Policy on Non-Discrimination

Touro University Worldwide treats all employees, students and applicants without unlawful consideration or discrimination as to race, creed, color, religion, national origin, sex, age, disability, marital status, genetic predisposition, sexual orientation, citizenship status, or any other protected course 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, lay-off, suspension, expulsion and termination, and all other terms and conditions of admission, matriculation and employment.
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INTRODUCTION

Touro University Worldwide is a non-profit institution of higher learning.

The University is accredited by the Western Association of Schools and Colleges Senior College and University Commission (WSCUC): 985 Atlantic Ave, Suite 100, Alameda, CA 94501.
http://www.wascprincipal.org/

Touro University Worldwide is an Equal Opportunity Institution.

Touro College and University System was chartered by the Board of Regents of the state of New York in June of 1970.

HISTORY OF THE UNIVERSITY

Touro University Worldwide is part of the Touro College and University System. The Touro College and University System was established in New York City in 1970 by Bernard Lander, PhD, LHD, as a Jewish-sponsored independent, non-profit institution of higher and professional education primarily to enrich the Jewish heritage, and serve the larger American and worldwide community. More than 23,000 students are currently enrolled in its various campuses schools and divisions.

Touro University Worldwide, in keeping with the system’s founding mission and principles, prides itself on its Judaic foundation and the values that it represents. Those values involve a commitment to social justice, intellectual pursuit, and service to society and the underserved.

HISTORY OF ONLINE DEGREE PROGRAMS

Touro College and University System has had a long track record in offering high quality online degree programs in professional fields at the Bachelor, Master, and Doctorate levels. Touro University International (TUI) was founded in 1998 by Dr. Yoram Neumann and Dr. Edith Neumann and was the first university in the world to offer a regionally accredited PhD program online with no residency requirements.

Drs. Neumann, the founders, led TUI for 11 years (1998-2009). At that time, TUI had graduated 14,000 proud alumni. From no courses in 1998, TUI offered more than 50,000 courses in 2009. In 2007, TUI was sold to a private equity group. Touro University Worldwide (TUW) was founded in 2008 by Dr. Bernard Luskin to replace the void that the sale of TUI had created. Drs. Neumann, the founders of TUI, returned to Touro in July 2012 and assumed the leadership of Touro University Worldwide. The mission of online education at Touro University Worldwide is to offer professional degree programs to serve the needs of adult learners (service to society), professionals (intellectual pursuit), and the underserved (social justice).

MISSION

The mission of Touro University Worldwide (TUW) is to offer online degree programs to serve the needs of adult learners (service to society), professionals (intellectual pursuit), and the underserved (social justice). TUW is committed to offering doctoral, graduate, bachelor and associate degree programs to support this mission. The mission is also shared through the campus-based undergraduate education programs at Touro College Los Angeles Division which serves a specific student body. Together, the campus based and online- programs contribute to the achievement of the overall Touro core values driving this mission to provide opportunities for those who are underserved, provide service to society and achievement of the overall Touro University Worldwide student success.
INSTITUTIONAL GOALS
- To respond to the professional and career advancement need of adult learners
- To respond to the need of the underserved
- To respond to the career advancement need of professionals
- To attain program learning outcomes by using problem-based, project-based and interactive practitioner-scholar learning model and assessment
- To recruit and retain high quality faculty with proven track record in the practitioner-scholar learning model
- To develop and implement a learner-centered environment resulting in high retention rates and high graduation rates
- To demonstrate that program's graduates are satisfied with their quality of learning experience
- To continuously improve the quality of the programs and support services

INSTITUTIONAL LEARNING OUTCOMES (ILOs)
Students who complete the program of study at TUW will be able to:
1. Demonstrate the ability to communicate effectively through listening, speaking, reading, writing and use of technology and media.
2. Display mastery of knowledge and skills in the discipline of study.
3. Demonstrate cultural awareness to be a responsible citizen in a global society and world.
4. Demonstrate the ability to exercise problem-solving skills, such as problem identification and analysis, and solution formulation, implementation, and assessment- using an integrated approach.
5. Exhibit the ability to think critically and utilize research and critical thinking to solve real life problems.
6. Use collaboration and group processes to achieve a common goal.
7. Demonstrate professional ethics and practice academic integrity.
8. Demonstrate commitment to lifelong learning and Information Literacy.

STUDENTS CATALOG RIGHTS
This catalog is in effect from July 2014 to June 2018.

Special care is given to ensure information in this publication is an accurate description of programs, policies, procedures, facilities, personnel, and other matters relevant to the operation of Touro University Worldwide (TUW).

It is the intention of TUW to protect the rights of students with respect to curriculum and graduation requirements. There are times that the catalog requirements may change. However, students' degree plans will not change and will adhere to the catalog, which was in effect at the time the student began his/her, studies at TUW.

TUW will authorize substitutions for discontinued courses where appropriate. Students declaring or changing degree program will be subject to the requirements in effect at the time of the requested change. Catalog rights of students cannot supersede any State or Federal regulation or requirements including, but not limited to, military tuition assistance (TA), federal student financial aid (FA) and Veterans Administration (VA) benefits.
Note:

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. We will attempt to inform you of any changes as they occur. However, it is your responsibility to keep current on all University policies, procedures and practices. It is your responsibility to review University policies and procedures in detail and to request any clarification needed from your Academic Advisor. Violation of University policies or procedures may result in disciplinary action, including dismissal from the program. Action may be taken against a student notwithstanding his or her failure to appear or otherwise participate in disciplinary or grievance proceedings.

### Academic Calendar 2017-2018

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<td>Passover Holiday</td>
<td>April 11-12, 17-18</td>
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<tr>
<td>Spring II Closing Date</td>
<td>April 23</td>
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#### Summer I 2017 Term

<table>
<thead>
<tr>
<th>Event</th>
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<tbody>
<tr>
<td>Summer I First Day of Class</td>
<td>May 1</td>
</tr>
<tr>
<td>Last Day to Add/Drop</td>
<td>May 14</td>
</tr>
<tr>
<td>Memorial Day Holiday</td>
<td>May 29</td>
</tr>
<tr>
<td>Shavuot Holiday</td>
<td>May 31, June 1</td>
</tr>
<tr>
<td>Summer I Closing Date</td>
<td>June 25</td>
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#### Summer II 2017 Term

<table>
<thead>
<tr>
<th>Event</th>
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<tbody>
<tr>
<td>Summer II First Day of Class</td>
<td>June 26</td>
</tr>
<tr>
<td>Last Day to Add/Drop</td>
<td>July 9</td>
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<tr>
<td>Independence Day Holiday</td>
<td>July 4</td>
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<td>Summer II Closing Date</td>
<td>August 20</td>
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### FALL I 2017 TERM

<table>
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<tr>
<th>Event</th>
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<tbody>
<tr>
<td>Fall I First Day of Class</td>
<td>August 28</td>
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<tr>
<td>Last Day to Add/Drop</td>
<td>September 10</td>
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<tr>
<td>Labor Day Holiday</td>
<td>September 4</td>
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<tr>
<td>Rosh Hashanah Holiday</td>
<td>September 21-22</td>
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<tr>
<td>Yom Kippur Holiday</td>
<td>September 30</td>
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<tr>
<td>Sukkot Holiday</td>
<td>October 5-6, October 12-13</td>
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<td>Fall I Closing Date</td>
<td>October 22</td>
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### FALL II 2017 TERM

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<tbody>
<tr>
<td>Fall II First Day of Class</td>
<td>October 23</td>
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<tr>
<td>Last Day to Add/Drop</td>
<td>November 5</td>
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<td>Thanksgiving Holiday</td>
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<td>Winter Break</td>
<td>December 22-January 1</td>
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### SPRING I 2018 TERM

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<tbody>
<tr>
<td>Spring I First Day of Class</td>
<td>January 2</td>
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<tr>
<td>Last Day to Add/Drop</td>
<td>January 14</td>
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<tr>
<td>Martin Luther King, Jr. Day Holiday</td>
<td>January 15</td>
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<tr>
<td>Presidents' Day Holiday</td>
<td>February 19</td>
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<td>Spring I Closing Date</td>
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### SPRING II 2018 TERM

<table>
<thead>
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<th>Event</th>
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<tbody>
<tr>
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<td>February 26</td>
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<tr>
<td>Last Day to Add/Drop</td>
<td>March 11</td>
</tr>
<tr>
<td>Passover Holiday</td>
<td>April 1, 6-7, March 31</td>
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<tr>
<td>Spring II Closing Date</td>
<td>April 22</td>
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### SUMMER I 2018 TERM

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Summer I First Day of Class</td>
<td>April 30</td>
</tr>
<tr>
<td>Last Day to Add/Drop</td>
<td>May 13</td>
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<tr>
<td>Shavuot Holiday</td>
<td>May 20-21</td>
</tr>
<tr>
<td>Memorial Day Holiday</td>
<td>May 28</td>
</tr>
<tr>
<td>Summer I Closing Date</td>
<td>June 24</td>
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</table>

### SUMMER II 2018 TERM

<table>
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<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer II First Day of Class</td>
<td>June 25</td>
</tr>
<tr>
<td>Last Day to Add/Drop</td>
<td>July 8</td>
</tr>
<tr>
<td>Independence Day Holiday</td>
<td>July 4</td>
</tr>
<tr>
<td>Summer II Closing Date</td>
<td>August 19</td>
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</table>
ACADEMIC PROGRAMS

TOURO UNIVERSITY WORLDWIDE DEGREE PROGRAMS

- Associate of Arts in General Studies (AA)
- Bachelor of Arts in Psychology (BA Psych)
- Bachelor of Arts in Social Work (BSW)
- Bachelor of Science in Business Administration and Management (BSBA)
- Bachelor of Science in Health Sciences (BSHS)
- Master of Business Administration (MBA)
- Master of Arts in Public Administration (MPA)
- Master of Arts in Marriage and Family Therapy (MFT)
- Master of Arts in Psychology (MAPsy)
- Master of Arts in Industrial and Organizational Psychology (IOP)
- Master of Science in Health Sciences (MSHS)
- Master of Science in Human Resource Management (MHRM)
- Master of Dispute Resolution (MDR)
- Doctor of Psychology in Human and Organizational Psychology (PsyD)

GENERAL EDUCATION

The curriculum of GE is central to the mission of Touro University Worldwide and to its commitment to a quality undergraduate and professional education with specific emphasis on the program and the population it serves. The general education program is organized into the following subject areas of English & Communication Skills, Critical Thinking, Sciences & Mathematics, Arts and Humanities, Social Sciences & Behavioral Sciences, History, Cultural Studies, Physical & Biological Sciences and Information Literacy. The purpose of general education is to provide a common educational experience for students, regardless of major field of study. The faculty is committed to ensuring that the general education program cultivates knowledge, skills, and values with a breadth that is characteristic of a learned person.

The academic goals of Touro University Worldwide specify that the University will guide students to attain mastery in the search for knowledge and to become critical thinkers who have attained effective levels of expressive and scientific literacy.

Those who graduate with an undergraduate degree will be versatile in their approach to problems and refined in their ability to frame and test intellectual arguments and hypotheses. They will have knowledge of the arts, history, and cultural identities of past and current societies, and heritage. They will understand the value of being caring and humane citizens engaged by the challenges facing their evolving multicultural communities.

GENERAL EDUCATION - BREADTH

The general education program is designed to ensure the breath of the general education following learning outcomes/ goals:

- **Communication**: To provide an educational experience that will enhance the ability to communicate verbally and in writing.
- **Inquiry and Critical Thinking**: To provide an educational experience that will enhance critical thinking skills and will contribute to continuous inquiry and life-long learning.
- **Subject Knowledge**: To provide an educational experience that will enhance students’ understanding of the disciplines’ basic principles, methodologies, and perspectives.
• **Information Retrieval and Evaluation Literacy:** To provide an educational experience that will enhance the ability to find, understand, examine critically, and use information from various sources.

• **Interdisciplinary Relationships:** To provide an educational experience that will enhance students’ understanding of a discipline’s interrelationships with other disciplines.

• **Global/International and Multicultural Perspectives:** To provide an educational experience that will enhance the ability to view and analyze issues from multiple perspectives and/or that will describe the discipline’s impact on or connection to global issues.

• **Social Responsibility:** To provide an educational experience that will help students understand the complexity of ethical judgment and social responsibility and/or that will describe the discipline’s impact on or connection to social and ethical issues.

**GENERAL EDUCATION - DEPTH**

Requirements are designed so that, taken with the major depth program and electives presented by each baccalaureate candidate, they will assure that graduates have made noteworthy progress toward becoming well-rounded, educated persons. Particularly, the purpose of these requirements is to provide means whereby graduates:

- Achieve the ability to think clearly and logically, find information and examine it critically, communicate orally and in writing, and reason quantitatively;
- Acquire appreciable knowledge about their own bodies and minds, how human society developed and how it now functions, about physical world in which they live, about other forms of life with which they share that world, and about cultural endeavors and legacies of their civilizations; and
- Understand and appreciate principles, methodologies, value systems, and thought processes employed in human inquiries.

**GE PROGRAM LEARNING OUTCOMES (PLOs)**

Upon successful completion of general education requirements, students should be able to:

**PLO 1** Write and speak fluently and expressively

**PLO 2** Identify, analyze, and evaluate arguments as they occur in one’s own and others’ writing

**PLO 3** Analyze and interpret data in a scientific or social context

**PLO 4** Demonstrate a comprehension of one’s individual cultural identity in relationship to other cultures and lifestyles

**PLO 5** Analyze situations based on moral and ethical principles

**PLO 6** Assess, access and use information responsibly

**PLO 7** Collaborate with others in diverse group settings

**PLO 8** Comprehend the nature of the natural world and scientific inquiry

**PLO 9** Interpret creative expressions of the human experience

**PLO 10** Explain human behavior as it relates to its social environment

**PLO 11** Explain today’s political and social circumstances in terms of historical and social force

*Students are required to complete 45 credits of General Education coursework, out of the below GE offerings. Students can meet these goals by completing courses at a community college, accredited institution or by an approved test out exam and transfer the credits to TUW, and/or by completing the general education courses at TUW, which includes the following areas of study. The same course cannot be used to meet both general education and major program requirements.*
## General Education Requirements

<table>
<thead>
<tr>
<th>Area</th>
<th>Course Number and Title</th>
<th>Semester Credit Hours</th>
<th>Required Credits</th>
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<tbody>
<tr>
<td>AREA A</td>
<td>Communication</td>
<td></td>
<td>6-9 credits</td>
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<tr>
<td></td>
<td>COM 104 Speech</td>
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<tr>
<td></td>
<td>ENG 130 English Composition and Reading</td>
<td>3</td>
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<tr>
<td></td>
<td>ENG 202 Expository Writing</td>
<td>3</td>
<td></td>
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<tr>
<td>AREA B</td>
<td>Critical Thinking</td>
<td></td>
<td>3-6 credits</td>
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<tr>
<td></td>
<td>PHI 101 Introduction to Philosophy</td>
<td>3</td>
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<tr>
<td></td>
<td>LOG 102 Introduction to Logic</td>
<td>3</td>
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<td></td>
<td>STA 206 Introduction to Statistics</td>
<td>3</td>
<td></td>
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<tr>
<td>AREA C</td>
<td>Mathematics</td>
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<tr>
<td></td>
<td>MAT 106 College Algebra</td>
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<tr>
<td></td>
<td>MAT 108 Calculus I</td>
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<td></td>
<td>MAT 200 Calculus II</td>
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<tr>
<td>AREA D</td>
<td>Physical &amp; Biological Sciences</td>
<td></td>
<td>3-12 credits</td>
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<tr>
<td></td>
<td>CHE 102 College Chemistry</td>
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<td></td>
<td>PHY 104 College Physics</td>
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<tr>
<td></td>
<td>BIO 102 General Biology</td>
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<td>NUT 206 General Nutrition</td>
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<td></td>
<td>BIO 201 Anatomy &amp; Physiology w/ Lab I</td>
<td>3</td>
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<tr>
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<td>BIO 202 Anatomy &amp; Physiology w/ Lab II</td>
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<tr>
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<td>MIC 206 Microbiology/Lab</td>
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<tr>
<td>AREA E</td>
<td>Arts and Humanities</td>
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<td>3-6 credits</td>
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<tr>
<td></td>
<td>ETH 106 Introduction to Ethics</td>
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<tr>
<td></td>
<td>ART 108 Art Appreciation</td>
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<td></td>
<td>REL 200 Religion</td>
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<td></td>
<td>ART 200 Digital Photography</td>
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<td>AREA F</td>
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<tr>
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<td>BUS 102 Business and Society</td>
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<td></td>
<td>PSY 101 Introduction to Psychology</td>
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<td></td>
<td>SOC 102 Introduction to Sociology</td>
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<td></td>
<td>ECO 102 Microeconomics</td>
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<td>ECO 202 Macroeconomics</td>
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<td></td>
<td>HEA 229 Health &amp; Society</td>
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<tr>
<td>AREA G</td>
<td>Cultural Studies</td>
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<td>CUL 230 Culture and Society</td>
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<td></td>
<td>ANT 102 World Culture</td>
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<td>ANT 106 Culture and Health</td>
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<tr>
<td>AREA H</td>
<td>History</td>
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<td>3-6 credits</td>
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<tr>
<td></td>
<td>HIS 120 US History and Constitution</td>
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<td></td>
<td>HIS 130 History of Modern Western Civilization</td>
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<td></td>
<td>HIS 155 History of the Jewish People</td>
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<td>AREA I</td>
<td>Information Literacy</td>
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<td>ILT 201 Internet and Information Literacy</td>
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<tr>
<td></td>
<td>CIS 202 Introduction to Computers</td>
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GE COURSE DESCRIPTIONS

ANT 102 World Culture (3 credits)
This course in anthropology and world culture introduces students to the fundamentals of human social and cultural adaptation. Course topics include social organization, language, types of non-literate and traditional societies, economics, religion, and art.

ANT 106 Culture and Health (3 credits)
Focus is on the influence of culture on illness, health, and rehabilitation. The relationship that culture plays in the health and wellness of both individuals and the community in which they live will be explored.

ART 108 Art Appreciation (3 credits)
In this course, students analyze and interpret. Special emphasis is on art culture and society, style, form, and meaning. Students survey art works and artists across the visual and performing arts.

ART 200 Digital Photography (3 credits)
This course introduces students to a digital camera, how it works, and photographic techniques. Students will be exposed to the history and knowledge from past and current photographers. Special emphasis is on communication through visual language, development of conceptual skills for digital photography viewing, interpreting, and critiquing. Students will conduct projects that apply various composition tools and techniques in how to change and alter a photo.

Note: A digital camera and memory card is required for students enrolled in ART 200 (Digital Photography) in order to be successful in this course. Students can borrow cameras from friends and/or family, buy used cameras or rent in their local area. If you plan to purchase a digital camera, we do not endorse any specific company but the websites below provide prices for digital cameras:

- Best Buy: http://www.bestbuy.com/site/searchpage.jsp?id=pcat17071&type=page&ks=960&st=categoryid%24abcat0401000&sc=Global&cp=1&sp=++currentprice%20skuid=saas&gp=brand_facet%3DNikon&list=y&usc=all%20categories&n=15&fs=saas&l=0&browsedCategory=abcat0401000
- Walmart: http://www.walmart.com/browse/electronics/all-cameras/3944_133277_4468?min_price=0&max_price=100

BIO 102 General Biology (3 credits)
Introduction to basic biological concepts including biochemistry and macromolecules, the structure and function of cells, basic genetic principles, DNA replication, transcription and translation.

BIO 201 Anatomy and Physiology I with Lab (3 credits)
This course introduces the learner to the structure and function of the human body with particular emphasis on mechanisms of homeostasis. This course focuses on chemical, cellular, and tissue levels of organization, the integumentary system, skeletal system, muscular system, central and peripheral nervous systems, organs of sense and concludes with the endocrine system. Laboratory experiences are obtained through the use of the Virtual Dissector, digital human program.

BIO 202 Anatomy and Physiology II with Lab (3 credits)
The learner continues the journey through the structure and function of the human body with particular emphasis on mechanisms of homeostasis. This course focuses on normal structure and function of bodily...
systems, including cardiovascular, respiratory, digestive, urinary, hematological and reproductive systems. Concepts of acid/base, fluid and electrolyte balance as well as basic genetics are included.

**BUS 102 Business and Society (3 credits)**
This course is an exploration of business in the 21st century that extends beyond the mindset of profit making as the sole purpose of business. Students explore how innovation in the marketplace generate organizational growth (economic and employment), while simultaneously contributing to the overall good of society. Topics include how society impacts business and how business impacts society, shared values, business for profit and non-for-profit businesses. Partnerships with the public, community involvement, ethical considerations such as decision making based on the good of organization and society, corporate social responsibility, ethics in business (business and government).

**CHE 102 College Chemistry (3 credits)**
This course is a general education course for students interested in the chemistry of everyday life. It includes determining the composition of foods and drugs, measurements, unit conversions, scientific notation, chemical representations, mole concept, structure of atoms and molecules.

**CIS 202 Introduction to Computers (3 credits)**
This course is a computer literacy course designed to familiarize the learner with a variety of computer tools and computer concepts with emphasis on utilizing basic operating and software programs. The course provides an introduction to the use of computers, common software programs and peripherals. Students are instructed in a variety of areas to include the use of software applications in word processors, spreadsheets, databases, presentations, and the Internet.

**COM 104 Speech (3 credits)**
This course explores basic speech communication concepts that include audience analysis, selection of topic, reasoning, mapping, material organization, visual aids, public speaking, verbal and non-verbal cues. Students will create videos and presentations to share concepts learned with classmates as well as submit created videos and presentations as assignments to the instructor.

**CUL 230 Culture and Society (3 credits)**
In this course students will research the relationships between human societies and cultural adaptation and learn about social and cross-cultural behavior, language, customs, and social organizations.

**ECO 102 Microeconomics (3 credits)**
This course is an introductory course in microeconomics that introduces students to topics such as supply and demand, consumer behavior and marketplace operations.

**ECO 202 Macroeconomics (3 credits)**
Introduction to domestic and international factors affecting national income, inflation, and unemployment. The role of money and taxes, and government policy. Principles of economic analysis, economic institutions, and issues of public policy. Emphasis on production, allocation of resources, and distribution of income will be discussed.

**ENG 130 English Composition and Reading (3 credits)**
This course explores the expression of ideas to convey information in writing. Special topics include reasoning, factual support, clarity of purpose, organization, and language. Instruction and practice in reading and writing of expository and argumentative essays.
**ENG 202 Expository Writing** (3 credits)
This course focuses on improving students' writing ability in various rhetorical modes, including description, narration, persuasion, definition, classification, comparison, causation, and process analysis. During the term, we will read examples of effective writing, discuss composition techniques and strategies, analyze and critique texts, and explore ways to put concepts and theories into practice through specific written assignments and Threaded Discussions.

**ETH 106 Introduction to Ethics** (3 credits)
This course provides an in-depth approach to issues of ethical, legal, and social responsibility impacts on decision making in the managerial and multidisciplinary environment. Emphasis on case studies will stimulate critical thinking and collaborative group discussions, which will address various current issues/topics for the 21st century.

**HEA 229 Health and Society** (3 credits)
This course provides an overview and analysis of major health problems affecting the life of the individual, the family, and the community at large. Students will explore evaluation, planning, and implementation of approaches to meeting personal and societal health needs.

**HIS 120 U.S. History and Constitution** (3 credits)
Political and social development of the United States, with emphasis on colonial period, the Constitution, and American institutions, up to the Civil War.

**HIS 130 History of Modern Western Civilization** (3 Credits)
This course surveys the political, economic, and socio-cultural history of western civilization, mainly focusing on Europe and North America, from the seventeenth century to the present. Topics covered include the Scientific Revolution and Enlightenment, Age of Revolutions, industrialization and imperialism, the world wars, the Cold War, and decolonization.

**HIS 155 History of the Jewish People** (3 credits)
This course surveys the history of the Jews throughout the world from c. 300 C.E. to the present. The first half will examine interactions between Jews and Christian and Muslim cultures, the evolution of Jewish social organization, and the development of Judaism and Jewish thought up to approximately 1700. The second half will examine how modernity generated radically new varieties of Jewish religious and political life but also transformed traditional anti-Judaism into a virulent anti-Semitism.

**ILT 201 The Internet and Information Literacy** (3 credits)
Introduction to computer and Internet technologies for school research and writing. Provides an overview of data, electronic information and files and methods of organizing information. Includes strategies for using a variety of electronic resources emphasizing technological skills and critical thinking abilities as well as understanding the changing nature of information resources, computer and Internet ethics and security.

**LOG 102 Introduction to Logic** (3 credits)
Introduction to logic introduces students to basic concepts such as logic, deductive and inductive reasoning. Special topics include techniques of argumentation, analysis and assessment, evaluation of evidence, language, definition, and fallacies.

**MAT 106 College Algebra** (3 credits)
This course explores algebraic concepts and methods. Students learn the fundamentals of college algebra...
such as linear equations and inequalities, graphs, quadratic equations, systems of equations, polynomials, integer exponents and rational exponents, radicals, solving rational equations, theory of functions, exponential and logarithmic equations.

**MAT 108 Calculus I** (3 credits)
Topics include sets, functions, limits, continuity, derivatives, integral and applications. Interesting real life situations included.

**MAT 200 Calculus II** (3 credits)
The course will review of Functions and Graphs, Applications of Integrals, and conclude with Infinite Sequences and Series. By the time you’re done, you’ll have studied how to use derivatives and integrals to solve a variety of problems and understand the connections and relationships that are fundamental to the theories of calculus.

**MIC 206 Microbiology with Lab** (3 credits)
Introduction to the biology of major groups of microorganism including their role in infectious diseases, their role in nature and their relationship to humankind.

*Note: For this course, you will be required to purchase the "Virtual Unknown®" software program. This software can be purchased by clicking on this link:*

*Once you open the link’s web page, you will select the option to purchase: VUMicro(tm) Internet Edition - Microsoft Windows and MacOS — the price is $24.99. Once you are in the course, further instructions are provided on how to download the student lab manual.*

**NUT 206 General Nutrition** (3 credits)
The course examines nutritional concepts and scientific findings. Emphasis is placed on macro and micronutrients as methods of assessing nutrient intake in the well client. Additional topics include digestive processes, food additives, safety and sanitation as well as factors that influence nutrient intake. Fundamentals of normal nutrition, carbohydrates, proteins, fats, vitamins, minerals and their roles in human metabolism as well as nutrition and the life cycle are presented and explored.

**PHI 101 Introduction to Philosophy** (3 credits)
This is an introductory course in philosophy to satisfy the General Education requirement. Topics include the various traditions of philosophical thought, such as concepts of knowledge, reality, mind-body duality, existence of God, free will, and morality. Special topics include philosophers from Classical Era to 21st Century.

**PHY 104 College Physics** (3 credits)
The course discusses unifying principles of elastic, sound, light and matter waves, models of nature, successes and failures of wave and particle models and their synthesis. The course meets the lower division General Education requirement in Natural Sciences.

**PSY 101 Introduction to Psychology** (3 credits)
This is an introductory course in psychology to satisfy one of the Social Science area requirements in General Education. Topics include the exploration of history and the development of basic psychological theories.
**REL 200 Religion** (3 credits)
A study of the basic patterns of religions of the world. The course will focus upon such themes as religious experience, myths of creation, stories of religious founders and heroes, the origin and resolution of human suffering, and the structure and meaning of religious community and ritual.

**SOC 102 Introduction to Sociology** (3 credits)
The course provides a sociological perspective, culture, socialization, social organization and stratification, deviant behavior and the study of the family.

**STA 206 Introduction to Statistics** (3 credits)
Learn basic concepts of probability and statistical inference, focusing on an intuitive approach to understanding concepts and methodologies. Get an introduction to statistical and critical thinking, including descriptive statistics, probability, sampling distributions, interval estimation, hypothesis testing and regression.
ASSOCIATE DEGREE PROGRAM

ASSOCIATE OF ARTS IN GENERAL STUDIES

The Associate of Arts in General Studies is a very important program that TUW is offering online. The Associate Degree is instrumental in fulfilling TUW’s mission to provide educational opportunities to the underserved population while access is guaranteed to the courses (social justice).

The Associate Degree program serves as a pre-requisite towards further education in the professions at the undergraduate level and for many students to the Masters level after that.

The students need to take the General Education courses as part of the Undergraduate program; the AA degree will provide the step to be able to receive better pay, advancement in the career while continuing to study towards the undergraduate degree of their choice. The AA degree is an important step and serves as a basis to move forward in the academic path toward a career and a degree.

AA MISSION STATEMENT

The Associate Degree in General Studies is committed to provide core competencies that are highly valued in professional organizations including communication, reading, writing, quantitative and research and problem-solving skills that span multiple disciplines. The Associate of Arts in General Studies degree provides a solid foundation for further academic achievement providing students opportunities to develop knowledge, skills, and abilities that are readily applicable to the student’s personal or professional interests. The program also prepares students for entry into baccalaureate degree programs.

AA IN GENERAL STUDIES PROGRAM LEARNING OUTCOMES (PLOs)

Graduates of Touro University Worldwide’s AA in General Studies degree will be able to demonstrate the following learning outcomes and competencies:

- **PLO 1** Write and speak fluently and expressively
- **PLO 2** Identify, analyze, and evaluate arguments as they occur in one’s own and others’ writing
- **PLO 3** Analyze and interpret data in a scientific or social context
- **PLO 4** Demonstrate a comprehension of one’s individual cultural identity in relationship to other cultures and lifestyles
- **PLO 5** Analyze situations based on moral and ethical principles
- **PLO 6** Assess, access and use information responsibly
- **PLO 7** Collaborate with others in diverse group settings
- **PLO 8** Comprehend the nature of the natural world and scientific inquiry
- **PLO 9** Interpret creative expressions of the human experience
- **PLO 10** Explain human behavior as it relates to its social environment
- **PLO 11** Explain today’s political and social circumstances in terms of historical and social force

AA IN GENERAL STUDIES PROGRAM REQUIREMENTS

In order to complete the degree in Associate of Arts in General Studies, the student has to complete a total of 60 credits

I. General Education (45 credits)
II. Electives (15 credits)
**AA General Studies Curriculum**

Students are required to complete GE of 45 credits of the below coursework:

<table>
<thead>
<tr>
<th>BASIC SKILLS</th>
<th>6-9 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AREA A</strong></td>
<td>Communication</td>
</tr>
<tr>
<td>COM 104</td>
<td>Speech (3)</td>
</tr>
<tr>
<td>ENG 130</td>
<td>Composition and Reading (3)</td>
</tr>
<tr>
<td>ENG 202</td>
<td>Expository Writing (3)</td>
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<table>
<thead>
<tr>
<th>LIBERAL EDUCATION FOUNDATION</th>
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</thead>
<tbody>
<tr>
<td><strong>AREA B</strong></td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>PHI 101</td>
<td>Introduction to Philosophy (3)</td>
</tr>
<tr>
<td>LOG 102</td>
<td>Introduction to Logic (3)</td>
</tr>
<tr>
<td>STA 206</td>
<td>Introduction to Statistics (3)</td>
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<table>
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<tr>
<th>BASIC SKILLS</th>
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<tbody>
<tr>
<td><strong>AREA C</strong></td>
<td>Mathematics</td>
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<tr>
<td>MAT 106</td>
<td>College Algebra (3)</td>
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<tr>
<th>BASIC SKILLS</th>
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<tbody>
<tr>
<td>MAT 108</td>
<td>Calculus I (3)</td>
</tr>
<tr>
<td>MAT 200</td>
<td>Calculus II (3)</td>
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<table>
<thead>
<tr>
<th>BREADTH REQUIREMENTS</th>
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<tbody>
<tr>
<td><strong>AREA D</strong></td>
<td>Physical &amp; Biological Sciences</td>
</tr>
<tr>
<td>CHE 102</td>
<td>College Chemistry (3)</td>
</tr>
<tr>
<td>BIO 102</td>
<td>General Biology (3)</td>
</tr>
<tr>
<td>NUT 206</td>
<td>General Nutrition (3)</td>
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<tr>
<td>PHY 104</td>
<td>College Physics (3)</td>
</tr>
<tr>
<td>BIO 201</td>
<td>Anatomy Physiology w/Lab I (3)</td>
</tr>
<tr>
<td>BIO 202</td>
<td>Anatomy Physiology w/Lab II (3)</td>
</tr>
<tr>
<td>MIC 206</td>
<td>Microbiology w/Lab (3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BREADTH REQUIREMENTS AND LIBERAL EDUCATION FOUNDATION</th>
<th>3-6 credits</th>
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<tbody>
<tr>
<td><strong>AREA E</strong></td>
<td>Arts and Humanities</td>
</tr>
<tr>
<td>ETH 106</td>
<td>Introduction to Ethics (3)</td>
</tr>
<tr>
<td>ART 108</td>
<td>Art Appreciation (3)</td>
</tr>
<tr>
<td>ART 200</td>
<td>Digital Photography (3)</td>
</tr>
<tr>
<td>REL 200</td>
<td>Religion (3)</td>
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<table>
<thead>
<tr>
<th>BREADTH REQUIREMENTS</th>
<th>9-12 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AREA F</strong></td>
<td>Social Sciences</td>
</tr>
<tr>
<td>BUS 102</td>
<td>Business and Society (3)</td>
</tr>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology (3)</td>
</tr>
<tr>
<td>SOC 102</td>
<td>Introduction to Sociology (3)</td>
</tr>
<tr>
<td>ECO 102</td>
<td>Microeconomics (3)</td>
</tr>
<tr>
<td>ECO 202</td>
<td>Macroeconomics (3)</td>
</tr>
<tr>
<td>HEA 229</td>
<td>Health and Society (3)</td>
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</table>
AA General Studies Elective Courses

**Elective Courses** (15 credits) (Please choose five courses from the list below)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
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<tbody>
<tr>
<td>COM 206</td>
<td>Media Literacy</td>
<td>3</td>
</tr>
<tr>
<td>MUS 207</td>
<td>World Music</td>
<td>3</td>
</tr>
<tr>
<td>MIL 211</td>
<td>Military Studies</td>
<td>3</td>
</tr>
<tr>
<td>CJS 203</td>
<td>Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>DLT 208</td>
<td>Digital Literacy in a Global Society</td>
<td>3</td>
</tr>
<tr>
<td>LAW 204</td>
<td>Law and Court in World Culture</td>
<td>3</td>
</tr>
<tr>
<td>HIS 225</td>
<td>World History</td>
<td>3</td>
</tr>
<tr>
<td>HRM 229</td>
<td>Fundamentals of Human Resource Management</td>
<td>3</td>
</tr>
</tbody>
</table>

**Overall Summary of Credits Needed for AA in General Studies**

<table>
<thead>
<tr>
<th></th>
<th>Number of Credits</th>
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</thead>
<tbody>
<tr>
<td>General Education</td>
<td>45</td>
</tr>
<tr>
<td>Electives</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
</tr>
</tbody>
</table>

AA in General Studies includes a total of 45 credits of GE courses (described above) and additional five elective courses. Below are the descriptions of the elective courses.

**AA Elective Courses Descriptions**

(Choose 15 semester credits)

**CJS 203 Introduction to Criminal Justice** (3 credits)

This course is an introduction and overview of the system of criminal justice in the United States today; it explores the historical development from current to future trends of criminal justice; sources, philosophies, and role of law in society; it examines the definition of law, the enforcement of law, strategies of policing,
prosecution, adjudication, sentencing and corrections; it also explores the differences among civil, criminal and social justice.

**COM 206 Media Literacy (3 credits)**
This course focuses on ways of critiquing media messages, inquiry into media messages, skills for becoming critical media consumer; students will learn how to analyze and evaluate different forms of media such as television, internet websites, newspapers, radio, magazines, video games, and films.

**DLT 208 Digital Literacy in a Global Society (3 credits)**
This course introduces the learner to the tools needed to be active participants in today’s global culture of digital literacy; it provides the learner with the technology skills to create digital products such as spreadsheets, presentations, and podcasts; analytical skills to understand, organize, and analyze numeric and graphic data in a global society.

**HIS 225 World History (3 credits)**
This course surveys World History from the birth of civilization to the present. It examines the political, economic and cultural development of societies and explores how the interactions between peoples of different societies around the globe have impacted world history.

**HRM 229 Fundamentals of Human Resource Management (3 credits)**
This course is an overview of the Human Resource functions to learn the process for effective human resource management; it focuses on the fundamental Federal and State laws that affect human resources administration in every business from large to small; it also examine employee relations issues such as compensation, performance management, and discipline.

**LAW 204 Law and Court in World Culture (3 credits)**
This course considers the nature of justice in philosophical, historical, and legal terms regarding racial justice, political representation, economic justice, gender and justice, the rights of cultural minorities, and crime and punishment. It examines major formulations of the relationship between law and culture in the sociological literature; it also examines the global sociological perspective on the development and consequences of laws and the courts in world culture and the structure and functions of the United Nations.

**MIL 211 Military Studies (3 credits)**
This course provides an overview of the military as a profession. Students explore both ethics and values in the military. Additional topics include principles of military leadership, the Law of War, counterinsurgency, and Civil-Military Relations.

**MUS 207 World Music (3 credits)**
This course deals with studying of selected musical traditions from around the world; it places emphasis on how music functions as part of the daily life in particular societies, familiarity with other cultures, values, and traditions, and gaining a better aesthetic appreciation of music from diverse societies and cultures. It explores the different ways music is shaped by the cultural settings in which it is performed, the impact of globalization, the music ideas that are common to all cultures, and the role music plays in the life of different societies.
BACHELOR DEGREE PROGRAMS

BACHELOR OF ARTS IN PSYCHOLOGY (BA Psych)

The undergraduate degree in Psychology provides students with knowledge of the factors that affect human behavior and the techniques that treat behavioral and psychological disorders. The program curriculum is aligned with the APA guidelines and goals for undergraduate learning outcomes. The curriculum provides opportunities for development of special interests, personal growth, research in the behavioral sciences, under faculty supervision. Courses cover learning psychology, developmental psychology, experimental psychology, social psychology, and abnormal psychology [APA Career Guide].

Undergraduate students who expect to move to one of the graduate programs at TUW should, with the assistance of their Advisor, carefully select the courses that will qualify them for admission to a graduate program of their choice and ensure appropriate GPA to be accepted to the graduate program.

The Undergraduate program in Psychology help students acquire a wide range of interpersonal skills, which can then be used in a number of different professions.

BA PSYCH MISSION STATEMENT

The online Bachelor of Arts degree in Psychology supports the Touro University Worldwide mission by providing adult learners with a thorough knowledge of the factors that affect human behavior as well as real-world skills in applying psychological principles to personal, social and organization issues.

BA IN PSYCHOLOGY PROGRAM LEARNING OUTCOMES (PLOs)

Graduates of Touro University Worldwide's BA Psychology degree will be able to demonstrate the following learning outcomes and competencies:

PLO 1 Summarize the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology
PLO 2 Describe how psychology utilizes the scientific method, research design, and analysis
PLO 3 Demonstrate information literacy and technology competency in the field of psychology
PLO 4 Apply psychological principles to personal, social and organization issues
PLO 5 Weigh evidence, tolerate ambiguity, act ethically, and reflect the values that are the underpinning of the discipline of psychology
PLO 6 Use critical and creative thinking, skeptical inquiry and, when possible, the scientific method to discern, evaluate and criticize specific issues in psychology
PLO 7 Articulate through verbal and written communication the theories, concepts and applications of the field of psychology
PLO 8 Recognize, understand and respect socio-cultural and international diversity, especially in regards to its impact on psychology
BA in Psychology Program Requirements

In order to complete the degree in Bachelor of Arts in Psychology the student has to complete a total of 120 credits. Please follow the below order of the curriculum. Students in the undergraduate degree must complete or transfer to TUW the GE requirements prior to moving to the core courses of the program.

I. General Education (45 credits)
II. Core Requirements (39 credits, includes one 3 credit Capstone)
III. Electives (24 credits)
IV. Concentration (12 credits)

BA Psychology Curriculum

BA in Psychology Required Core Courses (39 semester credits, 13 courses)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 300</td>
<td>Principles of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 302</td>
<td>Psychology as a Science and Profession</td>
<td>3</td>
</tr>
<tr>
<td>PSY 304</td>
<td>Ethics in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 308</td>
<td>Research Methods in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 310</td>
<td>Intro to Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 312</td>
<td>Intro to Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 314</td>
<td>Intro to Personality Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 316</td>
<td>Intro to Cognitive Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 318</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 320</td>
<td>Introduction to Clinical Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 322</td>
<td>Assessments in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 324</td>
<td>Community Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 499</td>
<td>Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

BA in Psychology Electives (24 semester credits, choose 8 courses from the list below)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 311</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 313</td>
<td>Neurological Bases of Human Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PSY 315</td>
<td>Industrial and Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PSY 317</td>
<td>Health Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 319</td>
<td>Parenting and Family Relations</td>
<td>3</td>
</tr>
<tr>
<td>PSY 321</td>
<td>Addiction and Recovery</td>
<td>3</td>
</tr>
<tr>
<td>PSY 323</td>
<td>Forensic Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 325</td>
<td>Psychology and Culture</td>
<td>3</td>
</tr>
<tr>
<td>PSY 327</td>
<td>Psychology of Adulthood and Aging</td>
<td>3</td>
</tr>
<tr>
<td>PSY 329</td>
<td>Tests and Measurements in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 331</td>
<td>Introduction to Positive Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDU 332</td>
<td>Structured English Immersion Foundations</td>
<td>3</td>
</tr>
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</table>
### Concentration: Industrial/Organization Psychology (12 credits, 4 courses)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 400</td>
<td>Effective Client Communication</td>
<td>3</td>
</tr>
<tr>
<td>PSY 401</td>
<td>Applied Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 403</td>
<td>Theories of Attitude Change and Persuasion</td>
<td>3</td>
</tr>
<tr>
<td>PSY 405</td>
<td>Cross-Cultural Issues in Industrial &amp; Organizational Psychology</td>
<td>3</td>
</tr>
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</table>

### Concentration: Child and Adolescent Psychology (12 credits, 4 courses)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
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<tbody>
<tr>
<td>PSY 408</td>
<td>Child and Adolescent Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY 409</td>
<td>Abnormal Child and Adolescent Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 410</td>
<td>Psychology of Special Needs in Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>PSY 411</td>
<td>Impact of Society on Child and Adolescents</td>
<td>3</td>
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</table>

### Concentration: Elementary Education (12 credits, 4 courses)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 311</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 407</td>
<td>Theories of Reading</td>
<td>3</td>
</tr>
<tr>
<td>HIS 120</td>
<td>US History &amp; Constitution</td>
<td>3</td>
</tr>
<tr>
<td>EDU 332</td>
<td>Structured English Immersion Foundations</td>
<td>3</td>
</tr>
</tbody>
</table>

### Concentration: Secondary Education (12 credits, 4 courses)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 311</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>HIS 120</td>
<td>US History &amp; Constitution</td>
<td>3</td>
</tr>
<tr>
<td>PSY 407</td>
<td>Theories of Reading</td>
<td>3</td>
</tr>
<tr>
<td>EDU 332</td>
<td>Structured English Immersion Foundations</td>
<td>3</td>
</tr>
<tr>
<td>EDU 341</td>
<td>Case Studies in Adolescent Mental Health Issues</td>
<td>3</td>
</tr>
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</table>

### Concentration: Special Education (12 credits, 4 courses)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 311</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>HIS 120</td>
<td>US History &amp; Constitution</td>
<td>3</td>
</tr>
<tr>
<td>PSY 407</td>
<td>Theories of Reading</td>
<td>3</td>
</tr>
<tr>
<td>EDU 332</td>
<td>Structured English Immersion Foundations</td>
<td>3</td>
</tr>
<tr>
<td>EDU 337</td>
<td>Issues in Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDU 339</td>
<td>Instructional Methods for Students at Risk Academically</td>
<td>3</td>
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</table>
Overall Summary of Credits Needed for BA in Psychology Program

<table>
<thead>
<tr>
<th></th>
<th>Number of Credits</th>
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<tbody>
<tr>
<td>General Education</td>
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<tr>
<td>Core Requirements</td>
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<tr>
<td>Electives</td>
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<tr>
<td>Concentration or free electives</td>
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<td>Total</td>
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</table>

**BA in Psychology - Concentration in Human Services**

Core Requirements (Core Courses 30 credits including one course of 3 credits Capstone)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 300</td>
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</tr>
<tr>
<td>PSY 302</td>
<td>Psychology as a Science and Profession</td>
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</tr>
<tr>
<td>PSY 304</td>
<td>Ethics in Psychology and Critical Thinking</td>
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<td>PSY 308</td>
<td>Research Methods in Psychology</td>
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</tr>
<tr>
<td>PSY 321</td>
<td>Addiction and Recovery</td>
<td>3</td>
</tr>
<tr>
<td>PSY 322</td>
<td>Assessment in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 324</td>
<td>Community Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 325</td>
<td>Psychology and Culture</td>
<td>3</td>
</tr>
<tr>
<td>PSY 401</td>
<td>Applied Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 499</td>
<td>Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives (Human Services) please choose 30 credits, 10 courses from the list below

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
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<tbody>
<tr>
<td>BSW 301</td>
<td>Domestic Violence</td>
<td>3</td>
</tr>
<tr>
<td>BSW 303</td>
<td>Victim Advocacy</td>
<td>3</td>
</tr>
<tr>
<td>BSW 305</td>
<td>Youth-at-Risk</td>
<td>3</td>
</tr>
<tr>
<td>BSW 306</td>
<td>Social Justice and Diversity</td>
<td>3</td>
</tr>
<tr>
<td>BSW 318</td>
<td>Child Welfare Services</td>
<td>3</td>
</tr>
<tr>
<td>PSY 310</td>
<td>Intro to Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 312</td>
<td>Intro to Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 314</td>
<td>Intro to Personality Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 316</td>
<td>Intro to Cognitive Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 318</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 320</td>
<td>Introduction to Clinical Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Concentration (15 semester credit hours, choose 5 courses from the list below)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSW 307</td>
<td>Child Abuse</td>
<td>3</td>
</tr>
<tr>
<td>BSW 309</td>
<td>Military Approach to Social Work</td>
<td>3</td>
</tr>
<tr>
<td>BSW 311</td>
<td>International Social Work</td>
<td>3</td>
</tr>
<tr>
<td>PSY 319</td>
<td>Parenting and Family Relations</td>
<td>3</td>
</tr>
<tr>
<td>PSY 327</td>
<td>Psychology of Adulthood and Aging</td>
<td>3</td>
</tr>
</tbody>
</table>
Overall Summary of Credits Needed for BA in Psychology Program (Human Services Concentration)

| General Education (45 credits) | 45 |
| Core Requirements (30 credits, includes one 3 credit Capstone course) | 30 |
| Electives (30 credits) | 30 |
| Concentration (15 credits) | 15 |
| **Total** | **120** |

**BA in Psychology Course Descriptions**

**The Core Courses (39 semester credits)**

**PSY 300 Principles of Psychology** (3 credits)
The principles of psychology course provide a broad overview of topics in the field of psychology. The course serves as a foundational course for the BA in Psychology program. Topics included in the course contribute to the BA in Psychology program for courses such as research methodology, biological bases of human behavior, cognitive psychology, etc.

**PSY 302 Psychology as a Science and a Profession** (3 credits)
The course will consist of an examination of psychology as a science and a profession. It explores the development of modern psychology, the role of science in that development, and career paths related to scientific psychology.

**PSY 304 Ethics in Psychology** (3 credits)
This course examines and discusses the value of empirical evidence, tolerance of ambiguity, ethical behaviors (including the APA Ethics Code), and other values that underpin psychology as a science and profession.

**PSY 324 Community Psychology** (3 credits)
Community psychology examines the relationships of individuals with their surrounding communities along with the ways society has an impact upon an individual and community functioning. This area of psychology seeks to understand people in their social worlds and uses this understanding to enhance people’s well-being in their environments. Some of the tools used by community psychologists include social service, mental health services, social action, psycho-education, and action research. Furthermore, the efforts of community psychologists often focus on preventing mental disorders and promoting community mental health and well-being.

**PSY 308 Research Methods in Psychology** (3 credits)
This course provides an introduction to psychological research techniques and methodology. Topics to be covered include the logic of research, the issues that must be considered in deciding how to study various psychological phenomena, and ways to address the difficulties posed by the limitations of specific studies. Ways for assessing threats to the internal and external validity of studies will be examined. These issues will be illustrated through reference to the examples of research on various topics in psychology.

**PSY 310 Introduction to Developmental Psychology** (3 credits)
The course uses the life-span developmental approach to developmental psychology, including prenatal life development. Gain perspective on biological, physical, cognitive, emotional, linguistic, socio-cultural and spiritual changes across the life span, from prenatal and birth through the major stages of childhood, adolescence and adulthood. The course examines fundamental theories, perspectives and critical thoughts about historical and current arguments in the field.
PSY 312 Introduction to Social Psychology (3 credits)
Social Psychology is the study of the relationship between the individual and society. This course covers the theory and method in social psychology, impression formation, social cognition, attitude change, social influence, group processes, and applications of social psychology.

PSY 314 Introduction to Personality Psychology (3 credits)
This course surveys classic and current theories of personality that represent several of the major perspectives in psychology (e.g., psychoanalytic, biological, developmental, behavioral, humanistic, cognitive, socio-cultural), highlighting the contributions of each theory to personality description, assessment, research, therapy, and application.

PSY 316 Introduction to Cognitive Psychology (3 credits)
The course deals with examination of the experimental investigation of complex cognitive processes, including the storage and retrieval of information, concept formation, reasoning, problem-solving and decision making.

PSY 318 Abnormal Psychology (3 credits)
The course provides a comprehensive study of the various forms of mental illness and maladjustment.

PSY 320 Introduction to Clinical Psychology (3 credits)
The course provides an introduction to the science and practice of clinical and counseling psychology from integrated perspectives. History, major theories, and scientific underpinnings are covered, as well as current developments in practice and research. Major topics include research design, theoretical models, diagnostic and assessment methods, psychotherapeutic interventions, treatment effectiveness, specialization, and training.

PSY 322 Assessment in Psychology (3 credits)
Designed to introduce the principles that underlie the development, use and interpretation of psychological assessment tools. Topics include: test construction, survey development, scaling, norming, assessment interpretation issues and psychological assessment applications in industrial, vocational, clinical and research settings. Additionally, psychological assessment will be discussed in terms of social, legal and ethical concerns.

