TOURO COLLEGE
GRADUATE SCHOOL OF EDUCATION

CATALOG 2019-2021

TOURO COLLEGE
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Where Knowledge and Values Meet

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Catalog

2019 - 2021

gse.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, Pennsylvania 19104 (Tel: 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, Jerusalem, and Moscow.

Touro University California (TUC) and its Nevada branch campus (TUN), as well as Touro University Worldwide (TUW) and its division Touro College Los Angeles (TCLA), are part of the Touro College and University System, and separately 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 (Tel: 510-748-9001).

The Graduate School of Education is accredited by the Council for the Accreditation of Educator Preparation (CAEP), 1140 19th Street NW, Suite 400, Washington, DC 20036 (Tel: 202-223-0077).

POLICY OF NON-DISCRIMINATION

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

Inquiries or complaints concerning the non-discrimination policies should be sent to Matthew Lieberman, 500 7th Avenue, 4th Floor, New York, New York, 10018, matthew.lieberman@touro.edu (646-565-6000 x 55667) or, alternatively, to the Chief Compliance Officer at compliance@touro.edu and 646-565-6000 x 55330.

As an alternative, individuals may contact the Office for Civil Rights of the U.S. Department of Education for inquiries concerning the above. The Office for Civil Rights is located at 32 Old Slip, 26th Floor, New York, New York 10005. They may be reached by phone at (646) 428-3800 or via email at OCR.NewYork@ed.gov.

IMPORTANT NOTICE

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

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

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

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

Registration and matriculation at Touro after the issuance of this Catalog is consideration for and constitutes a student's knowing acceptance of the binding Alternative Dispute Resolution ("ADR") mechanisms contained herein. Thus, any dispute, claim or controversy arising out of or related to your application, registration, matriculation, graduation or other separation from Touro and/or this Handbook, which is not resolved through Touro's internal mechanism shall be submitted to non-binding mediation with a neutral mediator affiliated with an established and reputable organization engaged in alternative dispute resolution ("ADR Organization"). In accordance with the Federal Arbitration Act and to the extent not inconsistent with the primacy of federal law, all Disputes remaining after completion of the mediation shall be exclusively conducted and heard by an ADR Organization, designated by Touro in its sole and absolute discretion, before a single arbitrator who shall be an attorney. The location of the arbitration shall be at a convenient office on a Touro campus where the student is (or was last) affiliated. See "Alternative Dispute Resolution" provision for a more elaborate treatment.

DEGREE AND CERTIFICATE OFFERINGS

Master of Science in Biology Education leading to eligibility for New York State initial/professional certification in Biology Education: Grades 7 – 12 and extension for Grades 5 – 6

†

Master of Science in Education and Special Education leading to eligibility for New York State initial/professional teacher certification in Education and Special Education: Early Childhood, Birth – Grade 2

†

Master of Science in Education and Special Education leading to eligibility for New York State initial/professional teacher certification in Education and Special Education: Childhood, Elementary School, Grades 1 – 6

†

Master of Science in Special Education leading to eligibility for New York State initial/professional teacher certification in Teaching Students with Disabilities: Generalist, Grades 7 – 12

†

Master of Science in Jewish Childhood Education and Special Education leading to eligibility for New York State initial/professional teacher certification in Education and Special Education: Childhood, Elementary School, Grades 1 – 6

†

Master of Science in School Leadership leading to eligibility for New York State certification at the building and district levels

†

Master of Science in School Leadership leading to eligibility for New York State certification at the building level

†

Master of Science in Teaching Literacy leading to eligibility for New York State initial or professional certification in Teaching Literacy: Birth – Grade 6 and Grades 5 – 12

†

Master of Science in Mathematics Education leading to eligibility for New York State initial certification in Mathematics Education: Grade 7 – 12 and extension for Grades 5 – 6

†

Master of Science in Mathematics Education leading to eligibility for New York State professional certification in Mathematics Education: Grade 7 – 12 and extension for Grades 5 – 6

†

Master of Science in Instructional Technology* leading -- for already certified teachers -- to eligibility for New York State initial/professional certification in Instructional Technology: Kindergarten – Grade 12

†

Master of Science in School Counseling leading to eligibility to New York State Initial/professional certification as a School Counselor
PreK – Grade 12

***Offered jointly with Touro's Graduate School of Technology**

Master of Science in Teaching English to Speakers of Other Languages (TESOL) leading to eligibility for New York State initial/professional certification as a TESOL teacher: PreK – Grade 12

†

Advanced Certificate in Gifted and Talented Education (GATE) leading to eligibility for NYS Initial/Professional Certification in Gifted and Talented Education

†

Advanced Certificate in Teaching Students with Autism and Severe or Multiple Disabilities leading to eligibility for NYS Initial/Professional Annotation in Teaching Students with Severe or Multiple Disabilities

†

Advanced Certificate in Teaching English to Speakers of Other Languages (TESOL)

†

Bilingual Advanced Certificate in General Education

†

Bilingual Advanced Certificate in Special Education and Speech & Language Disabilities

†

Bilingual Advanced Certificate in Pupil Personnel Services

SPECIAL INITIATIVES

Lander Center for Educational Research

TABLE OF CONTENTS

Message from the President **1**
Dr. Bernard Lander, Founding President of the Touro College and University System **2**
Greetings from the Provost, Graduate and Professional Divisions **3**
Greetings from the Vice President of the Division of Graduate Studies **4**
Welcome from the Dean **5**
Academic Calendars 2019 – 2020 and 2020 – 2021 ..... **6**
Touro College Mission Statement/Goals **8**
Introduction **8**
The Touro College and University System **9**
The Graduate School of Education **12**
Overview 12
Mission of the Graduate School of Education 13
Admissions **14**
Admission Process 14
General Admission Requirements 15
Transfer Credit 16
International Students 16
Tuition and Fees **17**
Tuition Refund Schedule 17
Graduate Financial Aid **20**
Standards of Satisfactory Academic Progress 25
Degree and Certificate Programs **27**
M.S. in Biology Education 27
M.S. in Education and Special Education 29
M.S. in Early Childhood Education & Special Education (Birth-Grade 2) 30
M.S. in Childhood Education & Special Education (Grades 1-6) 31
M.S. in Teaching Students with Disabilities, Generalist (Grades 7-12) 32
M.S. in Jewish Childhood Education & Special Education (Grades 1-6) 35
M.S. in Mathematics Education 37
M.S. in Mathematics Education Leading to Initial Certification 37
M.S. in Mathematics Education Leading to Professional Certification 38
M.S. in School Leadership 40
School Building Leader 40
School District/School Building Dual Certification 40
M.S. in School Counseling 42
M.S. in Teaching English to Speakers of Other Languages (TESOL) 44
M.S. in Teaching Literacy 47
M.S. in Instructional Technology (jointly with Touro Graduate School of Technology) 49
Advanced Certificate in Gifted and Talented Education (GATE) 50
Advanced Certificate in Teaching Students with Autism and Severe or Multiple Disabilities 51
Advanced Certificate in Teaching English to Speakers of Other Languages (TESOL) 52
Bilingual Advanced Certificate Programs 53
Bilingual Advanced Certificate in General Education 53
Bilingual Advanced Certificate in Special Education and Speech & Language Disabilities 54
Bilingual Advanced Certificate in Pupil Personnel Services 54
Intensive Teacher Institute in Bilingual Special Education (ITI-BSE) 55

Special Initiatives **56**
The Lander Center for Educational Research 56

Course Descriptions **57**

Student Services **86**
Touro College Web-Based Student Services (TouroOne) 86
Office of the Registrar 86
Office of Financial Aid 87
Office of the Bursar 87
Section 103 Provisions for Veteran Students: Pending Payment Compliance for Eligible Students 87
Student Advisement 88
Academic Computing 88
The Touro College Libraries 88
Publications 89
Students with Disabilities 89
Student Rights and Responsibilities 90
Grievance Policy 91
Alumni Relations 91

Academic Rules and Regulations **92**
Immunization 92
Registration 92
Dropping and Adding Courses 93
Attendance 93
Class Cancellations 93
Online Courses 94
Student Identity Verification Procedures for Distance Learners 94
Credit Load 96
Contact Hours 96
Grade Values 96
Other Grade Definitions 96
Grade Point Average (GPA) 97
Grade of "Incomplete" 97
Repeating a Course 98
Grade Appeal 99
Satisfactory Academic Progress 99
Academic Probation and Dismissal 99
Appeal of Academic Dismissal 100
Leave of Absence 100
Withdrawal 100
Readmission 101
The Academic, Disciplinary, and Human Rights Committee 101
Requirements for Graduation 102
Degree Works 103
Maximum Time-Frame 103
Transcripts 104

College Codes and Policies 105
Touro College Code of Conduct 105
Social Media Policy 106
Adjudication of College Code of Conduct Violations 106
Touro College and University System Academic Integrity Policy 109
Violations of Academic Integrity 110
Sanctions 113
Procedures in Response to Violations of Academic Integrity 114
Resolution of Academic Integrity Violations 114
Recordkeeping 117
Alternative Dispute Resolution 118
ADR Procedures 118
Failure-to-Educate and Liability Disclaimer 119
Touro Policy on Bias-Related Crimes 120
Policy on Sexual Offenses, Bias, Harassment, and Discrimination 121
Title IX 121
Student Complaints 123
Policy on Drugs & Controlled Substances 124
Touro College Campus Security Policies 125

Student Responsibilities and Rights 126
Campus Citizenship 126
Standards of Classroom Behavior 126
Acceptable Use Policy for Information Technology 126
Internet Services & User-Generated Content Policy 127
Dress Code 128
Anti-Hazing Regulations 128
No-Smoking Policy 128

Confidentiality of Student Education Records (FERPA) 129
Authorization for Non-Disclosure of Directory Information 130

Touro College Board of Trustees 131
Touro Board of Governors 131

Office of the President 132
Senior Leadership 132
Touro College Office of Academic Affairs 133

Graduate School of Education Faculty and Administration 134

Directory 138
Programs… 139

MESSAGE FROM THE PRESIDENT

In the four decades that have passed since Dr. Bernard Lander founded Touro College, our institution has achieved a remarkable degree of success and growth. Since then, the scope of Touro's programs has broadened accordingly to encompass the needs of our many students. Touro's ambitious vision for blending the best of both Jewish and secular scholarship in an atmosphere of academic excellence and personal student attention expanded in 1993 with the establishment of The Touro College Graduate School of Education.

As Touro's president, I am deeply committed to Touro's mission of providing a superlative education in an effort to serve humanity and to build a better future. Our original mandate included a need to respond in innovative ways to the educational needs of the growing underserved communities in New York and beyond. Touro remains faithful to this mandate through The Graduate School of Education's commitment to preparing a diverse cadre of highly-qualified teachers and administrators who are distinguished by their academic expertise, ethics, and commitment to providing educational opportunities to the broad spectrum of society. The School provides superior quality instruction to a diverse student body that is among the largest in New York State.

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

Sincerely,

Alan Kadish, M.D.

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

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

Dr. Lander's creative genius and original thinking continues to be reflected in Touro's innovative approach to the field of higher education. He believed that it was his mission in life to strengthen Jewish continuity though 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.

PATRICIA SALKIN, PROVOST
GRADUATE AND PROFESSIONAL DIVISIONS

Dear Touro Students,

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

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

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

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

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

Sincerely,

Patricia E. Salkin, J.D.

GREETINGS FROM THE VICE PRESIDENT OF THE DIVISION OF GRADUATE STUDIES

I am proud to present to you the 2019-2021 Graduate School of Education Catalog. The Graduate School of Education is one of six graduate schools that make up the Touro College Division of Graduate Studies which is approximately 5,000 students strong. The GSE continues to thrive as one of the largest and most successful graduate schools of education in New York State.

Since 2008, GSE has increased its degree, certificate, and program offerings; expanded its research and development projects; enhanced its online course offerings; and widened its community outreach. The school boasts a diverse student population, dedicated and experienced faculty, and a student-centered environment that is nurturing and inviting.

My congratulations to Dean Jacob Easley II, Ph.D., associate deans, program chairs, deputy chairs, faculty and staff for just a few highlighted achievements:

- Nationally, Touro ranks among the top 10 universities for awarding the most master's degrees in education to minorities (ranking eighth in the nation).
- GSE is the # 1 provider of new special education teachers to New York City's public schools, and one of the largest providers of teachers to "high need schools."
- GSE is a leading NY graduate teacher education program in the number of first-year NY City classroom teachers recommended for certification.

The Graduate School of Education, together with the other schools in the Division of Graduate Studies, continually strives to provide educational opportunities that are practical, transformative, and empowering. This is a true realization of Touro's mission and the core Jewish values on which that mission is based, which include a commitment to quality education for all; the treatment, with integrity and respect, of all students, faculty and staff; the role of ethics in the professions; and the building of a responsive and responsible society.

I look forward to welcoming you to the Touro College family and learning community.

Cordially,

Nadja Graff, Ph.D.

WELCOME FROM THE DEAN

Welcome to Touro College's Graduate School of Education. I am proud to be the Dean of Touro GSE. Our school recently turned 25 and there is much to celebrate. Touro GSE is one of the largest educator preparation programs in the region. We are also the largest provider of Special Education teachers for the New York City Department of Education and lead the pack in the number of African American and Hispanic teachers hired by the district in the fields of Special Education and Second Language Education.

Our programs are informed by a commitment to learning from practice. This idea is more than a theoretical postulation. Rather, our approaches to teaching and learning, program development, and continuous improvement are designed intentionally to draw on sound evidence about the needs of our partner schools, evidence from candidate performance, and feedback from alumni, to name a few.

Our programs champion personalized approaches to educational access. As such, we offer programs in multiple locations, in nearly every borough of New York City, across the region, and to the world online. Through sound advisement and scholarly mentorship, faculty fastidiously attend to the unique needs of candidates, many of whom are working adults.

Within their respective fields, our faculty are well known as researchers, teachers, advocates, professional developers, and artists. They publish in respected, peer-review journals and they present at conferences, both nationally and internationally. They also serve on national and state commissions, and are leaders on professional boards of directors. We even have faculty who have been recognized as state teacher of the year.

As Touro candidates and Touro alumni, you join the ranks of many others who have been prepared in New York by way of our programs and who make a positive impact on the education profession and communities, globally. Many alumni have become administrators within their school districts and others have started their own businesses. More importantly, our alumni report being highly prepared for their current and future jobs. Scientific study has also shown our alumni impact on P-12 learning within New York City schools to be highly respectable among peer educator preparation institutions.

Regards,

Jacob Easley II, Ph.D.

TOURO COLLEGE GRADUATE SCHOOL OF EDUCATION
ACADEMIC CALENDARS

SUMMER 2019

Monday, March 25	Registration begins*
Wednesday, June 5	Classes begin
Sunday, June 9	No Classes
Monday, June 10	No Classes
Thursday, June 13	No Classes
Thursday, July 4	No Classes
Sunday, August 11	No Classes
Thursday, August 29	Classes end**

FALL 2019

Monday, June 24	Registration begins*
Tuesday, September 3	Classes begin
Sunday, September 29	No Classes
Monday, September 30	No Classes
Tuesday, October 1	No Classes
Tuesday, October 8 – Wednesday, October 23	No Classes
Sunday, November 10	No Classes
Thursday, November 28	No Classes
Friday, November 29	No Classes
Sunday, December 1	No Classes
Sunday, December 22	Classes end**

SPRING 2020

Monday, November 11, 2019	Registration begins*
Sunday, January 26	Classes begin
Sunday, February 16 – Saturday, February 22	No Classes
Monday, March 9	No Classes
Tuesday, March 10	No Classes
Sunday, April 5	No Classes
Wednesday, April 8 – Sunday, April 19	No Classes
Sunday, May 10, 2020	No Classes
Thursday, May 21, 2020	Classes end**

SUMMER 2020

Wednesday, March 11	Registration begins*
Sunday, June 7	Classes begin
Saturday, July 4	No Classes
Wednesday, July 29	No Classes
Thursday, July 30	No Classes
Monday, August 31	Classes end**

FALL 2020

Monday, June 8	Registration begins*
Tuesday, September 8	Classes begin
Friday, September 18	No Classes
Sunday, September 20	No Classes
Sunday, September 27	No Classes
Monday, September 28	No Classes
Tuesday, September 29	No Classes
Wednesday, September 30	No Classes
Thursday, October 1	No Classes
Friday, October 2	No Classes
Sunday, October 4	No Classes
Friday, October 9	No Classes
Sunday, October 11	No Classes
Wednesday, November 11	No Classes
Thursday, November 26	No Classes
Friday, November 27	No Classes
Sunday, November 29	No Classes
Sunday, December 20	Classes end**

SPRING 2021

Monday, October 26, 2020	Registration begins*
Sunday, January 24	Classes begin
Sunday, February 14 – Saturday, February 20	No Classes
Thursday, February 25	No Classes
Friday, February 26	No Classes
Saturday, March 27	No Classes
Sunday, March 28	No Classes
Monday, March 29	No Classes
Tuesday, March 30	No Classes
Wednesday, March 31	No Classes
Thursday, April 1	No Classes
Friday, April 2	No Classes
Saturday, April 3	No Classes
Sunday, April 4	No Classes
Thursday, May 6	Classes end**

*Dates will vary for different programs; please consult the Graduate School of Education website at gse.touro.edu

**In the event of class cancellation due to inclement weather, classes will extend beyond the scheduled end date. In such cases, please visit the Touro College homepage at www.touro.edu for announcements. Instructors will notify students if there are changes to the schedule.

MISSION STATEMENT

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

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

GOALS

1. To transmit and enrich the Jewish heritage and its tradition of intellectual inquiry, as well as to incorporate Jewish studies into programs on the undergraduate, graduate and professional levels
2. To promote sensitivity to ethical concerns and social responsibility through both the curriculum and community outreach
3. To further the career interests and professional aspirations of our students though a broad range of academic programs and related activities
4. To advance proficiency in communication, information and technological literacy, analytical skills, and quantitative reasoning
5. To promote and support faculty and student research and scholarship
6. To develop and provide educational opportunities to underserved students in diverse communities
7. To maintain Touro as a learner-centered community in consonance with the college mission
8. To expand educational opportunities through distance learning and blended programs

INTRODUCTION

This Catalog is intended to be a guide to students, informing them of their rights and responsibilities as well as institutional policies and procedures. It does not constitute a contract and therefore the College reserves the right to make changes at any time without prior notice. This edition replaces and supersedes all prior editions.

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

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

THE TOURO COLLEGE AND UNIVERSITY SYSTEM

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

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

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

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

Enhancing the Jewish Heritage

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

Fulfilling Needs - and Building Strength - in Health Care

Since its inception, Touro has grown to become one of the largest healthcare educational systems in the country. The **School of Health Sciences** was developed in 1972 as the Division of Health Sciences, consolidated into a school in 1986, and incorporated into a restructured Division of Graduate Studies in 2008. The School, which pioneered the training of physician assistants, has shown steady growth, innovation, and excellence over the years, and has established a number of campuses in the New York area that prepare health care professionals to serve a broad range of patient needs. The **Touro College of Osteopathic Medicine** (TouroCOM) opened in September 2007 in Harlem to prepare students to become outstanding osteopathic physicians who uphold the values, philosophy and practice of osteopathic medicine. The College is committed to recruiting students to practice in underserved communities such as

Harlem, and to function as an integral part of the New York City/Harlem community. In 2014, TouroCOM opened a branch campus in **Middletown**, New York. In 2008, the **Touro College of Pharmacy** enrolled its inaugural class of Doctor of Pharmacy students. Also located in Harlem, the school is committed to serving underrepresented communities and developing interest on the part of minority students in careers in pharmacy and other health professions. In 2011, Touro affiliated with **New York Medical College** (NYMC), one of the nation's oldest health sciences universities, thereby creating one of the largest affiliations of medical and health education and biological studies programs under one banner. Located in Westchester County, NYMC is the leading academic biomedical research center between New York City and Albany, with nearly $34.5 million in sponsored research and other programs under management. In 2016, the **Touro College of Dental Medicine** opened on the campus of New York Medical College, becoming New York State's first new dental school to launch in nearly 50 years.

In 1997, Touro established a Western Division, **Touro University California**, with the opening of **Touro University College of Osteopathic Medicine** (TUCOM) in San Francisco. In 1999 the College moved to its current site on Mare Island in Vallejo, California. Also on Mare Island, Touro opened the **Touro University College of Pharmacy** (TUCA COP), which admitted its first class in 2005. In 2010, the **College of Education and Health Sciences** (CEHS) was created with the merger of the **College of Education**, which opened in 2004, and the **College of Health Sciences**, which opened in 2002. In 2004, **Touro University Nevada** (TUN) was established as a branch campus of **Touro University California** to help address critical needs in health sciences and education and as a resource for community service in the state of Nevada. The **Touro University Nevada College of Osteopathic Medicine** (TUNCOM) opened in 2004 in response to a shortage of primary care physicians and physician assistants throughout Nevada and the southwest. TUN's **College of Health and Human Services,** opened in 2005, offers numerous degree programs in health sciences and education, and has implemented extensive community outreach to assist underserved populations in southern Nevada.

Charting New Territory in Law, Business and Technology

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

Educating the Educators, Serving the Community

Touro's **Graduate School of Education**, which for a time became the **Graduate School of Education and Psychology**, launched in 1993 to prepare America's future leaders in education. The Graduate School of Education has one of the largest teacher education programs in New York State, and through its **Lander Center for Educational Research** assists public schools in addressing problems that impact student achievement and equality of educational opportunity. **The New York School of Career and Applied Studies** (NYSCAS) was established in 2002 through the merger of the **School of General Studies** (SGS), founded in 1974, and the **School of Career and Applied Studies** (SCAS), launched in 1985. NYSCAS' mission is to provide quality undergraduate educational experiences at multiple locations throughout New York City that reflect the city's economic, ethnic and social diversity. In 2006 the Touro

College **Graduate School of Social Work** was created to inspire and prepare graduates for clinical social work practice in a variety of urban and multicultural environments. The School prepares students to advocate effectively for the most underserved in society. In 2008, the **Graduate School of Psychology** was organized as a self-standing school, and in 2016 it became a new Department of Behavioral Science within the **School of Health Sciences.**

Forging Ties with Israel and Revitalizing Jewish Life in Europe

Touro College in Israel (TCI) was established in 1986 to provide the English-speaking population in Israel with the opportunity to earn credits towards an academic degree while studying in Israel. In 1991, Touro College became the first American higher education institution to establish a program of Jewish studies in Moscow. The School of Jewish Studies, now renamed the **Lander Institute Moscow**, was established to afford members of the Jewish community a greater awareness of their Jewish heritage, offer them a well-rounded general education, and to provide professional preparation to serve organizations and schools. In 2003, Touro began offering an academic program through **Touro College Berlin** and in 2005 the **Lander Institute for Communication about the Holocaust and Tolerance** was founded with a focus on examining the range of its consequences.

THE GRADUATE SCHOOL OF EDUCATION

Overview

Touro's Graduate School of Education was officially established in 1993 and, today, is among the largest schools of education in the state of New York. Our enrollment draws on the constantly evolving urban community of New York and reflects an extremely diverse student body, including students from all over the world. Consistent with Touro's mission, the School of Education remains solidly committed to preparing highly effective educators to work in New York's neediest communities. We do so by upholding the core concept of ***Leading and Learning from Praxis: Serving with Compassion***. As such, we intentionally attend to the intersections of theory, research on, and evidence of effective teaching and learning. Serving with compassion, we uphold the values of equity and access.

In addition to serving traditional full-time graduates who have recently completed their undergraduate degrees, Touro's Graduate School of Education supports the academic needs of applicants who are already employed and who desire to upgrade their professional preparation or obtain additional credentials. Therefore, the Touro learning experience is highly personalized. Evening, weekend, and online classes are offered to accommodate the needs of working professionals.

The Graduate School of Education, the largest in the Division of Graduate Studies, is dedicated to excellence in education for a rapidly changing education environment in a knowledge-based economy. In order to provide school districts and other educational agencies with highly professional and competent teachers, administrators, and educational personnel, every effort is made to maximize the quality of our programs. To this end, the School continues to strengthen its internal systems for supporting the high performance of both students and faculty; develop new programs that can effectively meet the contemporary needs of schools – especially those serving high-needs and diverse student bodies; and expand the School's collaboration with a wide range of local, national, and state stakeholders in education.

The School currently offers graduate degree programs and certificate programs in specialized areas leading to eligibility for New York State certification. Each of these programs offers both on-campus and online courses.

- **M.S. in Biology Education, Grades 7 – 12 and extension for Grades 5-6**
- **M.S. in Education and Special Education (including an online/blended program option)**
  - **Birth-Grade 2**
  - **Grades 1-6**
  - **Special Education, Generalist, Grades 7-12**
- **M.S. in Jewish Childhood Education & Special Education (Grades 1-6)**
- **M.S. in School Leadership (online option)**
- **M.S. in Instructional Technology (including an online/blended program option)***
- **M.S in School Counseling, Grades PreK- 12**
- **M.S. in Teaching Literacy (including an online/blended program option)**
- **M.S. in Teaching English to Speakers of Other Languages (TESOL)**
- **M.S. in Mathematics Education**
- **Bilingual Advanced Certificate Programs**
  - **Bilingual Special Education/Bilingual Speech and Hearing Handicapped**
  - **Bilingual General Education**
  - **Bilingual Pupil Personnel Services**
  - **ITI Bilingual Special Ed, ITI Speech & Language Disabilities and ITI PPS**
- **Advanced Certificate in Gifted and Talented Education (GATE)**
- **Advanced Certificate in Teaching Students with Autism and Severe or Multiple Disabilities**

***Offered jointly with Touro's Graduate School of Technology**

MISSION OF THE GRADUATE SCHOOL OF EDUCATION

The Graduate School of Education's mission is to prepare a diverse cadre of highly qualified teachers, leaders, knowledge developers, and disseminators. This mission is in keeping with the Judaic commitment to social justice, intellectual pursuit, and service to humanity. We strive to educate teachers, school leaders, and school personnel who are distinguished by their academic expertise, ethics, and commitment to providing educational opportunities to the broad spectrum of society. To actualize its mission, the School of Education has made the following commitments:

- To recruit and serve a diverse student body.
- To provide high-quality instruction in order to prepare skilled education practitioners who will maximize their potential for excellence in their career pursuits. In addition to providing a strong curriculum based on research and cutting edge education practices, instruction promotes development of students' critical, analytical, technological, and research competencies.
- To offer students a highly professional and competent faculty with a diverse, wide range of experiences.
- To conduct research and demonstration activities that contribute to the development and promulgation of new educational theories and practices for the benefit of future generations of Pre-K – 12 students. Our graduate students are encouraged to participate in the School's research undertakings.
- To use our resources to provide services to the broad metropolitan community and to simultaneously nurture among our students their own long-term commitments to community service.

ADMISSIONS

Admission Process

The Graduate School of Education welcomes applications from all qualified candidates who hold, at minimum, a Bachelor's degree from an accredited college or university. International candidates who hold the equivalent of a U.S. Bachelor's degree are also encouraged to apply. Applicants should visit http://apply.touro.edu, create an account, and follow the directions for completing our online application. The Touro Office of Graduate Admissions processes applications to all Master's degree and Advanced Certificate programs, and collects the necessary information and documents from each applicant. Admissions officers then partner with GSE program chairs, who provide initial advisement, on an individual basis, about the academic programs offered by the Graduate School; together they guide applicants through the admission process.

The Office of Graduate Admissions is open from Monday through Thursday, from 9:00am to 5:30pm, unless otherwise posted. The office is closed to students on Fridays.

The central Office of Graduate Admissions is located at:

320 West 31st Street, 1st Floor
New York, NY 10001
212 463-0400 Ext.55119 or 55438

Branch offices for the Graduate School of Education are located at:

Brooklyn
946 Kings Highway, 2nd floor
Brooklyn, NY 11223
718 301-2030 or
718 301-2048

Forest Hills
71-02 113th Street
Forest Hills, NY 11375
718 520-6471 Press 2 Ext.301, 302, or 303

Bay Shore (Long Island)
1700 Union Boulevard
Bay Shore, NY 11706
(631) 665-1600 Admissions press 1, then 2

General Admission Requirements

- Application for admission with $50 fee
- Official undergraduate and graduate transcripts from (an) accredited institution(s) of higher education indicating award of a baccalaureate degree (or its equivalent) and a cumulative grade point average of 3.0 or higher. For transcripts in a language other than English, a certified translation must be provided. A course-by-course educational credential evaluation is usually required to certify academic work completed outside the US. This evaluation should be sent directly to the School by a Touro-approved agency. A list of agencies is available by logging onto www.naces.org/members.htm.
- NY State requires that all applicants who enroll in our teacher education and leadership programs must submit their Graduate Record Examination (GRE) or Miller Analogies Test (MAT) official test scores, or a nationally-normed equivalent. Applicants who present MAT scores will be asked to complete a writing sample administered by Touro. It will be another criterion within a candidate's application that each program weighs appropriately. **Touro's GRE test code is 2902, and MAT test code is 3346. Other Touro GSE approved examinations of Basic Skills may be accepted following initial advisement. Applicants will need to speak with an admissions representative.**
- Two letters of reference from the applicant's employers and/or instructors. For those with teaching experience, priority is given to supervisor references.
- Personal statement of applicant's goals and objectives (per the graduate application guidelines)
- A brief advisement session with the Program Chair or an advisor designated by the Program Chair. (*Interviews are conducted one-on-one and in-person, except for **School Leadership**, which is conducted by the Admissions Committee.) The applicant may be asked to produce a spontaneous writing sample during advisement for the Education and Special Education, School Counseling, TESOL, Autism, and Bilingual programs.*
- After the advisement for the Education and Special Education, School Counseling, Gifted and Talented Education, and Autism programs, and based on the application, the Chair or Director may require the applicant, upon enrollment, to complete a non-credit writing course (EDDN 515) as a condition of admission.
- A copy of the applicant's current Teacher Certification is required for the following programs: School Leadership, TESOL, Teaching Literacy, Gifted and Talented Education, Autism, and Bilingual programs. **Please note:** Applicants who hold only an ESOL or a Foreign Language 7-12 certificate are not eligible for admission to the Bilingual General Education program.
- Applicants whose native language is not English or who did not attend secondary school or college in an English-speaking country must demonstrate proficiency in the English language. This can be demonstrated in one of three ways:
    1. On the TOEFL examination, achieving a minimum score of either
        a. 600 (paper-based)
        b. 213 (computer-based) or
        c. 80 (Internet-based) or
    2. On the IELTS--Academic examination, achieving a minimum Band score of 6.
    3. On the PTE Academic examination, achieving a minimum score of 58.

