TOURO UNIVERSITY WORLDWIDE

UNIVERSITY CATALOG

2026-2028

Updated: April 6, 2026

"KNOWLEDGE · OPPORTUNITY · SUCCESS"

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, suspesion, expulsion and termination, and all other terms and conditions of admission, matriculation and employment.

Copyright © 2026 Touro University Worldwide (TUW)
All rights reserved.
No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior written permission of TUW.

Table of Contents

INTRODUCTION 1

History of the University 1
History of Online Degree Programs 1
Mission 1
Institutional Goals 2
Institutional Learning Outcomes (ILO) 2
Students Catalog Rights 2

ACADEMIC CALENDAR 2026-2028 3

ACADEMIC PROGRAMS 5

TOURO UNIVERSITY WORLDWIDE DEGREE PROGRAMS 5

GENERAL EDUCATION 5

General Education - Breadth 6
General Education - Depth 6
GE Program Learning Outcomes (PLO) 6
General Education Requirements 7
GE Course Descriptions 8

ASSOCIATE DEGREE PROGRAM 13

Associate of Arts in General Studies 13
AA Mission Statement 13
AA in General Studies Program Learning Outcomes (PLO) 13
AA in General Studies Program Requirements 13
AA General Studies Curriculum 14
AA Elective Courses Descriptions 15
Associate of Arts in General Studies with Judaic Concentration 17
General Education Requirements 17
Judaic Studies Concentration Courses 18
Judaic Studies Concentration Course Descriptions 18
Associate of Arts in General Studies with a Concentration in Accounting 19
Program Learning Outcomes (PLO) 19
Associate of Arts in General Studies with a Concentration in Accounting Courses and Curriculum 19
General Education Requirements 20
Accounting Concentration Courses 20
Accounting Concentration Course Descriptions 20

BACHELOR DEGREE PROGRAMS 22

BACHELOR OF ARTS IN PSYCHOLOGY (BA PSYCH) 22

BA Psych Mission Statement 22
BA in Psychology Program Learning Outcomes (PLO) 22
BA in Psychology Program Requirements 23
BA Psychology Curriculum 23
BA in Psychology Course Descriptions 25
Core Courses 25
Elective Courses 27
Industrial/Organization Psychology Concentration 28
Child and Adolescent Psychology Concentration 29
Elementary Education Concentration 29
Secondary Education Concentration 30
Special Education Concentration 30
Forensic Psychology Concentration 31
BA in Psychology - Human Services Concentration 32
Human Services Concentration Core Courses' Descriptions 33

Human Services Concentration Elective Course Descriptions 34
Human Services Concentration Course Descriptions 35

BACHELOR OF ARTS IN SOCIAL WORK (BSW) 37

BSW Mission Statement 38
BSW Program Learning Outcomes (PLO) 38
BSW Program Requirements 39
BSW Curriculum 39
School Social Work Concentration 40
BSW Course Descriptions 40
Elective Courses 42
BSW Practicum Requirements- Fieldwork 44

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION & MANAGEMENT (BSBA) 46

School of Business Vision 46
School of Business Values 46
School of Business Mission 46
BSBA Mission Statement 46
Specialty Accreditation 47
BSBA Program Learning Outcomes (PLO) 47
BSBA Program Requirements 47
BSBA Curriculum 48
BSBA Course Descriptions 50
Core Courses 50
Elective Courses 51
Accounting Concentration 53
Criminal Justice Concentration 53
Economic Concentration 54
Entrepreneurship Concentration 54
Homeland Security Emergency Disaster Management Concentration 55
Human Resource Management Concentration 56
Marketing Concentration 56
Project Management Concentration 57

BACHELOR OF SCIENCE IN HEALTH SCIENCES (BSHS) 58

BSHS Mission Statement 58
Bachelor of Science in Health Sciences Program Learning Outcomes (PLO) 58
BSHS Health Education Track 58
Certified Health Education Specialist (CHES) 59
Health Education Track Program Learning Outcomes (PLO) 60
Health Education Track Program Requirements 61
Health Education Track Core Requirements 61
Health Education Track Elective Courses 62
Health Education Track Concentration Courses 62
Health Education Track Course Descriptions 62
BSHS Health Care Administration Track 67
Health Care Administration Track Program Learning Outcomes (PLO) 67
Health Care Administration Track Program Requirements 68
Health Care Administration Track Core Requirements 68
Health Care Administration Track Elective Courses 69
Health Care Administration Track Concentrations Courses 69
Nutrition and Health Concentration Courses 69
Healthcare Management Concentration Courses 69
Health Care Administration Track Course Descriptions 69
Core Courses 69
BSHS Long-Term Care Administration Track 74
Long-Term Care Administration Track Program Learning Outcomes (PLO) 74
Long-Term Care Administration Track Program Requirements 74
Long-Term Care Administration Track Core Requirements 75
Long-Term Care Administration Track Elective Courses 75
Long-Term Care Administration Track Concentration Courses 76

Long-Term Care Administration Track Course Descriptions 76

MASTER DEGREE PROGRAMS 81

MASTER OF BUSINESS ADMINISTRATION (MBA) 81

School of Business Vision 82
School of Business Values 82
School of Business Mission 82
MBA Mission Statement 82
Specialty Accreditation 82
Academic Leveling for MBA 82
MBA Program Learning Outcomes (PLO) 83
MBA Curriculum 83
MBA Course Descriptions 85
Core Courses 85
Accounting Concentration 86
Artificial Intelligence (AI) Management Concentration 87
Cybersecurity Management Concentration 87
Finance Concentration 88
Global Management Concentration 88
Health Administration Management Concentration 88
Human Resource Management Concentration 89
Information Technology Management Concentration 89
Marketing Concentration 90
Non-Profit Management Concentration 90
Physician/Health Executive Concentration 91

MASTER OF SCIENCE IN BUSINESS ANALYTICS (MSBA) 92

MS in Business Analytics Mission Statement 92
MS in Business Analytics Program Learning Outcomes (PLO) 92
MS in Business Analytics Curriculum 93
MS in Business Analytics Course Descriptions 93
Core Courses 93
Management Concentration 95
Marketing Concentration 95

MASTER OF ARTS IN PUBLIC ADMINISTRATION (MPA) 96

MPA Mission Statement 96
MPA Program Learning Outcomes (PLO) 96
MPA Curriculum 97
MPA Course Descriptions 97

MASTER OF SCIENCE IN HUMAN RESOURCE MANAGEMENT (MHRM)* 99

MHRM Mission Statement 99
MHRM Program Learning Outcomes (PLO) 100
MHRM Curriculum 100
MHRM Course Descriptions 101
Core Required Courses 101
Training and Development Concentration 102
Employee Engagement and Total Rewards Concentration 103
Employee and Labor Relations Concentration 103

MASTER OF DISPUTE RESOLUTION (MDR) 104

MDR Mission Statement 104
MDR Program Learning Outcomes (PLO) 105
MDR Curriculum 105
MDR Course Descriptions 105

MASTER OF ARTS IN COUNSELING (MAC): ADDICTION COUNSELING SPECIALIZATION 108

Master of Arts in Counseling: Addiction Counseling Specialization Program Mission 108