PSY 499 Capstone (3 credits)
The Capstone course provides an opportunity for students to apply the knowledge and skills developed in the program, which demonstrates mastery of the program learning outcomes through application of psychological theories and principles.

THE ELECTIVE COURSES (COURSE DESCRIPTIONS) (24 SEMESTER CREDITS)

PSY 311 Educational Psychology (3 credits)
Focus on the study and application of psychological principles, theories, and methodologies related to teaching and learning. Emphasis on developmental, learning, and motivational theories. Current trends also covered.

PSY 313 Neurological Bases of Human Behavior (3 credits)
This course addresses the relationship between our underlying physiological systems and behavior. The topics investigated include neural communication, the anatomy of the nervous system, and the biological bases of sleep, reproductive behavior, stress, learning and memory, and mental disorders.
**PSY 315 Industrial and Organizational Behavior (3 credits)**
This course deals with the application of research and psychological principles to human behavior in the workplace. Course topics will include the psychological aspects of employment selection and assessment, performance appraisal, employee and work team development, reorganization and downsizing, work stress, employee violence, work/family conflict, and the changing nature of the workplace.

**PSY 317 Health Psychology (3 credits)**
Through the use of theoretical and empirical approaches, this course focuses on a biopsychological approach to health psychology including psychological and physiological aspects of U.S. and global health issues. Students will develop knowledge of the psychological aspects of a variety of health topics. Potential topics include body management systems, disease prevention, chronic illnesses, pain, stress and coping, substance abuse, nutrition, and alternative models of health behavior change.

**PSY 319 Parenting and Family Relations (3 credits)**
This course will examine approaches to parenting and development of parenting skills; communication systems study of children and families with various cultural patterns and lifestyles. Topics examined will include: different family structures of communication patterns within the family system context; theoretical implications of techniques used when working with family systems; the importance of cultural awareness when working with families.

**PSY 321 Addictions and Recovery (3 credits)**
This course is designed to help students understand alcohol and drug addiction from a biological, psychological, and social approach. Students will learn about the different causes of addiction, with the goal of understanding that addiction is both a disease and a behavioral phenomenon. Students will learn about the most common drugs of addiction as well as a variety of treatments for drug addiction. The societal effects of addiction will also be examined, with a focus on the impact on mental health centers, hospitals and prison systems.

**PSY 323 Forensic Psychology (3 credits)**
This course examines the interaction of psychology and the legal system including the topics of insanity, eyewitness testimony, police interrogation, lie detection, offender rehabilitation, and criminal profiling, and various key experiments in the field of forensic psychology.

**PSY 325 Psychology and Culture (3 credits)**
This course will examine the comparative study of cultural effects on human psychology including such topics as: psychological diversity and the links between cultural norms and behavior; the ways in which particular human activities are influenced by social and cultural forces; and the comparative method used to establish psychological concepts, principles, and hypotheses. Through discussions and readings students can expect to develop a broader, global perception of contemporary psychology.

**PSY 327 Psychology of Adulthood and Aging (3 credits)**
This course deals with the nature and experience of adult development from the end of adolescence until the end of life. As a psychology course, emphasis will be placed on psychological issues related to personal/individual issues and differences in aging, as well as on information that has been collected using the scientific method. Topics covered include: kinds of problems that confront people during adulthood; successful and unsuccessful outcomes for adult life; the types of psychological problems that can occur during the aging process; and the role does death play in our lives as we age.

**PSY 329 Tests and Measurements in Psychology (3 credits)**
This course covers the theory, construction, and use of some of the more popular assessment instruments used in the field of psychology. The course will also review the interpretation, scoring, reliability and validity of the instruments, the ethics of testing and assessment, and the professions which use these
techniques, including clinical and counseling psychology, forensics, neuropsychology, and employment screening.

**PSY 331 Introduction to Positive Psychology** (3 credits)
This course discusses positive psychology throughout the field of psychology and how positive psychology seeks to increase positive emotions, happiness and satisfaction with life instead of focusing on treating disease and reducing negative emotions. The course reviews and summarizes the most notable contributions of positive psychology over the last decade.

**EDU 332 Structured English Immersion Foundations** (3 credits)
Psychology of a new language acquisition. Comparison and evaluation of various types of language educational models including Structured English Immersion (SEI), English as a Second Language (ESL) and bilingual. Includes SEI, ESL, and bilingual strategies.

**THE SECONDARY EDUCATION CONCENTRATION** (12 semester credits)

**EDU 332 Structured English Immersion Foundations** (3 credits)
Psychology of a new language acquisition. Comparison and evaluation of various types of language educational models including Structured English Immersion (SEI), English as a Second Language (ESL) and bilingual. Includes SEI, ESL, and bilingual strategies.

**EDU 341 Case Studies in Adolescent Mental Health Issues** (3 credits)
This course will provide skills necessary for working effectively with adolescents with mental health needs or health related problems requiring mental health services. The course will also address how to develop and evaluate treatment, and intervention programs for these populations. Special topics include practical, legal, and ethical issues for working with adolescents in educational, mental health, and medical settings.

**HIS 120 U.S. History and Constitution** (3 credits) Political and social development of the United States, with emphasis on colonial period, the Constitution, and American institutions, up to the Civil War.

**PSY 311 Educational Psychology** (3 credits)
Focus on the study and application of psychological principles, theories, and methodologies related to teaching and learning. Emphasis on developmental, learning, and motivational theories. Current trends also covered.

**PSY 407 Theories of Reading** (3 credits)
Exploration of the general theories of reading, cognitive models of reading, how we read, draw on ideas from linguistics, cognitive psychology, writing systems, the region of the brain involved in reading, factors associated with reading difficulties, how brain damage impact reading, reading research, relationship between language and intelligence, and the complicated human language processing system.

**THE ELEMENTARY EDUCATION CONCENTRATION** (12 semester credits)

**EDU 332 Structured English Immersion Foundations** (3 credits)
Psychology of a new language acquisition. Comparison and evaluation of various types of language educational models including Structured English Immersion (SEI), English as a Second Language (ESL) and bilingual. Includes SEI, ESL, and bilingual strategies.

**HIS 120 U.S. History and Constitution** (3 credits) Political and social development of the United States, with emphasis on colonial period, the Constitution,
and American institutions, up to the Civil War.

**PSY 311 Educational Psychology** (3 credits)
Focus on the study and application of psychological principles, theories, and methodologies related to teaching and learning. Emphasis on developmental, learning, and motivational theories. Current trends also covered.

**PSY 407 Theories of Reading** (3 credits)
Exploration of the general theories of reading, cognitive models of reading, how we read, draw on ideas from linguistics, cognitive psychology, writing systems, the region of the brain involved in reading, factors associated with reading difficulties, how brain damage impact reading, reading research, relationship between language and intelligence, and the complicated human language processing system.

**THE SPECIAL EDUCATION CONCENTRATION** (12 semester credits)

**EDU 332 Structured English Immersion Foundations** (3 credits)
Psychology of a new language acquisition. Comparison and evaluation of various types of language educational models including Structured English Immersion (SEI), English as a Second Language (ESL) and bilingual. Includes SEI, ESL, and bilingual strategies.

**EDU 337 Issues in Learning Disabilities** (3 credits)
This course is designed to provide a foundation for understanding learning disabilities both in and out of the school setting. Students will become acquainted with historical trends associated with the development of the field and will review related federal and state legislation. Research related to general characteristics of learning disabilities, cognitive processing patterns, and the academic and social performance of the learning disabled is examined. Students explore the education of students with learning disabilities based on various theoretical models.

**EDU 339 Instructional Methods for Students Academically at Risk** (3 credits)
This course is designed to provide a basic background in, as well as practical opportunities with, general methods and materials appropriate for working with students with disabilities at the elementary through secondary level. Emphasis will be placed on approaches to learning and teaching, specific teaching and learning strategies, and the role of the special educator in the school community. Students explore the selection, adaptation, and development of instructional materials across curriculum areas, student needs and school environments.

**HIS 120 U.S. History and Constitution** (3 credits)
Political and social development of the United States, with emphasis on colonial period, the Constitution, and American institutions, up to the Civil War.

**PSY 311 Educational Psychology** (3 credits)
Focus on the study and application of psychological principles, theories, and methodologies related to teaching and learning. Emphasis on developmental, learning, and motivational theories. Current trends also covered.

**PSY 407 Theories of Reading** (3 credits)
Exploration of the general theories of reading, cognitive models of reading, how we read, draw on ideas from linguistics, cognitive psychology, writing systems, the region of the brain involved in reading, factors associated with reading difficulties, how brain damage impact reading, reading research, relationship between language and intelligence, and the complicated human language processing system.
THE INDUSTRIAL/ORGANIZATION PSYCHOLOGY CONCENTRATION  (12 semester credits)

PSY 400 Effective Client Communication (3 credits)
This course introduces the student to issues and strategies related to effective communication and interviewing skills. The course will identify professional communication skills that facilitate effective relationships with clients, and other professionals and will highlight skills necessary for interacting effectively as members of teams for interviewing and communicating with clients from multicultural backgrounds.

PSY 401 Applied Social Psychology (3 credits)
Examine the foundations of applied social psychology; explore how social psychological theory and research inform the analysis of social issues and social problems, such as the applications of social psychology to education, business and industry, environmental problems, interpersonal and intergroup relations, health, communication, judicial and political systems.

PSY 403 Theories of Attitude Change and Persuasion (3 credits)
Explore different theories associated with attitude change, persuasion, and resistance processes; implicit versus explicit attitudes; cognitive versus affective influences; dissonance and attitudinal ambivalence; selective exposure and biased processing; increased understanding of how individuals form and maintains change. Examine the structure and function of attitudes, the relationship between attitudes and behavior, the cognitive and motivational background of attitude change, models of persuasion, interpersonal influence, the influence of behavior on attitudes and ensuing behavior.

PSY 405 Cross-Cultural Issues in Industrial and Organizational Psychology (3 credits)
Explore theories relating to culture in industrial organizational psychology, impact of culture, ethnicity, and race on human behavior within the framework of industrial and organizational psychological theory and research; understanding of fundamental concepts and theoretical perspectives related to the study of culture and human behavior. Examine cultural differences in the application of individual differences and organizational-level interventions to improve the utilization of human capital and organizational effectiveness; understand the theory and scope of cross-cultural industrial and organizational research.

THE CHILD AND ADOLESCENT PSYCHOLOGY CONCENTRATION  (12 semester credits)

PSY 408 Child and Adolescent Development
This course will examine the psychological and cognitive development from infancy to adolescence. Students will learn about different theoretical perspectives and models of development as well as current issues and themes including biological, cognitive, social and moral aspects of development specific to stages of childhood and adolescence.

PSY 409 Abnormal Child and Adolescent Psychology
This course will focus on introducing the classification, diagnosis, and current treatment approaches for psychological disorders of childhood and adolescents. Students will learn about the differences between disorders of childhood and adolescence and those of adulthood as well as the etiology of psychopathology in childhood and adolescence.

PSY 410 Psychology of Special Needs in Children and Adolescents
This course examines atypical development of children and adolescents, including those with disabilities as well as those considered gifted and talented. Research on environmental, biological, and cognitive influences on development, as well as considerations for culturally and linguistically diverse children are
explored. In addition to identifying the continuum of exceptional children, best practices for interventions and services for home, school, and transition to adulthood are included. Legal and ethical considerations are also considered.

PSY 411 Impact of Society on Child and Adolescents
This course will focus on the impact of society on children and adolescents. Special topics include but are not limited to social media, technology, violence, community relations, diversity, bullying. Students will also receive an overview on the impact of society within different types of family units.

THE HUMAN SERVICES CONCENTRATION (30 semester credits)

BSW 301 Domestic Violence (3 Credits)
This course will provide a systemic perspective on domestic violence. Included in the course is an overview of associated theories and research on domestic violence, various types of domestic abuse, the legal systems response, assessment and intervention techniques and community support services for batterer intervention programs. Special topics will also include socioeconomic status, gender and religion relevant to domestic violence.

BSW 303 Victim Advocacy (3 Credits)
This course introduces victim advocacy and victimization in the United States relative to social work. Students examine the impact of crime from the victims’ perspective. Special emphasis in the course addresses interventions for victims as well as victim’s rights and services. Students engage victim advocacy topics in both current events and local resources.

BSW 305 Youth at Risk (3 Credits)
This course provides an introductory examination of Youth at Risk in the United States. Students explore the physical, psychological, social and cultural dimensions of youths at risk. The course includes topics in diversity, socio-cultural contexts, and social work interventions pertinent to at risk youth populations. Students assess behavioral, emotional, and situational problems facing youth in our society today.

BSW 306 Social Justice and Diversity (3 credits)
This course in human diversity provides students with a framework for understanding race, class, and gender, along with ethnicity, sexual orientation, and privilege. Students are taught to develop critical thinking skills, engage in culturally sensitive practice, and advocate for social justice.

BSW 318 Child Welfare Services (3 credits)
The course focuses on child protective services social workers role to ensure the safety and well-being of children living in households where abuse or neglect may be taking place. These social workers may provide counseling to families where poor parenting practices are endangering children. They may identify resources for the troubled families. In some cases, child protective services workers may remove endangered children and arrange adoptions or find foster care for them.

PSY 310 Introduction to Developmental Psychology (3 credits)
The course uses the life-span developmental approach to developmental psychology, including prenatal life development. Gain perspective on biological, physical, cognitive, emotional, linguistic, socio-cultural and spiritual changes across the life span, from prenatal and birth through the major stages of childhood, adolescence and adulthood. The course examines fundamental theories, perspectives and critical thoughts about historical and current arguments in the field.

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The course provides a comprehensive study of the various forms of mental illness and maladjustment.

**PSY 320 Introduction to Clinical Psychology** (3 credits)
The course provides an introduction to the science and practice of clinical and counseling psychology from integrated perspectives. History, major theories, and scientific underpinnings are covered, as well as current developments in practice and research. Major topics include research design, theoretical models, diagnostic and assessment methods, psychotherapeutic interventions, treatment effectiveness, specialization, and training.
BACHELOR OF ARTS IN SOCIAL WORK (BSW)

The BA in Social Work engages students in a real world approach and include curriculum which helps to foster professional development in the field. It helps to provide grounding in social work, which includes the values and ethical standards of the profession, and the necessary competencies including an emphasis on evidence based practice in the field of social work. The program addresses the diverse needs in social, political, cultural, economic, organizational and technological aspects with a potential for social change. The undergraduate program prepares students as social worker generalist practitioners to work in a variety of social service settings, community organizations, and with individual's families to address their needs. The program curriculum includes knowledge regarding human behavior, social welfare policy, multicultural social work, human diversity, social and economic justice, and social work research.

Touro University Worldwide offers a BA in Social work degree online. The program prepares students for a rewarding career as a generalist helping individuals, families, groups, communities and organizations by providing guidance, counseling, referrals and practical human services.

TUW is offering a program leading to a BA in Social Work, which is well established in a fundamental commitment to helping people and communities identify, prevent, and solve problems. This undergraduate program places emphasis on gaining the appropriate knowledge, values, and skills needed to promote the wellbeing of client population through the learning experience of field work available in diverse settings such as schools, counseling centers for families, senior centers, social service and charitable organizations, and others. The program prepares culturally competent social workers and inspire students to be advocates for social change a more just and equitable society. The curriculum is designed to promote a nurturing academic environment that integrates online courses, student’s research and field training with real world learning and experience. The program will be able to become a vehicle to enter the various advanced health profession at TUW or other universities.

The program combines classroom and field instruction to help students acquire the necessary knowledge, values and professional norms of the field of social work. Upon completion of the program, graduates are able to employ evidence based approach in research findings to guide their decisions in the professional practice of social work.

The program provides grounding in social work knowledge, values, and competency skills necessary in the field of social work. Through the case study method, students gain knowledge about human behavior and the social context of the environment, social welfare policy and services, multicultural social work, human diversity, social and economic justice, social work ethical standards and research in social work.

Baccalaureate degree holders in Social Work are typically employed under a range of job titles such as senior social worker, adoption social worker, medical social worker, bilingual youth counselor, case manager, classroom counselor, permanency specialist, support counselor in intensive treatment foster care, life coach, youth counselor, social worker discharge planner, etc. The program combines classroom and field instruction to help students acquire the necessary knowledge, values and professional norms of the field of social work. Upon completion of the program, graduates are able to employ evidence-based approach in research findings to guide their decisions in the professional practice of social work. The program provides grounding in social work knowledge, values, and competency skills necessary in the field of social work. Through the case study method, students gain knowledge about human behavior and the social context of the environment, social welfare policy and services, multicultural social work, human diversity, social and economic justice, social work ethical standards and research in social work.

Students are encouraged to contact their respective state board for applicable social work licensure and application requirements, as each jurisdiction defines by law what is required for each level of social work
licensure. Additional information can be obtained at the Association of Social Worker Boards (http://www.aswb.org/). The Association of Social Work Board produces the required licensure examinations for 49 states. California contracts with the California Board of Behavioral Sciences. However in January 2016, California instituted the ASWB Examination.

Field Work for BA in Social Work
Student field work is a critical part of the educational experience required for the social work program. The program includes a field experience where students will be placed in an agency. Students will begin their field work during their last year in the program. The field work education complies with the program mission to prepare students for generalist social work practice in the field. The experience allows the integration and assessment of the student’s ability to apply the curriculum content relating to social work values and ethics, diversity, populations at risk and social and economic justice, human behavior and societal environment, social welfare policy and services, practice, and research in the field. The practicum is designed to allow learning and application of skills to occur concurrently. During the practicum, students are placed under the supervision of an approved agency employee who serves as their Field Instructor; this Instructor meets weekly with each student for a minimum of one hour of supervision. The university appoints a Faculty Liaison who coordinates all the field work activities for the students and addresses any concerns from the field work. The Faculty Liaison conducts field visits with the students and the Field Instructor at the field work site.

BSW Mission Statement
The mission of the TUW BA in Social Work is to prepare students as generalist for professional social work practice to promote the well-being of individuals, families, groups, communities and organizations who are facing problems related to personal or social conditions.

BSW Program Learning Outcomes (PLOs)
Upon completion of the BSW Program, the student will be able to:

- **PLO 1** Demonstrate effective written and verbal communication skills and use communication skills differently across client populations and other systems.
- **PLO 2** Demonstrate critical thinking skills within the context of professional social work.
- **PLO 3** Demonstrate basic research and evaluation skills applicable to social work services and information literacy skills.
- **PLO 4** Identify the purpose, values, and ethical standards, principles and practices of the social work profession.
- **PLO 5** Describe the strategies of advocacy and social change that advances social and economic justice and recognize the role of the social worker as an advocate in a culturally diverse society.
- **PLO 6** Prepare evidence-based social work intervention strategies and apply legal and ethical practice in decision making as a generalist social worker.
- **PLO 7** Demonstrate knowledge and ability to apply theoretical frameworks to understand individual development and behavior across the life span and the interactions among individuals, families, groups, organizations, and communities.
- **PLO 8** Describe the economic, political and social forces that impact the social work environment.
BSW PROGRAM REQUIREMENTS

In order to complete the degree of Bachelor of Arts in Social Work the student must complete a total of 120 credits. Please follow the below order of the curriculum. Students in the undergraduate degree must complete or transfer to TUW the GE requirements prior to moving to the core courses of the program.

I. General Education (45 credits)
II. Core Requirements (51 credits, includes one 3 credit Capstone)
III. Electives (24 credits)

The time it will take to complete the BA in Social Work degree can vary. The duration of the program depends on several factors, including the number of credits accepted for transfer and whether or not students take time off between courses. Students who enroll full-time (12 credits per semester for 3 semesters each academic year) can complete the degree in three and a half (3-1/2) years. Students who enroll part-time (6 credits per semester for 3 semesters each academic year) will complete the program in seven (7) years.

Transfer credits: Up to a maximum of 45 semester credits of general education may be transferred and up to 45 semester credits of BSW may be transferred from other BSW programs from a regionally accredited university/college to fulfill the Bachelor of Arts in Social Work program requirements. A minimum of 30 semester credits from the program major courses must be completed at Touro University Worldwide.

BSW CURRICULUM

BA in Social Work Core Program Requirements (51 semester credit hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
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<tbody>
<tr>
<td>BSW 300</td>
<td>Introduction to Social Work</td>
<td>3</td>
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<tr>
<td>BSW 302</td>
<td>Introduction to Social Welfare</td>
<td>3</td>
</tr>
<tr>
<td>BSW 304</td>
<td>Interviewing and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>BSW 306</td>
<td>Social Justice and Diversity</td>
<td>3</td>
</tr>
<tr>
<td>BSW 308</td>
<td>Ethics and Social Policy</td>
<td>3</td>
</tr>
<tr>
<td>BSW 310</td>
<td>Human Behavior and the Social Environment I</td>
<td>3</td>
</tr>
<tr>
<td>BSW 312</td>
<td>Human Behavior and the Social Environment II</td>
<td>3</td>
</tr>
<tr>
<td>BSW 314</td>
<td>Social Work Research</td>
<td>3</td>
</tr>
<tr>
<td>BSW 316</td>
<td>Comparative Social Work</td>
<td>3</td>
</tr>
<tr>
<td>BSW 318</td>
<td>Child Welfare Services</td>
<td>3</td>
</tr>
<tr>
<td>BSW 320</td>
<td>Social Work Practice I (Individuals and Families)</td>
<td>3</td>
</tr>
<tr>
<td>BSW 322</td>
<td>Social Work Practice II (Groups)</td>
<td>3</td>
</tr>
<tr>
<td>BSW 324</td>
<td>Social Work Practice III (Communities and Organizations)</td>
<td>3</td>
</tr>
<tr>
<td>BSW 326</td>
<td>Social Work Practicum I</td>
<td>3</td>
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<tr>
<td>BSW 328</td>
<td>Social Work Practicum II</td>
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<tr>
<td>BSW 330</td>
<td>Social Work Practicum III</td>
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</tr>
<tr>
<td>BSW 399</td>
<td>Capstone</td>
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</table>
BA in Social Work Electives (24 semester credit hours, choose 8 courses from the list below)

<table>
<thead>
<tr>
<th>Course Number</th>
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<tbody>
<tr>
<td>BSW 301</td>
<td>Domestic Violence</td>
<td>3</td>
</tr>
<tr>
<td>BSW 303</td>
<td>Victim Advocacy</td>
<td>3</td>
</tr>
<tr>
<td>BSW 305</td>
<td>Youth -at-Risk</td>
<td>3</td>
</tr>
<tr>
<td>BSW 307</td>
<td>Child Abuse</td>
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<td>International Social Work</td>
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<tr>
<td>BSW 313</td>
<td>Drug and Alcohol Treatment in Social Work</td>
<td>3</td>
</tr>
<tr>
<td>BSW 315</td>
<td>Social Work with Older Adults</td>
<td>3</td>
</tr>
<tr>
<td>BSW 317</td>
<td>Social Work Practice Tool Box</td>
<td>3</td>
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</tbody>
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BSW Course Descriptions

The Core Courses (51 semester credits)

BSW 300 Introduction to Social Work (3 credits)
The course describes the historical development, formation of social welfare policies, and the role of the social work professional.

BSW 302 Introduction to Social Welfare (3 credits)
This course surveys the history of social welfare policy, services, and the social work profession. It explores current social welfare issues in the context of their history and the underlying rationale and values that support different approaches. Topics include major fields of social work service such as: income maintenance, healthcare, mental health, child welfare, corrections, and services to the elderly.

BSW 304 Interviewing and Assessment (3 credits)
This course provides students with professional interviewing skills, and enhanced understanding of verbal and non-verbal communication listening skills, and an awareness and understanding of diverse issues related to the interviewing process. The person-in-environment perspective will be utilized throughout this course. Students will develop beginning proficiency as generalist social work practitioners when interviewing clients and other professionals who may work in an interdisciplinary setting. Students will begin to develop knowledge and proficiency in how to translate interview information into a bio-psycho-social assessment. Students will also learn introductory skills relating to the problem-solving model, particularly engagement and problem identification. Students are expected to demonstrate increased insight into their own behaviors, values, beliefs, and attitudes as they relate to professional social work practice.

BSW 306 Social Justice and Diversity (3 credits)
This course in human diversity provides students with a framework for understanding race, class, and gender, along with ethnicity, sexual orientation, and privilege. Students are taught to develop critical thinking skills, engage in culturally sensitive practice, and advocate for social justice.

BSW 308 Ethics and Social Policy (3 credits)
This course examines the relationship of social policy, ethics, and the social work field. Students will address ethical dilemmas, particularly as they relate to current and needed social policies on local, state, and national levels. A basic understanding of social welfare theories will assist the student in evaluating, assessing, and advocating for change in both a micro/macro perspective. The Ethical Standards of Social Worker Professionals will serve as a backbone for students to use in decision-making, assessment of clients and client groups, and promotion of change in a diverse setting.
BSW 310 Human Behavior and the Social Environment I (3 credits)
This course explores a select set of theories that help us understand how individuals and communities develop and interact. Because empathic and skillful interventions with individuals, groups, and communities require understanding ourselves as well as others, the course provides an opportunity for increased self-awareness. At the beginning of the course, we focus on the key theories that help us understand the dimensions and expression of human behavior in the social environment. This discussion is followed by an examination of how dimensions of culture and cultural contexts can shape individual values, beliefs, worldviews, and identities and, therefore, play a role in the helping process. Through discussion and analysis, we will explore areas of universality and difference in the context of gender, race, ethnicity, sexual orientation, spiritual beliefs, and socioeconomic class, as well as the realities and influence of multiple forms of oppression.

BSW 312 Human Behavior and the Social Environment II (3 credits)
This is the continuation of the first course in this topic. In this second part of the course we will examine human development throughout the lifespan, considering the developmental scientific knowledge base regarding opportunities and vulnerabilities present during the different stages of the life cycle and the biopsychosocial and cultural factors that can influence individual development. The ability to analyze human behavior in the social environment is essential for all methods of social work practice, whether the primary focus is clinical or community based.

BSW 314 Social Work Research (3 credits)
This course will provide students with an introduction to research methods used in social work. Topics include research paradigms, introduction to quantitative and qualitative analysis and how they relate to social work research. This course will guide students through the steps required to understand research and conducting a research project in social work.

BSW 316 Comparative Social Work (3 credits)
The course emphasizes the comparative analysis of respective national approaches to social policy provision in a variety of developed and developing nations. It examines different societies and a number of dimensions of the social welfare system: Social Security, social services, and health care policy. Particular attention is paid to the nature of governmental involvement in social policy, the nature of public/private sector relations, and the assessment of social policy with regard to such analytical concepts as adequacy, equity, and efficiency.

BSW 318 Child Welfare Services (3 credits)
The course focuses on child protective services social workers role to ensure the safety and well-being of children living in households where abuse or neglect may be taking place. These social workers may provide counseling to families where poor parenting practices are endangering children. They may identify resources for the troubled families. In some cases, child protective services workers may remove endangered children and arrange adoptions or find foster care for them.

BSW 320 Social Work Practice I (Individuals and Families) (3 credits)
In this course Theories, models and perspectives for practice with Individuals and families discussed.

BSW 322 Social Work Practice II (Groups) (3 credits)
In this course theories, models and perspectives for practice with groups are discussed.

BSW 324 Social Work Practice III (Communities and Organizations) (3 credits)
In this course theories, models and perspectives for practice with Communities and Organizations are discussed.

BSW 326 Social Work Practicum I-Field work (3 credits)
The Practicum I include theory and traineeship of 150 hours and must be taken concurrent with BSW 320 Social Work Practice I (Individuals and Families). The prior arrangement for the agency for the Practicum/Traineeship must be arranged at least 6-7 months prior to the beginning date desired. This
requirement is done by prior arrangement through the BASW Program Director and Coordinator of the Practicum.

**BSW 328 Social Work Practicum II - Field work** (3 credits)
The Practicum I include theory and traineeship of 150 hours and must be taken concurrent with BSW 322 Social Work Practice II (Groups). The prior arrangement for the agency for the Practicum/Traineeship must be arranged at least 6-7 months prior to the beginning date desired. This requirement is done by prior arrangement through the BASW Program Director and Coordinator of the Practicum.

**BSW 330 Social Work Practicum III - Field Work** (3 credits)
The Practicum I include theory and traineeship of 150 hours and must be taken concurrent with BSW 324 Social Work Practice III (Communities and Organizations). The prior arrangement for the agency for the Practicum/Traineeship must be arranged at least 6-7 months prior to the beginning date desired. This requirement is done by prior arrangement through the BASW Program Director and Coordinator of the Practicum.

**BSW 399 Capstone** (3 credits)
The Capstone Course is the culmination of your BASW degree program and is taken last. In this course, the student works on a compressive case write-up intervention plan using one or more social work models. Students must demonstrate skills in research, synthesis of information, and critical thinking. The Capstone course is used to assess the student achievement of all BASW Program Learning Outcomes.

**The Elective Courses (24 semester credits)**

**BSW 301 Domestic Violence** (3 Credits)
This course will provide a systemic perspective on domestic violence. Included in the course is an overview of associated theories and research on domestic violence, various types of domestic abuse, the legal systems response, assessment and intervention techniques and community support services for batterer intervention programs. Special topics will also include socioeconomic status, gender and religion relevant to domestic violence.

**BSW 303 Victim Advocacy** (3 Credits)
This course introduces victim advocacy and victimization in the United States relative to social work. Students examine the impact of crime from the victims’ perspective. Special emphasis in the course addresses interventions for victims as well as victim’s rights and services. Students engage victim advocacy topics in both current events and local resources.

**BSW 305 Youth at Risk** (3 Credits)
This course provides an introductory examination of Youth at Risk in the United States. Students explore the physical, psychological, social and cultural dimensions of youths at risk. The course includes topics in diversity, socio-cultural contexts, and social work interventions pertinent to at risk youth populations. Students assess behavioral, emotional, and situational problems facing youth in our society today.

**BSW 307 Child Abuse** (3 Credits)
This course examines social policies and interventions that address child abuse including neglect and abandonment. Students explore child abuse relative to historical, legal, policy, treatment and prevention. Special topics include attachment, separation, and the long-term effects of abuse on the developing child and the associated risk factors such as substance abuse, mental illness, and domestic violence.

**BSW 309 Military Approach to Social Work** (3 Credits)
This course provides an overview of the social worker’s role with service members, veterans and their families. Students explore services and resources in a variety of settings to include community, government, education, health and mental health. Special topics include military culture, educating
stakeholders, advocacy through the social worker’s knowledge of legislative, regulatory, and other associated policies that ensure optimal care for the military population.

**BSW 311 International Social Work** (3 Credits)
This course introduces students to international social work and the theoretical underpinnings for social work practice in contemporary settings. Students examine the history, environment, culture, socioeconomic factors and social welfare policies in various geographic locations around the world. Special topics include but are not limited to global poverty, impact of disease such as EBOLA and AIDS, treatment of women, population growth and migration. Students will analyze and employ critical thinking skills in a variety of models that demonstrate prevention and or intervention of international social work practice.

**BSW 313 Drug and Alcohol Treatment in Social Work** (3 Credits)
This course introduces students to social work intervention aimed at addiction prevention and treatment of drug and alcohol abuse. Students receive an overview of a variety of addiction theories used in social work practice. Special topics include psychosocial factors affecting both the identification and treatment of substance abusers, the impact of substance abuse on the user, families, and society.

**BSW 315 Social Work with Older Adults** (3 Credits)
This course provides an overview of the biological, psychological, and social aspects facing older adults in our society. Students learn underlying theories and skill sets for direct practice in social work with older adults. The course focuses on social agencies and other service resources for the elderly, and the associated policies and legal issues that most affect the lives of older adults. Special topics include challenges and opportunities in late life and the associated impact on caregivers’ family members of older adults.

**BSW 317 Social Work Practice Tool Box** (3 Credits)
This course provides students with real life examples to enhance the professional self. Students will be better prepared for writing and developing treatment plans. Special topics include professional development to enhance their career in terms of interviewing skills, basic resume and job application skills. Also addressed are self-care and safety in social work.

**BSW Practicum Requirements- Fieldwork**
Fieldwork is an integral part of the BSW curriculum, providing an opportunity for students to apply social work knowledge and practice skills in an agency based, educationally focused field setting.

BSW students also must complete 450 hours of fieldwork as well in the following 3 courses of 8 weeks each:
- BSW 326 Social Work Practicum I- Field work (3 credits)
- BSW 328 Social Work Practicum II- Field work (3 credits)
- BSW 330 Social Work Practicum III- Field work (3 credits)

The above courses need to be taken in conjunction with:

**BSW 320 Social Work Practice I (Individuals and Families)** (3 credits)
In this course Theories, models and perspectives for practice with Individuals and families discussed.

**BSW 322 Social Work Practice II (Groups)** (3 credits)
In this course theories, models and perspectives for practice with groups are discussed.
BSW 324 Social Work Practice III (Communities and Organizations) (3 credits)
In this course theories, models and perspectives for practice with Communities and Organizations are discussed.

BSW 320 WITH BSW 326
BSW 322 WITH BSW 328
BSW 324 WITH BSW 330

*Please note: TUW is not responsible to find the Practicum site and /or agency for students. The student is responsible to identify the practicum site and connect the Program Director or Practicum coordinator with the site to arrange for an MOU and a formal interview for the student.

Disclaimer: It is not the responsibility of TUW if the student cannot pass the interview, or is not accepted to a Practicum.

Prior to a student beginning a practicum, the site must be approved by Touro University Worldwide. California law requires that an affiliation agreement outlining the responsibilities of each party be signed between the agency, the student, and the school. All necessary forms can be found on the TUW website at: http://www.tuw.edu/academics/health-old/online-bachelor-arts-social-work/.

The practicum can be an exciting and challenging experience and has the potential to provide valuable feedback to students as well as a rich introduction to the practice of Social Work. It is the intent of TUW to establish cooperative and collaborative relationships with the practicum sites in order that our students may become sensitive, compassionate, and skilled clinicians.

As part of TUW’s BA in Social Work Degree program, students will take 120 credits for the degree. Students may be able to transfer General Education courses or an AA degree.

The Practicum/ Field Work requirements are a total of 450 hours that includes also the three practicum courses that are 150 hours each (each course is 3 credits).

Total each term is eight weeks long and there are six terms per academic year. The curriculum is comprised of a set of courses carefully designed to provide a quality Bachelor degree in Social Work.

Note 1: Not all students will complete their practicum hours during the 2 courses, and may need to enroll in a 3rd or even 4th course (called a Continuation course) to complete their training (such BSW 320 and BSW 326 etc.)

If a student has not completed the Practicum required hours and the conjunction course in the session, the student will have to take the Practicum Continuation course the following term. For this additional Practicum Continuation course a fee of $250 will be charged to the student for each course in each session/term until completion. Active duty Military students will get a waiver of this fee if the delay is a result of military duty.

Please note that criminal background checks are required by certain social service agencies for field internship. Details regarding criminal background checks and field internship can be found in the current BASW Fieldwork Manual.
The BSBA degree provides students an opportunity to complete an undergraduate degree while advancing their career in the most efficient way. Students will acquire essential management concepts and techniques while learning to organize, motivate, and lead individuals in diverse public and private business enterprises.

The BSBA online offers a flexible course of study designed to maximize the number of transfer credits that will be counted toward the degree, resulting in a shorter time to completion. Drawing on TUW’s exceptional professional practice faculty, students learn firsthand from industry experts who bring relevance and currency to the classroom. Students can immediately apply the lessons learned in the classroom to their current job, while preparing to advance their careers to the next level. Through careful selection of elective classes, students in the BSBA program can leverage their knowledge for additional academic and practical programs in areas such as customer service management, marketing, project management, operations and supply chain management, and managing small business.

All students in the BSBA program are required to complete common requirements in general education courses, Business Administration core courses, a capstone course, and elective courses. A student may choose one of the following concentrations of 12 credits to satisfy the total of 120 credits required to complete the undergraduate degree.

Students who choose any combination of electives other than those for the concentrations listed above will be awarded the Bachelor of Science in Business Administration without a specific concentration.

BSBA Mission Statement

The mission of Touro University Worldwide (TUW) Bachelor of Science in Business Administration and Management (BSBA) program contributes to the core values of TUW by providing the underserved an undergraduate level degree that provides the breadth and depth of essential business and management skills to serve society in entry and mid-level managerial and leadership positions.

BSBA Program Learning Outcomes (PLOs)

Upon completion of the BSBA Program, the student will be able to:

PLO 1  Appraise the managerial role of planning, organizing, leading and controlling.
PLO 2  Design a SWOT analysis for a variety of organizational settings.
PLO 3  Assess the importance of attracting, developing, and retaining a quality and diverse workforce.
PLO 4  Interpret the role and strategies of marketing in organizations.
PLO 5  Analyze ethical and legal issues in managing organizations.
PLO 6  Use online databases to conduct research on management and trends in organizations.
PLO 7  Practice communication skills that foster teamwork in an organization.
PLO 8  Demonstrate fundamental knowledge of finance and accounting in business to make informed decisions about the operating performance and financial position of an organization or company.
BSBA PROGRAM REQUIREMENTS

In order to complete the degree in Bachelor of Science in Business Administration and Management the student has to complete a total of 120 credits. Please follow the below order of the curriculum. Students in the undergraduate degree must complete or transfer to TUW the GE requirements.

I. General Education (45 credits)
II. Core Requirements (39 credits, includes one 3 credit Capstone)
III. Electives (24 credits)
IV. Concentration (12 credits)

The time it will take to complete the BS in Business Administration and Management degree can vary. The duration of the program depends on several factors, including the number of credits accepted for transfer and whether or not students take time off between courses. Students who enroll full-time (12 credits per semester for 3 semesters each academic year) can complete the degree in three and half (3-1/2) years. Students who enroll part-time (6 credits per semester for 3 semesters each academic year) will complete the program in seven (7) years.

BSBA CURRICULUM

BS in Business Administration and Management Core Program Requirements (39 semester credit hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 300</td>
<td>Business Writing</td>
<td>3</td>
</tr>
<tr>
<td>MGT 302</td>
<td>Management Theory</td>
<td>3</td>
</tr>
<tr>
<td>MGT 304</td>
<td>Management Ethics</td>
<td>3</td>
</tr>
<tr>
<td>MGT 306</td>
<td>Informational Technology Application in Business</td>
<td>3</td>
</tr>
<tr>
<td>MGT 308</td>
<td>Business Statistic</td>
<td>3</td>
</tr>
<tr>
<td>MGT 310</td>
<td>Introduction to Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MGT 312</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MGT 314</td>
<td>Principles of Finance and Budgeting</td>
<td>3</td>
</tr>
<tr>
<td>MGT 316</td>
<td>International Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 318</td>
<td>Strategic Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 320</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>MGT 322</td>
<td>Managing and Leading Organizations</td>
<td>3</td>
</tr>
<tr>
<td>MGT 399</td>
<td>Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

BS in Business Administration and Management Electives (24 semester credit hours, choose 8 courses from the list below)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 301</td>
<td>Data Analysis and Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>MGT 303</td>
<td>Training and Development in Business</td>
<td>3</td>
</tr>
<tr>
<td>MGT 305</td>
<td>Supply Chain Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 307</td>
<td>Project Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 309</td>
<td>Quality Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 311</td>
<td>Emergency and Disaster Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 313</td>
<td>Non-Profit Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 315</td>
<td>Medical Facilities Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 317</td>
<td>Customer Service Management</td>
<td>3</td>
</tr>
</tbody>
</table>
BS in Business Administration and Management - Concentrations
(Choose one concentration from the list below)

I. Accounting Concentration (12 semester credit hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 345</td>
<td>Introduction to Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MGT 347</td>
<td>Intermediate Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MGT 349</td>
<td>Accounting Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>MGT 351</td>
<td>Cash Management</td>
<td>3</td>
</tr>
</tbody>
</table>

II. Entrepreneurship Concentration (12 semester credit hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 329</td>
<td>Managing Small Business</td>
<td>3</td>
</tr>
<tr>
<td>MGT 333</td>
<td>Business Opportunity Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MGT 335</td>
<td>New Ventures and e-Business</td>
<td>3</td>
</tr>
<tr>
<td>MGT 339</td>
<td>Sales and Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

III. Human Resource Management Concentration (12 semester credit hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 321</td>
<td>Training and Development Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 323</td>
<td>Employee Performance &amp; Appraisal Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 325</td>
<td>Workforce Planning &amp; Employment</td>
<td>3</td>
</tr>
<tr>
<td>MGT 327</td>
<td>Legal Environment of HRM</td>
<td>3</td>
</tr>
</tbody>
</table>

IV. Marketing Concentration (12 semester credit hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 337</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MGT 339</td>
<td>Sales and Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MGT 341</td>
<td>Managing Advertising</td>
<td>3</td>
</tr>
<tr>
<td>MGT 343</td>
<td>Marketing Strategy</td>
<td>3</td>
</tr>
</tbody>
</table>

V. Homeland Security Emergency Disaster Management Concentration (12 semester credit hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 361</td>
<td>Emergency, Disaster and Homeland Security</td>
<td>3</td>
</tr>
<tr>
<td>MGT 363</td>
<td>Emergency Preparedness and Response</td>
<td>3</td>
</tr>
<tr>
<td>MGT 365</td>
<td>First and Second Responders Role in Crises</td>
<td>3</td>
</tr>
<tr>
<td>MGT 367</td>
<td>Homeland Security and Terrorism</td>
<td>3</td>
</tr>
</tbody>
</table>

VI. Project Management Concentration (12 semester credit hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 371</td>
<td>Project Management Academic Concepts</td>
<td>3</td>
</tr>
<tr>
<td>MGT 373</td>
<td>Project Management Professional Practices</td>
<td>3</td>
</tr>
<tr>
<td>MGT 375</td>
<td>Project Management Planning &amp; Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MGT 377</td>
<td>Project Management Strategy &amp; Application</td>
<td>3</td>
</tr>
</tbody>
</table>

VII. Criminal Justice Concentration (12 semester credit hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJS 301</td>
<td>Introduction to the Criminal Justice System</td>
<td>3</td>
</tr>
<tr>
<td>CJS 303</td>
<td>Criminal Processes and Procedures</td>
<td>3</td>
</tr>
<tr>
<td>CJS 305</td>
<td>Forensic Psychology</td>
<td>3</td>
</tr>
<tr>
<td>CJS 307</td>
<td>Criminal Justice in World Culture</td>
<td>3</td>
</tr>
</tbody>
</table>
BSBA Course Descriptions

The Core Courses (39 Semester Credits)

MGT 300 Business Writing (3 credits)
This course will examine the importance of business writing within communications networks of business and non-profit organizations (formal and informal), and special topics such as technology assisted communications, letters, memorandums, reports and etiquette associated with email business communications (netiquette). Students will learn skills that are applicable to the 21st century business and managerial environment.

MGT 302 Management Theory (3 credits)
This course explores the field of management in theory and practice. The course also addresses the role of managers in the world of rapid change, increased competitive forces, and increased expectations for the successful performance of employees and organizations. The focus is on some of the ways and means of achieving desired goals. The student will leave this course with a solid background in the nature and work of management and managers. The focus of the course is applications of concepts to current workplace issues.

MGT 304 Management Ethics (3 credits)
Management Ethics course examines various concepts of legal, moral, and ethical behaviors as they apply to making business decisions. Differing behavioral standards and expectations are explored, particularly with regard to multinational businesses.

MGT 306 Informational Technology Application in Business Management (3 credits)
The course grounds students in the use of empirical data to guide decision-making and forecasting. Various “IT” platforms are surveyed for their application to specific business processes. Students learn the basics of modern business tools such as spreadsheet organization and the use of “dashboards.”

MGT 308 Business Statistics (3 credits)
Business Statistics covers basic statistical tools such as means, medians, and modes, as well as types of distribution, including normal and skewed. Students learn how to recognize statistical biases and understand various measurements of accuracy and reliability in data.

MGT 310 Introduction to Principles of Marketing (3 credits)
This course will introduce the student to basic marketing concepts and the role of marketing in the organization and in society. Specific topics such as market segmentation, product development, promotion, distribution, and pricing will be considered. Students will also be introduced to important marketing issues including: marketing research, international/global marketing, how technology is impacting marketing and the need to address cultural diversity, and ethics in marketing practices.

MGT 312 Organizational Behavior (3 credits)
In this course, students will gain an awareness and knowledge of contemporary issues and approaches to organizational change and development including the systems perspective to human and organizational behavior. The study of organizational behavior brings together many concepts and methods from the behavioral and social sciences, such as psychology, sociology, political science, and anthropology. This course will orient students to the study of behavior in work settings using concepts and methods from these various social science disciplines. Students will learn the systems approach to human and organizational behavior as it relates to individual and group dynamics, motivation, leadership, organizational structure, labor-management behavior, as well as organizational change and development.
MGT 314 Principles of Finance and Budgeting (3 credits)
This course will provide students with an overview of the principles of financial and capital markets and with the financial operations of a business firm. It will also cover the practical development and use of budgets within a business. Students will examine what budgets are, how they work and how to analyze budget elements and results as well as budget analysis, development, formulation, and execution.

MGT 316 International Management (3 credits)
The course provides International Management theories and a survey of empirical research. Study of trade and investment issues facing firms doing business across national boundaries. A focus on the development of theoretical and conceptual models prepares the way for more in-depth investigation of international business issues.

MGT 318 Strategic Management (3 credits)
Focuses on corporate and divisional policy formulation and implementation. The knowledge and techniques learned in earlier courses will be applied in an integrated fashion to the process of strategic decision making and organizational change. Among the topics considered in the course will be the relationships of organizations to their environments, the hierarchy of organizational objectives, structured as well as informal approaches to strategic planning, the integration of business functions, organizational structure, and policy implementation and evaluation. A significant aspect of the course is devoted to assessing the competitive dynamics of firms.

MGT 320 Business Law (3 credits)
In order to survive, business must meet the legal and ethical standards imposed by a changing society. Business enterprise is not an island and business decision-making must be undertaken in light of current legal and ethical demands. Such demands may take the form of globalization of the business enterprise, reactions to hostile takeovers, concerns with market concentration and efficiency, changes in legal philosophy and corporate ethics, and developments in international law and administrative regulation. By examining the philosophical, legal, social, historical, and political/economic regulatory environments, this course places business decision making in the legal and ethical perspective so critical in today’s markets.

MGT 322 Managing and Leading Organizations (3 credits)
This course focuses on management skills for the 21st century. Emphasis is on the difference between managing and leading, leadership styles, and motivational techniques in the organization. Topics include diversity in the workplace, organizational culture, organizational change, and effective communication.

MGT 399 Capstone (3 credits)
This capstone course provides students with the opportunity to integrate and apply learning from their BSBA Program. Students will also assess the impact of their learning experiences in the entire program of BSBA at TUW. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

THE ELECTIVE COURSES (24 SEMESTER CREDITS)

MGT 301 Data Analysis and Decision Making (3 credits)
This course examines how managers use large amounts of data to make informed decisions and solve problems in the business environment. Students will develop skills in using the computer to examine, prepare, and report data. Applied skills will lend to the practices of gathering, organizing, and analyzing data for forecasting and/or business decisions, which will be communicated in written reports and/or group discussions.

MGT 303 Training and Development in Business (3 credits)
This is an introductory course that develops understanding of training and development from both the
individual and organizational perspectives. Students will receive theory and practical knowledge regarding individual and employee training and development in the business environment. Group collaboration and participation will enable students to better understand the value of person-job fit theory, which leads to both the individual and organization learning and effectiveness.

**MGT 305 Supply Chain Management** (3 credits)
This course extends beyond buyer-supplier relationships and covers major topics in supply chain management such as supply chain, inventory, contracts, vendor management, third party logistical functions, and global supply chain issues. It emphasizes the manager’s role throughout the entire flow of the supply chain, including information technology use and effect.

**MGT 307 Project Management** (3 credits)
This course introduces students to best practices in project management, including guest speakers who are leaders in the field. Topics include definitions of project management and the environment, writing proposals, project deliverables, work breakdown structure (WBS), emergency procedures, risk management, and development of budgets for projects. Group collaboration is emphasized to assist in understanding the effects of team/group dynamics in project management.

**MGT 309 Quality Management** (3 credits)
This course introduces quality management principles used by management to lead organizations toward improved performance. Topics include quality assurance, internal and external effects, continuous process improvements, and maintenance of quality standards. Through assignments and group discussions, the focus extends beyond product/service quality to emphasizing the processes and means to achieve the quality.

**MGT 311 Emergency and Disaster Management** (3 credits)
This course focuses on natural, technological, man-made and public health disasters. Group participation and class discussion will emphasize disasters that have occurred globally and the role of emergency management at all levels. Guest presenters who are experts in emergency and disaster management contribute to exploring this ever relevant topic.

**MGT 313 Non-Profit Management** (3 credits)
This course is designed to gain an invaluable understanding of the core concepts crucial to nonprofit leadership. This insight will enable you to develop customized strategies as well as effective implementation plans to enhance and expand your organization’s visibility and viability. Students come away able to evaluate their nonprofit’s current structure and to map out new opportunities to become more self-sustaining and more effective advocates for their mission and vision. Special interest is placed on the evolving role of nonprofits in society with in-depth discussion on the increasing reliance on nonprofits to provide critical social services and the inter-sectoral approach between public, private, and nonprofit organizations to address social and policy issues.

**MGT 315 Medical Facilities Management** (3 credits)
This course aims explores the day-to-day operations managers face in hospitals and medical facilities in the healthcare industry. Students will examine challenges and opportunities facing healthcare managers and techniques to remain efficient in a variety of settings, which include primary care, private, hospice, etc. Emphasis is also placed on technological tools and how they assist in improving managerial decision making in the healthcare industry.

**MGT 317 Customer Service Management** (3 credits)
In this course, students examine the services sector relationship with customers from the initial first encounter to long lived loyalty that provides a competitive advantage in a specific industry. Emphasis is on an integrative perspective that leads to customer satisfaction, which synthesizes perspectives of company
operations, service managers, information technology, and other people in an organization with direct or indirect contact with customers.

THE ACCOUNTING CONCENTRATION (12 SEMESTER CREDITS)

MGT 345 Introduction to Financial Accounting (3 credits)
The course is designed to provide an understanding of financial accounting fundamentals for prospective users of corporate financial information, such as investors, creditors, employees, and other stakeholders (e.g., suppliers, customers). The course focuses on understanding how economic events such as operating activities, corporate investments, and financing transactions are recorded in the three main financial statements (i.e., the income statement, balance sheet, and statement of cash flows). Students will develop the technical skills needed to analyze financial statements and disclosures for use in financial analysis. Students will also learn how accounting standards and managerial incentives affect the financial reporting process.

