, or degree is dependent on many factors, Touro College makes absolutely no assurances or representations of guaranteed success, merely that it will provide students with the tools needed to accomplish their academic goals.

Touro College's liability (as well as its faculty, staff, and third parties action by, through or on its behalf) is limited in all respects, no matter the cause of action or theory of liability, to the amount of tuition actually paid by the student in the one year prior to which the claim is made. No award of incidental, consequential, punitive or lost profits damages may be awarded.

OTHER COLLEGE POLICIES

POLICY ON BIAS, HARASSMENT AND DISCRIMINATION

All divisions of Touro seek to foster a collegial atmosphere where students are nurtured and educated through close faculty-student relationships, student camaraderie, and individualized attention. Discrimination or harassment of any kind is anathema to Touro's mission, history, and identity. Touro will resolve any identified discrimination in an effective and timely manner, and will ensure that it does not recur.

Those believing that they have been harassed or discriminated against on the basis of their race, religion, color, national or ethnic origin, alienage, age, military veteran's status, disability, and/or marital status should immediately contact the Dean of Students, Human Resources, and/or Security. When Touro has notice of the occurrence, Touro is compelled to take immediate and effective corrective action reasonably calculated to stop the harassment, prevent its recurrence, and as appropriate, remedy its effects.

Any member of the Touro community including students, faculty, employees, or vendors has a duty to report violations of this policy where individuals know, or should know, of accusations or actions which violate Touro Policy and will notify the Touro Compliance Officer of such violations promptly.

The Compliance Officer shall coordinate the enforcement, compliance, communication and implementation of Touro's anti-harassment and anti-discrimination policy.

Complaints may be filed by contacting:

Elan Baram
Compliance Officer
Touro College
43 W. 23rd Street Seventh floor
New York, NY 10010
212-463-0400
elan.baram@touro.edu

or alternatively the Chief Compliance officer at compliance@touro.edu.

A complaint, which must be submitted within the earlier of the following two dates:(a) thirty (30) days after the alleged misconduct; or, (b) the end of the semester in which the alleged incident occurred.

Retaliation against any individual who made a complaint will not be tolerated.

Additional information about this policy will be available on Touro's website. Students may contact the Office for Civil Rights of the U.S. Department of Education for inquiries concerning the application of this policy as well as the implementation of its regulations. The Office for Civil Rights can be contacted using the following information:

U.S. Department of Education
Office for Civil Rights
32 Old Slip, 26th Floor
New York, New York 10005
Phone (646) 428-3800
Fax (646) 428-3843
email: OCR.NewYork@ed.gov

TITLE IX POLICY

Our Title IX policy applies to all members of the Touro community, including students, faculty, and administrators as well as third-parties (including, but not limited to, vendors, invitees, etc.). Discrimination or harassment of any kind in regards to a person's sex is not tolerated at our institution. Information and/or training regarding this policy is available to students, faculty, and staff.

All divisions of Touro seek to foster a collegial atmosphere where students are nurtured and educated through close faculty-student relationships, student camaraderie, and individualized attention. Discrimination or harassment of any kind is anathema to Touro's mission, history, and identity. Touro will resolve any identified discrimination in a timely and effective manner, and will ensure that it does not recur.

Those believing that they have been harassed or discriminated against on the basis of their sex, including sexual harassment, should immediately contact the Title IX coordinator. When Touro has notice of the occurrence, Touro is compelled to take immediate and effective corrective action reasonably calculated to stop the harassment, prevent its recurrence, and as appropriate, remedy its effects.

Title IX, and its implementing regulations, prohibit discrimination based on sex, including sexual harassment. ***The prohibition against discrimination extends to employment and third-parties.*** Sexual harassment is unwelcome conduct of a sexual nature and can include sexual advances, request for sexual favors, and other verbal, non-verbal, or physical conduct. Environmental harassment (sometimes referred to as hostile environment) is sexually harassing conduct that is sufficiently severe, persistent or pervasive to limit an individual's ability to participate in or receive benefits, services, or opportunities at Touro. This can include persistent comments or jokes about an individual's, sex; verbal behavior, including insults, remarks, epithets, or derogatory statements; nonverbal behavior, including graffiti, inappropriate physical advances short of physical violence such as repeated and unwanted touching; and assault, including physical violence or the threat of physical violence.