For supplemental admission requirements, please refer to the individual program sections of this Catalog.

Transfer Credit

Students who wish to request transfer credits for prior graduate coursework must present (an) official transcript(s) from the graduate school(s) at which the courses were taken. Only courses in which the grade of "B" or better was earned and were completed at a regionally accredited intuition are eligible to be evaluated for transfer. Transfer courses should have been completed not more than five years before the time of admission. The Program Chair must approve *in writing* the award of credit.

The table below indicates, by program, the maximum number of credits allowed in transfer.

Program	Max no. of credits*
• Early Childhood Ed & Special Ed • Childhood Ed & Special Ed • Students with Disabilities, Generalist, Grades 7 – 12 • Jewish Childhood Ed & Special Ed • TESOL (M.S.) • School Counseling	**12**
• Mathematics Education (Initial Certificate) • Mathematics Education (Professional Certificate)	**9**
• Biology Education • School Leadership (Building Leader) • School Leadership (Building/District Leader) • Teaching Literacy • TESOL (Adv. Cert.) • Bilingual Special Education and Speech & Language Disabilities (Adv. Cert.) • Bilingual General Education (Adv. Cert.)	**6**
• Bilingual Pupil Personnel Services (Adv. Cert.)	**3**

*****award of credit must be approved first by the Program Chair

Courses with a grade lower than "B" cannot be accepted for transfer. Transfer credits will not be accepted and transcripted for visiting study/non-degree students; although relevant courses from an accredited institution may be used for certification.

International Students

International students who wish to attend the Graduate School of Education must first apply and be accepted to one of its degree programs. After they have been accepted, they are required to obtain Form I-20 and a valid F1 student visa (or status) before enrolling and beginning a full-time degree program. Initial questions about this process can be directed to the contact person for international student applicants for the Graduate School of Education: Sun Hee Choi, Director of International Student Affairs, 320 West 31st Street, Room 134, New York, NY 10001; email: sun.choi3@touro.edu.

For additional information, please visit www.touro.edu/departments/international-students/f-1-visai-20-info/ or consult the *International Student Handbook*, available via a link at www.touro.edu/departments/international-students/forms--resources/.

TUITION AND FEES 2019 – 2020 *

All MS (except Biology Education) and Certificate Programs	$1770 per course
MS in Biology Education	$1980 per course
Application Fee	$50 (non-refundable)
Administrative Fee	$150 per semester (non-refundable)
Late Registration Fee	$50 per semester
Graduation Fee	$200
Returned Check Fee	$40
Technology Fee (Fall & Spring)	$100 per semester
Transcript Fee	(see "Transcripts," p. 104)
"Chalk and Wire" Fee (secure online system for creation and assessment of electronic portfolios)	$100 (one-time fee, for five years of upload access to the system)

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

Tuition Refund Schedule

Policy for Withdrawing from All Classes

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

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

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

Students who wish to withdraw from all courses in a given semester without officially withdrawing from a program must complete an Add/Drop form (see "Dropping and Adding Courses, p. 93).

When withdrawing from ALL classes, the following tuition refund schedule will apply:

Summer Semester (up to 8 weeks in length)

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

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

Fall & Spring semesters - When withdrawing from all courses:

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

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

Policy for Withdrawing from a Partial Load

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

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

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

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

Summer Semester (up to 8 weeks in length) – when withdrawing from a Partial Load

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

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

Fall & Spring Semesters – When withdrawing from a Partial Load

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

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

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

GRADUATE FINANCIAL AID

GENERAL INFORMATION

The Financial Aid Office at Touro College's Graduate Division offers guidance throughout your course of study.

To assist you off-campus or for general financial aid inquiries, please contact Touro NONSTOP Student Services at studentservices@touro.edu or 212-463-0400, ext. 55276

APPLICATION PROCEDURE

Students who wish to apply for financial aid must complete a Free Application for Federal Student Aid (FAFSA or a Renewal FAFSA), and submit it to the U.S. Department of Education once for each academic year. The FAFSA must be completed online at https://fafsa.ed.gov/ The Federal school code for Touro College is 010142. Applications become available on October 1 for the upcoming school year that begins with the following summer semester. For the 2019-2020 academic year, the FAFSA was available on October 1, 2018.

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

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

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

Participation in the FWS program is determined by student eligibility, need, institutional funding and job availability. The College is responsible for selecting recipients and determining award amounts. The FWS hourly wage must be at least the minimum wage.

Students are currently permitted to work up to 20 hours per week when school is in session and up to 30 hours per week when school is not in session.

- **Veterans Administration (VA) Benefits**

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

- **Federal Perkins Loan Program**

Touro College participated in the Federal Perkins Loan Program, which ended on June 30, 2018. The Federal Perkins Loan Program was a low interest (5%) educational loan offered to undergraduate and graduate students with exceptional financial need such as students with the lowest Expected Family Contribution (EFC). No interest accrues while the student is attending school at least on a half-time basis. Repayment begins for existing Perkins Loan borrowers, nine months after graduation, or after a student drops below half-time status. An additional extension is permitted for low-income borrowers. Borrowers are allowed up to ten years to repay the loan depending on the amount borrowed. The Perkins loan program has been phased out

over the past two to three years. As of December 18, 2015, due to The Extension Act, schools participating in the Perkins Loan Program were permitted make Perkins Loans only as specified below:

Undergraduate Students may have been awarded up to $5500 for the year

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

Graduate Students may have been awarded up to $8000 for the year

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

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

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

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

Unsubsidized Federal Direct Stafford Loan
Both undergraduate and graduate students may qualify for Unsubsidized Federal Stafford loans. The federal government does not pay interest on students' behalf on these loans. Students are responsible for the interest that accrues on the loan during their period of enrollment, during the grace period, and during periods of repayment authorized for deferment. There are two ways to pay interest during these periods:
1. The students may make monthly or quarterly payments to their lender.
2. The student and lender may agree to add the interest to the principal of the loan, but no more often than

quarterly (this is called capitalization). If the student does not make interest payments on schedule while in school or authorized periods of deferment, the interest will be capitalized.

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

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

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

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

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

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

- **Federal Direct Graduate PLUS Loans**

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

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

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

All students are required to complete an Entrance Interview prior to receiving Federal Direct Loans. Students who borrow are required to complete an Exit Interview when they graduate, cease enrollment or drop below half-time.

ELIGIBILITY

In order to be eligible for federal aid a student must at minimum:

1. have a high school diploma or a GED
2. be enrolled as a matriculated student
    a. must be enrolled at least half-time to receive federal loans
    b. must be enrolled in at least one credit to receive Federal Pell, SEOG and FWS
3. be in good academic standing and making satisfactory progress
4. be a U.S. citizen or eligible non-citizen
5. not be in default on a Federal Perkins Loan (or National Direct Student Loan), Federal (subsidized and/or unsubsidized) Student Loan or PLUS loan.
6. not owe a refund on a Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (SEOG), or State Student Incentive Grant (SSIG)
7. not be convicted for the possession or sale of illegal drugs for an offense that occurred while you were receiving federal student aid. You will be ineligible for a period of time based on the type or number of convictions (see question 23 on the FAFSA)
8. agree to use any federal student aid received solely for educational purposes
9. sign a statement of educational purpose/certification statement on refunds and defaults

Return to Title IV Policy

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

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

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

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

OTHER EDUCATIONAL LOAN PROGRAMS

Private Loans

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

NEW YORK STATE AID

Standard of Satisfactory Academic Progress for the Purpose of Determining Eligibility for New York State Veterans Tuition Award

For purposes of financial aid eligibility, the chart 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 Chart

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

ALTERNATE SOURCES OF AID

EMPLOYEE BENEFITS/TUITION REMISSION

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

• Complete an Employee Benefits Tuition Remission form prior to the start of each semester they are planning to attend school;

• File a FAFSA and submit federal and state tax returns along with documentation of all other sources of income.

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

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

IN-HOUSE SCHOLARSHIPS

A minimum undergraduate GPA of 3.0 or its equivalent is required to be eligible for Graduate School of Technology scholarships. Students not awarded a scholarship upon their initial enrollment may reapply for a scholarship for the following academic year if their first year program GPA is at least 3.0. Scholarship amounts are determined by the Dean based on merit.

Scholarships must be renewed annually, each fall. Students must submit a new scholarship application to apply for scholarship renewal. A student whose cumulative GPA falls below 3.0 is not eligible for scholarship renewal, by may reapply for the following academic year.

Should a refund check generated by Institutional funds which is issued to a student remain unclaimed for one ("1") year, Touro reserves the right, in its sole discretion, to make adjustments to any internal funds which remain on a student's account as unclaimed. The student shall not have any right to the adjusted funds.

Deans' Scholarships are offered to qualifying Touro GSE students. Guidelines are posted by the Dean's Office when funds are made available. Applicants must demonstrate high Touro GSE academic achievement and a positive contribution to P-12 academic in which they work/serve.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

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

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

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

FINANCIAL AID TERMS

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

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

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

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

***New Borrower*:** A term that applies to the Stafford Loan(s), and Parents Loan for Undergraduate Students (PLUS). A student is a "new borrower" under these programs if, upon the date the promissory note is signed, he/she had no outstanding Stafford Loans, PLUS, SLS, or consolidation loans, and if the loan was either disbursed on or after July 1, 1987, or was for a period of enrollment that began on or after July 1, 1987. Once a student qualifies as a new borrower, the loan conditions that apply to "new borrowers" automatically apply to any future Stafford or PLUS loan that a student receives.

***Promissory Note*:** A legal document signed by a borrower at the time he/she gets a student loan. It lists the conditions under which the borrowing takes place and the terms under which the borrower agrees to pay back the loan.

DEGREE AND CERTIFICATE PROGRAMS

M.S. in Biology Education*

The mission of the Master of Science program in Biology Education is to prepare highly qualified Biology teachers, by providing rigorous, integrated coursework. Its overarching purpose is to develop teachers who will demonstrate proficiency in biology content and pedagogy, intellectual rigor, and both compassion and high expectations for Grades 5-12 students' skills, understanding, and appreciation of biology and science.

Program Overview

M.S. in Biology Education leading to Initial/ Professional Certification (Grades 5 – 12)

Through a partnership with New York Medical College, Touro College's Graduate School of Education offers this program to graduates with a major in biology or related field who want to become prepared to meet the requirements for initial New York State Certification to teach both middle school science and high school biology. The program provides individuals with a strong science content background, a wide array of teaching skills, and the tools to help students develop their understanding and appreciation of science, technology, engineering and mathematics (S.T.E.M.), and to meet the needs of industry. This program is offered at the Valhalla, NY campus of Touro College in Westchester. Students will benefit from exposure to a unique combination of pedagogical and content expertise, which includes education courses taught by Touro Graduate School of Education faculty and local science educators, as well as select biology courses taught by faculty at New York Medical College, a national leader in basic medical science education and research.

The M.S. in Biology Education is a 30-credit program providing a comprehensive array of coursework that equally balances instruction in biology and science content areas, evidence-based practices and instructional techniques, and classroom management strategies. The program also ensures that students have a strong knowledge base with respect to integrating theory with practice, student assessment, teacher accountability, data-driven decision-making, and resources that biology and science teachers need in order to be effective. Additionally, coursework provides students with a strong quantitative background and training in emerging technologies essential for enhancing critical thinking skills among Middle and Secondary students.

Graduates of this program are eligible to obtain Initial New York State Biology Teacher Certification to teach both Middle School Science and High School Biology.

Students who have taken graduate courses at other accredited institutions may request that up to 6 credits be evaluated for transfer by the Program Chair.

Program of Study

The Master of Science in Biology Education program leading to Initial Certification is a 30-credit program. The recommended course sequence for full-time students in the program is as follows:

1st Year Fall Semester: SCIN 605, SCIN 654
1st Year Spring Semester: SCIN 600, SCIN 601, SCIN 655
1st Year Summer Semester: SCIN 620
2nd Year Fall Semester: SCIN 679, SCIN 602
2nd Year Spring Semester: SCIN 681, SCIN 666

* ***Not accepting new applicants for the 2019-2020 and 2020-2021 academic years***.

General Pedagogical Core Courses

SCIN 600 History and Philosophy of Adolescent Education
SCIN 602* Teaching Science to Students with Special Needs
SCIN 620 Child Development and Learning in Cultural Context
SCIN 666** Language and Literature Studies for Middle and High School Students

*Students who previously took and passed SEDN 602 may substitute it for this course.
**Students who previously took and passed SEDN 666 may substitute it for this course.

Specific Pedagogical Core Courses

SCIN 601 Methods of Teaching Middle School Science
SCIN 605 Methods of Teaching High School Science

Science Content Courses

SCIN 654 Selected Topics in Biology I
SCIN 655 Selected Topics in Biology II

Student Teaching

SCIN 679 Student Teaching Practicum in Middle School Science
SCIN 681 Student Teaching Practicum in High School Science

The following optional course may be taken to gain Biology research experience:

EDDN 681 Independent Study

Non-Credit Courses, Seminars, and Workshops

EDDN 510 Seminar on Substance Abuse
EDDN 511 Seminar on Child Abuse
EDDN 512 Seminar on Child Safety, Abduction Prevention and Fire and Arson Prevention
EDDN 513 Seminar on School Violence Prevention and Intervention
EDDN 515 Strengthening Your Writing and Reading Skills (if required by program)
EDDN 565 Bullying and Harassment Workshop (required by NYSED for certification)

Non-Credit Preparation Workshops for NYSTCE (New York State Teacher Certification Examinations)

EDDN 561 CST-Multi-Subject Preparation Workshop
EDDN 562 CST-Disabilities Preparation Workshop
EDSN 567 EDTPA Test Preparation
EDDN 580 Educating All Students Prep Seminar

Supplemental Admission Requirements

(Please see page 15 for general requirements)

The applicant's transcript must indicate a major in Biology, or related field, with a minimum grade point average of 3.0 out of a maximum of 4.0, or the successful completion of approved advanced science courses. At least 30 credits in science, with at least 24 of those credits in Biology or the successful completion of advanced science courses accepted for Biology Education by NYSED.

M.S. in Education and Special Education

The mission of the Master of Science degree programs in Education and Special Education is to educate, train, and graduate individuals with strong theoretical knowledge; practical classroom experience; technological and informational literacy; a dedication to multiculturalism, diversity, and global awareness; and a commitment to bring the benefits of education to all children, adolescents, and adults regardless of individual differences or special needs.

Program Overview

The Master of Science degree programs in Education and Special Education have been designed to meet the graduate education needs of professionals in public and private education. The programs provide in-depth exploration of philosophy, theory, and practice of classroom teaching in general education and special education and are offered for three levels of learning:

- **M.S. in Early Childhood Education & Special Education (Birth-Grade 2)**: *36 credits*
- **M.S. in Childhood Education & Special Education (Grades 1-6)**: *36 credits*
- **M.S. in Teaching Students with Disabilities, Generalist (Grades 7-12):** *42 credits*

The birth-grade 2 and grades 1-6 programs are dual certification programs; graduates are eligible for certification in both general education and teaching students with disabilities. Graduates of the grade 7-12 program are eligible for certification in students with disabilities, but not secondary general education certification. Graduates of this grade 7-12 program can work as consulting teachers, co-teachers, and resource room teachers at the grade 7-12 level. Additional grade 7-12 certifications can be earned by meeting further NYSED requirements. Students study with faculty members who have well-established reputations in their specialty areas. In addition, a number of experts in pertinent fields serve the programs as adjunct, part-time, and visiting faculty members.

The goals of the programs are to educate and train early childhood, elementary school, and secondary school teachers so that they can acquire in-depth knowledge of the content areas they study and skills in teaching in those content areas; knowledge of assessment tools and use of those tools for improving student learning; knowledge of and skills in applying principles and methodologies of research; ability to critically appraise research findings; knowledge of and sensitivity to the needs of students from a highly diverse population; ability to use technology for instruction; ability to apply principles of differentiated instruction; ability to integrate NYS common core learning standards (and other relevant standards) into instruction; and knowledge of and sensitivity to the needs of students with disabilities and special needs. Overarching goals, common to all student work, include the acquisition and effective use of critical thinking skills, information literacy, and appreciation of the caring teacher-student relationship as the foundation of effective teaching and learning.

The Education and Special Education programs are designed to serve the educational needs of applicants who have not previously taught or who are already teaching and want to increase the breadth and depth of their knowledge base while upgrading their professional preparation and credentials. Scheduling accommodates working professionals who require online, evening and/or Sunday classes.

Students who have taken graduate courses at other accredited institutions may request that up to 12 credits be evaluated for transfer, first by a Deputy Chair then by the Associate Dean/Chair.

Programs of Study

M.S. Degree in Early Childhood Education & Special Education (Birth-Grade 2)

The program in Early Childhood Education and Special Education offers study of early childhood development, early intervention, and learning and teaching processes in preschool, kindergarten, and primary grade levels. Students become eligible for New York State Initial or Professional Teacher Certification in early childhood education (birth-grade 2) and students with disabilities (birth-grade 2) upon graduation from the program and completion of New York State Education Department (NYSED) requirements, including receipt of passing grades on NYSED teacher certification examinations, filing of fingerprints with NYSED, a six-hour bullying and harassment workshop, and a three-hour workshop on autism. NYS Professional Teacher Certification is awarded after three full years (September - June) of full-time teaching experience.

Students are expected to pass any NYSED certification exam (EAS, CST-Multi-Subject, CST-Disabilities, or EDTPA) in the second half of the program, before registering for the final practicum course. Students must take EDSN 682, Field Experience and Practicum I in General and Special Education, Birth-Grade 2, within the first 18 credits of the program. Students must take SEDN 683, Practicum II in Special Education, Birth-Grade 2, in the last semester of the program. Students are also expected to maintain a grade point average (GPA) of at least 3.0 throughout the program.

The Early Childhood Program consists of 36 credit hours. Coursework includes 15 credit hours of general pedagogical core courses (required in all education and special education programs), and 21 credit hours of specific pedagogical core courses, including 6 credit hours of Field Experience and Practicum. There is a culminating project that is completed for Practicum II.

General Pedagogical Core Courses (15 credits)

EDSN 600* History and Philosophy of Education and Special Education
SEDN 602* Introduction to Teaching Students with Disabilities
EDPN 620 Child Development and Learning in Cultural Context
EDSN 640* Assessment of Individual Differences in General and Special Education: A Socio-Cultural Perspective
EDSN 650* Educational Technology in General and Special Education

* For Touro College undergraduate Education majors who took this course and received a grade of "B" or higher, the credits earned will also count as graduate course credit toward the MS degree. However, in the event an undergraduate student passes a graduate-level course with a grade lower than "B" and must take it again in her or his graduate program, financial aid will not be available for such coursework and both grades will appear on the student's transcript. There are other collateral consequences to such coursework; please consult your advisor or Program Chair for additional details.

Specific Pedagogical Core Courses for the Early Childhood Program, including Field Experience and Practica (21 credits)

EDDN 625 The Education of Young Children: Principles and Methods
EDSN 626 Patterns of Parenting and Child Care in Relation to Early Intervention and Education
SEDN 635 The Study of Disabilities in Infancy and Early Childhood
EDSN 657 Early Literacy Instruction I, Birth - Pre-K
SEDN 658 Early Literacy Instruction II, K - Grade 2
EDSN 682 Field Experience and Practicum I in Early Childhood General Education and Special Education, Birth-Grade 2
SEDN 683 Practicum II in Early Childhood Special Education, Birth-Grade 2

Non-Credit Courses, Seminars, and Workshops

EDDN 511 Seminar on Child Abuse Identification and Reporting
EDDN 513 Seminar on School Violence Prevention and Intervention
EDDN 515 Strengthening Your Writing and Reading Skills (if required by program)
EDDN 565 Bullying and Harassment Workshop (required by NYSED for certification)
SEDN 565 Autism Workshop (required by NYSED for disabilities certification)

Non-Credit Preparation Workshops for NYSTCE (New York State Teacher Certification Examinations)

EDDN 561 CST-Multi-Subject Preparation Workshop
EDDN 562 CST-Disabilities Preparation Workshop
EDSN 567 EDTPA Test Preparation
EDDN 580 Educating All Students Prep Seminar

M.S. Degree in Childhood Education & Special Education (Grades 1-6)

The program in Childhood Education offers study of childhood development and the learning and teaching processes in grades 1 - 6. This program leads to New York State Initial or Professional Teacher Certification in childhood education (grades 1-6) and students with disabilities (grades 1-6) upon graduation from the program and completion of New York State Education Department (NYSED) requirements, including receipt of passing grades on NYSED teacher certification examinations, filing of fingerprints with NYSED, a six-hour workshop on bullying and harassment, and a three-hour workshop on autism. NYS Professional Teacher Certification is awarded after three full years (September - June) of full-time teaching experience.

Students are expected to pass any NYSED certification exam (EAS, CST-Multi-Subject, CST-Disabilities, or edTPA) in the second half of the program, before registering for the final practicum course. Students must take EDSN 694, Field Experience in General and Special Education, Grades 1-6, within the first 18 credits of the program. Students must take SEDN 695, Practicum in Special Education, Grades 1-6, in the last semester of the program. Students are also expected to maintain a grade point average (GPA) of at least 3.0 throughout the program.

The Childhood Program consists of 36 credit hours. Coursework includes 15 credit hours of general pedagogical core courses (required in all education and special education programs), and 21 credit hours of specific pedagogical core courses, including 6 credit hours of Field Experience and Practicum. There is a culminating project that is completed for the Practicum.

***General Pedagogical Core Courses (15 credits)* (*see footnote below*)**

EDSN 600* History and Philosophy of Education and Special Education
SEDN 602 * Introduction to Teaching Students with Disabilities
EDPN 620 Child Development and Learning in Cultural Context
EDSN 640* Assessment of Individual Differences in General and Special Education: A Socio-Cultural Perspective
EDSN 650* Educational Technology in General and Special Education

* For Touro College undergraduate Education majors who took this course and received a grade of "B" or higher, the credits earned will also count as graduate course credit toward the MS degree. However, in the event an undergraduate student does poorly in a graduate-level course and must take it again in her or his graduate program, financial aid will not be available for such coursework and both grades will appear on the student's transcript. There are other collateral consequences to such coursework; please consult your advisor or Program Chair for additional details.

Specific Pedagogical Core Courses for the Childhood Program, including Field Experience and Practicum (21 credits)

EDSN 603 Teaching Mathematics, Science, and Technology in General and Special Education, Grades 1-6
EDSN 604 Teaching Social Studies and the Arts in General and Special Education, Grades 1-6
EDSN 665 Basic Reading and Writing Instruction, Grades 1-6
SEDN 667 Assessment, Diagnosis and Remediation of Reading Disabilities, Grades 1-6
SEDN 670 Curriculum Development and Classroom Management for Students with Disabilities, Grades 1-6
EDSN 694 Field Experience in General Education and Special Education, Grades 1-6
SEDN 695 Practicum in Special Education, Grades 1-6

Non-Credit Courses, Seminars, and Workshops

EDDN 511 Seminar on Child Abuse Identification and Reporting
EDDN 513 Seminar on School Violence Prevention and Intervention
EDDN 515 Strengthening Your Writing and Reading Skills (if required by program)
EDDN 565 Bullying and Harassment Workshop (required by NYSED for certification)
SEDN 565 Autism Workshop (required by NYSED for disabilities certification)

Non-Credit Preparation Workshops for NYSTCE (New York State Teacher Certification Examinations)

EDDN 561 CST-Multi-Subject Preparation Workshop
EDDN 562 CST-Disabilities Preparation Workshop
EDSN 567 EDTPA Test Preparation
EDDN 580 Educating All Students Prep Seminar

M.S. Degree in Teaching Students with Disabilities, Generalist, Grades 7-12

The program in teaching students with disabilities at the grade 7-12 level offers the study of adolescent development as a foundation to prepare candidates to implement appropriate strategies to engage students in effective and meaningful learning experiences. Coursework focuses on the adaptation of curriculum to support the learning of students with special needs. This program leads to New York State Initial or Professional Teacher Certification in Teaching Students with Disabilities, Grades 7-12, as a generalist. Additional New York State Education Department (NYSED) requirements for certification include receipt of passing grades on NYSED teacher certification examinations, filing fingerprints with NYSED, a three-hour workshop on bullying and harassment, and a three-hour workshop on autism. NYS Professional Teacher Certification is awarded after three full years (September - June) of full-time teaching experience.

Students are expected to pass the NYSED teacher certification exams (EAS, CST-Multi-Subject, CST-Disabilities) before registering for the final practicum course. For initial certification, the edTPA is also a requirement. Students are expected to take SEDN 675, Field Experience in Special Education, Grades 7-12, in the first half of the program. Students must take SEDN 678, Practicum in Special Education, Grades 7-12, in the last semester of the program. A grade point average (GPA) of at least 3.0 is expected to be maintained throughout the program.

The Students with Disabilities Grade 7-12 Program consists of 42 credit hours. Coursework includes 15 credit hours of general pedagogical core courses (required in all education and special education programs), and 27 credit hours of specific pedagogical core courses, including 6 credit hours of Field Experience and Practicum. There is a culminating project that is completed for the Practicum.

General Pedagogical Core Courses (15 credits)

EDSN 600* History and Philosophy of Education and Special Education
SEDN 602* Introduction to Teaching Students with Disabilities
EDPN 620 Child Development and Learning in Cultural Context
EDSN 640* Assessment of Individual Differences in General and Special Education: A Socio-Cultural Perspective
EDSN 650* Educational Technology in General and Special Education

* For Touro College undergraduate Education majors who took this course and received a grade of "B" or higher, the credits earned will also count as graduate course credit toward the MS degree. However, in the event an undergraduate student does poorly in a graduate-level course and must take it again in her or his graduate program, financial aid will not be available for such coursework and both grades will appear on the student's transcript. There are other collateral consequences to such coursework; please consult your advisor or Program Director for additional details.

Specific Pedagogical Core Courses for the Students with Disabilities, Generalist, Grades 7-12, Program, including Field Experience and Practicum (27 credits)

SEDN 601 Principles of Mathematics Instruction for Students with Disabilities, Grades 7-12
SEDN 606 Principles of Science and Technology Instruction for Students with Disabilities, Grades 7- 12
SEDN 617 Principles of Teaching Historical and Cultural Studies to Students with Disabilities, Grades 7-12
SEDN 618 Principles of Teaching the Arts and Physical Education for Students with Disabilities, Grades 7-12
SEDN 666 Language and Literature for Students with Disabilities, Grades 7-12
SEDN 672 Curriculum Development and Classroom Management for Students with Disabilities, Grades 7-12
SEDN 673 Assessment, Diagnosis, and Remediation of Reading Disabilities, Grades 7-12
SEDN 675 Field Experience in Special Education, Grades 7-12
SEDN 678 Practicum in Special Education, Grades 7-12

Non-Credit Courses, Seminars, and Workshops

EDDN 511 Seminar on Child Abuse Identification and Reporting
EDDN 513 Seminar on School Violence Prevention and Intervention
EDDN 515 Strengthening Your Writing and Reading Skills (if required by program)
EDDN 565 Bullying and Harassment Workshop (required by NYSED for certification)
SEDN 565 Autism Workshop (required by NYSED for disabilities certification)

Non-Credit Preparation Workshops for NYSTCE (New York State Teacher Certification Examinations)

EDDN 561 CST-Multi-Subject Preparation Workshop
EDDN 562 CST-Disabilities Preparation Workshop
EDSN 567 EDTPA Test Preparation
EDDN 580 Educating All Students Prep Seminar

Online Blended Programs

Students can complete all course requirements online in the birth-grade 2, grades 1-6, and grades 7-12 programs, with the exception of field experience and practicum, which can be completed in students' local areas.

Supplemental Admission Requirements
(Please see page 15 for general requirements)

- The applicant's baccalaureate degree transcript must indicate a major or its equivalent in a liberal arts and sciences subject area, and liberal arts and sciences courses in the following areas: English Composition, Literature, Social Science, a semester of a language other than English, Science, History, Mathematics, Speech, Arts (other than literature), and Computer Literacy. Students who do not meet the liberal arts and sciences requirements may be permitted to complete those requirements concurrently with their graduate studies.

- One sample of representative academic work selected by the applicant (e.g., undergraduate/graduate writing project or research essay)

M.S. in Jewish Childhood Education and Special Education

The mission of the M.S. in Jewish Childhood Education and Special Education is to prepare highly qualified teachers and educational leaders for service in Jewish schools and organizations that work with children with and without special needs.

Program Overview

The Master of Science degree program in Jewish Childhood Education and Special Education has been designed to meet the graduate education needs of professionals working in Jewish education as well as individuals who aspire to do so. The program provides in-depth exploration of theory and practice of classroom teaching in Jewish education and special education. This is a dual certification program; graduates are eligible for certification in both general education and special education.

The overarching goal of the program is to prepare highly trained teachers and educators to work in Jewish day schools, special education programs, and other Jewish special education settings. More specifically, it provides training so that candidates acquire knowledge of assessment tools and use of those tools for improving student learning; ability to apply principles of differentiated instruction; knowledge of and sensitivity to the needs of students with disabilities; and appreciation of the caring teacher-student relationship as the foundation of effective teaching and learning.