MGT 347 Intermediate Financial Accounting (3 credits)
In this intermediate course, students build on the foundations established in an introductory accounting course. Students undertake an in-depth analysis of the asset side of the balance sheet. Key elements of this course are understanding the treatment in accordance with Generally Accepted Accounting Principles (GAAP) and International Finance Reporting Standards (IFRS) of cash, temporary investments, receivables, inventories, long-term investments, and capital assets. Also discussed are the accounting concepts underlying GAAP, with particular emphasis on the revenue recognition principle, as well as an introduction to some of the accounting issues underlying the form and content of the primary financial statements: the income statement, the statement of retained earnings, and the balance sheet.

MGT 349 Accounting Information Systems (3 credits)
This course is an introduction to accounting information systems and their roles in business environments. Systems covered include the characteristics of different types of information systems, the typical design elements of an accounting information system, the security control, manual accounting, computerized accounting, and Internet electronic commerce application.

MGT 351 Cash Management (3 credits)
In this course students explore management skills and concepts related to cash management systems to create, forecast and manage cash. Emphasis is placed on topics such as debt, equity, risk management and foreign exchange and interest rates.

THE ENTREPRENEURSHIP CONCENTRATION (12 SEMESTER CREDITS)

MGT 329 Managing Small Business (3 credits)
In this course, students acquire a basic understanding of how to plan and start a new business, as well as improve an existing business. Students participate in discussions and utilize a case based approach to develop a business plan, market a product or service, and implement strategies to finance, control and staff a small business. Relevance is added to the course through multimedia of small business owners/entrepreneurs for existing small business owners and/or those with aspirations to become small business owners/entrepreneurs.

MGT 333 Business Opportunity Analysis (3 credits)
This course assesses the feasibility of a new business idea by applying a solid business analysis framework. Students will explore the factors that influence entrepreneur’s opportunity to be successful and obtain long-term growth. Analyses include strengths and skills of new business idea, personal, professional and financial goals, business environments, and competitive analysis.
MGT 335 New Ventures and e-Business (3 credits)
This course examines the process, experience, and requirements for creating a new business as well as the impact of electronic media, such as the Internet, on new ventures.

MGT 339 Sales and Marketing (3 credits)
This course is designed to cover the basic topics in sales and marketing management. Emphasis is on the total marketing process which includes the institution involved, customer loyalty and relationship management, pricing, distribution, marketing communications, advertising, and the effects of technology on the sales function as well as how to manage sales people.

THE HUMAN RESOURCE MANAGEMENT CONCENTRATION (12 SEMESTER CREDITS)

MGT 321 Training and Development Management (3 credits)
This course explores training and development within Human Resources Management. Key topics include orientation for training and development, factors influencing training and development, and training and development methods and associated delivery systems. Students will implement strategies to train and develop managers, interpret ethical dilemmas, and survey training and development for global human resources management.

MGT 323 Employee Performance & Appraisal Management (3 credits)
In this course students explore management’s role and processes in performance and appraisal to generate positive enhancement to employee performance. Key topics include appraisal methods, human resources role in employee and appraisal management, and address techniques for interviewing employees in the performance and appraisal process.

MGT 325 Workforce Planning & Employment (3 credits)
This class covers how an HR professional develops, implements and evaluates sourcing, recruitment, hiring, orientation, succession planning, retention and organizational exit programs necessary to ensure the workforce’s ability to achieve the organization’s goals and objectives.

MGT 327 Legal Environment of HRM (3 credits)
Survey of the basic laws governing the employee/employer relationship. Covers Equal Employment Opportunity laws and regulations, including the Americans with Disabilities Act, federal and state wage and hour regulations, family leave, Affirmative Action, and the various regulatory processes. Also includes current information regarding employment at will and wrongful termination. Learning will be aided by discussion of various cases and actual situations in the work environment.

THE MARKETING CONCENTRATION (12 SEMESTER CREDITS)

MGT 337 Consumer Behavior (3 credits)
This course is an in-depth examination of the conceptual and theoretical foundations of consumer behavior and its relation to industrial process. Customer relationship management techniques, customer identification, customer data analysis, and other related topics will be studied.

MGT 339 Sales and Marketing (3 credits)
This course is designed to cover the basic topics in sales and marketing management. Emphasis is on the total marketing process which includes the institution involved, customer loyalty and relationship management, pricing, distribution, marketing communications, advertising, and the effects of technology on the sales function as well as how to manage sales people.

MGT 341 Managing Advertising (3 credits)
The purpose of this course is to provide students a comprehensive overview of managing advertising in today’s global market. Topics and concepts include media selection, types of advertising, personal selling, sales promotion, public relations, demand creation, and advertising campaign strategies.
MGT 343 Marketing Strategy (3 credits)
This course examines the details of interactive technologies used for Internet marketing. Special emphasis on e-Business strategies, online consumer behavior, the website and blog design and creation, selection of the correct domain name, and marketing mix.

THE HOMELAND SECURITY EMERGENCY DISASTER MANAGEMENT CONCENTRATION (12 SEMESTER CREDITS)

MGT 361 Emergency, Disaster and Homeland Security (3 credits)
Examines the multi-faceted issues of Disasters, Emergency and Homeland security. Risk Assessment and Preparedness Planning will be discussed.

MGT 363 Emergency Preparedness and Response (3 credits)
This course introduces the concepts of emergency planning and preparation to avoid or at least minimize the impact of disasters. It builds the knowledge base and analytical skills of students' to address emergency management issues across all levels of government. Citizen preparedness, as well as the problems in obtaining that preparedness, receives specific attention.

MGT 365 First and Second Responders Role in Crisis (3 credits)
This course begins with the U.S. national framework, principles and the presidential directives to manage domestic emergency. The course covers concepts and operational procedures and authorities involved in responding to major disasters. It addresses federal, state, and local roles, responsibilities and functions in major disaster recovery work, with emphasis on government coordination and the solution of problems that frequently arise in recovery operations. An overview to developing Incident Command System [ICS] and Emergency Operating Center [EOC] interface for communities is presented.

MGT 367 Homeland Security and Terrorism (3 credits)
This course examines the history and types of terrorism, various terrorist groups, and issues of terrorism as they relate to the planners and responders at the local level. Concepts of planning for a terrorist incident are presented with an emphasis on the integration of emergency operation plans.

THE PROJECT MANAGEMENT CONCENTRATION (12 SEMESTER CREDITS)

MGT 371 Project Management Academic Concepts (3 credits)
This course introduces students to the basic fundamentals of project management, which includes project qualification, project development, project execution, and project closure. Within this course students will review the end to end process from organizational idea to project completion. Additionally, students will examine the significance of team development and the impact to project success.

MGT 373 Project Management Professional Practices (3 credits)
This course builds upon the learning’s from MGT 371 and further examines project management through specifically looking at the professional applications. Within this class students will investigate case studies across various industries and explore achievements and failures within the execution of project management. Furthermore, students will investigate common problems that occur frequently across multiple industries and the organizational decisions used to determine if using a project management model is necessary.

MGT 375 Project Management Planning & Leadership (3 credits)
This course uses the knowledge from MGT 371 and MGT 373 and takes an in depth look into project planning and project leadership. Students will learn how to develop and implement a project plan using numerous ‘best practices’. Additionally, students will examine the power dynamics associated to managing a team and effective leadership styles and strategies for successfully leading a team.
MGT 377 Project Management Strategy & Application (3 credits)
This course utilizes and expands upon the knowledge obtained from the previous three Project Management classes; specifically, taking a further look into Project Management strategy in regards to development, measurement, and execution of ‘best practices’ that allow for transitional success across all industries. Students will review current industry problems and learn how to build and implement a Project Strategy that meets and exceeds industry standards.

THE CRIMINAL JUSTICE CONCENTRATION (12 SEMESTER CREDITS)

CJS 301 Introduction to Criminal Justice System (3 credits)
This course introduces students to the concepts and system of criminal justice. The course explores the historical development from current to future trends of criminal justice covering internal and external functional structures, sources, philosophies, and role of law in society. The course examines the definition of law, the enforcement of law, strategies of policing, prosecution, adjudication, sentencing and corrections while exploring the differences among civil, criminal and social justice.

CJS 303 Criminal Processes and Procedures (3 credits)
The course examines the criminal justice procedures and processes and its constitutional foundation which include but not limited to arrest, search and seizure, identification, the rights of the accused, prosecution, adjudication, measurement of crime, criminal law, and sentencing of offenders. The course also explores the ethical issues associated with the criminal justice system.

CJS 305 Forensic Psychology (3 credits)
This course examines the interaction of psychology and the legal system regarding the techniques for criminal investigation, criminal profiling, eyewitness testimony, police interrogation, lie detection, jury selection and issues associated with competency to stand trial and offender rehabilitation.

CJS 307 Criminal Justice in World Culture (3 credits)
This course explores the nature of justice in philosophical, historical, and legal terms regarding racial justice, political representation, economic justice, gender and justice, the rights of cultural minorities, and crime and punishment. The course further explores major formulations of the relationship between law and culture in the sociological literature. The course examines the global sociological perspective on the development and consequences of laws and the courts in criminal justice.
**BACHELOR OF SCIENCE IN HEALTH SCIENCES (BSHS)**

**BSHS MISSION STATEMENT**

The mission of the undergraduate program in Health Sciences is to effectively prepare students for careers and employment in health education, health care fields, or advancing in their current health care position. The mission of the BSHS is aligned with the mission of the University.

**HEALTH EDUCATION CONCENTRATION**

The coursework in Health Sciences with a health education concentration provides a theoretical and philosophical foundation in principles of health promotion and community health education based on a synthesis of knowledge drawn from the physical, biological, social, and behavioral fields. Through the case study method students develop skills in needs assessment, organizing communities and identifying and implementing educational strategies. The BSHS program serves as a vehicle to enter the various health profession schools at Touro College and University System, as well as provide a higher probability of entering the Osteopathic Medical School, the School of Pharmacy etc.

Health education is concerned with the examination of health behaviors across populations. A health educator promotes the improvement of health by facilitating voluntary changes in individual health and serves as an advocate for social change leading to high levels of wellness for all. Health educators are employed under a range of job titles such as patient educators, health education teachers, trainers, community organizers and health program managers. Community health educators use specific methods, skills and program strategies to help people change to more healthful lifestyles, make more efficient use of health services, adopt self-care practices wherever possible, and participate actively as a member of the multidisciplinary team in the design and implementation of programs that affect health. The BSHS with a health education concentration, undergraduate program, prepares individuals to plan, implement, and evaluate programs for health and human services agencies such as those offered by health departments, voluntary health agencies, clinics, hospitals, and businesses and health care industries. Program graduates are eligible for the Certified Health Education Specialist examination (CHES) through the National Commission for Health Credentialing. This optional certification offers national recognition of the graduate’s capabilities.

**CERTIFIED HEALTH EDUCATION SPECIALIST (CHES)**

**What is a Certified Health Education Specialist (CHES)?**

Certified Health Education Specialists are professionals who design, conduct and evaluate activities that help improve the health of individuals and communities. These activities can take place in a variety of settings: schools, communities, health care facilities, businesses and colleges. Health educators are employed under a range of job titles such as patient educators, health education teachers, trainers, community organizers and health program managers. The Certified Health Education Specialists (CHES) are those who have met the standards of quality established by NCHEC by successfully passing the CHES examination. The CHES designation after a health educator’s name is one indication of professional competency.

The CHES examination is competency-based. It tests those aspects of the responsibilities and competencies of entry-level health educators that can be measured with a paper and pencil examination. The examination is based on the Framework document that identifies seven different areas of responsibility. Within each area of responsibility, the basic competencies necessary for health education specialists have been delineated. These delineations serve as the basis for developing the questions on the certification examination. The CHES examination, consisting of 150 multiple choice questions, measures the possession, application and interpretation of knowledge essential to the professional practice of...
health education. TUW provides courses—at the Undergraduate and Master level—that assists students to develop the skills and knowledge needed to meet eligibility requirements for the CHES exam.

**Basis for the CHES Exam:**

The CHES examination is based upon the following seven areas of responsibilities as delineated in the Framework:

1. Assess individual and community needs for health education
2. Plan effective health education programs
3. Implement health education programs
4. Evaluate the effectiveness of health education programs
5. Coordinate the provision of health education services
6. Act as a resource person in health education, and
7. Communicate health and health education needs, concerns and resources

**Eligibility for the CHES Examination**

Eligibility to sit for the CHES examination is based exclusively on academic qualifications. An individual is eligible to sit for the examination if he/she has:

A bachelor’s, master’s or doctoral degree from an accredited institution of higher education; AND:

1. an official transcript (including course titles) that clearly shows a major in health education, e.g., Health Education, Community Health Education, Public Health Education, School Health Education, etc.; OR
2. an official transcript that reflects at least 25 semester hours or 37 quarter hours of course work with specific preparation addressing the seven areas of responsibility in the FRAMEWORK.

**90-Day Graduation Eligibility**

The 90-day graduation eligibility is offered to undergraduate students enrolled in an accredited institution of higher education who produce an official transcript clearly showing a major in health education and who will graduate within 90 days of the examination date. The student candidate must also submit a written assurance from the office of Academic Affairs that the student will be academically qualified to sit for the exam.

**CHES Eligibility Pre-Screening**

Occasionally applicants are unclear as to their eligibility to sit for the CHES examination. Their degree may not read ‘health education,’ yet they may have accumulated sufficient health education course work within one or a combination of degrees. Thus, they might qualify for CHES examination eligibility. The Commission offers the option for pre-screening of a prospective applicant’s credentials to determine eligibility. Course work deficiencies will be identified and guidance for qualification will be provided.

**Making Application for the CHES Examination**

Making application for the CHES examination is easy. The CHES examination is conducted on college campuses throughout the United States. Any campus with a testing service is eligible as a CHES examination site. There are two publications available for use as study-guides for the CHES examination. Information is provided with the application packet. An application can be obtained either by downloading the form, contacting NCHEC directly at (888) 624-3248, completing the application on-line with credit card information, or e-mailing the exam coordinator at nchec@nchec.org.
The CHES examination is based upon the following [Seven Areas of Responsibility for Health Educators](#), as delineated in *A Competency-Based Framework for Health Education Specialists 2010*.

<table>
<thead>
<tr>
<th>Area of Responsibility of Health Educators</th>
<th>% of Questions on CHES Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess individual and community needs for health education</td>
<td>10%</td>
</tr>
<tr>
<td>Plan effective health education strategies, interventions, and programs</td>
<td>15%</td>
</tr>
<tr>
<td>Implement health education strategies, interventions, and programs</td>
<td>22%</td>
</tr>
<tr>
<td>Conduct evaluation and research related to health education</td>
<td>13%</td>
</tr>
<tr>
<td>Administer health education strategies, interventions, and programs</td>
<td>14%</td>
</tr>
<tr>
<td>Serve as a health education resource person</td>
<td>14%</td>
</tr>
<tr>
<td>Communicate and advocate for health and health education</td>
<td>12%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based on the above Health Educator Responsibilities, TUW developed its Program Learning Outcomes, and the courses offered in the program, as we expect our students to apply and take the Health Education CHES exam and become a Certified Health Educator.

**BSHS (Health Care Education Concentration) Learning Outcomes**

Upon completion of the Program, the student will be able to:

- **PLO 1** Demonstrate effective written and verbal communication skills as a health educator
- **PLO 2** Demonstrate basic research and evaluation skills applicable to health education and use online databases to conduct research
- **PLO 3** Identify and distinguish between methods of promoting health and facilitating voluntary changes in health behaviors
- **PLO 4** Identify and examine and make informed judgment and decisions recognizing the role of the health educator as an advocate for health, in a culturally diverse society
- **PLO 5** Demonstrate the ability to apply legal and ethical practice and decision making as a health educator
- **PLO 6** Identify and discuss theories and practices relevant to contemporary health education
- **PLO 7** Utilize team building skills and facilitate collaborative behaviors in the accomplishment of group goals and objectives as a health educator
- **PLO 8** Describe the economic, political and social forces that impact the environment in which the health educator functions.

**BSHS Program Requirements (Health Education Concentration)**

In order to complete the degree in Bachelor of Science in Health Sciences with a Concentration in Health Education, the student has to complete 120 credits. Students in the undergraduate degree must complete or transfer to TUW the GE requirements prior to moving to the core courses of the program.

I. General Education (45 credits)
II. Pre-Requisite Requirements (21 credits) **
III. Major/Core Requirements (30 credits)***
IV. Electives (24 credits)

**Student must meet the pre-requisites before taking any of the major program requirements**
The time it will take to complete the BSHS degree can vary. The duration of the program depends on several factors, including the number of credits accepted for transfer and whether or not students take time off between courses.

Students who enroll full-time 12 credits per semester (for six terms/sessions which is 3 semesters each academic year) can complete the degree in three and a half (3.5) years. Students who enroll part-time (6 credits per semester for six terms/sessions which is 3 semesters each academic year) will complete the program in seven (7 years).

Transfer credits: Up to a maximum of 90 semester credits may be transferred to fulfill the Bachelor of Science in Health Sciences program requirements. A minimum of 30 semester credits from the program major courses must be completed at the Touro University Worldwide.

**BSHS (Health Care Education) Curriculum**

**BSHS (Health Education) Prerequisite Requirements** (21 semester credit hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 106</td>
<td>Culture and Health</td>
<td>3</td>
</tr>
<tr>
<td>BIO 201</td>
<td>Anatomy &amp; Physiology with Lab I</td>
<td>3</td>
</tr>
<tr>
<td>BIO 202</td>
<td>Anatomy &amp; Physiology with Lab II</td>
<td>3</td>
</tr>
<tr>
<td>HEA 229</td>
<td>Health and Society</td>
<td>3</td>
</tr>
<tr>
<td>MIC 206</td>
<td>Microbiology/Lab</td>
<td>3</td>
</tr>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>STA 206</td>
<td>Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

**BSHS (Health Education) Core Program Requirements** (30 semester credit hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHS 300</td>
<td>Intro to Health Education</td>
<td>3</td>
</tr>
<tr>
<td>BHS 302</td>
<td>Health Promotions and Lifestyle Modification</td>
<td>3</td>
</tr>
<tr>
<td>BHS 304</td>
<td>Principles of Educating and Teaching Individuals and Communities</td>
<td>3</td>
</tr>
<tr>
<td>BHS 306</td>
<td>Developing and Working in Teams</td>
<td>3</td>
</tr>
<tr>
<td>BHS 308</td>
<td>Cultural Competence in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>BHS 400</td>
<td>Healthcare Delivery System</td>
<td>3</td>
</tr>
<tr>
<td>BHS 402</td>
<td>Policies and Ethics in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>BHS 404</td>
<td>Research for Evidence Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>BHS 406</td>
<td>Development and Evaluation of Health Programs</td>
<td>3</td>
</tr>
<tr>
<td>BHS 499</td>
<td>Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

**BSHS (Health Education) Elective Courses** (24 semester credit hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHS 301</td>
<td>Health Problems in the Life Cycle</td>
<td>3</td>
</tr>
<tr>
<td>BHS 303</td>
<td>Obesity and other Eating Disorders</td>
<td>3</td>
</tr>
<tr>
<td>BHS 305</td>
<td>Human Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>BHS 307</td>
<td>Nutrition and Disease</td>
<td>3</td>
</tr>
<tr>
<td>BHS 309</td>
<td>Issues of Alcohol and Substance Abuse</td>
<td>3</td>
</tr>
<tr>
<td>BHS 311</td>
<td>Stress and Disease</td>
<td>3</td>
</tr>
<tr>
<td>Course Number</td>
<td>Course Title</td>
<td>Semester Credit Hours</td>
</tr>
<tr>
<td>---------------</td>
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</tr>
<tr>
<td>BHS 313</td>
<td>Gerontology</td>
<td>3</td>
</tr>
<tr>
<td>BHS 315</td>
<td>Environmental Health and Safety</td>
<td>3</td>
</tr>
<tr>
<td>BHS 317</td>
<td>Principles of Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>BHS 319</td>
<td>Special Topics in Health Education</td>
<td>3</td>
</tr>
<tr>
<td>BHS 321</td>
<td>Long-Term Care Administration</td>
<td>3</td>
</tr>
<tr>
<td>BHS 323</td>
<td>Health Care Communication and Advocacy</td>
<td>3</td>
</tr>
</tbody>
</table>

**BSHS (Health Care Education) Course Descriptions**

**The Core Courses (30 Semester Credits)**

**BHS 300 Introduction to Health Education** (3 credits)
This introductory course provides the foundation to the concepts of health education and the typical responsibilities of health educators, including assessing the needs of individuals and communities; planning effective health education programs; implementing health education programs and evaluating their effectiveness; administering services; acting as a resource person; and communicating & advocating for health and health education.

**BHS 302 Health Promotion and Lifestyle Modification** (3 credits)
The course provides an overview of the history of health promotion and disease prevention. The focus will be on the US Health Indicators described in Healthy People 2014. Healthy People in Healthy Communities will be discussed, and Healthy People 2020 will be the framework settings, strategies, and model programs for promoting health. The purpose of the course is to familiarize the student with resources regarding the leading issues facing health educators, including physical activity, overweight and obesity, responsible sexual behavior, mental health, tobacco use, substance abuse, injury and violence, access to health care, immunization, and environmental quality.

**BHS 304 Principles of Educating and Teaching Individuals and Communities** (3 credits)
Strategies and methods of teaching and learning are adapted to meet the needs of clients, communities, and populations by taking into consideration individual, cultural, and social factors that influence learning and health behaviors. Theories and principles that support the design and delivery of effective health education are explored. Development of teaching plans and assessment of educational effectiveness are included.

**BHS 306 Developing and Working in Teams** (3 credits)
This course examines the role of teamwork in the health care environment. Stages of team development are described. The importance of empowerment and goal setting in team environments are discussed. Communication and problem solving issues, as well as methods of measuring team performance are explored.

**BHS 308 Cultural Competence in Health Care** (3 credits)
Examines race and ethnicity and individual differences and develop knowledge, competency and understanding about issues related to culture, diversity and ethnically based customs, rituals, alternative health care choices, cultural structure and of consumer viewpoints and the practitioner’s delivery of health care services. Explores meanings and expressions of health, illness, caring, and healing as they relate to different cultures; understand the need for professional competence in caring for individuals, families, groups, and communities with diverse cultural backgrounds in healthcare service delivery.

**BHS 400 Health Care Delivery Systems** (3 credits)
Examines and understand the forces shaping the present and future health care delivery system. Explores
the organization of healthcare systems in the United States; the changing role of government, the role of healthcare agencies and programs, changing policies and regulations, diverse provider settings, funding sources, and trends related to national healthcare policy issues that are evolving.

**BHS 402 Policies and Ethics in Health Care** (3 credits)
This course explores the policies and foundations of health care professions from the health policies and ethical perspective. Investigates current ethical issues and applies ethical theories and principles to the resolution of ethical dilemmas. Promotes currency and excellence in professional practice and fosters moral/ethical decision making. Topics covered include privacy and confidentiality, reproductive rights, medical futility and allocation of scarce resources, and end-of-life decision making.

**BHS 404 Research for Evidence Based Practice** (3 credits)
Introduces students to the purpose of research as applied in health care, and examine the role of various research methods, including evidence-based practice, in communicating with patients and providers to improve healthcare delivery process. Provide an overview of health research principles and the role of evidence-based research in the delivery of health care. Include utilizing current research and applying evidence-based practices to selected scenarios relating to healthcare services.

**BHS 406 Development and Evaluation of Health Programs** (3 credits)
The course provides the student the tools to plan and evaluate a Health Education Program. Explores methodology of evaluative research. Identification of relevant research questions, key stakeholders, data collection methods, outcomes, and ethical responsibilities of the research scientist are highlighted. Global and domestic health and social programs will be explored with an application on planning, formulating research questions, data collection measures, measurable outcomes, and standards for evaluation.

**BHS 499 Capstone** (3 credits)
This capstone course is a guided development of final application project that reflects synthesis, integration, and application of previously acquired knowledge in all courses collectively in the program. Each student will address a health education problem and will develop a comprehensive, scholarly project. The goal of the capstone project is to demonstrate the student mastery of the stated Program Learning Outcomes.

**THE ELECTIVE COURSES (24 SEMESTER CREDITS)**

**BHS 301 Health Problems in the Life Cycle** (3 credits)
Examine the psychological, biological, cognitive, social and emotional changes that occur throughout the human life cycle. Explore the pre-natal stages through death and dying; learn about classic and new emerging theories of development relating to the interplay between biology and environment in human growth and development.

**BHS 303 Obesity and other Eating Disorders** (3 credits)
Examine eating disorders within the social and family context. Explore the implications regarding body image, self-esteem, cultural context, appropriate exercise and nutrition, human development, family stress, child abuse, and interventions. Explore the issues related to prevention, intervention, and genetics, based on research.

**BHS 305 Human Nutrition** (3 credits)
The course deals with fundamentals of normal nutrition, carbohydrates, proteins, fats, vitamins, minerals and their roles in human metabolism as well as nutrition and the life cycle are presented and explored.

**BHS 307 Nutrition and Disease** (3 credits)
The course provides an understanding of the relationship between nutritional factors and chronic diseases, with a focus on the role of the health educator as a nutrition therapist in providing appropriate
dietary recommendations for disease prevention. Students will examine the role of vitamins, minerals, antioxidants, fats, cholesterol, and sodium, as well as nutrient deficiencies and health risk. The health outcomes explored in the course will include obesity, cardiovascular disease, hypertension, cancer, diabetes, and osteoporosis.

**BHS 309 Alcohol and Substance Abuse (3 credits)**
The course explores the physiological, sociological and psychological effects and dynamics of drug dependency on the abuser and those around him/her. Effects of major abused drugs, current treatment models and methods are examined and the health care provider’s role in the evaluation and treatment of the abuser is explored.

**BHS 311 Stress and Disease (3 credits)**
Examine the pathology of stress and disease in healthcare; explore behavioral strategies regarding stress and stress management, and the use of alternative remedies for physical and emotional dependencies and addictions in healthcare.

**BHS 313 Gerontology (3 credits)**
Examine the issues relating to the adult aging process; personality and intellectual change, mental health of the older adult, and the psychological issues of extending human life with emphasis on the strengths of the older adult and prevention of psychological problems of the older adult. Explore the changing demographic structure and role changes and the impact on society.

**BHS 315 Environmental Health and Safety (3 credits)**
Assessment of health and safety issues in the home and community from a life cycle perspective. The role of the multidisciplinary team and the relationship between health, disease, and society is explored. Risk and resilience are discussed as they apply to individuals and communities. Implications for family teaching and community health programs are included.

**BHS 317 Principles of Epidemiology (3 credits)**
The course introduces the basic principles used to study the distribution and determining factors of disease, injuries, and death in individuals and populations. Nature, transmission and control/prevention of infectious diseases are presented from a public health perspective. Characteristics, risk and prevention of non-infectious diseases are also discussed. Implications for health education are included.

**BHS 319 Special Topics in Health Education (3 credits)**
This course identifies and explores challenges of health educators. In the course discussion of affordable quality health care, Medicare and Medicaid regulations including policies addressing the impact of the new affordable health act on health education. The course also prepares the student to examine the impact of tort reform legislation as well as genetic privacy legislation and the role of health educators.

**BHS 321 Long-Term Care Administration (3 credits)**
Explore the administration within the long-term care system and the skills managers need to be successful; examines issues affecting long-term care providers, such as financing, regulations, and ethical issues; learn the process of the integration of the various segments of long-term care, and review the healthcare systems and trends that are likely to shape the future of healthcare.

**BHS 323 Health Care Communication and Advocacy (3 credits)**
Examine how healthcare service delivery is influenced by health care policy at the local, regional, national, and even international levels. Explore the implications of health policy principles and decisions along with the resulting impact on financing of health care services. Increase understanding of how policy and finance priorities in health care are used to structure the debate about ethical principles and advocacy toward influencing health care policy in the United States.
BACHELOR OF SCIENCE IN HEALTH SCIENCES (BSHS)

HEALTH CARE ADMINISTRATION CONCENTRATION

Bachelor’s Degree in Health Sciences with a concentration in Health Care Administration is one of the nation’s fastest-growing job sectors. Touro University Worldwide offers an online degree in Bachelor of Science in Health Sciences with concentration in Health Care Administration. The program is designed for working adults—and targeted to the demands of today’s job marketplace.

The coursework in Health Sciences with a concentration in Health Care Administration provides a theoretical and philosophical foundation to principles of management and administration specific to the health field. The program graduate will be able to apply to entry-level positions in the health-care industry, to gain admission into a graduate level program in a health-related field.

Job opportunities may include clinical and laboratory manager, health care facility coordinator, and department manager among other administrative and managerial positions in hospitals, ambulatory care, physician group practices, social service agencies, long-term care facilities, rehabilitation centers and other health-related businesses.

Earnings of health services managers vary by type and size of facility, level of responsibility and geographic region. The median salary for college graduates with a bachelor’s degree in healthcare administration in small group practices with fewer than seven physicians is about $55,000 and, for those in larger group practices with more than seven physicians, about $77,000. Heads of clinical departments salaries average between $54,500 for respiratory care to $70,400 for rehabilitation services. Nursing home administrators have an annual median salary of $49,500.

Graduates will be qualified for careers with a variety of organizations, including:

- Clinics
- Consulting firms
- Health insurance organizations
- Healthcare associations
- Hospitals and private practices
- Nursing homes
- Mental health organizations
- Public health departments
- Rehabilitation centers
- Skilled nursing facilities

BSHS (HEALTH CARE ADMINISTRATION) PROGRAM LEARNING OUTCOMES (PLOs)

At the completion of the program, the student will be able to:

PLO 1 Demonstrate effective written and verbal communication skills applicable to health care administration

PLO 2 Demonstrate basic research and evaluation skills applicable to health care administration

PLO 3 Demonstrate basic health information literacy skills

PLO 4 Apply health care management concepts and theory to decision making

PLO 5 Demonstrate the ability to apply legal and ethical practice and decision making as a health care Administrator

PLO 6 Utilize team building skills and facilitate collaborative behaviors in the accomplishment of group goals and objectives as a health care administrator

PLO 7 Identify and discuss theories and practices relevant to contemporary health care administration

PLO 8 Describe the economic, political and social forces that impact the environment in health care administration
**BSHS PROGRAM REQUIREMENTS (HEALTH CARE ADMINISTRATION CONCENTRATION)**

In order to complete the degree in Bachelor of Science in Health Sciences with a Concentration in Health Care Administration, the student has to complete a total of 120 semester credits. Students in the undergraduate degree must complete or transfer to TUW the GE requirements prior to moving to the core courses of the program:

I. General Education (45 credits)
II. Major/Core Requirements (51 credits)
III. Electives (24 credits)

*** Student who are coming in with an AA degree, will have sixty (60) credits transferred towards the degree, and will have to complete 60 credits of Core required courses and elective courses total. In those cases the student will need to take 10 elective courses and 10 core required courses.***

I. AA degree -General Education-Transferred (60 credits)
II. Major/Core Requirements (30 credits)
III. Electives (30 credits)

The time it will take to complete the BSHS degree can vary. The duration of the program depends on several factors, including the number of credits accepted for transfer and whether or not students take time off between courses.

Students who enroll full-time 12 credits per semester (for six terms/sessions which is 3 semesters each academic year) can complete the degree in three and a half (3-1/2) years.

*Transfer credits: Up to a maximum of 90 semester credits may be transferred to fulfill the Bachelor of Science in Health Sciences program requirements. A minimum of 30 semester credits from the program major courses must be completed at the Touro University Worldwide.*

**BSHS CURRICULUM (HEALTH CARE ADMINISTRATION CONCENTRATION)**

**BSHS (Health Care Administration) Core Program Requirements (51 semester credit hours)**

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<tr>
<th>Course Number</th>
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<th>Semester Credit Hours</th>
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<tbody>
<tr>
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<tr>
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<td>Environmental Health and Safety</td>
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<td>BHA 420</td>
<td>Project Management in Health Administration</td>
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<td>BHA 499</td>
<td>Capstone</td>
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**BSHS (Health Care Administration) Elective Courses** (24 semester credit hours)

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<td>Health Care Policy</td>
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<tr>
<td>BHA 307</td>
<td>Survey of International Health Administration</td>
<td>3</td>
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<td>BHA 309</td>
<td>Navigating the US Health Care System</td>
<td>3</td>
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<td>BHA 311</td>
<td>Strategic Planning in Health Care</td>
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<td>BHA 313</td>
<td>Gerontology</td>
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<td>BHA 315</td>
<td>Human Resource Management</td>
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<td>BHA 317</td>
<td>Principles of Epidemiology</td>
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<td>BHA 319</td>
<td>Special Topics in Health Care Administration</td>
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<td>BHA 321</td>
<td>Safety Issues in Health Care</td>
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<tr>
<td>BHA 323</td>
<td>Health Care Advocacy</td>
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**BSHS (Health Care Administration Concentration) Course Descriptions**

**The Core Courses (51 semester credits)**

**BHA 300 Leadership in Health Services Administration** (3 credits)
The course presents the importance of leadership in conjunction with various leadership traits, styles, and qualities. Enhances the importance of having a vision, the motivation to lead, social motives in the workplace, levels of morality and values, and the significance of empowerment for effective leadership. Topics include situational leadership, organizational climate, moral dilemmas, personal integrity, servant leadership, participative management, human relations, high-performance teams, diversity, cultural and interpersonal differences, workplace stress, performance management, and organizational change.

**BHA 302 Organizational Behavior** (3 credits)
An introduction to the impact that individuals, groups, and structure have on behavior within organizations for the purpose of applying such knowledge toward improving organizations effectiveness. The course will focus on work-related behavior with an emphasis on individual and group performance as it relates to organizational productivity and processes. A central theme will be the development of "people" skills to help all employees– staff, front-line supervision, and management- improve their effectiveness.

**BHA 304 Management of Health Services** (3 credits)
The course introduces the student to the field of modern healthcare management through a systematic analysis of the important areas of concern to the healthcare manager. Topics covered include the planning process and how planning is used in healthcare administration; the organizing process and job design; supporting and implementing decisions; building the quality of clinical service; and providing human resources and plant services.

**BHA 306 Developing and Working in Teams** (3 credits)
This course examines the role of teamwork in the health care environment. Stages of team development are described. The importance of empowerment and goal setting in team environments are discussed. Communication and problem solving issues, as well as methods of measuring team performance are explored.
BHA 308 Cultural Competence in Healthcare (3 credits)
Focus is on the influence of culture on illness, health, and rehabilitation. The relationship that culture plays in the health and wellness of both individuals and the community in which they live will be explored.

BHA 400 Health Care Delivery Systems (3 credits)
Examines and understand the forces shaping the present and future health care delivery system. Explores the organization of healthcare systems in the United States; the changing role of government, the role of healthcare agencies and programs, changing policies and regulations, diverse provider settings, funding sources, and trends related to national healthcare policy issues that are evolving.

BHA 402 Policies and Ethics in Health Care (3 credits)
This course explores the policies and foundations of health care professions from the health policies and ethical perspective. Investigates current ethical issues and applies ethical theories and principles to the resolution of ethical dilemmas. Promotes currency and excellence in professional practice and fosters moral/ethical decision making. Topics covered include privacy and confidentiality, reproductive rights, medical futility and allocation of scarce resources, and end-of-life decision making.

BHA 404 Research for Evidence Based Practice (3 credits)
Introduces students to the purpose of research as applied in health care, and examine the role of various research methods, including evidence-based practice, in communicating with patients and providers to improve healthcare delivery process. Provide an overview of health research principles and the role of evidence based research in the delivery of health care. Include utilizing current research and applying evidence-based practices to selected scenarios relating to healthcare services.

BHA 406 Development and Evaluation of Health Programs (3 credits)
The course presents techniques of analysis and evaluation applied to health services with respect to organizing, staffing, financing, and utilization. Emphasis on the analytic process, program evaluation, and report of findings.

BHA 408 Health Care Marketing (3 credits)
Introduction to the functions of marketing, building on the influence of social, economic, ethical, legal, and technological forces on marketing activities, and marketing in a socially responsible way around the globe. Features real-world examples that show concepts in action and how marketers address today's marketing challenges.

BHA 410 Non-Profit Organizations in Health Care (3 credits)
This course is designed to help students gain an understanding of the core concepts crucial to the leadership and management of non-profit health care organizations. Challenges unique to non-profits as well as the role of the non-profit health care organization in society will be emphasized.

BHA 412 Environmental Health and Safety (3 credits)
Students are given an overview of the statutory and regulatory origins of environmental health and safety compliance management. The exponential growth in regulations and the increased demand to streamline resources present a unique opportunity for the environmental professional to integrate safety and health regulations both horizontally and vertically within the organization. Students learn to evaluate the benefits and barriers to integration of environmental health and safety. Topics to be discussed include fundamentals of safety management, training requirements, emergency planning, setting goals, objectives, and operating procedures, and how management views environmental health and safety.
**BHA 414 Long-Term Care Administration** (3 credits)
The course presents functions and essential skills to manage LTC organizations and facilities: Institutional arrangements; Patient/family/community relations; workforce management; marketing; reimbursement.

**BHA 416 Research Methods for Health Care Administration** (3 credits)
The course explores the need for and use of research methods in the healthcare environment. Research and data analysis provides a proven mathematical format for healthcare leaders to make the practical decisions necessary to provide care for the patients while balancing financing options and other variables that been accounted for.

**BHA 418 Health Information Systems** (3 credits)
The course provides an overview of the management of information systems and the combination of hardware, software, and people vital to the successful business operation. The strategic role of information systems is examined, as well as the characteristics of computer systems, software applications, programming languages, and relational databases.

**BHA 420 Project Management in Health Administration** (3 credits)
This course provides strategies for the use of project management for application in health administration within the healthcare industry. Students explore ways to produce effective management of projects in a variety of health care administration settings.

**BHA 499 Capstone Course** (3 credits)
This capstone course allows students to integrate and apply their learning from the Business Administration and Health Science Administration. Students develop a comprehensive assignment incorporating terminology and concepts learned throughout the program, which demonstrates mastery of the program learning outcomes.

**THE ELECTIVE COURSES (24 SEMESTER CREDITS)**

**BHA 301 Health Problems in the Life Cycle** (3 credits)
Students learn about theory and practice of health problems in the life cycle relevant to health care administration. Topics include changes that occur throughout the human life cycle from the pre natal stages through death and dying. Student also explores the role of Health Care Administrators in developing the appropriate institutional infrastructure to allow the care in the various stages of life.

**BHA 303 Health Care Finance** (3 credits)
The course provides the learner with an overview of how health care services in the United States are financed. Concepts of supply and demand as well as factors that influence demand are examined. Issues of governmental and private insurance reimbursement will be explored.

**BHA 305 Health Care Policy** (3 credits)
This course provides the learner with an overview of the U.S. healthcare system. The course will focus on the challenges facing the health care system, including the Affordable Care Act (ACA) and its impact on health care access, delivery, cost, quality and health care professionals. The course will consider the sociopolitical forces that continue to shape policy in healthcare.

**BHA 307 Survey of International Health Administration** (3 credits)
Examination of factors that impact global health systems; analysis of health care delivery systems and influential governmental, economic, social and political forces. Consideration of healthcare resource development and allocation.
BHA 309 Navigating the U.S. Health Care System (3 credits)
This course provides the learner with insights into the challenges of receiving and affording health care in the United States. Emphasis is placed on cost of care in light of risks/benefits of medical interventions, while considering how these services are paid for. Factors impacting the rising costs of health care including malpractice litigation will be considered.

BHA 311 Strategic Planning in Health Care (3 credits)
Development and Strategic Planning in Health Care course promotes understanding of the dynamics of strategic planning for medical organizations of all kinds. Students will cultivate skills in environmental assessment, diagnose organizational problems, identify opportunities for improvement, formulate and select strategic alternatives, and create strategic management action plans for effective implementation. Emphasized is the importance of leadership.

BHA 313 Gerontology (3 credits)
Examine the issues relating to the adult aging process; personality and intellectual change, mental health of the older adult, and the psychological issues of extending human life with emphasis on the strengths of the older adult and prevention of psychological problems of the older adult. Explore the changing demographic structure and role changes and the impact on society.

BHA 315 Human Resource Management (3 credits)
The course provides a management-oriented exploration of human resource management, structure, functional applications, and labor management relations. Focuses on managers and leaders within organizations and their responsibility to optimize performance and make decisions based on ethical criteria.

BHA 317 Principles of Epidemiology (3 credits)
Presents concepts and processes of this core public health discipline. Occurrence, distribution, effects, and control of diseases and conditions examined from a broad perspective. Applications of epidemiological methods included.

BHA 319 Special Topics in Health Care Administration (3 credits)
An overview of the nature of the health care system, factors influencing the distribution of health care, mainstream and alternative health manpower, the social distribution and meaning of illness in the United States. Topics including bioethical issues and contemporary issues such as bioterrorism, human genome project, rising prescription drug costs, and urbanization, social stress, and mental illness are covered.

BHA 321 Safety Issues in Health Care (3 credits)
This course invites the learner to explore issues central to safety in health care. It addresses such issues as general safety in the health care environment, OSHA requirements, pest management, hazardous waste management, laboratory safety, and food service sanitation. Emphasis is placed on compliance with applicable regulatory agencies.

BHA 323 Health Care Advocacy (3 credits)
This course examines how healthcare service delivery is influenced by health care policy at the local, regional, national, and even international levels. Explore the implications of health policy principles and decisions along with the resulting impact on financing of health care services. Increase understanding of how policy and finance priorities in health care are used to structure the debate about ethical principles and advocacy toward influencing health care policy in the United States.
BACHELOR OF SCIENCE IN HEALTH SCIENCES (BSHS)

LONG-TERM CARE ADMINISTRATION CONCENTRATION

The Bachelor of Science in Health Sciences degree program with a concentration in Long-Term Care Administration is designed for students seeking to qualify for administrative/managerial positions in the rapidly expanding healthcare sector in settings such as nursing homes/long-term care facilities, hospices, intermediate care facilities, managed care companies, health insurance companies, law offices, as well as opportunities in both the private and public sectors.

Description

The BSHS concentration in Long-Term Care Administration major prepares students for administrative positions in long-term care settings. As the population of the United States ages, long-term care services will become increasingly important, particularly for population that are multi ethnic and bilingual that need an ethnically diverse and bilingual providers. This program prepares you with the skills necessary to have a positive impact on the quality of services available to meet this need in a growing population.

The program includes a combination of courses in general management, health care administration and long-term care administration, and a specialization in two prominent segments of the long-term care industry - nursing home administration and assisted-living administration. This program integrates general education courses with courses specific to health care administration, to prepare you to:

- Administer high-quality, well-managed long-term care facilities, retirement communities, and assisted living facilities to meet the rapid growth of need brought on by the aging of Americans

BSHS (LONG-TERM CARE CONCENTRATION) PROGRAM LEARNING OUTCOMES (PLOs)

Upon completion of the BSHS (Long-Term Care) Program, the student will be able to:

PLO 1 Demonstrate effective written and verbal communication skills while using technology.

PLO 2 Demonstrate basic research and evaluation skills.

PLO 3 Identify and distinguish between methods of promoting health and facilitating voluntary changes in health behaviors.

PLO 4 Identify and examine and make informed judgment and decisions recognizing the role of the health care provider and administrator as an advocate for health, in a culturally diverse society.

PLO 5 Demonstrate the ability to apply legal and ethical practice and decision making.

PLO 6 Identify and discuss theories and practices relevant to contemporary health services administration.

PLO 7 Utilize team building skills and facilitate collaborative behaviors in the accomplishment of group goals and objectives.

PLO 8 Describe the economic, political and social forces that impact Long-Term Care.

PROGRAM REQUIREMENTS (LONG-TERM CARE ADMINISTRATION CONCENTRATION)

Students in the undergraduate degree must complete or transfer to TUW the GE requirements prior to moving to the core courses of the program:

Requires 120 to complete degree

I. General Education (45 credits)
II. Core Requirements (48 credits)
III. Electives (15 credits)

IV. Concentration courses (12 credits)

The time it will take to complete the BSHS degree can vary. The duration of the program depends on several factors, including the number of credits accepted for transfer and whether or not students take time off between courses. Students who enroll full time 12 credits per semester (for six terms/sessions which is 3 semesters each academic year) can complete the degree in three and a half (3 1/2) years. Students who enroll part time (6 credits per semester for six terms/sessions which is 3 semesters each academic year) will complete the program in seven (7 years).

Transfer credits: Up to a maximum of 90 semester credits may be transferred to fulfill the Bachelor of Science in Health Sciences program requirements. A minimum of 30 semester credits from the program major courses must be completed at Touro University Worldwide.

**BSHS (Long-Term Care Administration Concentration) Curriculum**

**BSHS Core Program Requirements** (48 semester credit hours)

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<td>LTC 499</td>
<td>Capstone</td>
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**BSHS (Long-Term Care Administration) Elective Courses** (15 semester credit hours)

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<td>BHS 305</td>
<td>Human Nutrition</td>
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<td>BHS 307</td>
<td>Nutrition and Disease</td>
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<td>BHS 313</td>
<td>Gerontology</td>
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<tr>
<td>LTC 427</td>
<td>Substance Abuse and the Elderly</td>
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**BSHS (Long-Term Care Administration) Concentration Courses** (12 semester credit hours)

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<td>LTC 419</td>
<td>Assisted Living Administration</td>
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<td>LTC 421</td>
<td>Hospice Care</td>
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<td>LTC 429</td>
<td>End of Life Ethics</td>
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BSHS (Long-Term Care Administration Concentration) Course Descriptions

The Core Program Requirements (48 semester credits)

BHA 300 Leadership in Health Services Administration (3 credits)
The course presents the importance of leadership in conjunction with various leadership traits, styles, and qualities. Enhances the importance of having a vision, the motivation to lead, social motives in the workplace, levels of morality and values, and the significance of empowerment for effective leadership. Topics include situational leadership, organizational climate, moral dilemmas, personal integrity, servant leadership, participative management, human relations, high-performance teams, diversity, cultural and interpersonal differences, workplace stress, performance management, and organizational change.

BHA 302 Organizational Behavior (3 credits)
An introduction to the impact that individuals, groups, and structure have on behavior within organizations for the purpose of applying such knowledge toward improving organizations effectiveness. The course will focus on work-related behavior with an emphasis on individual and group performance as it relates to organizational productivity and processes. A central theme will be the development of "people" skills to help all employees- staff, front-line supervision, and management- improve their effectiveness.

BHA 304 Management of Health Services (3 credits)
The course introduces the student to the field of modern healthcare management through a systematic analysis of the important areas of concern to the healthcare manager. Topics covered include the planning process and how planning is used in healthcare administration; the organizing process and job design; supporting and implementing decisions; building the quality of clinical service; and providing human resources and plant services.

BHA 306 Developing and Working in Teams (3 credits)
This course examines the role of teamwork in the health care environment. Stages of team development are described. The importance of empowerment and goal setting in team environments are discussed. Communication and problem solving issues, as well as methods of measuring team performance are explored.

BHS 308 Cultural Competence in Healthcare (3 credits)
Examines race and ethnicity and individual differences and develop knowledge, competency and understanding about issues related to culture, diversity and ethnically based customs, rituals, alternative health care choices, cultural structure and of consumer viewpoints and the practitioner's delivery of health care services. Explores meanings and expressions of health, illness, caring, and healing as they relate to different cultures; understand the need for professional competence in caring for individuals, families, groups, and communities with diverse cultural backgrounds in healthcare service delivery.

BHA 400 Health Care Delivery Systems (3 credits)
Examines and understand the forces shaping the present and future health care delivery system. Explores the organization of healthcare systems in the United States; the changing role of government, the role of healthcare agencies and programs, changing policies and regulations, diverse provider settings, funding sources, and trends related to national healthcare policy issues that are evolving.
**BHA 402 Policies and Ethics in Health Care** (3 credits)
This course explores the policies and foundations of health care professions from the health policies and ethical perspective. Investigates current ethical issues and applies ethical theories and principles to the resolution of ethical dilemmas. Promotes currency and excellence in professional practice and fosters moral/ethical decision making. Topics covered include privacy and confidentiality, reproductive rights, medical futility and allocation of scarce resources, and end-of-life decision making.

**BHA 404 Research for Evidence Based Practice** (3 credits)
Introduces students to the purpose of research as applied in health care, and examine the role of various research methods, including evidence-based practice, in communicating with patients and providers to improve healthcare delivery process. Provide an overview of health research principles and the role of evidence based research in the delivery of health care. Include utilizing current research and applying evidence-based practices to selected scenarios relating to healthcare services.

**BHA 406 Development and Evaluation of Health Programs** (3 credits)
The course presents techniques of analysis and evaluation applied to health services with respect to organizing, staffing, financing, and utilization. Emphasis on the analytic process, program evaluation, and report of findings.

**BHA 408 Health Care Marketing** (3 credits)
Introduction to the functions of marketing, building on the influence of social, economic, ethical, legal, and technological forces on marketing activities, and marketing in a socially responsible way around the globe. Features real-world examples that show concepts in action and how marketers address today's marketing challenges.

**BHA 410 Non-Profit Organizations in Health Care** (3 credits)
This course is designed to help students gain an understanding of the core concepts crucial to the leadership and management of non-profit health care organizations. Challenges unique to non-profits as well as the role of the non-profit health care organization in society will be emphasized.

**BHA 412 Environmental Health and Safety** (3 credits)
Students are given an overview of the statutory and regulatory origins of environmental health and safety compliance management. The exponential growth in regulations and the increased demand to streamline resources present a unique opportunity for the environmental professional to integrate safety and health regulations both horizontally and vertically within the organization. Students learn to evaluate the benefits and barriers to integration of environmental health and safety. Topics to be discussed include fundamentals of safety management, training requirements, emergency planning, setting goals, objectives, and operating procedures, and how management views environmental health and safety.

**BHA 414 Long-Term Care Administration** (3 credits)
The course presents functions and essential skills to manage LTC organizations and facilities: Institutional arrangements; Patient/family/community relations; workforce management; marketing; reimbursement.