Retaliation against any individual who made a complaint will not be tolerated.

Title IX Coordinator

The Title IX Coordinator or his designee ("Title IX Coordinator") is trained and knowledgeable about enforcement, compliance, communication, and implementation of Touro's anti-harassment and anti-discrimination policy.

The Title IX Coordinator's contact information is as follows:

Elan Baram
Title IX Coordinator
Touro College
43 West 23rd Street, 7th Floor
New York, NY 10010
Phone: 212-463-0400 x5636
Email: Elan.Baram@Touro.edu

Additional information about this policy will be available on Touro's website. Students may contact the Office for Civil Rights of the U.S. Department of Education for inquiries concerning the application of Title IX as well as the implementation of its regulations. The Office for Civil Rights can be contacted using the following information:

U.S. Department of Education
Office for Civil Rights
32 Old Slip, 26th Floor
New York, New York 10005
Phone (646) 428-3800
Fax (646) 428-3843
email: OCR.NewYork@ed.gov

TOURO COLLEGE SEXUAL ASSAULT PREVENTION POLICIES

The administration of Touro College is concerned with the physical safety and security of the students of the college.

Sexual offenses of all types directed against students by their peers, professors and/or employees of the college on the premises of Touro College constitute criminal acts and violate [Touro College's Code of Conduct](#). Under New York law, sexual offenses include: sexual abuse; rape; sodomy; sexual misconduct; public lewdness; stalking. All of these acts are punishable by imprisonment in New York State.

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

Reporting Sexual Offenses to the College and Police

To report sexual offense crimes, immediately call the **Touro College Command Security Post** at the Manhattan Main Campus, which is staffed 24 hours a day, at **212-463-0400 ext. 5782**. To report the crime to the police, dial 911. For rape, assault and sexual violence, you may call the **Sex Crime Hotline at 212-267-7273**.

Victims of sexual assault seeking counseling may wish to contact:

The Crime Victim Center, 50 Court Street, 8th Floor, Brooklyn, N.Y. 11201; telephone: (347)328-8110.

Filing Charges for Incidents of Sexual Assault

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

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

For Further Information

Please consult our brochure, entitled *Sexual Harassment: Information for College Students*. This brochure is available from the Office of the Dean of Students.

STUDENT GRIEVANCES

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

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

Academic Issues

If the complaint is about actions taken concerning a student's grade, course withdrawals, or leaves of absence from school, or if it involves the curricular material or the conduct of a faculty member, the student should first inform the chairperson of the appropriate academic department/division, either orally or in writing, that he/she wishes to appeal the action taken.

If the chairperson of the appropriate academic department/division determines that the action will not be reversed, the student may appeal the Chair's decision to the Dean of Faculties or his/her designee, either orally or in writing.

If the Dean of Faculties determines that the action will not be reversed the student may file a formal grievance to appeal academic action taken against him/her by appealing to the Committee on Academic Standing, following procedures described elsewhere in this Student Handbook.

Issues of Student Behavior

If the complaint concerns student behavior and constitutes a potential violation of the Touro College Code of Conduct, the complaint should follow the procedures regarding the Code of Conduct, as described in this Bulletin and the Touro College Undergraduate Student Handbook.

Other Grievances

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

If a student wishes to file a formal grievance and appeal the determination of the Dean of Students for the particular division in which the action complained about was taken, he or she may request a formal hearing to review and adjudicate the complaint. The request for a hearing must be in writing to the Office of the Dean of Students of Touro College, not more than 90 days after the Dean of Students for the particular academic division has made a final determination. A date for a hearing will be set no later than thirty days following the receipt of the request.

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

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

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

Protocols for conducting hearings are as follows:

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

Conflicts of Interest

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

TOURO COLLEGE CAMPUS SECURITY POLICIES

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

Access to the Campus

Students must show a valid identification card to enter Touro College Facilities. Visitors must receive a temporary pass from guards on duty to enter Touro facilities.

Security Services

Touro College has contracted with professional security guard services to maintain and monitor security at its campuses and sites. Selected locations have armed Security Officers. Security Personnel are carefully screened before being assigned to Touro College, and supervised to ensure quality assurance. Security staff are supervised by means of their agency supervisor, and as well as the Campus Security Director.