The program is designed to serve the educational needs of applicants who are already teaching and want to increase the breadth and depth of their knowledge base while upgrading their professional preparation and credentials, as well as those who have not previously taught but wish to do so. Scheduling accommodates working professionals who require online, evening and/or Sunday classes.

Students who have taken graduate courses at other accredited institutions may request that up to 12 credits be evaluated for transfer by the Program Chair.

Program of Study

General Core Courses

EDSN 603 Teaching Mathematics, Science, and Technology in General and Special Education, Grades 1-6
EDSN 604 Teaching Social Studies and the Arts in General and Special Education, Grades 1-6
EDSN 665 Basic Reading and Writing Instruction, Grades 1-6
JESN 600 History and Philosophy of Education, Jewish Education, and Special Education
JESN 602 Introduction to Teaching Students with Disabilities in Jewish Day Schools
JESN 620 Child Development and Learning in Cultural Context with Emphasis on Jewish Culture
JESN 640 Assessment of Individual Differences in General Education, Jewish Education, and Special Education: A Socio-Cultural Perspective
JESN 650 Educational Technology in General Education, Jewish Education, and Special Education
JESN 667 Assessment, Diagnosis and Remediation of Reading Disabilities in Both English and Hebrew, Grades 1-6
JESN 670 Curriculum Development and Classroom Management for Students with Disabilities in Jewish Day Schools, Grades 1-6
JESN 675 Character Education: Methods in Teaching Jewish Values
JESN 680 Methods in Teaching Hebrew Language Arts
JESN 685 Methods in Teaching Jewish History and the Holocaust

JESN 691 Methods in Teaching Traditional Jewish Texts and Commentary
JESN 695 Practicum in Special Education in Jewish Day Schools, Grades 1-6

Non-Credit Courses, Seminars, and Workshops
EDDN 511 Seminar on Child Abuse Identification and Reporting
EDDN 513 Seminar on School Violence Prevention and Intervention
EDDN 515 Strengthening Your Writing and Reading Skills (if required by program)
EDDN 565 Bullying and Harassment Workshop (required by NYSED for certification)
SEDN 565 Autism Workshop (required by NYSED for disabilities certification)

Non-Credit Preparation Workshops for NYSTCE (New York State Teacher Certification Examinations)
EDDN 561 CST-Multi-Subject Preparation Workshop
EDDN 562 CST-Disabilities Preparation Workshop
EDSN 567 EDTPA Test Preparation
EDDN 580 Educating All Students Prep Seminar

Supplemental Admission Requirements
(Please see page 15 for general requirements)

- Applicants must demonstrate knowledge of Judaism, familiarity with Jewish culture, and have some previous experience working with children.

M.S. in Mathematics Education

The mission of the Master of Science programs in Mathematics Education is to provide rigorous, integrated coursework to prepare highly qualified Mathematics teachers who can demonstrate proficiency in mathematics content and pedagogy, intellectual rigor, and both compassion and high expectations for Grades 5-12 students' mathematical skills, understanding, and appreciation.

- **M.S. in Mathematics Education leading to Initial Certification**: 39 credits
- **M.S. in Mathematics Education leading to Professional Certification**: 30 credits

M.S. in Mathematics Education leading to Initial Certification (Grades 7 – 12 and Extension for Grades 5 – 6)

Program Overview

The Mathematics Education (Initial Certification) program provides a comprehensive array of coursework that equally balances instruction in mathematics content areas, evidence-based practices and instructional techniques, and classroom management strategies. The program also ensures that students have a strong knowledge base with respect to integrating theory with practice, student assessment, teacher accountability, data-driven decision-making, and resources that mathematics teachers need in order to be effective. Additionally, coursework provides students with a strong quantitative background and training in emerging technologies essential for enhancing critical thinking skills among Middle and Secondary students.

Graduates of this program are eligible to obtain Initial New York State Mathematics Teacher Certification to teach both Middle and High School Mathematics upon successful completion of New York State certification exams.

Students who have taken graduate courses at other accredited institutions may request that up to 9 credits be evaluated for transfer by the Program Chair.

Program of Study

The Master of Science in Mathematics Education program leading to eligibility for Initial Certification is a 39-credit program. The recommended course sequence for full-time students in the program is as follows:

1st Year Fall Semester: MTHN 601, MTHN 620, MTHN 651
1st Year Spring Semester: MTHN 602, MTHN, 605, MTHN 652, MTHN 666
1st Year Summer Semester: MTHN 600, MTHN 653
2nd Year Fall Semester: MTHN 654, MTHN 679
2nd Year Spring Semester: MTHN 655, MTHN 681

General Core Courses
MTHN 600* History and Philosophy of Secondary Education
MTHN 602 Teaching Mathematics to Students with Special Needs
MTHN 620** Adolescent Development and Learning in Cultural Context
MTHN 666** Language and Literature Studies for Middle and Secondary School Students

Specific Pedagogical Core Courses
MTHN 601** Methods of Teaching Middle School Mathematics
MTHN 605 Methods of Teaching Secondary School Mathematics
MTHN 651 Curriculum and Assessment in Secondary Mathematics

*Students who previously took and passed EDSN 600 may substitute it for this course.
**These courses may be used by students in the program – or taken by non-matriculated students – to apply for the certification extension to Grades 5 and 6.

Pedagogical Content Courses
MTHN 652 Teaching Algebra and Trigonometry in Grades 7-12
MTHN 653 Teaching Geometry and Data and Chance in Grades 7-12

Mathematics Content Courses
MTHN 654 Selected Topics in Modern Mathematics I
MTHN 655 Selected Topics in Modern Mathematics II

Internships/Practica
MTHN 679 Student Teaching Practicum in Middle School Mathematics
MTHN 681 Student Teaching Practicum in High School Mathematics

Non-Credit Courses, Seminars, and Workshops
EDDN 511 Seminar on Child Abuse Identification and Reporting
EDDN 513 Seminar on School Violence Prevention and Intervention
EDDN 515 Strengthening Your Writing and Reading Skills (if required by program)
EDDN 565 Bullying and Harassment Workshop (required by NYSED for certification)

Non-Credit Preparation Workshops for NYSTCE (New York State Teacher Certification Examinations)
EDSN 567 EDTPA Test Preparation
EDDN 580 Educating All Students Prep Seminar

Supplemental Admission Requirements

(Please see page 15 for general requirements)

- The applicant's baccalaureate degree transcript must indicate either (a) a major in Mathematics with a minimum grade point average of 3.0 in the mathematics courses ***or*** (b) a minimum of 30 credits of mathematics coursework at the Pre-Calculus level or above, with a grade point average of at least 3.0 in the mathematics courses, and including at least two semesters of Calculus, one semester of linear algebra, and one semester of higher geometry. The applicant should contact the program chair directly, if the applicant has not met these requirements.

M.S. in Mathematics Education leading to Professional Certification (Grades 7 – 12 and Extension for Grades 5 – 6)

Program Overview

The Mathematics Education (Professional Certification) program is designed for individuals already holding Initial New York State Teacher Certification in Adolescent Mathematics, or who have already satisfied all the requirements for such certification, but who still need a related Master's degree. This is a 30-credit program offering a combination of advanced mathematics content and advanced courses in mathematics pedagogy. ***Applicants who do not already satisfy the requirement of a 3-credit course that addresses the specific elements listed regarding students with disabilities (SWD) are required to take, in addition to the other courses in the program, MTHN 602, Teaching Mathematics to Students with Special Needs.***

Program of Study

The Master of Science in Mathematics Education Program leading to Professional Certification is a 30*-credit program. The course sequence for full-time students in the program is as follows:

1st Year Fall Semester: MTHN 651, MTHN 654, MTHN 656
1st Year Spring Semester: MTHN 652, MTHN 655, MTHN 657
1st Year Summer Semester: MTHN 653, MTHN 658, MTHN 659, MTHN 678

Specific Pedagogical Core Courses
MTHN 651 Curriculum and Assessment in Secondary Mathematics
MTHN 657 Leadership in Mathematics
MTHN 678 Research Investigations in Mathematics Education

Pedagogical Content Courses
MTHN 652 Teaching Algebra and Trigonometry in Grades 7-12
MTHN 653 Teaching Geometry and Data and Chance in Grades 7-12
MTHN 656** Teaching About Rational Numbers
MTHN 659 Teaching Advanced Placement Calculus and Statistics

Mathematics Content Courses
MTHN 654 Selected Topics in Modern Mathematics I
MTHN 655 Selected Topics in Modern Mathematics II
MTHN 658 History of Mathematics

For students lacking a three-credit course regarding Students with Disabilities (see above):
MTHN 602 Teaching Mathematics to Students with Special Needs

**This course may be used by students in the program – or taken by non-matriculated students – to apply for the certification extension to Grades 5 and 6.

Supplemental Admission Requirements

(Please see page 15 for general requirements)

- The applicant's baccalaureate degree transcript must indicate either (a) a major in Mathematics with a minimum grade point average of 3.0 in mathematics courses ***or*** (b) a minimum of 30 credits of mathematics coursework at the pre-calculus level or above, with a grade point average of at least 3.0 in the mathematics courses, and including at least two semesters of calculus, one semester of linear algebra, and one semester of higher geometry.
- Copy of the applicant's Teacher Certification in Mathematics Education (Grades 7 – 12) or an equivalent.

M.S. in School Leadership

The mission of the Master of Science programs in School Leadership is to prepare school building and district leaders for service in public and private institutions with an emphasis on the organization, supervision, and effective utilization of school and district resources.

Program Overview

The Master of Science programs in School Leadership are designed for certified professionals in the field of education who aspire to become school building leaders or school district leaders. Students may choose one of two tracks leading to the M.S. degree: Students who desire to work at the school building level must complete 33 credits, including a two-semester internship at the school building level. Students aspiring to work at the district level (and be eligible for dual certification - see below) must complete 36 credits, including a two-semester internship with work at a regional office or district office level. Students must identify their professional goals upon application to the program so that course work can be appropriately geared to preparing students to meet the administrative challenges at either the school building or regional/district level.

This program's course of study prepares school building and district leaders to serve in public and private institutions. The curriculum is multicultural with an emphasis on the organization, supervision, and effective utilization of school and district resources. Theory and practice are offered in a context congruent with current best practices of teaching, learning, and leadership. The use of technology as a major means of communication and organization is an integral part of both programs.

Students who are candidates for building/district-level certification must present evidence of having completed 60 graduate credits, including a Master's degree, before applying for New York State Certification. Candidates for New York State Certification at the building or district level must pass a State licensure examination.

Both degree programs are designed to accommodate educators who work full-time and desire to upgrade their professional preparation and/or obtain additional credentials. Evening and weekend classes are offered so that students who follow the recommended sequence of courses can complete their degrees within a two-year period of time.

Students have the option of taking all courses online *except for* the culminating internships/practica.

Students who have taken graduate courses at other accredited institutions may request that up to 6 credits be evaluated for transfer by the Program Chair.

Programs of Study

The dual certification School District/School Building (MBDL) Master of Science Program is a 36-credit program.

The School *Building* Leader (SBL) Master of Science Program is a 33-credit program.

General Core Courses

EDDN 610	Analysis of Student and School Performance and Achievement Data for Instructional Improvement
EDDN 611	Leadership for the Twenty-First Century School Leader: Theory and Practice
EDDN 612	Curriculum Development and Implementation for the School Leader
EDDN 613	Personnel Functions of a School Leader

EDDN 615 Supervision of Instruction
EDDN 616 Managerial and Financial Functions of a School District/Building Leader
EDDN 617 Education Law and Ethics for School Leaders
EDDN 620 Administration and Supervision of Special Education and Compensatory Programs
EDDN 682 Technology for School Administrators
EDDN 699 Communicating, Collaborating, Partnering, and Community Building for School District Leaders (*required for dual (MBDL) certification*)

Internships/Practica (offered in the Fall and Spring only)
EDDN 697 Professional Internship Part I
EDDN 698 Professional Internship Part II

Non-credit Courses, Seminars, and Workshops
EDDN 511 Seminar on Child Abuse Identification and Reporting
EDDN 513 Seminar on School Violence Prevention and Intervention
EDDN 515 Strengthening Your Writing and Reading Skills (if required by program)
EDDN 565 Bullying and Harassment Workshop (required by NYSED for certification)

Non-Credit Preparation Workshops for NYSTCE (New York State Teacher Certification Examinations)
EDDN 561 CST-Multi-Subject Preparation Workshop
EDDN 562 CST-Disabilities Preparation Workshop
EDSN 567 EDTPA Test Preparation
EDDN 580 Educating All Students Prep Seminar

Supplemental Admission Requirements

(Please see page 15 for general requirements)

- Three years of satisfactory teaching experience
- Copy of the applicant's Teacher Certification

M.S. in School Counseling

The mission of the School Counseling program is to prepare counselors to assist a diverse range of students acquire the academic and interpersonal skills necessary to succeed in school and in life. The goal of the program is to provide our candidates with a thorough understanding of the issues facing students and their families as they negotiate the complex and ever changing school system.

Program Overview

The Master of Science in School Counseling three year program consists of 60 credits of required courses that address the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The fieldwork courses, SCPN 685 Practicum and SCPN 701/702 Internship I/II are the culminating experience for the program and consist of a total of 700 hours of fieldwork experience, 100 in practicum followed by 600 in the internships. The program is rooted in community-based counselor training with a focus on multicultural concepts and skills that are developed through supervised fieldwork experiences. Students are trained to work as part of interdisciplinary teams and engage with local community agencies.

The primary goal of the School Counseling program is to provide candidates with classroom and field-based experiences that will allow them to meet the challenges of achieving state-mandated standards, while recognizing that people of all ages learn and develop in differing ways. The program requires coursework in the areas of assessment, research, prevention, intervention, report writing, counseling and consultation and multicultural issues. The program chair and faculty also acknowledge the growing need for pupil personnel service providers to collaborate within the school system, especially concerning leadership. Such collaboration is necessary because of their pivotal role of promoting and leading school initiatives more effectively.

The School Counseling program with an option for a bilingual extension is ideal for individuals who are interested in working with underrepresented groups in the greater New York City- Metropolitan area.

Program of Study

EDPN 620 Child Development and Learning in Cultural Context
EDSN 640 Assessment of Individual Differences in General Education and Special Education: A Socio-Cultural Perspective.
PSGN 631 Counseling Families of Exceptional Children
PSGN 632 Multicultural Counseling
PSGN 670 Best Practices in Crisis Intervention
PSGN 678 Life Style and Career Development
PSGN 680 Group Dynamics and Organizational Diagnosis
SCPN 600 Foundations of School Counseling
SCPN 636 Counseling Theory and Techniques
SCPN 637 Individual and Group Appraisal
SCPN 641 Academic Functioning: Educational Intervention
SCPN 648 Classroom Management: Students as Change Agents
SCPN 652 Advanced Issues in Vocational Counseling
SCPN 654 Topics in Educational Psychology
SCPN 656 Organization and Administration of School Counseling Services
SCPN 658 Legal and Ethical Issues in School Counseling
SCPN 676 School and Community Relations
SCPN 685 Practicum

(cont'd on next page)

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Internships and Practicum
SCPN 685 Practicum
SCPN 701 Internship I
SCPN 702 Internship II

M.S. in Teaching English to Speakers of Other Languages (TESOL)

The mission of the Master of Science program in Teaching English to Speakers of Other Languages (TESOL) is to provide professional educators with contemporary research-based instructional strategies, teaching methods, and technological skills for use with students whose native language is not English. Through emphasis on both the academic content learning and English language development of ELLs, this program is designed to prepare certified classroom teachers to effectively support the achievement of learners who bring diverse cultural and linguistic assets to the classroom, giving them the tools to meet the performance standards of the Pre-Kindergarten through Grade 12 curricula in both public and private schools.

Program Overview

The Master of Science program in Teaching English to Speakers of Other Languages (TESOL) is a 33-credit program of required courses, including 50 hours of field experience embedded throughout our courses, and one supervised student teaching experience. This program is designed to strengthen teachers' capacities to provide effective instruction to a diverse student body. As such, all the courses emphasize importance of culture and language diversity for learning and society. Courses address theory and practice of multicultural education, second language acquisition, methods and materials of teaching English as a second language, psycho-sociolinguistics, curriculum development, and assessment of general education and special education students whose native language is not English.

Courses are offered both in the classroom and online. Courses accommodate students with a variety of educational backgrounds and professional experiences. After completing all program requirements, students are eligible for New York State certification as TESOL teachers, Pre-kindergarten – Grade 12.

Students who have taken graduate courses at other accredited institutions may request that up to 12 credits be evaluated for transfer by the Program Chair.

TESOL Program Goals

Candidates in the M.S. Program in TESOL are expected to acquire the knowledge, skills, and professionalism necessary to meet the English language and content area needs of English Language Learners in inclusive or mainstream classrooms, in urban and/or suburban settings. Program participants, with faculty guidance and support, are expected to become reflective practitioners and develop expertise in the following areas:

1. Develop the necessary skills, attitudes and sensitivities to understand that language is a comprehensive and complex system of communication and use such knowledge to meet the educational needs of English Language Learners from diverse cultural backgrounds and learning styles, who are foreign born, or who come from homes where a language other than English is spoken, who are mainstream or students with disabilities.
2. Become lifelong learners of emerging research and technologies, to be able to apply sound criteria in selecting and adapting materials and approaches that support the effective teaching of diverse linguistic populations.
3. Understand how assessment informs instruction in determining the needs of the whole child, academically, psychologically, socially, culturally and linguistically and to apply such knowledge in planning for instruction, based on students' linguistic assessment and second language teaching strategies and also in accordance with the New York State and National Core Learning Standards.
4. Understand the importance and impact that culture and cultural identity have on family relationships, including those of extended families and students.

Admission to the Master of Science in TESOL requires 12 credits of college level work in the language other than English, or its equivalent, and a thirty (3) credit undergraduate major in one of the liberal arts or sciences, The program requires the completion of an E-portfolio, and obtaining a passing score on the CST in ESOL prior to registration in the clinical practice course and completion of the graduate courses listed below.

Program of Study

- **All courses in the program except for EDPN 620 and EDSN 640 require 5 to 15 hours of fieldwork assigned by program faculty. Students are responsible for finding (a) school(s) to complete this work.**
- **No more than 5 courses (15 credits) maybe taken online.**

General Core Courses

EDPN 620 Child Development and Learning in Cultural Context
EDSN 640* Assessment of Individual Differences in General and Special Education: A Socio-Cultural Perspective
EDDN 634 Basic Reading and Writing Instruction: Teaching Reading and Writing for Second Language Learners
EDDN 635 Curriculum Development and Classroom Management
EDDN 636 Linguistic Structure of the English Language – Sociolinguistic Perspectives
EDDN 637 Second Language Learners and the Content Areas
EDDN 638 Teaching English as a Second Language through Modern English – Approaches to Grammar
EDDN 639 Trends and Current Issues in Second Language Acquisition
EDPN 671 Theory and Practice of Bilingual and Multicultural Education
EDPN 673 Methods and Materials for Teaching English as a Second Language

* For Touro College undergraduate Education majors who took this course and received a grade of "B" or better, the credits earned will also count as graduate course credit toward the MS degree. However, in the event an undergraduate student passes a graduate-level course with a grade lower than "B" and must take it again in their graduate program, financial aid will not be available for such coursework and both grades will appear on the student's transcript. There are other collateral consequences to such coursework; please consult your advisor or Program Chair for more details.

Internship/Practicum

EDDN 680 Practicum and Seminar in TESOL, Pre-K – 12

Non-credit Courses, Seminars, and Workshops

EDDN 511 Seminar on Child Abuse Identification and Reporting
EDDN 513 Seminar on School Violence Prevention and Intervention
EDDN 515 Strengthening Your Writing and Reading Skills (if required by program)
EDDN 565 Bullying and Harassment Workshop (required by NYSED for certification)

Non-Credit Preparation Workshops for NYSTCE (New York State Teacher Certification Examinations)

EDDN 561 CST-Multi-Subject Preparation Workshop
EDDN 562 CST-Disabilities Preparation Workshop
EDSN 567 EDTPA Test Preparation
EDDN 580 Educating All Students Prep Seminar

Supplemental Admission Requirements
(Please see page 15 for general requirements)

- One sample of representative academic work selected by the applicant (e.g., undergraduate/graduate writing project or research essay)
- Copy of the applicant's NYS Teacher Certification

M.S. in Teaching Literacy

The mission of the Master of Science program in Teaching Literacy is to train and prepare teachers to become literacy specialists capable of assessing, diagnosing, and remediating student reading and writing difficulties.

Program Overview

The M.S. program in Teaching Literacy is designed to provide an integrated, interdisciplinary, theory and research-based course of study for education professionals in public and private settings. It is intended only for individuals who hold current certification in any area of teaching. Graduates of this program will be prepared to pursue employment as Literacy Specialists in schools, district offices, and other education settings, and to provide valuable leadership assistance in this field of study.

The program consists of 12 three-credit courses, for a total of 36 credits. The two culminating practica afford students the opportunity to apply their knowledge in a tutorial setting. The program focuses on fundamental understandings of reading, writing, listening, and speaking. These areas are explored within the contexts of culture, society, and diversity. Critical issues in language and learning to read are explored and are addressed in depth. The program also provides ample opportunity for field-based experience. Completion of the program fulfills the academic requirements for New York State certification in both Birth-Grade 6 and Grades 5-12. Students residing in other states should consult with their respective state departments of education for information regarding reciprocity.

Students have the option of taking all courses online *except for* the culminating practica.

Students who have taken graduate courses at other accredited institutions may request that up to 6 credits be evaluated for transfer by the Program Chair.

Program of Study

The Master of Science in Teaching Literacy program's 36 credits comprise 24 semester hours of courses in Literacy, 6 credits in general pedagogical study, and 6 credits of practicum activities. The Chair of the Literacy program assists students in developing a suitable course of study each semester, based on their backgrounds, current situations, and career goals.

Students seeking **New York State Certification in Literacy** are also required to take two tuition-free, 0-credit seminars, Child Abuse and School Violence Prevention and Intervention, and the Bullying and Harassment Workshop – unless students have already taken them for a previous certification.

General Core Courses

EDPN 620 Child Development and Learning in Cultural Context
EDSN 650* Educational Technology in General Education and Special Education

* For Touro College undergraduate Education majors who took this course and received a grade of "B" or better, the credits earned will also count as graduate course credit toward the MS degree. However, in the event an undergraduate student does poorly in a graduate-level course and must take it again in their graduate program, financial aid will not be available for such coursework and both grades will appear on the student's transcript. There are other collateral consequences to such coursework; please consult your advisor or Program Director for more details.

Specific Pedagogical Core Courses

EDDN 602 Applied Linguistics for Teachers of Literacy
EDDN 605 Literacy Instruction – Birth through Grade 6
EDDN 606 Effective Implementation of Literacy for the Intermediate and Secondary Student

EDDN 609 Literacy Instruction – Grades 5-12
EDDN 618 Literacy Curriculum: Research and Evaluation
EDSN 665 Basic Reading and Writing Instruction
SEDN 667 Diagnosis and Remediation of Reading Disabilities
EDDN 677 Literacy in the Bilingual/Multicultural Classroom

Internships/Practica
EDSN 692 Clinical Practicum I: Diagnosing and Treating Reading Disabilities, PreK-6
EDSN 693 Clinical Practicum II: Diagnosing and Treating Reading Disabilities, Grades 7-12

Non-Credit Seminars and Workshops
EDDN 511 Seminar on Child Abuse Identification and Reporting
EDDN 513 Seminar on School Violence Prevention and Intervention
EDDN 565 Bullying and Harassment Workshop (required by NYSED for certification)

Online Blended Program
Students living in the tri-state area (New York, New Jersey, and Connecticut) can complete all course requirements online with the exception of the two practica, which can be completed in students' local areas.

Supplemental Admission Requirements

(Please see page 15 for general requirements)

- Copy of the applicant's Teacher Certification

M.S. in Instructional Technology

The Master of Science program in Instructional Technology equips educators who hold initial New York State certification with intensive training in the latest educational technologies. Offered jointly by the Graduate School of Education and Touro's Graduate School of Technology, this 33-credit program qualifies graduates for NYS professional certification in Instructional Technology (K-12) as an Educational Technology Specialist.

For further information, please visit http://gst.touro.edu/academics/instructional-technology/index.php or view the Graduate School of Technology 2018-2020 Catalog at https://www.touro.edu/media/touro-college/pdf/bulletins/GST_Catalog.pdf

Advanced Certificate in Gifted and Talented Education (GATE)

The Advanced Certificate Program in Gifted and Talented Education (GATE) is offered to certified teachers who wish to teach and develop programs for gifted and talented students. Coursework addresses characteristics and identification of gifted and talented children, curriculum, differentiated instruction, teaching strategies, social and emotional needs, program development, and appropriate program and student performance assessment. GATE is designed to educate teachers how to differentiate instruction, provide appropriate enrichment opportunities, and modify curriculum for gifted and talented students. Based on current research and evidence-based practices, the program adheres to the New York State Department of Education's recommended standards for gifted students.

Program Overview

To satisfy program requirements students must successfully complete 15 credits of coursework. Students who seek to enroll in NYS Teacher Annotation in Gifted and Talented Education but would like for their program to apply on their behalf, should also complete EDU 629. If students do not wish to take this route but will still like to apply to the program, students are advised to apply for the Annotation themselves through the "individual evaluation" path.

Supplemental Admission Requirements

(Please see page 15 for general requirements)

- One sample of representative academic work selected by the applicant (e.g., undergraduate/graduate writing project or research essay)
- Copy of the applicant's Teacher Certification

Program of Study

EDDN 621 Developing School-Wide Enrichment Programs

EDDN 622 Developing Creative Thinking Skills in Gifted Students

EDDN 623 Identifying and Developing Programs for Gifted Students with Learning Disabilities

EDDN 624 Critical Issues in Gifted Education

EDDN 629 Gifted and Talented Fieldwork

Advanced Certificate in Teaching Students with Autism and Severe or Multiple Disabilities

The Advanced Certificate Program in Teaching Students with Autism and Severe or Multiple Disabilities is offered to certified teachers who wish to teach and develop programs for students with moderate to severe disabilities. Coursework addresses characteristics and identification of students with autism and severe or multiple disabilities, curriculum, differentiated instruction, teaching strategies, social and emotional needs, program development, and appropriate program and student performance assessment. This advanced certificate is designed to educate teachers how to differentiate instruction, provide appropriate enrichment opportunities, and modify curriculum for students with moderate to severe disabilities. Based on current research and evidence-based practices, the program adheres to the New York State Department of Education's recommended standards for students with special needs.

Program Overview

This Advanced Certificate program offers four courses to teachers already certified in Special Education or in Teaching Students with Disabilities. The program leads to eligibility for an annotation to certification with the New York State Department of Education in working with students with severe or multiple disabilities.

Students who are seeking *Students with Disabilities Extension* to an existing certificate must also complete SEDN 565, a three-hour Autism Workshop.

Supplemental Admission Requirements

(Please see page 15 for general requirements)

- One sample of representative academic work selected by the applicant (e.g., undergraduate/graduate writing project or research essay)
- Copy of the applicant's Teacher Certification

Program of Study
(Some courses require fieldwork assigned by program faculty)

SEDN 611 Characteristics and Needs of Students with Autism and Other Severe and Multiple Disabilities

SEDN 612 Assessment and Planning for Students with Autism and Other Severe and Multiple Disabilities

SEDN 613 Curriculum Development, Instructional Practices, Learning Environments, and Collaboration for Teaching Students with Autism and Other Severe and Multiple Disabilities

SEDN 614 Technological and Other Intervention Tools for Teaching Cognitive Communication and Social Skills to Students with Autism and Other Severe and Multiple Disabilities

Advanced Certificate in Teaching English to Speakers of Other Languages (TESOL)

The TESOL advanced certificate program prepares New York State-certified teachers to meet the needs of culturally and linguistically diverse students in their classrooms by providing contemporary theories, and research-based instructional strategies, teaching methods, and techniques. Through emphasis on both academic content learning and English language development of English Language Learners (ELLs), this program is designed to prepare not only ESL teachers but general education teachers who would like to be better-equipped for the diverse group of students in their classrooms. Teachers are given tools to assist their students in meeting the performance standards of Pre K-12 curricula in both public and private schools.

Program Overview

The program comprises 15 credits of coursework. Courses address the theory and practice of multicultural education, methods and materials of teaching English as a second language, teaching ELLs in content areas, second language acquisition, and linguistics for TESOL. Fieldwork experiences in which students can apply theoretical concepts to practice are included in the coursework. Courses are offered evenings, Sundays, and online, in convenient locations to accommodate teachers' diverse scheduling needs. Courses accommodate students with a variety of educational backgrounds and professional experiences. **All courses in this Advanced Certificate Program are transferable to the Master of Science program in TESOL in the Graduate School of Education.**

Students who have taken graduate courses at other accredited institutions may request that up to 6 credits be evaluated for transfer by the Program Chair.

Supplemental Admission Requirements

(Please see page 15 for general requirements)

- 12 credits of foreign language study or passing score on a CLEP Level 2 language test
- Copy of the applicant's Teacher Certification

Students who have not satisfied the foreign language studies requirement may be admitted to the program with the understanding that they must satisfy this requirement prior to graduation.

Program of Study

Required Courses
All courses require 10 to 15 hours of fieldwork assigned by program faculty.
Students may take up to two (2) online courses in this program.

EDDN 636 Linguistic Structure of the English Language – Sociolinguistic Perspectives
EDDN 637 Second Language Learners and the Content Areas
EDPN 671 Theory and Practice of Bilingual and Multicultural Education
EDPN 673 Methods and Materials for Teaching English as a Second Language

Internships/Practica
Students are responsible for finding (a) school(s) to complete this work.