**BHA 416 Research Methods for Health Care Administration** (3 credits)
The course explores the need for and use of research methods in the healthcare environment. Research and data analysis provides a proven mathematical format for healthcare leaders to make the practical decisions necessary to provide care for the patients while balancing financing options and other variables that been accounted for.
**BHA 418 Health Information Systems (3 credits)**
The course provides an overview of the management of information systems and the combination of hardware, software, and people vital to the successful business operation. The strategic role of information systems is examined, as well as the characteristics of computer systems, software applications, programming languages, and relational databases.

**LTC 499 Capstone (3 credits)**
This capstone course is a guided development of final application project that reflects synthesis, integration, and application of previously acquired knowledge in all courses collectively in the program. Each student will address a health education problem and will develop a comprehensive, scholarly project. The goal of the capstone project is to demonstrate the student mastery of the stated Program Learning Outcomes.

**THE ELECTIVE COURSES (15 SEMESTER CREDITS)**

**BHA 301 Health Problems in the Life Cycle (3 credits)**
Students learn about theory and practice of health problems in the life cycle relevant to health care administration. Topics include changes that occur throughout the human life cycle from the prenatal stages through death and dying. Student also explores the role of Health Care Administrators in developing the appropriate institutional infrastructure to allow the care in the various stages of life.

**BHS 305 Human Nutrition (3 credits)**
The course deals with fundamentals of normal nutrition, carbohydrates, proteins, fats, vitamins, minerals and their roles in human metabolism as well as nutrition and the life cycle are presented and explored.

**BHS 307 Nutrition and Disease (3 credits)**
The course provides an understanding of the relationship between nutritional factors and chronic diseases, with a focus on the role of the health educator as a nutrition therapist in providing appropriate dietary recommendations for disease prevention. Students will examine the role of vitamins, minerals, antioxidants, fats, cholesterol, and sodium, as well as nutrient deficiencies and health risk. The health outcomes explored in the course will include obesity, cardiovascular disease, hypertension, cancer, diabetes, and osteoporosis.

**BHS 313 Gerontology (3 credits)**
Examine the issues relating to the adult aging process; personality and intellectual change, mental health of the older adult, and the psychological issues of extending human life with emphasis on the strengths of the older adult and prevention of psychological problems of the older adult. Explore the changing demographic structure and role changes and the impact on society.

**LTC 427 Substance Abuse and the Elderly (3 credits)**
The course explores the physiological, sociological and psychological effects and dynamics of drug dependency on the older adult abuser and those around him/her. Emphasis is placed on the effects of major drugs of abuse on the aging body. Treatment models and methods are examined and the health care provider’s role in the evaluation and treatment of the abuser is explored.
THE CONCENTRATION COURSES (12 SEMESTER CREDITS)

**LTC 425 Social Issues & Intervention Strategies with Older Adults** (3 credits)
This course will provide an interdisciplinary examination of psychological and sociological issues occurring among older adults. Special topics include prescription medication misuse and abuse, depression and anxiety, and preventing suicide among older adults. An emphasis is placed on the role of the healthcare practitioner in the development, implementation and evaluation of intervention strategies.

**LTC 419 Assisted Living Administration** (3 credits)
This course is designed to help the student develop a deeper understanding of issues related to management of assisted living facilities. Topics such as operational management, finance, human resources, residential care, and environmental management are covered. The role of regulations governing the administration of the assisted living facility is central to the courses content.

**LTC 421 Hospice Care** (3 credits)
This course provides students with an overview of palliative and hospice care. It is designed specifically for students interested in careers in long-term care administration, but is also applicable to those who would pursue careers in the allied health fields.

**LTC 429 End of Life Ethics** (3 credits)
This course addresses key issues associated with end-of-life issues faced by individuals with a terminal diagnosis across the lifespan. Emphasis will be placed on the cultural, ethical, and legal issues in end of life care; basic principles of palliative care and collaboration with members of the interdisciplinary team will be emphasized.
MASTER DEGREE PROGRAMS

Masters of Business Administration (MBA)

The Touro University Worldwide Master of Business Administration (MBA) program is designed to provide students an opportunity to complete a graduate degree while advancing their career in the most convenient and efficient way.

Students will acquire essential general business concepts and techniques while developing a better understanding of business in areas such as accounting, finance, marketing, human resources, strategic management and planning, and skills relative to problem solving and decision-making.

The MBA program offers a flexible course of study. Students learn firsthand from industry experts who bring relevance and currency to the classroom. Students can immediately apply the lessons learned in the classroom to their current job, while preparing to advance their careers to the next level.

All students in the Master of Business Administration program are required to complete 27 credits of Core Program Requirements, including a capstone course, and 9 credits of elective courses in a concentration of the student’s choosing.

Whether you have an undergraduate degree in business already, or your degree is in another area, this program is designed to give you the managerial and leadership skills needed to work effectively in organizations of any size or kind.

The core of the program prepares you for both the behavioral and business activities sides of leadership and management. As a student in this program you will also develop a deeper background in an area of specialization by selecting a concentration in your key area of interest. To complete the program you will complete a capstone project that applies your new knowledge to a real-world organizational management situation.

The Touro University and College System is a highly regarded educational institution with OVER FORTY YEARS OF ACCREDITED EXPERIENCE AND EXCELLENCE in higher educating and developing the skills of professionals to enhance and expand their careers, their lives, and the lives of those they affect.

Touro University Worldwide (TUW) expands on Touro’s tradition of commitment to excellence in education, offering individuals and professionals from around the world an opportunity to earn a quality graduate school degree via state-of-the-art online educational methods. The Master of Business Administration at TUW delivers the value of a solid professional education that develops business expertise and fosters achievement through a set of values grounded in ethical practice. Join us to learn, lead, and serve.

The Master of Business Administration has many applications in businesses and organizations of all sizes. The demand is increasing for capable professionals who have a firm understanding of the theories, research studies and business models that may be applied to real-world businesses and organizations.

Strong interest in this respected area of professional education has created an additional demand for faculty and staff who understand higher concepts in organizational systems. MBA students are applying their new knowledge in almost every field including healthcare, business, organization and government.
You can earn this advanced degree while working full-time. Open to all qualified students, this MBA program is carefully designed to work well for busy professionals and working adults...like you. Some courses occasionally require you to be online at a specific time but most of the coursework can be completed without being online at the same time as the professor or other students (asynchronously).

**MBA Mission Statement**

The mission of the TUW Masters of Business Administration (MBA) program is to provide students, as adult learners, with practical and academic leadership and managerial skills that contribute to their professional and intellectual growth, meet their career advancement needs at higher levels in the business environment, and hone their scholar and practitioner skills to apply their knowledge, and abilities in giving back by serving the underserved in their community and society.

**MBA Program Learning Outcomes (PLOs)**

Upon completion of the MBA program, the student will be able to:

**PLO 1** Interpret theoretical constructs and perspectives that a consensus of current scholarship holds to be important to the best practices in leadership, management, and the various disciplinary skills

**PLO 2** Synthesize concepts from business literature and contemporary business issues that contributes to successful decision-making in the business environment

**PLO 3** Practice the application of theory in leadership and management in a variety of business settings

**PLO 4** Integrate various aspects of course content into an encompassing, congruent, and effective approach to leadership and management in business

**PLO 5** Value ethical practices in managerial decision making within an organization

**PLO 6** Assess how cross-cultural competencies are applied in an organizational setting

**PLO 7** Appraise the managerial role in strategic planning processes that lend to appropriate strategies for organizations in a variety of business environments

**PLO 8** Use accounting and financial tools to inform managerial/business decisions

**MBA Curriculum**

The curriculum is comprised of nine core courses three credits each for a total of 27 credits including the capstone course, three concentration courses for a total of 9 credits, the total credit requirement is 36 credits for the degree. To provide you with more depth in the areas of Business Administration that relate to your specific goals, you select one of the five concentrations that best relates to your aspirations. The current curriculum is detailed in the information below.

**The MBA Required Core Courses (27 Semester Credits)**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
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<tbody>
<tr>
<td>MBA 600</td>
<td>Professional Communications</td>
<td>3</td>
</tr>
<tr>
<td>MBA 604</td>
<td>Management Across Cultures</td>
<td>3</td>
</tr>
<tr>
<td>MBA 606</td>
<td>Ethics for Business Professionals</td>
<td>3</td>
</tr>
<tr>
<td>MBA 612</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MBA 621</td>
<td>Financial Principles &amp; Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 635</td>
<td>Contemporary Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MBA 643</td>
<td>Strategy and Planning</td>
<td>3</td>
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<tr>
<td>MBA 646</td>
<td>Managing Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MBA 690</td>
<td>Capstone (Must be taken in the last term)</td>
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**MBA- Concentrations** (Choose one concentration from below)

### I. Accounting Concentration (9 credits)

<table>
<thead>
<tr>
<th>Course Number</th>
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<tbody>
<tr>
<td>MBA 631</td>
<td>Audit Corporate Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MBA 640</td>
<td>Financial Statement Analysis</td>
<td>3</td>
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<tr>
<td>MBA 641</td>
<td>Advanced Accounting</td>
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### II. Cybersecurity Management Concentration (9 credits)

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<tr>
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<tbody>
<tr>
<td>CBY 610</td>
<td>Foundations of Cybersecurity Management</td>
<td>3</td>
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<tr>
<td>CBY 615</td>
<td>Foundations of Data Protection</td>
<td>3</td>
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<tr>
<td>CBY 620</td>
<td>Compliance &amp; Legal Issues</td>
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### III. Finance Concentration (9 credits)

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<tr>
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<tbody>
<tr>
<td>MBA 622</td>
<td>Budgeting</td>
<td>3</td>
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<tr>
<td>MBA 623</td>
<td>Investments &amp; Portfolios</td>
<td>3</td>
</tr>
<tr>
<td>MBA 624</td>
<td>Global Finance</td>
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### IV. Global Management Concentration (9 credits)

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<tr>
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<tbody>
<tr>
<td>MBA 603</td>
<td>International Business</td>
<td>3</td>
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<tr>
<td>MBA 607</td>
<td>Consulting in Global Management</td>
<td>3</td>
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<tr>
<td>MBA 644</td>
<td>Management &amp; Leadership</td>
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### V. Health Administration Management (9 credits)

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<tr>
<th>Course Number</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MHM 651</td>
<td>Health Care Systems</td>
<td>3</td>
</tr>
<tr>
<td>MHM 653</td>
<td>Health Care Ethical and Legal Issues</td>
<td>3</td>
</tr>
<tr>
<td>MHM 655</td>
<td>Quality Assurance in Health Care</td>
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### VI. Human Resources Management Concentration (9 credits)

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<tr>
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<tbody>
<tr>
<td>MBA 609</td>
<td>Human Resources Management</td>
<td>3</td>
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<tr>
<td>MBA 613</td>
<td>Human Resources Management and Law</td>
<td>3</td>
</tr>
<tr>
<td>MBA 617</td>
<td>Contemporary Issues in Human Resources Management</td>
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### VII. Marketing Concentration (9 credits)

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<tbody>
<tr>
<td>MBA 601</td>
<td>Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>MBA 632</td>
<td>Integrated Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MBA 675</td>
<td>Social Media Marketing Strategy</td>
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</table>
VIII.  Non-Profit Management (9 credits)

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<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>NPM 601</td>
<td>Foundations of Non-profit Management</td>
<td>3</td>
</tr>
<tr>
<td>NPM 603</td>
<td>Financial Decision Making for Non-profits</td>
<td>3</td>
</tr>
<tr>
<td>NPM 605</td>
<td>Marketing and Revenue Generation for Non-profits</td>
<td>3</td>
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MBA Course Descriptions

The Core Courses (27 Semester Credits)

MBA 600 Professional Communications (3 credits)
This course explores contemporary communications platforms, including Twitter, blogs, emails, professional abstracts, new business proposals, and executive summaries. Students practice fundamentals of business writing augmented with essential Information Technology tools including the Microsoft Office suite.

MBA 604 Management Across Cultures (3 credits)
This course surveys cultural influences on organizations and its people. Emphasis is on learning how to examine cultural differences and similarities at the national and organizational level and how to manage organizations successfully, despite cultural differences. Students gain exposure to cultures in a variety of different regions, nations, and organizations.

MBA 606 Ethics for Business Professionals (3 credits)
This course provides an in-depth approach to ethical, legal, and social responsibility topics and issues, which influence managerial decision-making. Readings and case studies will stimulate critical thinking and collaborative group discussions that address various current issues/topics for the 21st century leader.

MBA 612 Managerial Accounting (3 credits)
This course focuses on developing and applying accounting information for managerial and organizational decision-making, including essential financial analysis tools.

MBA 621 Financial Principles & Management (3 credits)
This course provides the student with a comprehensive understanding of current financial theory and principles in order to develop the student's ability to analyze financial information and make sound financial decisions.

MBA 635 Contemporary Marketing (3 credits)
This course provides a comprehensive treatment of marketing principles and market analysis for the practicing manager, so as to understand contemporary marketing practices and develop sound marketing strategies.

MBA 643 Strategy and Planning (3 credits)
This course is concerned with understanding and setting a firm's mission, vision, and goals, and then establishing a strategy to help the firm achieve those goals.

MBA 646 Managing Organizational Behavior (3 credits)
This course explores organizational behavior through the theoretical lenses of micro, meso, and macro levels, and their associated influences of organizational culture, psychology, and sociology. Students will apply these theories as they relate to individuals, teams, and groups within organizations as well as explore organizational processes.
MBA 690 Capstone (3 credits)
The Capstone Course is the final course in the MBA degree program. The capstone is intended to demonstrate the student's ability to integrate all facets of business study by applying what has been learned to a real-world project.

THE ACCOUNTING CONCENTRATION (9 SEMESTER CREDITS)

MBA 631 Audit and Corporate Finance (3 credits)
This course presents concepts of auditing, outlining the standards and practices of today's auditors, and preparing students to perform the Integrated Audit with a necessary understanding of enterprise risk management and professional judgment as the future of the auditing profession.

MBA 640 Financial Statement Analysis (3 credits)
Financial Statement Analysis prepares users to succeed as future business managers. The course demonstrates how to use financial statements to diagnose firm problems or strengths and to make loan, investment, acquisition, employment, and political decisions. Users learn practical skills to make smart financial strategy decisions.

MBA 641 Advanced Accounting (3 credits)
Advanced Accounting studies the accounting principles for partnerships, mergers, acquisitions, and consolidations, including the worksheet analysis of consolidation principles.

THE CYBERSECURITY MANAGEMENT CONCENTRATION (9 SEMESTER CREDITS)

CBY 610 Foundations of Cybersecurity Management (3 credits)
In this course, students learn the basics of IT infrastructure and services, their associated vulnerabilities along with the size and complexity of security threats found within organizations. Special topics include principles of cybersecurity that include but not limited to availability, confidentiality, integrity, and governance. Students will learn the basics of cybersecurity infrastructures, along with other critical areas managers need to develop security practices, policies, and compliance programs. Subsequently, students will view cybersecurity management through the lens of legal and regulatory perspectives in the context of assurance and security. The course will address the role of the cybersecurity manager regarding access and authentication, data confidentiality and integrity, data availability, networking and routing.

CBY 615 Foundations of Data Protection (3 credits)
This course provides students essentials concerning fundamental data protection techniques utilized to protect data at rest, data in motion, and as well as data in processing. Students will examine techniques of data protection and learn the fundamentals of cryptology, encryption, protection schemas and systems vital to cybersecurity managers. Special topics include access controls, availability, authentication, confidentiality, data integrity, and non-repudiation. Students receive an overview of are covered as well as an overview of defenses against Digital Denial of Service (DDoS) and other types of data attacks. Students will also review concepts relevant to foundations of data protection to include but not limited to networking and routing, security by diversity and security in depth.

CBY 620 Compliance & Legal Issues (3 credits)
In this course, students will examine compliance and legal areas for the cybersecurity manager in organizations. Students will learn about the role of the cybersecurity manager in addressing complexities associated with compliance and legal obligations starting through the examinations of foundational laws and industry standards required in most organizations. Special topics include customer information
safeguards and vertical industry analysis relevant to cybersecurity. Students will receive an overview of law enforcement and civil investigation of digital crimes.

THE FINANCE CONCENTRATION (9 SEMESTER CREDITS)

MBA 622 Budgeting (3 credits)
Budgeting provides the student with an in-depth understanding of operations and capital budgeting processes, the underlying theories, and the tools to understand and perform these critical activities.

MBA 623 Investments & Portfolios (3 credits)
This course examines capital market efficiency, the Capital Asset Pricing Model, competing theories of asset pricing, asset allocation, and an overview of various investment instruments, including equities, bonds, and derivatives.

MBA 624 Global Finance (3 credits)
Global Finance explores managing international business and global competition with an understanding of international financial instruments, markets, and institutions.

THE GLOBAL MANAGEMENT CONCENTRATION (9 SEMESTER CREDITS)

MBA 603 International Business (3 credits)
This course explores international business and its influence in a global society. A variety of topics are examined to include international business strategies, trade, marketing, political, economic, legal, and ethical issues.

MBA 607 Consulting in Global Management (3 credits)
This course provides students with an overview of management consulting from a global perspective. Students will explore the consulting process within the U.S. and abroad in areas such as the consulting process, viability, productivity and improvement, and strategic consulting.

MBA 644 Management and Leadership (3 credits)
This course provides a global perspective of management and leadership strategies in a myriad of business settings. Students explore implications of history, politics, culture, and technology in the decision making process to create competitive advantages in multinational organizations.

THE HEALTH ADMINISTRATION MANAGEMENT CONCENTRATION (9 SEMESTER CREDITS)

MHM 651 Health Care Systems (3 credits)
This course provides an analysis and synthesis of all aspects of the health care delivery system emphasizing improvement of health care delivery and access. It examines the complex organizational dynamics and structures that predicate the interaction among major components of the U.S. health care system, including service provider settings in which care is provided. The course surveys the funding systems and regulatory structures for financing health care delivery and resource management in health services organizations. Issues regarding reimbursement, capitation and resource management are addressed.

MHM 653 Health Care Ethical and Legal Issues (3 credits)
Investigates legal and ethical issues and problems encountered by administrators of health care facilities and programs. Topics discussed include government regulation of health care providers; patient consent
to and refusal of treatment; reproduction issues; privacy and confidentiality; and mental health issues. Students analyze legislation, ethicists’ commentary, and case law in medicine and healthcare through research and class participation.

**MHM 655 Quality Assurance in Health Care** (3 credits)
This course focuses on the effects of sophisticated quality and health outcome measures as used by individuals, employers and insurers to compare the results of various providers. The course will cover the forces of the customers and internal pressures to justify costs, continuous quality improvement, risk management, and changes demanding creative health care marketing techniques. Course content will include JCAHO an NCQA accreditation standards and processes, life safety and fire code requirements, and handling of biohazards such as blood borne pathogens.

**THE HUMAN RESOURCE MANAGEMENT CONCENTRATION (9 SEMESTER CREDITS)**

**MBA 609 Human Resources Management** (3 credits)
This course provides an overview of Human Resources Management (HRM) theory and HR managers’ contributions to accomplish organization goals through employee performance and satisfaction. A variety of topics that influence HR Management are addressed, which include legal/ethical principles, staffing, pay, training and development, empowerment, health and safety, and conflict resolution.

**MBA 613 Human Resources Management and Law** (3 credits)
In this course, students analyze potential legal implications within the common workplace, and evaluate current trends and concerns in employment law. Through case analyses and research, students will create plans to effectively manage risk in the employment relationship.

**MBA 617 Contemporary Issues in Human Resources Management** (3 credits)
Students conduct research in a project that addresses a contemporary issue in Human Resource Management. Students utilize basic skills to build a research project that synthesizes the impact of demographics, technology, and global integration of HRM in an organization.

**THE MARKETING CONCENTRATION (9 SEMESTER CREDITS)**

**MBA 601 Marketing Research** (3 credits)
This course provides an insight into the nature and assumptions of marketing research conducted by corporations and companies in today’s ever-changing global economy. It also provides knowledge and experience in the areas of ethical standards, and the planning and implementing of effective marketing research. The scope of this course covers the basics of marketing research through the more difficult and contemporary trends faced by companies today. Specifically, this course also covers marketing research as a business management tool; survey research and questionnaire design; scientific marketing research design and planning; data collection; attitude measurement, scaling, basic statistics and statistical tools for research analysis; hypothesis testing, and report writing and communication of research results.

**MBA 632 Integrated Marketing** (3 credits)
This course evaluates the components of an integrated marketing communications (IMC) program and how to create a reliable approach to an organization’s marketing strategies to develop IMC effectiveness. In addition, students learn how to develop marketing strategies and execute diverse communication tactics critical to an organization. Through case study analysis, students explore best practices and determine strategic objectives, target markets and messages, and apply multiple marketing tactics. Special topics include advertising, public relations, personal selling, sales promotion, direct marketing, and social media.
MBA 675 Social Media Marketing Strategy (3 credits)
This course provides students with a broad approach to the history, theory, technology, impact, and 
strategic uses of social media. An understanding of modern push technologies such as Facebook, Twitter, LinkedIn, YouTube, and Pinterest are explored for both marketing opportunities and challenges 
encountered within various organizations. Students apply and adapt basic and advanced marketing 
strategies to construct and critically evaluate social media texts, impact, and practical use in organizations.

THE NON-PROFIT MANAGEMENT CONCENTRATION (9 SEMESTER CREDITS)

NPM 601 Foundations of Nonprofit Management (3 credits)
This course examines the theoretical, philosophical, practical and ethical perspectives related to the 
effective management and leadership of nonprofit organizations in the twenty-first century. Upon 
completion of the course, the student will possess an understanding of the historical development of the 
nonprofit sector; the multiple rationales for the existence of the nonprofit sector; the distinctive 
characteristics of nonprofit organizations; the structures, processes and complexities of organizational 
governance shared by volunteer board members and professional staff; the dynamic environment of the 
contemporary nonprofit organization; and the current issues of importance to nonprofit decision makers.

NPM 603 Financial Decision Making for Nonprofits (3 credits)
This course provides a foundation for effective financial nonprofit decision making to promote the 
financial sustainability of nonprofit organizations in these challenging times. Upon completion of the 
course the student will: possess an understanding of financial systems as they apply to nonprofit 
organization; be able to analyze and evaluate the financial health of a nonprofit organization and 
determine its financial strengths and weaknesses; and use a variety of strategies to improve the financial 
condition of a nonprofit organization including “quick analysis”, budgeting and cost controls, 
understanding the nonprofit’s “economic engine,” and developing “unrestricted” funding streams.

NPM 605 Marketing and Revenue Generation for Nonprofits (3 credits)
This course examines practical strategies and trends in marketing for nonprofit organizations. Topics 
include the role of marketing in nonprofits, marketing research and planning, marketing’s impact on 
organizational revenue, relationship between marketing and fund development, types of marketing tools 
and strategies, audience identification and development, and role of staff and board of directors in 
nonprofit marketing.
Masters of Arts in Public Administration (MPA)

The Touro University Worldwide Master of Arts in Public Administration (MPA) program is designed to provide students an opportunity to complete a graduate degree while advancing their career in the most convenient and efficient way.

The Masters of Arts in Public Administration at TUW is designed to help the student to enhance her/his ability to understand, analyze, and control the organizational environment to manage effectively and to promote positive change in the public and nonprofit sectors.

The program blends theoretical and applied concepts. The curriculum includes organizational governance, financial aspects and administration while also providing case studies and real world experiences for the current and future administrator. In addition, the curriculum, addresses areas of government administration, policy analysis, and administration of government agencies, and HR in nonprofit agencies.

All students in the Masters of Arts in Public Administration program are required to complete 36 credits including a capstone course, which applies your new knowledge to a real-world public administration setting.

The Touro University and College System is a highly regarded educational institution with OVER FORTY YEARS OF ACCREDITED EXPERIENCE AND EXCELLENCE in higher educating and developing the skills of professionals to enhance and expand their careers, their lives, and the lives of those they affect.

Touro University Worldwide (TUW) expands on Touro’s tradition of commitment to excellence in education, offering individuals and professionals from around the world an opportunity to earn a quality graduate school degree via state-of-the-art online educational methods. The Masters of Arts in Public Administration at TUW delivers the value of a solid professional education that develops business expertise and fosters achievement through a set of values grounded in ethical practice. Join us to learn, lead, and serve.

MPA Mission Statement

The mission of the TUW’s Masters of Arts in Public Administration program is to provide students, as adult learners, with practical and academic skills to their professional and intellectual growth, meet their career advancement needs at higher levels in the public administration environment, and hone their scholar and practitioner skills to apply their knowledge, and abilities in giving back by serving the underserved in their community, government, nonprofit agencies, and society.

MPA Program Learning Outcomes (PLOs)

Upon completion of the MPA program, the student will be able to:

PLO 1 Explain various issues in managing a public organization
PLO 2 Compare and contrast a variety of approaches to public policy
PLO 3 Interpret multiple approaches in the study of organizational behavior in public administration
PLO 4 Prepare one of a variety of methods of building the budget in public organizations
PLO 5 Assess human resources management issues in public administration
PLO 6 Formulate strategies to address ethical issues in public administration
PLO 7 Analyze current issues in public administration
PLO 8 Compose a summative assignment that integrates various perspectives in public administration
**MPA Curriculum**

The curriculum is comprised of 12 courses, three credits each for a total of 36 credits including the capstone course. The current curriculum is detailed in the information below.

The MPA Required Core Courses (36 Semester Credits)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPA 600</td>
<td>Introduction to Public Administration Management</td>
<td>3</td>
</tr>
<tr>
<td>MPA 602</td>
<td>Introduction to Public Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MPA 604</td>
<td>Organizational Behavior</td>
<td>3</td>
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<tr>
<td>MPA 606</td>
<td>Law and Public Policy</td>
<td>3</td>
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<tr>
<td>MPA 608</td>
<td>Public Budgeting</td>
<td>3</td>
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<tr>
<td>MPA 610</td>
<td>Human Resources Management</td>
<td>3</td>
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<tr>
<td>MPA 612</td>
<td>Performance Assessment</td>
<td>3</td>
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<tr>
<td>MPA 614</td>
<td>Ethics in Public Administration</td>
<td>3</td>
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<tr>
<td>MPA 616</td>
<td>Public Administration in a Multi-Cultural Society</td>
<td>3</td>
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<tr>
<td>MPA 618</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>MPA 620</td>
<td>Contemporary Issues in Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>MPA 699</td>
<td>Capstone -- taken as the last course</td>
<td>3</td>
</tr>
</tbody>
</table>

**MPA Course Descriptions**

**The Core Courses (36 Semester Credits)**

**MPA 600 - Introduction to Public Administration Management (3 credits)**

This course examines a range of management issues and strategies within the context of managing public organization. The core focus is on an enhanced understanding of the theoretical and practical approaches to public management, an examination of day-to-day dilemmas faced by competent public managers, and the application of relevant theories to public management.

**MPA 602 - Introduction to Public Policy Analysis (3 credits)**

This course examines the way government policies emerge from the political process and are implemented through participating institutions. Students will demonstrate how analysis can contribute to informed policy-making and examine the factors involved in developing effective implementation strategies.

**MPA 604 - Organizational Behavior (3 credits)**

This course explores organizational behavior through the theoretical lenses of micro and macro levels, and their associated influences of organizational culture, psychology, and sociology. Students will apply these theories as they relate to individuals, teams, and groups within organizations as well as explore organizational processes in public administration.

**MPA 606 - Law and Public Policy (3 credits)**

This course provides an introduction to the law and legal system as it applies to public administration and policy. Students have an opportunity to evaluate the impact of the current legislation on the management and efficiency of public administration in organizations. The consequences of law and public policy formation on public administration will be discussed and assessed.
MPA 608 - Public budgeting (3 credits)
Public budgeting provides the student with an in-depth understanding of operations and public budgeting processes, the underlying theories, and the tools to understand and perform these critical activities.

MPA 610 - Human Resources Management (3 credits)
This course provides an overview of Human Resources Management (HRM) theory and HR managers’ contributions to accomplish organization goals through employee performance and satisfaction in public administration. A variety of topics that influence HR Management are addressed, which include legal/ethical principles, staffing, pay, training and development, empowerment, health and safety, and conflict resolution.

MPA 612 - Performance Assessment (3 credits)
In this course students explore the role and responsibilities of management in the public organization by developing and maintaining assessments. Special topics include the Performance Management System designed for improving organizational effectiveness, performance standards, development plans, providing feedback, measuring and evaluating progress towards goals, managing performance gaps and using positive and progressive discipline. The aforementioned topics and more will assist students in learning how engaging employees in a thoughtful and thorough performance assessment process can enhance employee engagement, motivation, and retention rates in the public organization.

MPA 614 - Ethics in Public Administration (3 credits)
In this course, issues of ethics and conflict of interest will be discussed. The administrator’s role in ethical decision-making will be examined along with external and internal controls. The course will offer studies in leading and building organizations of integrity and diversity.

MPA 616 - Public Administration in a Multi-Cultural Society (3 credits)
This course focuses on the role the impact of diversity and multicultural environment in public administration. Special topics include the role of race, gender, ethnic origin and tradition in creating an effective, rewarding and harmonious public organization work place in national as well as global settings.

MPA 618 Research Methods (3 credits)
Students will examine various statistical techniques that are used in the analysis of data generated by empirical research, including descriptive and inferential statistical methods, parametric and nonparametric analyses, sampling distributions, and the generalizations, inferences, and interpretations that can legitimately be made on the basis of statistical evidence.

MPA 620 - Contemporary Issues in Public Administration (3 credits)
Students conduct research in a project that addresses a contemporary issue in Public Administration. Students utilize their skills learned in the MPA program to build a research project that synthesizes the impact of demographics, technology, and the environment on public administration and/or public policy.

MPA 699 Capstone (3 credits)
The Capstone Course is the final course in the MPA degree program. The capstone is intended to demonstrate the student’s ability to integrate all facets of public administration study by applying what has been learned to a real-world project.
MASTERS OF SCIENCE IN HUMAN RESOURCE MANAGEMENT (MHRM)

The Touro University Worldwide Master of Science in Human Resource Management program is designed to provide students an opportunity to complete a graduate degree while advancing their career in the most convenient and efficient way.

The program is a specialized professional program designed to offer the student an opportunity to obtain proficiency in contemporary human resource management concepts, activities, and skills, particularly as they are applied to developing and executing human resource management systems in support of strategic organizational objectives. As a result of successfully completing the program, graduates should improve their ability to apply problem-solving skills to designing human resource management systems that fit the strategic objectives of organizations and to use written and verbal communication skills effectively to communicate the results of their problem-solving analyses and recommendations. Students will acquire essential general managerial concepts and techniques while developing a better understanding of working with employees. The HRM program offers a flexible course of study. Students learn firsthand from industry experts who bring relevance and currency to the classroom. Students can immediately apply the lessons learned to their current job, while preparing to advance their careers to the next level.

According to the United States Department of Labor Bureau of Labor Statistics:

"Human resources managers plan, direct, and coordinate the administrative functions of an organization. They oversee the recruiting, interviewing, and hiring of new staff; consult with top executives on strategic planning; and serve as a link between an organization's management and its employees....

The median annual wage for human resources managers was $102,780 in May 2014....

Employment of human resources managers is projected to grow 9 percent from 2014 to 2024, faster than the average for all occupations. As new companies form and organizations expand their operations, they will need human resources managers to oversee and administer their programs, and to ensure firms adhere to changing and complex employment laws. Strong competition can be expected for most positions."


HUMAN RESOURCE MANAGEMENT MISSION STATEMENT

The mission of the TUW HRM degree is designed to provide graduates with the knowledge, skills, and competencies needed to excel in careers in the large and growing area of human resources in all types of organizations. This degree provides an in-depth knowledge, evaluation, and application needed to perform and excel in the various professional and managerial levels of HRM in a variety of organizations.

PROGRAM LEARNING OUTCOMES (PLOs)

Upon completion of the MHRM program, the student will be able to:

PLO 1 Evaluate the perspectives of human resources management and associated best practices within an organization

PLO 2 Value business ethics and legal issues to resolve HR dilemmas and apply the laws as applicable

PLO 3 Assess the application of cultural competencies both local and global in the HR profession
PLO 4 Examine the role of HRM in training development and associated components of training within an organization
PLO 5 Analyze and implement HR management and leadership procedures that include strategy and planning to assist the organization in achieving a competitive advantage
PLO 6 Apply theory to practice in coaching leaders and managers to improve overall skills and performance at all levels within an organization
PLO 7 Assess the HR Manager’s function in facilitating successful change within an organization
PLO 8 Apply HRM knowledge in employee selection, hiring, performance appraisal, termination and related personnel procedures

MHRM CURRICULUM
The curriculum of the Human Resource Management program is comprised of 36 credits (12 courses including the Capstone). All of the courses are core required courses.

The Capstone course is also one of the required courses that is the last course taken in the program, and provide feedback assessment on the achievement of the Program Learning Outcomes (PLOs).

**MHRM Required Core Courses (36 Semester Credits)**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
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<tbody>
<tr>
<td>HRM 600</td>
<td>Human Resources Management</td>
<td>3</td>
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<tr>
<td>HRM 602</td>
<td>Ethics for HR Professionals</td>
<td>3</td>
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<tr>
<td>HRM 604</td>
<td>Developing a Competency Culture</td>
<td>3</td>
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<tr>
<td>HRM 606</td>
<td>Training and Development</td>
<td>3</td>
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<tr>
<td>HRM 608</td>
<td>Management and Leadership</td>
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<td>HRM 610</td>
<td>Coaching</td>
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<td>HRM 612</td>
<td>Facilitating Organizational Change</td>
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<tr>
<td>HRM 614</td>
<td>Performance Assessment</td>
<td>3</td>
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<tr>
<td>HRM 616</td>
<td>Human Resources Management and Law</td>
<td>3</td>
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<tr>
<td>HRM 618</td>
<td>Management Across Culture</td>
<td>3</td>
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<tr>
<td>HRM 620</td>
<td>Strategy and Planning</td>
<td>3</td>
</tr>
<tr>
<td>HRM 690</td>
<td>Capstone (Must be taken as the last course)</td>
<td>3</td>
</tr>
</tbody>
</table>

**MHRM COURSE DESCRIPTIONS**

**THE REQUIRED COURSES (36 SEMESTER CREDITS)**

**HRM 600 Human Resources Management** (3 credits)
This course provides an overview of Human Resources Management (HRM) theory and HR managers’ role in a variety of organizational settings. Topics include employee motivation and performance, pay, staffing, training and development, health and safety, and conflict resolution.

**HRM 602 Ethics for HR Professionals** (3 credits)
This course provides an in-depth approach to ethical, legal and social responsibility topics and issues, which influence human resource management decision-making. Readings and case studies will stimulate critical thinking and collaborative group discussions that address various current ethical and legal issues/topics for the 21st century human resource management professional.
HRM 604 Developing a Competency Culture (3 credits)
In this course students study a human resources management approach to develop a competency-based culture in organizations. The focus is on systems and processes used to develop and achieve optimal employee performance, organizational efficiency and effectiveness, and competitive advantage. Topics addressed include models of organizational competency, education, training and professional development activities, Total Quality Management (TQM) and competency based HRM.

HRM 606 Training and Development (3 credits)
This course focuses on training and development practices and the underlying theories and tools. Special emphasis is placed on the role of Human Resources professionals’ role in instructional design, program evaluation and learning theories relevant to training and development, along with legal considerations in the implantation of training and development.

HRM 608 Management and Leadership (3 credits)
This course provides an in-depth examination of management and leadership topics that are relevant and applicable to Human Resource Management. Special topics include management competencies, theories of leadership, effective communication, job satisfaction, and leading change.

HRM 610 Coaching (3 credits)
This course provides the Human Resource Manager (HRM) the theories and tools needed to implement a successful coaching program and culture within an organization. Organizations expect managers and staff at all levels to perform highly in meeting the vision, mission and goals. Special emphasis is on the HRM role regarding coaching in the organization, which provide development and skills to managers and employees at all levels.

HRM 612 Facilitating Organizational Change (3 credits)
This course explores Human Resource Management theories and tools needed to implement an effective change process within the organization. Course topics will include the aspects of change, the resistance to change, team development, reorganization and downsizing, and the changing nature of the workplace. Students explore key theories that are applied through practice and analysis concerning workplace changes and the associated effects on employees and the organization.

HRM 614 Performance Assessment (3 credits)
In this course students explore the role and responsibilities of the Human Resource Manager developing and maintaining assessments. Students learn about the Performance Management System designed for improving organizational effectiveness. Special topics include setting performance standards, developing a plan for development, providing feedback, measuring and evaluating progress towards goals, managing performance gaps and using positive and progressive discipline. The aforementioned topics and more will assist students in learning how engaging employees in a thoughtful and thorough performance assessment process can enhance employee engagement, motivation, and retention rates.

HRM 616 Human Resources Management and Law (3 credits)
The course provides students with an analysis of the legal environment governing the employee and labor relations. Special topics include legislation such as Equal Employment Opportunity, ADA, FMLA, sexual harassment, Civil Rights Act and other labor laws and are discussed. Students have an opportunity to evaluate the impact of the current legislation on the management and efficiency of human resources in organizations.
HRM 618 Management across Culture (3 credits)
This course focuses on the role of the HRM regarding the impact of diversity in labor relations in global organizations. Specifically students explore HR management in organizations operating in a cross cultural and diverse working environment. Special topics include the role of race, gender, ethnic origin and tradition in creating an efficient, rewarding and harmonious work place in a global setting.

HRM 620 Strategy and Planning (3 credits)
In this course, students explore the crucial role of the HRM in implementing strategy and planning in an organization. By developing an HR Strategic Plan, students learn how to align the human resource management and policies with the organizational strategy.

HRM 690 Capstone (3 credits)
The Capstone Course is the final course in the MHRM degree program. The capstone is intended to demonstrate the student's ability to integrate all facets of concepts learned in Human Resource Management and apply lessons learned to a real-world project.
Master of Dispute Resolution (MDR)

Program Description

The Master of Arts degree in Dispute Resolution is designed to provide graduates with the knowledge, skills, and competencies needed to excel in careers in the large and growing areas of Dispute Resolution and Alternative Dispute Resolution (ADR) in all types of organizations and life situations.

Conflict resolution is an expanding field of professional practice, both in the United States and around the world. The escalating costs of conflict for both organizations and individuals has led to the increased use of arbitrators, mediators, and other neutrals, including fact-finders, facilitators, and ombudsmen to resolve such conflicts. The expansion of the field has also resulted in the need for managers, union representatives, attorneys and advocates, administrators, and consultants to acquire the skills and expertise necessary to handle disputes effectively.

These careers require a deep understanding, knowledge, and application of the behavioral, ethical, management, and social foundations of dispute resolution which is the cornerstone of Touro University Worldwide Master of Arts in Dispute Resolution (MDR).

According to the Bureau of Labor Statistics (BLWS), the mean annual salary for arbitrators, mediators, and conciliators in 2014 was $70,740.


Even the practice of law is changing toward less civil litigation and more negotiated settlements. Dispute resolution strategies will play an increasingly important role as this trend expands. Even now, lawyers focus on Alternative Dispute Resolution (ADR) as an area of specialization and can derive direct benefits from a master degree in dispute resolution. According to the State of Iowa Bar Association survey from 2015, 8 percent of the lawyers surveyed specialize in Alternative Dispute Resolution or Mediation. According to July 2014 report by the State Bar of Michigan, the mean billing rate for ADR was $285 per hour while the mean billing for all lawyers was only $263 per hour. This finding suggests of the strong likelihood of the competitive advantage of advanced education in dispute resolution in the legal field as well as new career avenues for the legal profession. In her book from 2008 “The New Lawyer: How Settlement Is Transforming the Practice of Law” (UBC Press), Julie Macfarlane analyzed how negotiation, collaboration, mediation, ethics, and strategies transform the practice of law and the increasing impact of alternative, consensus-seeking strategies on the US and Canadian legal systems.

MDR Mission Statement

The Master of Arts in Dispute Resolution addresses the local, regional, state, national and international need for highly skilled conflict resolvers to work within judicial, governmental and social service systems, as well as in educational and religious communities. This program empowers students with the knowledge and advanced skills needed to work effectively in this field. The aim of the program is to provide a masters level degree that will enable the graduate to find employment in virtually every aspect of society, working in international capacities as well as within local communities, and neighborhoods helping people deal productively with disputes without entering the long and expensive court system.
MDR PROGRAM LEARNING OUTCOMES (PLOs)
Upon completion of the MDR Program, the student will be able to:

PLO 1 Compose assignments explaining various types of disputes (Written Communication)
PLO 2 Examine and compare the various methods to resolve disputes (Information Literacy, Application)
PLO 3 Interpret the differences between settling disputes from negotiation through mediation and through arbitration (Critical Thinking)
PLO 4 Discuss Restorative Practice within ADR (knowledge of the profession)
PLO 5 Plan how to structure ADR within an organization (knowledge of the profession)
PLO 6 Present and discuss ethical issues in ADR (Application and written communication)
PLO 7 Propose how to organize and manage the ADR process (written communication and application)
PLO 8 Compare and analyze strategic choices for ADR and for settlement (Critical Thinking)

MDR CURRICULUM
The curriculum is comprised of 36 credits (12 courses). All of them are core required courses. The Capstone course is also one of the required courses that is the last course taken in the program.

MDR Required Core Courses (36 Semester Credits)

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<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
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<tbody>
<tr>
<td>MDR 600</td>
<td>Foundations of Conflict Resolution</td>
<td>3</td>
</tr>
<tr>
<td>MDR 602</td>
<td>Negotiation</td>
<td>3</td>
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<tr>
<td>MDR 604</td>
<td>Mediation</td>
<td>3</td>
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<tr>
<td>MDR 606</td>
<td>The Ombuds Profession</td>
<td>3</td>
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<tr>
<td>MDR 608</td>
<td>Alternative Dispute Resolution</td>
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<tr>
<td>MDR 610</td>
<td>Alternative Dispute Resolution Ethics</td>
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<tr>
<td>MDR 612</td>
<td>International Business Dispute Resolution</td>
<td>3</td>
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<tr>
<td>MDR 614</td>
<td>The Practice of Arbitration</td>
<td>3</td>
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<tr>
<td>MDR 616</td>
<td>The Practice of Negotiation &amp; Mediation</td>
<td>3</td>
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<tr>
<td>MDR 618</td>
<td>The Practice of Facilitation</td>
<td>3</td>
</tr>
<tr>
<td>MDR 620</td>
<td>Restorative Practice</td>
<td>3</td>
</tr>
<tr>
<td>MDR 699</td>
<td>Capstone (Must be taken as the last course)</td>
<td>3</td>
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</table>

MDR Curriculum and Course Descriptions

MDR 600 Foundations of Conflict Resolution (3 Credits)
The field of conflict resolution has been developed academically as a discipline from diverse fields of knowledge. This course provides a foundation to the major schools of thought that contribute to the developments in social psychology, law, political science, social work, and business. The field of conflict resolution is also dynamically transforming, and the course introduces recent developments, particularly in the area of dynamical systems.

MDR 602 Negotiation (3 Credits)
Negotiation is one of the most important strategies in conflict resolution and is used routinely by all humans to resolve conflict and potential conflict successfully. This course examines both theoretical and practical implications of diverse assumptions and strategies. Students develop a deeper self-awareness of their role in the creation, perpetuation, escalation and resolution of conflicts, as well as in relationship with the other party.
**MDR 604 Mediation** (3 Credits)
Mediation is a strategy frequently used by parties in conflict to constructively address incompatibilities. The role of the third party differs depending on the type of mediation being employed. New models of mediation have been developed recently and the field continues to develop and grow. Traditional methods of third party intervention, as well as, more recent alternative dispute resolution approaches will be explored. Students practice applying constructive conflict resolution skills toward becoming an effective impartial third party mediator.

**MDR 606 The Ombuds Profession** (3 Credits)
The ombuds profession has seen a tremendous growth in interest as interest in alternative dispute resolution and integrated dispute resolution systems within organizations has increased. However, when asked, the average person in the United States still neither knows what an ombudsperson is nor the functions that an ombudsperson fulfills within an organization. This course will introduce students to the major theoretical and practical issues inherent in the ombuds profession. With particular focus on the Standards of Practice as articulated by the International Ombudsman Association, students will learn about the unique services that organizational ombuds people provide to organizations and to individuals within those organizations.

**MDR 608 Alternative Dispute Resolution** (3 Credits)
Alternative Dispute Resolution ("ADR") refers to any means of settling disputes outside of the courtroom. ADR typically includes early neutral evaluation, negotiation, conciliation, mediation, and arbitration. As burgeoning court queues, rising costs of litigation, and time delays continue to plague litigants, more states have begun experimenting with ADR programs. Some of these programs are voluntary; others are mandatory. This course provides the foundation of legal basis of ADR and the theoretical and practical processes involved in its implementation and management.

**MDR 610 Alternative Dispute Resolution Ethics** (3 credits)
The course covers ethical obligations of attorneys and neutrals in commonly used ADR processes, including negotiation, mediation and arbitration. The course will examine applicable ethical standards as mandated by statutory law and court rules, interpreted by case law, and proposed by trade organizations or service providers, and the practices and situations most frequently giving rise to ethical questions.

**MDR 612 International Business Dispute Resolution** (3 Credits)
The course is a survey of the global system that supports, regulates and promotes the resolution of cross-border commercial disputes. The course will begin with an introduction to the mediation of international business disputes and review the various model laws and rules which reflect international norms and practices in this area. Following this, students will then turn to the study of international arbitration. As the premier and arguably only binding and truly international means of resolving cross-border commercial disputes, international arbitration merits the bulk of this course's attention. During this portion of the class, the students will review the conceptual underpinnings of international arbitration, the regulatory framework which supports the enforcement of final awards, the practice and procedures which are most commonly employed, and the interplay between national laws and the conduct of arbitrations throughout the world. Additionally, students will be introduced to growing field of international investment arbitration and state-to-state arbitrations.

**MDR 614 The Practice of Arbitration** (3 Credits)
The course covers key legal principles important to the practice of arbitration in a variety of transactions and settings. The students will learn how to prepare for and conduct an arbitration hearing from the commencement of the process through the rendition of an arbitration award including the pre-hearing conference, development of a procedural order and setting a timetable for arbitration. The course will provide students with the ability to identify and explain issues or process choices likely to arise during the
course of an arbitration and understand the kinds of remedies available in arbitration and ways of framing arbitration awards, and what happens after an award is rendered. The course will teach the students how to differentiate between ethical and unethical practices in arbitration and identify potential ethical dilemmas and solutions.

**MDR 616 The Practice of Negotiation & Mediation** (3 Credits)
The course is premised on the reality that the practice of law requires the use of negotiation as a tool to resolve disputes and legal claims often through the process of mediation. This course introduces students to the processes of negotiation and mediation, explores the theoretical approaches underlying both systems, and cultivates students’ advocacy skills to become effective negotiators in mediation. In the first half of the course, students will focus on negotiation as an independent technique and as a fundamental building block to the related process of mediation. In the second half of the course, students will build upon negotiation principles as they learn about mediation procedure as a form of dispute resolution. Through simulated exercises and reflective discussions, students will develop skills as negotiators and a proficiency in mediation advocacy.

**MDR 618 The Practice of Facilitation** (3 credits)
Facilitation skills are fundamental to constructive dialogue and collaboration, including successful negotiation and mediation. Specifically, the process-oriented practice of facilitation provides procedural guidance to promote productive and transformative dialogue essential to alternative dispute resolution practices. Topics include exploration of individual conflict styles and strategies; facilitative management techniques; small-group consultant problem solving; facilitation of strategic planning; and practice in listening, framing, and reframing skills.

**MDR 620 Restorative Practice** (3 Credits)
Students in this course explore theories and practice of Restorative Practices within alternative dispute resolution models. Restorative practice is a philosophical approach to be used in conjunction with traditional justice and conflict resolution systems. This concept is increasingly used when an offense has occurred, as a method of healing individuals and communities who have been harmed/impacted by that action. With beginnings in indigenous societies, the basic principle is to bring those harmed together with the community in a dialogue aimed at reestablishing personal and relational balance for all involved. Restorative practice’s initial practitioners were often within the traditional justice system, yet this method of conflict resolution has expanded to a wide range of applications including education, non-profit, government, human resources, classroom management, and healthcare.

**MDR 699 Capstone** (3 Credits)
The Capstone Course is the final course in the MDR degree program. The capstone is intended to demonstrate the student’s ability to integrate all facets of alternative dispute resolution study by applying what has been learned to a real-world project.
Masters of Arts in Marriage and Family Therapy (MFT)

Disclaimer: Enrollment in the MFT programs does not guarantee a degree from Touro University Worldwide or qualification for professional licensure. Students are responsible for meeting all academic and professional requirements for graduation. Further information regarding these academic and professional requirements is outlined in this handbook. Students enrolled in the MFT counseling licensure program are responsible for knowing the information from TUW. Further, it is the sole responsibility of the student, not the program, to obtain information regarding prerequisites for licensure as outlined by their particular state board of marriage and family therapy.

TUW MFT Degree Options/Tracks: Overview

(1) M.A. in Marriage and Family Therapy
- Minimum: 20 courses (60 credits)
- Minimum: 6 credits of practicum courses (MFT 641, MFT 643)
- Minimum: 225 face-to-face clinical hours
- Minimum: 300 total practicum hours

(2) M.A. in Marriage and Family Therapy
Non-Clinical Track
- Minimum: 18 courses (54 credits)
- No practicum course requirement
- No clinical hour requirement

(3) M.A. in Marriage and Family Therapy
Licensed Professional Clinical Counseling (LPCC) Track
- Minimum: 25 courses (73 credits)
- Minimum: 9 credits of practicum courses (MFT 641, MFT 643, MFT 645)
- Minimum: 280 face-to-face clinical hours
- Minimum: 450 total practicum hours

The TUW Master of Arts Degree in Marriage & Family Therapy presents an extraordinary opportunity for interested individuals to become actively involved in an expanding and promising area of study. The need for Marriage and Family Therapists is now growing as an integral and important part of our nation’s health and mental health care delivery system. Family therapy is different from other mental health professions because of:

1) Its emphasis on treating couples and families and the family as a system;
2) Its emphasis on present day problems instead of historical or intra-psychic conflicts; and
3) Its focus is on understanding interpersonal relationships as a way of identifying and treating mental health problems.

Increased understanding of the relationship between marital and family dysfunction and serious mental and emotional disorders such as chemical dependency, substance abuse, eating disorders, disorders of childhood and adolescence, and other forms of psychopathology have contributed to the prominence of this discipline. It is rare today to treat either inpatients or outpatients without attention to the family and dynamics of the family system.