Security personnel respond to emergency calls for service, enforce regulations, and assist in security building inspections and fire prevention. Electronic means, such as closed circuit television, are also used to monitor activities at many College centers.

The Security Officers may detain individuals who engage in illegal and criminal actions until New York City Police Officers arrive and/or your local Law Enforcement agency arrives. They are empowered to enforce Touro's regulations, to investigate incidents, and to apprehend those who violate Touro regulations or commit crimes on campus. Criminal violators that are apprehended are turned over to the police. Our Security Officers are not Peace Officers or Police Officers and have no power of arrest.

Our Security Director meets regularly with Police Commanders to help ensure the safest environment for our campus community.

Reporting Criminal Incidents & Other Emergencies

All students, employees, and guests should promptly report criminal incidents, accidents, and other emergencies to the Department of Campus Security by dialing 1-88-Touro911 (1-888-687-6911). This service allows you to speak to a live operator, twenty four hours a day, seven days a week, to report any incidents or occurrences. The service refers all calls to the appropriate agencies (i.e. fire, police, etc.) for assistance, as well as to the appropriate College authorities. Additionally you may report any incidents to any Security Officer at your site, the Campus Security Director, and/or Operations. If you are located in a Student Residence Hall you can also report any incident to your Resident Director, Assistant Resident Director, or R/A at your facility. The Campus Security Administrative office is located at 43 W. 23rd Street, 4th Floor and can be reached at (212) 463-0400 ext. 5134 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 College campuses and sites are published in the *Touro College Campus Security Handbook*.

TOURO COLLEGE DRUG AND ALCOHOL ABUSE POLICY

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

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

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

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

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

Students found in violation of these policies will be subject to disciplinary proceedings in accordance with the procedures outlined in the respective Student Handbooks of the College of Liberal Arts and Sciences, the School of General Studies and The Touro Law School. Students enrolled in the School of Health Sciences, the Graduate School of Jewish Studies and other divisions of the college will have their cases adjudicated in accordance with the guidelines of the College of Liberal Arts and Sciences.

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

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

Public Education Statement on Illicit Drug and Alcohol Use

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

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

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

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

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

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

Touro College Regulations Relating to Alcohol Use

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

For Further Information

Students should consult the [Touro College Campus Security and Drug Alcohol Abuse Policies Information Brochure](#) for a detailed description of the health risks and dangers resulting from consuming controlled substances. This brochure has a listing of treatment centers in the New York area. The brochure also outlines legal sanctions imposed under Federal Law and New York State Law.

STUDENT RESPONSIBILITIES AND RIGHTS

CAMPUS CITIZENSHIP

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

STANDARDS OF CLASSROOM BEHAVIOR

The faculty has primary responsibility for managing the classroom. Students who create a disruption in the classroom may be directed by the instructor to leave the class for the remainder of the class period. Behaviors defined as disruptive include persistently speaking without being recognized, using a cell phone in the class, eating in the classroom, interfering with the class by entering and leaving the room without authorization, carrying on private conversations, and refusing to follow the directions of the course instructor.

Other Prohibited Actions in Classrooms

To ensure a clean and healthy environment for all students at the college, eating drinking and smoking are not permitted in any classroom, laboratory, or auditorium.

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

COMPUTER USE POLICY

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

Students are not permitted to use another person's User ID or password, circumvent or subvert security measures, use university systems for partisan political purposes, make illegal copies of copyrighted material, or use the e-mail to harass, intimidate and threaten any member of the College Community.

The administration reserves the right to limit, restrict or remove computing privileges from any student who violates the College's Computer Policy, local state, or federal laws, as well as the applicable articles of the College's Code of Conduct contained in this Student Handbook.

INTERNET AND E-MAIL POLICY

The College's Internet and e-mail connections are intended solely for use in conducting the College's

business and promoting its educational goals. User's conduct on the Internet and e-mail must conform to the College's code of conduct and must be in furtherance of legitimate college business.

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

Violation of this policy may result in termination of Internet and e-mail access, and disciplinary action under the college's disciplinary policy.

ANTI-HAZING REGULATIONS

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

NO-SMOKING POLICY

The College observes local ordinances regarding cigarette smoking. State law bans smoking in schools and other public places except in designated areas.