EDDN 680 Practicum and Seminar in TESOL, Pre-K – 12

Bilingual Advanced Certificate Programs

The mission of the Bilingual Advanced Certificate Programs is to provide professional educators in fields such as Bilingual General Education, Bilingual Special Education and Speech & Language Disability, and Bilingual Pupil Personnel Services with an integrated, interdisciplinary course of study in the theory of bilingual teaching and learning and practice of strategies for use with students whose native language is not English. Through an emphasis on the development of teachers' academic content language and instructional language in both English and an additional language, this program is designed to prepare effective bilingual educators.

Program Overview

The Bilingual Advanced Certificate Programs provide students with the opportunity to pursue an Advanced Certificate in **Bilingual General Education**, **Bilingual Special Education and Speech & Language Disabilities,** and **Bilingual Pupil Personnel Services**.

The program in **Bilingual General Education** comprises 15 credits, with field experience embedded in the course work. The program **in Bilingual Special Education and Speech & Language Disabilities** comprises 15 credits with field experience embedded in the course work. The program in **Bilingual Pupil Personnel Services** comprises 12 credits, 9 credits of coursework with field experience embedded and a 3-credit internship/practicum.

Students in either the **Bilingual General Education Program** or the **Bilingual Special Education** and **Speech & Language Disabilities** Program may request that up to 6 credits of graduate coursework taken at other accredited institutions be evaluated for transfer by the Program Chair. For the Program in **Pupil Personnel Services** the maximum number of credits that can be awarded in transfer is 3.

Supplemental Admission Requirements

(Please see page 15 for general requirements)

- Submission of the *Verification of Target Language Proficiency* form (can be obtained from the TESOL/BLE office or the program websites https://gse.touro.edu/academics/advanced-certificates/bilingual-education-and-services/)
- Copy of the applicant's Teacher Certification

Please note: ESOL and Foreign Language 7-12 certificates are not valid as base certificates for the bilingual extension in General Education

Bilingual Advanced Certificate in General Education

Program of Study

Required Courses

All courses require 5 to 15 hours of fieldwork assigned by program faculty.
Students may take up to 2 online courses in the program.

EDDN 636	Linguistic Structure of the English Language – Sociolinguistic Perspectives
EDDN 638	Teaching English as a Second Language through Modern English-Approaches to Grammar
EDPN 671	Theory and Practice of Bilingual and Multicultural Education
EDPN 673	Methods and Materials for Teaching English as a Second Language
EDPN 675	Methods and Materials for Teaching in the Native Language

Bilingual Advanced Certificate in Special Education and Speech & Language Disabilities

Program of Study

Required Courses
All courses except for EDSN 640 require 10 to 15 hours of fieldwork assigned by program faculty. Students are responsible for making their own arrangements to complete the field experience required in each course.

Students may take up to two (2) online courses in the program.

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

EDPN 671 Theory and Practice of Bilingual and Multicultural Education

EDPN 672 Methods of Teaching and Service Delivery in Languages Other Than English

EDPN 673 Methods and Materials for Teaching English as a Second Language

EDPN 675 Methods and Materials for Teaching in the Native Language

Bilingual Advanced Certificate in Pupil Personnel Services

Program of Study

Required Courses
Students may take 1 online course in the program.

EDPN 620 Child Development and Learning in Cultural Context

EDPN 671 Theory and Practice of Bilingual and Multicultural Education

EDPN 672 Methods of Teaching and Service Delivery in Languages Other than English

Internship/Practicum

PSGN 698 Field Experience in Bilingual Education and Service Delivery

Intensive Teacher Institute in Bilingual Special Education (ITI-BSE)

Program Overview

The Intensive Teacher Institute (ITI) in Bilingual Special Education is a grant-funded program of NYSED that provides tuition assistance for 15 credits of bilingual or bilingual/ESL coursework for bilingual/ESL professionals currently working full-time in New York City public schools or approved preschools. Those not meeting that employment criterion must be nominated by a district superintendent, principal, or preschool director who will commit to assigning them a full-time position upon completion of their program. Applicants must submit required documents to the ITI office at Eastern Suffolk BOCES and be awarded the grant before applying to one of the Touro College ITI bilingual advanced certificate programs detailed below. Eligibility requirements, coursework, program requirements and an application for the ITI program can be found at: http://www.esboces.org/Page/382.

ITI students must meet with a program advisor each semester to discuss their academic progress and register in person.

Supplemental Admission Requirements

(Please see page 15 for general requirements)

- Consultation with the ITI Program Director prior to applying
- Grant award letter issued by the Eastern Suffolk BOCES office
- Submission of the *Verification of Target Language Proficiency* form (can be obtained from the TESOL/BLE office or program websites at https://gse.touro.edu/academics/advanced-certificates/bilingual-education-and-services/)

Students may take up to 2 courses online.
Some courses require fieldwork assigned by program faculty.

ITI Bilingual Special Education

EDSN 640 Assessment of Individual Differences in General Ed/Special Ed
EDPN 671 Theory and Practice of Bilingual/Multicultural Education
EDPN 673 Methods and Materials for Teaching English as a Second Language
EDPN 675 Methods and Materials for Teaching in the Native Language
EDDN 637 Second Language Learners and Content Areas

ITI Bilingual Speech & Language Disabilities

EDSN 640 Assessment of Individual Differences in General Ed/Special Ed
EDPN 671 Theory and Practice of Bilingual/Multicultural Education
EDPN 672 Methods of Teaching and Service Delivery in Languages Other than English
EDPN 673 Methods and Materials for Teaching English as a Second Language
EDDN 639 Trends & Current Issues in Second Language Acquisition

ITI Bilingual Pupil Personnel Services

EDPN 620 Child Development and Learning in Cultural Context
EDPN 671 Theory and Practice of Bilingual/Multicultural Education
EDPN 672 Methods of Teaching and Service Delivery in Languages Other than English
PSGN 632 Multicultural Counseling
PSGN 698 Field Experience in Bilingual Education and Service Delivery

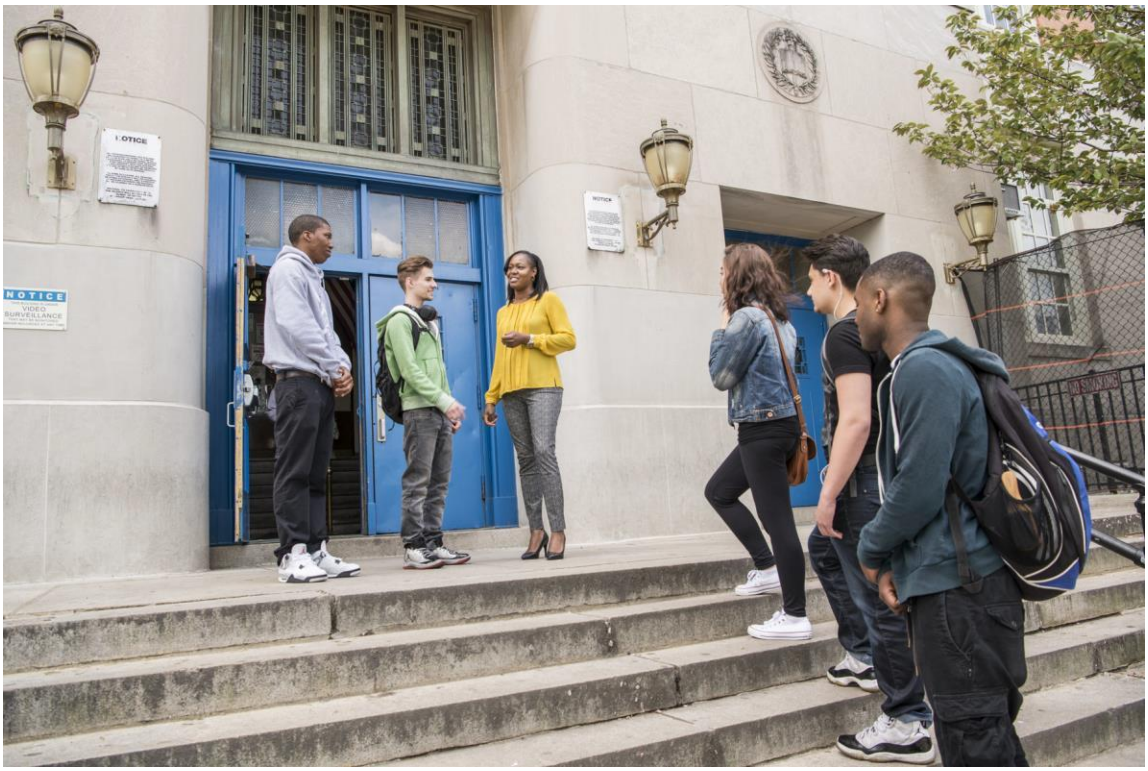
SPECIAL INITIATIVES

The Lander Center for Educational Research

The Lander Center for Educational Research, founded in 2005, coordinates PreK-20 efforts to initiate, promote, and support research, policy, and practice for effective leadership, skilled teaching, and equitable opportunities for learning. The Center's initiatives are intended to promote a broad array of empirical and theoretical research as well as knowledge development through demonstration, professional development, and training activities.

Lander Center projects are conducted in diverse educational settings, with a particular focus on traditionally underserved populations. In keeping with Touro College's overall mission to serve the larger community, all of the Lander Center's projects reflect a commitment to education as a primary means of social change and social mobility.

The Lander Center also houses grant-funded programs.



COURSE DESCRIPTIONS

EDDN 602 Applied Linguistics for Teachers of Literacy
This course examines language acquisition, the structure of language, the theoretical approaches to language, and language variations as applied to teaching literacy with respect to reading principles, methods, and materials. An in-depth analysis of the stages of first and second language acquisition and the interdependence between literacy background and language acquisition is offered. Research which focuses on the relationship between language and reading is also examined.
3 credits

EDDN 605 Literacy Instruction – Birth through Grade 6
This course focuses on a thorough study of the principles, practices, methodologies and assessment tools utilized in the teaching of early literacy skills and strategies. Differentiating instruction for the at-risk student and English Language Learner will be explored. The creation of a balanced literacy program for grades 1-6 will be explored in-depth. Children's literature is examined within the context of literacy instruction at the level of Birth – Grade 6.
3 credits

EDDN 606 Effective Implementation of Literacy for the Intermediate and Secondary Student
This course focuses on the reading and literacy skills identified by the International Reading Association and the New York State English Language Standards for middle and secondary students. The importance of both content and process are emphasized and strategies are practiced for enhancing student comprehension before, during, and after reading. Effective ways of using differentiated instruction are also discussed. Providing for individual differences in middle and senior high schools is considered.
3 credits

EDDN 609 Literacy Instruction – Grades 5-12
This course reviews the skills and knowledge required to support the developmental reading and literacy skills of middle and secondary students. Participants examine methods of teaching reading across the curriculum, including teaching reading of literature in individual, group, and whole-class settings in junior and senior high schools. Effective instructional practices for teaching reading skills to learn new information and to write reports, strategies for teaching writing skills to foster literary understanding, and differences in literacy instruction for junior and senior high school levels are also examined.
3 credits

EDDN 610 Analysis of Student and School Performance and Achievement Data for Instructional Improvement
Students are provided an introduction to principles, concepts, and operations necessary to analyze the multiple quantitative and qualitative data sources available regarding student and school performance. Students explore ways to effectively use data to conduct long-range planning and to undertake ongoing assessment of school/district performance for achieving State learning standards. Emphasis is given to the use of data to establish accountability systems for meeting educational goals and objectives.
3 credits

EDDN 611 Leadership for the Twenty-first Century School Leader: Theory and Practice
This course examines current research on leadership and provides an opportunity to explore leadership *in practice*. The course also focuses on development and implementation of an educational vision through the creation of collaborative relationships with internal and external elements of the school community and the importance of establishing an ethical standard of leadership.
3 credits

EDDN 612 Curriculum Development and Implementation for the School Leader
This course acquaints students with the need to provide leadership in comprehensive long-range planning with respect to curriculum development, instructional strategies and technology, classroom organization and practices, and assessment. Current curricula are discussed including methods of changing, updating, and evaluating their effectiveness.
3 credits

EDDN 613 Personnel Functions of a School Leader
Contemporary models for effective personnel administration are presented and discussed. The course also examines criteria for establishing accountability standards for staff evaluation and staff supervision as well as the importance of succession planning.
3 credits

EDDN 615 Supervision of Instruction
This course focuses on the objectives, functions, procedures, and evaluation of teaching from a supervisory perspective. Students examine ways to use data from the evaluation and supervision of staff to inform long-range comprehensive planning in professional development and to support staff's efforts to effectively address student learning needs.
3 credits

EDDN 616 Managerial and Financial Functions of a School District/Building Leader
This course acquaints students with the benefits of leading comprehensive long-range planning in facilities development in order to support instruction and to create a safe, healthy, and supportive environment. The course also examines current managerial and financial practices in schools – including with respect to district budget development and facilities – that effectively support achievement of educational goals and objectives.
3 credits

EDDN 617 Education Law and Ethics for School Leaders
This course focuses on the application of statutes and regulations as required by law. Students discuss legal principles based on constitutional principles, legislation, and case law that enable, restrict, or challenge the functioning of school districts and schools building leaders. The need for school and district leaders to establish an ethical standard of behavior and to effect change through ethical decision-making is emphasized.
3 credits

EDDN 618 Literacy Curriculum: Research and Evaluation
Current scientific research related to effective literacy instruction and research findings about curriculum development are reviewed in depth. Students also learn to analyze curricula to determine appropriateness with respect to specific school populations, intended learning outcomes, and congruence with the International Reading Association Standards as well as the New York State Standards.
3 credits

EDDN 620 Administration and Supervision of Special Education and Compensatory Programs
This course discusses the value of undertaking comprehensive long-range planning in the area of support services for students with disabilities, English Language Learners, and other students in need of academic intervention services. Emphasis is placed on the development of pre-referral interventions to address student needs in the general education setting. The course also looks at the laws and regulations governing special education, services to English Language Learners, and reimbursable programs.
3 credits

EDDN 621 Developing School-Wide Enrichment Programs

This course will review the research and history of gifted education relating to enrichment programs in particular. The course will focus on the philosophy and works of J.S. Renzulli, E.P. Torrance, and H. Gardner, and their theories of giftedness. Methods for providing differentiated instruction within learning environments for gifted (and non-gifted) students will be explored through the implementation of a classroom-based or school-based gifted program or model.

3 credits

EDDN 622 Developing Creative Thinking Skills in Gifted Students

This course will focus on the practical (i.e., problem-solving) and theoretical aspects of creativity. The course provides a basic overview of major definitions, theories and concepts related to the thinking skills and creativity. Students will reflect upon their own creativity to effectively foster the creative process within a differentiated classroom. During the course students will develop a working definition of creativity and adapt methods of identifying and assessing creativity applicable to gifted and talented individuals. Students will discuss how to enhance personal creativity by aligning it to digital technology.

3 credits

EDDN 623 Identifying and Developing Programs for Gifted Students with Learning Disabilities

This course will focus on identifying students with learning disabilities who are gifted. The course explores how these gifted and talented learning disabled (GTLD) students are assessed and provided for according to Federal and state education mandates. During the course students will develop methods of identifying and assessing gifted and/or talented children who learn at a significantly different pace from other students in regular education classes. Students will learn to distinguish between Attention Deficit Hyperactivity Disorder (ADHD) and GTLD characteristics. Students will study the unique learning needs of the LD population with respect to GT education and explore hands-on approaches and modified curriculum units using differentiated pedagogy. Throughout the course students will enhance the skills needed to effectively collaborate with parents, students, and school personnel with respect to GT/LD populations.

3 credits

EDDN 624 Critical Issues in Gifted Education

This course will focus on topics relating to past, current and future issues regarding gifted and talented education. Students will examine multiple trends and theories in gifted education applicable to their current teaching assignments and the New York State certification exam. Students will share ideas about the importance of enrichment programs as part of the instructional day and assess Carol Tomlinson's approach to differentiation.

3 credits

EDDN 625 The Education of Young Children: Principles and Methods

This course focuses on planning and implementing developmentally appropriate learning environments with integrated curricula for young children (birth-grade 2). Course topics include the relational processes by which children acquire knowledge, skills, and positive attitudes toward learning; the use of spontaneous play and hands-on activities; planned experiences and instruction that provide young children with opportunities to explore and manipulate ideas and concepts as they explore and manipulate the world; approaches to working with gifted students and students with disabilities; integrated instruction in literacy, science, mathematics, technology, the arts, social studies (including exposure to a range of cultures and languages as well as United States and New York State history and geography), family, career and consumer education, and physical and health education. Students are exposed to and engage in evidence-based methods of instruction and critically examine the concept that instruction should be evidenced-based.

3 credits

EDDN 629 Gifted and Talented Fieldwork
In this course, students will have the opportunity to gain practical experience in a Gifted and Talented classroom for 50 hours under the mentorship of experienced and appropriately certified teachers and an assigned Touro faculty member. In addition, students will work individually with the Touro faculty member on a research project related to their work in this field experience course.
3 credits

EDDN 634 Basic Reading and Writing Instruction: Teaching Reading and Writing for Second Language Learners
This course provides an understanding of literacy issues specific to English language learners, as well as strategies and techniques for teaching reading and writing to these students. The interrelationship between reading and writing are examined. Process writing and interactive methodologies will be reviewed. Emphasis will be placed on defining and describing the interactive writing process within the broader language and literacy. Key concepts include: the relationship between first language literacy and L2 literacy development; standards-based reading and writing instruction; principles of phonics, structural analysis and sight words; process writing; and the incorporation of technology. Includes 5 hours of fieldwork.
3 credits

EDDN 635 Curriculum Development and Classroom Management
This course focuses on the theory and practice of program and curriculum development for English language learners with diverse needs, including those who qualify for special education. Attention is given to the process of developing a PreK-12 ESL program, and associated curriculum, that promotes a culturally responsive school environment, facilitates learning, and accommodates students' individual needs. Emphasis is placed on needs assessment; pertinent laws, regulations, and policies; program models; curriculum mapping; supplemental resources; and community relationships. Classroom discussion will address issues faced by professionals in the field of Teaching English as a Second Language, effective instructional models, assessment materials approaches and teaching practices used teaching all four domains of listening, speaking, reading and writing, together with the psycho-social problems involved in second language acquisition and development. Includes 10 hours of fieldwork.
3 credits

EDDN 636 Linguistic Structure of the English Language – Sociolinguistic Perspectives
This course provides an understanding of basic linguistic concepts and their applications for TESOL instruction. Students will be introduced to the essential concepts of language development and modern linguistic components that are relevant to first and second language pedagogy. Specific concepts include: phonetics, phonology, morphology, semantics, syntax, pragmatics, discourse analysis, and the nature of regional and social variations in American English and the relationship between dialects and ethnic identity. Students will explore the origins, diversity and functions of human languages, in addition to the relationship between language and society. Students will also study key concepts of sociolinguistics in order to gain a solid understanding of the social and cultural dimensions of language. Includes 10 hours of fieldwork.
3 credits

EDDN 637 Second Language Learners and the Content Areas
Students will become acquainted with and practice effective approaches, methods, and strategies for teaching and evaluating English language learners in the content areas (ELA, social studies, math and science). Throughout the course, students will explore the impact of culture and language upon classroom learning. Special challenges in teaching and assessment in each content area will also be discussed. Examination and analysis of curriculum materials and instructional strategies for creative teaching and learning in grades Pe-K-12. Includes content specific lesson planning that addresses the New York State

Student Content Learning Standards with emphasis on English Language Arts, English as a Second Language, and content area instruction. Course content includes demonstrations, simulated activities, and field observations in Pre-K-12 classrooms. The course also examines how the teaching of English to non-native speakers can be integrated with the teaching of cognitive skills in all content areas. Students will be offered a variety of methods and materials to integrate ESL standards throughout all content areas for classroom use. Includes 15 hours of fieldwork. Includes 15 hours of fieldwork.
3 credits

EDDN 638 Teaching English as a Second Language through Modern English – Approaches to Grammar
This course reviews the structure of American English. It is designed to help students develop an enhanced understanding of the grammatical system of the English language. Students will learn about diverse theories, approaches, methods, and practical techniques of grammar instruction for English language learners. An in depth-study o f the English syntax, focusing on grammatical structures, candidates will gain knowledge of the grammatical system and develop and ability to apply their knowledge to the teaching of English as a second language Special emphasis will be placed on developing instructional strategies to assist English language learners in meeting the current English Language Arts standards. Includes 5 hours of fieldwork.
3 credits

EDDN 639 Trends and Current Issues in Second Language Acquisition
This course identifies and analyzes current trends and issues in second language acquisition and their impact on English language learners. A central focus will be research on specific topics in second language acquisition and bilingualism (e.g., brain research, error correction, role of L1, etc.). Students will become familiar with current instructional strategies as well as methods for professional staff and community resource collaboration in building second language acquisition and respect for cultural diversity in today's society. Students will engage in a case study research project in a particular area of interest. Includes 5 hours of fieldwork.
3 credits

EDDN 677 Literacy in the Bilingual/ Multicultural Classroom
Students examine research and theories of first and second language acquisition as related to methods of teaching, listening, speaking, reading, and writing in bilingual/multicultural classrooms. The course also includes examination of current pedagogical methodologies, assessment procedures, and literature related to the specialized needs of the bilingual student and the multicultural classroom. The first half of the course focuses on birth - grade 6, the second half on grades 5-12.
3 credits

EDDN 680 Practicum and Seminar in TESOL, Pre-K – 12
This course requires a minimum of 20 days or a minimum of 100 hours of student teaching in both elementary and secondary ESL classrooms, under the supervision of the cooperating teacher and a Touro professor. This experience will allow student teachers to apply their knowledge in actual classroom setting, as well as gain experience with a variety of developmental levels. Student teachers will attend seminars throughout the semester, maintain a weekly reflective journal, and submit culminating portfolio documenting professional growth. *(Please note: This course must be taken during the final semester of the program, and concurrently with* ***no more than one content course****.)*
3 credits

EDDN 681 Independent Study
Independent study provides students with the opportunity to work one-on-one with an instructor on a particular topic or creative project. Designing an independent study is an important part of the project, and

together the student and potential instructor should discuss the aims and content of the study. The independent study proposal form should include the study's title, theme, readings, work to be submitted, and syllabus. Once completed it should be provided to, and discussed with, the student's academic advisor.
1-3 credits

EDDN 682 Technology for School Administrators
Potential and practicing school administrators are provided with the theoretical and practical framework necessary for planning and implementing technology in schools, both as a tool for instruction and for administration. Emphasis is placed on the latest Technology Standards for School Administrators (TSSA). Hands-on experiences and projects based on technology are included as students develop their familiarity with essential technology applications. *Prerequisite: familiarity with basic word processing and use of the Internet.*
3 credits

EDDN 697 Professional Internship Part I
Students are provided with a closely supervised experience in applying the principles and concepts acquired through previous course work. The internship takes place in an educational organization under the supervision of a practicing school/district administrator and a Touro faculty member. Theories and concepts are applied to practical situations that are presented to the administrative and supervisory practitioners. *Prerequisite: students must have 18 credits of coursework in the program.* **3 credits**
(Please note: Students may not register for EDDN 697 and EDDN 698 in the same semester.)

EDDN 698 Professional Internship Part II
Students are provided with a closely supervised experience in applying the principles and concepts acquired through previous course work. The internship takes place in an educational organization under the supervision of a practicing school/district administrator and a Touro faculty member. Theories and concepts are applied to practical situations that are presented to the administrative and supervisory practitioners. Candidates seeking certification as school district leaders will be required to address district issues in a district office while taking EDDN 698.
3 credits

EDDN 699 Communicating, Collaborating, Partnering, and Community Building for School District Leaders
Students are provided with verbal and written communication models for developing the skills necessary to effectively interact with school board members, district/school staff, and the community at large. The course also explores effective strategies for communicating, to those individuals, an educational vision leading to the achievement of State learning standards.
Required for candidates seeking dual certification as school district/school building leaders.
3 credits

EDPN 620 Child Development and Learning in Cultural Context
This course focuses on the nature of physical, cognitive, emotional, social, and moral development from birth through adolescence with implications for learning and teaching; major orientations in the study of child development, including Vygotsky and the neo-Vygotskian theories of child development and learning; periods of child development from birth through adolescence seen in a socio-cultural context, with implications for learning and teaching; integration of theory and research findings from the fields of developmental and educational psychology; and exploration of multicultural contexts for growth, development, and learning with diverse student populations. Students are also exposed to evidence-based methods of instruction and critically examine the idea that instruction should be evidence-based.
3 credits

EDPN 671 Theory and Practice of Bilingual and Multicultural Education
This course reviews the impact of historical, legal, sociological, and political issues in relationship to the education of culturally and linguistically diverse students. It is designed to prepare bilingual and ESOL teachers to work successfully with language minority students, in the context of bilingual .ESL programs. It includes the study of the historical, psychological, social, cultural, political, theoretical and legal foundations of bilingual education programs in the United States. Students will examine and analyze different bilingual program models so that they may apply such knowledge to the implementation of pedagogically effective practices for second language learners using both the L1 and the L2 in curriculum implementation. Communication with parents and families concerning students' academic and social outcomes will be highlighted. The course supports Touro College's commitment to preparing educational professionals to work in diverse urban and suburban settings. Students explore the evolution of attitudes regarding bilingualism and multiculturalism in the United States. Emphasis will be placed on developing multicultural competence as educators, with areas of focus including: cross-cultural communication in the classroom and with parents; how the language and culture of the home and the community impact student learning; cultural factors in the relationships between the school and the community. Models of multicultural and bilingual education will be presented and analyzed. Includes 10 hours of fieldwork.
3 credits

EDPN 672 Methods of Teaching and Service Delivery in Languages Other Than English
This course focuses on teaching, assessment and counseling practices, consultation techniques, and other aspects of service delivery for diverse learners. Students will critically examine the processes used for placement of culturally and linguistically diverse students in special services. Issues involved in identifying student needs and appropriate services will be addressed. The discussion topics will include the impact of language, home culture and process of cultural adaptation in assessment. Includes 15 hours of fieldwork.
3 credits

EDPN 673 Methods and Materials for Teaching English as a Second Language
This course provides an historical overview of second language acquisition theories and teaching methods. Students learn how to apply current approaches, methods and techniques, with attention to the effective use of materials, in teaching English as a second language. Students will engage in the planning and implementation of standards-based ESL instruction which includes differentiated learning experiences geared to students' needs. Emphasis is placed on creating culturally responsive learning environments. The course also analyzes the applicability of applied linguistic studies to such teaching and the appropriateness of various methods and techniques to different developmental and skill levels. Special attention is given to curriculum development, planning and executing instructional activities. Additional emphasis is given to the selection of materials and the design of evaluation instruments for measuring cognitive development if the core subject areas. Include 15 hours of fieldwork.
3 credits

EDPN 675 Methods and Materials for Teaching in the Native Language
This course provides an overview of theory, approaches, methods and techniques in teaching school subject areas in the native language of the students. Effective strategies and materials for teaching native language arts, including native language literacy, to English language learners will be explored. Includes 15 hours of fieldwork.
3 credits

EDSN 600 History and Philosophy of Education and Special Education
This course focuses on the historical and philosophical underpinnings of modern educational theory and practice, including ancient Greek, early Jewish, Christian, and Muslim writings on education; philosophical developments in the Renaissance, Reformation, revolutionary, and modern periods; social, cultural and ideological forces that have shaped educational policies in the United States;

current debates on ways to meet the wide range of educational and social-emotional needs of students from diverse communities; the role of technology in education and society at large; and critical thinking skills and information literacy. Students critically examine the concept that instruction should be evidence-based.
3 credits

EDSN 603 Teaching Mathematics, Science, and Technology in General and Special Education, Grades 1-6
This course focuses on the pedagogical principles and classroom practices essential for successful teaching of mathematics, science, and technology in grades 1-6. Course topics include socio-cultural theory, constructivist theory, and problem-solving approaches to mathematics, science, and technology instruction and remediation; application of concepts and skills in real-life settings; critical approaches to understanding, use, and misuse of educational technology; application of theoretical knowledge and instructional strategies to teaching math and science to students with disabilities; development of skills required to both create and evaluate instructional materials; and the assessment of student learning in mathematics, science, and technology. Students are exposed to and use evidence-based methods of instruction and critically examine the concept that instruction should be evidence-based.
3 credits

EDSN 604 Teaching Social Studies and the Arts in General and Special Education, Grades 1-6
This course focuses on social, cultural, and developmental contexts for teaching social studies and the arts to a diverse student population. Course topics include curriculum development, methods, and materials; language and literature in cultural context; overview of history and geography of the United States and New York State; the role of economic factors in social life; varying forms of government and ideas and ideals associated with citizenship; the arts in historical and cultural context; self-exploration and self-expression through the arts, sports, and other physical activities; cooperation in group art and sports activities; and the relationship of the arts, movement, and physical education to other curriculum areas. Course participants learn to apply theoretical knowledge and instructional strategies in their teaching of gifted students and students with disabilities.
3 credits

EDSN 626 Patterns of Parenting and Child Care in Relation to Early Intervention and Education
This course focuses on parents and families as the context for growth, development and learning of typically developing children and children with disabilities. Course topics include similarities and differences in family structures and parenting styles in various cultural groups; parents and family members as teachers of young children and collaborators with professional educators; parental and family responses to and coping with a child with disabilities; ways in which early childhood intervention programs build and expand upon the foundation provided by parents; ways in which educators can form constructive educational partnerships with parents; familiarizing parents with special education laws and available, appropriate services for their children and themselves; and assisting parents in being advocates for their children with disabilities.
3 credits

EDSN 640 Assessment of Individual Differences in General and Special Education: A Socio-Cultural Perspective
This course focuses on assessment in general education and special education of individual differences in intelligence, learning potential, personality, motivation, and student 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, particularly for students with disabilities, including children with autism; assessment of young children; use of achievement tests; introduction to

dynamic (or interactive) assessment; differences between static and dynamic assessment; the use of teacher-made, informal tests; and opportunity to observe and practice use of achievement tests and/or curriculum-based assessment approaches in the classroom. Study of testing concepts and the application of assessment to the classroom setting. The focus is on relating assessment principles to standards-based instruction, identifying appropriate performance standards, effectively communicating these standards, and providing appropriate feedback to students. Included are planning of summative assessments, the construction and use of multiple choice, true-false, and essay type items, performance assessments and portfolios, student observation techniques and rating scales, and the use and interpretation of standardized test data.
3 credits

EDSN 650 Educational Technology in General and Special Education
This course focuses on the use of computers and other technological devices that facilitate communication, learning, and related functions in both general and special education contexts; use of technology to foster literacy, remediate reading problems, and promote access to curriculum for all students; special applications with computers in the classroom; information literacy; and recent developments in the field of assistive technology for students with disabilities, including students with autism.
3 credits

EDSN 657 Early Literacy Instruction I, Birth-Pre-K
This course focuses on the use of oral language, general cognitive skills, the concepts underlying reading and writing, and specific literacy skills as the context for supporting initial steps toward literacy for young children. Course topics include activities to promote phonemic awareness, understanding of the alphabetic principle, and beginning word recognition through letter-sound relations; motivational issues that pertain to the development of reading skills; meeting the needs of young children, including those with limited proficiency in English, who enter day care, nursery school, and other early childhood and intervention programs with limited literacy-related knowledge and skills; language-related experiences at home as well as at school; and the importance of providing frequent opportunities to write. Students are exposed to evidence-based methods of instruction and critically examine the concept that instruction should be evidence-based. (*Please note: This course is a prerequisite for SEDN 658*.)
3 credits

EDSN 665 Basic Reading and Writing Instruction, Grades 1-6
This course focuses on current approaches to teaching reading and writing in developmental context. Course topics include creation of language-rich environments; the nature of oral and written communication; assessment of language and reading skills; motivational factors in literacy development at home and in school; approaches to organizing functional reading and writing programs; and approaches to working with English language learners, students with disabilities, and gifted students. Students are exposed to evidence-based methods of instruction and critically examine the concept that instruction should be evidence-based. (*Please note: This course is a prerequisite for SEDN 667and JESN 667*.)
3 credits

EDSN 682 Field Experience and Practicum I in Early Childhood General and Special Education, Birth-Grade 2
For the field experience component of this course, students complete 50 hours of observations in general education at the birth-pre-K, kindergarten, or grade 1-2 level. Students also complete 100 hours of work with students with disabilities at a level not used in general education. (Inclusion classes with strong special education components are acceptable.) For the practicum component of the course, students complete an additional 20 days or 100 hours in general education at one of the three age/grade levels. (Please note that over the course of their field experience and practicum courses students must work with children in at least two levels.) Actual teaching is a component of the practicum part of this course. All

student teaching is done in accredited schools with the involvement of appropriately certified supervising or cooperating teachers who submit student evaluation forms during and at the conclusion of the semester.