MAC Alignment with Accreditation Educational Standards 109
Master of Arts in Counseling: Addiction Counseling Specialization Program Learning Outcomes 109
Admission to Master of Arts in Counseling: Addiction Counseling Specialization Program 110
Degree Completion Timelines 110
Master of Arts in Counseling: Addiction Counseling Specialization (MAC) Track -- Required Core Courses 111
Clinical Practicum Courses and Requirements for The Master of Arts in Counseling: Addiction Counseling Specialization 112
Practicum 113
Internship 113
Master of Arts in Counseling: Addiction Counseling Specialization Course Descriptions (MAC Track) 113
Master of Arts in Counseling: Addiction Counseling Specialization Required Core Courses (Advanced Topics Track) 116
Master of Arts in Counseling: Addiction Counseling Specialization – Course Descriptions (advanced topics Track) 118

MASTER OF ARTS IN MARRIAGE & FAMILY THERAPY (MFT) 119

MFT Program Mission 119
MFT Program Goals 120
COAMFTE STANDARDS 120
Benefits of a TUW COAMFTE Accredited MFT Program 120
Legal Notification 121
Admission to MFT Program 121
Degree Completion Requirements for the MFT Degree 122
Track 1: Marriage and Family Therapy Track Required Courses & Curriculum 123
Track 2: Counseling Licensure Track Required Courses & Curriculum 125
Clinical Practicum Courses and Requirements for MFT and Counseling Licensure Tracks 126
Practicum Course Goals 127
MFT Course Descriptions Clinical Tracks 128
Track 3: MFT Studies Track* Required Courses And Curriculum 132
MFT Studies Track Course Descriptions 133

MASTER OF ARTS IN PSYCHOLOGY (MAPSY) 136

MAPsy Mission Statement 136
MAPsy Program Learning Outcomes (PLO) 136
MAPsy Curriculum 137
MAPsy Course Descriptions 138
Child and Adolescent Development Concentration 139
Educational Psychology Concentration 140
Forensic Psychology Concentration 140
Health Psychology Concentration 140
Media Psychology Concentration 141

MASTER OF SCIENCE IN FORENSIC PSYCHOLOGY (MSFP) 142

MS in Forensic Psychology Mission Statement 143
MS in Forensic Psychology Program Learning Outcomes (PLO) 143
MS in Forensic Psychology Curriculum 143
MS in Forensic Psychology Course Descriptions 144
Core Required Courses 144
MS in Forensic Psychology Concentrations 145
Community Criminal Issues Concentration Courses 145
Sex Offender Issues Concentration Courses 145

MASTER OF ARTS IN INDUSTRIAL & ORGANIZATIONAL PSYCHOLOGY (IOP) 146

IOP Mission Statement 146
IOP Program Learning Outcomes (PLO) 146
IOP Curriculum 147
IOP Course Descriptions 148
Coaching and Consulting Concentration 149
Human Resource Management Concentration 149
Occupational Health Psychology Concentration 149

MASTER OF SCIENCE IN HEALTHCARE ADMINISTRATION (MHA) 150

MS in Healthcare Administration Mission Statement 150

MS in Healthcare Administration Program Learning Outcomes (PLO) 150
MS in Healthcare Administration Curriculum 151
MS in Healthcare Administration Course Descriptions 151
Core Required Courses 151
Health Informatics Concentration 153
Operations Management Concentration 153

MASTER OF SCIENCE IN HEALTH SCIENCES (MSHS) 154

MSHS Mission Statement 154
MSHS Program Learning Outcomes (PLO) 154
MSHS Health Education Concentration 154
Certified Health Education Specialist (CHES) 155
MSHS Health Education Concentration Curriculum 156
MSHS Health & Wellness Concentration 157
MSHS Health Education Concentration Course Descriptions 157
Elective Courses 158
MSHS Health & Wellness Concentration Course Descriptions 159
MSHS Public Health Concentration 160
MSHS Public Health Concentration Curriculum 160
MSHS Public Health Concentration Course Descriptions 161

MASTER OF SCIENCE IN HUMAN SERVICES 163

MS in Human Services Mission Statement 163
MS in Human Services Program Learning Outcomes 163
MS in Human Services Curriculum 164
MS in Human Services Course Descriptions 164

DOCTORAL DEGREE PROGRAM 166

DOCTORATE OF BUSINESS ADMINISTRATION (DBA) 166

DBA Mission Statement 166
DBA Program Learning Outcomes (PLO) 166
DBA Curriculum 167
Grading Policy for DBA Research Project Proposal, Implementation Phase, and Research Project Continuation Courses 168
DBA Course Descriptions 169
Core Required Courses 169
Doctoral Research Project Required Courses 171

DOCTOR OF HEALTH SCIENCE (DHSC) 172

DHSc Mission Statement 172
DHSc Program Learning Outcomes (PLO) 173
DHSc Curriculum 173
Grading Policy for DHSc Research Project Proposal, Research Project Implementation and Research Project Continuation Courses. . 175
DHSc Course Descriptions 176
Core Required Courses 176
Proposal Development Courses 177
Doctoral Research Project Courses 178

DOCTOR OF MANAGEMENT (DMGT) 179

DMgt Mission Statement 179
DMgt Program Learning Outcomes (PLO) 179
DMgt Curriculum 180
Grading Policy for DMgt Dissertation Proposal, Dissertation Implementation and Dissertation Continuation Courses. 181
DMgt Course Descriptions 183
Core Required Courses 183
Application of Theory to Research Courses 184
Proposal Development Courses 184
Doctoral Dissertation Courses 185

DOCTOR OF MANAGEMENT (DMGT) IN ORGANIZATIONAL LEADERSHIP CONCENTRATION 186

DMGT Concentration in Organizational Leadership Mission Statement 187
DMGT Program Learning Outcomes (PLO) 187
DMgt Curriculum (Organizational Leadership Concentration) 187
Grading Policy for DMGT Dissertation Proposal, Dissertation Implementation and Dissertation Continuation Courses 188
Doctor Of Management (DMGT): Concentration in Organizational Leadership Curriculum 189
DMGT in Organizational Leadership Concentration Course Descriptions 190
Core Required Courses 190
Application of Theory to Research Courses 192
Proposal Development Courses 192
Doctoral Dissertation Courses 193

DOCTOR OF MANAGEMENT (DMGT) -- STRATEGIC INNOVATION AND CHANGE CONCENTRATION 194

DMGT Concentration in Strategic Innovation and Change Mission Statement 194
DMGT Program Learning Outcomes (PLO) 195
DMGT Curriculum (Strategic innovation and change concentration) 195
Grading Policy for DMGT Dissertation Proposal, Dissertation Implementation and Dissertation Continuation Courses. 196
DMGT Strategic Iinnovation and Change Concentration Course Descriptions 198
Core Required Courses 198
Application of Theory to Research Courses 199
Proposal Development Courses 200
Doctoral Dissertation Courses 200

DOCTORATE OF MARRIAGE AND FAMILY THERAPY (DMFT) 201

DMFT Mission Statement 201
DMFT Program Learning Outcomes (PLO) 201
DMFT Curriculum 202
DMFT Concentrations 204
Organizational Systems in MFT 204
Supervision* 204
Grading Policy for DMFT Research Project Proposal, Research Project and Research Project Continuation Courses. 204
DMFT Course Descriptions 205
Core Required Courses 205
Doctoral Research Proposal Development Courses 207
Doctoral Research Project Courses 207
DMFT Organizational Systems Concentration 207
DMFT Supervision Concentration 208

DOCTORATE OF PHYSICIAN ASSISTANT (DPA) 210

DPA Mission Statement 210
DPA Program Learning Outcomes (PLO)—Traditional Program 211
DPA Curriculum 211
Grading Policy for DPA Doctoral Research Project Proposal, Doctoral Research Project Implementation and Doctoral Research Project Continuation Courses 213
DPA Course Descriptions 214
Core Required Courses 214
Doctoral Research Proposal Development Courses 215
Doctoral Research Project Courses 215