CONFIDENTIALITY OF STUDENT EDUCATION RECORDS

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

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

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

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

1. The right to inspect and review the student's education records within a reasonable period of time, but not more than 45 days after the College receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the students of the correct official to whom the request should be addressed.
2. The right to request an amendment to the student's education records that the student believes contains information that is inaccurate, misleading, or in violation of the student's rights of privacy. Students may ask the College to amend a record that they believe is inaccurate. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to provide signed and dated written consent before the College discloses personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

- a. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
- b. A second exception that permits disclosure without consent is disclosure of Directory Information. Directory information is information that is generally not considered harmful or an invasion of privacy if released.

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

The following is considered “Directory Information” at Touro College and may be made available to the general public unless the student notifies the Office of the Registrar in writing within ten days of the start of each semester:

- Name
 - Address
 - E-mail address
 - Telephone listing
 - Date and place of birth
 - Photograph
 - Major field of study
 - Dates of enrollment
 - Enrollment status
 - Classification (freshman, etc.)
 - Honors and awards
 - Degrees and dates of conferral
 - Most recent prior educational agency or institution attended
 - Student identification number
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Touro College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605.

Authorization for 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 within ten days of the start of each 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.

REGISTERED PROGRAMS

The following table provides a complete list of all Touro College programs registered with the New York State Education Department at this time. Note: Enrollment in programs other than those listed below may jeopardize a student's eligibility for certain student aid awards. Not all programs are available at all locations.

Program Title	HEGIS Code	Degree Awarded	Campus
Accounting	0502	BS	F, K, M
Accounting	0502	MS	M
Accounting	0502/0502	BS/MS	K/M
Accounting	0502/0502	BS/MS	M, F
Accounting	5002	Cert.	F, M
Accounting	5002	AAS	M
Accounting	5002	AOS	F
American Law for Foreign Lawyers	1499	LLM	H
Applied Human Cognition: Feuerstein Model	2099	Adv. Cert.	M
Bariatric Science	1299	Adv. Cert.	B, M
Behavioral Science (Criminal Justice)/Law <i>(with NY Institute of Technology – Central Islip Campus)</i>	2105/1401	BS/JD	H
Bilingual General Education	0899	Adv. Cert.	M
Bilingual General Education: ITI	0899.60	Adv. Cert.	M
Bilingual PPS: ITI	0899.60	Adv. Cert.	M
Bilingual Spec Ed & Speech & Lang Dsblts	0899	Adv. Cert.	M
Bilingual Special Ed: ITI	0899.60	Adv. Cert.	M
Bilingual Speech and Language Dis: ITI	0899.60	Adv. Cert.	M
Biology	0401	BS	B, F, K, M
Biology Education – Grades 7-12	0401.01	MS	M
Biomedical Equipment Technician	5299	Cert.	M
Business Administration	0506	MBA	M
Business Administration/Law <i>(with C.W. Post Campus of Long Island University)</i>	0506/1401	MBA/JD	H

Business Administration: General Management/Law (with Dowling College)	0506/1401	MBA/JD	H
Business Management	5004	Cert.	F, M
Business Management and Administration	0506	BS	F, M
Business Management and Administration	5004	AS	F, M
Business Management and Administration/Accounting	5002	Cert.	F, M
Business Management and Administration/Data Processing	5101	Cert.	F, M
Business Management and Administration/Office Management	5004	Cert.	F, M
Chemistry	1905	BS	F, M
Childhood Education	0802	BA	M
Childhood Education/Teaching Students with Disabilities	0808	MS	F, M
Computer Science	0701	BS	F, K, M
Court Management	5099	Cert.	H
Desktop Publishing	5004	AS	F
Desktop Publishing	5008	AOS	F
Desktop Publishing	5012	Cert.	F
Digital Media Arts	5310	Cert.	M
Digital Multimedia Design	0605	BS	F, M
Early Childhood Education	0823	BA	M
Ecommerce Technology	0799	MS	M
Economics	2204	BA	F, K, M
Education	0801	MS	M
Education	0801	MA	M
Electronic Document Processing	5005	Cert.	F, M
English	1502	BA	F
English to Speakers of Other Languages	1508	Adv. Cert.	M
English to Speakers of Other Languages	1508	MS	F, M
Environmental Science	1999.10	MS	M
Finance	0504	BS	F, K, M
Finance	5003	AOS	F
Finance	5003	AS	F, M