Over the course of the field experience and practicum courses, some work is done in a high-need school or a school serving a high-need community. Students keep time sheets of their hours, maintain logs in which critical incidents are recorded and analyzed, respond to questions about young children, analyze lesson presentations of cooperating teachers observed, and complete two term papers. Students integrate evidence-based methods of instruction into their lesson presentations. Students also do an assignment on how they assessed student learning for a lesson they have presented that is observed by an assigned faculty member. The course includes scheduled group meetings. The assigned faculty member meets with students at their field experience/practicum sites and observes and evaluates student work with children in a school or an equivalent educational setting. The faculty member and cooperating teacher evaluate both the field experience and practicum components of student work during the course. *(Please note: This course must be taken within the first 18 credits of graduate study.)*

3 credits

EDSN 692 Clinical Practicum I: Diagnosing and Treating Reading Disabilities, PreK-6

Students perform 90 clock hours of a college-supervised Practicum in PreK-6th grade. Students acquire proficiency in the use of various test materials in the diagnosis of reading and writing difficulties under the guidance and supervision of appropriately certified cooperating teachers who evaluate students' progress. Cooperating teachers also observe and evaluate students in their professional settings. In addition, scheduled group meetings are held for all students participating in the Practicum. A case study is required and students are required to keep a log and prepare lesson plans**.** Prerequisite: at least 15 credits in literacy, excluding EDPN 620 and EDSN 650 and including EDSN 665 and SEDN 667.

3 credits

EDSN 693 Clinical Practicum II: Diagnosing and Treating Reading Disabilities, Grades 7- 12

Students perform 90 clock hours of a college-supervised Practicum in Grades 7-12. Students acquire proficiency in the use of various test materials in the diagnosis of reading and writing difficulties under the supervision of appropriately certified cooperating teachers who evaluate students' progress. Cooperating teachers also evaluate students in their professional settings. In addition, scheduled group meetings are held for all students participating in the Practicum. A case study that integrates relevant research is required. Students are also required to keep a log, prepare lesson plans, and submit a culminating project that analyzes and discusses the way in which various aspects of the course work and the two Practica (EDSN 692 and EDSN 693) have furthered their understanding and ability to diagnose and treat reading difficulties. *Prerequisite: EDSN 692.*

3 credits

EDSN 694 Field Experience in General Education and Special Education, Grades 1-6

Students complete 50 hours of field experience in general education at the grade 1-3 level or the grade 4-6 level. Students also complete 100 hours of field experience in work with children with disabilities at the level not used for general education. (Inclusion classes with strong special education components are acceptable. All field experience is done in accredited schools with the involvement of appropriately certified supervising or cooperating teachers who submit student evaluation forms at the conclusion of the semester. Students are exposed to evidence-based methods of instruction.

Over the course of the field experience and practicum courses, some work is done in a high-need school or a school serving a high-need community. Students keep time sheets of their hours, maintain logs in which critical incidents are recorded and analyzed, respond to questions about elementary school education, analyze lesson presentations of cooperating teachers observed, and complete two term papers. The course also includes scheduled group meetings. An assigned Touro College faculty member meets

with students at their field experience sites and evaluates student work for the course. *(Please note: This course must be taken within the first 18 credits of graduate study.)*
3 credits

JESN 600 History and Philosophy of Education, Jewish Education, and Special Education
This course explores the historical and philosophical underpinnings of modern educational theory and practice, dating back to Jewish, Christian, and Muslim writings on education and tracking developments into the present. It specifically examines the forces that have shaped educational policies in the United States, highlighting the current debate around meeting the educational and social-emotional needs of students from diverse communities. The role of technology in education and society at large, critical thinking skills, information literacy, and research-based instruction are also featured.
3 credits

JESN 602 Introduction to Teaching Students with Disabilities in Jewish Day Schools
This course focuses on current approaches to teaching children with disabilities; special education and the Individuals with Disabilities Education Act; identification for evaluation of students who may have disabilities; current theories and methodologies for working with students with disabilities; inclusion and the concept of the least restrictive environment; early intervention; special education curriculum modifications, classroom management, and use of technology; educational challenges and instructional approaches for children with cognitive deficits, physical and sensory impairments, language delays, emotional disturbance, and learning disabilities; working with children with autism; application of principles of differentiated instruction. Students are exposed to evidence-based instructional methods and critically examine the concept that instruction should be evidence-based.
3 credits

JESN 620 Child Development and Learning in Cultural Context with Emphasis on Jewish Culture
This course focuses on the nature of physical, cognitive, emotional, social, and moral development from birth through adolescence with implications for learning and teaching; major orientations in the study of child development, including Vygotsky and the neo-Vygotskian theories of child development and learning; periods of child development from birth through adolescence seen in a Jewish socio-cultural context, with implications for learning and teaching; integration of theory and research findings from the fields of developmental and educational psychology; and exploration of multicultural Jewish contexts for growth, development, and learning with diverse student populations. Students are also exposed to evidence-based methods of instruction and critically examine the idea that instruction should be evidence-based.
3 credits

JESN 640 Assessment of Individual Differences in General Education, Jewish Education, and Special Education: A Socio-Cultural Perspective
This course focuses on assessment of individual differences in intelligence, learning potential, personality, motivation, and student 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, particularly for students with disabilities in Jewish school settings, including children with autism; assessment of young children; use of achievement tests; introduction to dynamic (or interactive) assessment; differences between static and dynamic assessment; the use of teacher-made, informal tests; and opportunity to observe and practice use of achievement tests and/or curriculum-based assessment approaches in the classroom.
3 credits

JESN 650 Educational Technology in General Education, Jewish Education, and Special Education
This course focuses on the use of computers and other technological devices that facilitate communication, learning, and related functions in in educational contexts for children in Jewish, general, and special

education; use of technology to foster literacy, remediate reading problems, and promote access to curriculum for all students; special applications with computers in the classroom; information literacy; and recent developments in the field of assistive technology for students with disabilities, including students with autism.
3 credits

JESN 667 Assessment, Diagnosis and Remediation of Reading Disabilities in Both English and Hebrew, Grades 1-6
This course focuses on developmental and Jewish school cultural contexts for understanding symptoms and causes of reading disabilities. Course topics include diagnostic instruments and approaches to assessment of reading disabilities; and programs, materials, and methods for nurturing literacy and for instructing children with reading disabilities. Students do one-on-one work with a child who has reading problems and complete a comprehensive case study based on that work. Prerequisites: EDSN 665 and JESN 680.
3 credits

JESN 670 Curriculum Development and Classroom Management for Students with Disabilities in Jewish Day Schools, Grades 1-6
This course focuses on concepts and skills in the teaching of Jewish studies, reading, math, language arts, social studies, and science in Jewish school settings, with modifications of instructional methods and materials for use with children with disabilities. Course topics include setting up the physical environment of a classroom to foster literacy development, maximize learning productivity, and prevent unnecessary behavior problems; approaches to classroom management; special attention to work with children with autism; and approaches to understanding and intervening with children with emotional and behavior problems. Students are exposed to evidence-based methods of instruction and critically examine the concept that instruction should be evidence-based.
3 credits

JESN 675 Character Education: Methods in Teaching Jewish Values
This course will focus on techniques of teaching Jewish values within the Jewish school setting. It will include analysis of classic texts within Jewish values education. Emphasis will be placed on modeling and teaching Jewish values across Jewish studies and general studies classes as well as throughout school culture outside of the classroom. This course includes fieldwork.
3 credits

JESN 680 Methods in Teaching Hebrew Language Arts
This course will have three major areas of focus. Primary within these three areas will be Hebrew reading instruction, followed by understanding of Hebrew language and Hebrew language speaking skills. Consideration will be given to differences between classical Hebrew and Modern Hebrew language and their place within different types of Jewish day schools. Further emphasis will be placed on Hebrew reading in the context of second language learning theory and typical curricular expectations around Hebrew reading in Jewish day schools. This course includes fieldwork. (*Please note: This course is a prerequisite for JESN 667.*)
3 credits

JESN 685 Methods in Teaching Jewish History and the Holocaust
This course will focus on teaching Jewish history with an emphasis on modern Jewish history, the Holocaust, and the modern state of Israel. Emphasis will be placed on dynamic methods of teaching Jewish history, and within the context of cross discipline instruction i.e. history, social studies, and Jewish studies classes. This course includes fieldwork.
3 credits

JESN 691 Methods in Teaching Traditional Jewish Texts and Commentary
This course will concentrate on teaching traditional Jewish texts in both Biblical exegesis and oral law, Mishnah and Talmud as well as analysis of their classic commentaries and methodologies. Child development norms and typical Jewish day school curricular expectations will be examined. Emphasis will also be placed on teaching these texts to a wide range of students with their different learning styles within a given classroom. This course includes fieldwork.
3 credits

JESN 695 Practicum in Special Education in Jewish Day Schools, Grades 1-6
Candidates complete 50 hours of observations in a General Education classroom at the grade 1-3 or grade 4-6 level. Students also complete 100 hours of observations in a Special Education classroom (inclusion classes with strong special education components are acceptable) at the grade level not used for the General Education requirement. Certified teachers complete 25 hours of observations in a General Education classroom at the grade 1-3 or grade 4-6 level and also complete 25 hours of observations in a Special Education classroom (inclusion classes with strong special education components are acceptable) at the grade level not used for the General Education requirement. All observations are done in accredited schools with the involvement of appropriately certified supervising or cooperating teachers who submit student evaluation forms at the conclusion of the semester. Cooperating teachers should have a Master's Degree and a minimum of three years teaching experience.

Over the course of the field experience and practicum courses, some work is done in a high-need school or a school serving a high-need community. Students keep time sheets of their hours, maintain logs in which critical incidents are recorded and analyzed, respond to questions about elementary school education, analyze lesson presentations of cooperating teachers observed, and complete two term papers. The course also includes scheduled group meetings. An assigned Touro College faculty member meets with students at their field experience sites and evaluates student work for the course. (*Please note: This course must be taken in the last semester of study*.)
3 credits

MTHN 600 History and Philosophy of Secondary Education
This course focuses on the historical and philosophical underpinnings of modern educational theory and practice including the study of: ancient Greek literature; early Jewish, Christian, and Muslim writings; and philosophical developments in the Renaissance, Reformation, and revolutionary periods. It also examines the social, cultural, and ideological forces that have shaped educational policies in the United States as well as the current national debates on ways to meet the wide range of educational and social-emotional needs of students from diverse communities.
3 credits

MTHN 601 Methods of Teaching Middle School Mathematics
This course focuses on principles and practices for teaching middle school mathematics, including the study of rational numbers, algebra, geometry, probability, and statistics. Students also examine curriculum development and instructional approaches in developmental context, with attention to the needs of typical adolescent learners and identification and remediation of major obstacles to student learning in mathematics. The course reviews application of mathematical and scientific concepts and skills to real-life settings. Students have an option to design, develop, and hand in an online portfolio for this course. Twenty-five to fifty hours of fieldwork are required.
3 credits

MTHN 602 Teaching Mathematics to Students with Special Needs
This course prepares pre-service and in-service mathematics teachers to understand and respond to the needs of students with disabilities. The course considers the historical context for special education and

the institutional approach to disabilities, and utilizes that context to critically examine and discuss current educational practices, laws, and regulations for students with diverse learning abilities. The inclusion/standards debate, as well as the diagnosis, classification, and assessment of students are addressed. Instructional approaches and strategies for teaching mathematics to students with diverse learning abilities in the typical classroom are introduced. Fifteen hours of fieldwork are required.
3 credits

MTHN 605 Methods of Teaching Secondary School Mathematics
This course focuses on principles and practices for teaching high school mathematics, including the study of algebra, geometry, probability, trigonometry, and statistics; curriculum development and instructional approaches in developmental context, with attention to needs of typical adolescent learners and identification and remediation of major obstacles to student learning in mathematics. Students examine application of mathematical and scientific concepts and skills to real-life settings. Twenty-five to fifty hours of fieldwork are required.
3 credits

MTHN 620 Adolescent Development and Learning in Cultural Context
This course examines the nature of adolescent cognitive, emotional, social, and moral development with implications for classroom teaching. It also addresses integration of theory and research findings from the fields of developmental and educational psychology and explores multicultural contexts for growth, development, and learning. Fifteen hours of fieldwork are required.
3 credits

MTHN 651 Curriculum and Assessment in Secondary Mathematics
This course examines the most commonly used curriculum materials, including textbooks and supportive video and technology materials, and also at the development of new curriculum materials for special student populations or the enhancement of already available materials for such populations. The course also identifies the learning theories and instructional methodologies embodied in each curriculum and compares those theories and methodologies for their effectiveness with various student populations and student characteristics. Students examine means, methods, and materials for assessing student understanding and performance as well as ways to use this information to inform and improve instruction as an ongoing practice in the classroom. Techniques investigated include quizzes, writing assignments, tests, authentic and performance assessment and rubrics. Fifteen hours of fieldwork are required.
3 credits

MTHN 652 Teaching Algebra and Trigonometry in Grades 7-12
This course focuses on the major concepts and skills students should learn and be able to apply in the areas of algebra and trigonometry. The course identifies what students should have learned informally in grades 5 and 6 that can be used to transition to a more formal understanding of these topics. It also examines: the learning theories related to development of understanding from a concrete level using manipulative materials to model algebraic and trigonometric problems and methods; how to help students move step by step to a more conceptual understanding of the concepts and skills, including the use of symbolic representation and manipulation; and the use of various technologies to enhance understanding and application. As a part of the course, either individually or in small groups, students develop and present appropriate mini-lessons embodying the principles and methods of effective mathematics teaching.
3 credits

MTHN 653 Teaching Geometry and Data and Chance in Grades 7-12
This course focuses on the major concepts and skills students should learn and be able to apply in the areas of geometry, probability, and statistics. The course examines what students should have learned informally in grades 5 and 6 that can be used to transition to a more formal understanding of these topics. The course also examines how to use relevant learning theories to help students transition from a concrete level of understanding of these topics using physical manipulative materials to a conceptual level of understanding using symbolic representation and manipulation. The use of various technologies to enhance understanding is also employed. As a part of the course, either individually or in small groups, students develop and present appropriate mini-lessons embodying the principles and methods of effective mathematics teaching.
3 credits

MTHN 654 Selected Topics in Modern Mathematics I
This course addresses a selection of topic areas usually taught at the secondary level – including but not limited to algebra, geometry, and probability and statistics – and looks at them from an advanced perspective illuminating their uses, interconnections and the mathematical theory or theories underlying them. This is a capstone content mathematics course helping to unify and enhance the prior college level mathematics courses the students in the program will already have taken as a prerequisite for entrance into the program.
3 credits

MTHN 655 Selected Topics in Modern Mathematics II
A continuation of MTHN 654.
3 credits

MTHN 656 Teaching About Rational Numbers
This course introduces students to the mathematical properties of the set of rational numbers as well as instructional approaches for teaching students to use and manipulate rational numbers. The course also provides instructional strategies for helping students make the transition from the use of rational numbers in middle school to the use of rational algebraic expressions in high school.
3 credits

MTHN 657 Leadership in Mathematics
This course explores the role of the administrator in developing leadership strategies that promote high quality teaching in mathematics grades K-12. The course examines methods and materials as well the scope and sequence of mathematics across the grades. Students examine the most up to date methods of teaching mathematics as well as ways in which administrators can motivate and assist teachers in increasing student achievement while simultaneously assuring that the school meets state mandates regarding adequate yearly progress.
3 credits

MTHN 658 History of Mathematics
This course introduces students to several important topics in the history of mathematics, such as: how mathematical discoveries and developments that occur hundreds or even thousands of years apart can be connected in important ways; and how teachers of mathematics can use incidents and stories from the history of mathematics to make their teaching more interesting and effective.
3 credits

MTHN 659 Teaching Advanced Placement Calculus and Statistics
This course introduces students to the topics covered in the Advanced Placement Calculus and Statistics courses and provides guidance on how to teach the advanced courses effectively.
3 credits

MTHN 666 Language and Literature Studies for Middle and Secondary School Students

This course focuses on current approaches to assessing and promoting reading comprehension and critical reading and writing skills of middle and secondary school students. It also examines how to: enhance oral and written communication skills; tap into motivational factors in literacy development during the middle and high school years; and use specific approaches to work with English language learners, gifted students, and students with disabilities during adolescence. Fifteen hours of fieldwork are required for this course.

3 credits

MTHN 678 Research Investigations in Mathematics Education

This course introduces students to a selection of current issues of concern and interest in adolescent mathematics education; provides a sampling of the research that has been conducted relating to these issues; and addresses ways in which the results of such research can be employed by classroom teachers to improve their classroom practice.

3 credits

MTHN 679 Student Teaching Practicum in Middle School Mathematics

Students complete a minimum of 20 days, or 100 hours, teaching students in a middle school (grades 7 through 9) mathematics classroom under the daily supervision and mentorship of an experienced and certified cooperating mathematics teacher. During this practicum experience the student teacher progresses from watching and helping the regular classroom teacher to taking on full responsibility for the class him- or herself. The practicum, under the supervision and guidance of the cooperating teacher, includes experience in: designing, developing and implementing daily lesson plans; creating quizzes and exams; designing and grading homework assignments; implementing classroom discipline; continuously evaluating student understanding and using daily evaluations to modify future teaching practices; employing effective ways to carry out routine administrative practices including the taking of attendance and assigning student grades.

The cooperating teacher meets with the student teacher on a regular basis to help the student teacher develop his/her skills and practices; helps answer or find answers to questions the student teacher might have; and remains in the classroom to monitor all activities and to provide supervision whenever the student teacher takes over the class. A full time faculty supervisor from Touro's Graduate School of Education meets with both the student teacher and the cooperating teacher on a regular basis, observes the student teacher's performance in the classroom, and discusses the student teacher's development with both the student teacher and cooperating teacher.

At the end of the semester the cooperating teacher submits to the Touro College faculty supervisor an evaluation form for the student teacher indicating areas of strength and weakness and where the student teacher should concentrate on improving his or her teaching skills. Using this evaluation and the Touro College faculty supervisor's own observations, the faculty supervisor then submits a grade for the student teacher's performance in this course. Prerequisite: MTHN 601. *(Please note: This course must be taken during the final two semesters of the program.)*

3 credits

MTHN 681 Student Teaching Practicum in High School Mathematics

Students complete a minimum of 20 days, or 100 hours, teaching students in a high school (grades 10 through 12) mathematics classroom under the daily supervision and mentorship of an experienced and certified cooperating mathematics teacher. During this practicum experience the student teacher progresses from watching and helping the regular classroom teacher to taking on full responsibility for the class him- or herself. The practicum, under the supervision and guidance of the cooperating teacher, includes experience in: designing, developing and implementing daily lesson plans; creating quizzes and

exams; designing and grading homework assignments; implementing classroom discipline; continuously evaluating student understanding and using daily evaluations to modify future teaching practices; employing effective ways to carry out routine administrative practices including the taking of attendance and assigning student grades.

The cooperating teacher meets with the student teacher on a regular basis to help the student teacher develop his or her skills and practices; helps answer or find answers to questions the student teacher might have; and remains in the classroom to monitor all activities and to provide supervision whenever the student teacher takes over the class. A full time faculty supervisor from Touro's Graduate School of Education School meets with both the student teacher and the cooperating teacher on a regular basis, observes the student teacher's performance in the classroom, and discusses the student teacher's development with both the student teacher and cooperating teacher.

At the end of the semester the cooperating teacher submits to the Touro College faculty supervisor an evaluation form for the student teacher indicating areas of strength and weakness and where the student teacher should concentrate on improving his or her teaching skills. Using this evaluation and the Touro College faculty supervisor's own observations, the faculty supervisor then submits a grade for the student teacher's performance in this course. Prerequisite: MTHN 605. *(Please note: This course must be taken during the final two semesters of the program.)*
3 credits

PSGN 631 Counseling Families of Exceptional Children
The focus of this course is to develop an understanding of the role and dynamics of a family in the management of exceptional children. The course introduces Family Systems theory and also explores the family as a mediator of the culture and as a context within which the child develops. The course addresses the interactions of families with children with handicapping conditions such as medical conditions and learning problems. A focus is on the impact of the child with special needs on parents and siblings. Students develop skills in assessing the family's interactions with the referred child, and evaluation of the family's needs. They become familiar with the impact and relevance of the socio/economic and cultural context for families with special needs children.
3 credits

PSGN 632 Multicultural Counseling
To effectively function in a multicultural society with clients from diverse backgrounds, students develop the knowledge, tools and skills to become responsive counselors to different ethnic minority and cultural groups. Students become aware of their assumptions about human behavior, values, biases, preconceived notions, personal limitations and attempt to understand the worldview of culturally different clients in the process of developing and practicing culturally appropriate skills in working with culturally diverse clients.
3 credits

PSGN 670 Best Practices in Crisis Intervention
This course covers the theoretical foundations and current research on the impact of trauma and disasters on children, adolescents and adults. It focuses on best practices for short-term and crisis intervention to support a return to normalcy and resilience in youth. A major focus is on identification, intervention, and treatment of children who exhibit signs of distress or who are at-risk for future mental health problems. Group work is explored as a means to therapeutically intervene with youngsters who exhibit signs of traumatic stress.
3 credits

PSGN 678 Lifestyle and Career Development
This course is designed to provide a comprehensive overview of theoretical and practice aspects of career development across the life-span. In this context, the major career development theories will be presented as well as the treatment implications for counseling and psycho-educational interventions.
3 credits

PSGN 680 Group Dynamics and Organizational Diagnosis (OD)
The course explores group psychotherapy theories and techniques, introduces the concept of Use of Self and addresses key challenges in organizations. Students learn to use a consultative approach to affect change. Discussion, role-play, field practice and reflection will be the primary tools for learning.
3 credits

PSGN 698 Field Experience in Bilingual Education and Service Delivery
This course prepares professionals in pupil personnel services to work with bilingual/multicultural populations. Students are required to present their work experience as a PPS for a minimum of one academic year, along with attendance at three field experience seminars and submission of a portfolio which synthesizes their experience and understanding of effective services for bilingual population. The portfolio will include: samples of professional work with bilingual students, including case histories, evaluation reports, progress notes, and IEPs; a written essay presenting the student's professional philosophy, a discussion of issues involved in providing bilingual services in the New York area, and a description of the student's professional growth in the program.
3 credits

SCIN 600 History and Philosophy of Adolescent Education
This course looks at the historical and philosophical underpinnings of modern educational theory and practice including the study of: ancient Greek literature; early Jewish, Christian, and Muslim writings; philosophical developments in the Renaissance, Reformation, and revolutionary periods; social, cultural and ideological forces which have shaped educational policies in the United States; and current debates on meeting the wide range of educational and social-emotional needs of students from diverse communities.
3 credits

SCIN 601 Methods of Teaching Middle School Science
This course provides students with an understanding of how to blend biology content knowledge with appropriate instructional and assessment strategies to help middle school students learn about, understand, and appreciate school science and its importance in the world in which students live. Students will develop and implement sample lesson plans, make use of appropriate laboratory equipment and procedures, compare and contrast curriculum and internet-based materials, and perform field observations in real classrooms in preparation for their semester-long practicum in middle school student teaching. Fifty hours of observation will be required along with 5 observation assignments.
3 credits

SCIN 602 Teaching Science to Students with Special Needs
This course covers the historical background to current approaches to teaching children with disabilities; special education and 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; and introduction to approaches and debates on reading and language arts as well as Science instruction for native English speakers and English language learners.
3 credits

SCIN 605 Methods of Teaching High School Science

This course provides students with an understanding of how to blend biology content knowledge with appropriate instructional and assessment strategies to help high school students learn about, understand, and appreciate school science and its importance in the world in which students live. Students will develop and implement sample lesson plans, make use of appropriate laboratory equipment and procedures, compare and contrast curriculum and internet-based materials, and perform field observations in real classrooms in preparation for their semester-long practicum in high school student teaching. Fifty hours of observation will be required along with 5 observation assignments.

3 credits

SCIN 620 Child Development and Learning in Cultural Context

This course looks at the nature of motor, cognitive, emotional, social, and moral development from birth through adolescence, with implications for classroom teaching; looks at integration of theory and research findings from the fields of developmental and educational psychology; and explores multicultural contexts for growth, development, and learning.

3 credits

SCIN 654 Selected Topics in Biology I

Special topics in the biological sciences of current interest to faculty and students will be presented through lecture, discussion, laboratory experiments, research and reports. This course is intended to supplement the science and biology content knowledge and understanding of each student, and to provide students with experiences and understandings concerning the place of the biological sciences in the modern world that can be used after graduation to make biology more interesting and more relevant to our students' own future students. The particular topics selected will depend on the instructor's field of expertise, and could in some cases involve working on a biology project with New York Medical College researchers. The topics presented in this course might include, for example, physiology and biochemistry.

3 credits

SCIN 655 Selected Topics in Biology II

Just as in SCIN 654 Selected Topics in Biology I, this course will cover special topics in the biological sciences of current interest to faculty and students will be presented through lecture, discussion, laboratory experiments, research and reports. The particular topics selected will depend on the instructor's field of expertise, and could in some cases involve working on a biology project with New York Medical College researchers. The topics presented in this course might include, for example, genetics, evolution, microbiology, and immunology.

3 credits

SCIN 666 Language and Literature Studies for Middle and High School Students

This course focuses on current approaches to assessing and promoting reading comprehension and critical reading and writing skills of middle and high school students; enhancement of oral and written communication skills; tapping into motivational factors in literacy development during the middle school years; and approaches to work with English language learners, gifted students, and students with disabilities during early adolescence.

3 credits

SCIN 679 Student Teaching Practicum in Middle School Biology

Students will complete a minimum of 20 days, or 100 hours, teaching students in a middle school (grades 7 through 9) science classroom under the daily supervision and mentorship of an experienced and certified cooperating science teacher. During this practicum experience the student teacher will progress from observing and helping the regular classroom teacher to taking on full responsibility for the class him - or herself. The practicum, under the supervision and guidance of the cooperating teacher, will include

experience in: designing, developing and implementing daily lesson plans; creating quizzes and exams; designing and grading homework assignments; implementing classroom discipline; continuously evaluating student understanding and using daily evaluations to modify future teaching practices; employing effective ways to carry out routine administrative practices, including the taking of attendance and assigning student grades.

The cooperating teacher will meet with the student teacher on a regular basis to help the student teacher develop his/her skills and practices; help answer or find answers to questions the student teacher might have; and remain in the classroom to monitor all activities and to provide supervision whenever the student teacher takes over the class. A full time faculty supervisor from the Graduate School of Education will meet with both the student teacher and the cooperating teacher on a regular basis, observe the student teacher's performance in the classroom, and discuss the student teacher's development with both the student teacher and cooperating teacher.