DOCTORATE OF PHYSICIAN ASSISTANT (DPA) – GLOBAL HEALTH CONCENTRATION 216

DPA Mission Statement (Click on title to view) 216
DPA Program Learning Outcomes (PLO)—Global Health Concentration 216
DPA Curriculum (Global Health Concentration) 217
Grading Policy for DPA Doctoral Research Project Proposal, Doctoral Research Project Implementation and Doctoral Research Project Continuation Courses 218
DPA GLOBAL HEALTH-Course Descriptions 219
Core Required Courses 219
Doctoral Global health Concentration Courses 219
Doctoral Research Proposal Development Courses 219

DOCTORATE OF PHYSICIAN ASSISTANT (DPA) – HEALTHCARE LEADERSHIP CONCENTRATION 220

DPA Mission Statement 220
DPA Program Learning Outcomes (PLO)—HEALTHCARE LEADERSHIP CONCENTRATION 220
DPA Curriculum (healthcare leadership concentration) 221
Grading Policy for DPA Doctoral Research Project Proposal, Doctoral Research Project Implementation and Doctoral Research Project Continuation Courses 222
DPA Healthcare Leadership- Course Descriptions 223
*Core Required Courses 223
Doctoral Healthcare leadership Concentration Courses 223
Doctoral Research Proposal Development Courses 223
Doctoral Research Project Courses 223

DOCTOR OF PSYCHOLOGY IN HUMAN & ORGANIZATIONAL PSYCHOLOGY (PSYD) 224

PsyD Mission Statement 224
PsyD Program Learning Outcomes (PLO) 224
PsyD Curriculum 225
Grading Policy for PsyD Dissertation Proposal, Dissertation Implementation and Dissertation Continuation Courses. 226
PsyD Course Descriptions 229
Core Required Courses 229
Application of Theory to Research Courses 230
Proposal Development Courses 231
Doctoral Dissertation Courses 231

DOCTOR OF PSYCHOLOGY (PSYD)—ORGANIZATIONAL LEADERSHIP CONCENTRATION 232

PsyD Concentration in Organizational Leadership Mission Statement 232
PsyD Program Learning Outcomes (PLO) 233
PsyD Curriculum (Organizational Leadership Concentration) 233
Grading Policy for PsyD Dissertation Proposal and Dissertation Continuation Courses 234
PsyD Organizational Leadership - Course Descriptions 237
Core Required Courses 237
Application of Theory to Research Courses 238
Proposal Development Courses 239
Doctoral Dissertation Courses 239

APPLICATION AND ADMISSION 240

Disclaimer 240
Application to the University 240
High School Seniors 241
Home Schooled Students 241
Validating a High School Diploma 241
General Education Development (GED) Test 242
English Proficiency Requirement 242

ADMISSION REQUIREMENTS 242

Associate Degree Programs 242
Bachelor's Degree Programs 243
Master's Degree Programs 243
Doctoral Degree Programs 244
Registering for Courses 245
Credit Hours "Seat" Time Requirement 246
Degree Roadmaps: The Path to Graduation! 246

TRANSFER CREDIT POLICY 247

Associate Degree Programs 247
Bachelors Degree Programs 247
International Baccalaureate (IB) Policy 248
Yeshiva Credits 248
Masters Degree Programs 248
Doctorate Degree Programs 248
Non Traditional Credit Transfer 248

Military Training and/or Experience 248
Credit by Examination 249
Foreign Earned Academic Credit Transfer 249
Time Limit on Transfer Credit 250

TUITION AND FEES 250

TUW Program Tuition 250
General Fees 252
Payment Plans 252
Late Payment Policy 252
Returned Checks 252
Payments and Release of Records 252
Military Tuition Assistance 252
VA Education Benefit 253
Banning Inducements for Securing Enrollments of Service Members 254
University Refund Policy 255
TA Return Policy (Military) 255
Fee Refund Schedule 255
Withdrawal and Date of Determination 255
Canceled Course 256
Administrative Drop Policy 256
Drop Course(s) Due to Military Necessity 256
Unofficial Withdraw Policy 257

FINANCIAL AID 257

General Information 257
Application Procedures 257
Electronic Submission Through the Financial Aid Office 257
FAFSA on the Web 258
Applying by Mail 258
Application Deadlines 258
Financial Need 258
Dependency Status 259
Students' Budgets 259
Federal Financial Aid Programs 259
Eligibility 260
Federal Pell Grants 260
Federal Supplemental Educational Opportunity Grants (FSEOG) 260
Loan Programs 261
Federal Direct Stafford Loans 261
Federal PLUS Loans (Loans for Parents of Students) 261
Federal Direct Grad PLUS Loans 262
Federal Consolidation Loans 262
Entrance/Exit Counseling 262
Borrowers Responsibilities and Rights 262
Borrower Responsibilities 262
Borrower Rights 263
Tuition Payment Plans 263
Important Financial Aid Terms 263
Default 263
Financial Aid Refund 263
Financial Need 264
Promissory Notes 264
Selective Service Registration 264
Effects of Withdrawal Status 264
Financial Aid Refund Policy 264
Order of Title IV Fund Adjustments 265
Satisfactory Academic Progress 265
Satisfactory Academic Progress - Veterans 266
Academic Probation for Veteran 266
Veterans Affairs Educational Benefit Disqualification 266

Reinstatement of Veterans Affairs Education Benefits 267
Appealing a Disqualification 267

ACADEMIC POLICIES 267

Academic Freedom 267
Copyright Compliance Policy 267
Credit Hour Policy 268
Grading 269
Reporting Grades 269
Student Right to Appeal 271
Adding and Dropping a Course 271
Additional Course Privilege 272
Additional Concentration (Bachelor and Master Degree Only) 272
Repeating Courses and Cancellation of Failed Grades 272
Minimum Grade Point Average (GPA) 273
Re-Entry to the Institution 273
Leave of Absence (LOA) 274
Attendance and Performance 274
Unofficial Withdrawal 275
Teach-Out Policy 275
General Graduation Requirements 275
Student Grievance Policy 276
Dismissal 277
Grade Appeal 277

STUDENT GRADUATION ELIGIBILITY 279

Graduation Honors Recognition 279
Maximum Time Frame to Complete a Degree Program 279
Bachelor Degree Programs 279
Master Degree Programs 279
Doctoral Degree Program 279

STUDENT CODE OF CONDUCT 279

Student Conduct 279
Student Intimidation of Faculty 279
Student Ethical Behavior 279
Professional Conduct: Verbal, Written and Email Communication Policy 280
Professional Conduct In Internship, Practicum, And Off-Site Training Programs 280
Academic Honesty 280
Use of Artificial Intelligence (AI) Technology 280
Plagiarism 281
What Constitutes Violations of Student Code of Conduct? 282
Adjudication of University Conduct Violations 283
Preliminary Investigation 283
Informal Resolution 284
Formal Resolution 284
Interim Suspension 284
Disciplinary Hearings 284
Sanctions 285

STUDENT RIGHTS 287

Student Privacy Rights 287
Retention of Student Records 288
Policy on Anti-Discrimination 288
Campus Emergency 290
Smoking 290

STUDENT SERVICES AND RESOURCES 290

Academic Resources 290
Touro Library 290

Office of Admissions and Records 290
Financial Aid 291
Student ID 291
Student Success at TUW 291
College Navigator 291
Educational Advisors 291
New Student Orientation 292
ADA Services 293

STUDENT RESPONSIBILITIES 294

Academic Participation and Substantive Interaction 294
Racial and Sexual Harassment 295
Sexual Assault and Acquaintance Rape 295
Drug and Alcohol Policies/Drug Free Campus 296
State Authorization For Distance Education 296
Complaint To External Agencies 297

TUW CENTRAL ADMINISTRATION 298

Administrative Staff 299
Academic/ Student Success Advisement Team 299
Enrollment Advisement Team 299
Academic School/Program Directors 300

FACULTY 302

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):*** *1080 Marina Village Parkway, Suite 500, Alameda, CA 94501* https://www.wscuc.org/
Touro University Worldwide on WSCUC website:
https://www.wscuc.org/directory/?fwp_post_title=Touro%20University%20Worldwide

Touro University Worldwide is an Equal Opportunity Institution located at:
10601 Calle Lee, Suite #179, Los Alamitos, CA 90720
Phone : 818.575.6800. Fax: 818.688.3244. Website: www.tuw.edu

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 all communities, 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.