Finance	5003	AAS	M
Forensic Accounting	0502	Adv. Cert.	M
General Psychology	2001	MA	B, M
Gifted and Talented Education	0811	Adv. Cert.	M
Health Care Administration	1202	BS	B
Health Care Administration/Law (with C.W. Post Campus of Long Island University)	1202/1401	MPA/JD	H
Health Information Administration	1215	BS	M
Health Information Management	5213	Cert.	M
Health Science/Occupational Therapy Dual	1201/1208	BS/MS	B, M
Health Science/Physical Therapy Dual	1220/1212	BS/DPT	M
Health Science/Physical Therapy Dual	1201/1212	BS/MS	B, M
Health Science/Physical Therapy Dual	1201/1220	BS/DPT	B
Health Science/Physician Assistant Studies Dual	1201/1299.10	BS/MS	B, M
Health Sciences	1201	BS	B
Health Sciences/Acupuncture	1299/1299	BPS/MS	M
Health Sciences/Oriental Medicine	1299/1299	BPS/MS	M
Hebrew Language and Literature	1111	BA	M
History	2205	BA	M
Human Resource Management	0506	MS	M
Human Resource Management	0515	Adv. Cert.	M
Human Services	2101	BS	F, M
Human Services	5506	AS	F, M
Human Services	5508	AAS	M
Human Services	5508	AOS	F
Humanities	4903	BA	F, M
Industrial/Organizational Psychology	2008	MS	M
Information Systems	0701	MS	F, M
Information Systems-Data Communication	5104	AAS	M
Information Technology-Data Communication	5104	AOS	F

Information Technology: Network Administration and Security	5199	AS	F, M
Information Technology: Network Administration and Security	0799	BS	F, K, M
Instructional Technology	0899.02	MS	F, M
Interdisciplinary Liberal Arts and Sciences	4901	BS	F, K, M
Interdisciplinary Liberal Arts and Sciences	4901	BA	F, K, M
Interdisciplinary Studies in Biological and Physical Sciences	4902	MS	O
International Business Finance	0504	MS	M
Jewish Childhood Education/Special Edu	0808	MS	M
Jewish Law	5603	Cert.	M
Jewish Studies	0399	MA	M
Judaic Studies	0399	BA	F, K, M
Law	1401	JD	H
Legal Studies for Non-Law Professionals	1499	MPS	H
Liberal Arts and Sciences	4901	BA	M
Liberal Arts and Sciences	5649	AA	F, M
Literature "English"	1502	BA	M
Management	0506	BS	F, K, M
Management	5004	AS	F, M
Management	5004	AOS	F
Management	5004	AAS	M
Management Info Sys: Data Communication	0702	BS	K
Management Info Systems: Programming	0702	BS	K
Management of Individuals with Neurobehavioral Disorders	2099	Adv. Cert.	B, M
Management: Marketing	0509	BS	K
Marketing	5004	AAS	M
Marketing	5004	AOS	F
Master of Laws-General Studies	1499	LLM	H
Mathematics	1701	BS	F
Mathematics Education	0833	MS	M
Medical Office Coding and Billing	5005	Cert.	F

Mental Health Counseling	2104.10	MS	M
Micro Software: Support Technician	5101	Cert.	F
Networking	5101	Cert.	F
Nursing	5208.10	AAS	M
Nursing	1203	BS	M
Nursing RN	1203.10	BS	M
Nursing/Nursing RN	1203/1203.10	AAS/BS	M
Occupational Therapy Assistant	5210	AAS	B, M
Office Technology	5004	AAS	M
Office Technology	5004	AOS	F
Orthopedic Physical Therapy	1212	MS	B
Orthopedic Physical Therapy Residency	1212	Adv. Cert.	B
Osteopathic Medicine	1210	DO	O
Paralegal Studies	5099	AS	F, M
Paralegal Studies	5099	Cert.	M
Pharmacy	1211	Pharm.D	O
Pharmacy/Public Health	1211/1214	Pharm.D/MPH	O
Philosophy	1509	BA	M
Physical Therapist Assistant	5219	AAS	M
Physical Therapy	1212	DPT	B
Physician Assistant	1299	BS	B
Physician Assistant	1299.10	BS	M
Political Science	2207	BA	F, K, M
Programming	5103	Cert.	F
Psychology	2001	BA	B, F, K, M
Public Health	1214	MS	B
Public Health	1214	MPH	O
Residential Real Estate Entrepreneurship	0511	Adv. Cert.	M
School Building Leader	0828	MS	M
School Building Leadership	0828	Adv. Cert.	M