At the end of the semester the cooperating teacher will submit to the Touro College faculty supervisor an evaluation form for the student teacher indicating areas of strength and weakness and where the student teacher should concentrate on improving his or her teaching skills. Using this evaluation and the Touro College faculty supervisor's own observations, the faculty supervisor will then submit a grade for the student teacher's performance in this course. Prerequisite: SCIN 601 *(Please note: This course is to be taken during the final two semesters of the program.)*
3 credits

SCIN 681 Student Teaching Practicum in High School Biology
Students complete a minimum of 20 days, or 100 hours, teaching students in a high school (grades 10 through 12) science classroom under the daily supervision and mentorship of an experienced and certified cooperating science teacher. During this practicum experience the student teacher will progress from watching and helping the regular classroom teacher to taking on full responsibility for the class him- or herself. The practicum, under the supervision and guidance of the cooperating teacher, will include experience in: designing, developing and implementing daily lesson plans; creating quizzes and exams; designing and grading homework assignments; implementing classroom discipline; continuously evaluating student understanding and using daily evaluations to modify future teaching practices; employing effective ways to carry out routine administrative practices including the taking of attendance and assigning student grades.

The cooperating teacher will meet with the student teacher on a regular basis to help the student teacher develop his or her skills and practices; help answer or find answers to questions the student teacher might have; and remain in the classroom to monitor all activities and to provide supervision whenever the student teacher takes over the class. A full time faculty supervisor from the Graduate School of Education will meet with both the student teacher and the cooperating teacher on a regular basis, observe the student teacher's performance in the classroom, and discuss the student teacher's development with both the student teacher and cooperating teacher.

At the end of the semester the cooperating teacher will submit to the Touro College faculty supervisor an evaluation form for the student teacher indicating areas of strength and weakness and where the student teacher should concentrate on improving his or her teaching skills. Using this evaluation and the Touro College faculty supervisor's own observations, the faculty supervisor will then submit a grade for the student teacher's performance in this course. Prerequisite: SCIN 605 *(Please Note: This course is to be taken during the final two semesters of the program.)*
3 credits

SCPN 600 Foundations of School Counseling
This course offers a review of the historical, philosophical, legal, and ethical underpinnings of the school counseling profession. The course explores the current and emerging role of the school counselor, from writing student assessments and dealing with school crises to setting budgets and running effective meetings. The course also addresses the transformed role of school counselor as it pertains to the American School Counselor Association's National Model for Counseling Programs.
3 credits

SCPN 636 Counseling Theory and Techniques
This course examines the dynamics and approaches of major theories in the field of counseling, as well as explores the historical perspectives and philosophies upon which they are based. Theories to be addressed include Person-Centered Therapy, Cognitive Therapy, Gestalt Therapy and Solution-Focused Therapy. The course will also focus on various experiential techniques.
3 credits

SCPN 637 Individual and Group Appraisal
This course examines disorders and their assessments. The course focuses on utilizing rating scales and more quantifiable methodology to assess social-emotional status, and contrasts clinical and non-clinical populations. Work, school and home intervention techniques are emphasized and include topics such as functional behavioral assessment, and behavior management applications.
3 credits

SCPN 641 Academic Functioning: Educational Intervention
For School Counselors, understanding teaching and learning is critical. Besides testing and counseling, School Counselors are expected to serve on pre-referral intervention teams and to consult with over-worked teachers on a variety of issues. This course provides students with tools to perform those functions. Students attain a basic understanding of how people learn, as well as the most popular theories about learning as a social and cognitive process. Focus is on recognizing where and how learning problems typically arise, tools and strategies to prevent and/or remediate such problems. While there is an assessment component, this is not a testing course. The assessment in this course is dynamic in nature and used directly in intervention planning. Consultation issues are briefly covered.
3 credits

SCPN 648 Classroom Management: Students as Change Agents
This course examines the role of the school counselor in serving children and adolescents who present behavior problems in the school and/or community. The course introduces basic behavior management techniques. The course further focuses on teaching social skills (primarily through cognitive or cognitive behavioral interventions) with an emphasis on teaching student self-regulations and strategies aimed at changing their own behavior.
3 credits

SCPN 652 Advanced Issues in Vocational Counseling
This course provides a solid understanding of the process of improving high schools so that more students are able to excel in freshman-level college courses or entry-level jobs, laying a solid foundation for lifelong growth and success. The course also provides guidelines for high school faculty to adapt their programs of instruction in the direction of enhanced college/career readiness. Further explored are practical strategies for improving students' content knowledge and academic behaviors through best practices and research-based recommendations for change.
3 credits

SCPN 654 Topics in Educational Psychology
The course provides a detailed analysis of modern learning theories and practices as they relate to the k-12 environment. The course investigates the major research in educational psychology focusing on cognition and further explores emotional and behavioral perspectives.
3 credits

SCPN 656 Organization and Administration of School Counseling Services
This course covers a range of issues involved in managing a school counseling program, from writing student assessments and dealing with school crises to setting budgets and running effective meetings. The course addresses the transformed role of school counselor as it pertains to the American School Counselor Association's National Model for Counseling Programs. The course further provides the necessary knowledge for developing a comprehensive school counseling program by working through the planning, designing, implementing and evaluating stages.
3 credits

SCPN 658 Legal and Ethical Issues in School Counseling
The course explores the legal and ethical issues involved in School Counseling and the research relevant to ethical behavior of counselors in mental health, career, and school settings. The course further explores the study of important legal developments related to confidentiality, testing, and supervision.
3 credits

SCPN 676 School and Community Relations
This course provides an examination of the role and importance of the community in the school system. It also provides an important look at the significance of community relations within the school system and its impact on the students, teachers and administration. This course is meant as an introduction to the principles of the community collaboration in school-student-parent relations.
3 credits

SCPN 685 Practicum
This practicum experience provides 100 hours of supervised practice in a counseling setting similar to the setting in which the student may be placed in internships. The practicum includes class meetings for group supervision and discussions and is designed to provide opportunities for students to work with diverse clients and client situations, affording students a structured and supportive environment in which to apply counseling theories, techniques and skills learned in previous course work. Focusing on the school environment (K-12), students also develop skills in observations, feedback, case preparation, interview analysis and reporting as well as become aware of a variety of professional resources and community referral agencies.
3 credits

SCPN 701 Internship I
The purpose of this practicum experience is to provide opportunities for students to work with diverse clients and client situations, affording students a structured and supportive environment in which to apply counseling theories, techniques and skills learned in previous course work. Focusing on the school environment (K-12), students also develop skills in observations, feedback, case preparation, interview analysis and reporting as well as become aware of a variety of professional resources and community referral agencies.
3 credits

SCPN 702 Internship II
As a continuation of SCPN 701, the purpose of this internship 300 hour experience is to provide opportunities for students to work with diverse clients and client situations, affording students a structured and supportive environment in which to apply counseling theories, techniques and skills learned in previous course work. The internship includes class meetings for group supervision and discussions, focusing on the school environment (K-12). Students will develop skills in observations, feedback, case preparation, interview analysis and reporting as well as become aware of a variety of professional resources and community referral agencies.
3 credits

SEDN 601 Principles of Mathematics Instruction for Students with Disabilities, Grades 7-12
This course focuses on principles and practices for teaching mathematics to grade 7-12 students with disabilities. Course topics include number and quantity; algebra; functions; geometry, mathematical modeling; statistics and probability; trigonometry; common core state standards and CEC standards; instructional approaches in developmental context; planning and designing co-teaching and collaborative work with other teachers; identification and remediation of major obstacles to student learning in mathematics during the adolescent years; and application of mathematical and scientific concepts and skills to real-life settings.
3 credits

SEDN 602 Introduction to Teaching Students with Disabilities
This course focuses on the historical background of current approaches to teaching children with disabilities; special education and the Individuals with Disabilities Education Act; state and federal special education laws and regulations; identification for evaluation of students who may have disabilities; current theories and methodologies for working with students with disabilities; inclusion and the concept of the least restrictive environment; early intervention; special education curriculum modifications, classroom management, and use of technology; planning and designing co-teaching and collaborative work with other teachers; developing partnerships, including with the family, for the benefit of students with disabilities; transitional services and employment; educational challenges and instructional approaches for children with cognitive deficits, physical and sensory impairments, language delays, emotional disturbance, and learning disabilities; working with children with autism; application of principles of response to intervention and differentiated instruction; approaches and debates on reading and language arts instruction for native English speakers and English language learners. Students are exposed to evidence-based instructional methods and critically examine the concept that instruction should be evidence-based. Students become familiar with the use of Individualized Family Service Plans (IFSP) and Individualized Education Programs (IEP).
3 credits

SEDN 606 Principles of Science and Technology Instruction for Students with Disabilities, Grades 7-12
This course focuses on principles and guidelines for teaching science and technology to grade 7-12 students with disabilities. Course topics include elementary principles of physics, chemistry, earth science, and the biological life sciences; application of mathematical concepts and skills in the study of science; application of scientific concepts to real-life settings; identification and remediation of major obstacles to student learning and achievement in the sciences; critical approaches to the benefits and hazards of technology, and planning and designing co-teaching and collaborative work with other teachers.
3 credits

SEDN 611 Characteristics and Needs of Students with Autism and Other Severe and Multiple Disabilities

This course focuses on the characteristics and needs of students with autism and other severe and multiple disabilities. These students are often challenged by significant weaknesses in intellectual development, communication and multiple sensory and physical difficulties. The needs of this population for on-going and varied levels of support in order to participate in inclusive general education and community settings will be identified and explored. Specific instructional and related strategies in the following areas will be included: communication instruction, acquisition of adaptive behaviors, causes of and strategies to manage challenging behaviors, acquiring social skills, assessing and planning for sensory and motor needs, family centered practices, and collaboration with a range of professionals. Theoretical foundations underlying current learning and living practices will be reviewed. The needs of young children and teenagers with autism and/or severe and multiple disabilities will also be integrated into this course. Research-based strategies for these students in inclusive general education and community settings will be implemented.

3 credits

SEDN 612 Assessment and Planning for Students with Autism and Other Severe and Multiple Disabilities

In this course, various screening and assessment tools, including adaptive behavior scales and social skill rating scales, used to evaluate students with autism and other severe and multiple disabilities will be introduced. The use of information from the students' records as well as from parents and other resources will be explored for their use in determining educational goals, ascertaining students' academic and instructional needs, developing skill lists, and assessing communication, language and social needs. Curriculum and activity guides to assess and plan objectives for these students will be explored. Examples of assessing students with autism and other severe and multiple disabilities in testing conditions and in naturally occurring opportunities to use knowledge and skills will be explored. Methods for parents and professionals to determine learning needs and necessary supports will be incorporated. The eligibility of students to receive special education and other related services and the purpose for these services will be discussed. Appropriate Individualized Family Service Plans (IFSPs) and Individualized Education Plans (IEPs) will be developed. (25 hours of field experience required).

3 credits

SEDN 613 Curriculum Development, Instructional Practices, Learning Environments, and Collaboration for Teaching Students with Autism and Other Severe and Multiple Disabilities

In this course, various techniques for developing curriculum, instructional practices and learning environments for students with autism and other severe and multiple disabilities will be introduced. Strategies for giving these students an opportunity to participate in general education and access the curriculum in a meaningful way will be explored. Curriculum and instructional practices in literacy, math, science, and social studies will be explored. Collaborative development of programs, differentiated instruction, grouping, peer-assisted learning strategies and cooperative learning will be implemented. Procedures for generalization and maintenance of skills to be taught to students with autism and other severe and multiple disabilities in both general and specialized settings will be incorporated. Teaching new skills and the building and reinforcement of learned skills will be part of this course. Methods for the teaching of community, domestic and personal care skills with these students will be emphasized. The principles of universal design will be used to develop appropriate commercial and teacher-made materials that allow individuals with various disabilities to participate in the curriculum. The success of educational programs for students with severe disabilities may be directly related to the work of various professionals, including paraprofessionals, who positively collaborate. Strategies for such collaborative success will be addressed. The education of young children with autism and severe and multiple disabilities will be explored as well as transition to independent living for older students. Field experience in collaborative settings will be part of this course. (25 hours of field experience required).

3 credits

SEDN 614 Technological and Other Intervention Tools for Teaching Cognitive, Communication and Social Skills to Students with Autism and Other Severe and Multiple Disabilities

In this course, technological and other tools will be introduced that can assist students with autism and other severe and multiple disabilities in better accessing the general curriculum, better communication with others, and living a more independent life. Assessment of students with autism and other severe and multiple disabilities for the optimal use of technological tools will be introduced. A wide array of assisted technology devices is available to such students, and they will be reviewed for the specific purposes for which they can be used. Special communication boards, alternative keyboards, electronic adapters, mechanical adapters, positioning devices, transportation devices and adapted switch toys will be examined. Additional devices introduced will include those to improve daily living skills, mobility and environmental control. Student preferences for technology devices will be discussed. The role of the family in the selection of technology devices and the use of such will be discussed. Literature on the success and limitations of specific assistive technological devices will be reviewed. Technological services will be presented as essential in the teaching and learning of students with autism and other severe and multiple disabilities, especially students with serious communication disorders. Various devices will be demonstrated in class. The need for alternative augmentative communication (AAC) devices to be used by the students, peers, and teachers in school and by parents and peers at home will be reviewed.

3 credits

SEDN 617 Principles of Teaching Historical and Cultural Studies for Students with Disabilities, Grades 7-12

This course focuses on social, cultural, and developmental contexts for teaching historical and cultural studies to a diverse population of students with disabilities at the grade 7-12 level. Course topics include curriculum development, methods, and materials; language and literature in cultural context; overview of history and geography of United States and New York State in addition to essentials of world history; planning and designing co-teaching and collaborative work with other teachers; overview and understanding of the geography of the interdependent world in which we live – locally, nationally, and globally; how the United States and other societies develop economic systems and associated institutions to allocate scarce resources; how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problems through market and non-market mechanisms; the governmental system of the United States and other nations; the United States Constitution and basic civic values of American constitutional democracy; ideas and ideals of citizenship; differing perspectives on the study of history; and interrelationships among historical, social, economic, political, and cultural forces effecting societies and the world.

3 credits

SEDN 618 Principles of Teaching the Arts and Physical Education for Students with Disabilities, Grades 7-12

This course focuses on the performing arts, health, physical education, and family and consumer sciences for students with disabilities in grades 7-12. Course topics include cooperation in group sport and arts activities; the relationship of physical education and health education to other curricula areas; approaches to acquire the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity and maintain personal health for students with disabilities; approaches to acquire the knowledge and ability necessary to create and maintain a safe and healthy environment and to understand and be able to manage personal and community resources for students with disabilities; planning and designing co-teaching and collaborative work with other teachers; approaches to adaptive physical education for students with disabilities; self-expression, self-regulation, and self-exploration through the

arts; the relationship of the arts, movement, physical education, and health education to other curricula areas, including literacy; and approaches to doing work in the arts with students with disabilities.
3 credits

SEDN 635 The Study of Disabilities in Infancy and Early Childhood
This course focuses on educational programs and methods for infants, toddlers, preschoolers, kindergarten students, and first and second graders with disabilities. Course topics include review of developmentally appropriate integrated curricula; effective materials for use in language arts, music, art, blocks, sand, water play, cooking, and other play activities; parental collaboration in early intervention and early childhood special education; comparison of early intervention and early childhood special education programs reflected in Individualized Family Service Plans (IFSP) and Individualized Education Programs (IEP); comparison of least restrictive environment and natural environment approaches; setting up and managing learning and play activities in safe and developmentally appropriate environments; special attention to work with children with autism; the role of the teacher in guiding young children in the development of self-regulation; communication and social skills necessary for constructive peer relations and group living; and interventions for prevention and management of challenging behaviors. Students are exposed to and engage in evidence-based methods of instruction and critically examine the concept that instruction should be evidence-based.
3 credits

SEDN 658 Early Literacy Instruction II, K-Grade 2
This course focuses on the creation of language-rich environments and holistic approaches to reading and writing instruction that meet the needs of children with varying language preparation and aptitudes, as well as the needs of children from diverse backgrounds. Course topics include a range of teaching and learning modalities; connections between speech sounds and spelling; ways to help students achieve fluency and comprehension; spelling conventions; special attention to student reading problems, with identification of services and approaches available for children who are not making adequate progress in reading; assessment and remediation of reading problems; language and literacy for gifted students; the importance of coordination of efforts among general educators, special educators, reading specialists, and parents; and approaches used with language-minority children, including the conditions under which greater or lesser emphasis is placed on reading and writing in the native language. Students do one-on-one work with a child who has reading problems and complete a comprehensive case study based on that work. Prerequisite: EDSN 657.
3 credits

SEDN 666 Language and Literature for Students with Disabilities, Grades 7-12
This course focuses on current approaches to assessing and promoting reading comprehension and critical reading and writing skills of grade 7-12 students with disabilities. Course topics include enhancement of oral and written communication skills; acquisition of literacy strategies that make text materials comprehensible and promote reading comprehension; tapping into motivational factors in literacy development during the grade 7-12 school years; acquisition of strategies for lifelong learning, and approaches to work with English language learners with disabilities. (*Please note: This course is a prerequisite for SEDN 673.)*
3 credits

SEDN 667 Assessment, Diagnosis and Remediation of Reading Disabilities, Grades 1-6
This course focuses on developmental and cultural contexts for understanding symptoms and causes of reading disabilities. Course topics include diagnostic instruments and approaches to assessment of reading disabilities; and programs, materials, and methods for nurturing literacy and for instructing children with reading disabilities. Students do one-on-one work with a child who has reading problems and complete a comprehensive case study based on that work. Prerequisite: EDSN 665
3 credits

SEDN 670 Curriculum Development and Classroom Management for Students with Disabilities, Grades 1-6

This course focuses on concepts and skills in the teaching of reading, math, language arts, social studies, and science, with modifications of instructional methods and materials for use with children with disabilities. Course topics include setting up the physical environment of a classroom to foster literacy development, maximizing learning productivity, and preventing unnecessary behavior problems; approaches to classroom management; special attention to work with children with autism; and the importance of developmental and cultural context in understanding and intervening with children with emotional and behavior problems. Students are exposed to evidence-based methods of instruction and critically examine the concept that instruction should be evidence-based.

3 credits

SEDN 672 Curriculum Development and Classroom Management for Students with Disabilities, Grades 7-12

This course focuses on general guiding concepts and related skills in the teaching of reading, math, language arts, social studies, and science, with modifications of instructional methods and materials for grade 7-12 students with disabilities. Course topics include identification and referral for evaluation of students who may have disabilities, as well as state and federal special education laws and regulations; creation of a physical and social school environment that fosters literacy development, maximizes learning productivity, and prevents unnecessary behavior problems; approaches to classroom management; special attention to grade 7-12 students with autism; developmental and cultural contexts in approaches to understanding and intervening with children with emotional and behavioral problems in the secondary school years; planning and designing co-teaching and collaborative work with other teachers; developments of partnerships, including with the family, for the benefit of students with disabilities, and attention to the importance of self-awareness and critical self-reflection in teachers of secondary school students with disabilities.

3 credits

SEDN 673 Assessment, Diagnosis, and Remediation of Reading Disabilities, Grades 7-12

This course focuses on developmental and cultural contexts for understanding and remediating symptoms and causes of reading disabilities of grade 7-12 students with disabilities. Course topics include diagnostic instruments and approaches to assessment of reading disabilities of adolescents; programs, materials, and methods for encouraging engagement with literature, including through writing, and for instruction of grade 7-12 students with reading disabilities; use of high interest reading material appropriate for adolescents with reading disabilities; and one-on-one work with a grade 7-12 student with reading disabilities, including completion of a comprehensive case study based on that work.

Prerequisite: SEDN 666

3 credits

SEDN 675 Field Experience in Special Education, Grades 7-12

Students complete 50 hours of field experience in work with students with disabilities at the grade 7-9 level and 50 hours of field experience with students with disabilities at the grade 10-12 level. (Inclusion classes with strong special education components are acceptable.) All field experience is done in accredited schools with the involvement of appropriately certified supervising or cooperating teachers who submit student evaluation forms at the conclusion of the semester. Over the course of the field experience and practicum courses, some work is done in a high-need school or a school serving a high-need community. Students keep time sheets of their hours, logs in which critical incidents are recorded and analyzed, respond to questions about grade 7-12 special education, and complete two term papers. The course includes scheduled group meetings. An assigned Touro College faculty member meets with students at their field experience sites and evaluates student work for the course. (*Please note: This course must be taken within the first 18 credits of graduate study*.)

3 credits

SEDN 678 Practicum in Special Education, Grades 7-12

Students complete one 20-day practicum experience or its equivalent (at least 100 hours) teaching students with disabilities (inclusion classes with strong special education components are acceptable) at the grade 7-9 level and one 20-day experience or its equivalent (at least 100 hours) teaching students with disabilities (inclusion classes with strong special education components are acceptable) at the grade 10-12 level. All practicum work is done in accredited schools with the involvement of appropriately certified supervising or cooperating teachers who submit student evaluation forms at the conclusion of the semester. Over the course of the field experience and practicum courses, some work is done in a high-need school or a school serving a high-need community. Students keep time sheets of their hours, analyze lessons, write an essay on evidence-based methods of instruction, respond to questions about grade 7-12 education, complete an assignment on how they assessed student learning in their lessons that have been observed by assigned faculty members, and complete a comprehensive culminating project in which they analyze and reflect on the ways in which various aspects of the program have affected their understanding of and interventions with their own students. Students also write a reflection paper on what they learned from carrying out the work of the case study completed in the second literacy course. The course includes scheduled group meetings. An assigned Touro College faculty member observes practicum students for a minimum of two formal lessons in the classroom or other educational facility. (*Please note: This course must be taken in the last semester of study.)*

3 credits

SEDN 683 Practicum II in Early Childhood Special Education, Birth-Grade 2

Students complete one 20-day practicum experience or its equivalent (at least 100 hours) teaching students with disabilities at the pre-K, kindergarten, or grade 1-2 level (inclusion classes with strong special education components are acceptable) and one 20-day experience or its equivalent (at least 100 hours) teaching students with disabilities at a second developmental level. All student teaching is done in accredited schools with the involvement of appropriately certified supervising and cooperating teachers who submit student evaluation forms at the conclusion of the semester.

Over the course of the field experience and practicum courses, some work is done in a high need school or a school serving a high need community. Students keep time sheets of their hours, respond to questions about early childhood education and special education, analyze lessons of teachers observed, complete a written assignment on their understanding and use of evidence-based methods of instruction and intervention, complete an assignment on how student learning was assessed in lessons they have presented that are observed by an assigned Touro faculty member, and complete a comprehensive culminating project in which they analyze and reflect on the ways in which various aspects of the program have affected their understanding of, and interventions with, children. Students also write a reflection paper on what they learned from carrying out the work of the case study completed in the second literacy course. This course includes scheduled group meetings. An assigned Touro College faculty member observes practicum students presenting at least two formal lessons in the classroom or other educational facility. (*Please note: This course must be taken in the final semester of study.)*

3 credits

SEDN 695 Practicum in Special Education, Grades 1 - 6

Students complete one 20-day practicum experience or its equivalent (at least 100 hours) teaching students with disabilities at the grade 1-3 level and one 20-day experience or its equivalent (at least 100 hours) teaching students with disabilities at the grade 4-6 level. (Inclusion classes with strong special education components are acceptable.) All student teaching is done in accredited schools with the involvement of appropriately certified supervising or cooperating teachers who submit student evaluation forms at the conclusion of the semester.

Over the course of the field experience and practicum courses, some work is done in a high need school or a school serving a high need community. Students keep time sheets of their hours, complete a written assignment on their understanding and use of evidence-based methods of instruction and intervention, respond to questions about elementary school education, analyze lesson presentations of cooperating teachers observed, complete an assignment on how they assess student learning in lessons they've presented that are observed by assigned faculty members, and complete a comprehensive culminating project in which they analyze and reflect on ways in which various aspects of the program have affected their understanding of, and interventions with, children. Students also write a reflection paper on what they learned from carrying out the work of the case study completed in the second literacy course. The course includes scheduled group meetings. An assigned Touro College faculty member observes practicum students presenting at least two formal lessons in the classroom or other educational facility. ***(****Please note: This course must be taken in the last semester of study****.)***

3 credits

STUDENT SERVICES

Touro College Web-Based Student Services (TouroOne)

Touro College's TouroOne site (https://TouroOne.touro.edu allows students to do the following:

- Register for courses
- Add/drop courses during the registration period
- View grades
- Print unofficial transcript
- View and print class schedule
- Search current course offerings
- Check if there any holds on the account
- Check financial aid status
- Download financial aid forms
- Access TouchNet for online e-bills and tuition payments
- Order an Official Transcript
- Access student's email
- Access to Canvas

Office of the Registrar

The Office of the Registrar supports teaching and learning at Touro College by maintaining and acting as the custodian of students' academic records, coordinating the registration process, and providing the following services:

- Processes "Change of Name," "Leave of Absence" and other official forms.
- Processes transfer credit requests.
- Verifies enrollment status for insurance, certification, or other purposes.
- Handles matters pertaining to veterans.
- Addresses all matters related to student visas.
- Verifies fulfillment of academic graduation requirements.
- Prepares official transcripts.
- Issues diplomas upon graduation.

The Office of the Registrar for the Graduate School of Education is open from Monday through Thursday, from 9:00am to 5:30pm, unless otherwise posted. The office is open to students from 9:00am to 2:00pm on Fridays.

The Registrar's Main Office for the Graduate School of Education is located at:

320 West 31st Street, 1st floor
New York, NY 10001

Branch offices are located at:

Brooklyn
946 Kings Highway, 2nd floor
Brooklyn, NY 11223

Bay Shore (Long Island)
1700 Union Boulevard
Bay Shore, NY 11706

Office of Financial Aid

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

The Graduate School of Education's Office of Financial Aid in Manhattan is located at 320 West 31st Street, 1st floor. The Division's Office of Financial Aid in Brooklyn is located in room 214 at 946 Kings Highway (off of Coney Island Avenue). Hours of operation at both locations are Monday through Thursday, 9:00 a.m. to 5:30 p.m. and Friday 9:00 a.m. to 2:00 p.m.

Office of the Bursar

[Also see "Tuition Refunds," pp. 17-19]

The mission of the Office of the Bursar is to encourage and enable our students to be accountable in meeting their financial obligations. It is our department's responsibility to maintain student accounts as well as the receivables of the college. This includes reviewing charges and payments, issuing refunds, collection activities and providing support and guidance to create a seamless experience for our students.

Students may choose if eligible to finance their education through a combination of Federal and state grants, Federal loans, Touro scholarships, outside scholarships, private loans, or personal out of pocket payments. You may speak to your Financial Aid counselor about your eligibility.

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

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

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

Section 103 Provisions for Veteran Students: Pending Payment Compliance for Eligible Students

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

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

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

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

Student Advisement

Program chairs (or designated program staff) of the Master of Science and Advanced Certificate programs offered by the Graduate School of Education meet with each student registered in their programs three times a year. During the first meeting, advisors help students to select areas of concentration, where appropriate; in subsequent meetings they guide and advise students in matters relating to course requirements, choice and sequence of courses, internship and practicum experiences, as well as tracking their progress toward completion. Program chairs and staff also provide assistance with registration and tuition matters. Students are encouraged to contact program chairs and their staff members whenever a problem arises or if they need to discuss particular issues related to their program of study. This open door policy, a strength of the Touro College experience, extends to the Office of the Dean and the Office of the Associate Dean. Instructors meet with their students at mutually convenient times for guidance or advice as needed. Group advisement may be organized by Program Chairs.

Academic Computing

Computer lab time is available to all graduate students, Graduate Division faculty, and administrative staff at the Main Campus and at the Graduate Division's other locations throughout the city. For information regarding specific lab schedules, contact the Main Campus computer lab (320 West 31st Street, Manhattan) at 212-463-0400, ext. 55240, or log onto Touro College's website www.touro.edu and link to Student Services – Computer Labs. The Director of Academic Computing can be reached at 212-463-0400, ext. 55321.

The Graduate Center at Kings Highway, located at 946 Kings Highway, includes a computer lab, which is available from Monday through Thursday from 9:00 a.m. to 9:00 p.m. and Sunday from 9:00 a.m. to 4:00 p.m., except when classes are being held in the lab.

The Touro College Libraries

The Touro College Libraries aspire to be a primary partner in the intellectual pursuits the college. The mission of the Libraries is to promote a collegial and academic atmosphere, in support of the College's mission to further personal growth and intellectual inquiry. Key to the accomplishment of this mission is an expert and responsive staff who understand teaching and research. The Touro College Libraries acquire, organize, preserve, and provide access to information resources in a broad range of formats. All library facilities have study areas, computer workstations, audio-visual equipment, and photocopiers. All library personnel promote information literacy as an integral part of the college experience by offering a comprehensive program of library instruction, individualized research advice, and reference assistance to foster and encourage our students to become lifelong learners.

Graduate Division students, faculty and administrative staff have access to all collections and services provided by the Touro College Libraries. The gateway to these resources is the libraries' website, www.tourolib.org/. The Midtown campus library (212.463.0400 ext. 55321), located at 320 West 31st Street (4th floor), Manhattan, is open Monday through Thursday 9 AM – 9 PM, Friday 9 AM – 2 PM, and Sunday 10 AM – 5 PM (closed Sundays during the month of August). The Kings Highway Graduate

Center (718.301.2032), located at 946 Kings Highway (entrance on Coney Island Avenue) is open Monday through Thursday 9 AM – 9 PM and Sunday from 9 AM – 5 PM. The Bay Shore campus library (631.665.1600 ext. 6224) located at 1700 Union Boulevard, Bay Shore, is open Monday – Thursday 8 AM – 10 PM, Friday 9 AM – 2 PM and Sunday 8 AM – 4 PM. Hours of operation for all other locations throughout the city are available by going to the Locations and Hours page on the libraries' homepage.