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 service to all communities in an ever-changing academic environment. 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 components of the Jewish community. Together, the campus based and online programs contribute to the achievement of the overall Touro core values driving this mission to provide opportunities for all communities, providing 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 (ILO)

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 2026 to June 2028.

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 programs 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 2026-2028

SUMMER II 2026 TERM	
Summer II First Day of Class	June 29
Last Day to Add/Drop	July 12
Independence Day	July 4 (July 3 observed)
Summer II Closing Date	August 23

FALL I 2026 TERM	
Fall I First Day of Class	August 31
Last Day to Add/Drop	September 13
Labor Day Holiday	September 7
Rosh Hashanah Holiday	September 12 &13
Yom Kippur Holiday	September 21
Sukkot Holiday	September 26 & 27, October 3 & 4
Fall I Closing Date	October 25

FALL II 2026 TERM	
Fall II First Day of Class	October 26
Last Day to Add/Drop	November 8
Thanksgiving Holiday	November 26 & 27
Fall II Closing Date	December 20
Winter Break	December 21- January 3

SPRING I 2027 TERM	
Spring I First Day of Class	January 4
Last Day to Add/Drop	January 17
Martin Luther King, Jr. Day Holiday	January 18
Presidents' Day Holiday	February 15
Spring I Closing Date	February 28

SPRING II 2027 TERM	
Spring II First Day of Class	March 1
Last Day to Add/Drop	March 14
Passover Holiday	April 22 & 23, 28 & 29
Spring II Closing Date	April 25

SUMMER I 2027 TERM	
Summer I First Day of Class	May 3
Last Day to Add/Drop	May 16
Memorial Day Holiday	May 31
Shavuot Holiday	June 11 & 12
Summer I Closing Date	June 27

SUMMER II 2027 TERM	
Summer II First Day of Class	June 28
Last Day to Add/Drop	July 11
Independence Day	July 4 (July 5 Observed)
Summer II Closing Date	August 22

FALL I 2027 TERM	
Fall I First Day of Class	August 30
Last Day to Add/Drop	September 12
Labor Day Holiday	September 6
Rosh Hashanah Holiday	October 2 & 3
Yom Kippur Holiday	October 11
Sukkot Holiday	October 16 & 17, 23 & 24
Fall I Closing Date	October 24

FALL II 2027 TERM	
Fall II First Day of Class	October 25
Last Day to Add/Drop	November 7
Thanksgiving Holiday	November 25 & 26
Fall II Closing Date	December 19
Winter Break	December 20-January 2

SPRING I 2028 TERM	
Spring I First Day of Class	January 3
Last Day to Add/Drop	January 16
Martin Luther King, Jr. Day Holiday	January 17
Presidents' Day Holiday	February 21
Spring I Closing Date	February 27

SPRING II 2028 TERM	
Spring II First Day of Class	February 28
Last Day to Add/Drop	March 12
Passover Holiday	April 11 & 12, 17 & 18
Spring II Closing Date	April 23

SUMMER I 2028 TERM	
Summer I First Day of Class	May 1
Last Day to Add/Drop	May 14
Memorial Day Holiday	May 29
Shavuot Holiday	May 31 & June 1
Summer I Closing Date	June 25

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 Arts in Counseling (MAC)
- Master of Arts in Industrial and Organizational Psychology (IOP)
- Master of Arts in Marriage and Family Therapy (MFT)
- Master of Arts in Psychology (MAPsy)
- Master of Arts in Public Administration (MPA)
- Master of Business Administration (MBA)
- Master of Dispute Resolution (MDR)
- Master of Science in Business Analytics (MSBA)
- Master of Science in Forensic Psychology (MSFP)
- Master of Science in Health Sciences (MSHS)
- Master of Science in Healthcare Administration (MHA)
- Master of Science in Human Resource Management (MHRM)
- Master of Science in Human Services
- Doctor of Business Administration (DBA)
- Doctor of Health Science (DHSc)
- Doctor of Management (DMgt)
- Doctor of Marriage and Family Therapy (DMFT)
- Doctor of Psychology in Human and Organizational Psychology (PsyD)
- Doctorate of Physician Assistant (DPA)

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: English & Communication Skills, Critical Thinking, Sciences & Mathematics, Arts &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 breadth 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 (PLO)

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 landscape 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

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

Area	Course Number and Title	Semester Credit Hours	Required Credits
AREA I	**Information Literacy**		**3 credits**
	ILT 201 Internet and Information Literacy	*3*	
	CIS 202 Introduction to Computers	*3*	

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%20skuidsaas&qp=brand_facet%3DBrand~Nikon&list=y&usc=All%20Categories&nrp=15&fs=saas&iht=n&seeAll=&browsedCategory=abcat0401000
- Target: http://www.target.com/c/point-and-shoot-cameras-camcorders-electronics/-/N-5xteq#?lnk=lnav_%20shop%20cameras%20&%20camcorders_1&intc=2700057|null
- 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)

This course covers general concepts of functions, including limits and continuity. It covers various rules for the computation of derivatives and integrals, such as the sum, product, and quotient formulas, as well as the chain rule. It also covers applying these concepts to the determination of maxima, minima, optimizations, and rate-related topics. The determination of the area of shapes through integration is also covered. Topics learned are applicable to various real world settings.

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:* https://vumicro.com/get-vumie/

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 $40.00. 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 offers online. The Associate Degree is instrumental in fulfilling TUW's mission to provide educational opportunities to the underserved population through guaranteed access to the courses.

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 provides the step 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 providing 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 (PLO)

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 landscape 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:

BASIC SKILLS	
AREA A Communication	**6-9 credits**
COM 104 Speech (3)	
ENG 130 Composition and Reading (3)	
ENG 202 Expository Writing (3)	
LIBERAL EDUCATION FOUNDATION	
AREA B Critical Thinking	**3-6 credits**
PHI 101 Introduction to Philosophy (3)	
LOG 102 Introduction to Logic (3)	
STA 206 Introduction to Statistics (3)	
BASIC SKILLS	
AREA C Mathematics	**3 -6 credits**
MAT 106 College Algebra (3)	
MAT 108 Calculus I (3)	
MAT 200 Calculus II (3)	
BREADTH REQUIREMENTS	
AREA D Physical & Biological Sciences	**3 -12 credits**
CHE 102 College Chemistry (3)	
BIO 102 General Biology (3)	
NUT 206 General Nutrition (3)	
PHY 104 College Physics (3)	
BIO 201 Anatomy Physiology w/Lab I (3)	
BIO 202 Anatomy Physiology w/Lab II (3)	
MIC 206 Microbiology w/Lab (3)	
BREADTH REQUIREMENTS AND LIBERAL EDUCATION FOUNDATION	
AREA E Arts and Humanities	**3-6 credits**
ETH 106 Introduction to Ethics (3)	
ART 108 Art Appreciation (3)	
ART 200 Digital Photography (3)	
REL 200 Religion (3)	
BREADTH REQUIREMENTS	
AREA F Social Sciences	**9 -12 credits**
BUS 102 Business and Society (3)	
PSY 101 Introduction to Psychology (3)	
SOC 102 Introduction to Sociology (3)	
ECO 102 Microeconomics (3)	
ECO 202 Macroeconomics (3)	
HEA 229 Health and Society (3)	