The Health Care Reform Act will bring significant changes to the way health care is provided. One major change involves the use of health care teams to treat illness and foster wellness. Many mental health experts predict Marriage & Family therapists will be important and valued members of these new health care teams. Graduates of the TUW and other Marriage & Family Therapy programs will work in mental health agencies, in their own private practices, in government agencies, in health and educational
administration, and as human resource professionals. Some will continue their professional education in doctoral degree programs.

The Touro University and College System has OVER FORTY YEARS OF ACCREDITED EXPERIENCE in educating and developing the skills of professionals to enhance and expand their careers, their lives, and the lives of those they affect.

Touro University Worldwide (TUW) expands on Touro’s tradition of commitment to excellence in education, offering professionals from around the world an opportunity to earn this quality graduate school degree. The Master of Arts Degree Program in Marriage & Family Therapy at TUW brings the Touro tradition to this critical discipline: the value of a solid professional education that can foster the well-being of couples and families and, in turn, make a positive contribution to the larger community.

This program is designed to give you considerable control over the pace with which you complete your degree. We understand that demands at home or at work may change your schedule so TUW has structured the MFT program to allow you the flexibility you need to adjust your course load from one academic term to another. Join us to learn, lead, and serve.

**Note for MFT students:** Students taking Leave of Absence (LOA) are not considered active enrolled students. MFT students acquiring the clinical practicum hours must register for Clinical Practicum or Clinical Practicum Continuation. Student must stay in active status with the University to ensure the practicum is covered by the University insurance and the practicum hours officially recorded.

**MFT Mission Statement**
TUW’s mission is to provide academic and professional clinical training to students to become competent, ethical, culturally sensitive, and systems-oriented marriage and family therapists who can effectively assess, diagnose, and treat a diverse population of individuals, couples and families. The program is conceptually grounded by the scientist-practitioner model, preparing students who will be capable of making unique contributions to the field of marriage and family therapy.

**MFT Program Learning Outcomes (PLOs)**
Upon completion of the MFT program, the student will be able to:

**PLO1** Describe the theoretical constructs and perspectives of current scholarship holds to be important to the best practices in Marriage and Family Therapy and Mental Health Counseling (Theory)

**PLO2** Students will demonstrate an understanding of the rich history and evolution of traditional and contemporary major theoretical approaches to Marriage and Family Therapy (Theoretical Literacy)

**PLO3** Plan and develop an independent investigation within the discipline’s literature, and to do independent investigation of organizational situations and effective solutions to those situations (Investigative Competence)

**PLO4** Integrate various aspects of course content into an encompassing, congruent, and effective approach to integrative analytical ability of the practice of Marriage and Family Therapy (Integrative Analytical Ability)

**PLO5** Demonstrate the ability to apply theoretical understandings to the analysis of appropriate treatment interventions with individuals, couples and families (Theoretical Application)

**PLO6** Demonstrate professional/clinical skills related to the practice of Marriage and Family Therapy as it relates to individuals, couples and families (Clinical Competence)

**PLO7** Demonstrate the elements that make up a professional identity of an MFT (Professional Competence)

**PLO8** Demonstrate ability to discuss culturally diverse world views and perceptions as they relate to the practice of Marriage and Family Therapy (Cultural Competence)
MFT Admission Policies

Admission and Licensure
The 60 credit hour Masters of Marriage and Family Therapy (MFT) program is aligned with the requirements of most States and designed to help students pursue a MFT license. Before enrolling in a licensure program at Touro University Worldwide, students should consult the rules and regulations regarding Marriage and Family Therapy for their particular State. The Marriage and Family Therapist (MFT) licensure process begins the moment you start taking classes in your accredited degree program.

The TUW MFT program is approved by the State of California Board of Behavior Sciences (BBS). Click on the following link to the California Board of Behavior Sciences (BBS) handbook: http://www.tuw.edu/wp-content/uploads/2014/03/BBShandbook.pdf

The TUW MFT program is also approved by The State Education Department/The University of the State of New York/ALBANY, NY 12234 / Division of Professional Education Professional Education Program Review Education Building 89 Washington Avenue, 2nd Floor, West Wing Albany, NY 12234 Tel. (518) 486-2967 Fax (518) 473-0114.

Note: It is the Policy of TUW that students cannot be accepted as student at large or non-degree-seeking student to any of the Clinical programs at TUW including the MFT program, in any phase of the program. Students will not be accepted to TUW to take the Practicum courses only.

Students should be aware of the following before enrolling in one of TUW’s MFT programs:
- State regulations regarding the type and number of academic courses as well as practicum and internship hours;
- State accreditation requirements for educational institutions;
- State regulations and requirements for online graduate education programs; and
- State regulations regarding licensure opportunities if an applicant has a previous felony conviction.

MFT Curriculum

The MFT curriculum is composed of 20 required courses for a total of 60 semester credits which includes two practicum courses that are 150 hours each (each course is 3 semester credits and 150 hours each). Out of the two practicum courses (300 hours), students must have 225 hours direct client contact. The additional 75 hours may be miscellaneous activities in the clinic or agency. This applies to the BBS of California. In other states the requirements may be different and the MFT Director and his team will inform you about the state you are acquiring your licensure.

MFT Required Core Courses (60 semester credit hours*)

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<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
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<tbody>
<tr>
<td>MFT 610</td>
<td>Contemporary Issues in Marriage &amp; Family Therapy</td>
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<td>MFT 611</td>
<td>Foundations of Psychopathology</td>
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<td>Research Methodology</td>
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<td>MFT 619</td>
<td>Assessment &amp; Testing for the Marriage &amp; Family Therapist</td>
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<td>MFT 620</td>
<td>Human Sexuality</td>
<td>3</td>
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<tr>
<td>MFT 626</td>
<td>Substance Abuse &amp; Recovery</td>
<td>3</td>
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<tr>
<td>MFT 627</td>
<td>Studies in Human Communication</td>
<td>3</td>
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<tr>
<td>MFT 628</td>
<td>Adolescent-Focused Family Therapy</td>
<td>3</td>
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<td>MFT 629</td>
<td>Aging, Illness &amp; Long-Term Care Concerns</td>
<td>3</td>
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<td>MFT 630</td>
<td>Ethics &amp; Law for Marriage &amp; Family Therapy</td>
<td>3</td>
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<tr>
<td>MFT 635</td>
<td>Treatment of Trauma in Families</td>
<td>3</td>
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<tr>
<td>MFT 641*</td>
<td>Clinical Practicum Part I - 150 Hours</td>
<td>3</td>
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<tr>
<td>MFT 643*</td>
<td>Clinical Practicum Part II -150 Hours</td>
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<tr>
<td>MFT 642*</td>
<td>Clinical Practicum Part 1-Continuation I- (As needed)</td>
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<tr>
<td>MFT 644*</td>
<td>Clinical Practicum Part 2- Continuation II- (As needed)</td>
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<td>MFT 699</td>
<td>Capstone</td>
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**Elective Courses (Taken only if the Student’s State Requires these specific Courses)**

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<tr>
<th>Course Number</th>
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<tbody>
<tr>
<td>MFT 645*</td>
<td>Clinical Practicum Part III -150 Hours</td>
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<tr>
<td>MFT 650</td>
<td>Counseling Theory</td>
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<tr>
<td>MFT 651</td>
<td>Advanced Counseling Theories and Techniques</td>
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<td>MFT 653</td>
<td>Lifestyle and Career Development Counseling</td>
<td>3</td>
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<tr>
<td>MFT 698</td>
<td>Spousal/Partner Abuse Detection and Intervention</td>
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*Not all students will complete their Clinical hours during the 2 courses, and may need to enroll in a 3rd or even 4th course (called a Continuation course) to complete their training (such as MFT 642 or MFT 644.) The cost is $500 per continuation course, and it is a non-credit course.

**MFT Practicum**

Students must be in good academic standing (minimum B+ in each course) to begin the practicum application process. Students are strongly encouraged to begin a search for possible placements 4-6 months prior to registering for Practicum TUW may have students in your area that have trained at a site, so be sure to ask the Director of MFT, Coordinator of the Practicum, Professors or other students. Some good sites are ones that already have a training program in place. These may include non-profit counseling centers, substance abuse centers, child and family resource centers, hospitals, college counseling centers and therapeutic camps.

Students may take their Practicum after they have completed the pre-requisite courses below:

**When to Take Practicum**

Students who wait until the last year of their program to take Practicum may be better prepared academically. Given these considerations, we recommend that students take practicum after completing 10 courses or 30 credits. Securing a practicum site is important and can take at least 6 months to a year prior to starting the practicum.

As a reminder, the MFT requirement for pre-degree practicum hours is a minimum of 300 total hours, of which 225 hours must be client contact hours. For those interested in the additional LPCC track, the requirement is 450 total hours, of which 280 must be clinical client contact hours.
Before taking Practicum, students must have completed the following courses:

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<td><strong>MFT 626</strong></td>
<td>Substance Abuse &amp; Recovery</td>
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The above courses are considered to be the basis for preparation for the Practicum courses.

** For Students who will be conducting their Practicum at a Drug and Substance Abuse Treatment site, MFT 626 Substance Abuse & Recovery is very highly recommended prior to beginning the Practicum.

The MFT Practicum requirements include completion of a total of 300 Clinical hours of experience at a traineeship site (225 direct client hours and 75 miscellaneous hours). Please see below for the MFT Breakdown of Required Supervised Experience:

- The 225 hours of **direct** client contact consists of face-to-face counseling with individuals, couples, families, or groups (also includes “tele-health” or “tele-medicine”).

- The 75 other **non-direct** miscellaneous hours may counted as any combination of other clinical experience such as supervision, training, additional direct client contact, case management, staff meetings and writing progress notes and/or clinical reports.

- Please note there is **incentive** credit for MFT Students to perform conjoint and family counseling—(therefore couples and family therapy hours are counted as double; student’s own Personal therapy hours are tripled).

- Provision of a minimum of 50 client contact hours per session. This amounts to approximately 5 client contact hours per week. It is generally recommended that students carry a caseload of approximately 6 to 7 clients per week in order to allow for cancellations.

- Students will track their hours by submission of a “Weekly Hours of Experience form” signed by the clinical supervisor, documenting the hours spent at the practicum site. All forms for the Practicum can be located on the TUW website [http://www.tuw.edu/marriage-family-therapy/](http://www.tuw.edu/marriage-family-therapy/).

- All students are required to obtain their own professional liability insurance even if the practicum site has insurance that covers the student. You may check with your local chapter of AAMFT for insurance resources. (Usually these are free to students who are members of CAMFT or AAMFT). If purchasing your own, CPH and Associates as well as other companies offer it to Trainees.
In order to meet Touro’s educational requirements, the practicum site is asked to provide the following:

- Clinical supervision with a clinician who will have authority over the student’s clinical work.

- Clinical supervision must include at least one **hour of individual supervision or two hours of group supervision** per calendar week (with no more than 8 group members).

- The clinical supervisor must be a licensed mental health clinician practicing as a Marriage and Family Therapist, Licensed Clinical Social Worker, Psychologist, or Board-certified Psychiatrist. In some states, a Licensed Professional Counselor and/or a Licensed Mental Health Counselor is also acceptable.

- The supervisor must have been **licensed for at least two years**, and must be licensed in the state where the supervision is occurring and must meet state supervisor requirements (usually a training in Supervision CEU of 6 credits).

- The clinical supervisor must agree to ensure that all state laws, regulations, and professional ethics are followed. Please be aware that since students practice away from the Touro campus the clinical responsibilities between the trainee and the client rest exclusively with the practicum site.

**Please note:** **TUW is not responsible to find the Practicum site and/or agency for students.** The student is responsible to identify the practicum site and connect the Program Director or Practicum Coordinator with the site to arrange for an MOU and a formal interview for the student.

**Disclaimer:** It is not the responsibility of TUW if the student cannot pass the interview, or is not accepted to a Practicum.

Prior to a student beginning a practicum, the site must be approved by Touro University Worldwide. California law requires that an affiliation agreement outlining the responsibilities of each party be signed between the agency, the student, and the graduate school. All necessary forms can be found on the TUW website at [http://www.tuw.edu/marriage-family-therapy/](http://www.tuw.edu/marriage-family-therapy/).

The practicum can be an exciting and challenging experience and has the potential to provide valuable feedback to students as well as a rich introduction to the practice of psychotherapy. It is the intent of TUW to establish cooperative and collaborative relationships with the practicum sites in order that our students may become sensitive, compassionate, and skilled clinicians.

As part of TUW’s Master of Arts Degree program in Marriage & Family Therapy, students will take 20 courses for a total of 60 credits including the two practicum courses that are 150 hours each (each course is 3 credits). Each term is eight weeks long and there are six terms per academic year. The curriculum is comprised of a set of courses carefully designed to provide a quality Masters Degree in Marriage and Family Therapy and qualifies students to apply for licensure as a marriage and family therapist (MFT).

**Note 1**: If a student has not completed the Practicum I and Traineeship at the first term, the student will have to take the Practicum Continuation course the following term. For this additional Practicum Continuation course a fee of $500 will be charged to the student for each additional term until completion. Active duty Military students will get a waiver of this fee if the delay is a result of military duty.
**Note 2: TUW provides the Master's degree for you, but TUW is not responsible for the licensure and licensure requirement in any state.** Students are required to investigate for themselves as to whether the program they enroll in meets their personal and career needs and/or licensing or accreditation goals. Thus, Touro University Worldwide disclaims any liability for promises, assurances, representations, warranties or other statements made in its marketing or promotional materials, and makes absolutely no promises, assurances, representations, warranties or other statements concerning a student’s academic success. While students expend significant sums associated with higher education, successful completion of a course, program, or degree is dependent on many factors. The payment of tuition entitles a student to register and matriculate in the courses and programs available and offered by the Touro School or Program in which the student is enrolled. 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.

**ACADEMIC POLICY FOR PRACTICUM AND MFT PROGRAM REQUIREMENTS**

The MFT program is a professional program that leads to Licensure in the profession. The program consists of several steps in order to complete the curriculum approved by the BBS and other states.

The total number of courses is 20, each course is 3 credits including the practicum credits and hours required to be completed, for a total of 60 semester credits.

Students must complete a minimum of 30 credits (required courses outlined in the MFT handbook) in order to be eligible to register for the first practicum course, MFT 641 Clinical Practicum I.

If a student completed 45 credits he/she MUST register for practicum MFT 641. If a student is not able to obtain a practicum site and enroll in MFT 641 by the third session after reaching 45 units, the student must choose between the M.A. in Marriage and Family (non-licensure track) or leave TUW’s MFT program.

Prior to registering to the Practicum course it is imperative that the student contacts the MFT program representative to ensure that the pre-practicum process is completed as well as the student propose sites in their area of residence.

A student who is not able to start the practicum while registered in the MFT 641 must drop the course within two weeks and register for another course.

TUW allows three (3) attempts to start the practicum and drop MFT 641. After the third attempt the student will have a choice to continue the program without practicum and complete the Masters degree without licensure, or leave the university.

**MFT PROGRAM – TEXTBOOK REQUIREMENT:**

While no course-specific textbooks are required the MFT program requires a reference manual:

- The Diagnostic and Statistical Manual of Mental Disorders (DSM-5).

**MASTER OF MFT – NON-LICENSURE TRACK**

The non-licensure track for the MFT program is available for students who are residing in countries or states that do not require the MFT licensure.

The Non-Licensure Track follows the same curriculum distribution as the Licensure track in the MFT, excluding the Practicum classes. Those students who do not want to pursue licensure for the MFT may complete all the course requirements and opt out of the Practicum course requirement with the Non-licensure Track. However, this degree will not qualify them for licensure.
A student may choose the non-licensure track at start of their program, or change the track during the program.

Students who are interested in this track will submit a signed form requesting to move to the non-licensure track. The form should be signed by the student and the MFT Program Director. The form will be submitted to the Office of the Registrar.

**Note:** Students will not be able to complete the practicum courses and apply for licensure after completion of the Masters Degree with a non-licensure track.

**MASTER OF MFT LICENSED PROFESSIONAL CLINICAL COUNSELOR (LPCC) TRACK**

The TUW MFT Program is approved by the State of California Board of Behavioral Sciences (BBS) to offer courses that meet the Licensed Professional Clinical Counselor (LPCC) licensure requirements in addition to the MFT licensure requirements. TUW MFT students have an option of taking additional courses to meet the LPCC requirements; students will then be eligible for both MFT and LPCC licensures in California. Each state has its own specific rules and regulations. We can help you with questions regarding your specific state requirements for LPCC.

Additional 5 required courses for LPCC include:
- MFT 650 Counseling Theory (3 credits)
- MFT 651 Advanced Counseling Theories & Techniques (3 units)
- MFT 653 Life and Career Development Counseling (3 credits)
- MFT 698 Spousal/Partner Abuse Detection and Intervention (1 credit)
- MFT 645 Clinical Practicum Part III (3 credits)

Additional clinical training requirements for LPCC include:
- 280 face-to-face clinical hours (instead of 225 face-to-face clinical hours)
- 450 total practicum hours (instead of 300 total practicum hours)

**MFT COURSE DESCRIPTIONS**

**THE CORE REQUIRED COURSES (60 SEMESTER CREDITS)**

**MFT 610 Contemporary Issues in Marriage & Family Therapy** (3 credits)

Systems Approach to family therapy is designed to provide an overview of the fundamentals of family and marital therapy. The course will be taught within a therapeutic perspective so that the material will be tied to the actual practice of therapy. Wherever possible, examples, case studies and vignettes will be employed in order to amplify the family systems approach to therapy.

In addition, the course explores theories and skills required in contemporary community mental health settings, including recovery-oriented treatment for severe mental illness, disaster and trauma response, services for victims of abuse and the homeless, foster care, case management, client advocacy, in-home and in-school services, bilingual client services, collaborating with other professionals, medical family therapy, and local community service resources. The course also provides a practical overview of public and private systems of care and opportunities to meet with the severely mentally ill and their families.

**MFT 611 Foundations of Psychopathology** (3 credits)

This course reviews the broad spectrum of psychological disorders and the proper method of diagnosing the disorders using the **DSM-5** criteria. The focus of this review will include the etiology, prevalence &
incidence, signs & symptoms, and criteria for differential diagnosis affecting children, adolescents, and adults. Suicide Assessment, Treatment and Management are also covered.

**MFT 612 Couples Counseling (3 credits)**
This course will examine the theory, practice and utilization of effective therapeutic interventions with couple relationships. The course will involve videos, case studies, online discussions, and written assignments to further our learning on couples counseling.

**MFT 613 Child-Focused Family Therapy (3 credits)**
This course will prepare students to work with the special counseling needs of children and adolescents. Behavioral characteristics of children and adolescents including their emotional, social, and cognitive behaviors will be covered and applied with practical cases. Counseling techniques and treatment options will be learned.

**MFT 614 Development within the Family Life Cycle (3 credits)**
This course will highlight developmental psychology throughout the lifespan, from birth through death. Current psychological and medical knowledge of child, adolescent, and adult development will be explored along with the impact of the developmental process on the individual and the family.

**MFT 615 Psychopharmacology (3 credits)**
The goal of this course is to provide a brief comprehensive overview of clinical psychopharmacology for non-medical providers. This course will acquaint students with the fundamentals of psychotropic drugs. Basics of pharmacology, indications, drug interactions and adverse side effects of commonly used psychotropic medications.

**MFT 616 Society, Culture and Gender: A Multi-cultural Perspective (3 credits)**
This course is designed to provide an introduction to some of the cultural, socioeconomic, and ethnic variables that influence the counseling relationship and process. Factors such as age, gender, sexual orientation, religious & spiritual values, mental and physical characteristics, education, family values, and socioeconomic status, are examined. We will emphasize on therapy issues related to each group, and learn effective treatment approaches to use that will be most appropriate. The process of becoming an effective multicultural therapist in terms of becoming more aware of the values and customs of persons from other racial/ethnic groups will be included. Therapist cultural self-awareness and the role of counseling in eliminating biases, prejudice, oppression, and discrimination are emphasized.

**MFT 617 Research Methodology (3 credits)**
The course serves as an introduction to graduate level research in the social sciences with a specific emphasis on psychology. Research methods and statistics will be integrated to provide a general overview of the ways that social scientists collect information. The research process will be examined including concepts of design, conduct and evaluation. Principles and characteristics of approaches and methodologies relevant to research in the field will be fully explored. Examples of data sources and methods of statistical description and analysis will be covered with special emphasis on developing ethical, trustworthy and useful information. The course also will provide a foundation for locating and evaluating scientific, technical, business and government qualitative and quantitative information.

**MFT 618 Group Counseling (3 credits)**
This course is designed to provide an overview of Large Therapy Systems. Emphasis will be on obtaining the conceptual knowledge and skills relative to conducting effective group treatment for a variety of client populations.
**MFT 619 Assessments & Testing for the Marriage & Family Therapist** (3 credits)
This course focuses on the understanding and use of testing results for the marriage and family therapist.

**MFT 620 Human Sexuality** (3 credits)
This course provides an overview of the biological, sociological and psychological basis of human sexual functioning. Sexuality is a core element of human functioning and a key element in understanding intimate relationships. An evidenced-based approach will be used to explore topics including sexual development and function throughout the lifespan, normative and atypical sexual functioning, as well as other sexual factors relevant to the practice of marriage and family therapy. Some specific topics will include sexual arousal and response, masturbation, sexually transmitted diseases, contraception, and sexual anatomy. Theories of sexual attraction from both sociological and evolutionary points of view will also be presented. A clinical model of intimacy will be presented, as well practical information for use in couple’s therapy.

**MFT 626 Substance Abuse & Recovery** (3 credits)
Students will learn about the different causes of addiction, understanding addiction as both a disease and a behavioral phenomenon. Topics include definitions of addiction, ethno-cultural influences in addiction, profiles in addiction, substances of addiction, models of treatment, family and group support, self-medication and theories of addiction. The emerging course of non-substance addictive behaviors (food compulsions, internet/gaming, shopping and pathological gambling) will also be discussed.

**MFT 627 Studies in Human Communication** (3 credits)
The processes of communication as these apply to both interpersonal and intrapersonal experience. Emphasis on the purposes of communication as well as the forms that are believed to enhance the conduct of counseling and psychotherapy.

**MFT 628 Adolescent-Focused Family Therapy** (3 credits)
The course will discuss family-focused treatment targeting high-risk youth. Issues such as drug use, youth criminal activity and drop-out prevention will be the main topics.

**MFT 629 Aging, Illness & Long-Term Care Concerns** (3 credits)
The course will primarily focus on issues that are salient to the aging population, including long-term care. Students will learn skills to help families in all stages of life deal with chronic or ongoing health concerns as well. There will be a strategic training to develop necessary understanding of the challenges of the later stages of life. Students will be required to conduct an in depth interview of one family situation where such issues discussed in the course material are present.

**MFT 630 Ethics & Law for Marriage & Family Therapy** (3 credits)
This course has been designed to foster a grounded and well-informed understanding of ethical and legal issues as they relate to the mental health professionals in general and MFT professionals in particular. In the course students will become aware of familial relationships, and defining of legal consequences to those relationships and their dissolution, and the transition of individuals into new family formations. Marriage and its legal effects, divorce, the law of the parent-child relationship, including post-separation parenting and child support, and the recognition of non-marital relationships. Other legal matters such as family law include domestic violence, adoption, and child protection, child abuse reporting is included. Commonly experienced ethical and legal matters within the practice of MFT will be examined through discussion, assigned readings, written work and practical exercises.

**MFT 635 Treatment of Trauma in Families** (3 credits)
Studies in the treatment of trauma as it impact the family. Beginning and advanced techniques in assessment, diagnosis, and treatment of child and elder abuse, domestic violence, rape, disaster, crime
and other trauma will be explored.

**MFT 641 Clinical Practicum Part I** (3 credits - 150 Hours)
This requirement is done by prior arrangement through the MFT Program Director and Coordinator of the Practicum. The Practicum includes theory and traineeship of 150 hours and the practicum theory part has to be concurrent with the traineeship, or following it immediately. The prior arrangement for the agency for the Practicum/Traineeship must be arranged at least 6-7 months prior to the beginning date desired.

*Please note:* TUW is not responsible to find the Practicum site and/or agency for students. The student is responsible to identify the practicum site and connect the Practicum coordinator with the site to arrange formal interview of the student.

**MFT 643 Clinical Practicum Part II** (3 credits - 150 Hours)
This requirement is done by prior arrangement through the MFT Program Director and Coordinator of the Practicum. The Practicum includes theory and traineeship of 150 hours and the practicum theory part has to be concurrent with the traineeship, or following it immediately. The prior arrangement for the agency for the Practicum/Traineeship must be arranged at least 6-7 months prior to the beginning date desired.

*Please note:* TUW is not responsible to find the Practicum site and/or agency for students. The student is responsible to identify the practicum site and connect the Practicum coordinator with the site to arrange formal interview of the student.

**MFT 645 Clinical Practicum Part III** (3 credits - 150 Hours)
This course requirement (specific for some states) and is accomplished by prior arrangement through the MFT Program Director and Coordinator of the Practicum. The Practicum includes theory and traineeship of 150 hours and the practicum theory part has to be concurrent with the traineeship, or following it immediately. The prior arrangement for the agency for the Practicum/Traineeship must be arranged at least 6-7 months prior to the beginning date desired.

*Please note:* TUW is not responsible to find the Practicum site and/or agency for students. The student is responsible to identify the practicum site and connect the Practicum coordinator with the site to arrange formal interview of the student.

**Note:** If a student has not completed the Practicum I and Traineeship at the first term, the student will have to take the Practicum Continuation course the following term. For this additional Practicum Continuation course a fee of $500 will be charged to the student for each additional term until completion. Active duty Military students will get a waiver of this fee if the delay is a result of military duty.

**MFT 642 Clinical Practicum Part I- Continuation I** (0 credit)
If a student has not completed the Practicum I and Traineeship at the first term, the student will have to take the Practicum Continuation course the following term. For this additional Practicum Continuation course a fee of $500 will be charged to the student for each additional term until completion. Active duty Military students will get a waiver of this fee if the delay is a result of military duty.

**MFT 644 Clinical Practicum Part II- Continuation II** (0 credit)
If a student has not completed the Practicum II and Traineeship at the first term, the student will have to take the Practicum Continuation course the following term. For this additional Practicum Continuation course a fee of $500 will be charged to the student for each additional term until completion. Active duty Military students will get a waiver of this fee if the delay is a result of military duty.
**MFT 699 Capstone** (3 credits)
The Capstone Course is the culmination of your MFT degree program and is taken last. In this course, the student works on a compressive case write-up/treatment plan using one or more marriage and family therapy models. Student must demonstrate skills in research, synthesis of information, and critical thinking. The Capstone will be reviewed by the primary faculty advisor at the conclusion of your coursework and may serve as a tool for your further research and/or practice. The Capstone course is used to assess the student achievement of all MFT program Learning Outcomes.

**ADDITIONAL COURSES REQUIRED FOR THE ADDITIONAL LPCC TRACK OR ELECTIVE COURSES FOR SPECIFIC STATES REQUIREMENTS.**

**MFT 650 Counseling Theory** (3 credits)
The course is an elective course for students who are interested to take it in addition to the MFT set program. The course provides overview of major counseling/psychology theories, in addition counseling techniques and practices are reviewed associated with these theories.

**MFT 651 Advanced Counseling Theories and Techniques** (3 credits)
The course serves as an overview of the contemporary theories and techniques of psychotherapy. The course will explore psychotherapy processes, compare various theoretical approaches, and introduce professional and ethical issues in psychotherapy.

**MFT 653 Lifestyle and Career Development Counseling** (3 credits)
This course serves as an overview of the theories of career development counseling. The course will explore the approaches to career development, compare various theoretical approaches, and introduce ethics into career development counseling.

**MFT 698 Spousal/Partner Abuse Detection and Intervention** (1 credit)
Providing for client safety is an essential aspect of Marriage and Family Therapy. This course focuses on the detection, assessment and management of domestic violence. Students will learn about the underlying factors that contribute to family violence and be able to identify and assess abuse with women, men, children, and couples. Students will become familiar with therapeutic interventions and techniques, legal and ethical implications, and community resources available to clients.

**MFT 645 Clinical Practicum Part III** (3 credits -150 Hours)
This course requirement is part of the LPCC track in the MFT program (or part of the specific requirement for some states) and is accomplished by prior arrangement through the MFT Program Director and Coordinator of the Practicum. The Practicum includes theory and traineeship of 150 hours and the practicum theory part has to be concurrent with the traineeship, or following it immediately. The prior arrangement for the agency for the Practicum/Traineeship must be arranged at least 6-7 months prior to the beginning date desired.

*Please note: TUW is not responsible to find the Practicum site and/or agency for students. The student is responsible to identify the practicum site and connect the Practicum coordinator with the site to arrange formal interview of the student.*
MASTER OF ARTS IN PSYCHOLOGY (MAPSY)

The Master of Arts in Psychology program is designed to extend your knowledge and discipline in psychology, preparing you for a wide variety of professions and contexts. Coursework covers topics like research methods, cognitive psychology, social psychology, personality, learning theory and ethical practice in psychology. To help you gain useful skills relevant to your field of work, emphasis is placed on the practical application of psychological research to real-world contexts.

With our Master of Arts in Psychology program, you'll also hone and sharpen your skills as you work through challenging case studies relevant to psychological theories and methods. Whether you want to pursue doctoral level coursework or a career in business, marketing, health services, criminal justice, media, communication or education, we can help you get started. You will learn theories regarding how consumers think, what motivates them, and how to collect data from them. Gain an understanding of important business concepts, such as segmentation and marketing strategy. Learn how to develop a strategic marketing plan underpinned by psychologically-based market research.

Upon graduation, you will possess the knowledge, skills and dispositions necessary for affecting change within others and themselves. You will also emerge from the program well-grounded, with a foundation in empathy, reflectivity, communication, collaboration and an appreciation for alternative perspectives.

Note: This degree does not lead to any form of licensure.

MAPSY MISSION STATEMENT

Our mission is to teach you how to apply your passion for psychological science in new and exciting career paths. We're not teaching skills only for today. We’re teaching you the critical thinking skills to develop an agile mindset for years to come. No matter where your path leads next, you’re sure to discover that success in most career fields always begins in the exact same way: understanding people and their behavior.

MAPSY PROGRAM LEARNING OUTCOMES (PLOs)

Upon completion of the Master of Arts in Psychology program, the student will be able to:

PLO 1 Use a variety of literacy and communication skills that enhance individual and organizational effectiveness

PLO 2 Identify key theories of psychology, application of theories to real life situations in the areas of media and communication, and education

PLO 3 Identify multi-disciplinary and multi-cultural considerations for applied psychology

PLO 4 Demonstrate strategic, analytical and critical thinking and problem-solving capabilities required for Effectiveness for a psychology work environment

PLO 5 Utilize appropriate applied research methodologies with immediate relevance and application to media and communications, education and other field

PLO 6 Demonstrate attentiveness to interpersonal skills needed to collaborate and lead in organizations, institutions and enterprises in which media is a key component

PLO 7 Demonstrate the awareness of legal and ethical standards in the profession

PLO 8 Demonstrate knowledge of psychological applications in multiple areas and the ability to critique the theoretical and empirical underpinnings of these applications
MAPsy Curriculum

Total program requirement is 36 semester credits (12 courses).

As a part of TUW’s Master’s Degree program in Psychology, students will take 12 courses including nine required courses and three elective courses selected from one of concentrations currently offered.

MAPsy Required Core Courses (27 semester credit hours)

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<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Semester Credit Hours</th>
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<tbody>
<tr>
<td>MPS 610</td>
<td>Foundation of Applied Psychology</td>
<td>3</td>
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<tr>
<td>MPS 612</td>
<td>Developmental Issues Across the Life Span</td>
<td>3</td>
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<tr>
<td>MPS 614</td>
<td>The Psychological Impact of Media and Technology</td>
<td>3</td>
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<tr>
<td>MPS 616</td>
<td>Principles of Consumer Psychology</td>
<td>3</td>
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<tr>
<td>MPS 618</td>
<td>Group Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>MPS 620</td>
<td>Applied Research Methods and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MPS 622</td>
<td>Professional Ethics</td>
<td>3</td>
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<tr>
<td>MPS 624</td>
<td>Overview of Health Psychology</td>
<td>3</td>
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<tr>
<td>MPS 690</td>
<td>Capstone</td>
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MAPsy Concentrations (9 Semester Credits)

I. Media Psychology Concentration (9 semester credit hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Semester Credit Hours</th>
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<tbody>
<tr>
<td>MPS 651</td>
<td>Advanced Media Psychology – Part 1</td>
<td>3</td>
</tr>
<tr>
<td>MPS 653</td>
<td>Advanced Media Psychology – Part 2</td>
<td>3</td>
</tr>
<tr>
<td>MPS 655</td>
<td>Communication and Persuasion</td>
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II. Educational Psychology Concentration (9 semester credit hours)

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<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Semester Credit Hours</th>
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<tbody>
<tr>
<td>MPS 657</td>
<td>Foundation of Learning and Cognition</td>
<td>3</td>
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<tr>
<td>MPS 659</td>
<td>Career Counseling</td>
<td>3</td>
</tr>
<tr>
<td>MPS 661</td>
<td>Introduction to Group Counseling in School</td>
<td>3</td>
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</tbody>
</table>

MAPsy Course Descriptions

The Core Required Courses (27 Semester Credits)

MPS 610 Foundation of Applied Psychology (3 credits)
Examines major concepts of applied psychology, including theoretical perspective, empirical findings, historical trends, and practices as they apply to personal, social, and organizational issues.

MPS 612 Developmental Issues Across the Life Span (3 credits)
This course will provide students with foundational knowledge of typical and disordered development across the lifespan. Through readings and discussions, students will review the major issues and theories of development. Students will critically analyze developmental theory and become well acquainted with the stages of life and the psychological journey of humans.
MPS 614 The Psychological Impact of Media and Technology (3 credits)
This course examines the effects of film and television on individuals, groups, cultures, and the global community. Topics include origins, creative elements, and themes of film and television; influences of film and television content and delivery on emotions, behaviors, cognitions, perceptions, and values; media literacy training; portrayals of social groups in film and television; roles of news media in agenda setting; transformation of the political process; and war as entertainment.

MPS 616 Principles of Consumer Psychology (3 credits)
This course will introduce students to the current theories and research findings in the area of consumer psychology. The purpose of this class is for students to gain an understanding about the psychological, social and historical principles that affect consumer choices and behaviors. This course will explore topics on the cognitive and motivational processes experienced by consumers, along with examining how the patterns of consumer behaviors have shifted between the 19th until the 21st century. Furthermore, research methods of how to study consumer behaviors will also be discussed in this course.

MPS 618 Group Dynamics (3 credits)
This course introduces key theories researched in social psychology concerning group dynamics. Students analyze group dynamics through both classic and contemporary studies. Special topics include group dynamics relative to task performance, efficiency, decision-making, power, ethics, and multicultural concerns. In addition, students apply critical thinking skills regarding group dynamics to their own field or interest.

MPS 620 Applied Research Methods and Statistics (3 credits)
The course serves as an introduction to graduate level research in the social sciences with a specific emphasis on psychology. Research methods and statistics will be integrated to provide a general overview of the ways that social scientists collect information. The research process will be examined including concepts of design, conduct and evaluation. Principles and characteristics of approaches and methodologies relevant to research in the field will be fully explored. Examples of data sources and methods of statistical description and analysis will be covered with special emphasis on developing ethical, trustworthy and useful information. The course also will provide a foundation for locating and evaluating scientific, technical, business and government qualitative and quantitative information.

MPS 622 Professional Ethics (3 credits)
In this course, students examine ethics and professional issues in the discipline of psychology. Students analyze various moral and ethical dilemmas that arise within the psychological practice and psychology as a science.

MPS 624 Overview of Health Psychology (3 credits)
This course focuses on the study of biological, psychological, cultural, behavioral, social and environmental factors and their impact on human health and illness. The course will explore examples of specific issues relating to health such as stress and the impact of psychological factors on health. The impact of gender, humor, health behavior, and personality will be examined.

MPS 690 Capstone (3 credits)
The Capstone Course is the culmination of your MAPsy degree program. Students create a culminating project or assignment in the field of psychology that may serve as a tool for further research or practice.
THE MEDIA PSYCHOLOGY CONCENTRATION (9 SEMESTER CREDITS)

MPS 651 Advanced Media Psychology – Part 1 (3 credits)
This course is designed to allow for the student to focus on an individual special topic agreed upon between the student and the faculty member. Students may choose from a variety of psychology theories as applied to media. The signature assignment may be presented in the form of an internship, a research project or multi-media presentation.

MPS 653 Advanced Media Psychology – Part 2 (3 credits)
This course is designed to allow for the student to focus on an individual special topic agreed upon between the student and the faculty member. Students may choose from a variety of psychology theories as applied to media. The topic for the signature assignment topic may be an expansion of the assignment developed in Advanced Media Psychology Part 1 or a different topic of interest. It may be presented in the form of an internship, a research project or multi-media presentation.

MPS 655 Communications and Persuasion (3 credits)
Persuasion is a form of social influence that seeks to shift attitudes or behaviors. Using a social-psychological model, this course investigates the way influential messages are constructed and delivered. In addition, we will explore various theories that attempt to explain how messages impact behavior on both the conscious and unconscious level. Emphasis is placed on critical thinking skills in analyzing core elements of persuasive communication and applicability of social science theory to developing messages for interpersonal influence and creating positive social change.

THE EDUCATIONAL PSYCHOLOGY CONCENTRATION (9 SEMESTER CREDITS)

MPS 657 Foundation of Learning and Cognition (3 credits)
In this course students analyze the evolution of human learning and understanding from the following perspectives: behaviorist learning theory, cognitivist and neo Piagetian theories, building towards dynamic skills theory, which will be used to expand the analysis of research on cognitive understanding. Ultimately, students will develop an interdisciplinary and sophisticated understanding that support both learning and teaching.

MPS 659 Career Counseling (3 credits)
This course provides an overview of theoretical and practical aspects of career counseling in school settings. The student will learn about the major theories of career development as well as psycho-educational interventions. Special topics include multicultural issues concerning career development.

MPS 661 Introduction to Group Counseling in School (3 credits)
This course provides an overview of theoretical and practical aspects of group counseling in schools. Students learn about the major theories of group counseling and the use of group counseling techniques in schools. Special topics include legal and ethical issues concerning group counseling.
MASTER OF ARTS IN INDUSTRIAL & ORGANIZATIONAL PSYCHOLOGY (IOP)

The success of any organization depends on people. How they relate to one another. How they communicate with each other. How they collaborate to produce quality products and/or deliver first-course customer service. TUW's graduate program in Industrial & Organizational Psychology (I/O Psychology) is the application of psychological science to helping people in organizations function more effectively.

As a student in the I/O Psychology program, you will learn how to help organizations understand the link between happy, productive employees and profitability. You will learn how to deal with issues such as low morale, low productivity, ineffective processes, and a lack of teamwork.

Industrial & Organizational Psychology is one of the fastest growing specialty areas in the field of psychology, with an expected 26 percent increase in jobs through the year 2018. The Touro I/O Psychology program is consistent with the values and guidelines of the Societies of Industrial & Organizational Psychology, Human Resource Management, and Consulting Psychology.

IOP MISSION STATEMENT

The mission of Touro University Worldwide (TUW) Industrial and Organizational Psychology program is to provide adult learners and under-served students with the latest psychological theories, research, and knowledge concerning behavior in organizational settings to apply what they learn in practical ways in various industries and sectors that contribute to their community and society.

IOP PROGRAM LEARNING OUTCOMES (PLOs)

Upon completion of the I/O Psychology program, the student will be able to:

PLO 1 Demonstrate comprehension of the theoretical perspectives in the field of organizational and leadership psychology

PLO 2 Conduct independent investigations utilizing theoretical and research literature in the field or organizational and leadership psychology to solve problems with organizational processes, leadership, management, and communication in organizations

PLO 3 Demonstrate how and when to apply their theoretical knowledge to organizational processes and the practices of leadership, management, and communication in organizations

PLO 4 Integrate various aspects of course content into an encompassing, congruent, and effective professional approach to organizational processes, leadership, management, and communication in organizations

PLO 5 Recognize the impact of current advances in information sharing and social media related trends on today’s organizations and to integrate information and media competence

PLO 6 Demonstrate multicultural understanding in the increasing cultural and generational diversity in today’s organizations due to globalization and longer life spans

PLO 7 Analyze potential organizational actions with an understanding of their ethical and value-oriented implications, reflecting the values of the Touro College and University System

PLO 8 Develops the life-long learning commitment to be Scholar-Practitioners
**IOP Curriculum**

The curriculum is comprised of 36 credits (12 courses). Nine of them are core courses. The Capstone course is also one of the required courses that is the last course taken in the program. There are three concentrations in the program. Each concentration constitutes of three 3 credit courses; each concentration requires a total of nine credits. Students are required to choose one concentration.

The thirteenth and final course in the program is a Capstone project. The Capstone focuses students on particular organizational or career related situations relevant to them and/or their organization.

**IOP Required Core Courses (27 Semester Credits)**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
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<tbody>
<tr>
<td>IOP 604</td>
<td>Organizational Theory and Behavior</td>
<td>3</td>
</tr>
<tr>
<td>IOP 606</td>
<td>Facilitating Organizational Change</td>
<td>3</td>
</tr>
<tr>
<td>IOP 610</td>
<td>Strengthening Leadership &amp; Management</td>
<td>3</td>
</tr>
<tr>
<td>IOP 612</td>
<td>Developing High Performance Teamwork</td>
<td>3</td>
</tr>
<tr>
<td>IOP 608</td>
<td>Performance Assessment &amp; Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>IOP 614</td>
<td>Improving Customer Relations</td>
<td>3</td>
</tr>
<tr>
<td>IOP 616</td>
<td>Research Methodology</td>
<td>3</td>
</tr>
<tr>
<td>IOP 618</td>
<td>Statistical Methods</td>
<td>3</td>
</tr>
<tr>
<td>IOP 699</td>
<td>Capstone</td>
<td>3</td>
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**IOP Concentration Courses – Electives (9 Semester Credits)**

I. Coaching and Consulting

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
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<tbody>
<tr>
<td>IOP 653</td>
<td>Coaching</td>
<td>3</td>
</tr>
<tr>
<td>IOP 654</td>
<td>Organizational Assessment</td>
<td>3</td>
</tr>
<tr>
<td>IOP 659</td>
<td>The Art and Science of Facilitation</td>
<td>3</td>
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II. Human Resource Management

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<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
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<tbody>
<tr>
<td>IOP 655</td>
<td>Human Resource Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>IOP 656</td>
<td>Training and Development</td>
<td>3</td>
</tr>
<tr>
<td>IOP 658</td>
<td>Developing a Competency Culture</td>
<td>3</td>
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III. Occupational Health Psychology

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<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>IOP 661</td>
<td>Overview of Occupational Health Psychology</td>
<td>3</td>
</tr>
<tr>
<td>IOP 662</td>
<td>Organizational Stress Management</td>
<td>3</td>
</tr>
<tr>
<td>IOP 663</td>
<td>Positive Health Psychology</td>
<td>3</td>
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</table>

IV. No Concentration (Please choose any courses from the concentration courses above for a total of 9 credits)
IOP COURSE DESCRIPTIONS

THE CORE REQUIRED COURSES (27 SEMESTER CREDITS)

IOP 604 Organizational Theory and Behavior (3 credits)
Students explore classical and contemporary theories of organizations and how the psychology of individuals and groups, shapes the behaviors of people in organizations, including the formation of attitudes and work motivation and the impact of organizational structure, functions, and processes, on organizational performance.

IOP 606 Facilitating Organizational Change (3 credits)
Students study the concepts, methods, and tools used to manage change, improve processes, and stimulate innovation, and how to apply that knowledge to improve the functioning of any organization.

IOP 608 Performance Assessment and Program Evaluation (3 credits)
Students examine the measurement of individual differences, job analysis, performance appraisal and feedback, employee selection and placement, and the design and evaluation of training and other organizational intervention programs.

IOP 610 Strengthening Leadership and Management (3 credits)
Students learn key elements of effective leadership and how to apply that knowledge in leadership and management to make a positive difference in organizations, communities, and societies.

IOP 612 Developing High-Performance Teamwork (3 credits)
Students explore the best practices of team dynamics including team leadership, collaboration, conflict resolution, and productivity, and how to apply that knowledge to improve teamwork in organizations.

IOP 614 Improving Customer Relations (3 credits)
Students gain an understanding of the overall processes involved in building and maintaining positive customer relationships by delivering customer value and increasing customer satisfaction.

IOP 616 Research Methodology (3 credits)
Students explore methods, procedures, techniques, and tools useful in the conduct of IOP research designed to help organizations function, including various research designs and strategies, the use of criteria in determining reliability and validity, quantitative and qualitative data analyses, interpretive skills, and, an understanding of the ethical standards governing the conduct of all research involving human participants.

IOP 618 Statistical Methods (3 credits)
Students will examine various statistical techniques that are used in the analysis of data generated by empirical research, including descriptive and inferential statistical methods, parametric and nonparametric analyses, sampling distributions, and the generalizations, inferences, and interpretations that can legitimately be made on the basis of statistical evidence.

IOP 699 Capstone (3 credits)
Students apply what they have learned throughout the program by conducting a culminating project or assignment that contributes to their workplace, career, and/or industry.
THE COACHING AND CONSULTING CONCENTRATION (9 SEMESTER CREDITS)

This concentration will give you the tools needed for you to pursue a career as an executive coach and/or organizational consultant, working with private or public organizations, large or small.

IOP 653 Coaching (3 credits)
Students learn about the theory and practice of coaching leaders and managers at all levels of an organization and how to help them refine their skills and improve their performance.

IOP 654 Organizational Assessment (3 credits)
Students examine the methodologies used to collect, organize, analyze, and present organizational assessment data to clients to help them resolve problems and improve performance.

IOP 659 The Art and Science of Facilitation (3 credits)
Students learn how to be an effective facilitator who, as a catalyst, actively and effectively guides, coaches, and focuses people on achieving their objectives, whether as individuals or in teams.

THE HUMAN RESOURCE MANAGEMENT CONCENTRATION (9 SEMESTER CREDITS)

This concentration will prepare you to work in the field of human resources, whether you are interested in management, training and development of personnel, or performance evaluation.

IOP 655 Human Resource Fundamentals (3 credits)
Students gain an understanding of the effective use of human resource systems in developing competencies, recruiting, selection, training, evaluation, compensation, and employee relations.

IOP 656 Training and Development (3 credits)
Students develop the ability to conduct training needs assessments, design training programs, facilitate training teams, and evaluate the effectiveness of training programs.

IOP 658 Developing a Competency Culture (3 credits)
Students learn how to develop an organizational competency culture in which everyone is aware of the specific competencies needed to perform their jobs and are motivated to develop them to their finest.

THE OCCUPATIONAL HEALTH PSYCHOLOGY CONCENTRATION (9 SEMESTER CREDITS)

This concentration will focus on applying psychological, health-related, and legal knowledge to improve the quality of work-life by promoting the safety, health, and well-being of workers.

IOP 661 Overview of Occupational Health Psychology (3 credits)
This course is an overview of Occupational Health Psychology and the role it plays in identifying and reducing the occupational safety and health problems that underlie illnesses and injuries in various types of work. It will also include discussions of accompanying research methods and practices used in the field. In addition, it will cover organizational interventions, such as work redesign and employee-assistance programs implemented to reduce occupational stress.

IOP 662 Organizational Stress Management (3 credits)
This course will review typical stressors in the workplace that undermine an individual’s wellbeing and performance. It will explore the health implications of stressful work, including physical and psychological health, as well as social and economic outcomes. In addition, it will identify risk factors in organizations for occupational stress, injury, and illness, and strategies and mechanisms for dealing with them.

IOP 663 Positive Health Psychology (3 credits)
This course will explore the field of positive mental health and underlying theories related to positive emotions and happiness, covering empirical research centered on the nature of happiness and psychological well-being, the biological basis of positive emotions, emotional intelligence, and skills that lead to healthy individual and interpersonal functioning in the workplace.
MASTER OF SCIENCE IN HEALTH SCIENCES (MSHS)

MSHS MISSION STATEMENT
The mission of the Touro University Worldwide Health Science Graduate Program is to educate and develop leaders in the field of health education practice by providing competencies and skills needed to be productive professionals who serve the health-promotion and disease-prevention needs of diverse local, regional, national, and international populations. These competencies and skills include the ability to perform research and program evaluation as well as delivering services in order to reduce health disparities among underserved populations.

MSHS PROGRAM LEARNING OUTCOMES (PLOs)
By the end of the MSHS degree program, the student will be able to:

PLO 1 Anlayse issues affecting the health education profession and discipline while differentiating between entry-level and advanced-level issues and concepts

PLO 2 Develop administrative policies and procedures to insure that health education programs are implemented in a consistent manner and capable of being evaluated

PLO 3 Effectively utilize, critique and when feasible, refine and develop health education theories, models and concepts to target audiences including policy makers, employers, and the public

PLO 4 Evaluate the efficacy of different health education interventions and methodologies to assure achievement of stated program objectives

PLO 5 Analyze research literature from health education, public health, and other related disciplines for use in advancing health education

PLO 6 Integrate the scientific foundations of public health in health education programs in a variety of practice settings

PLO 7 Demonstrate competency in applying principles of health education practice to specific target groups

PLO 8 Synthesize core public health knowledge and skills with health education competencies to identify areas of needed research and evaluation.

MSHS HEALTH EDUCATION CONCENTRATION
The Masters of Science in Health Sciences with emphasis on Health Education degree prepares students to assume leadership supervisory roles in assessing, planning, implementing, and evaluating health education programs in community, school, medical care, and work site settings. Many students use the degree for upward mobility.

As a result of the soaring cost of medical treatment, the focus of America’s health care system is shifting to the prevention of illness and injury and the promotion of healthier lifestyles, and healthier communities.

Health educators help solve community health issues by designing and implementing educational programs that promote healthy lifestyles and behaviors. The health educator collects and analyzes data to identify community needs as well as plan, implement, monitor, and evaluate health education programs that focus on individual and social health issues such as teen pregnancy, HIV prevention, and controlling the spread of infectious diseases. These may include grant writing, resource evaluations, referrals, social marketing and media, community organizing, developing training methods and materials, and publishing.