Important library links include Find Books & more, the library online catalog, which identifies print and non-print items located throughout the Touro College library system. The catalog contains links to 3,996 Ebooks on education which can be read remotely. Links to ejournals and databases provide access to 986 journals on education. The link to Student Services provides links to: Identifying Different Sources Types, Conducting the Search, Writing the Paper, Citing Sources, and Tutorials. Linking to Faculty Services includes Library workshops, Citation guides and tutorials and Copyright & Fair Use tutorials. Ereserves provides electronic remote access to required course reserve material. To seek assistance remotely patrons are encouraged to use Ask a Librarian (email response within 24 hours) or CHAT (instant messaging for reference questions).

Off-campus access is available for students and faculty who have active Touro IDs and who have registered at a Touro College library. To obtain a username and password simply link to Off-campus access on the library homepage.

Publications

The Graduate Division provides a variety of printed materials to assist prospective and registered students in better understanding the College's mission, the goals and objectives of the programs, and special projects. The Graduate Division's *Touro Links* includes up-to-date informal information about faculty, programs and alumni. For further information, please visit our webpage: https://www.touro.edu/news--events/publications/

Students with Disabilities

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

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

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

Students seeking reasonable accommodations must:

1) Complete the *Application for Accommodations & Services*.
2) Provide documentation as described in the *Guide to Documentation Requirements*.
3) Participate in an interactive dialogue with the OSDS coordinator.

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

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

A copy of the *Application for Accommodations & Services* may be available by contacting the Office of Student Disability Services (OSDS) Coordinator for GSE, Maria P. Heim, Maria.Heim@touro.edu.

Student Rights and Responsibilities

Student Rights

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

Student Responsibilities

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

Grievance Policy

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

For more information and a copy of the Office of Student Disability Services Handbook, please visit https://www.touro.edu/departments/student-disability-services/

Alumni Relations

The Graduate Division actively seeks to maintain a relationship with its alumni. An Alumni Advisory Board is composed of supporters of Touro College from the fields of law, medicine, education, government, the private sector and religious institutions, meets to explore ways to make the public aware of the many programs offered by Touro College. Education seminars and professional development workshops are some of the special activities offered to alumni. For more information regarding alumni support services, call 212-463-0400, ext. 55785.

ACADEMIC RULES AND REGULATIONS

Immunization

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

Students must submit acceptable medical proof of immunization. Immunization forms are available with registration materials or can be obtained in the Office of the Registrar at various campus locations, or downloaded here. Students who fail to provide the required proof of immunization will not be permitted to register and to attend classes until a properly completed form has been submitted to the Office of the Registrar.

Registration

Students register for courses for each semester online through the TouroOne portal. Students are assigned Touro College student ID numbers and create a password; these are used to access the TouroOne portal throughout the student's career at the College. Students who were previously enrolled in another Touro College division will continue to use the same student ID number and TouroOne password that they have used in the past.

Academic advisement, scheduled during designated periods each semester, is the first step in the registration process. Students should make an appointment with their advisor to discuss their progress. A review of courses taken and those yet to be completed is considered in helping students plan their course schedules for the following semester.

After completing academic advisement, the advisor will issue an alternative PIN number to the student allowing student to access the online registration system. Please NOTE that student may register only for the courses approved by the advisor.

Note: Not every course is offered every semester. Missing a particular course in sequence can prevent a student from taking more advanced courses during the following semester(s) and result in a delay in program completion. Students may be denied credit if they change courses or sections without appropriate approval. 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.

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

Registration is not finalized until recorded in the College's student information system. It is the student's responsibility to ensure that he or she is properly registered. After completing the online registration process, students should print out a copy of their registration confirmation, ensure that it is accurate, and keep that copy for reference. Students who are not registered may NOT attend classes under any circumstances or for any reason. Students attempting to attend a class for which they are not registered will be immediately referred by the faculty member to the Dean.

CHANGE OF PROGRAM

Adding a Course

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

Dropping a Course

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

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

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

Attendance

In order to provide its students with scheduling flexibility to accommodate their personal needs, the Graduate School of Education offers both daytime and evening courses on weekdays and daytime courses on Sundays. Courses are offered in Fall, Spring and Summer semesters. Students are expected to attend all scheduled sessions of the course(s) in which they are registered. Absences inhibit one's potential for academic success within the course. However, absences addressed via polices at the course level.

Class Cancellations

For information regarding class cancellations or school/location closings due to snow or other adverse natural or situational conditions, log on to Touro College website, www.touro.edu and click on the School Closing/Weather tab. You may also call the Main Campus number at (212) 463-0400 and press option #4. Instructions will be given as to which locations are closed and what you should do regarding your classes. Depending on the contact information they have entered in the TouroOne Portal, students will be able to receive notifications via text, email, and automated calls.

Online Courses

The Graduate School of Education offers many courses via an online format, as part of online/blended program options; students should consult the program sections of this Catalog for details and check with their advisors regarding their eligibility to take specific online courses. Online course offerings for each semester will be available to GSE students at registration.

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

Recognizing this, Touro 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 online courses 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. Faculty members are expected to have weekly online office hours. Students may also request a cyber-chat, or a personal appointment with, or a phone call from, their instructor.

Student Identity Verification Procedures for Distance Learners

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

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

There are additional costs associated with taking an online proctored exam. Students testing at a distance are informed in advance of these additional costs, both through e-mail and on our website.

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

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

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

Identity Verification for New Students

1. All students who enroll at the College are required to create a user account in Touro's portal (with secure student user name and password) and are authenticated through an identity management system. Students must go through this system in order to register for online courses.
2. Students access Canvas (see #3 below) after they are authenticated by the portal and set up an avatar. The avatar is a picture of the student that appears next to their names in each of their courses.

Identity Verification for Exam Takers

- Onsite exams
    1. Students taking examinations will be authenticated by proctors at the time of the exam at the testing center. One valid form of identification, with photo, is required for admission into the examination center. If the first ID is questioned by the test administrator, a second valid photo ID will be required. Examinations which are proctored online similarly require authentication of student identity.
    2. The professor prints out the list of the students taking the exam and their avatars so that the proctor can check against the avatars at the exam as another means of photo identification for onsite exams. Students sign in as they come to take their exams on-site, and the professor or proctor checks the student name and ID against the printed roster.
    3. Exams may be administered in a computer lab through the learning management system in place at the College. Once the student is signed into their Canvas account, the professor or proctor inputs the password that allows them to begin the exam. Students are required to show their student picture ID as they enter the building where exams are administered. Once the students are in their exam room, the professor or proctor checks the student name and ID against their own printed roster of student names, avatars and IDs.
    4. Lockdown Browser and/or Exam Password: When the professor comes to the student's computer and inputs the password, he or she is checking the student's identity once again by visually noting the student. The professor or proctor watches the student log into Canvas before typing in the passwords. The Lockdown browser application prohibits a student's computer from accessing anything on the computer other than the exam page while the exam is in session.

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

Credit Load

Matriculated students (those accepted and enrolled in a degree or certificate program) may take courses on either full-time or part-time basis.

Full-time students should take at least 9 credits per semester, and may register for a maximum of 12 credits per semester. Part-time status requires a minimum of 6 credits. Note: Students who wish to take 12 credits allowed in the summer must take those credits throughout the *entire* semester rather than attempting to complete the credits during only *half* of the semester.

Visiting Study students are non-matriculated and may register for a maximum of 6 credits per semester, for a total of 12 credits within this status.

Contact Hours

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

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

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

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

Grade Values

Credit Courses

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

Excellent	**A+** = 4.000	**A** = 4	**A-** = 3.667
Good	**B+** = 3.333	**B** = 3	**B-** = 2.667
Average	**C+** = 2.333	**C** = 2	**C-** = 1.667
Poor	**D+** = 1.333	**D** = 1	**D-** = 0.667
Failing	**F** = 0 (also se below)		

Other Grade Definitions

P = Passing.

F = Student attended/participated 60% or greater of scheduled classes per semester, but did not achieve passing grades on examinations and assignments, or stopped attending/participating after 60% or greater of scheduled classes in the given semester.

INC = Students may be granted a grade of "Incomplete" if they did not complete all course assignments and received the instructor's permission to complete course requirements at a later date (see details below).

W = (No penalty.) This grade is assigned when a student officially withdraws from a course after the add/drop period by filing an Add/Drop form with the Office of the Registrar, signed by an academic advisor. A student who does not file this form will receive a failing grade of F or WU, depending on the number of class sessions attended and the amount of work completed. Time periods for official withdrawal vary by semester.

WU = Student stopped attending/participating before 60% or less of the scheduled classes per semester; calculated as a failing grade.

WNA = Student never attended class. Not included in calculating the student's grade-point average (GPA).

Non-credit Courses
Non-credit courses are graded on a pass-fail basis:
P or **F**.

Grade Point Average (GPA)

The Grade Point Average (GPA), also called the index, is obtained by dividing the total number of quality points earned in graduate Education courses at Touro College by the total number of graduate Education course credits attempted and not otherwise excluded from the GPA computation.

Example: A student receives the following grades during a semester of study:

GRADE IN ONE 3-CREDIT COURSE	NUMERIC VALUE OF GRADE	(GRADE MULTIPLIED BY 3 = # OF QUALITY POINTS)
A	4.000	12.000
B+	3.333	9.999
B	3.000	9.000
		TOTAL 30.999

GPA = 30.999 quality points ÷ 9 credits = 3.444

Grade of "Incomplete"

A grade of "Incomplete" (INC) may be given to students who have acceptable levels of performance for a given course, but have not completed all course requirements – such as an examination, a paper, a field work project, or time on a clinical rotation. "Incomplete" grades are routinely allowed only for the completion of a relatively small percentage of work in a course (e.g., 25%). Grades of "Incomplete" are not issued to students who are doing substandard work in order to give them the opportunity to redo their projects/exams so that they can achieve an acceptable grade.

The procedure for granting an "Incomplete" begins with the student requesting a meeting with the faculty member in which the faculty member will review the student's progress and decide whether it is appropriate for the student to receive the grade of "Incomplete." If the faculty member decides that the student does not meet the requirements for the grade of Incomplete, she or he may deny the student's request. The student may contest the faculty member's decision by appealing in writing to the department/program chair. **Policies regarding the consequences of missing a final exam may differ in individual schools or programs, and will govern the student's right to request a grade of "Incomplete."**

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

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

Courses that receive an "Incomplete" grade will be counted toward the total number of credits attempted, but not earned. The course will not be calculated in the student's term or cumulative GPA until the "Incomplete" grade is resolved. If the INC grade is subsequently changed to an "F," the "F" grade will be calculated into the student's GPA and will appear on the transcript. Incomplete grades can, therefore, affect a student's financial aid status at the college, but will not initially affect the student's GPA. For students who are accessing Title IV programs to assist in paying their educational expenses, a grade of "Incomplete" may result in the inability of the Financial Aid office to confirm that students are in satisfactory academic standing.

Repeating a Course

With the permission of a Program Chair or Deputy Chair, a student may repeat a course in which the grade of "B-"or lower (including the grade of "F") was received. No course may be repeated more than once, and no more than two courses in the student's program may be repeated. The course for which the student registers as a repeat must be the same (i.e., course number and title) as that in which the original grade was received. (In rare cases, under unusual circumstances, the Dean may authorize that a different course, with similar content, be substituted.)

In these instances, both courses appear on the student's official transcript, but the code "E" ("Excluded") will be added to the earlier course entry on the transcript, indicating that the grade received will not be calculated in the student's GPA. The repeated course entry will appear with the code "I" ("Included") added, indicating that the grade received will be calculated in the GPA. Therefore, only the second grade received – whether higher or lower than the original one – is calculated in the student's GPA.

IMPORTANT: At the time of registration, the student must file a completed "Request to Repeat a Course" form – with the necessary approvals from the Program/Deputy Chair and the Financial Aid Office – with the Office of the Registrar. Failure to do so may result in the exclusion of the second grade received, and the inclusion of the original grade, in the GPA calculation. Please also be aware that passed courses or failed courses not calculated in a student's GPA may affect his/her eligibility to receive financial aid. Therefore, students should consult with the Financial Aid Office before submitting a course repeat form.

Grade Appeal

A student who receives a grade that he or she believes does not reflect the quality of work that was performed should contact the course instructor and attempt to resolve the matter informally. If the student is not satisfied with the outcome, a grade appeal may be initiated by submitting a written request for a change of grade to the program chair. This request must be filed within fifteen (15) business days of the posting of the final grade.

In a grade appeal, the burden of proof rests with the student to demonstrate that the instructor's decision was erroneous, arbitrary or capricious. The student's appeal must be typed (letter or email) and include the following:

- A statement identifying the course, the course number, the semester the course was taken, and the name of the instructor.
- The grade being appealed and the reason for the appeal.
- The date, time and place of the student's discussion about the grade with the instructor, and the results of this conversation. In the event that the student was unable to contact the instructor, documentation of such attempts should be provided to the committee. All documentation of attempts to contact instructors should be either e-mail or written communication.
- Any documentation (such as written assignments) that the student wishes to submit on his or her behalf.

The program chair will appoint an ad hoc grade appeal committee to review the student's appeal request. The committee may solicit further information both from the student and from the instructor in the process of making a determination. The committee's recommendation will be submitted to the dean for final approval. The dean will convey the decision to the student in writing within ten (10) business days of receipt of the appeal. The decision of the dean is final.

Satisfactory Academic Progress

[Also see "Standards of Satisfactory Academic Progress," p. 25]

To remain enrolled in the Graduate School of Education and eligible for financial aid, students must maintain Satisfactory Academic Progress (SAP). In order to do so, students must maintain:

- a cumulative grade-point average (GPA) of "B" (3.00) as calculated according to the School's grading system, described above.
- sufficient progress to be able to complete their programs within 6 years (3 years for Certificate programs) of their first term of enrollment matriculation (also see "Maximum Time-Frame," p. 103).

SAP measurements are made at the end of every term. Students uncertain of their status should consult with their Program Chair.

Academic Probation and Dismissal

Students must maintain Satisfactory Academic Progress to remain in good academic standing. Students who are not in good academic standing at the end of a given semester are placed on probation as of the following semester. Notification of placement on probation is made to the student in writing by the Program.

Probation is lifted when the student achieves a cumulative GPA of 3.0. Students who fail to achieve a GPA of 3.00 or to show sufficient progress toward their degree, after two consecutive semesters on probation may register for courses only with the permission of the Program Chair. If this permission is denied, the result is academic dismissal. Students subject to academic dismissal are notified in writing by the Graduate School via registered letter using the contact information on file with the College. Students who have been dismissed and seek to re-enter the School at a later time must reapply for admission and meet the admission criteria in place at the time of their reapplication.

Appeal of Academic Dismissal

A student may appeal an academic dismissal by filing a written appeal with the Academic, Disciplinary, and Human Rights Committee (see below) within five business days of the date notification of the action is received. Academic dismissal may be reversed if the student can demonstrate that the failure to maintain Satisfactory Academic Progress resulted from a significant mitigating hardship such as major health issue affecting the student or his/her dependent, an unexpected military deployment, or other serious circumstances outside of the student's control. In filing an appeal, the student should provide a detailed written explanation of the mitigating hardship, include appropriate documentation (e.g., doctor's affidavit, military orders), and indicate the prospects for its resolution.

A written response will be provided to the student within 30 days of receipt of the appeal and all documentation. If the dismissal is reversed, the response will include any conditions of re-enrollment. All determinations of the Committee are final. However, students dissatisfied with the outcome of the Committee's deliberations have the option of seeking arbitration (*see "Alternate Dispute Resolution," p. 118).*

Leave of Absence

A matriculated student enrolled at Touro who chooses to interrupt his/her attendance but intends to return and continue his/her study at Touro must submit to the Office of the Registrar a completed "Leave of Absence (LOA)" request form signed by all parties noted on the form. A LOA should be requested after the semester the student is in is completed and before the following semester starts. If extenuating circumstances arise, a student may request a leave of absence mid-semester and/or beyond one semester. These circumstances include, but are not limited to, a death in the family, medical reasons, military leave and personal well-being. Any LOA requested during the semester or for a period beyond one semester will be considered as a non-reportable LOA for purposes of administering federal financial aid.

PLEASE NOTE: *This regulation may impact only students who wish to take leaves of absence extending beyond one semester*. Therefore, students receiving Title IV financial aid funds must meet with a Financial Aid officer to discuss their situation before filing a "Leave of Absence" request form.

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

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

Withdrawal

[IMPORTANT: Also see "Policy for Withdrawing from All Classes," p. 17, under "Tuition Refund Schedule"]

A student, who, for personal reasons, must withdraw from his or her graduate studies with no expectation of returning, may do so in good standing by filing a completed "Permanent Withdrawal" form with the Registrar's Office.

Although most withdrawals and leaves are voluntary, involuntary withdrawals and leaves are sometimes mandated by the School. In all cases, the School's decision is final.

Psychological medical leaves or withdrawals are warranted when students are:

- psychologically unable to perform academically or in fieldwork.

- dangerous to themselves, others or School property.
- in need of treatment that prevents their continuation at the School.

Students wishing to return from a psychological medical leave must be evaluated by the Academic, Disciplinary, and Human Rights Committee.

Readmission

Students who withdrew from the School, whether voluntarily or involuntarily, must complete and submit a new application for admission. It is strongly recommended that such students submit their completed application for readmission at least two months prior to the beginning of the semester in which they plan to resume studies. Completed applications received less than two months prior to the semester in which the applicant wishes to resume studies may not be processed in time for the applicant to commence his or her studies as planned. In all cases, the School's decision regarding readmission is final.

If approved for readmission, a program for completion of degree requirements will be filed in writing, ensuring, among other things, that the readmitted student does not repeat content of courses previously completed.

The Academic, Disciplinary, and Human Rights Committee

The function of the Academic, Disciplinary, and Human Rights Committee is to assess and provide a disposition of problems or issues concerning students enrolled in the Graduate School of Education. Problems or issues may include matters related to student academic integrity, academic or field learning performance, ethics, or behavior.

The Academic, Disciplinary, and Human Rights Committee consists of a Chairperson and at least four Program Chairs or their designees.

Procedures

1. Referrals of concern that fall within the purview of the Academic, Disciplinary, and Human Rights Committee should be made to the student's advisor who, in turn, notifies and consults with the Chair of the Academic, Disciplinary, and Human Rights Committee.

2. The result of the consultation will be a determination as to whether to initiate the Academic, Disciplinary, and Human Rights Committee process.

3. The student's advisor and the Chair, alone or together, will meet with the student and provide information regarding the Academic, Disciplinary, and Human Rights Committee process. This will serve as the notice to the student.

4. Hearings conducted by the Academic, Disciplinary, and Human Rights Committee will be governed by the following protocols:
    a. All hearings are closed to the public;
    b. Attorneys are not allowed to be present at any hearings;
    c. Students have the right to present any evidence they deem relevant, to make opening and closing statements, and to ask questions during the proceedings;
    d. The rules of evidence will not strictly apply to the proceedings. The preponderance-of-evidence burden will govern the decision-making process;
    e. Decisions will be made by a majority of the participating committee members;
    f. The committee deliberations will be *in camera* and will result in a short written decision.

5. A written summary of the Academic, Disciplinary, and Human Rights Committee decision will be placed in the student's program file and a copy given to the student.

6. Any dispute, claim or controversy arising out of or related to matters in the Committee's purview which is not resolved through these internal procedures, shall be resolved exclusively through final and binding expedited arbitration *(also see "Alternative Dispute Resolution," p.118)* conducted solely by the American Arbitration Association ("AAA"), or any successor in interest, in accordance with the AAA rules then in effect. The costs of such arbitration shall be borne equally by the parties, with each party also bearing its own attorneys' fees and any costs associated with presenting its proof. Judgment upon the award rendered may be entered in any Court of competent jurisdiction. The student and Touro College hereby waive trial by jury which waiver is independent of the agreement to arbitrate disputes.

Requirements for Graduation

Requirements for degree and certificate programs are detailed in this catalog and must be completed by students attending on a part-time basis within six years. Completion of all requirements for the degree results in the eligibility of students for graduation.

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

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

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

To apply for graduation online, students need to click Apply to Graduate button under Academic tab located on the TouroOne portal and follow the prompts. Students will also be required to pay the graduation fee through TouchNet.

Students who complete their certificate or degree requirements in January, June, or September of a given year participate in Division of Graduate Studies commencement exercises.

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

Degree Works

Degree Works is a sophisticated and comprehensive academic advising, transfer articulation, and degree audit solution designed to help students to monitor their academic progress toward degree completion. Degree Works is a web-based tool that meets the needs of all end users, undergraduate and graduate students alike, to complete their programs in a timely fashion.

The benefits of Degree Works include:

- Helping you easily monitor your academic progress online 24/7.
- Presenting exactly what the degree/program requirements are up front with consistency and accuracy.
- Displaying the fastest and best path to graduation that exists for your degree and your interests.
- Complementing your relationship with the Advisor, by removing some administrative burdens and leaving more time for true advising and career counseling.
- If you are a transferring student, allowing you to see where your transferring credits can be applied earlier in the enrollment cycle.
- Allowing you to estimate the number of semesters it will take to graduate.
- Viewing your grades and GPA.

Degree Works can be accessed through *TouroOne* portal (by using *TouroOne* credentials) by following these steps:

- Login to the *TouroOne* portal at https://touroone.touro.edu/sso/login
- Go to the "Academic" tab.
- Click on the "Degree Works" button on the bottom left-side of the academic section.

If you are having difficulty accessing Degree Works, please contact Touro's HelpDesk at help@touro.edu.

If you have any questions, or would like more information, please do not hesitate to contact your advisor or the Registrar's Office.

Maximum Time-Frame

Students are expected to complete Master's programs within 6 years of their first term of enrollment, and Certificate programs within 3 years of their first term of enrollment. The six-year time limit begin with the date admitted for matriculation (i.e., degree seeking).

Transcripts

Students can order official copies of their transcripts as follows:

1. Go to how to order transcripts
2. Read carefully the information and instructions that appear
3. Click on "Request an Official Transcript"
4. Scroll down to the link that reads "Click here to order an Official Transcript online"

All official transcript requests must be cleared by the Bursar before processing. Processing of official transcripts requires 7-10 business days after receiving Bursar clearance, longer during peak periods.

RUSH Service

Same-day transcript request service is now available. Here's how the RUSH system works:

- There is a limit of two official transcripts per order.
- Requests must be submitted online – please follow the steps above - no later than 12 noon on business days.
- Transcripts will be available by 3 PM on the same day.
- RUSH requests submitted after 12 noon will be processed on the next business day.
- A fee of $30.00 is added to the applicable transcript charge for RUSH orders.
- Student copies can also be requested with RUSH service.

RUSH Shipping

Students can also select Rush Shipping. For an additional cost of $15, the order will be processed within 3-5 business days and mailed via FED-Ex overnight mail.

Viewing and Printing Your Unofficial Transcript from TouroOne:

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

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

COLLEGE CODES AND POLICIES

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, and.
24. Academic dishonesty and lack of academic integrity.

Touro College Social Media Policy

Touro College policies apply to students' online conduct. College staff members do not "police" online social networks and the College is firmly committed to the principle of free speech. However, when the College receives a report of inappropriate online conduct it is obligated to investigate. This is true even when a student posts to a personal social media account using their own phone or computer while off-campus or during a break. The College has the right to discipline students for misconduct or lack of professionalism wherever it occurs, including online.

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

Adjudication of College Code of Conduct Violations

[Please note that there is a separate adjudication process for academic integrity violations (#24 in the Code of Conduct) in the section below entitled "Procedures in Response to Violations of Academic Integrity."]

Any member of the college community may notify the Academic, Disciplinary, and Human Rights Committee of a Code of Conduct infraction by submitting a written statement describing the alleged violation within ten (10) school days of the alleged violation or within ten (10) school days from the time the charging individual learned of the alleged code violation, but no later than within three (3) months of the violation.

The Academic, Disciplinary, and Human Rights Committee shall inform the individual charged with the infraction, in writing, of the nature of the charges against him/her and designate a time and place for a meeting.

After meeting with the individual charged with the infraction, the Academic, Disciplinary, and Human Rights Committee will conduct a preliminary investigation and determine what course of disciplinary action is appropriate. The Academic, Disciplinary, and Human Rights Committee can:

- dismiss the charges;
- bring the parties together for informal mediation;
- impose any of the disciplinary sanctions listed in the section entitled "Sanctions," except that the Academic, Disciplinary, and Human Rights Committee cannot require payment of restitution.

Determinations by the committee may be made in the absence of the student, as long as adequate notice is provided. The committee's decisions are final.

Sanctions

The Academic, Disciplinary, and Human Rights Committee may take one or more of the following actions:

1. Dismiss the Charges:

(a) After reviewing all relevant information, and record materials, the Academic, Disciplinary, and Human Rights 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, not to exceed one year. While on probation, students may not hold office in student government organizations, clubs or societies or represent the college in any capacity. Further violations while on probationary status will result in suspension or expulsion from the college. A copy of the probation notice becomes a part of the student's file.

(c) **Counseling and Treatment** – A student's continued enrollment at Touro College may be conditioned on his participation in counseling or treatment at outside counseling and treatment agencies. A student's failure to participate in such a program after being advised that his enrollment is conditioned on participation may result in other disciplinary sanctions.

(d) **Restitution** – A student may be required to pay restitution to the college or to fellow students for damages and losses resulting from his action. The amount of the restitution is determined by the Academic, Disciplinary, and Human Rights Committee.

(e) **Suspension** – A student may be suspended and may be barred from attending classes for a definite period, not to exceed two years. Notification of the suspension will appear on the student's academic transcript and will remain until the end of the suspension period. A notification of the suspension will remain in the student's file. A student may not be automatically re-enrolled at the end of his suspension. He/she must apply to the Academic, Disciplinary, and Human Rights Committee for reenrollment authorization.

(f) **Expulsion** – This is termination of the student's enrolled status at the college. A student who is expelled from the college is not permitted to complete his courses and may not re-register for a future semester. Notification of the expulsion will appear on the student's academic transcript.

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

The Academic, Disciplinary, and Human Rights 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 Academic, Disciplinary, and Human Rights Committee, the student may file a written appeal with the Dean within ten (10) school days of the committee's decision. The Dean shall appoint a **Special Appeals Panel** consisting of the vice president of the Division of Graduate Studies (or his/her representative), three full-time faculty members, and an ADHRC 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 Academic, Disciplinary, and Human Rights 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, the Academic, Disciplinary, and Human Rights 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

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 violations 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. It is presented here in order to educate the faculty on the enforcement of the policy.

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,[1] 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.

[1] This policy is modeled after that of Rutgers University.

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 commit one of the offenses listed below, or similar such offenses, or those who assist in the commission of such offenses, may be subject to sanctions (i.e. classed as A, B, or C, as described below in the section "Procedures in Response to Violations of Academic Integrity").

PLAGIARISM

Plagiarism is defined as the unauthorized use of the writings, ideas and/or computer-generated material of others without appropriate acknowledgement and the representation of them as one's own original work. Plagiarism encompasses acts of inadvertent failure to acknowledge sources, as well as improper attribution due to poor citation.

When using ideas/words from other sources, the student must clearly define the sources using standard methods of citation. Plagiarism can occur even when one does not use the exact words of another author. Paraphrasing written material by changing or rearranging words without the proper attribution is still considered plagiarism (even if it eludes identification by plagiarism detection software). It is therefore critically important that students understand how to cite. If students have any questions about the proper use and citation of material from other sources, they should seek help from their professors.

Intentional Plagiarism

Plagiarism takes many forms. **Flagrant forms**, or **intentional plagiarism**, include, but are not limited to: purchasing a paper; commissioning another to draft a paper on one's behalf; intentionally copying a paper regardless of the source and whether or not that paper has been published; copying or cutting and pasting portions of others' work (whether a unique phrase, sentence, paragraph, chart, picture, figure, method or approach, experimental results, statistics, etc.) without attribution; and in the case of clinical documentation, copying clinical notes/materials without personally performing the patient examination. Plagiarized sources may include, but are not limited to, print material, 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.

Additionally, students may not reuse their own previous work without appropriate citation. This is a form of plagiarism called self-plagiarism, and may mislead the reader or grader into the erroneous belief that the current submission is new work to satisfy an assignment.

If students are unsure as to whether a fact or idea is common knowledge, they should consult their instructor or librarian, or else provide appropriate citations.

Unintentional Plagiarism

Plagiarism is not only the failure to cite, but the failure to cite sources properly. If a source is cited but in an inadequate way, the student may still be guilty of unintentional plagiarism. It is therefore crucial that students understand the correct way to cite. The rules are relatively simple:

- For exact words, use quotation marks or a block indentation, with the citation.
- For a summary or paraphrase, indicate exactly where the source begins and exactly where it ends.

In its policies and disciplinary procedures, the Touro College and University System will seek to recognize and differentiate between intentional plagiarism, as defined above, and failure to cite sources properly (unintentional plagiarism). While both forms are violations of the Academic Integrity Policy, a student's first instance of unintentional plagiarism may only be penalized with a Class C sanction (see sanctions below).

CHEATING ON EXAMINATIONS AND OTHER CLASS/FIELDWORK ASSIGNMENTS

Cheating is defined as improperly obtaining and/or using unauthorized information or materials to gain an advantage on work submitted for evaluation. Providing or receiving assistance unauthorized by the instructor is also considered cheating.

Examples of cheating include, but are not limited to:

- Giving or receiving unauthorized assistance to or from another person on quizzes, examinations, or assignments;
- Using 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 a student 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 without the express written consent of the instructor;
- Copying from another individual's examination or providing information to another student during an examination;
- Soliciting, obtaining, possessing or providing to another person an examination prior to the administration of the examination.