BASIC SKILLS	
BREADTH REQUIREMENTS	
AREA G Cultural Studies	**3-6 credits**
CUL 230 Culture and Society (3)	
ANT 102 World Culture (3)	
ANT 106 Culture and Health (3)	
BREADTH REQUIREMENTS AND LIBERAL EDUCATION FOUNDATION	
AREA H History	**3 -6 credits**
HIS 120 U.S. History and Constitution (3)	
HIS 130 History of Modern Western Civilization (3)	
HIS 155 History of the Jewish people (3)	
LIBERAL EDUCATION FOUNDATION	
AREA I Information Literacy	**3 credits**
ILT 201 The Internet and Information Literacy (3)	
CIS 202 Introduction to Computers (3)	

AA in General Studies Elective Courses

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

Course Number	Course Title	Semester Credit Hours
CJS 203	Introduction to Criminal Justice	3
COM 206	Media Literacy	3
DLT 208	Digital Literacy in a Global Society	3
HIS 225	World History	3
HRM 229	Fundamentals of Human Resource Management	3
JSH 187	Introduction to Jewish Thought I	3
JSH 188	Introduction to Jewish Thought II	3
LAW 204	Law and Court in World Culture	3
MIL 211	Military Studies	3
MUS 207	World Music	3

Overall Summary of Credits Needed for AA in General Studies

	Number of Credits
General Education	45
Electives	15
Total	60

AA in General Studies includes a total of 45 credits of GE courses (described above) and an 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.

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.

JSH 187 Introduction to Jewish Thought I (3 credits)
This course is the first of two focused on Jewish thought with major themes on philosophical ideas. Sources utilized in this course stems from the medieval period.

JSH 188 Introduction to Jewish Thought II (3 credits)
This course is the second of two focused on Jewish thought with major themes on philosophical ideas. Sources for this course range from later rishonim (15th century) to modern works.

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.

Associate of Arts in General Studies with Judaic Concentration

The Online Associate of Arts in General Studies with a concentration in Judaic Studies at Touro University Worldwide (TUW) is a 60-credit hour program that enables students to deepen their knowledge of Judaism and enhance their employability in Jewish educational institutions. The program consists of 45 credit hours of General Education courses and 15 credit hours of Judaic Studies Concentration courses. Students learn knowledge and skills useful for roles as assistants, teachers and office employees in non-profit organizations, and may go on to pursue bachelor's level courses in education, psychology, business, or Judaic Studies.

The curriculum of the Associate of Arts in General Studies with a concentration in Judaic Studies is central to the mission of Touro University Worldwide and to its commitment to quality education combined with the Touro University System's roots in and commitment to the Jewish Heritage and the population it serves. The Judaic Studies concentration includes courses in Medieval Modern Women in the Bible, Literature of the Mussar Movement, and Topics in Jewish Philosophy.

The faculty members teaching these courses are committed to ensuring that the Judaic Studies concentration cultivates a breath of knowledge, skills, and values that are characteristic of traditional entry level Judaic Studies scholarship.

Program Learning Outcomes (PLO)

Upon completion of the Associate of Arts in General Studies with a concentration in Judaic Studies the student will 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 Comprehend the framework of classical to modern Judaic Studies including Judaism's fundamental beliefs, concepts and ethical imperative.
PLO 7 Collaborate with others in diverse group settings
PLO 8 Comprehend the landscape 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

Curriculum

The program is comprised of 60 semester credits with of 45 credits hours of General Education courses (15 courses) and 15 credit hours of Judaic Studies Concentration courses (5 courses).

General Education Requirements

Students are required to complete 45 credits of General Education (GE) coursework, which is applied towards the Associate of Arts in General Studies with a concentration in Judaic Studies. Students can meet the General Studies goals by completing courses by transfer credits to TUW, and/or by completing the general education courses at TUW. Please view the required GE courses in the curriculum for the Associates in Arts in General Studies.

JUDAIC STUDIES CONCENTRATION COURSES

Students must take the 5 courses in the concentration to fulfill the requirements for the Associate of Arts in General Studies with a concentration in Judaic Studies.

Course Number	Course Title	Semester Credit Hours
JSB 357	Medieval and Modern Biblical Exegesis I	3
JSB 358	Medieval and Modern Biblical Exegesis II	3
JSB 412	Women in the Bible	3
JSH 257	The Literature of the Mussar Movement	3
JSH 311	Topics in Jewish Philosophy	3

JUDAIC STUDIES CONCENTRATION COURSE DESCRIPTIONS

JSB 357 Medieval and Modern Biblical Exegesis I (3 credits)
This course addresses style and methodology of the exegetes, with attention to the exegetes of the Northern French School (10th to 14th centuries): Rashi, R. Joseph Bechor-Shor, and the Spanish Schools of Ibn Ezra, Radak, Ramban, et al.

JSB 358 Medieval and Modern Biblical Exegesis II (3 credits)
This course addresses style and methodology of the exegetes, with attention to the exegetes of the Northern French School (10th to 14th centuries): Rashi, R. Joseph Bechor-Shor, and the Spanish Schools of Ibn Ezra, Radak, Ramban, et al. There is also an emphasis on modern exegetes: Malbim, Netziv, Hirsch, et al.

JSB 412 Women in the Bible (3 credits)
This course provides an in-depth analysis of Biblical narratives dealing with the role, place, and impact of women. Special emphasis is on the lives of the Matriarchs, and the roles of Devorah and Esther.

JSH 257 The Literature of the Mussar Movement (3 credits)
In this course, students study selections from medieval and modern Jewish ethical literature. In addition to examination of classical texts such as Hovot ha-Levavot, Sha'arei Teshuva, Sefer Hasidim, and Mesillat Yesharim, the course will focus upon the development of the Mussar movement as reflected in the writings of Rabbi Israel Salanter and his disciples.

JSH 311 Topics in Jewish Philosophy (3 credits)
This course has a special emphasis on faith and reason with readings in Hilkhot Deot, Moreh Nevukhim, Kuzari, and Shmoneh Perakim.

ASSOCIATE OF ARTS IN GENERAL STUDIES WITH A CONCENTRATION IN ACCOUNTING

The Online Associate of Arts in General Studies with a concentration in Accounting at Touro University Worldwide (TUW) is a 60-credit hour program that help students with various positions in accounting in several workplaces. The program consists of 45 credits hours of General Education courses and 15 credit hours of Accounting Concentration courses. Students learn skills useful for entry-level first jobs in the accounting department for-profit and non-profit organizations, payroll clerks, accounting assistants, bookkeepers, pursue bachelors level courses in business and accounting, and some professional certifications through hands-on experience relating to the current industry standard electronic accounting systems and business best practices. The concentration in accounting skills is built into the program courses to assist with entry-level opportunities needs of a variety of businesses, government agencies and other paraprofessional accounting in the industry.