TUW program aligns with the competencies published by the National Commission for Health Education Credentialing (NCHEC) for Certified Health Education Specialists (CHES) and Master Certified Health

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Education Specialists (MCHES). As a master's-level graduate, students may be eligible to sit for both exams.

**Certified Health Education Specialist (CHES)**

**What is a Certified Health Education Specialist (CHES)?**

Certified Health Education Specialists are professionals who design, conduct and evaluate activities that help improve the health of individuals and communities. These activities can take place in a variety of settings: schools, communities, health care facilities, businesses and colleges. Health educators are employed under a range of job titles such as patient educators, health education teachers, trainers, community organizers and health program managers. The Certified Health Education Specialists (CHES) are those who have met the standards of quality established by NCHEC by successfully passing the CHES examination. The CHES designation after a health educator's name is one indication of professional competency.

The CHES examination is competency-based. It tests those aspects of the responsibilities and competencies of entry-level health educators that can be measured with a paper and pencil examination. The examination is based on the Framework document that identifies seven different areas of responsibility. Within each area of responsibility, the basic competencies necessary for health education specialists have been delineated. These delineations serve as the basis for developing the questions on the certification examination. The CHES examination, consisting of 150 multiple choice questions, measures the possession, application and interpretation of knowledge essential to the professional practice of health education. TUW provides courses—at the Undergraduate and Master level—that assists students to develop the skills and knowledge needed to meet eligibility requirements for the CHES exam.

**Basis for the CHES Exam:**

The CHES examination is based upon the following seven areas of responsibilities as delineated in the Framework:

1. Assess individual and community needs for health education
2. Plan effective health education programs
3. Implement health education programs
4. Evaluate the effectiveness of health education programs
5. Coordinate the provision of health education services
6. Act as a resource person in health education, and
7. Communicate health and health education needs, concerns and resources

**Eligibility for the CHES Examination**

Eligibility to sit for the CHES examination is based exclusively on academic qualifications. An individual is eligible to sit for the examination if he/she has:

**A bachelor’s, master’s or doctoral degree from an accredited institution of higher education; AND:**

1. an official transcript (including course titles) that clearly shows a major in health education, e.g., Health Education, Community Health Education, Public Health Education, School Health Education, etc.; OR
2. an official transcript that reflects at least 25 semester hours or 37 quarter hours of course work with specific preparation addressing the seven areas of responsibility in the FRAMEWORK.
90-Day Graduation Eligibility

The 90-day graduation eligibility is offered to undergraduate students enrolled in an accredited institution of higher education who produce an official transcript clearly showing a major in health education and who will graduate within 90 days of the examination date. The student candidate must also submit a written assurance from the office of Academic Affairs that the student will be academically qualified to sit for the exam.

CHES Eligibility Pre-Screening

Occasionally applicants are unclear as to their eligibility to sit for the CHES examination. Their degree may not read ‘health education’, yet they may have accumulated sufficient health education course work within one or a combination of degrees. Thus, they might qualify for CHES examination eligibility. The commission offers the option for pre-screening of a prospective applicant’s credentials to determine eligibility. Course work deficiencies will be identified and guidance for qualification will be provided.

Making Application for the CHES Examination

Making application for the CHES examination is easy. The CHES examination is conducted on college campuses throughout the United States. Any campus with a testing service is eligible as a CHES examination site. There are two publications available for use as study-guides for the CHES examination. Information is provided with the application packet. An application can be obtained either by downloading the form, contacting NCHEC directly at (888) 624-3248, completing the application on-line with credit card information, or e-mailing the exam coordinator at nchec@nchec.org.

MSHS HEALTH EDUCATION CONCENTRATION CURRICULUM

The MSHS curriculum is comprised of 12 courses (8 core courses and 4 elective courses) for a total of 36 credits.

MSHS Core Required Courses (24 Semester Credits)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>MHS 600</td>
<td>Health Through the Life Span</td>
<td>3</td>
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<td>MHS 602</td>
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<tr>
<td>MHS 608</td>
<td>Research in Health Sciences</td>
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<tr>
<td>MHS 610</td>
<td>Legal and Ethical Issues in Public Health</td>
<td>3</td>
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<tr>
<td>MHS 612</td>
<td>Health Education Program Administration</td>
<td>3</td>
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<tr>
<td>MHS 699</td>
<td>Capstone Integrative Project</td>
<td>3</td>
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MSHS Elective Courses (Please choose 4 elective courses listed below for 12 credits)

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<tr>
<th>Course Number</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MHS 601</td>
<td>Aging and Health Education</td>
<td>3</td>
</tr>
<tr>
<td>MHS 603</td>
<td>Perspectives in Community Health Education</td>
<td>3</td>
</tr>
<tr>
<td>MHS 605</td>
<td>Applied Community Health Education Research</td>
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<tr>
<td>MHS 607</td>
<td>Mental Health and Society</td>
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<tr>
<td>MHS 611</td>
<td>Public Policy Issues in Health Education</td>
<td>3</td>
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<tr>
<td>MHS 613</td>
<td>Occupational Health and Safety</td>
<td>3</td>
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<tr>
<td>MHS 615</td>
<td>Environmental Health</td>
<td>3</td>
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<tr>
<td>MHS 617</td>
<td>Health Issues during Emergency and Disaster Situations</td>
<td>3</td>
</tr>
<tr>
<td>MHS 619</td>
<td>Principles of Epidemiology</td>
<td>3</td>
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</tbody>
</table>
MSHS Health Education Concentration Course Descriptions

The Core Required Courses (24 semester credits)

**MHS 600 Health Through the Life Span** (3 credits)
The course provides an overview of human development and aging as normal part of the life cycle. Demographic and epidemiological trends with respect to aging will be examined. Common diseases of aging and their impact upon caregivers will be explored. Health behavior theory and health education planning models will be introduced and applied in the context of chronic disease prevention.

**MHS 602 Health Promotion, Program Planning, Design and Evaluation** (3 credits)
The course provides the students the capacity to plan, implement, and evaluate health promotion programs in various community and health care settings. Needs assessment methods, planning models, goals and objectives setting, strategy selection, data collection, and quality and evaluation issues will be addressed.

**MHS 604 Cultural and Cross-Cultural Perspectives in Health** (3 credits)
The course provides an overview of essential concepts related to culture and cross-cultural perspectives in health. The relationship between theory and practice in multicultural education are emphasized. The overarching goal of this course is designed to develop culture awareness, and promote intercultural understanding in order to function effectively in a multicultural educational setting as a health educator.

**MHS 606 Health Behavior and Change** (3 credits)
The course provides the student with an overview of the health education/health promotion field and an opportunity to develop skills in needs assessment and program planning. The student will learn why health behavior is such an important contributor to current public health problems and how health education and promotion programs can be used to address the problems. The student will be introduced to a hands-on experience using the PRECEDE/PROCEED planning framework to conduct a needs assessment and design a health promotion program.

**MHS 608 Research in Health Sciences** (3 credits)
The course is designed to provide students the capability to evaluate research findings in the field of health education. In addition, students identify the relationship of conceptual models and theories to research (knowledge building). Quantitative reasoning, and statistical analysis and will be introduced as they are applied to performing scientific investigations.

**MHS 610 Legal and Ethical Issues in Public Health** (3 credits)
This course presents an introduction to the legal and ethical issues that arise in management of health services organizations. Topics include: ethics in business and clinical decision making, tools for understanding ethics and ethical analysis, professional and organizational guidelines in making ethical decisions, including codes of ethics and mission statements, organizational responses to ethical issues, including ethics processes, such as institutional ethics committees and institutional review boards, conflicts of commitment and conflicts of interest, patient and community concerns and end of life decisions.

**MHS 612 Health Education Program Administration** (3 credits)
The course provides an introduction to health education program administration and an overview of the skills and knowledge needed to administer a health education program.
MHS 699 Capstone Integrative Project (3 credits)
Major public health issue will be chosen by the student and will be addressed within a specific population or geographic region of interest. The student will conduct a literature review of the scholarly literature to identify existing disease control strategies. A strategy for improved public health practices will be formulated to address that issue. Potential obstacles or barriers to improved public health practices will be identified. The student will also discuss ways in which these barriers may be overcome. The final products will be a comprehensive paper that reflects scholarly synthesis, integration, and application of previously acquired knowledge.

THE ELECTIVE COURSES (12 SEMESTER CREDITS)

MHS 601 Aging and Health Education (3 credits)
The course provides the students in depth knowledge of physical, social, psychological, and economic changes related to aging and the impacts of an aging population on the delivery of health care services.

MHS 603 Perspectives in Community Health Education (3 credits)
This course is an introduction to the theory and practice of public and community health. Models, theories and policy analysis are included. It also provides an introduction to the nature of community health services and resources.

MHS 605 Applied Community Health Education Research (3 credits)
The course is designed to provide students the capability to evaluate research findings in the field of health education, and in addition to identify the relationship of conceptual models and theories to research (knowledge building). Quantitative reasoning, and statistical analysis and will be introduced as they are applied to performing scientific investigations.

MHS 607 Mental Health and Society (3 credits)
The course provides a summary of mental health issues in our society with a focus the sociological concerns of mental health. The most commonly diagnosed mental health issues/disorders will be explored. Mental health will be examined in relation to the issues of social class and ethnicity.

MHS 611 Public Policy Issues in Health Education (3 credits)
This course introduces students to policy analysis by examining issues in the health sector with a problem focused and multi disciplinary approach that builds on political science, public administration, epidemiology, biostatistics, public policy and political theory. It explores the complexity of health policy and provides the basic tools used in policy design, implementation and evaluation.

MHS 613 Occupational Health and Safety (3 credits)
In this course, students will explore the juncture of health and safety in the workplace. Sources of workplace hazards will be considered as well as effective mitigation strategies. Economic, cultural and historic forces and their resultant impact on occupational safety and health will be considered. Students will explore federal, state and local sources of law that impact occupational safety and health.

MHS 615 Environmental Health (3 credits)
This course describes the evolution of environmental health and its impact on current public policies and present as well as evolving environmental health issues. Key topics include environmental justice, communication, human consumption, personal health practices and the reciprocal relationship between humans and the environment in which they live.
MHS 617 Health Issues during Emergency and Disaster Situations (3 credits)
This course explores the impact of emergency and disaster situations on public health infrastructure. Emphasis is placed on issues that arise during emergencies and disasters and their implications for individuals and communities. Psychosocial issues are also examined along with concepts of incident management and mitigation.

MHS 619 Principles of Epidemiology (3 credits)
This course introduces the basic principles used to study the distribution and determining factors of disease, injuries, and death in individuals and populations. Students learn about how Epidemiology is the branch of medicine that deals with the incidence, distribution, and possible control of diseases and other factors relating to health. Students explore Epidemiology as a tool for public health to promote and protect the public’s health based on science.

MSHS Public Health Concentration

The Master of Science in Health Sciences at Touro University Worldwide prepares students to assume leadership supervisory roles in assessing, planning, implementing, and evaluating health education programs in community, school, medical care, and work site settings. Many students use the degree for upward mobility in their profession.

As a result of the soaring cost of medical treatment, the focus of America’s health care system is shifting to the prevention of illness and injury and the promotion of healthier lifestyles, and healthier communities.

The concentration in Public Health program is designed for working adults interested in making a difference in the health and wellness of others through the promotion of community and public health.

The curriculum offers the knowledge and skills drawn from a variety of disciplines and is aligned with Council on Education for Public Health (CEPH) requirement standards. TUW program aligns with the criteria and standards published by the CEPH.

**Public Health Concentration Requirements**

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<th>Number of Credits</th>
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<tbody>
<tr>
<td>Program Requirements</td>
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<tr>
<td>Electives</td>
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<tr>
<td>Total</td>
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</table>
MSHS PUBLIC HEALTH CONCENTRATION CURRICULUM

MSHS (Public Health) Core Program Requirements (30 semester credit hours)

<table>
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MSHS (Public Health) Electives (Please choose 2 courses for 6 credits)

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<td>Global-International Health Issues</td>
<td>3</td>
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<tr>
<td>MPH 603</td>
<td>Ethical Issues in Public Health</td>
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MSHS PUBLIC HEALTH CONCENTRATION COURSE DESCRIPTIONS

THE CORE REQUIRED COURSES (30 SEMESTER CREDITS)

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The course provides an overview of human development and aging as normal part of the life cycle. Demographic and epidemiological trends with respect to aging will be examined. Common diseases of aging and their impact upon caregivers will be explored. Health behavior theory and health education planning models will be introduced and applied in the context of chronic disease prevention.

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**MPH 608 Perspective on public Health Research** (3 credits)
In this course, students learn about the methodological basis of public health research. The course introduces the population perspective in public health, and explores how the study of behavior sciences and biological sciences interface in public health. Additionally, students learn the importance of demographics and culture in public health, and review research in the field of public health with its associated impact on population health and health policies.

**MPH 610 Biostatistics** (3 credits)
This course introduces topics in biostatistical concepts and reasoning. Students learn about the field of biostatistics as the explore survey of data and the types of data types used. The emphasis of the course is on interpretation and concepts used in the field as students explore the fundamentals of special topics associated with the field such as describing central tendency and variability in data, basic methods for performing inference on population means and proportions via sample data. Students receive an overview of statistical hypothesis testing and its application to group comparisons, relevance of issues of power and sample size in study designs, and random sampling and other study types.

**MPH 612 Policy Issues in Public Health** (3 credits)
This course introduces students to policy making in the fields of public health and healthcare. Topics include the basis for the creation of policies, developers of the policies, and policy approval and implementation in public health. Students also examine the role of government in public health, and important health policy issues. Students explore the value of critical and reflective thinking involved in becoming agents of change and reform.

**MPH 699 Capstone Integrative Project** (3 credits)
Major public health issue will be chosen by the student and will be addressed within a specific population or geographic region of interest. The student will conduct a literature review of the scholarly literature to identify existing disease control strategies. A strategy for improved public health practices will be formulated to address that issue. Potential obstacles or barriers to improved public health practices will be identified. The student will also discuss ways in which these barriers may be overcome. The final products will be a comprehensive paper that reflects scholarly synthesis, integration, and application of previously acquired knowledge.
**THE ELECTIVE COURSES (6 SEMESTER CREDITS)**

**MHS 607 Mental Health and Society** (3 credits)
The course provides a summary of mental health issues in our society with a focus on the sociological concerns of mental health. The most commonly diagnosed mental health issues/disorders will be explored. Mental health will be examined in relation to the issues of social class and ethnicity.

**MHS 613 Occupational Health and Safety** (3 credits)
In this course, students will explore the juncture of health and safety in the workplace. Sources of workplace hazards will be considered as well as effective mitigation strategies. Economic, cultural and historic forces and their resultant impact on occupational safety and health will be considered. Students will explore federal, state and local sources of law that impact occupational safety and health.

**MPH 601 Global and International Health Issues** (3 credits)
This course examines global health issues and policies and programs in different countries. Students will be introduced to the world’s diversity in determining disease and health. Students will analyze current and emerging global health priorities, including emerging infectious diseases, poverty, conflicts and emergencies, health inequity, health systems reforms, and major global initiatives for disease prevention and health promotion.

**MPH 603 Ethical Issues in Public Health** (3 credits)
This course extends conceptual foundations in ethics to bioethical issues. Particular emphasis is placed on ethical issues in biomedical research practices, clinical practice of public health, health policy and the delivery of health care.
DOCTORAL DEGREE PROGRAM

DOCTOR OF PSYCHOLOGY IN HUMAN AND ORGANIZATIONAL PSYCHOLOGY (PsyD)

The Touro University Worldwide Doctor of Psychology (PsyD) in Human and Organizational Psychology is especially designed to serve the needs of working professionals who wish to advance in their professional field. The PsyD program’s emphasis is professional-practice and is guided by Touro’s focus on professional graduate education, and specifically in applied psychology. Students in the program will learn to apply the Scholar-Practitioner Model to real-world research questions and take an evidence-based approach to problem-solving. Graduates of the program will possess a discerning understanding of how applied psychology principles from business, organizational psychology, media psychology and systems psychology can inform evidence-based practice.

The program will give students a comprehensive understanding of the theories and research needed to expand competencies in their profession as they face the challenges of individual and institutional functioning in today’s technologically sophisticated, media-connected, and culturally diverse global environment.

The program is designed to:

- Provide students with the professional skills and tools to design evidence-based solutions in their professional field
- Provide a doctoral-level environment that includes faculty research guidance, technology and learning opportunities that lead to the development of the research professional competencies needed to translate theory into practical solutions that lead to successful individual or organizational change and development
- Provide a support system dedicated to student success at the doctoral level

The TUW PsyD in Human and Organizational Psychology has several unique features:

- Instructors themselves are scholar-practitioners actively involved in their own professional work, solving problems and improving performance to keep pace with major trends in today’s world.
- The program is designed to use a unique pedagogy in an online delivery method that gives students the flexibility to conveniently advance their education and still maintain busy schedules, work, and family lives.
- A convenient program course structure, including group course assignments and research options that provide students the flexibility of completing their doctorates at their own pace.

PSYD MISSION STATEMENT

The Doctor of Psychology (PsyD) in Human and Organizational Psychology supports the Touro University Worldwide mission by serving the needs of working professionals who wish to advance in their professional field. Guided by Touro’s focus on professional graduate education students in the program will learn to apply the Scholar-Practitioner Model to real-world research questions and take an evidence-based approach to problem-solving. The program aims to provide students with a discerning understanding of applied psychology principles and a comprehensive understanding of theories and research relevant to their profession as they face the professional challenges of today’s technologically sophisticated, media-connected, and culturally diverse global environment.
**PSYD Program Learning Outcomes (PLOs)**

Upon successful completion of the PsyD Program, students should be able to:

**PLO 1** Recognize how to apply the scholar-practitioner model to the development of evidence-based solutions when presented with a problem in professional practice (*Scholar-practitioner Perspective*)

**PLO 2** Select and apply appropriate theories, principles and/or best practices from the social science literature in service of evidence-based applications (*Translational Research Competence*)

**PLO 3** Design rigorous research methods to measure and validate evidence-based solutions in professional practice (*Investigative Competence*)

**PLO 4** Design evidence-based solutions that integrate local evidence and research-based evidence and produce an integrative approach to practice (*Integrative practice*)

**PLO 5** Evaluate relevant information resources in service of translational research and evidence-based solutions (*Information Literacy*)

**PLO 6** Implement evidence-based solutions that demonstrate cultural responsiveness and ethical awareness (*Interpersonal/Cultural Competence*)

**PLO 7** Integrate best organizational practices including issue-selling, collaboration and group processes to help groups attain success in implementing evidence-based solutions (*Organizational Awareness*)

**PLO 8** Practice reflectively employing a progressive problem-solving process comprised of plan, act, observe and reflect (*Reflective Practice*)

**PSYD Curriculum**

The PsyD program is a professional Doctorate program, that introduces scholarly and professional activities designed to advance the student substantially beyond the master’s degree program in the areas of professional and investigative competence. To meet the general program goals and develop the competencies defined by the program learning outcomes the curriculum is designed in modified spiral curriculum format. Knowledge and skills are introduced, reinforced, practiced and mastered in a systematic sequence of courses, seminars and a practicum delivered over the time of the program.

*The curriculum is composed of the components below. Your academic advisor can provide you with a course progression plan to maximize your academic success.*

**Core Courses**

**Theory - Required (5 courses - 15 credits)**

- Scholar Practitioner Model (PsyD 720)
- Applied Social Psychology (PSYD 724)
- Applied I/O Psychology (PSYD 728)
- Applied Cognitive Psychology (PSYD 732)
- Applied Media Psychology (PSYD 736)

**Applied PsyD Research - Required (5 courses - 15 credits)**

- Research Methods (PSYD 722)
- Survey Design (PSYD 730)
- Qualitative Research Methods (PSYD 734)
- Quantitative Research I (PSYD 726)— (*SPSS GradPack required*)
- Quantitative Research II (PSYD 738)— (*SPSS GradPack required*)

**Application of Theory and Research - Required (3 courses - 9 credits)**

- Applications of the Scholar-Practitioner Model (PSYD 750)
• Evidence-based Practices (PSYD 751)
• Application of Research Methods in Professional Settings (PSYD 752)

Starting the Second Phase of the Doctoral Program - The Doctoral Research/Dissertation Proposal Development (4 courses - 12 credits)
PsyD 753, 754, 755, 770
• **Find your Dissertation Chair and committee (work on your topic starting in 754)**
• Work on your Doctoral Dissertation Topic
• Literature Review
• Develop the proposal
• IRB
• **Goal:** Proposal Approval

**GRADING POLICY FOR PSYD DISSERTATION PROPOSAL AND DISSERTATION CONTINUATION COURSES.**

**Academic Policy- Updated Effective January 3rd, 2017**
Grading policy for PsyD courses in the Dissertation Proposal and Dissertation Implementation phase. This policy is a result of feedback received from faculty, staff, administrators and students.

1. The courses that the PsyD student takes in the dissertation proposal phase are: PsyD 754, 755 and 770.
2. The courses that the PsyD student takes in the dissertation implementation phase are: PsyD 771, PsyD 772, PsyD 780, PsyD 781 and PsyD 782.

**Proposal Phase:**
1. If a student during the Proposal phase in the following courses PsyD 754, 755 and 770 have **not completed** each phase as written in the catalog and dissertation handbook during the course timeframe (8 weeks), the grade for that course will be an IP (in progress) and not an F or any other letter grade.
2. If a student during the PsyD 754, 755 and 770 **completed** each phase as written in the catalog and dissertation handbook, the grade for that course will be an A and not an IP.
3. If the student have not successfully defend the proposal at the end of the PsyD 770, the grade of IP will be assigned and the student will take continuation courses 770A, B and so on until successful defense of the proposal. A final grade will be assigned to PSYD770 upon successful completion.

**Note:** Each continuation course will be charged to the student tuition of $500; the continuation course bares no credits and is not covered by Financial Aid.

**Dissertation Implementation phase:**
1. If a student during the dissertation implementation phase in the following courses PsyD 771, PsyD 772, PsyD 780, PsyD 781 and PsyD 782 have **not completed** each phase as written in the catalog and dissertation handbook during the course timeframe (8 weeks), the grade for that course will be an IP (in progress) and not an F or any other letter grade.
2. If a student during the PsyD 771, PsyD 772, PsyD 780, PsyD 781 and PsyD 782 **completed** each phase as written in the catalog and dissertation handbook, the grade for that course will be an A and not an IP.
3. If the student have not successfully defended the dissertation at the end of the PsyD 782, the grade of IP will be assigned and the student will take continuation courses 782 A, B and so
on-until successful defense of the proposal. A final grade will be assigned to PSYD782 upon successful completion.

*Note: Each continuation course will be charged to the student tuition of $500; the continuation course bares no credits and is not covered by Financial Aid.*

The Doctoral Dissertation is the Capstone of the Doctoral study, and it showcases your individual work. The Dissertation is also a permanent record of original research. TUW is committed to the preservation and dissemination of the research contributions of its Doctoral students; most of the requirements outlined in this Catalog were established with that commitment in mind.

**DOCTORATE IN PSYCHOLOGY (PsyD)—CURRICULUM BY COURSE**

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<tr>
<th>Course Number</th>
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<tr>
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</tr>
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*Students who do not complete the work in 4 sessions will need to register and pay for a continuation course for each extra term required until completion.*
Doctoral Dissertation (15 credits-Minimum Requirement)
Please take courses until you complete your doctoral dissertation
(Individual Student work with Chair and committee)
(Each course is taken individually)

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<td>(Individual Student work with Chair and committee)</td>
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<tr>
<td>PSYD 772</td>
<td>Continue Doctoral Research Dissertation (Individual Student work</td>
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<td></td>
<td>with Chair and committee)</td>
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</tr>
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<td>PSYD 780</td>
<td>Doctoral Research/Dissertation I</td>
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<td>PSYD 781</td>
<td>Doctoral Research/Dissertation II</td>
<td>3</td>
</tr>
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<td>PSYD 782</td>
<td>Doctoral Research/Dissertation III</td>
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</tbody>
</table>

**Program Completion**
*This is based on completing the Doctoral Research/Dissertation work in 5 sessions. Students who do not complete the work in 5 sessions will need to register and pay for a continuation course for each extra term required until completion.*

*Note: REQUIRED MATERIALS. Students are required to purchase SPSS GradPack. You can purchase it from any vendor of choice. IBM (the makers of the software) maintains a list of official distributors of IBM SPSS analytics software for academic customers. You can learn more by accessing this link: [http://www-03.ibm.com/software/products/en/spss-stats-gradpack](http://www-03.ibm.com/software/products/en/spss-stats-gradpack). The courses that specifically need the SPSS Grad Pack are PsyD 726 and PsyD 738. It may also be useful for your dissertation.*

**PSYD Course Descriptions**

**The Core Required Courses (30 Semester Credits)**

**PsyD 720 The Scholar-Practitioner Model** (3 credits)
This course provides students with a thorough orientation to the Doctor of Psychology Program and the scholar-practitioner model. This course is designed to establish and inculcate the scholar-practitioner perspective and demonstrate how translational research techniques are used to produce applied solutions in professional practice. Through a series of applied research articles and discussions students will learn about the process the Scholar-Practitioner uses to translate theory to practice.

**PsyD 722 Research Methods** (3 credits)
The Research Method course is geared to providing foundational skills for scholar-practitioners that are key to understanding and mastering methodology. The focus of both this class and the program is to teach students to identify areas in which applied research is necessary, learn how to correctly formulate the research questions or issues, and to design the research appropriately. The material covered Research Design will provide a solid background, from which students can explore numerous aspects of methodology in greater detail. The class has been developed to suit students from a diverse array of backgrounds as well as be useful for those who will be or become active in a variety of fields spanning the private and public sectors. When students complete this class, they will have a firm grasp on research design and be prepared to undertake more advanced coursework in research methodology.

**PsyD 724 Applied Social Psychology** (3 credits)
This course provides the students with a comprehensive overview of the theoretical underpinnings of social psychology. The course explores the practical application of social psychology for solving problems in the real world, primarily through discussions on social problems that relate to relationships and diversity, organizational systems and social functioning (e.g., health, business, sexism, racism, criminal
justice, media). The course also provides a comprehensive overview of major experiments in the field of applied social psychology, with the aim of encouraging students, within their own public sphere, to investigate and offer explanations to why certain behavior/actions and feelings occur in social contexts.

**PsyD 726 Quantitative Research Methods I** (3 credits)
This course will provide students with the fundamental skills needed to conduct research and analyze data. The class will also cover the computation and use of various descriptive statistics including the definition different types of variables and how to choose the appropriate scale of measurement best suited to that variable. The class will also cover the computation and use of various descriptive statistics including measures of central tendency and measures of variability, both of which are fundamental to data analysis and have broad application to many aspects of research. The concepts that are covered in Descriptive Statistics will serve as the basis for more advanced coursework and data analysis. Some time will be devoted to the presentation of descriptive statistics in written and graphic formats.

**PsyD 728 Applied I/O Psychology** (3 credits)
In this course, guided by the scholar-practitioner model of utilizing scholarly knowledge in the workplace, students will learn to apply current theories, concepts, and research from I/O Psychology for individual and organizational change. Students will be required to assess the changes needed, operationalize the desired outcomes, specify the metrics for determining success, and describe a detailed action plan for bringing about change and innovation, focusing on the impact at both the individual and the organizational level. Students will learn the influence of psychological foundations of individual behavior in organizations, how group dynamics and organizational culture influences individual behavior, and the impact of diverse cultures and multi-generations in their professional world.

**PsyD 730 Survey Design** (3 credits)
Survey Design is geared to exposing scholar-practitioners to a variety of areas that are key to understanding and mastering methodology. The focus of both this class and the program is to teach students to identify areas in which survey research is necessary, learn how to correctly formulate the survey questions or issues, and to design the survey appropriately. The material covered in Survey Design and Analysis will provide a solid background, from which students can explore numerous aspects of survey methodology in greater detail. Students will also be prepared to undertake more advanced coursework in various aspects of research methodology.

**PsyD 732 Applied Cognitive Psychology** (3 credits)
This course will provide students with foundational knowledge of the core theories, concepts, methods, findings, and principles of cognitive psychology. Through readings and discussions, students in the course will review components of cognitive psychology in applied settings. Students will evaluate research and learn how cognitive psychology is used to carry out investigations into attention, memory, knowledge representation, perception and the differences between experts and novices. As in all courses in the Scholar-Practitioner Core Psychology Series, this course aims to provide students with the skills and knowledge to perform independent translational research in applied settings.

**PsyD 734 Qualitative Research Methods** (3 credits)
This class presents qualitative research methodologies as alternatives to purely quantitative, statistically based techniques of investigation. Topics covered may include participant observation, grounded theory, ethnography, phenomenology and narrative approaches to research design. Data collection techniques such as interviews and focus groups are explored. Methods of analysis, writing and presenting qualitative research are presented. All techniques will be examined in the context of the scholar-practitioner model of translational research to advance students’ ability to become independent researchers.
**PsyD 736 Applied Media Psychology** (3 credits)
Today’s rapid development of communication through new media technologies is affecting every type of relationships from individuals, to groups, to society at a global level. In this course, students will develop a greater understanding of the psychological impact of media on individuals and society, and learn how to constructively apply that knowledge in solving problems and improving practices in their chosen profession.

**PsyD 738 Quantitative Research Methods II** (3 credits)
Building on knowledge and skills gained in Quantitative Research Methods I, the course will address: the framing of research questions; the selection of appropriate research methods and designs; the selection of appropriate statistics for data analysis; the principles of analysis; interpretation of findings; and the presentation of results. Students will learn how the techniques covered in the class apply to the translational and evaluation phases of the scholar-practitioner model.

**APPLICATION OF THEORY TO RESEARCH COURSES (9 SEMESTER CREDITS)**

**PsyD 750 Applications of the Scholar-Practitioner Model** (3 credits)
The course will discuss and apply the Scholar Practitioner Model to conduct research in real life problems in their professional area of specialization (e.g., Education, Counseling, Marriage and Family Therapy, Health Sciences Administration, Media Psychology, for profit and non for profit organizations etc.).

**PsyD 751 Evidence-based Practices** (3 credits)
More and more emphasis is being placed on using evidence-based practices in the professions. This course will present leading evidence-based practices and help students understand how evidence-based practices are evaluated, implemented and assessed.

**PsyD 752 Application of Research Methods in Professional Settings** (3 credits)
This course will help students select and apply various qualitative and quantitative research methods used in professional settings to examine professional issues. Students will learn to implement a framework for defining applied research questions, applying appropriate research methodologies and assessing the effectiveness of implementation outcomes. The goal of the Seminar is to guide students in the preparation of a Research Proposal that will define their research questions and the method they will use to carry out their professional research.

**PROPOSAL DEVELOPMENT COURSES (12 SEMESTER CREDITS)**

**PsyD 753 Developing the Research Topic and Literature Review** (3 credits)
This is a transitional course in the PsyD program. In this course the student introduced to the steps of the dissertation proposal, and the Dissertation. Through the guide and teaching of a faculty member with expertise in research methods and statistics, and doctoral dissertation experience, students begin the first phase in developing their PsyD Research Proposal that includes identifying their research topic, literature review, and proposed associated research methodology. By the completion of this course students will select a Dissertation Chair and Committee members. Also, students are introduced to the Dissertation Management System (DMS) that will be utilized from this initial transition and continuing throughout the entire dissertation process.

**PsyD 754 Refining the Research Topic** (3 credits)
Students will refine their Research topic and literature review, and begin to develop the Dissertation
Proposal based on knowledge gained in the previous courses with the assistance of the dissertation chair and the dissertation committee.

**PsyD 755 Methods, Where, When, How (3 Credits)**
This course is one of the courses that will lead to the completion of the Dissertation Proposal. At this time student should continue to work with their dissertation Chair and committee members.

**PsyD 770 Proposal Refinement and Defense (3 credits)**
This is the time when students prepare the Proposal for defense and defend the proposal successfully. Students will prepare and present the final research proposal to the IRB committee for approval.

**THE DOCTORAL DISSERTATION COURSES (15 SEMESTER CREDITS-MINIMUM CREDIT REQUIREMENT)**

**PsyD 771 Dissertation (3 credits)**
Individual work of Student with Chair and Committee

**PsyD 772 Dissertation (3 credits)**
Individual work of Student with Chair and Committee

**PsyD 780 Doctoral Research/Dissertation I (3 credits)**
Individual work of Student with Chair and Committee

**PsyD 781 Doctoral Research/Dissertation II (3 credits)**
Individual work of Student with Chair and Committee

**PsyD 782 Doctoral Research/Dissertation III (3 credits)**
Students complete work on their Dissertation and prepare for the Doctoral Dissertation Defense.
**Doctor of Psychology (PsyD)—Organizational Leadership Concentration**

The Touro University Worldwide Doctor of Psychology (PsyD) concentration in Organizational Leadership is especially designed to serve the needs of working professionals who wish to advance in their professional field. The PsyD program’s emphasis is professional-practice and is guided by Touro’s focus on professional graduate education, and specifically in the psychology of organizational leadership. Students in the program will learn to apply the Scholar-Practitioner Model to real-world research questions and take an evidence-based approach to problem-solving in a variety of organizational settings. Graduates of the program’s concentration will possess a discerning understanding of how the psychology of organizational leadership applies to a variety of areas such as ethics in organizations, theoretical underpinnings of human resource management, and the theories associated with collaboration both internal and external to an organization.

The program’s concentration provides theory to application through research that will expand competencies to enhance students’ area of interest regarding organizational leadership, in today’s technologically sophisticated, media-connected, and culturally diverse global environment.

The program’s concentration is designed to:
- Provide students with the professional skills and tools to design evidence-based solutions in their professional field
- Provide a doctoral-level environment that includes faculty research guidance, technology and learning opportunities that lead to the development of the research professional competencies needed to translate theory into practical solutions that lead to successful individual or organizational change and development
- Provide a support system dedicated to student success at the doctoral level

**The TUW PsyD concentration in Organizational Leadership has several unique features:**
- Instructors themselves are *scholar-practitioners* actively involved in their own professional work, solving problems and improving performance to keep pace with major trends in today’s world.
- The program is designed to use a unique pedagogy in an online delivery method that gives students the flexibility to conveniently advance their education and still maintain busy schedules, work, and family lives.
- A convenient program course structure, including group course assignments and research options that provide students the flexibility of completing their doctorates at their own pace.

**PsyD Concentration in Organizational Leadership Mission Statement**

The Doctor of Psychology (PsyD) concentration in Organizational Leadership supports the Touro University Worldwide mission by serving the needs of working professionals who wish to advance in their professional field. Guided by Touro’s focus on professional graduate education students in the program will learn to apply the Scholar-Practitioner Model to real-world research and taking an evidence-based approach to the psychology of leadership in various organizations. The concentration provides theory to application through research that will expand competencies to enhance students area of interest regarding organizational leadership, in today’s technologically sophisticated, media-connected, and culturally diverse global environment.
PSYD PROGRAM LEARNING OUTCOMES (PLOs)

Upon successful completion of the PsyD Program, students should be able to:

PLO 1 Recognize how to apply the scholar-practitioner model to the development of evidence-based solutions when presented with a problem in professional practice (*Scholar-practitioner Perspective*)

PLO 2 Select and apply appropriate theories, principles and/or best practices from the social science literature in service of evidence-based applications (*Translational Research Competence*)

PLO 3 Design rigorous research methods to measure and validate evidence-based solutions in professional practice (*Investigative Competence*)

PLO 4 Design evidence-based solutions that integrate local evidence and research-based evidence and produce an integrative approach to practice (*Integrative practice*)

PLO 5 Evaluate relevant information resources in service of translational research and evidence-based solutions (*Information Literacy*)

PLO 6 Implement evidence-based solutions that demonstrate cultural responsiveness and ethical awareness (*Interpersonal/Cultural Competence*)

PLO 7 Integrate best organizational practices including issue-selling, collaboration and group processes to help groups attain success in implementing evidence-based solutions (*Organizational Awareness*)

PLO 8 Practice reflectively employing a progressive problem-solving process comprised of plan, act, observe and reflect (*Reflective Practice*)

PSYD CURRICULUM (ORGANIZATIONAL LEADERSHIP CONCENTRATION)

The PsyD program is a professional Doctorate program, that introduces scholarly and professional activities designed to advance the student substantially beyond the master’s degree program in the areas of professional and investigatory competence. To meet the general program goals and develop the competencies defined by the program learning outcomes the curriculum is designed in modified spiral curriculum format. Knowledge and skills are introduced, reinforced, practiced and mastered in a systematic sequence of courses, seminars and a practicum delivered over the time of the program.

The curriculum is composed of the components below. Your academic advisor can provide you with a course progression plan to maximize your academic success.

Core Courses

**Theory - Required (5 courses- 15 credits)**

- Scholar Practitioner Model (PsyD 720)
- Psychology of Organizational Leadership (PSYD 721)
- Psychology of Human Resource Management (PSYD 723)
- Psychology of Collaboration in Organizational Leadership (PSYD 725)
- Applied I/O Psychology (PSYD 728)

**Applied PsyD Research - Required (5 courses- 15 credits)**

- Research Methods (PSYD 722)
- Survey Design (PSYD 730)
- Qualitative Research Methods (PSYD 734)
- Quantitative Research I (PSYD 726)—(*SPSS GradPack required*)
- Quantitative Research II (PSYD 738)—(*SPSS GradPack required*)
Application of Theory and Research - Required (3 courses - 9 credits)
- Applications of the Scholar-Practitioner Model (PSYD 750)
- Evidence-based Practices (PSYD 751)
- Application of Research Methods in Professional Settings (PSYD 752)

Starting the Second Phase of the Doctoral Program - The Doctoral Research/Dissertation Proposal Development (4 courses - 12 credits)
PsyD 753, 754, 755, 770
- Find your Dissertation Chair and committee (work on your topic starting in 754)
- Work on your Doctoral Dissertation Topic
- Literature Review
- Develop the proposal
- IRB
- Goal: Proposal Approval

Grading Policy for PsyD Dissertation Proposal and Dissertation Continuation Courses

Academic Policy - Updated Effective January 3rd, 2017
Grading policy for PsyD courses in the Dissertation Proposal and Dissertation Implementation phase. This policy is a result of feedback received from faculty, staff, administrators and students.

1. The courses that the PsyD student takes in the dissertation proposal phase are: PsyD 754, 755 and 770.
2. The courses that the PsyD student takes in the dissertation implementation phase are: PsyD 771, PsyD 772, PsyD 780, PsyD 781 and PsyD 782.

Proposal Phase:
1. If a student during the Proposal phase in the following courses PsyD 754, 755 and 770 have not completed each phase as written in the catalog and dissertation handbook during the course timeframe (8 weeks), the grade for that course will be an IP (in progress) and not an F or any other letter grade.
2. If a student during the PsyD 754, 755 and 770 completed each phase as written in the catalog and dissertation handbook, the grade for that course will be an A and not an IP.
3. If the student have not successfully defend the proposal at the end of the PsyD 770, the grade of IP will be assigned and the student will take continuation courses 770A, B and so on until successful defense of the proposal. A final grade will be assigned to PSYD770 upon successful completion.

Note: Each continuation course will be charged to the student tuition of $500; the continuation course bares no credits and is not covered by Financial Aid.

Dissertation Implementation phase:
1. If a student during the dissertation implementation phase in the following courses PsyD 771, PsyD 772, PsyD 780, PsyD 781 and PsyD 782 have not completed each phase as written in the catalog and dissertation handbook during the course timeframe (8 weeks), the grade for that course will be an IP (in progress) and not an F or any other letter grade.
2. If a student during the PsyD 771, PsyD 772, PsyD 780, PsyD 781 and PsyD 782 completed each phase as written in the catalog and dissertation handbook, the grade for that course will be an A and not an IP.

3. If the student have not successfully defended the dissertation at the end of the PsyD 782, the grade of IP will be assigned and the student will take continuation courses 782 A, B and so on until successful defense of the proposal. A final grade will be assigned to PSYD782 upon successful completion.

Note: Each continuation course will be charged to the student tuition of $500; the continuation course bares no credits and is not covered by Financial Aid.

The Doctoral Dissertation is the Capstone of the Doctoral study, and it showcases your individual work. The Dissertation is also a permanent record of original research. TUW is committed to the preservation and dissemination of the research contributions of its Doctoral students; most of the requirements outlined in this Catalog were established with that commitment in mind.

**DOCTORATE IN PSYCHOLOGY (PSYD): CONCENTRATION IN ORGANIZATIONAL LEADERSHIP CURRICULUM**

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<td>PSYD 738*</td>
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**Application of Theory and Research (9 credits)**

Please take all 3 courses in the order they are presented:

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**Proposal Development (12 credits)**

*(PSYD 754 and above courses are taken individually)*

*Individual Student work with Chair and committee, starting in the 1st module of 754)*

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<td>PSYD 754</td>
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<td>PSYD 755</td>
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<td>PSYD 770</td>
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<td>Following successful proposal defense please submit to IRB</td>
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*Students who do not complete the work in 4 series will need to register and pay for a continuation course for an extra term required until completion.*

**Doctoral Dissertation (15 credits-Minimum Requirement)**

Please take courses until you complete your doctoral dissertation

(Individual Student work with Chair and committee)

(Each course is taken individually)

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<td>PSYD 772</td>
<td>Continue Doctoral Research Dissertation (Individual Student work with Chair and committee)</td>
<td>3</td>
</tr>
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<td>PSYD 780</td>
<td>Doctoral Research/Dissertation I</td>
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**Program Completion**

**This is based on completing the Doctoral Research/Dissertation work in 5 sessions. Students who do not complete the work in 5 sessions will need to register and pay for a continuation course for each extra term required until completion.**

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*Note: REQUIRED MATERIALS. Students are required to purchase SPSS GradPack. You can purchase it from any vendor of choice. IBM (the makers of the software) maintains a list of official distributors of IBM SPSS analytics software for academic customers. You can learn more by accessing this link: [http://www-03.ibm.com/software/products/en/spss-stats-gradpack](http://www-03.ibm.com/software/products/en/spss-stats-gradpack). The courses that specifically need the SPSS Grad Pack are PsyD 726 and PsyD 738. It may also be useful for your dissertation.*

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**PSYD Organizational Leadership - Course Descriptions**

**The Core Required Courses (30 Semester Credits)**

**PsyD 720 The Scholar-Practitioner Model** (3 credits)
This course provides students with a thorough orientation to the Doctor of Psychology Program and the scholar-practitioner model. This course is designed to establish and inculcate the scholar-practitioner perspective and demonstrate how translational research techniques are used to produce applied solutions in professional practice. Through a series of applied research articles and discussions students will learn about the process the Scholar-Practitioner uses to translate theory to practice.

**PsyD 721 Psychology of Organizational Leadership** (3 credits)
This course is designed to examine psychology of organizational leadership theories as it relates to individuals, groups, and organizations. Students will examine the psychological behavior at various units of analysis and how each unit contributes to sound leadership practices in an organization. Special emphasis is placed on theories of ethics in organizational leadership within each unit of analysis in an organization.
**PsyD 722 Research Methods** (3 credits)
The Research Method course is geared to providing foundational skills for scholar-practitioners that are key to understanding and mastering methodology. The focus of both this class and the program is to teach students to identify areas in which applied research is necessary, learn how to correctly formulate the research questions or issues, and to design the research appropriately. The material covered Research Design will provide a solid background, from which students can explore numerous aspects of methodology in greater detail. The class has been developed to suit students from a diverse array of backgrounds as well as be useful for those who will be or become active in a variety of fields spanning the private and public sectors. When students complete this class, they will have a firm grasp on research design and be prepared to undertake more advanced coursework in research methodology.

**PsyD 723 Psychology of Human Resource Management** (3 credits)
This course addresses the scientific study of and theoretical underpinnings of managing human resources in various organizational settings. Special topics include underlying theories relative to ethics in human resource management, job analysis, personnel selection, justice, onboarding and orientation processes, performance appraisals and training.

**PsyD 725 Psychology of Collaboration in Organizational Leadership** (3 credits)
In this course, students analyze theories associated with collaboration in organizational leadership both internal and external to an organization. Students will examine various psychological organizational leadership models relative to internal and external stakeholders, collaborative competencies across a variety of settings to include for-profit, non-profit and public organizations.

**PsyD 726 Quantitative Research Methods I** (3 credits)
This course will provide students with the fundamental skills needed to conduct research and analyze data. The class will also cover the computation and use of various descriptive statistics including the definition different types of variables and how to choose the appropriate scale of measurement best suited to that variable. The class will also cover the computation and use of various descriptive statistics including measures of central tendency and measures of variability, both of which are fundamental to data analysis and have broad application to many aspects of research. The concepts that are covered in Descriptive Statistics will serve as the basis for more advanced coursework and data analysis. Some time will be devoted to the presentation of descriptive statistics in written and graphic formats.

**PsyD 728 Applied I/O Psychology** (3 credits)
In this course, guided by the scholar-practitioner model of utilizing scholarly knowledge in the workplace, students will learn to apply current theories, concepts, and research from I/O Psychology for individual and organizational change. Students will be required to assess the changes needed, operationalize the desired outcomes, specify the metrics for determining success, and describe a detailed action plan for bringing about change and innovation, focusing on the impact at both the individual and the organizational level. Students will learn the influence of psychological foundations of individual behavior in organizations, how group dynamics and organizational culture influences individual behavior, and the impact of diverse cultures and multi-generations in their professional world.

**PsyD 730 Survey Design** (3 credits)
Survey Design is geared to exposing scholar-practitioners to a variety of areas that are key to understanding and mastering methodology. The focus of both this class and the program is to teach students to identify areas in which survey research is necessary, learn how to correctly formulate the survey questions or issues, and to design the survey appropriately. The material covered in Survey Design and Analysis will provide a solid background, from which students can explore numerous aspects of
survey methodology in greater detail. Students will also be prepared to undertake more advanced coursework in various aspects of research methodology.

**PsyD 734 Qualitative Research Methods** (3 credits)
This class presents qualitative research methodologies as alternatives to purely quantitative, statistically based techniques of investigation. Topics covered may include participant observation, grounded theory, ethnography, phenomenology and narrative approaches to research design. Data collection techniques such as interviews and focus groups are explored. Methods of analysis, writing and presenting qualitative research are presented. All techniques will be examined in the context of the scholar-practitioner model of translational research to advance students’ ability to become independent researchers.

**PsyD 738 Quantitative Research Methods II** (3 credits)
Building on knowledge and skills gained in Quantitative Research Methods I, the course will address: the framing of research questions; the selection of appropriate research methods and designs; the selection of appropriate statistics for data analysis; the principles of analysis; interpretation of findings; and the presentation of results. Students will learn how the techniques covered in the class apply to the translational and evaluation phases of the scholar-practitioner model.

**APPLICATION OF THEORY TO RESEARCH COURSES (9 SEMESTER CREDITS)**

**PsyD 750 Applications of the Scholar-Practitioner Model** (3 credits)
The course will discuss and apply the Scholar Practitioner Model to conduct research in real life problems in their professional area of specialization (e.g., Education, Counseling, Marriage and Family Therapy, Health Sciences Administration, Media Psychology, for profit and non for profit organizations etc.).

**PsyD 751 Evidence-based Practices** (3 credits)
More and more emphasis is being placed on using evidence-based practices in the professions. This course will present leading evidence-based practices and help students understand how evidence-based practices are evaluated, implemented and assessed.

**PsyD 752 Application of Research Methods in Professional Settings** (3 credits)
This course will help students select and apply various qualitative and quantitative research methods used in professional settings to examine professional issues. Students will learn to implement a framework for defining applied research questions, applying appropriate research methodologies and assessing the effectiveness of implementation outcomes. The goal of the Seminar is to guide students in the preparation of a Research Proposal that will define their research questions and the method they will use to carry out their professional research.

**PROPOSAL DEVELOPMENT COURSES (12 SEMESTER CREDITS)**

**PsyD 753 Developing the Research Topic and Literature Review** (3 credits)
This is a transitional course in the PsyD program. In this course the student introduced to the steps of the dissertation proposal, and the Dissertation. Through the guide and teaching of a faculty member with expertise in research methods and statistics, and doctoral dissertation experience, students begin the first phase in developing their PsyD Research Proposal that includes identifying their research topic, literature review, and proposed associated research methodology. By the completion of this course students will select a Dissertation Chair and Committee members. Also, students are introduced to the Dissertation Management System (DMS) that will be utilized from this initial transition and continuing throughout the entire dissertation process.
PsyD 754 Refining the Research Topic (3 credits)
Students will refine their Research topic and literature review, and begin to develop the Dissertation Proposal based on knowledge gained in the previous courses with the assistance of the dissertation chair and the dissertation committee.

PsyD 755 Methods, Where, When, How (3 Credits)
This course is one of the courses that will lead to the completion of the Dissertation Proposal. At this time student should continue to work with their dissertation Chair and committee members.

PsyD 770 Proposal Refinement and Defense (3 credits)
This is the time when students prepare the Proposal for defense and defend the proposal successfully. Students will prepare and present the final research proposal to the IRB committee for approval.

THE DOCTORAL DISSERTATION COURSES (15 SEMESTER CREDITS-MINIMUM CREDIT REQUIREMENT)

PsyD 771 Dissertation (3 credits)
Individual work of Student with Chair and Committee

PsyD 772 Dissertation (3 credits)
Individual work of Student with Chair and Committee

PsyD 780 Doctoral Research/Dissertation I (3 credits)
Individual work of Student with Chair and Committee

PsyD 781 Doctoral Research/Dissertation II (3 credits)
Individual work of Student with Chair and Committee

PsyD 782 Doctoral Research/Dissertation III (3 credits)
Students complete work on their Dissertation and prepare for the Doctoral Dissertation Defense.
APPLICATION AND ADMISSION

DISCLAIMER

All students are subject to the academic policies of the University. Students are responsible for ensuring that they are aware of and meet all programmatic and University requirements. It is the student’s responsibility to learn about academic deadlines and policies.