School Counseling	0826	MS	M
School District Leader	0827	MS	M
School District Leadership	0827	Adv. Cert.	M
School District Leadership	0828	MS	M
School Psychology	0826.02	MA	F
School Psychology	0826.02	MS	B, M
Social Science	2201	BA	F, M
Social Work	2104.10	MSW	M
Social Work/Law <i>(with SUNY at Stony Brook)</i>	2104/1401	MSW/JD	H
Sociology	2208	BA	M
Software Development	0799	MS	M
Software Systems	0799	MS	M
Special Education	0808/0808	BS/MS	M
Special Education: Childhood Education	0808	BS	F, M
Special Education: Early Childhood Education	0808	BS	F, M
Speech and Communication	1220	BS	F, M
Speech-Language-Pathology	1220	MS	F, M
Teacher of Speech and Hearing Hand	0815	MS	F
Teaching Childhood Education/ Teaching Students with Disabilities GR 1 – 6	0808	MS	B
Teaching Early Childhood Education/ Teaching Students with Disabilities B – GR 2	0808	MS	B, F, M
Teaching Literacy	0830	MS	F, M
Teaching Middle Childhood/ Teaching Students with Disabilities Middle Childhood	0804	MS	B, F, M
Teaching Students with Autism & Severe or Multi Disabilities	0820	Adv. Cert.	B, F, M
Teaching SWD Generalist, Grades 7 – 12	0804	MS	B, F, M
TESOL: ITI	0899.60	Adv. Cert.	M
Trans-Disciplinary Early Intervention	1208	MS	B
Web and Multimedia Design	1099	MA	F, M

B = Registered at Bay Shore Branch Campus, Long Island
F = Registered at Flatbush Branch Campus, Brooklyn
H = Registered at Huntington Branch Campus, Long Island
K = Registered at Kew Gardens Branch Campus, Queens
M = Registered at Manhattan Main Campus
O = Registered at Harlem Branch Campus

UNDERGRADUATE COMPLETION RATE

2006 ENTERING CLASS

Touro College is pleased to provide the following information regarding our institution's graduation/completion rates. The information is provided in compliance with the Higher Education Act of 1965, as amended. The rates reflect the graduation/completion status of ALL first-time, full-time undergraduate students who enrolled during the 2006-2007 school year and for whom 150% of the normal time-to-completion has elapsed.

During the Fall semester of 2006, 1,479 first-time, full-time, certificate- or degree-seeking undergraduate students entered Touro College. After six (6) years (as of June 30, 2012), 450 (27%) of these students had graduated from our institution or completed their programs.

One hundred thirty-three (133) of the 1,479 first-time, full-time students enrolled for the bachelor's degree. After six (6) years (as of June 30, 2012), 75 (56%) of these students had graduated.

During the Fall semester of 2009, 742 first-time, full-time, certificate or associate-degree-seeking students entered Touro College. After three (3) years (as of June 30, 2012), 195 (26%) of these students had graduated.

Questions related to this information should be directed to: Michael Lipkin, Director of Institutional Research, (212) 463-0400 ext. 5680.

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Michael Ronn, M.L.I.S., Associate Director of Libraries

Salvatore Anthony Russo, M.L.S., Assistant Director of Libraries for Public Studies

Sara Tabaei, M.L.I.S., M.A., Library Information Literacy Services Director

Marina Zilberman, M.L.S., Chief Librarian, Midtown Main Campus

Edlira Agalliu, M.L.S., Chief Librarian, Flatbush Campus

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DIGITAL MEDIA ARTS (DMX)

Liudmila Sergueeva, M.A., Administrative Director

BENSONHURST

Albertina Zavelevich, Center Director

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