The curriculum of the Associate of Arts in General Studies with a concentration in accounting is central to the mission of Touro University Worldwide and to its commitment to quality education with a specific emphasis on accounting and the population it serves. The accounting concentration includes the following courses: Principles of Accounting I, Principles of Accounting II, Ethics in Accounting, Payroll Accounting, Computerized Accounting, Fundamental Tax Accounting, and Managerial Accounting. The faculty members teaching these courses are committed to ensuring that the accounting concentration cultivates a breath of knowledge, skills, and values that are characteristics of the learning needed for entry level accounting areas.

The Associate of Arts in General Studies with a Concentration in Accounting

PROGRAM LEARNING OUTCOMES (PLO)

Upon completion of the Associate of Arts in General Studies with a concentration in Accounting the student will 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 Comprehend the principles of financial accounting, fundamental tax, payroll, computerized, managerial and ethics in accounting.
PLO 7 Collaborate with others in diverse group settings
PLO 8 Comprehend the landscape 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

ASSOCIATE OF ARTS IN GENERAL STUDIES WITH A CONCENTRATION IN ACCOUNTING COURSES AND CURRICULUM

The program is comprised of 60 semester credits with of 45 credits hours of General Education courses (15 courses) and 15 credit hours of Accounting Concentration courses (5 courses).

General Education Requirements

Students are required to complete 45 credits of General Education (GE) coursework, which is applied towards the Associate of Arts in General Studies with a concentration in accounting. Students can meet the General Studies goals by completing courses by transfer credits to TUW, and/or by completing the general education courses at TUW.

Please view the required GE courses in the curriculum for the Associates in Arts in General Studies.

Accounting Concentration Courses

Students must take 5 of the 7 courses in the concentration to fulfill the requirements for the Associate of Arts in General Studies with a concentration in accounting.

Courses with an asterisk (*) must be taken as part of the 5 course requirement.

Course Number	Course Title	Semester Credit Hours
ACT 101*	Principles of Accounting I	3
ACT 103	Ethics in Accounting	3
ACT 105*	Payroll Accounting	3
ACT 107	Computerized Accounting	3
ACT 109	Fundamental Tax Accounting	3
ACT 111	Managerial Accounting	3
ACT 201*	Principles of Accounting II	3

*** Note: These courses must be taken in the concentration**

Accounting Concentration Course Descriptions

ACT 101 Principles of Accounting I (3 credits)
This course is designed for students to develop an understanding of financial accounting fundamentals for prospective users of financial statements, such as investors, creditors, employees, and other stakeholders. Students will be introduced to the accounting cycle and will learn how to properly journal, document and post financial transactions.

ACT 103 Ethics in Accounting (3 credits)
This course will show how personal ethics transfer into handling accounting ethical issues in the business world. It will help students to make proper ethical decisions by defining the nature of what accounting ethics and identifying the questions that need to be asked in everyday business practices.

ACT 105 Payroll Accounting (3 credits)
This course covers fundamental skills and basic knowledge in the area of business payroll. Focuses on payroll and personnel record keeping. Includes calculation of gross pay using various methods, Social Security and Medicare taxes, federal and state income taxes, and federal and state unemployment taxes.

ACT 107 Computerized Accounting (3 credits)
In this course, students will identify key accounting processes within a computerized environment. Students will develop an understanding of the key controls necessary to maintain an adequate computerized accounting environment, such as the accounts payable function, order entry and shipment, inventory tracking, billing environment, cash-handling, and payroll processing.

ACT 109 Fundamental of Tax Accounting (3 credits)
This course analyzes United States tax laws and policies for individuals, corporations, and partnerships. Students will gain an understanding of the history of the United States tax systems and differentiate the differences of required taxes among entities as well as the inclusion and exclusion of income and expense items in tax calculations.

ACT 111 Managerial Accounting (3 credits)
This course studies accounting concepts and reporting techniques applied to management decision making. Students will analyze cost accounting concepts and analyze the behavior of costs, budgeting, differential analysis, and responsibility accounting. Students will learn how to apply financial statement analysis techniques to further understand the relationship between management decision making versus actual results.

ACT 201 Principles of Accounting II (3 credits)
In this course, students will build on the foundations established in the Principles of Accounting I course. Students will develop knowledge in key elements of Generally Accepted Accounting Principles (GAAP), such as cash, temporary investments, receivables, inventories, long-term investments, and capital assets. Students will also learn how to prepare a set of financial statements (the income statement, the statement of retained earnings, and the balance sheet).

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 (see APA Guidelines for Undergraduate Psychology Major and APA Undergraduate Psychology Curriculum).

The curriculum, under faculty supervision, provides opportunities for development of special interests, personal growth, research in the behavioral sciences. The courses address but not limited to learning psychology, developmental psychology, experimental psychology, social psychology, and abnormal psychology.

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 (PLO)

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)

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

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

Course Number	Course Title	Semester Credit
PSY 311	Educational Psychology	3
PSY 313	Neurological Bases of Human Behavior	3
PSY 315	Industrial and Organizational Behavior	3
PSY 317	Health Psychology	3
PSY 319	Parenting and Family Relations	3
PSY 321	Addiction and Recovery	3
PSY 323	Forensic Psychology	3
PSY 325	Psychology and Culture	3
PSY 327	Psychology of Adulthood and Aging	3
PSY 329	Tests and Measurements in Psychology	3
PSY 331	Introduction to Positive Psychology	3
PSY 333	Experimental Psychology	3
EDU 332	Structured English Immersion Foundations	3

Concentration: Industrial/Organization Psychology (12 credits, 4 courses)

Course Number	Course Title	Semester Credit Hours
PSY 400	Effective Client Communication	3
PSY 401	Applied Social Psychology	3
PSY 403	Theories of Attitude Change and Persuasion	3
PSY 405	Cross-Cultural Issues in Industrial and Organizational Psychology	3

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

Course Number	Course Title	Semester Credit Hours
PSY 408	Child and Adolescent Development	3
PSY 409	Abnormal Child and Adolescent Psychology	3
PSY 410	Psychology of Special Needs in Children and Adolescents	3
PSY 411	Impact of Society on Child and Adolescents	3

Concentration: Elementary Education (12 credits, 4 courses)

Course Number	Course Title	Semester Credit Hours
PSY 311	Educational Psychology	3
PSY 407	Theories of Reading	3
HIS 120	US History and Constitution	3
EDU 332	Structured English Immersion Foundations	3

Concentration: Secondary Education (12 credits, 4 courses)

Course Number	Course Title	Semester Credit Hours
PSY 311	Educational Psychology	3
HIS 120	US History and Constitution	3
PSY 407	Theories of Reading	3
EDU 332	Structured English Immersion Foundations	3
EDU 341	Case Studies in Adolescent Mental Health Issues	3

Concentration: Special Education (12 credits, 4 courses)

Course Number	Course Title	Semester Credit Hours
PSY 311	Educational Psychology	3
HIS 120	US History and Constitution	3
PSY 407	Theories of Reading	3
EDU 332	Structured English Immersion Foundations	3
EDU 337	Issues in Learning Disabilities	3
EDU 339	Instructional Methods for Students at Risk Academically	3

Concentration: Forensic Psychology (12 credits, 4 courses)

Course Number	Course Title	Semester Credit Hours
PSY 323	Forensic Psychology	3
PSY 401	Applied Social Psychology	3
PSY 415	Psychology and the Law	3
PSY 413	Criminal Behavior	3

Overall Summary of Credits Needed for BA in Psychology Program

	Number of Credits
General Education (45 credits)	45
Core Requirements (39 credits, includes one 3 credit Capstone course)	39
Electives (24 credits)	24
Concentration or free electives (12 credits)	12
Total	120

BA IN PSYCHOLOGY COURSE DESCRIPTIONS

CORE COURSES (39 SEMESTER CREDIT HOURS)

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 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 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 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.