Students are required to investigate for themselves as to whether the program they enroll in meets their personal and career needs and/or licensing or accreditation goals. Thus, Touro University Worldwide disclaims any liability for promises, assurances, representations, warrantees or other statements made in its marketing or promotional materials, and makes absolutely no promises, assurances, representations, warrantees or other statements concerning a student’s academic success. While students expend significant sums associated with higher education, successful completion of a course, program, or degree is dependent on many factors. The payment of tuition entitles a student to register and matriculate in the courses and programs available and offered by the Touro School or program in which the student is enrolled. In order for a degree to be earned, the required grades and grade point averages must be achieved and maintained, and all other requirements of the school and program must be fulfilled.

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

APPLICATION TO THE UNIVERSITY

Touro University Worldwide (TUW) accepts applications on a continuous basis. Applicants must complete all application requirements and submit all necessary documentation before being considered fully admitted. Applicants, who have not received an Associate or Baccalaureate degree, must present a copy of their high school diploma, or other college attendance transferable credits, or credit by examination such as CLEP, DSST, or military training (including AARTS, SMART). Applicants are responsible for providing these official documents to TUW.

TUW will accept unofficial transcripts to complete an unofficial credit transfer evaluation while waiting for official transcripts to arrive. Official transcripts must be sent to the Registrar’s office of TUW directly from the issuing institution by the end of your first term of enrollment. Unsealed official transcripts received from the students will not be considered official. Failure to file complete and authentic documents may result in denial of admission or cancellation of academic credits.

As a non-profit organization committed to serving the underserved, Touro University Worldwide has waived the $60 application fee for all prospective students.

The University will confirm receipt of the application within 24 business hours during the work week and provide information if the application is incomplete.
HIGH SCHOOL SENIORS

TUW allows high school seniors to take lower division undergraduate level courses initially as non-degree-seeking students which they will be able to transfer the credits towards a degree. High School Seniors will be accepted under the following conditions:

- High-school GPA (grade point average) of at least 3.0
- A letter of recommendation from high-school advisor/counselor
- Parental permission
- Official copy of high-school transcript

HOME SCHOoled STUDENTS

Home schooled students may apply for admission to TUW. Student must provide proof that he/she has completed their state’s requirements for high school graduation. The home school family is responsible for compliance with all requirements for their state.

There are several options for home schooled students to fulfill TUW entry requirements:

- GED (General Educational Development Test). Some states require that a home school student take the GED. (If your state requires a GED, then you must request the GED scores be sent to TUW directly).
- Student Transcript (provided by outside source). If affiliated with a home school program, academy, or consortium, the student should request that the outside source provide a copy of the official transcript to TUW.

If the student is affiliated with an organization that does not provide transcripts, the family will be responsible for providing a transcript as instructed below:

- Student Transcript (provided by family source) if the program has been customized by the family, a transcript is required with all course hours and grades.
  - The family member or the person in charge of the home school program will be responsible for verifying the transcript as an official transcript.
  - An accurate transcript needs the following details:
    1. Name of Course
    2. Grade for Each Course
    3. Program Used for Each Course. If students have used an external curriculum, this must be indicated next to the course. Example: MAT I (Name of the curriculum or company). If the student used the same curriculum for all courses except certain courses, please state so on the transcript. If textbooks were used for certain courses, the names of the textbooks must be provided.
    4. Signature – Provide name and signature of the person(s) in charge of the home school.
    5. Date of Graduation on the Final Transcript.

GENERAL EDUCATION DEVELOPMENT (GED) TEST

Students who have not graduated from high school can demonstrate high school equivalency through successful completion of the GED test. Students must submit official GED test scores at the time of application submittal.
**ENGLISH PROFICIENCY REQUIREMENT**

English is the language of instruction at TUW and English Proficiency Requirement can be met by one of the following ways:

1. Students whose first language is other than English are required to meet the English proficiency requirement by completing TOEFL (institution code: 3157)

   **English Proficiency Requirement**

<table>
<thead>
<tr>
<th>Test Type</th>
<th>Bachelors Programs</th>
<th>Masters Programs</th>
<th>Doctoral Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOEFL Paper</td>
<td>490</td>
<td>500</td>
<td>525</td>
</tr>
<tr>
<td>TOEFL Online</td>
<td>57</td>
<td>61</td>
<td>71</td>
</tr>
<tr>
<td>TOEFL PC</td>
<td>163</td>
<td>173</td>
<td>197</td>
</tr>
<tr>
<td>IELTS</td>
<td>6.5</td>
<td>7</td>
<td>7</td>
</tr>
</tbody>
</table>

2. Present documentation for the equivalent of at least one year of secondary or post-secondary education in English. Completion through advanced intermediate level at any other accredited language program, to be assessed on a case by case basis.

3. One semester of freshman composition with grade B or higher at an accredited U.S College/University.

**ADMISSION REQUIREMENTS**

**ASSOCIATE DEGREE PROGRAMS**

Admission to the Associate of Arts in General Studies may be achieved by completion of the following requirements:

1. High school diploma or GED equivalent
2. High school cumulative GPA of 2.0 (if not a transfer student)

Students will be required to complete the following steps in order to be admitted and enrolled at TUW:

1. Submit an application to the University.
2. As a non-profit organization committed to serving the underserved, Touro University Worldwide has waived the $60 application fee for all prospective students.
3. *Submit official transcripts from all post-secondary institutions attended. Applicants who have not attended any post-secondary institutions are required to provide official high school transcript or GED. Transcripts must come directly from the issuing institutions. Students who completed college coursework outside the United States must have their transcripts translated and evaluated. (See Foreign Credit for additional information).*

*Note: Students are required to complete step 3 by the end of their first term of enrollment.*

**BACHELOR DEGREE PROGRAMS**

Students seeking to attend TUW must meet one of the following criteria to be considered for admission:

1. Be a high school graduate; or
2. Successfully complete the General Educational Development (GED) test; or
3. Be a transfer student from another accredited college or university in good academic standing.
Students must submit proof that they have met one of the above criteria to be accepted at the University. Students, who meet one of the above criteria, will be required to complete the following steps in order to be admitted and enrolled at TUW:

1. Submit an application to the University.
2. As a non-profit organization committed to serving the underserved, Touro University Worldwide has waived the $60 application fee for all prospective students.
3. *Submit official transcripts from all post-secondary institutions attended. Applicants who have not attended any post-secondary institutions are required to provide official high school transcript or GED. Transcripts must come directly from the issuing institutions. Students who completed college coursework outside the United States must have their transcripts translated and evaluated. (See Foreign Credit for additional information).

*Note: Students are required to complete step 3 by the end of their first term of enrollment.

**MASTER’S DEGREE PROGRAMS**

Students seeking to attend in TUW must meet one of the following criteria to be considered for admission:

1. Have earned a Baccalaureate degree from an accredited institution with a minimum overall GPA of 2.5.
2. Transfer student from another college/university’s graduate program in good academic standing (minimum GPA of 2.75).

Students, who meet one of the above criteria, will be required to complete the following steps in order to be admitted and enrolled at TUW:

1. Submit an application to the University.
2. As a non-profit organization committed to serving the underserved, Touro University Worldwide has waived the $60 application fee for all prospective students.
3. *Submit official transcripts from all institutions attended. Transcripts must come directly from the issuing institutions. Students who completed college coursework outside the United States must have their transcripts translated and evaluated. (See Foreign Credit for additional information).

*Note: Students are required to complete step 3 by the end of their first term of enrollment.

**DOCTORAL DEGREE PROGRAM**

Students seeking to enroll in Touro University Worldwide’s PsyD program must meet the following criteria to be considered for admission:

1. Have earned a Master’s degree from an accredited institution. If the degree was awarded overseas, it must be from an institution that is approved by the Ministry of Education.
2. Cumulative GPA of 3.4 in the accredited Master’s Program

Students, who meet the above criteria, will be required to complete the following steps in order to be admitted and enrolled at TUW:

1. Submit an application to the University. (Click here to apply)
2. Submit official transcripts from all institutions attended. Transcripts must come directly from the issuing institutions. Students who completed college coursework outside the United States must have their transcripts translated and evaluated. (See Foreign Credit for additional information).
3. Submit two letters of recommendation: one from someone familiar with the prospective student’s academic work; and a professional reference from someone who has supervised the prospective student in a work environment (preferably the current supervisor, excluding family members).
4. Submit a Doctoral Entrance Essay. The entrance essay is an essential part of the Doctoral Program and serves as the way the Doctoral selection committee become familiar with the candidate. The entrance essay takes the form of a narrative presenting candidates’:
   a. Biography;
   b. career plan; and
   c. goals in pursuing the doctorate at Touro University Worldwide.

The Doctoral Admissions Committee will evaluate the essay. Committee members seek evidence regarding critical qualities and abilities including:
- Motivation, maturity of judgment, and creativity;
- Evidence of a sound personal agenda that includes achievable personal and professional objectives;
- Awareness of intellectual strengths as well as skills needing development;
- Awareness of program requirements; and
- Proficiency with standard written English including the ability to express concepts and communicate meaning in concise writing.

The Doctoral Entrance Essay components should include the following:

1. **Biographical Component**
   Earlier learning experiences, both formal and informal, should be described. Characterize in terms of the nature and general outcome prior study, related work experience, and participation in scholarly research (if any).

2. **Career Plan Component**
   Explain how a doctoral-level education fits with stated career plan and goals. How will doctoral study, in conjunction with background and interests, further those goals?

3. **Goals in Pursuing the Doctorate**
   Briefly discuss why the reasons for enrolling in doctoral study at Touro University Worldwide, including but not limited to:
   a. The reasons for selecting the TUW program rather than another doctoral program;
   b. The particular goals anticipated to be attained through completion of the doctoral curriculum;
   c. Proposed topics being considered for the dissertation or research program/exegesis paper project.

**REGISTERING FOR COURSES**

The academic year is divided into three (3) semesters as shown in the tables below:

**Semesters by Terms 2016-2017**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Term</th>
<th>Year</th>
<th>Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>Fall Term I</td>
<td>2016</td>
<td>September 6-October 30</td>
</tr>
<tr>
<td></td>
<td>Fall Term II</td>
<td>2016</td>
<td>October 31-December 25</td>
</tr>
<tr>
<td>Semester 2</td>
<td>Spring Term I</td>
<td>2017</td>
<td>January 3-February 26</td>
</tr>
<tr>
<td></td>
<td>Spring Term II</td>
<td>2017</td>
<td>February 27–April 23</td>
</tr>
<tr>
<td>Semester 3</td>
<td>Summer Term I</td>
<td>2017</td>
<td>May 1–June 25</td>
</tr>
<tr>
<td></td>
<td>Summer Term II</td>
<td>2017</td>
<td>June 26-August 20</td>
</tr>
</tbody>
</table>
### Semesters by Terms 2017-2018

<table>
<thead>
<tr>
<th>Semester</th>
<th>Term</th>
<th>Year</th>
<th>Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>Fall Term I</td>
<td>2017</td>
<td>August 28-October 22</td>
</tr>
<tr>
<td></td>
<td>Fall Term II</td>
<td>2017</td>
<td>October 23-December 17</td>
</tr>
<tr>
<td>Semester 2</td>
<td>Spring Term I</td>
<td>2018</td>
<td>January 2-February 25</td>
</tr>
<tr>
<td></td>
<td>Spring Term II</td>
<td>2018</td>
<td>February 26-April 22</td>
</tr>
<tr>
<td>Semester 3</td>
<td>Summer Term I</td>
<td>2018</td>
<td>April 30–June 24</td>
</tr>
<tr>
<td></td>
<td>Summer Term II</td>
<td>2018</td>
<td>June 25-August 19</td>
</tr>
</tbody>
</table>

Students register at the beginning of each term. Courses are eight (8) weeks in length. Most courses at TUW carry a three (3) semester credit value unless specified otherwise in the course description section of the catalog.

**NOTE:**

- Students are required to investigate for themselves as to whether the program they enroll in meets their personal and career needs and/or licensing or accreditation goals. Thus, Touro University Worldwide disclaims any liability for promises, assurances, representations, warrantees or other statements made in its marketing or promotional materials, and makes absolutely no promises, assurances, representations, warrantees or other statements concerning a student’s academic success. While students expend significant sums associated with higher education, successful completion of a course, program, or degree is dependent on many factors. The payment of tuition entitles a student to register and matriculate in the courses and programs available and offered by the Touro School or program in which the student is enrolled. In order for a degree to be earned, the required grades and grade point averages must be achieved and maintained, and all other requirements of the school and program must be fulfilled.

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

**Credit Hours “Seat” Time Requirement**

Under federal regulations (US Department of Education) effective July 1, 2011, both institutions and accrediting agencies are required to come into compliance with regulations regarding the definition and assignment of credit hours under Section 600.2 and 600.24.

Under federal regulations, all candidate and accredited institutions are responsible to comply with the definition of the credit hour as provided in section 600.2, which defines the credit hour as mentioned below.
Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than the following:

- One credit hour of lecture/course is equal to 15 contact hours per semester. A contact hour (or seat hour) is defined as a 50 minute course term (as opposed to a clock hour of 60 minutes). For a 3 credit course a student must be in the course for a minimum of 45 hours per semester. (Courses routinely require two (2) to three (3) hours of outside preparation for every hour spent in course). Lab time is calculated as every 1 lab credit equal to 3 hours in the lab.
- In courses such as those offered online, in which seat time does not apply, a credit hour may be measured by an equivalent amount of work, as demonstrated by student achievement meeting the substantive change requirements related to distance education as established by the WSCUC Senior College and University Commission.
- Undergraduate students are expected to enroll in two (2) courses (6 semester credits) each term/session in order to maintain full time enrollment status.
- Graduate students are expected to enroll at least for 3 credits per term/session to be considered half time for financial aid purposes.

**Full time student status**

<table>
<thead>
<tr>
<th>Program</th>
<th>Session I</th>
<th>Session II</th>
<th>Semester Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate</strong></td>
<td>6 Credits (2 courses)</td>
<td>6 Credits (2 courses)</td>
<td>12 Credits (4 courses)</td>
</tr>
<tr>
<td><strong>Graduate</strong></td>
<td>6 Credits (2 courses)</td>
<td>3 Credits (1 course)</td>
<td>9 Credits (3 courses)</td>
</tr>
</tbody>
</table>

**DEGREE ROADMAPS: THE PATH TO GRADUATION!**

**Purpose:** Touro University Worldwide developed Degree Roadmaps that are available to serve as a guide for students’ academic planning and advisement. Students are able to access the roadmap at any time and any place online.

**TRANSFER CREDIT POLICY**

TUW has adopted the following policy on transfer of credits.

The student notifies the educational advisor of his/her desire to transfer credits. The student provides:

- A list of courses to be transferred and the TUW degree requirements for which the courses are to be transferred.
- An official transcript from the transferring institution showing the name and address of the institution, the name of the student, the name and number of the course to be transferred, and the semester in which the course was completed. (The request for official transcripts should be done immediately to save time).
- A catalog description of the course to be transferred.
- If requested by the advising team, a syllabus of the course to be transferred.

To determine whether courses taken at other institutions are transferable to the University, official transcripts must be sent directly from the issuing institution to the University’s Registrar’s office. Official transcripts will be accepted from students only in an original sealed envelope. Courses are transferred only
if the course was passed by the student in the required acceptable grade for each degree (AA -2.0, BA/BS -2.0, MA/MS- 2.5, and PsyD 3.0). Final evaluation to determine equivalency of courses will be completed once all official transcripts are received. Initial transfer will be applied when unofficial transcripts are received. Once a decision on the transfer of the course(s) has been made, the Registrar will update the student’s record accordingly.

In all cases, courses transferred must be from an accredited institution and/or the credits must be ACE/ National CCRS approved. The University will not accept courses from institutions that are not accredited (or in the case of international institutions, institutions that are not approved by the relevant Minister of Education). All transferred college level coursework will be posted to the undergraduate student’s permanent record with the following exceptions: failed coursework, withdrawn courses, direct equivalents that have been repeated courses unless the transfer institution indicates the course is repeatable. Transfer credits will not be included in the calculation of overall GPA.

ASSOCIATE DEGREE PROGRAMS

TUW will transfer up to 45 semester credits. All transferred credits must be from accredited or department of education approved college/university, ACE/ National CCRS recommended, CLEP, DANTES, Excelsior, etc.

The transferred course(s) must meet the same general content standards as the University course. A minimum of 15 semester credits must be earned at TUW.

BACHELORS DEGREE PROGRAMS

TUW will transfer up to 90 semester credits. All transferred credits must be from accredited college/university, ACE/ National CCRS recommended, CLEP, DANTES, Excelsior, etc.

The transferred course(s) must meet the same general content standards as the University course. A minimum of 30 semester credits must be earned at TUW.

INTERNATIONAL BACCALAUREATE (IB) POLICY

TUW will accept the IB diploma for students who have earned 30 points or more and grant a maximum of 33 semester credit hours of transfer credit towards the undergraduate degree program. Students who do not successfully achieve the IB diploma will have their subjects individually evaluated as listed on their certificate. TUW will award 3 semester credit hours for each subject in which a score of 4 or greater was earned up to a maximum of 24 semester credit hours.

YESHIVA CREDITS

Students may earn up to 48 college credits for post-high school yeshiva studies, pursued in Israel or in the United States, at Lander College for men or Seminaries or elsewhere. Students earn additional credits following review of their individual transcript. In order to receive transfer credits, students must submit to the University an official transcript with grades for an evaluation. No credit will be given for courses completed with a grade below C.

MASTERS DEGREE PROGRAMS

TUW will transfer up to 30% of the semester credits required to complete a specific Master’s level program from accredited institutions provided the transferred credits meet the same general content standards as the University course.
MFT Program: TUW will transfer up to 12 semester credits from an accredited institution’s MFT program. No practicum courses will be transferred.

Doctorate Degree Programs
TUW will transfer up to 6 semester credits from an accredited institution provided the transferred credits meet the same level and general content standards as the University course.

Non Traditional Credit Transfer
TUW accepts credits earned by challenge examination; standardized tests such as ACE, CLEP, DANTES, Excelsior, etc. or from other institutions provided those credits otherwise meet University transfer policies. The following non-traditional credit is accepted at TUW:

Military Training and/or Experience
Credits may be awarded for military training and/or experience based on the evaluation and recommendation by the American Council on Education (ACE). Veterans must submit DD Form 214 and/or DD Form 295 to evaluate training and/or experience. Students must submit transcripts of all coursework taken. Transfer credit will be granted upon evaluation of all coursework taken. The University will maintain written record of previous education and/or training of the students that are deemed transferrable towards the program of study at TUW.

Credit by Examination
Credit by examination allows students to earn college credits in courses with established college level competence (in the undergraduate level). Students must be in good academic standing (cumulative GPA must be at least 2.00) with the institution and currently enrolled in courses to be eligible to receive credit by examination. Prior to taking any credit by exam, students must verify with their educational advisor that the exam meets program requirements. Credits earned through credit by examination do not fulfill residency requirements. Credits earned will appear on the student’s official transcript as “CR” and will not be calculated into the student’s GPA. Students must request official test results sent directly to the Registrar’s Office at the time of examination. Credits will not be posted until official results are received.

Students may earn credit by examination by submitting passing scores from Advanced Placement (AP) test, College Level Examination Program (CLEP), Challenge Examination (CE), or Defense Activity for Non-Traditional Education Support (DANTES).

- Advanced Placement (AP) Test: A high school student who has successfully completed examinations of the Advanced Placement Program of the College Board, with scores of four (4) or five (5), will receive credit after official results are received by the Registrar’s Office.

- College Level Examination Program (CLEP): Students who receive a passing score on a CLEP examination will receive credits for the course if the course is directly applicable to the student’s program of study. Students may petition to have CLEP credits used to meet elective requirements if CLEP credits earned are not directly applicable to program requirements. Official test results must be sent directly to the Registrar’s office and can be obtained by writing to:
The College-Level Examination Program (CLEP) program offers students an opportunity to obtain college credit, satisfy course prerequisites, and/or meet general education requirements.

**Foreign Earned Academic Credit Transfer**

Students who attended foreign universities are required to have their foreign transcript(s) evaluated by one of the NACES members (www.naces.org). These evaluations must be submitted to the Registrar’s Office directly from the agency conducting the translation and evaluation.

Touro University Worldwide hereby disclaims all warranties. The University is providing the sites/search engines on an “as is” and “as available” basis without warranty of any kind. You assume the risk of any and all damage or loss from use of, or inability to use, the sites or the service. To the maximum extent permitted by law, TUW expressly disclaims any and all warranties, express or implied, regarding the sites and the service, including, but not limited to, any implied warranties of merchantability, fitness for a particular purpose, or non-infringement. TUW does not warrant (i) that the sites or the services they provide will meet your requirements, (ii) that the operation of the sites or the services they provide will be uninterrupted or error-free, (iii) the results which may be obtained from the use of any of the sites or (iv) the accuracy or reliability of any information obtained through the sites. TUW disclaims any warranty that the sites and the services are free from viruses, worms, Trojan horses or any other code that may manifest contaminating or destructive properties. TUW assumes no responsibility for the deletion or failure to store or transmit any data or other information provided by the student in connection with the sites or services they may provide.

**TIME LIMIT ON TRANSFER CREDIT**

The University recognizes that students may undertake or may have undertaken studies at other institutions which are equivalent to units in their course of study at the University. To guarantee the currency of knowledge base, most programs may require students seeking to transfer credit more than seven (7) years old to retake courses utilized to meet program requirements.

Students may petition to have work completed outside of the time limit accepted. Coursework will be evaluated on a case-by-case basis. A “Petition to Waive Transfer Time Limit” must be submitted and include a course syllabus for each course being petitioned.

It is at the discretion of the Provost whether credit for previous study will be granted based on the syllabus, essay, and transcript provided in support of the petition. As with all transfer credit, approval will only be granted for coursework deemed to be substantially equivalent to the University courses.
TUITION & FEES

Students required to pay tuition prior to the beginning of the session. Checks will be accepted only for the amount of tuition and fees due. **Tuition is due and payable prior to the term start date.** If students cannot pay by the start date of the term, a written payment agreement must be completed with the Bursar’s Office. If a check is returned due to insufficient funds or any other reason, Touro University Worldwide reserves the right to drop the student from course. Students will be notified of this action and assessed a returned check fee. Students who have written multiple insufficient fund checks may be required to make all future payments by money order.

TUW PROGRAM TUITION

<table>
<thead>
<tr>
<th>Programs</th>
<th>1 credit</th>
<th>3 credits</th>
<th>Cost of Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA in General Studies</td>
<td>$400</td>
<td>$1,200</td>
<td>$24,000*</td>
</tr>
<tr>
<td>BA in Psychology</td>
<td>$400</td>
<td>$1,200</td>
<td>$48,000*</td>
</tr>
<tr>
<td>BS in Business Administration &amp; Management</td>
<td>$400</td>
<td>$1,200</td>
<td>$48,000*</td>
</tr>
<tr>
<td>BS in Health Sciences</td>
<td>$400</td>
<td>$1,200</td>
<td>$48,000*</td>
</tr>
<tr>
<td>BA in Social Work</td>
<td>$400</td>
<td>$1,200</td>
<td>$48,000*</td>
</tr>
<tr>
<td>MA in Industrial and Organizational Psychology</td>
<td>$500</td>
<td>$1,500</td>
<td>$18,000*</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>$500</td>
<td>$1,500</td>
<td>$18,000*</td>
</tr>
<tr>
<td>Master of Arts in Public Administration</td>
<td>$500</td>
<td>$1,500</td>
<td>$18,000*</td>
</tr>
<tr>
<td>Master of Science in Human Resource Management</td>
<td>$500</td>
<td>$1,500</td>
<td>$18,000*</td>
</tr>
<tr>
<td>Master of Dispute Resolution</td>
<td>$500</td>
<td>$1,500</td>
<td>$18,000*</td>
</tr>
<tr>
<td>MA in Psychology</td>
<td>$500</td>
<td>$1,500</td>
<td>$18,000*</td>
</tr>
<tr>
<td>MA in Marriage and Family Therapy</td>
<td>$500</td>
<td>$1,500</td>
<td>$30,000 **</td>
</tr>
<tr>
<td>MS in Health Sciences</td>
<td>$500</td>
<td>$1,500</td>
<td>$18,000*</td>
</tr>
<tr>
<td>Doctor of Psychology</td>
<td>$700</td>
<td>$2,100</td>
<td>$46,200***</td>
</tr>
</tbody>
</table>

The Administration reserves the right to modify tuition and fees at any time. Students will be notified before the next registration cycle.

* Based on number of credits required for the degree.

** If taking all 60 credits as required for the licensure in California.

*Note:* If a student has not completed the Practicum I and Traineeship at the first term, the student will have to take the Practicum Continuation course the following term. For this additional Practicum Continuation course a fee of $500 will be charged to the student for each additional term until completion. Active duty Military students will get a waiver of this fee if the delay is a result of military duty.

*** This is based on completing the Dissertation Proposal and Dissertation within the stated terms in the PsyD curriculum. Students who do not complete the work in the assigned terms will need to register and pay for continuation course(s) for Dissertation Proposal or Dissertation or both, for each extra term required for completion of the program. The pay for the continuation course is $500 per session; those courses are holding 0 credits and are not covered by Financial Aid.
GENERAL FEES

<table>
<thead>
<tr>
<th>Type</th>
<th>Amount</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Audit/Graduation fee</td>
<td>$200</td>
<td>One-Time</td>
</tr>
<tr>
<td>Student ID card</td>
<td>Complimentary</td>
<td>One-Time</td>
</tr>
<tr>
<td>Replacement diploma</td>
<td>$20</td>
<td>Each occurrence</td>
</tr>
<tr>
<td>Returned check</td>
<td>$30</td>
<td>Each occurrence</td>
</tr>
<tr>
<td>Transcript request</td>
<td>$10</td>
<td>Per copy</td>
</tr>
<tr>
<td>Administrative Drop Fee</td>
<td>$100</td>
<td>Per course</td>
</tr>
<tr>
<td>Replacement ID card</td>
<td>$10</td>
<td>Each occurrence</td>
</tr>
</tbody>
</table>

PAYMENT PLANS

If the student is unable to pay for the full tuition amount at the beginning of the term, the student will have an opportunity to pay the tuition balance in limited installments. The student will be required to pay all installments on time with the understanding that this is before or on the due dates established. Tuition for each academic term must be paid in full before the student will be allowed to register for the next academic term.

LATE PAYMENT POLICY

A late fee of $50 will apply to any tuition payments received after the first day of courses. The late payment will not apply to military TA/VA students, employer TA students and financial aid applicants who fully completed their application by the due date and are waiting for the application to be processed. Failure to pay the outstanding balance may result in a hold or even withdrawal from the university. A student will not be allowed to enroll in future courses if the student has an outstanding tuition balance. Outstanding balances may be collected by outside entities and may affect the credit rating of the individual.

RETURNED CHECKS

If a check is returned due to insufficient funds or any other reason, Touro University Worldwide reserves the right to drop the student from course. Students will be notified of this action and assessed a return check fee. The student will be charged a $30 returned check fee. Students who have written multiple insufficient fund checks may be required to make all future payments by cash or money order.

PAYMENTS AND RELEASE OF RECORDS

According to Touro University Worldwide policies, all records and services (i.e., degrees and transcripts) are withheld from students who have outstanding financial obligations to the University. If students have made partial payment of their tuition obligation, the University may only withhold that portion of the grades that corresponds on a pro rata basis to the amount of tuition or loan obligation the student has not paid. If the course of study consists of only one course, the institution may withhold the grade or transcript until the tuition or loan obligation is paid in full.

VA BENEFIT

Touro University Worldwide is approved by the Department of VA to train veterans. And as a veteran, you are eligible for a discounted tuition rate.
To use your VA benefit, please:

- Fill out a "Veterans Online Application (VONAPP)" at https://www.ebenefits.va.gov/ebenefits-portal/ebenefits.portal?nfpb=true&portlet.async=false&_pageLabel=ebenefits_myeb_vonapp1, this will be reviewed and approved by the Department of VA.
- Please forward the COE (Certificate of Eligibility) to the Office of the Registrar once you received it from the Department VA.
- Please contact the Office of the Registrar after your enrollment of every term and request for enrollment certification.
- If you are using Post 9/11 GI Bill, the tuition will be remitted to TUW from the VA.
- If you are using old GI Bill, you are required to pay 50% tuition prior to the start of term, and the remainder is paid 4 weeks after the term start.

**UNIVERSITY REFUND POLICY**

The University expects students to register for courses with the understanding that they will remain in the course for the entire term. However, a student has the right to drop course(s) and/or withdraw from the University at any time. If a student drop course(s) and/or withdraw from the course of instruction, the University will remit a refund (if applicable) less any non-refundable fees, within 30 business days following the drop and/or withdrawal in accordance with the University’s refund schedule.

**Tuition Refund Schedule:**

- Before Week 1: 100% tuition refund
- During Week 1: 75% tuition refund
- During Week 2: 50% tuition refund
- After Week 2: No refund

*Please note: There will be no waiver of drop fees or withdrawal fees from the university. The refund policy is non-negotiable.*

**FEE REFUND SCHEDULE**

Refunds will be processed and mailed within 30 business days of confirmed drop date. All refunds are mailed to the student’s address on file with the institution. Students must ensure that their information is updated and is accurate. The University is not responsible for late or missing refunds if the student has not ensured accuracy of information with the Registrar’s Office.

**WITHDRAWAL AND DATE OF DETERMINATION**

It is the student’s responsibility to inform the Registrar’s office immediately of their intent to drop or withdraw from a course.

*For official withdrawals, a student’s effective date is the latter of the following dates:*
  a) Date the school received notice from the student they are dropping; or
  b) Last day of course recorded on the faculty’s roster; or
  c) The determination date is considered to be the date the University received notice.

*For unofficial withdrawals, a student’s withdrawal date is the latter of:*
  a) The last day of attendance at an academically related activity; or
  b) 50% point in the payment period.
The University’s date of determination for unofficial withdrawals is no later than 30 days after the earliest to occur following:

1. End of the payment period (term); or
2. End of the academic year; or
3. End of the program.

Refund procedures are in accordance with federal and state guidelines and are subject to change depending on federal and state regulations.

**Canceled Course**

In circumstances where the University is required to cancel a course, the University will make a full refund of all charges. Refunds will be paid within 30 days of cancellation.

**Administrative Drop Policy**

Students are expected to attend all classes for which he/she has registered. Students who fail to attend class and/or fail to make contact with the course faculty (via email or Integrated Campus) during the first two weeks of instruction will be Administratively Dropped -- forfeit their place in the class and have their names removed from the class roster. Student will be responsible for 50% of pro-rated tuition for the course(s) and an administrative drop fee of $100/course will be charged. It is the students’ responsibility to drop the class from the student portal according to the drop policy in order to avoid the $100 administrative drop fee.

Administrative drops may affect minimum course load requirements, student financial aid status or other areas. It is the responsibility of the student to meet financial aid requirements, initiate any refund processes and follow university guidelines concerning other obligations that may be affected by the drop.

**Drop Course(s) Due to Military Necessity**

If a military student must drop course(s) due to military necessity (i.e. TDY, TDA, Emergency Leave, Short Notice Movement, etc), he/she must provide a letter from his/her commanding officer or Education Service Officer (ESO) on service letterhead verifying the military necessity and the need to drop the course. Upon verification, the course(s) will be dropped and tuition 100% refunded if it is within the University add/drop period.

If it is after the add/drop period, a grade of "IM" (Military Incomplete) will be assigned and the student will be given an extension of six (6) months to complete all course requirements with his/her course faculty and receive a letter grade. No tuition refund will be made and there is no additional charge by the University to the student or the military service during the extension period.

Upon receipt of the verification to drop the course(s) due to military necessity the university will provide a letter of extension in accordance with the student’s service policy, unless otherwise requested in the verification letter, to the Base Education Services Officer (ESO) and a copy to the student.

**Unofficial Withdrawal Policy**

A student who ceases participation in a course for a period of 14 days will be considered to have unofficially withdrawn from the course. A grade of "WU" (unauthorized withdrawal) will be assigned and the student will be still responsible for full tuition. The WU is considered an F for GPA calculation and may negatively impact the financial aid package including eligibility for university scholarships. A student who
has not requested a formal Leave of Absence (LOA) or is not registered for courses in future terms will be unofficially withdrawn from the institution. Students under these circumstances will be required to complete reapplication and are subject to follow the Catalog in effect at the time of their readmission. If a student encounters an extenuating circumstance preventing participation (such as family emergency, military deployment, etc.), written notification and documentation must be submitted prior to the unofficial withdraw. Each notification of extenuating circumstances will be reviewed by the Provost’s Office. The final decision will be communicated to the student via email within 48 hours.

Note: Each specific documentation and notification should be sent to the above offices in writing. Following the review of the Provost or his/her designee the request for special consideration will be approved or disapproved in writing.

Student, who would like to appeal, may send an email to request to continue the course and not be withdrawn to the Academic Advisor.

A student who has not registered for a term without requesting a formal Leave of Absence (LOA) will be considered to have unofficially withdrawn from the institution. Students under these circumstances will be required to go through the re-entry process and will be subject to follow the Catalog in effect at the time of their readmission.

**FINANCIAL AID**

**GENERAL INFORMATION**

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

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

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

**APPLICATION PROCEDURES**

Students who wish to apply for financial aid must complete a Free Application for Federal Student Aid (FAFSA or a Renewal FAFSA), and submit it to the government once every academic year. The FAFSA may be completed and submitted in the following ways:

- Electronic submission by the financial aid staff at Touro University Worldwide.
- By sending a paper FAFSA or Renewal FAFSA via the mail to the federal processing center.

**Electronic Submission Through the Financial Aid Office**

Touro’s financial aid staff is prepared to help students complete their FAFSAs or Renewal FAFSAs and to forward them electronically to the federal processor, who in turn, will send students their Student Aid Reports (SARs). The SARs reflect the information reported by students on their FAFSAs. Students should receive their SARs within one to two weeks of filing (two to four if paper FAFSA) and should advise the financial aid office once their SARs have been received.
**FAFSA on the Web**

The U.S. Department of Education has provided a free web site for students who wish to complete their FAFSAs online and submit them via the Internet. The Internet address is: [www.fafsa.ed.gov](http://www.fafsa.ed.gov). It will submit their data directly to the U.S. Department of Education’s Processing System (CPS), which has the ability to process applications within 72 hours.

**Applying by Mail**

Students who want to apply by mail can do so by using the envelopes attached to their applications. The CPS will process such applications and send students their SARs in the mail in approximately four to six weeks. Paper FAFSAs are no longer available in bulk. Therefore, TUW is unable to supply them to students. Anyone preferring a paper FAFSA is advised to contact the Department of Education to request one. Students are advised to use FAFSA on the

Students who do not receive their Student Aid Reports within the time frames indicated above, should contact the Financial Aid Office for assistance, or call 1-800-4-FED-AID (1-800-433-3243) to check the status of their applications.

**APPLICATION DEADLINES**

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

Students ineligible for federal aid are nevertheless advised to complete FAFSAs in order to be considered for non-federal or institutional aid. Students applying for financial aid at Touro should indicate Touro University Worldwide Los Angeles as their school of choice when completing their FAFSAs. **TUW’s school code is 041425.**

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

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

\[
\text{COST OF ATTENDANCE} - \text{EXPECTED FAMILY CONTRIBUTION} = \text{FINANCIAL NEED}
\]

Dependency Status

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

For the academic year 2015-2016, a student will be considered independent only if at least one of the following applies to them:

- S/he was born before January 1, 1992;
- S/he is married (or separated but not divorced);
- S/he is enrolled in a graduate or professional educational program (beyond a bachelor’s degree);
- S/he has children who receive more than half of their support from him or her;
- S/he has legal dependents other than their spouse or children;
- S/he is an orphan or ward of the court (or was a ward of the court since the age of 13);
- S/he is or was an emancipated minor or in legal guardianship (as determined by a court in their state of legal residence at the time);
- S/he is or was an unaccompanied youth who was homeless (as determined by the local school district homeless liaison or other qualified official);
- S/he is a veteran of the U.S. Armed Forces (“veteran” includes students who attended a U.S. federal military academy and who were released under a condition other than dishonorable); or
- S/he is currently serving on active duty in the U.S. armed forces for purposes other than training (are you a National Guard or Reserves enlistee, are you on active duty for other than state or training purposes?).

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

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

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

Federal Financial Aid Programs

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

- Federal Pell Grant Program
- Federal Supplemental Educational Opportunity Grants (FSEOG)
- Federal Work Study (FWSP)
- Federal Perkins Loans
- Federal Direct Subsidized Stafford /Unsubsidized Stafford Loans
- Federal PLUS /Grad PLUS Loans

Grants are financial aid that students don’t have to pay back. Work-study allows students to work and earn money to help them pay for school. Loans are borrowed money that students must repay with interest.

Eligibility

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

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

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

The Federal Pell Grants program is a need-based entitlement program that makes funds available to undergraduate students who are pursuing their first baccalaureate degree and are enrolled for at least 3 credits or more. Financial eligibility is determined by a standard formula established by Congress and used by the U.S. Department of Education to evaluate the information reported by students on their FAFSAs. The maximum annual Pell Grant for academic year 2015-2016 is $5,775. Students’ awards are based on their EFCs and their enrollment statuses. You can receive a Federal Pell Grant for no more than 12 semesters.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS (FSEOG)

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

LOAN PROGRAMS

Federal Direct Stafford Loans

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

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

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

Federal PLUS Loans (Loans for Parents of Students)

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

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

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

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

Federal Direct Grad PLUS Loans
Borrowers under this program must be enrolled in an approved graduate level of study. Students’ eligibility criteria are comparable to those for Stafford Loans. Borrowers must have good credit histories. The amounts borrowed in any year cannot exceed educational costs taking into account all other financial aid received. The borrower must sign a promissory note at the time the loan is taken 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. For more information on any of the above, please contact the financial aid office.

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

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

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

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

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

All borrowers are required to attend entrance interviews or counseling sessions before receiving their first loan disbursements and exit interviews or counseling sessions before leaving school. Entrance and Exit Loan counseling is located at [www.studentloans.gov](http://www.studentloans.gov).

All students are required to complete an Entrance and Exit Interview when receiving Federal Direct Loans.

**Borrowers Responsibilities and Rights**

**Borrower Responsibilities**

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

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

They must notify their lender(s) if they:

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

**Borrower Rights**

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

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

Before repayment begins, lenders must tell student borrowers:

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

**Tuition Payment Plans**

Tuition payment plans are available. Please direct all inquiries to the Office of the Bursar.
**IMPORTANT FINANCIAL AID TERMS**

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

**Financial Aid Refund**
Students who take out student loans may receive aid which exceeds their college direct charges. When this occurs the additional funds are returned to the students (commonly referred to as a refund) to be used for other college related expenses. For questions regarding refunds, please contact the Office of the Bursar.

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

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

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

**EFFECTS OF WITHDRAWAL STATUS**
*Recipients of Direct Loan:* If a Direct Loan disbursement arrives after or during a period you are considered withdrawn, the University will return the funds to the Direct Lending - Department of Education. All future scheduled disbursements will also be canceled. Your last date of attendance will be reported which will initiate the repayment process on any outstanding federal student loans. The grace period or the actual payments will begin on your last date of attendance.

**FINANCIAL AID REFUND POLICY**
As part of the Higher Education Amendment of 1998, Congress passed provisions regarding refund policies and procedures for students who have received federal student aid and are considered withdrawn from school. Based on Touro University Worldwide policies, which are made in accordance with federal regulation, a student is considered “Withdrawn” if not in attendance for 14 consecutive calendar days.
**The date of Withdrawal will be determined to be either:
1. The effective date of withdrawal from the last course attempted, or
2. The last date of attendance at an academically related activity, as documented by the University

** For full details please see pages 143-144

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

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

In general, federal student aid awards fund a specific period of time and number of credits called the payment period. Once more than 60% of the payment period is considered complete, then all (100%) of the award for the period is considered earned.

For example, if 30% of the payment period is considered completed, then 30% of the aid is earned. This means that 70% of the aid is unearned and must be returned.

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

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

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

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

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

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

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

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

**Satisfactory Academic Progress**

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

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

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

Please view the full policy at:

http://www.touro.edu/students/policies/satisfactory-academic-progress-policy/
ACADEMIC POLICIES

ACADEMIC FREEDOM
Touro University Worldwide is committed to the pursuit and transmission of truth. The integrity of the University as an institution of higher learning requires proper autonomy and freedom. That is, freedom to examine data, question assumptions, be guided by evidence, and be a learner and scholar. Such freedom implies that any faculty member is subject to the judgment of one’s peers only in accordance with academic due process as determined by the Provost. It also implies the role of faculty to make recommendations regarding policy decisions that affect educational programs, to be considered for action by the appropriate School director, Provost and Chancellor and CEO. The final decision regarding University policies rests with the Chancellor and CEO and Provost.

COPYRIGHT COMPLIANCE POLICY
The Higher Education Opportunity Act (HEOA) and Department of Education Regulations 34 CFR 668.14(b) (30), require institutions to:

- Provide an annual disclosure to students informing them of federal copyright laws, and explain institutional policies and sanctions related to violations of copyright law;

- Develop and implement a written plan to effectively combat the unauthorized distribution of copyrighted material by users of the institution’s network;

- Periodically review and (to the extent practical) offer legal alternatives for acquiring copyrighted material.

- Touro University Worldwide has developed the following policy and plans to combat the unauthorized distribution of copyrighted material by users of the institution’s network;

- Subject to exceptions contained in 17 U.S.C. Sections 107 and 108 (www.copyright.gov/circs/circ21.pdf), it is a violation of copyright law to copy, distribute, display, exhibit, or perform copyrighted works without the authority of the owner of the copyright;

- Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under Section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitute an infringement;

- Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or “statutory” damages affixed at not less than $750 and not more than $30,000 per work infringed. For “willful” infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys’ fees. For details, see Title 17, United States Code, Sections 504, 505; and
• Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense. For more information, see the website of the U.S. Copyright Office at www.copyright.gov.

Violators of this policy will also be subject to penalties including administrative sanctions up to and including expulsion.

Legal Alternatives: For legal alternatives to illegal downloading, please see: www.educause.edu/legalcontent.

Digital Millennium Copyright Act (DMCA)

Content owners or the person entitled to enforce a copyright on their behalf may notify TUW of any violation of a copyright on the University's system by sending a notice in the form required by the DMCA to the University at HR@tuw.edu

CREDIT HOUR POLICY

Touro University Worldwide uses the equivalent of the Carnegie unit to measure and award academic credit as representative of student work and achievement. This credit hour measure is consistent with the requirements of the accreditor, the WASC Senior College and University Commission.

One academic year at Touro University Worldwide is segmented into three semesters, each semester being 16 weeks in duration, and adding up to forty-eight weeks of instruction per year. In turn, each semester is split into two 8-week terms (i.e., Fall I and II; Spring I and II; Summer I and II). Each term consists of 8 modules of student work and achievement.

A credit hour is defined as the amount of work represented in intended learning outcomes and verified by evidence of student achievement in an equivalency that reasonably approximates:

1. One credit is awarded for approximately 15-16 actual hours of direct faculty instruction and a minimum of 30-32 hours of out-of-class student work. Students will receive three hours of direct faculty instruction and complete a minimum of six hours of out-of-class work twice a week. By the eighth week, students will have received 48 hours of direct faculty instruction and completed a minimum of 90-96 hours of out-of-class work, at which point three credits will be awarded.

2. For a laboratory course, the hours per week are all designated in-class work. Thus one unit is equivalent to four hours/week of laboratory, eight weeks of which add up to 30-32 hours.

A credit hour is assumed to be a 50 minute (not 60 minute) period. In courses such as those offered online, for which seat time does not apply, a credit hour may be measured by an equivalent amount of work, as demonstrated by student achievement meeting the substantive change requirements related to distance education as established by the WASC Senior College and University Commission.

GRADING

Grades are determined by faculty in a number of ways. Faculty chooses the criteria by which to determine their students’ grades. This may include the quality of work, promptness in completing assignments, attendance and participation. Faculty will publish their criteria for grading in the syllabi distributed on the first day of the course. TUW policy holds that the University will provide guidance to new faculty regarding grading criteria. Touro University Worldwide uses the grading scale below:
TUW Grading Scale

<table>
<thead>
<tr>
<th>Standing</th>
<th>Letter Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td></td>
<td>A-</td>
<td>3.67</td>
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<td>Above Average</td>
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<td>3.33</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>Average</td>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td></td>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>Below Average</td>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>Failure</td>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Other Symbols Used

<table>
<thead>
<tr>
<th>Other Symbols Used</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CR</td>
<td>Credit</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>IM</td>
<td>Military Incomplete</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
</tr>
<tr>
<td>R</td>
<td>Repeat</td>
</tr>
<tr>
<td>P/F</td>
<td>Pass or Fail</td>
</tr>
<tr>
<td>W</td>
<td>Withdraw</td>
</tr>
<tr>
<td>WU</td>
<td>Unauthorized Withdrawal</td>
</tr>
</tbody>
</table>

Reporting Grades

It is critical that grades be reported for all registered students in a timely fashion. TUW policy requires that grades be reported no later than seventy two hours (72 hours) after the official end date of the term. For federal financial aid purposes, non-reported grades may be considered failing which can result in financial obligations for the student. Faculty members may not withhold grades for a course while awaiting additional work from one, or a few, students. A grade must be entered for every student, but not necessarily all at once. Faculty may enter grades for some of the students in a given course at one time and return to enter the grades for the other students later.

Incompletes: The student must initiate the request for an Incomplete (I) 14 days before the end of the course/academic term. An Incomplete (I) is a temporary grade which the faculty may assign a student. Once signed by both faculty and student, the incomplete form must be sent to the registrar’s office for processing. Assignment of an Incomplete grade is appropriate when circumstances beyond the student’s control, such as illness or necessary absence, have prevented the student from completing the course requirements by the end of the academic term.

Only students who attend the course through more than 60% of the term are eligible to receive a temporary Incomplete grade. The Incomplete grade will be assigned for a maximum of 21 calendar days after the official end date of the term (60% of completion of the session means five weeks of Threaded Discussions plus the Case Assignment are completed). If the student does not submit the work within this window of time, a grade will be assigned for the work the student has managed to complete up to that point. If the faculty decides to assign the student an Incomplete without the 60% completion requirement, said faculty must send an explanation prior to assigning the Incomplete to the Provost for approval.

After final grade was assigned at the end of the session, no student is eligible for incomplete grade. If the student failed the course the only option is to request a grade appeal (please see grade appeal policy in this Catalog).

An Incomplete will be approved only for students that are registered for the following session. No Incomplete will be approved if a student is requesting a leave of absence (LOA).
In all cases where a decision is being made concerning a student's incomplete grade, the student shall have the right of appeal as follows:

- Any decision rendered by a professor may be appealed to the School Director's office.
- Any decision rendered by the School or program Director's office may be appealed to the Office of the Provost.
- In all cases, the decision of the Provost shall be final and not subject to any other proceeding.

**Failing Grades:** If a student ceases attending class or submitting assignments (and has not earned a passing grade), and if the student has not made prior arrangements for an Incomplete (I), a failing (F) grade must be assigned to the area of non participation. Under no circumstances a student can request an Incomplete after the final grade was posted at the end of the session. If the student failed the course the only option is to request a grade appeal if all papers were submitted. If papers were not submitted there is no appeal (*Please see grade appeal policy in this Catalog*).

**Withdraw:** A grade of W will be assigned if the student drops out of the course after the drop deadline of the term but prior to the end of the course.

**Last Date of Attendance:** Federal financial aid rules require institutions to record a student's last date of attendance if the student ceases attending class. Last date of attendance appears on web and/or paper grade rosters. It is very important that the University knows that a student received a failing (F) grade because he or she ceased attending class. In cases where an exact date is not available, an estimate should be provided (e.g., last assignment date).

**Grade Changes:** Changes to earned grades are permitted only to correct an error in grading. Grade changes (excluding Incompletes) are not allowed for the completion or revision of course work or the submission of additional course work.

**In Progress:** Faculty must assign the grade of IP (In Progress) for courses which have been approved to carry over into subsequent terms (e.g., Practicum in the MFT program). The course will remain IP until the final project is completed and final grade can be posted.

Students should not be permitted to attend courses for which they have not registered and paid tuition (or made payment arrangements).

**The following guidelines on grading have been designed for both faculty and students.**

1. The evaluation of students' performance in a course and the appropriate grade is the responsibility of the faculty who teaches the course.
2. Students should not be given an extension of time or opportunity to improve a grade if that same privilege is not available to all members of the course, except for verified illness or mitigating circumstances.
3. Students in ILC courses are not allowed an extension beyond the time stated in the contract. The faculty administering ILC courses is responsible for ensuring that the work undertaken is appropriate.
4. Faculty should clearly explain in the course syllabus, grading criteria and expectations for all written assignments or tests.
5. To prevent allegations of plagiarism on written assignments, students should be warned that all direct and indirect quotations from other sources should be properly acknowledged and cited. Faculty should explain the extent to which the student’s paper is expected to be independent of references and clearly distinguishable from them.
6. Faculty should be willing to give students an explanation of their grade. Faculty is expected to
return graded assignments to students in a timely manner. Examinations and written material not returned to students should be kept by Faculty so they can review the work with students.

7. Except for computational and/or a clerical error, Faculty may not change a grade after the grade has been submitted to the Registrar.

**STUDENT RIGHT TO APPEAL**

In all cases where a decision is made concerning a student grade, students should challenge/appeal grade according to the guidelines under Grade Challenge section in this catalog (see Grade Challenge). In all other decisions, the student has the right to appeal according to the following:

1. Any decision rendered by a professor may be appealed to the School Director's office.
2. Any decision rendered by the School Director's office may be appealed to the Office of the Provost.
3. In all cases, the decision of the Provost shall be final and not subject to any other proceeding.

**ADDING AND DROPPING A COURSE**

It is the student’s responsibility to manage their course registration as per the published deadlines. Students who wish to drop from the course(s) must do so from the student portal AND notify the Office of the Registrar in writing. Students who are receiving Federal Financial Aid are encouraged to consult with their financial aid advisor before dropping.

Students have up to the end of the second week to add course(s) and may drop course(s) by the end of the second week. Please refer to the University Refund Policy for prorated tuition. Students who request to drop after the second week of the term will have the grade of W assigned to their course(s). A “W” grade is not computed into the student’s GPA.

Failure to give proper notification of intent to drop from a course will result in an “F” being posted on the student’s official record.

*Please refer to "Drop Course(s) Due to Military Necessity."

**REPEATING COURSES AND CANCELLATION OF FAILED GRADES**

Subject to the conditions set forth below, when a student receives a grade in a course that does not meet minimum degree program requirements (failing grade), they may repeat the course.