Examples of unauthorized assistance include:

- Giving or receiving assistance or information in any manner, including person-to-person, notes, text messages, or e-mails, during an examination or in the preparation of other assignments without the authorization of the instructor;
- 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, based on the Public Health Service regulations dated May 17, 2005.

Research misconduct is defined in the USPHS Policy as "fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results."

These terms are defined as follows:

(a) *fabrication* - making up data or results and recording or reporting them;
(b) *falsification* - manipulating research materials, equipment or processes, or changing or omitting data or results such that the research is not accurately represented in the research record;
(c) *plagiarism* - the appropriation of another person's ideas, processes, results, or words without giving appropriate credit. Research misconduct does not include honest error or honest differences of opinion.

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

Tampering is the 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. 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;
- Intentionally sabotaging another student's work;
- Altering a student's academic transcript, letter of recommendation, or some other official college document;
- Electronically changing another student's or colleague's files, data, assignments, or reports.

Copyright Violations

Academic integrity prohibits the making of unauthorized copies of copyrighted material, including software and any other non-print media. Individuals, under the legal doctrine of "fair use," may make a copy of an article or copy small sections of a book for personal use, or may use an image to help teach a concept. Examples of copyright violations include:

- Making or distributing copies of a copyrighted article for a group (on paper or electronically)
- Disseminating an image or video of an artist's work without permission (such as a Netter® or Adam® anatomical drawing)
- Copying large sections of a book

"The "fair use doctrine" regarding use of copyrighted materials can be found at the following link: http://law.cornell.edu/uscode/text/17/107"

SANCTIONS

The following sanctions may be imposed for violation of this Policy. Sanctions of one class may be accompanied by sanctions of a lesser or greater class. Except in the case of a student's expulsion or dismissal, any student found to have violated this Policy is required to take additional ethics tutorials intended to assist student to avoid future misconduct.

Class A Sanctions:

- Expulsion/dismissal
- Revocation of awarded degree in the event that the violation is identified after graduation

Class B Sanctions:

- Suspension (up to twenty-four months)
- Indication of the violation in a letter of reprimand, in reference letters, licensure and regulatory forms, etc.
- Notification of the violation to the other schools within the Touro College and University System
- Indication of 'disciplinary action for academic integrity violation' on the permanent transcript

Class C Sanctions:

- Placement on Academic Probation
- Failure in the course, with consequences as determined by the individual program's rules and regulations
- Reduction of the grade for a particular submitted piece of work, segment of work required for a course/clerkship, or the entire course/clerkship with or without the option of redoing the work or the course/clerkship
- Requiring the student to redo the assignment

Repeat offenders may be subject to more stringent sanctions.

PROCEDURES IN RESPONSE TO VIOLATIONS OF ACADEMIC INTEGRITY

This Touro College and University System Academic Integrity Policy applies to all Touro students. Any act in violation of this Policy or any allegation of misconduct related to this Policy involving a student must be reported and addressed in accordance with the adjudication procedures outlined below or those of the student's school, which may not be less stringent than the requirements and standards set forth in this Policy Statement.

The Dean of each school shall designate a member of the administration as Chief Academic Integrity Officer (herein referred to as the "CAI Officer") to oversee the adjudication of violations and to maintain appropriate documentation. The CAI Officer must be an assistant dean or higher, or another appropriate responsible individual approved by the Provost or Vice President. The Provost shall designate a Dean responsible for hearing formal resolution appeals (herein referred to as the "Appeals Dean"). The CAI Officer and the Appeals Dean cannot be the same individual.

Reporting a Case of Suspected Plagiarism or Cheating

Faculty members, students, or other members of the Touro community who encounter suspected academic integrity violations should contact the Chair of the relevant department. The Chair will consult with the faculty member, and if a violation is identified the faculty member will inform the student. The Chair will also report all violations in writing (using the *Academic Integrity Violation Reporting Form)* to the CAI Officer. No permanent grade may be entered onto the student's record for the course in question before the issue is resolved.

If an instructor strongly suspects cheating during an exam, the instructor should stop the student's exam and collect all evidence of cheating. The incident should be immediately reported to the Chair, who will investigate and report in writing to the CAI officer.

RESOLUTION OF ACADEMIC INTEGRITY VIOLATIONS

Incidents of academic integrity violations are reported to the department Chairperson, and a report by the Chair is submitted to the CAI Officer. The method of resolution of the violation may be either informal or formal. Students who are found to have violated the Touro College and University System's Standards of Academic Integrity are subject to the sanctions listed above.

Should a student action be of such a serious nature that it is felt that he/she may be considered a danger in a clinical setting, the CAI Officer or the department Chair may remove such a student from a clinical assignment, not to exceed fourteen (14) days pending the outcome of a formal resolution. A student shall not be removed from a didactic course while an allegation of an academic integrity violation is ongoing.

Informal Resolution

After consulting with the department Chair (as per "Reporting a Case of Suspected Plagiarism or Cheating"), the faculty member may attempt to resolve the issue informally with the student. Once an informal resolution is agreed to between the faculty member and the student, the faculty member must present such resolution and the sanctions imposed to the department Chair for approval. The faculty member, in consultation with the department Chair, may impose any range of Class C sanctions, but must include requiring the student to take additional ethics tutorials intended to assist that student avoid future misconduct. Once accepted by the student, the informal resolution is binding on both the student and faculty member, and cannot be appealed by the student.

The outcome of the informal resolution should be reported in writing by the department Chair to the CAI Officer, who will maintain the record 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 has been accused and found guilty before, or (4) for any other reason for which informal resolution is not appropriate as determined by the department Chair or the CAI Officer, 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 Chief Academic Integrity Officer 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 CAI Officer shall arrange a hearing which, generally speaking, should take place no earlier than five (5) calendar days and no later than twenty (20) calendar days after 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 will be sent both by e-mail and mail, will be given at least two business days 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 reported student and the person who reported the student will be afforded the following opportunities:
    - To review, but not copy, all pertinent information to be presented to the Committee. The length of time for review shall be reasonable, as determined by the Committee Chair.
    - To present fully all aspects of the issue before the Committee.

Committee Hearings will proceed under the following guidelines:

- All Committee hearings and meetings are closed to the public.
- The Committee may hear the student, the faculty member, and any other individual who may be knowledgeable or may have information to share with the Committee regarding the suspected offense. Each person will meet with the Committee on an individual basis.
- The Committee may consider relevant written reports, discussions with involved parties, examinations, papers, or other related documents.
- The Committee must be comprised of a minimum of three people, who must be present either in person or via video-conference.
- All decisions shall be made by majority vote.
- 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. Student representation by an attorney or other counsel is not permitted.
- Audio recordings of the Hearing are not permitted.
- The chair of the committee shall prepare an executive summary that includes a written record of the charges that were reviewed, evidence that was considered, the decision that was made, and any instructions for follow-up.
- All information supporting the charges made against a student shall be presented first. Following this presentation, the student who has been accused of a violation will present his/her side of this issue, submitting to the Committee information that he/she chooses to submit to support the student's stance or position. The CAI Officer, 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.
- The student, his/her accuser, the Committee, and/or 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 may impose a range of Class A, B, or C sanctions.
- The Committee's decision must be based solely on the evidence presented at the hearing and will be the final disposition of the issues involved, including sanctions. The decision of the Committee will be presented in writing to the CAI Officer, the student, and the department Chair. The Committee's letter will contain the following elements: Charge; Hearing Date; Findings; List of Sanctions; and the Right to Appeal and to whom.

Appeal Process

- Following a Formal Resolution Hearing and notification of the Committee decision, a student may appeal the decision. An appeal may only be granted on the basis of: 1) evidence of bias of one or more of the members of the Committee; 2) new material documenting information that was not available at the time of the decision; 3) procedural error.
- The student has three (3) business days within which to submit a formal written appeal of the decision to the Appeals Dean for the School. The appeal should be accompanied by the Hearing Committee's letter and by a narrative explaining the basis for the appeal. The narrative should fully explain the student's situation and substantiate the reason(s) for advocating a reversal or modification of the decision by the Committee.
- The Appeals Dean may request to meet with the student.
- After consideration of the Appeal, the Appeals Dean may accept, reject or modify the Committee's decision, and will notify the student in writing of the decision.
- The Appeals Dean, when notifying the student of the decision, shall inform the student of his/her right to appeal an adverse decision to the Chief Academic Officer.

A copy of the Appeals Dean's final decision will be transmitted to the CAI Officer and the department Chair.

A student has three (3) business days from receipt of written notification to submit a formal written appeal of the decision to the respective Chief Academic Officer (CAO) (e.g., the Provost or Senior Provost) or his/her designee. The CAO 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 Appeals Dean.
- New material documenting information that was not available to the Committee or the Appeals Dean at the time of the initial decision.
- Procedural error.

The CAO may conduct interviews and review materials, as appropriate. The CAO will notify the student, the CAI Officer, and the Appeals Dean in writing of the appeal decision. The decision of the CAO shall be final.

Status of Student Pending Action

Pending resolution on charges, the status of the student will not be altered except in cases where the student may be considered a danger in a clinical setting. Such a student may be suspended only from the clinical aspect of their program pending the outcome of a formal resolution. 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.

RECORDKEEPING

The CAI Officer of each school will maintain records of all violations and resolutions, both informal and formal. On an annual basis, the CAI Officer will submit data on academic integrity violations to the TCUS Academic Integrity Council.

Such records shall be kept in accordance with the Record Retention Policy as it relates to student records.

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.*

The complete Touro College and University System Academic Integrity Policy can be found online at www.touro.edu/students/policies/academic-integrity/.

ALTERNATIVE DISPUTE RESOLUTION

Touro College's Alternative Dispute Resolution ("ADR") policy was created with the intention of providing a program for the quick, fair and accessible 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 Handbook.

A student's acceptance, registration, enrollment, matriculation and/or petition for graduation and matriculation at Touro College acts as his or her consideration and consent to these terms. Students agree that he or she will pay for their own fees and expenses related to or arising out of the ADR.

All Disputes (as defined below) between Touro College, on the one hand, and any current or former student or applicant on the other, which cannot be resolved internally, shall be submitted to non-binding mediation with a neutral mediator affiliated with an established and reputable organization engaged in alternative dispute resolution ("ADR Organization"). The parties shall select the mediator jointly, or if they cannot agree, the ADR Organization will provide a list of mediators from which one shall be selected pursuant to the ADR Organization's rules or other procedure mutually agreed upon. If upon completion of mediation all or any part of the Dispute is still unresolved, the remaining Dispute shall be submitted to final and binding arbitration as set forth below.

In accordance with the Federal Arbitration Act and to the extent not inconsistent with the primacy of federal law, all Disputes remaining after completion of the mediation shall be exclusively conducted and heard by an ADR Organization,, designated by Touro in its sole and absolute discretion, 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 (or denial thereof),

suspension, dismissal, expulsion, separation or any other academic, disciplinary or other action or termination of such student by 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 or harassment based on race, religion, national origin, age, veteran status or disability, sex, gender, sexual orientation, retaliation, defamation, infliction of emotional distress, violation of The Americans With Disabilities Act of 1990, Sections 1981 through 1988 of Title 42 of the United States Code, The Immigration Reform and Control Act of 1986, New York State Human Rights Law, New York City Human Rights Law, or any other federal, state or local civil, Family Educational Rights and Privacy Act of 1974 (FERPA), Campus Sex Crimes Prevention Act, Title VI or Title IX of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, as amended, as well as any other law related to students, not-for-profits and higher educational institutions. Disputes do not include collections actions of tuition or other fees payable by the student and owed to Touro College.

ADR Procedures

To initiate ADR, the Touro College student or applicant must send a written demand for ADR to the Office of Institutional Compliance ("OIC"). The demand shall set forth a statement of the facts relating to the Dispute, including any alleged act(s) or omission(s) at issue; the names of all person(s) involved in the Dispute; the amount in controversy, if any; and the remedy sought. The demand must be received by the OIC within the time period prescribed by the earlier of Touro College policy or the statute of limitations applicable to the claims(s) alleged in the demand. If a student or applicant fails to file a request for ADR

with Touro College and the ADR Organization within the required time frame, the Dispute will be conclusively resolved against the student or applicant without any right to appeal same.

Within thirty (30) days of receiving such demand, or as soon as possible thereafter, if Touro and the student/applicant are unable to resolve the Dispute informally, Touro College shall file the ADR demand with the appropriate office of the ADR Organization. The parties then shall engage in mediation, and to the extent any Dispute remains thereafter; the Dispute will be referred to final and binding arbitration.

The arbitration of any claims by a student or applicant as part of a Dispute shall be limited to his or her individual claims. The student or applicant shall not assert, prosecute, or obtain relief on, and expressly waives, any and all class, collective or representative claims which purport to seek relief on behalf of other persons. Any judgment upon the award rendered by the arbitrator shall be final and non-appealable, and may be entered in any court of competent jurisdiction.

If any provision of this ADR policy is determined by any arbitrator or court of competent jurisdiction to be invalid or unenforceable, said provision shall be modified to the minimum extent necessary to render it valid and enforceable, or if modification is not possible, the provision shall be severed from the policy, and the remaining provisions shall remain in full force and effect, and shall be liberally construed so as to effectuate the purpose and intent of the policy. This policy prohibits a student or applicant from filing or prosecuting any Dispute through a civil action in court before a judge or jury involving any Dispute.

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 actions by, through or on its behalf) is limited in all respects, no matter the cause of action or theory of liability, to the amount of tuition actually paid by the student in the one year prior to which the claim is made. No award of incidental, consequential, punitive or lost profits damages may be awarded.

TOURO POLICY ON BIAS-RELATED CRIMES

Touro is committed to safeguarding the rights of its students, faculty, and staff and to provide an environment free of bias and prejudice. Under New York Law criminal activity motivated by bias and hatred toward another person or group based upon a belief or perception concerning race, color, national origin, ancestry, gender, religion, religious practice, age, disability or sexual orientation is illegal and punishable not only for the underlying crime, but, additionally, as a hate crime pursuant to the New York Penal Law# 485, et, seq. specifically Law # 485.05.

In the tables that list hate crimes, Touro is required to apply federal regulations for the "counting" of hate crimes, which is different from the New York state law as outlined below. The crimes listed can be considered hate crimes under certain conditions:

- Assault (1st, 2nd and 3rd Degree)
- Aggravated Assault on a Person Less than 11 Years Old
- Menacing (1st, 2nd and 3rd Degree)
- Reckless Endangerment (1st and 2nd Degree)
- Manslaughter (2nd Degree)
- Stalking (1st, 2nd, 3rd, and 4th Degree)
- Criminal Sexual Acts (1st Degree)
- Sexual Abuse (1st Degree)
- Aggravated Sexual Abuse (1st and 2nd Degree)
- Unlawful Imprisonment (1st and 2nd Degree)
- Kidnapping (1st and 2nd Degree) Coercion (1st and 2nd Degree)
- Burglary (1st, 2nd and 3rd Degree)
- Criminal Mischief (1st, 2nd, 3rd, and 4th Degree)
- Arson (1st, 2nd, 3rd, and 4th Degree)
- Petty Larceny
- Grand Larceny (1st, 2nd, 3rd, and 4th Degree)
- Robbery (1st, 2nd, and 3rd Degree)
- Harassment (1st Degree)
- Aggravated harassment
- Simple Assault
- Larceny Theft
- Intimidation
- Destruction/damage/vandalism of property

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

A hate crime conviction may also subject the offender to monetary penalties pursuant to the Law of their state. Any incident or attempt to commit a hate crime should be reported to Campus the Security Director, Lydia Perez at 500 7th Avenue, 4th Floor, New York, NY 10018; phone number (646) 565-6134; or by calling 1-88-Touro-911 (1-888-687-6911); or your Campus Security Department in your state.

Reported incidents of hate crimes and attempts to commit hate crimes will be referred to the NYPD and/or other Law Enforcement Agencies for further investigation and legal action. Touro treats all hate crimes as serious offenses that need to be prosecuted with the full force of the legal system.

POLICY ON SEXUAL OFFENSES, BIAS, HARASSMENT AND DISCRIMINATION

This policy applies to all members of the Touro College ("Touro") community, including students, faculty, and administrators as well as third parties (i.e. vendors, and invitees).

Title IX

Touro College promotes an environment in which the dignity and worth of all members of the community are respected. It is the policy of Touro that sexual intimidation, discrimination or harassment of any kind in regard to a person's sex is unacceptable behavior and will not be tolerated. Information and/or training regarding this policy is available online to students, faculty, and staff.

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.

New York Law also defines these acts as crimes if any of them are engaged in with a person who is incapable of consent either because of the person's age or because the person is mentally defective, mentally incapacitated, or physically helpless. Therefore, sexual abuse, sodomy, and rape are sex crimes and violators will be prosecuted in accordance with New York Penal Law.

Retaliation against any individual who makes a complaint will not be tolerated.

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.

All divisions of Touro seek to foster a collegial atmosphere in which students are nurtured and educated through close faculty-student relationships, student camaraderie, and individualized attention. Discrimination or harassment of any kind is anathema to Touro's mission, history, and identity. Touro will resolve any identified discrimination in a timely and effective manner, and will ensure that it does not recur. Compliance with Touro's policies and procedures is a necessary step in achieving a safe environment in our educational community. The policies set forth were developed to promote a safe educational environment in compliance with the Violence Against Women Act (VAWA) and a high-quality campus life.

Those believing that they have been harassed or discriminated against on the basis of their sex, including sexual harassment, should contact the Title IX coordinator immediately. When Touro has notice of the occurrence, Touro is compelled to take immediate and effective corrective action reasonably calculated to stop the harassment, prevent its recurrence, and as appropriate, remedy its effects.

This policy applies to all members of Touro, including students, faculty, and administrators as well as third parties (including, but not limited to, vendors, invitees, etc.). Information and/or training regarding this policy are available to students, faculty, and staff. In addition, information about this policy will be available on Touro's website.

Title IX Coordinator

The Title IX Coordinator or his/her designee ("Title IX Coordinator") is trained and knowledgeable about enforcement, compliance, communication, and implementation of Touro's anti-harassment and anti-discrimination policy.

Complaints may be filed by contacting the Title IX Coordinator:

Matthew Lieberman, Title IX Coordinator
Touro College
500 7th Avenue, 4th floor
New York, NY 10018
646-565-6000, ext. 55667 matthew.lieberman@touro.edu
or alternatively the Chief Compliance officer at compliance@touro.edu and 646-565-6000 x55330

For Further Information

Students are strongly urged to read the full policy at https://touro.app.box.com/v/titleixpolicy. Students are also urged to read the Annual Security and Fire Report at https://www.touro.edu/departments/campus-security-department/clery-reports/

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

STUDENT COMPLAINTS

Touro College is committed to safeguarding the interests of all students. Students are entitled to be treated with fairness and respect in accordance with the College's policies and procedures. The College does not condone unfair treatment of students by administration, faculty and/or staff. Students who believe that they have been aggrieved by the College, and that such occurrence is not governed by another complaint mechanism, may seek redress through the complaint procedure outlined below. No adverse action will be taken against any person who files a complaint because of the filing of such complaint.

This student complaint procedure is available to any Touro College student who seeks to resolve a legitimate grievance directly affecting that student, provided that such circumstance is not governed by another complaint mechanism (see Exception to Policy below). The procedure only applies to complaints that are the result of actions by another member of the College community while acting in an official capacity (e.g. faculty member, administrator, or staff) in contravention of the written policies of the College or the school in which the student is enrolled.

If any student believes that his or her rights have been violated or infringed upon, or that Touro's policies and procedures have not been followed, that student may file a formal complaint with the Dean of the school or division in which he/she is enrolled. When a complaint concerns an administrative function of the College, including, but not limited to, tuition refund and student financial assistance, a student may file a formal complaint with the College-wide director or supervisor of the administrative unit in question, or their designee. Prior to filing the formal complaint, the student should attempt to remedy the situation via an informal mediation (described in "Phase One" of "Student Complaint Procedure Phases," viewable on the Touro website at https://touro.app.box.com/v/studentgrievancepolicy). If the informal mediation is unsuccessful, or if the student is uncomfortable attempting an informal resolution, then a formal complaint may be filed. The complaint should state, with particularity: the person(s) involved, the nature of the claim, the date, witnesses (if any), documents (if any), and the circumstances under which the alleged claim may have been committed.

Limitation Period

Claims under this policy may only be brought within sixty (60) calendar days of the alleged misconduct.

Exception to Policy

This Policy is not applicable to situations that are governed by other policies. For example, complaints of sexual harassment are governed by Title IX; the College currently has a robust policy and procedure for dealing with such allegations. Therefore, all such incidents are considered under that anti- harassment policy/process. Other examples of exceptions to the Grievance Policy include, but are not limited to, race discrimination, Code of Conduct violations, and ADA Reasonable Accommodations requests and complaints.

Additionally, this Policy is separate and distinct from the Touro College or program-specific grade appeals polices. Therefore, this Policy may not be used for appealing grades, dismissals, or academic decisions by any Touro College programs. Such appeals are governed by the Student Handbook or Catalog for the program in which the student is enrolled.

All students are urged to read the entire policy at https://touro.app.box.com/v/studentgrievancepolicy.

POLICY ON DRUGS & CONTROLLED SUBSTANCES

The United States Department of Education has issued regulations implementing the provisions of The Drug-Free Schools and Communities Act Amendments of 1989 (Public Law 101-226). In compliance with Federal Law and New York State Law, this policy includes information to ensure that all members of the Touro Community are aware of the dangers of substance abuse and to outline the sanctions for violating this policy.

Students, faculty and staff who distribute or use illegal drugs or illicitly use drugs which would otherwise be legal, including alcohol, while on Touro campuses, locations and facilities, or as part of any Touro activities, are violating Federal Laws, New York State Laws, and the policies and procedures of Touro. Violations of federal and state laws may lead to prosecution and criminal sanctions, including, but not limited to, fines and/or imprisonment.

Touro is committed to educating and informing students, faculty and staff about the dangers and effects of substance abuse. Touro recognizes that drug addiction and alcoholism are illnesses that may not be easily resolved and may require professional assistance and treatment.

Touro may provide confidential counseling and referral services to students, faculty and staff with drug and/or alcohol problems. These services are available through the Office of the Dean of Students, the Vice-President of the Division of Graduate Studies, and/or Human Resources. All inquiries and requests for assistance will be handled with confidentiality.

Touro College also has a Biennial Review that is used to document the progress made by Touro and also provide insight into how Touro's Alcohol and Drug policy and programs could be improved.

Touro seeks to safeguard the health and well-being of all members of Touro: students, faculty and staff. All members of Touro are accountable to know the law and to understand the policies and procedures of Touro.

In order to better educate students, faculty and staff, Touro wishes to provide all members of Touro with an education of the effects of substance abuse. The mind-altering substances to be discussed here are: marijuana, cocaine, heroin (and their derivatives); amphetamines (uppers); barbiturates (downers); hallucinogens; and alcohol. Many individuals take such drugs to escape from their problems; but doing so only creates more problems.

For the complete policy, see https://touro.app.box.com/v/ControlledSubstancesPolicy

Students are urged to view pages 98-107 in the Annual Security and Fire Report at https://www.touro.edu/departments/campus-security/clery-reports/2018ASR.pdf

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 500 Seventh Avenue, 4th Floor and can be reached at (646) 565-6000 ext. 55134 or via email at security@touro.edu.

If assistance is required in completing or reporting an incident/occurrence to local Law Enforcement agencies we at Touro Campus Security will be glad to render any assistance needed.

Annual statistics on the incidence of crime at Touro College campuses and sites are published in the *Touro College Campus Security Handbook.*

Students are urged to read the Annual Security and Fire Report at
https://www.touro.edu/departments/campus-security/clery-reports/

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.

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.

Additionally, please see Touro's Policy on Weapons in the 2018 Annual Security and Fire Safety Report, https://www.touro.edu/departments/campus-security/clery-reports/

ACCEPTABLE USE POLICY FOR INFORMATION TECHNOLOGY

In the interests of learning and research, and to support its academic, research, and administrative functions, Touro provides students, faculty, staff, and guests (thereafter referred to as "the Touro Community") with access to computer and network resources. Touro seeks to promote and facilitate the proper use of Information Technology (IT). However, while the tradition of academic freedom will be respected fully, so, too, will the requirement of responsible and legal use of the technologies and IT facilities that are made available to the Touro Community. This Acceptable Use Policy is intended to provide a framework for the use of Touro's IT resources and should be interpreted to have the widest application. This Acceptable Use Policy addresses the entire Touro Community. Institutional technology resources, facilities, and/or equipment include all technology-based resources, facilities, and/or equipment that are owned and/or operated by Touro as part of its mission. The basic rules for use of the institutional technology resources, facilities, and/or equipment are to act responsibly, to abide by Touro's policies as specified in the Touro Handbooks, and to respect the rights and privileges of other users. Each user of Touro technology resources is responsible for adhering to all legal and ethical requirements in accordance with the policies of Touro and applicable law. Touro technology resources, facilities, and/or equipment may only be used by current members of the Touro Community (hereafter referred to as "users") unless otherwise authorized by the Dean of Faculties, Dean of Students, the Senior Vice President for Administration, or the Senior Vice President and Chief Financial Officer, or their designated alternates.

Users may not allow other person(s) to utilize Touro's technology resources, facilities, and/or equipment. All users of Touro technology resource users must sign, upon commencement of their relationship with Touro, or at another appropriate time, the Acceptable Use Policy (AUP), and submit the signed AUP form to the Chief Information Security Officer (CISO). A copy of the form is also available online. In submitting the AUP Acknowledgement Form, each individual will be certifying that he/she has read and will comply with the AUP. This Policy contains elements that intersect with other policies at Touro. Should there be questions as to which policy applies; requests for clarifications should be addressed, in writing, to the CISO at CISO@touro.edu.

Touro-provided email is considered the primary official communication mechanism recognized by Touro for communication with the Touro Community.

Students are urged to read the complete policy, which can be seen at https://touro.app.box.com/v/AcceptableUsePolicy

INTERNET SERVICES AND USER-GENERATED CONTENT POLICY

Touro recognizes that emerging Internet-based services offer both potential organizational opportunity and risk and, as such, requires use of these services in ways that improve the commitment to our community of students, faculty and staff. These Internet services encompass a broad spectrum of online activity. For the purposes of this document, "Internet-based services" is defined as those that allow for user-generated content. These would include, but would not be limited to: "wikis," "blogs" (for which you write entries or comments); "live"-blogging tools such as "Twitter"; social networks such as "Facebook" and "MySpace"; professional networks such as "LinkedIn"; streaming media such as "YouTube"; discussion forums such as "listservs"; instant messaging; and social bookmarking tools such as "Digg." Internet-based services extend to services that are not owned, operated, or controlled by Touro, as well as those that we do control, such as our websites and our Web portal and any networking sites paid to host a presence on Touro's behalf. As an educational institution, we recognize that these Internet-based services can support your academic and professional endeavors, but we are also aware that, if not used properly, they can be damaging. In both professional and institutional roles, students, faculty and staff should follow the same behavioral standards online as they should offline, and are responsible for anything they post to a social media site regardless of whether the site is private (such as a portal open to the Touro community only) or public. The same laws, professional expectations, and guidelines for interacting with students, parents, alumni, donors, media and other college agents apply online as apply offline. Recognizing the benefits and risks associated with using these services, we have developed a policy to provide guidance to students, faculty and staff of Touro. This policy does not replace other policies or guidelines of Touro; it is in addition to specific policies such as the Information Security Policy, Code of Conduct, or the Acceptable Use Policy. This Policy will be reviewed periodically and will be updated, as necessary. You are responsible for keeping current on any changes to this or any other Touro policy and acting accordingly.

Student are urged to read the entire policy at https://touro.app.box.com/v/InternetService-UserGenContent

DRESS CODE

While individual variations regarding dress code and personal grooming are accepted, appropriate professional appearance is expected.

ANTI-HAZING REGULATIONS

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

NO-SMOKING POLICY

Touro College recognizes the health, safety and benefits of smoke-free air and the special responsibility that it has to maintain an optimally healthy and safe environment for its faculty, students, employees and guests. Touro is committed to the promotion of good health, wellness and the prevention of disease and to comply with New York state law regarding smoking indoors. Out of respect and loyalty to the college and its mission, smoking (including electronic cigarettes) is not permitted inside any campus building, any of our healthcare facilities where patient care is delivered or inside College vehicles. Violators are subject to disciplinary action. In addition, smoking materials shall not be sold or in any way distributed under the auspices of the Touro College.

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 of the Registrar, which can also provide complete information concerning this policy.

The Family Educational Rights and Privacy Act of 1974 as amended (FERPA), was designed to protect the privacy of education records. Education records include records, files, documents, or other materials in hard copy or in electronic format, maintained by Touro 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 Office of the Registrar written requests that identify the record(s) they wish to inspect. The Office of the Registrar will make arrangements for access and notify the student of the time and place the records may be inspected.

2. The right to request an amendment to the student's education records that the student believes contains information that is inaccurate, misleading, or in violation of the student's rights of privacy. Students may ask the College to amend a record that they believe is inaccurate. They should write to the Office of the Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide signed and dated written consent before the College discloses personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

    a. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with

whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

b. A second exception that permits disclosure without consent is disclosure of Directory Information. Directory Information is information that is generally not considered harmful or an invasion of privacy if released.

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

   - Name
   - Address
   - E-mail address
   - Telephone listing
   - Date and place of birth
   - Photograph
   - Major field of study
   - Dates of enrollment
   - Enrollment status
   - Classification (freshman, etc.)
   - Honors and awards
   - Degrees and dates of conferral
   - Most recent prior educational agency or institution attended

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 before the last day to add classes in a semester. This request is valid only for the academic year in which it is made. A new form requesting non-disclosure must be submitted each academic year.

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