ELECTIVE COURSES (COURSE DESCRIPTIONS) (24 SEMESTER CREDIT HOURS)

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.

PSY 333 Experimental Psychology (3 Credits)
The course provides a foundation for students in understanding the terminology and methods used for experimental psychology. Students will engage in online laboratory work and become familiar with research design in various areas of psychology.

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.

INDUSTRIAL/ORGANIZATION PSYCHOLOGY CONCENTRATION (12 SEMESTER CREDIT HOURS)

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.

CHILD AND ADOLESCENT PSYCHOLOGY CONCENTRATION (12 SEMESTER CREDIT HOURS)

PSY 408 Child and Adolescent Development (3 credits)
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 (3 credits)
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 (3 credits)
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 (3 credits)
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.

ELEMENTARY EDUCATION CONCENTRATION (12 SEMESTER CREDIT HOURS)

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.

SECONDARY EDUCATION CONCENTRATION (12 SEMESTER CREDIT HOURS)

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.

SPECIAL EDUCATION CONCENTRATION (12 SEMESTER CREDIT HOURS)

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.

FORENSIC PSYCHOLOGY CONCENTRATION (12 SEMESTER CREDIT HOURS)

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 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 413 Criminal Behavior (3 credits)
This course will focus on the psychological aspects of criminal behavior. The following topics will be explored: the concept of psychopathy and antisocial personality disorder, substance abuse and addiction, types of offenders including juvenile offenders, sex offenders, white collar criminals and female offenders.

PSY 415 Psychology and the Law (3 credits)
This course focuses on the application of psychology and psychological research to legal issues at both societal and individual levels. Topics that will be explored include competency to stand trial, insanity defenses, psychology and socialization of police officers, mental health courts, and jury decision making.

BA in Psychology - Human Services Concentration

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

Course Number	Course Title	Semester Credit Hours
PSY 300	Principles of Psychology	3
PSY 302	Psychology as a Science and Profession	3
PSY 304	Ethics in Psychology and Critical Thinking	3
PSY 308	Research Methods in Psychology	3
PSY 321	Addiction and Recovery	3
PSY 322	Assessment in Psychology	3
PSY 324	Community Psychology	3
PSY 325	Psychology and Culture	3
PSY 401	Applied Social Psychology	3
PSY 499	Capstone	3

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

Course Number	Course Title	Semester Credit Hours
BSW 301	Domestic Violence	3
BSW 303	Victim Advocacy	3
BSW 305	Youth -at-Risk	3
BSW 318	Child Welfare Services	3
BSW 319	Human Heterogeneity	3
PSY 310	Introduction to Developmental Psychology	3
PSY 312	Introduction to Social Psychology	3
PSY 314	Introduction to Personality Psychology	3
PSY 316	Introduction to Cognitive Psychology	3
PSY 318	Abnormal Psychology	3
PSY 320	Introduction to Clinical Psychology	3

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

Course Number	Course Title	Semester Credit Hours
BSW 307	Child Abuse	3
BSW 309	Military Approach to Social Work	3
BSW 311	International Social Work	3
PSY 319	Parenting and Family Relations	3
PSY 327	Psychology of Adulthood and Aging	3

Overall Summary of Credits Needed for BA in Psychology Program (Human Services Concentration)

	Number of Credits
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

HUMAN SERVICES CONCENTRATION CORE COURSES' DESCRIPTIONS (30 SEMESTER CREDIT HOURS)

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 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 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 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 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 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 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 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.

HUMAN SERVICES CONCENTRATION ELECTIVE COURSE DESCRIPTIONS (30 SEMESTER CREDIT HOURS)

BSW 301 Domestic Violence (3 credits)
This course will provide a systemic perspective on Family Violence (FV) and Intimate Partner Violence (IPV) (IPV is formerly and is still referred to as domestic violence). Included in the course is an overview of associated theories and research FV and IPV, various types of 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 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 319 Human Heterogeneity (3 credits)
This course explores various aspects of human heterogeneity. Students will utilize the CSWE 9 Core Competencies and associated behaviors to develop skills, practice cultural sensitivity, and learn to advocate for individuals, fairness, groups, communities, and organizations.

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.

HUMAN SERVICES CONCENTRATION COURSE DESCRIPTIONS (15 SEMESTER CREDIT HOURS)

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, health disparities, 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.

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 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.

Bachelor of Arts in Social Work (BSW)

The BA in Social Work engages students in a real world approach and includes 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 families to address their needs. The program curriculum includes knowledge regarding human behavior, social welfare policy, multicultural social work, and social work research. The School Social Work concentration provides an opportunity to develop specialized skills for practice in public school settings.

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 the 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 inspires students to be advocates for social change for 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 an 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, , 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 an 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, 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 Work Boards (ASWB). The Association of Social Work Boards 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 Experience for BA in Social Work

The curriculum is designed to promote a nurturing academic environment that integrates online courses with field training and real world learning and experience. The program combines classroom and field instruction to help students acquire the necessary knowledge, values and professional norms of the field of social work.

Student fieldwork is a critical part of the educational experience in the social work program. The field work education complies with the program mission to prepare students for generalist social work practice in the field of social work. The experience allows the integration and assessment of the student's ability to apply the curriculum content relating to social work values and ethics, populations at risk and social and economic justice, human behavior in the 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 engage in real-world experiences under the supervision of an approved field supervisor.

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 (PLO)

PLO 1 BSW graduates will demonstrate effective written and verbal communication skills and use communication skills effectively across client populations and other systems (CC 1).

PLO 2 BSW graduates will demonstrate critical thinking skills within the context of professional social work at the Generalist level (CC 6).

PLO 3 BSW graduates will demonstrate basic Evidence-Based Practice (EBP), research and evaluation skills and information literacy skills applicable to the field of social work (CC 4 & 5).

PLO 4 BSW graduates will demonstrate skillsets in the field of social work that convey knowledge in the purpose, values, and ethical standards, principles and practices of the social work profession (CC 2).

PLO 5 BSW graduates will be able to describe the strategies of advocacy and social change that advances social and economic justice recognizing the role of the social worker as an advocate in a culturally diverse society (CC 3).

PLO 6 BSW graduates will engage in evidence-based social work intervention strategies and apply legal and ethical practice in decision making as a generalist social worker (CC 8).

PLO 7 BSW graduates will demonstrate the 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 (CC 9).

PLO 8 BSW graduates will be able to appraise the economic, political and social forces that impact the unmet needs of disenfranchised populations within the social work environment (CC 7).

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) or 12 credits if School Social Work concentration selected
IV. School Social Work Concentration (12 credits—if selected), effective Spring 2, 2026

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 90 semester credits may be transferred to fulfill the Bachelor of Arts in Social Work program requirements. A minimum of 30 semester credits from the program core courses must be completed at Touro University Worldwide including practice, practicum and capstone courses.