Upon repeating the course, if the student receives a satisfactory grade, the prior grade may be canceled and no longer computed in the student’s GPA. The failed course will still appear in the transcript with a grade of R.

The conditions for the repeat and cancellation of prior grades are as follows:

- Repeated course(s) must be taken at TUW in order to cancel the grade(s); courses will be canceled in the order they are taken.
- Courses failed as a result of violations of the Academic Integrity Policy are NOT subject to cancellation; however, the course may be repeated at TUW.
- Students repeating a class multiple times may cancel grades in the same course up to the maximum allowed by this policy.
Undergraduate students may repeat and cancel a maximum of three courses (whether the same course or three different courses).

Master’s students may repeat and cancel a maximum of two courses (whether the same course or two different courses).

PSYD Students may repeat and cancel a maximum of one course.

The student’s official transcript will reflect all courses; however, the canceled course will be designated with an “R” to indicate that it was repeated.

Students may NOT cancel prior grades by simply changing concentrations or programs. Exceptions to the number of repeat and canceled courses based on extraordinary or extenuating circumstances will be considered by the Provost or designee. Requests must be submitted in writing and accompanied by supporting documentation or evidence.

This policy does not apply to courses from which the student has withdrawn; letter grades of “W” are not canceled when a course has been retaken and passed.

MINIMUM GRADE POINT AVERAGE (GPA)

Students are expected to maintain minimum grade point averages (GPA) in all programs. Students in the Associate (AA), undergraduate (Bachelor) programs must complete each course with a grade of "C" (2.0) or better and maintain an overall GPA of 2.0 or better for all coursework applicable toward the degree.

Students in the graduate (Masters) program must complete each course with a minimum grade of “B-” (2.67) and maintain a minimum grade point average (GPA) of 3.0 or better for all coursework applicable toward the degree.

Students in the Doctoral program must complete each course with a minimum grade of “B” (3.0) and maintain a minimum grade point average (GPA) of 3.2 or better for all coursework applicable toward the degree.

RE-ENTRY TO THE INSTITUTION

Re-entry occurs when a student has either been withdrawn or academically dropped from a program by the institution. Students, who fall under this category, must meet with the educational advisor to begin the re-entry process. Students will be required to:

1. Obtain academic clearance from the Registrar’s Office
2. Obtain financial aid status update and clearance from Financial Aid Department
3. Review account balance and establish a payment plan if needed

Students will not be scheduled/registered for any course until clearance from each of the above departments is received. Students, who are on academic probation at the time they are withdrawn and/or are academically dropped, may be conditionally readmitted for a 16 week time period. Students who are unable to achieve the minimum GPA required within that time frame will be considered academically disqualified from TUW and will not be eligible for re-entry.
Students who do not meet the minimum requirements for financial aid Satisfactory Academic Progress (SAP) will not be eligible for financial aid funding even if conditionally re-admitted. Students may elect to be considered a cash-paying student. Students must still complete the reentry process.

**Leave of Absence (LOA)**

The literature on higher education studies suggests that students who pursue an uninterrupted course of study have the highest probability for successfully completing their degree programs. These students are also the best performers in their degree program and receive the maximum benefits from their learning experience. Students who have experienced stop-out episodes are clearly performing below the level of their counterparts who engage in continuous learning in their degree program. Furthermore, their probability for completing their degree program is much lower.

In order to maximize the quality of learning experience for our students and maintain the quality and integrity of our academic programs, TUW has adopted the LOA policy below.

Students may request a leave of absence at any time two weeks prior to the first day of the term by submitting a request at TUW Student Portal. Leaves of Absence (LOA) are limited to a maximum of one term of 8 weeks in a 12-month period. Military students may take LOA up to 180 days in a 12-month period due to military necessity (i.e. TDY, TDA, Emergency Leave, Short Notice Movement, etc.). He/she must provide a letter from his/her commanding officer or Education Service Officer (ESO) on service letterhead verifying the military necessity.

Pursuant to the provisions of Title IV of the Higher Education Act, students on federal financial aid are urged to first contact their financial aid advisor regarding the impact of the LOA on their eligibility.

Students who are on leave of absence for no more than one term (Military students may take no more than 180 days of LOA with above mentioned supporting documentation), will retain their current Catalog rights and will not be required to reapply for admission. Students who take LOA beyond one term will lose their Catalog rights and be required to re-apply to the University (exception to military students).

Each student requesting LOA must be registered for the following session after the LOA. Leave of Absence that is requested during the session must be for extenuating circumstances, such as hospitalization, acute illness, severe family illness or death. Documentation is required in order to receive the LOA.

**Please note:** Students taking Leave of Absence (LOA) are not considered active enrolled students at TUW.

**Attendance and Performance**

Students must be officially registered in a course in order to attend and receive credit for the course. Faculty is not allowed to permit unregistered students who are not listed on their course roster to attend a course. Students who are not properly registered for a course must see their educational advisor immediately to rectify the problem. The University does not allow retroactive registration.

Students are expected to be punctual and attend all course terms. Attendance is recorded on the electronic LMS for all online programs and Faculty is required to submit attendance reports for each course meeting on the on ground courses.

Based on TUW policies, which are made in accordance with federal regulation, a student is considered “Withdrawn” if not in attendance for 14 consecutive days. The date of Withdrawal will be determined to be either:
a) The effective date of withdrawal from the last course attempted; or
b) The last date of attendance at an academically related activity, as documented by TUW.

**UNOFFICIAL WITHDRAWAL**

A student who ceases participation in a course for a period of 14 days will be considered to have unofficially withdrawn from the course. A grade of “WU” (unauthorized withdrawal) will be assigned and the student will be still responsible for full tuition. The WU is considered an F for GPA calculation and may negatively impact the financial aid package including eligibility for university scholarships. A student who has not requested a formal Leave of Absence (LOA) or is not registered for courses in future terms will be unofficially withdrawn from the institution. Students under these circumstances will be required to complete reapplication and are subject to follow the Catalog in effect at the time of their readmission. If a student encounters an extenuating circumstance preventing participation (such as family emergency, military deployment, etc.), written notification and documentation must be submitted prior to the unofficial withdraw. Each notification of extenuating circumstances will be reviewed by the Provost’s Office. The final decision will be communicated to the student via email within 48 hours.

*Note: Each specific documentation and notification should be sent to the above offices in writing. Following the review of the Provost or his/her designee the request for special consideration will be approved or disapproved in writing.*

Student, who would like to appeal, may send an email to request to continue the course and not be withdrawn to the office of the Provost.

A student who has not registered for a term without requesting a formal Leave of Absence (LOA) will be considered to have unofficially withdrawn from the institution. Students under these circumstances will be required to go through the re-entry process and will be subject to follow the Catalog in effect at the time of their readmission.

**TEACH-OUT POLICY**

Touro University Worldwide policy holds that all students who enter any academic program will be able to complete it. A decision to close an educational program, off campus site, or the entire Touro University Worldwide (TUW) requires thoughtful planning and careful consultation with all affected constituencies. Every effort should be devoted to informing each constituency as fully as possible about the conditions compelling consideration of a decision of such importance, and all available information should be shared. As much as possible, the determination to close a program, branch campus, or the institution should be made through a consultative process and only after alternatives have been considered, but responsibility for the final decision to close rests with the Board of Trustees of Touro College/University System.

If the Chancellor and CEO, the President, and the Board of Trustees decides to close an educational program, branch, or the university; TUW will teach-out the enrolled students; will no longer admit new students to programs; and will terminate the program and operations of the branch campus, after students have graduated. TUW will ensure that students will be able to complete their degree without accruing additional expenses beyond the cost of their regular program. TUW faculty and academic advisors will work individually with each student to ascertain that all students can graduate according to their original degree plan and within their average course load per semester at the time of decision to close an academic program, instructional site, or the institution. TUW will be supported by the entire Touro System in a case that teach-out is needed.
GENERAL GRADUATION REQUIREMENTS

Students may request for graduation audit during their last term of enrollment at TUW by submitting the request form to the Office of the Registrar. The staff in the Office of the Registrar will review students’ records to ensure:

1. All required documentations are on file;
2. All course requirements are completed; and
3. All financial obligations are fulfilled.

Each request will be signed off by the registrar for accuracy and completion before diploma is released.

Touro University Worldwide Graduation Requirements

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th># OF CREDITS</th>
<th>REQUIRED MINIMUM CGPA</th>
<th>PACE REQUIRED</th>
<th>MINIMUM GRADE REQUIREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degree</td>
<td>120</td>
<td>2.00</td>
<td>66.667%</td>
<td>“C”</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>36 *</td>
<td>3.00</td>
<td>66.667%</td>
<td>“B-”</td>
</tr>
<tr>
<td>Doctorate</td>
<td>66</td>
<td>3.20</td>
<td>66.667%</td>
<td>“B”</td>
</tr>
</tbody>
</table>

*MFT is 60 credits requirement

Students who are within one academic term of completing all graduation requirements may participate in the annual graduation ceremony. Students must be in good academic standing and have received a grade in all courses completed. Degree completion date will be posted at the end of the term in which the student completes all program requirements.

The University holds one graduation ceremony each academic year. All graduates for that academic year are invited to participate in the ceremony. Graduates may expect to receive their diplomas within 12 weeks after graduation date.

STUDENT GRIEVANCE POLICY

Grievance procedures in academic matters are appropriate only in those cases in which there is reason to believe there has been bias or wrongdoing on the part of the faculty. It is important to understand that grievances are not the same as disagreements. One cannot grieve an assigned grade, for example, merely because one disagrees with the grade. The purpose of the following procedures is to allow for the resolution of student grievances in academic matters that result in injury to students.

Informal Procedures: A student who believes that the University or any administrative subdivision or employee thereof has discriminated against her/him and that such action has resulted in injury, the student is encouraged to attempt to resolve the matter informally with either the party alleged to have committed the violation (e.g., course instructor), with the head of the Program or School in which the alleged violation occurred, or both. An informal resolution of the grievance can occur at any time.
**Formal Procedures:** In the event that informal resolution is unsuccessful, the student may launch a formal grievance as follows:

- Within 10 days of the time in which the student could be reasonably expected to have knowledge of the alleged violation, or when the violation occurs, the student may request the Director of the Program to file a grievance and request a review.

- The student will provide the Associate Provost of Quality Assurance with a written statement within ten (10) working days after the student has informed that s/he wishes a review. This statement will include the specific nature of the grievance, all pertinent supporting data, and the nature of the action requested by the student to redress the grievance.

- Upon receiving written request for a review from the student, the Associate Provost of Quality Assurance, within ten (10) working days, will request written materials from the employee involved. The Associate Provost of Quality Assurance will promptly provide the employee with the student’s written materials.

- The employee’s materials will include responses to all points raised in the student’s material and other pertinent data. The employee will provide the Associate Provost of Quality Assurance with a written statement within ten (14) working days after receipt of the student’s materials.

- Upon receipt of the employee’s statement, the Associate Provost of Quality Assurance will promptly provide a summary or copy of this to the student.

  The Associate Provost of Quality Assurance will meet by teleconference with the student and employee involved within ten (10) working days after receipt of material from the employee and attempt to resolve the alleged grievance.

- In the event that the grievance is still unsuccessfully resolved after the above steps, the student may request, within ten (10) working days after the meeting, that the Associate Provost of Quality Assurance convene an ad hoc Grievance Committee, the Chairperson of which is an Academic Affairs Council member. The ad hoc Committee will meet with the student and employee for a formal hearing as soon as reasonable, but no later than ten (10) working days after being constituted as a committee.

- The committee will inform the student and the Provost in writing the summary of the resolution. The resolution of the Grievance Committee will be final. The student may escalate the grievance to the Provost who will review the entire file, and will provide a final report to the student within 3 weeks.

**DISMISSAL**

Touro University Worldwide regards studying at the University as a privilege granted in consideration of specified levels of performance and of maintaining the established standards of scholarship and personal and professional conduct. Touro University Worldwide reserves the right to require withdrawal at any time it deems necessary to safeguard its standards of scholarship, conduct, and orderly operation. The student concedes this right by the act of matriculation. At the same time, the student has the right of appeal.

Within 5 working days following written notification to the student by the Registrar, the student may appeal the decision in writing to the Provost, who may then approve, reject, or modify the decision in question. The Provost’s decision on this matter is final.
The student may remain in course pending the outcome of all appeals if he/she is physically and psychologically able to do so, unless it is determined that the student presents a disruptive influence or may adversely affect the Touro University Worldwide community.

If a student is suspended for any reason, and receives financial aid, all student financial aid will be withheld until reinstatement of the student or dismissal of the student resolves the appeal process. 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/lender respectively.

**Grade Challenges**

Touro University Worldwide recognizes the right of every student to challenge and/or appeal a grade. Students are free to make general inquiries about grades, but are required to follow the published policies and procedures for formal challenges and requests for grade changes.

**Assignment Grades:** The following policies and procedures apply to all challenges to assignment grades:

1. A challenge to an assignment grade must be submitted to the faculty member of record for the course within 10 days after the student receives the official assignment grade notice.
2. The teaching professor shall issue a formal response to the grade challenge within 10 days of receipt. If approved by the teaching professor, a grade change will be reflected in the course record.
3. Grade challenges denied by the professor may be appealed to the School Director within 10 days after the student receives the formal response from the professor.
4. The School Director shall issue a formal response to the assignment grade appeal within 14 days of receipt. This response shall be copied to the teaching professor. If approved by the School Director, a grade change will be reflected in the course record for the specific assignment.
5. Students choosing to challenge an assignment grade acknowledge and agree that the final grade following a grade appeal might be (1) the same grade as prior to the appeal (2) a higher grade or (3) a lower grade than that assigned by the course professor.

*The Grade Appeal result conducted by the Provost is final.*

**Final Course Grade:** The following policies and procedures apply to all challenges to final course grades:

1. A grade challenge must be submitted to the faculty member of record for the course within 10 days after the student receives the official final grade notice.
2. The professor shall issue a formal response to the grade challenge within 10 days of receipt.
3. Grade challenges denied by the professor may be appealed to the Program Director within 10 days after the student receives the formal response from the professor.
4. The Program Director shall issue a formal response to the grade appeal within 14 days of receipt. This response shall be copied to the Provost (or designee).
5. If approved by the Program Director, a grade change recommendation shall be submitted to the Provost (or designee) for review and approval.
6. Upon approval by the Provost (or designee), the grade change shall be submitted to the Registrar to be finalized.
7. In the event of denial by the Program Director, the student may appeal to the Provost (or designee).
8. The appeal to the Provost shall be submitted within 5 days of the final response from the Program Director. The student’s appeal to the Provost must include the following:
a. A statement clearly identifying the course, the course’s prefix number, the term when the course was taken, and the professor.
b. The dates, times and places when the student appealed his/her grade to the professor (if applicable) and information regarding the statements exchanged between the two concerning the grade challenge.
c. The reason for the challenge and all relevant documentation and facts to allow the Provost (or designee) to make a decision concerning the challenge.

9. The burden of proof for all grade challenges/appeals rests with the student who must clearly demonstrate that the grade being challenged or denial of earlier challenges were the result of error or discrimination, or were otherwise arbitrary or capricious.

10. The Provost (or designee) shall respond to the student, in writing, within 14 days of receipt of the student’s written appeal.

11. Students choosing to challenge a course grade acknowledge and agree that the final grade following a grade appeal might be (1) the same grade as prior to the appeal (2) a higher grade or (3) a lower grade than that assigned by the course professor.

**STUDENT GRADUATION ELIGIBILITY**

**GRADUATION HONORS RECOGNITION**

Exceptional scholarship is recognized upon graduation for students based on the following scale:

1. Summa Cum Laude: 3.90-4.00
2. Magna Cum Laude: 3.75-3.89
3. Cum Laude: 3.60-3.74

**MAXIMUM TIME FRAME TO COMPLETE A DEGREE PROGRAM**

**BACHELOR DEGREE PROGRAMS**

Students in a bachelor’s degree program must fulfill all requirements established for the completion of the degree program within seven (7) consecutive years.

**MASTER DEGREE PROGRAMS**

Students in a master’s degree program must fulfill all requirements established for the completion of the degree program within five (5) consecutive years.

**DOCTORAL DEGREE PROGRAM**

Students in a doctoral degree program must fulfill all requirements established for the completion of the degree program within seven (7) consecutive years.
STUDENT CODE OF CONDUCT

Touro University Worldwide students are expected to observe standards of conduct consistent with respect for the law, fulfillment of contractual obligations, consideration for the rights of others, and a high level of personal integrity. All members of the University should be aware that their behavior, both on and off campus reflects on the University.

STUDENT INTIMIDATION OF FACULTY

As part of the Student’s code of conduct is the respect of faculty and professional communication with faculty at all times and in all verbal or written communication. Student who engages in faculty intimidation, to gain higher grades or other special treatments will be subject to disciplinary action up to dismissal from Touro University Worldwide.

STUDENT ETHICAL BEHAVIOR

The personal behavior and ethical conduct of students impact the climate and reputation of the entire institution. It is essential that students act with integrity and with respect toward all members of the campus community. The University assumes that all students will conduct themselves as mature, responsible, law-abiding citizens who will comply with all policies and regulations (refer to the Student Code of Conduct for complete information).

PROFESSIONAL CONDUCT: VERBAL, WRITTEN AND EMAIL COMMUNICATION POLICY

It is Touro University Worldwide policy to always maintain respectful, professional, and polite conduct in all its communications and by all of its members. This policy includes all forms of verbal and/or written communication in meetings, courses, and via email. When people are upset or angry, they often engage in irate, sarcastic and unpleasant verbal and written communications (including emails) in an attempt to vent their frustration. These types of verbal and written communications or emails are not acceptable in a professional environment.

All members of Touro University Worldwide (students, faculty, staff, and administration) are expected to treat one another with respect. Furthermore, students are expected to be polite and respectful when communicating with members of the faculty, staff, or administration of the University. Negative emotions have no place in any communication with any member of the institution or in any email sent to any member of the University.

When upset for any reason, Touro University Worldwide members are encouraged to wait until they calm down before engaging in further verbal and/or written communication and/or sending any emails.

Any member of Touro University Worldwide who initiates and engages in an irate, sarcastic, impolite or rude communication (verbal, written, or email formats) with another member of the University will be subject to disciplinary action. Repeated violations of this policy will be subject to further disciplinary action up to, dismissal, from Touro University Worldwide.

ACADEMIC HONESTY

The maintenance of academic integrity and quality education is the responsibility of each student. Cheating, fabrication, and plagiarism in connection with an academic program are listed as offenses for 
which a student may be sanctioned. Academic dishonesty is a serious offense, diminishes the quality of scholarship, and defrauds those who depend upon the integrity of University programs.

**PLAGIARISM**

Touro University Worldwide has the following policy and procedures regarding Plagiarism:

Plagiarism is the act of using the work of another and representing it as your own. Plagiarism is one of the most serious infractions in an academic setting and subject to disciplinary action as set forth in Sanction section in this Catalog.

**What Constitutes Plagiarism?**

Plagiarism includes, but is not limited to, the following:

- **Direct duplication** - Manual or electronic copying of the work of another, whether from an article, website, book, or another student’s work;
- **Paraphrasing** - Restating another’s work with minor changes but maintaining the essence or meaning of the statement;
- **Copy and Pasting** - Piecing together work of others, section by section and presenting the whole as original work; and
- **Submitting Prior Work** - Submitting one’s own work, previously submitted in another course.

**Follow these simple guidelines to avoid plagiarism:**

1. Use your own words in referring to the ideas or concepts of others.
2. When you do use the idea of another, it is a common courtesy to give credit to the author/source. For example, you may state: "Another point of view, as espoused by Mary Gonzales, is that . . ."
3. Any phrase or quote up to two sentences that you take from another should be placed in quote marks and properly cited.
4. Any phrase or quote of more than 40 words that you take from another should be separated from the text of your report by single spacing and by indenting from both right and left margin. This is called "an offset quote." Properly cite the source.

**Avoid plagiarism by following this simple rule:** NEVER REPRESENT THE WORK OF ANOTHER AS YOUR OWN.

**Procedure for Reporting and Resolving Charges of Plagiarism:**

Charges of plagiarism may be raised by any of the following:

- Professors
- Administrators
- Peers

The following procedures shall apply when a student is suspected of plagiarism:

1. The charging party (if other than the professor) shall first present the relevant details to the professor for the course in which plagiarism is suspected.
2. The professor shall contact the suspected student and discuss the suspicion in a confidential manner. At this first stage, the professor shall not disclose the identity of the charging party (if other than the professor).
3. After communicating with the suspected student and receiving the response and explanation
from the student, the professor may do any of the following:

a) Direct the student to resubmit the assignment in question
b) Assign a failing grade for the assignment in question
c) Recommend a failing grade in the course (Such recommendation shall apply to serious cases of plagiarism and shall first be submitted to the Director’s office for approval).

4. If the plagiarism continues, the professor shall assign a failing grade for each assignment proven to contain plagiarized work and refer the matter to the Program Director’s office.

5. The Director’s office shall then contact the Provost’s office or his/her designee 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 (See Adjudication of University Code of Conduct Violations).

WHAT CONSTITUTES VIOLATIONS OF STUDENT CODE OF CONDUCT?

The following procedures consonant with the due process have been approved by the Board of Trustees. Any student on campus may be placed on probation, suspended, expelled, or given a lesser sanction for one or more of the following:

- Cheating or plagiarism in connection with any academic program;
- Forgery, alteration or misuse of campus documents, records, or identification or knowingly furnishing false information;
- Misrepresentation of oneself or of an organization to be an agent of the University;
- Obstruction or disruption, on or off campus property, of the educational process, administrative process or other function;
- Physical abuse of the University, family members, or the threat of physical abuse;
- Theft of, or non-accidental damage to, University property, or property in the posterm of, or owned by, members of the University;
- Unauthorized entry into, unauthorized use of, or misuse of University property;
- On University property, the sale of dangerous drugs, restricted dangerous drugs, or narcotics as those terms are used in California statues, except when lawfully prescribed pursuant to medical or dental care, or when lawfully permitted for the purpose of research, instruction or analysis;
- Knowing, possessing, or use of explosives, dangerous chemicals or deadly weapons on campus property or at a campus function;
- Engaging in lewd, indecent or obscene behavior on campus property or at a campus function;
- Abusive behavior, directed toward, or hazing of, a member of the University campus;
- Violation of any order of the Touro University Worldwide Chancellor and CEO, notice of which had been given prior to when such violation occurs; either by publication in the campus Catalog, or by posting notice on the official website designated for this purpose, and which order is consistent with any of the other provisions of this section;
- Sharing electronic message other than the individual the message intended for and named in the message;
- Deliver, distribute or copy this message and do not disclose its contents or take any action in reliance on the information it contains as it constitutes the violation of the university code of conduct; and
- Soliciting or assisting another to do any act which would subject a student to expulsion, suspension or probation.
**ADJUDICATION OF UNIVERSITY CODE OF CONDUCT VIOLATIONS**

Any disciplinary action taken by the Code of Conduct Disciplinary Committee for a violation of the Code of Conduct may be appealed by filing a written appeal with the Chancellor and CEO within ten (10) school days of the Committee’s decision.

The University Chancellor and CEO may use the written appeal to render a decision or set a meeting to hear the student’s appeal, at their sole discretion. This hearing must be scheduled within fourteen (14) school days of the receipt of the student’s written appeal. The University Chancellor and CEO may overturn the decision of the Code of Conduct Disciplinary Committee only if it determines that the Committee’s action was: (1) clearly erroneous, arbitrary or capricious; (2) proven bias of the Committee; or (3) if new evidence was presented that was not available to the Code of Conduct Disciplinary Committee when making their determination. The determination of the University Chancellor and CEO is **FINAL** and cannot be appealed.

**DISCIPLINARY HEARINGS**

The Provost or Chancellor and CEO of the University shall take appropriate disciplinary action against any individual who has been found to have willfully violated any of the above listed and/or disrupted the orderly operation of the University. Nothing in this section shall be construed to prohibit, where an immediate suspension is required in order to protect lives or property and to ensure the maintenance of order, interim suspension pending a hearing, provided that a reasonable opportunity be afforded the suspended person for a hearing within ten (10) days. The disciplinary action may include, but need not be limited to, probation, suspension, or expulsion.

The Provost, or one of his/her designated representatives, may also institute disciplinary proceedings by referring a matter to the Code of Conduct Disciplinary Committee within fourteen (14) school days of notification of the alleged infraction. Once referred to the Code of Conduct Disciplinary Committee a hearing must be commenced within twenty-one (21) school days unless a disciplinary hearing date is adjourned for good cause. Once a disciplinary hearing is commenced it must be completed within ten (10) school days.

**Protocols for Disciplinary Hearings**

Hearings conducted by the Code of Conduct Disciplinary Committee will be governed by the following protocols:

1. All hearings are closed to the public, but not to Touro University Worldwide administration.
2. A quorum of the Committee membership, defined as 51% of the total membership, must be present.
3. Attorneys are not allowed to be present at any hearings.
4. Students have the right to bring witnesses on their behalf, to present any supporting information they deem relevant, to make opening and closing statements and to ask questions during the proceedings. The student must request ahead of time to bring a witness.
5. If the student does not appear for the hearing and was notified of the hearing. The committee will conduct the deliberation without the student.
6. The preponderance-of-evidence rule will govern the decision-making process.
7. Decision will be made by a majority of participating members.
8. The Committee deliberations will be recorded electronically or in writing.

The Committee will send a formal letter to the Provost with the recommendations. The Student will be notified by the Provost of the committee recommendation. The Student has a right to appeal to the Chancellor and CEO.
SANCTIONS

The Code of Conduct Disciplinary Committee may take one or more of the following actions:

1. Dismiss the Charges: After reviewing all relevant information, and record materials, the Code of Conduct Disciplinary 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/her warning will be placed in the student’s file.
   b) Disciplinary Probation - A student may be placed on disciplinary probation for a definite period of time, not to exceed one year. While on probation, students may not hold office in student government organizations, clubs or societies or represent the University in any capacity. Further violations while on probationary status will result in suspension or expulsion from the University. A copy of the probation notice becomes a part of the student’s file.
   c) Counseling and Treatment – A student’s continued enrollment at Touro University Worldwide may be conditioned on his/her participation in counseling or treatment at outside counseling and treatment agencies. A student’s failure to participate in such a program after being advised that his/her enrollment is conditioned on participation may result in other disciplinary sanctions.
   d) Restitution - A student may be required to pay restitution to the University or to fellow students for damages and losses resulting from his/her action. The amount of the restitution is determined by the Code of Conduct Disciplinary 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/her suspension. He/she must apply to the Code of Conduct Disciplinary Committee for reenrollment authorization.
   f) Expulsion – This is termination of the student’s enrolled status at the University. A student who is expelled from the University is not permitted to complete his/her courses and may not re-register for a future semester. Notification of the expulsion will appear on the student’s academic transcript.

3. Additional Sanctions – The Code of Conduct Disciplinary Committee may impose the following sanctions in addition to those listed above:
   a) A fine to be paid to the University, in addition to restitution; and
   b) Service to the University Community for a designated number of hours. The required service cannot interfere with the individual’s course schedule.

4. Legal Action – The Code of Conduct Disciplinary 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 Chancellor and CEO.

5. Other Sanctions – The Code of Conduct Disciplinary Committee may impose other sanctions that it deems appropriate and fair.

INTERIM SUSPENSION

The Chancellor and CEO may immediately impose an interim suspension in all cases in which there is reasonable cause to believe that such immediate suspension is required in order to protect lives or
property and to insure the maintenance of order. A student placed on interim suspension shall be given
prompt notice of charges and the opportunity for a hearing within ten (10) days of the imposition of
interim suspension. During the period of interim suspension, the student shall not, without prior written
permission of the Chancellor and CEO or designated representative, enter the University campus
physically or virtually other than to attend the hearing.

Violation of any condition of interim suspension shall be grounds for expulsion. No fees or tuition paid by
or for such students for the term in which a student is suspended or expelled will be refunded. If the
student is readmitted before the close of the term in which he or she is suspended, no additional tuition
or fees will be required of the student on account of the suspension.

**Appeals of Disciplinary Sanctions Imposed For Code of Conduct Violations**

Any disciplinary action taken by the Provost for a violation of the Code of Conduct may be appealed by
filing a written appeal with the Code of Conduct Disciplinary Committee within ten (10) school days of the
disciplinary action decision. The copy of the appeal should be submitted to the Provost.

The Code of Conduct Disciplinary Committee will set a date for a hearing within fourteen (14) school days
of receipt of the student’s written appeal. The burden of proof is on the student to demonstrate that the
decision of the Provost was: (1) clearly erroneous, arbitrary or capricious; (2) proven bias of the Provost; or
(3) if new evidence was presented that was not available to the Provost when making his/her
determination.

In cases in which the disciplinary sanction was initially imposed by the Code of Conduct Disciplinary
Committee, the student may file a written appeal with the University Chancellor and CEO within ten (10)
school days of the Committee’s decision. The University Chancellor and CEO may use the written appeal
to render a decision or set a meeting to hear the student’s appeal, at their sole discretion. This hearing
must be scheduled within fourteen (14) school days of the receipt of the student’s written appeal. The
University Chancellor and CEO may overturn the decision of the Code of Conduct Disciplinary Committee
only if it determines that the Committee’s action was: (1) clearly erroneous, arbitrary or capricious; (2)
proven bias of the Code of Conduct Disciplinary Committee; or (3) if new evidence was presented that was
not available to the Code of Conduct Disciplinary Committee when making their determination. The
determination of the University Chancellor and CEO is **FINAL** and cannot be appealed.

**Definition of Terms**

1. "**Member of the University or campus**“ is defined as meaning any Touro University Board of
   Trustees member, academic, non-academic and administrative personnel, students, and other
   persons on the University property and at campus functions.
2. "**University or campus property**“ includes real or personal property in the possession of, or
   under the control of, the Board of Trustees of Touro University Worldwide.
3. "**Deadly weapons**“ includes any instrument or weapon of the kind known as a blackjack, sling
   shot, Billy club, sand club, sandbag, metal knuckles, any dirk, dagger, switchblade knife, pistol,
   revolver, or any other firearm, any knife having a blade longer than five inches, any razor with an
   unguarded blade, and any metal pipe or bar used or intended to be used as a club.
4. "**Behavior**“ includes conduct and expression.
5. "**Hazing**“ means any method of initiation into a student organization or any pastime or
   amusement engaged in with regard to such an organization which causes, or is likely to cause,
bodily danger, or physical or emotional harm, to any member of the University, but the term “hazing” does not include athletic events or other similar contests or competitions.

**STUDENT RIGHTS**

**DIVERSITY**

As forged by its mission and vision and Touro University Worldwide’s unique and distinctive character to serve the Jewish and underserved community in California and the nation, Touro University Worldwide ensures an uncompromising commitment to offering access to affordable higher education to all individuals who meet the criteria for admission regardless of age, gender, culture, ethnicity, socio-economic course and disability. At all times, Touro University Worldwide shall strive to ensure equitable representation of all diverse groups in its student body. Touro University Worldwide's diverse administration, faculty and staff shall be equally dedicated to the success of all students. The diversity of Touro University Worldwide’s administration and faculty shall help enrich curricula, while a diverse staff shall serve students with sensitivity to special needs.

**STUDENT PRIVACY RIGHTS**

The procedures for protecting the confidentiality of student records are based on state regulations and the federal Family Educational Rights and Privacy Act of 1974. FERPA affords students certain rights with respect to their education records (please see below):

1. The right to inspect and review the student’s education records within 30 days of the day the University receives a written request for access. Students should submit to the University Registrar, Director, Provost, or other appropriate official, written requests that identify the record(s) they desire to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request an amendment of the student’s education records that the student believes is inaccurate or misleading. The student may ask the University to amend a record that he or she believes is inaccurate or misleading. The student should write the University official responsible for the record, clearly identify the part of the record to be changed, and specify why the current record is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, National Student Clearinghouse, 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.

RETENTION OF STUDENT RECORDS

It is the policy of Touro University Worldwide to protect all formal student educational records consistent with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99). All student records will be maintained in the Office of the Registrar. The information that will be retained include:

- Date of application for admission by the student
- Disposition of application for admission
- Official degree plans issued
- Official transcripts for credits transferred in for prerequisite degrees
- Dates of attendance and courses in which the student was enrolled
- Grades assigned for all courses in which the student was enrolled
- Details on academic probation, if any
- All credits transferred from any source other than Touro University Worldwide
- Details on degree(s) awarded
- Placement Exam Results

In compliance with FERPA, Touro University Worldwide will have written permission from students in order to release any information from a student’s education record. Touro University Worldwide will release or otherwise disclose student records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Touro University Worldwide students may request in writing to be excluded from any university directory open to the general public.

DISCRIMINATION ON THE BASIS OF GENDER

Touro University Worldwide does not discriminate on the basis of gender in its programs or activities. Title IX of the Education Amendments of 1972, as amended, and the administrative regulations adopted there under prohibit discrimination on the basis of gender in education programs and activities. Such programs include the admission and employment of students.

Touro University Worldwide is committed to providing equal opportunities to male and female students in all programs.

DISCRIMINATION ON THE BASIS OF RACE, COLOR, OR NATIONAL ORIGIN

Touro University Worldwide complies with the requirements of Title VI of the Civil Rights Act of 1964 and the regulations adopted hereunder. No person shall, on the grounds of race, color, or national origin be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program of the University.
**DISCRIMINATION ON THE BASIS OF AGE**

Touro University Worldwide complies with the provisions of the Age Discrimination Act of 1975 and the regulations developed under the law. The Act states that no person in the United States shall, on the basis of age, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

**DISCRIMINATION ON THE BASIS OF DISABILITY**

Touro University Worldwide does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. The Americans with Disabilities Act, as well as Section 504 of the Rehabilitation Act of 1973, as amended, and the regulations adopted there under prohibit such discrimination.

**DISCRIMINATION ON THE BASIS OF MARITAL STATUS, RELIGION, OR SEXUAL ORIENTATION**

The University does not discriminate on the basis of marital status, religion, or sexual orientation. Students are urged to refer any complaint of any type of harassment to the Office of the Provost.

**CAMPUS EMERGENCY**

During periods of a campus emergency, as determined by the Chancellor and CEO of the University, the Chancellor and CEO may, after consultation with the Board of Trustees, place into immediate effect any emergency regulations, procedures, and other measures deemed necessary or appropriate to meet the emergency, safeguard persons and property, and maintain educational activities.

**SMOKING**

Touro University Worldwide is committed to protecting the health of its students and employees. Smoking is prohibited in all public areas of the University campus where nonsmokers cannot avoid exposure to smoke including all indoor facilities, exterior dining facilities, and within 20 feet of entrances to all University facilities.

**STUDENT SERVICES AND RESOURCES**

Touro University Worldwide provides a number of services and resources to assist and support students’ educational and professional goals.

**ACADEMIC RESOURCES**

To assist students in being successful at the University, the University is committed to providing students with resources that will aid in achievement of students’ educational goals. Students have access to educational videos and online databases.

**TOURO LIBRARY**

Touro University Worldwide (TUW) students have access to digital library materials including electronic books (eBooks), electronic journals (eJournals) and educational videos made available to them through
Touro College Libraries. Students may checkout eBooks from the library for educational and research purposes. The TUW Librarian is available to assist students in locating required readings, to provide guidance in locating sources for research project(s), and/or to identify where additional research materials can be found.

Students have access to educational videos in the library through Counseling and Therapy in Video, Volumes I-II and Psychotherapy.net. Students also have access to electronic resources in full text journals, books and thesis from Academic Search™ Complete, Business Source Complete, Dissertations & Theses @ Touro, ebrary eBooks, EBSCO eBooks, EBSCO multi-search, ERIC®, JSTOR, LexisNexis Academic, ProQuest Central, PsycARTICLES®, SAGE Psychology Subject Collection and more.

OFFICE OF ADMISSIONS AND RECORDS

The Office of Admissions & Records is responsible for determining student eligibility for admission to and graduation from the University. The office process and evaluates applications and transcripts for admission purposes and is also responsible for determining student status, establishing student records and updating transfer credits. Additionally, the office is responsible for registering new and continuing students for courses, maintaining academic records, preparing transcripts, researching and reviewing petitions for exception to University policy, grade reporting, FERPA compliance, student name and address changes, enrollment verification, and issuing student ID cards. The Registrar is also responsible for assisting and overseeing international students as well as serving students receiving military tuition assistance.

FINANCIAL AID

The University awards and disburses federal student aid in the form of Federal Pell Grants and Federal Stafford Loans to eligible students. Financial assistance is also available to eligible active duty military members, VA beneficiaries and their dependents.

Contact our financial aid office by calling 212-463-0400 ext. 5736 or by emailing financialaid@tuw.edu to request a financial aid package. See more at: http://www.tuw.edu/admissions/tuition/financial-aid-information/

STUDENT ID

The University offers all students a student ID card. The first student ID card is complimentary upon request. Additional student ID card request/replacement will incur a $10 fee per card. Students will be able to receive student discounts at various establishments (i.e. libraries, parks, museums, etc.) that offer student discounts.

A student bearing a TUW student ID card represents the University, hence we require students to submit a good quality, clean and clear headshot that will fit into the student ID template. The submitted student picture should meet the following minimum criteria:

- Good quality, clean and clear headshot – not blurry
- Picture that clearly shows the full face for easy recognition – not wearing hats/baseball caps or sunglasses.

Note: The University reserves the right to reject submitted picture that is not according to the University standard.
**STUDENT SUCCESS AT TUW**

Touro University Worldwide is a student-centered university that uses a holistic and “high engagement” student service model to develop processes and policies to ensure student success that includes student orientation, retention, career services information, and disability services information. The purpose of the Student Success Center is to guide and support the individual needs of students as they progress towards the completion of their degree program. The mission is to increase student retention and help students graduate in a timely manner to reach their educational and career objective. The goal is to provide services and support that will help and empower students to cultivate the skills and abilities to make effective decision-making and develop into lifelong learners.

**COLLEGE NAVIGATOR**

For more information about TUW and TCLA, please see College Navigator at: [http://nces.ed.gov/collegenavigator/?q=touro+University+Worldwide&s=all&id=459727](http://nces.ed.gov/collegenavigator/?q=touro+University+Worldwide&s=all&id=459727)

**EDUCATIONAL ADVISORS**

Touro University Worldwide works collaboratively with every student to help them develop and accomplish academic and life goals. All students are assigned an educational advisor upon enrolling at TUW to assist the student during their tenure at TUW to ensure a successful and productive educational experience.

Students are encouraged to meet with their educational advisor at least once a term to review and monitor their academic plan to ensure satisfactory progress toward graduation. Any change in scheduled courses should be discussed with your advisor to ensure that you are still on schedule to graduate in a timely manner.

The services advisors provide to each student include, but not limited to:

- Educational advising for new, transfer, and continuing students
- Review transcripts and credit transfers
- Create individualized degree plan so students are aware of what and how many courses they would need to complete their degree program
- Advise students on course recommendations to fulfill completion of degree
- Assist with registration
- Ensure students are staying on track towards their degree
- Advise students considering a change in major and in need of assistance in determining new options
- Inform students about: Policies and procedures; University enrichment opportunities; and University support services
- Maintain a positive support system for our students

**NEW STUDENT ORIENTATION**

Prior to the beginning of the program, students are required to complete an online student orientation. The orientation will provide information about policies, procedures, and services provided by the university along with meeting some of our faculty and staff. The purpose of orientation is to provide important information and resources to help students be successful at TUW.
Orientation will give students the chance to get familiar with the university before starting courses, such as:

- Navigate TUW and its many resources
- Be familiar with expectations and policies
  - University Refund Policy
  - Leave of Absence (LOA)
  - Grades
- Know who is their advisor and other staff members
- Online Access Resources
  - Web Portal
  - Integrated Campus
  - Touro Library
- Technology requirement
- Student ID Card
- Access other helpful resources

**ADA Services**

Students with a disability who require assistance must provide appropriate documentation and request accommodations (based on disability) upon registration. Students must provide documentation from an appropriate professional verifying the presence and impact of the disability and request for accommodation.

TUW complies with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, which protects persons from discrimination on the basis of physical or mental impairments for all educational and employment purposes. Assistance is available for students who have physical or learning-related disabilities. Disabled students should contact the Provost at the start of every semester to discuss their needs and problems.

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

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

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

1. A Request for Accommodation of Disability application, filled out in its entirety.
2. Documentation from a physician, clinical psychologist, or other certified individual of the specific disability, to include:
• A cover letter from the physician, clinical psychologist, or other certified individual; and
• Appropriate and thorough diagnostic test results, conducted no more than five years prior to the request.

Summarization of results, while helpful, by itself is not considered satisfactory. The detailed report should also clearly diagnose the disability, report the severity of the disability, offer implications of the disability for the student’s program of study, and include a summary of what accommodations are needed to assist in overcoming the disability. A cursory report suggesting that a disability exists and detailing a list of accommodations requested, without more, is unacceptable.

Decisions on RADAs are made by the Office of the Provost. If the RADA is granted, the Provost or her designee will notify the student and his or her instructors.

*Note: TUW is a fast pace online university; ADA status does not allow lack of course participation or academic performance.*

**Student Responsibilities**

Attending TUW viewed as a privilege granted in consideration of specified levels of performance and of maintaining the established standards of scholarship and personal and professional conduct and professional communication.

TUW reserves the right to require withdrawal or expulsion of a student at any time it deems necessary in order to safeguard its standards of scholarship, conduct, and orderly operation. The student concedes this right by the act of matriculation registering and participating in the courses. At the same time, the student has the right of appeal.

Within five working days following written notification to the student of any adverse action by the Registrar, College Dean, or any other administrator, the student may appeal the decision in writing to the Provost or her designee who may then approve, reject, or modify the decision in question. The decision of the Provost is final.

The student may remain in class pending the outcome of all appeals if the student is physically and psychologically able to do so, unless it is determined that the student presents a disruptive influence or may adversely affect the TUW community.

Students who receive tuition assistance or other forms of financial aid, who are subject to adverse action by the University, may also be subject to additional actions or penalties by external and/or funding entities.

**Academic Participation and Substantive Interaction**

Students are required to participate in their courses in a regular, timely and substantive manner. Regular, timely and substantive academic participation includes the following elements:

• Navigating through the course syllabus and modules to identify and understand course objectives and outcomes and the expectations of the professor.
• Engaging in the assigned readings for each module including viewing of all video, PowerPoint presentations or both in the course.
• Synthesizing the information from the assigned readings as well as any video or PowerPoint presentations.
• Posting substantive comments in the Threaded Discussions (TDs) in all modules at a minimum of twice per week for each module.
• Just agreement or disagreement with comments posted by others will not be considered substantive interaction. In order for a student’s Threaded Discussion comments to be considered substantive there must be explanations of agreement or disagreement, introduction of new ideas or personal experiences related to the subject matter.
• Conducting independent research for Case and Signature Assignments, using the various Touro library databases as well as sites on the internet bearing on the subject matter of the curriculum, which may include government and educational sites.
• Synthesizing the information from the research before applying to the Case and Signature Assignment requirements.
• Submitting TDs, Case and Signature Assignments in all modules by the published deadline. Incorporating professor feedback into subsequent assignments and modules.
• Attending and participating in online conferences where applicable.
• Preparing and submitting the self-reflective essay.
• For students in the dissertation phase of the PsyD program active participation requires substantive progress on the dissertation proposal or final dissertation as guided by the Dissertation Chair and Committee, using the Dissertation Management Site.

The final grade will be based on the level of participation and quality of the assignments submitted. Should obstacles arise, which might preclude active participation or substantive interaction, students must immediately communicate with their professors, or academic advisors or both for guidance with respect to applicable University policies related to extensions, leaves of absence, grade appeals, petitions, withdrawals, etc.

NOTE: For purposes of determining the last date of academic participation, TUW uses the last date of activity, which TUW can readily document through its IC system, e.g. posting of a Threaded Discussion, submission of Case assignments or Signature Assignment or dissertation activity by PsyD students.

RACIAL AND SEXUAL HARASSMENT

The Touro University Worldwide student body is made up of individuals from diverse ethnic, linguistic, racial, and cultural groups. It is essential that all members of the University recognize the need for an awareness of, sensitivity to, and respect for the cultural heritage, gender, disability, and sexual orientation of others. An individual’s or group’s action or activities which promote degrading or demeaning social stereotypes based on race, age, ethnicity, national origin, gender, sexual orientation, religion, or disability will not be tolerated.

Students who behave abusively toward members of the campus community based on the aforementioned criteria will face serious consequences and will be subject to disciplinary action. Any student who commits acts of sexual or racial harassment manifested by acts of physical abuse, threats of physical abuse, verbal abuse, and/or hazing activities may be subject to suspension or expulsion from the University (refer to the Student Code of Conduct for additional information).
SEXUAL ASSAULT AND ACQUAINTANCE RAPE

The University will not tolerate sexual assault in any form, including date/acquaintance rape. Every allegation of sexual assault will be reported to the police. Where there is reason to believe that the University’s regulations prohibiting sexual assault have been violated, the University will pursue strong disciplinary action. This discipline includes the possibility of suspension and dismissal or termination from the University.

Any employee, student or other person at the University who commits a rape or other crime of a sexual nature specified in the California Penal Code can be criminally prosecuted. In addition, employees and students can be disciplined under the California Education Code, even if the criminal justice authorities or the person assaulted chooses not to pursue criminal prosecution.

Sexual harassment is defined, according to the EEOC guidelines, as “unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact or other verbal or physical conduct or communication of a sexual nature”. Sexual harassment is considered to have occurred when any of the following conditions occur:

- Submission to the conduct or communication is made a term or condition of employment or obtaining an education.
- Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person’s employment or education.
- The conduct or communication creates an “intimidating, hostile or offensive” working or educational environment.
- Behaviors that may constitute sexual harassment include:
  - Spoken: taunts, jokes, or phone calls
  - Written: bathroom graffiti, letters
  - Physical contact: pinching, cornering, groping, unnecessary touching
  - Physical assault: attempted rape

Please view the full policy at:


DRUG AND ALCOHOL POLICIES/DRUG FREE CAMPUS

Touro University Worldwide complies with the Drug Free Workplace Act of 1990 and the Higher Education Act Section 120a, 34 CFR 668.46(b) (4) (ii) and 34 CFR668.46 (b) (8). The University policy regarding the possession, use, and/or sale of alcoholic beverages or illicit drugs on campus is governed by state and municipal law and further governed by the Student Conduct Code.

The Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendments of 1989 require that, as a condition of receiving funds or financial assistance under any Federal program, the University create and maintain a drug-free environment and implement a program to prevent the unlawful possession, use, or distribution of drugs, and the abuse of alcohol, by its students and employees.

In addition to being a violation of Federal and State laws, the possession and/or use of alcohol, the unlawful manufacture, distribution, dispensing, possession or use of illegal controlled substances on Touro University Worldwide campuses, off-campus sites, workplace site of employees, or at any University-sponsored event is prohibited. No one may use illegal substances, or abuse legal substances,
including alcohol, in a manner which impairs performance of assigned tasks. The University expects that
individuals and groups will conduct themselves and operate within the scope of the rules and regulations.
Violators of this prohibition are subject to criminal prosecution and/or disciplinary action, including
reprimand, probation, suspension or expulsion, and/or termination of employment.

Please view the full policy at:

COMPLAINT TO EXTERNAL AGENCIES

TUW has established a student complaint process to try to resolve complaints internally. We believe that
the vast majority of the issues can be internally resolved when students have the opportunity to calmly
communicate their concerns. To submit a complaint please go to the student portal and click on
"Student Voice".

Complaints associated with accreditation standards may be filed with the Western Association of Schools
and Colleges (WASC), at www.wasc senior.org/comments.

An individual may contact the Bureau for Private Postsecondary Education for review of a complaint.
The bureau may be contacted at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833 Website
address: www.bppe.ca.gov. Tel: 916-431-6959 F: 916-263-1897

All other complaints may be filed with the appropriate state agency in your state of residence. Students
may access specific contact information for the various states using the Student Complaint Process by
State link at the following website: http://www.sheeo.org/node/434.

Students who receive military tuition assistance or veterans benefits may submit complaints to the
Postsecondary Education Complaint System, the VA hot line, or the Principle of Excellence Complaint
Intake Questionnaire.
TUW CENTRAL ADMINISTRATION

Yoram Neumann, PhD  
Chancellor and Chief Executive Officer (CEO)  
Professor of Business Administration

Edith Neumann, PhD  
Provost and Chief Academic Officer (CAO)  
Professor of Health Sciences

Roy Finaly, MBA  
Chief Operating Officer (COO)

Shelia Lewis, PhD  
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Director of the School of Business and Management  
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Michael Minaudo, PhD
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Nicholas Murray, PhD
General Studies, IOP, MSHS, and PsyD Programs

Nicole Avena-Blanchard, PhD
PsyD and Psychology Programs

Nicole Hare-Everline, DHSc
Health Sciences Programs

Ombasie Sedlacek, PhD, MPA
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Patricia Kaminski, PhD
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Patrick Guggino, PhD
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Paul Cameron, MBA
General Studies and Business Administration Programs
Paul Ratanasiripong, PhD  
MFT Program

Quintin Robinson, PhD  
Business Administration Program

Rachel Bishar, PhD  
PsyD, Psychology, and Business Administration Programs

Radu Munteanu, PhD  
General Studies, and Business Administration Programs

Ralph Wayne Ezelle, PhD  
Business Administration Program

Raouf Moussa, PhD  
Business Administration Program

Robert Lubin, PsyD  
Psychology Programs

Ryan Repich, EdD  
General Studies and Business Administration Programs

Shea Pilgrim, PhD  
Psychology Programs

Stephanie Caine, MA  
General Studies and Business Administration Programs

Steven King, DSc  
Business Administration Program

Tae Dawson, EdD  
General Studies Program

Temeaka Gray, PsyD  
IOP and Psychology Programs

Teresa Tozzo-Lyles, PhD  
General Studies and Health Sciences Programs

Theresa Pavone, PhD  
Psychology, MAIOP and MSHRM Programs
Thomas Driver, PhD  
General Studies and Health Sciences Programs

Timothy Hayburn, PhD  
General Studies Program

Valencia Williams, PhD  
General Studies Program

Velma Union, DMin  
General Studies Program

Yair Maman, PhD  
PsyD and Psychology Programs

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