BSW Curriculum

Core Program Requirements (51 semester credit hours)

Course Number	Course Title	Semester Credit Hours
BSW 300	Introduction to Social Work	3
BSW 302	Introduction to Social Welfare	3
BSW 304	Interviewing and Assessment	3
BSW 319	Human Heterogeneity	3
BSW 308	Ethics and Social Policy	3
BSW 310	Human Behavior and the Social Environment I	3
BSW 312	Human Behavior and the Social Environment II	3
BSW 314	Social Work Research	3
BSW 316	Comparative Social Work	3
BSW 317	Social Work Practice Tool Box	3
BSW 320	Social Work Practice I (Individuals and Families)	3
BSW 322	Social Work Practice II (Groups)	3
BSW 324	Social Work Practice III (Communities and Organizations)	3
BSW 326	Social Work Practicum I	3
BSW 328	Social Work Practicum II	3
BSW 330	Social Work Practicum III	3
BSW 399	Capstone	3

Electives Courses (24 semester credit hours, choose 8 courses from the list below)*

Course Number	Course Title	Semester Credit Hours
BSW 301	Domestic Violence	3
BSW 303	Victim Advocacy	3
**BSW 305	Youth -at-Risk	3
**BSW 307	Child Abuse	3
BSW 309	Military Approach to Social Work	3
BSW 311	International Social Work	3
BSW 313	Drug and Alcohol Treatment in Social Work	3
BSW 315	Social Work with Older Adults	3
**BSW 318	Child Welfare Services	3
**BSW 321	School Social Work	3

***Note 1: Only 4 elective courses needed if students enrolled in School Social Work Concentration**
****Note 2: These courses comprised the School Social Work concentration (see table below)**

School Social Work Concentration (12 semester credit hours); Effective Spring 2, 2026

BSW 305	Youth -at-Risk	3
BSW 307	Child Abuse	3
BSW 318	Child Welfare Services	3
BSW 321	School Social Work	3

BSW Course Descriptions

Core Courses (51 Semester Credit Hours)

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 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)
In this second course in the human behavior and the social environment sequence, students will examine human development, considering the theoretical underpinnings regarding opportunities, vulnerabilities and cultural factors that can influence individual development within communities and organizations. With particular attention on how systems impact the health and well-being of marginalized populations, the ability to analyze human behavior in the social environment and the impact within communities and organizations is essential for all methods of social work practice, whether the primary focus is clinical or community based. ***Prerequisite: BSW 310***

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, efficiency.

BSW 317 Social Work Practice Tool Box (3 credits)
This course prepares students to demonstrate ethical and professional behavior in the field of social work. Students learn about the CSWE 9 core competencies and associated practice behaviors. Students will hone interviewing and assessment skills as well as develop self-advocacy skills. Special topics include self-care and safety in social work.

BSW 319 Human Heterogeneity (3 credits)
This course explores various aspects of human heterogeneity. Students will utilize the CSWE 9 Core Competencies and associated behaviors to develop skills, practice cultural sensitivity, and learn to

advocate for individuals, fairness, groups, communities, and organizations.

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 final culminating course in the BASW degree program. In this course, the student work on a comprehensive social work portfolio. Students will demonstrate skills in research, synthesis of information, and critical thinking. The Capstone course is used to assess the student achievement of all 9 core competencies of the Council on Social Work Education (CSWE) and the BASW Program Learning Outcomes. Students also have an opportunity to develop a portfolio that may contribute to career and or personal goals in social work.

Elective Courses

(24 Semester Credit Hours) -- Note: only 12 semester credit hours if enrolled in School Social Work concentration

BSW 301 Domestic Violence (3 credits)
This course will provide a systemic perspective on Family Violence (FV) and Intimate Partner Violence (IPV) (IPV is formerly and is still referred to as domestic violence). Included in the course is an overview of associated theories and research FV and IPV, various types of 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. Social work interventions pertinent to at risk youth populations. Students assess behavioral, emotional, and situational problems facing youth in our society today.
**Note: cannot be selected as an elective course if enrolled in the School Social Work Concentration.*

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.
**Note: cannot be selected as an elective course if enrolled in the School Social Work Concentration*.

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, health disparities, 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 underling 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 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.
**Note: cannot be selected as an elective course if enrolled in the School Social Work Concentration.*

BSW 321 School Social Work (3 credits)*
This course introduces students to the role of school social workers in K–12 public education systems. Emphasis is placed on trauma-informed practices, legal and ethical responsibilities, and the development of leadership skills to support youth in educational settings. Students will explore frameworks such as FAPE, IEPs, 504 Plans, and PBIS, and examine how school social workers advocate for equity and student well-being.
**Note: cannot be selected as an elective course if enrolled in the School Social Work Concentration.*

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.

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. Students serve as representatives of Touro

University Worldwide at all external sites and are expected to uphold the university's professional and ethical standards. Please review the full policy of Professional Conduct in Internship, Practicum, and Off-Site Training Programs.

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 three practicum courses that are 150 hours each (each course is 3 credits). All hours must be face to face under supervision of the field supervisor at the field placement site. Students may also receive a maximum of 32 alternative hours of the total 150 hours per session pending the approval of the FED or Program Director.

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 *:* **Not all students will complete their practicum hours during the 3 courses, and may need to enroll continuation courses to complete their training hours.**

If a student has not completed the Practicum required hours, 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 there is a conjunction course with each practicum, e.g., BSW 320 WITH BSW 326, BSW 322 WITH BSW 328, BSW 324 WITH BSW 330. If the student fails the conjunction course, the student will need to retake the conjunction course and pay full tuition for that course.

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.

Bachelor of Science in Business Administration & Management (BSBA)

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.

School of Business Vision

Creating a learning environment centered on learning and intellectual pursuit to solve current business problems and challenges with proposed solutions.

School of Business Values

- Enhancing problem-solving skills
- Intellectual pursuit of business solutions
- Improving lives of all communities in an ever-changing academic environment through education
- Ethical approach to business practices
- Global business environment mindset

School of Business Mission

Offers online degree programs to serve the needs of adult learners, professionals and all other communities and teach students the fundamental business foundations and applications for assessing and solving contemporary business problems.

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.

Specialty Accreditation

The BSBA program is fully accredited by the Accreditation Council for Business Schools and Programs (ACBSP), which enhances the quality of the program by adhering to the unified standards and criteria for demonstrating excellence in business degrees (see TUW Member Profile Page, ACBSP).

BSBA Program Learning Outcomes (PLO)

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

PLO 1 Appraise the role of economics and management in planning, organizing, leading, controlling of resources available to organizations.

PLO 2 Design a SWOT analysis for a variety of organizational settings.

PLO 3 Assess the role of human resource management, including attracting, developing, and retaining a quality workforce in organizations.

PLO 4 Examine strategies of marketing research in organizations to include the global business environment.

PLO 5 Analyze ethical and legal issues in managing organizations in a variety of organizational settings.

PLO 6 Use online databases to conduct statistical and business research on management and trends in organizations.

PLO 7 Practice business 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)

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

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

Course Number	Course Title	Semester Credit Hours
MGT 301	Data Analysis and Decision Making	3
MGT 303	Training and Development in Business	3
MGT 305	Supply Chain Management	3
MGT 307	Project Management	3
MGT 309	Quality Management	3
MGT 311	Emergency and Disaster Management	3
MGT 313	Non-Profit Management	3
MGT 315	Medical Facilities Management	3
MGT 317	Customer Service Management	3

BS in Business Administration and Management- Concentrations
(Choose one concentration from the list below)

I. Accounting Concentration (12 semester credit hours)

Course Number	Course Title	Semester Credit Hours
MGT 345	Introduction to Financial Accounting	3
MGT 347	Intermediate Financial Accounting	3
MGT 349	Accounting Information Systems	3
MGT 351	Cash Management	3

II. Criminal Justice Concentration (12 semester credit hours)

Course Number	Course Title	Semester Credit Hours
CJS 301	Introduction to the Criminal Justice System	3
CJS 303	Criminal Processes and Procedures	3
CJS 305	Forensic Psychology	3
CJS 307	Criminal Justice in World Culture	3

III. Economic Concentration (12 semester credit hours)

Course Number	Course Title	Semester Credit Hours
ECO 301	Microeconomics	3
ECO 303	Macroeconomics	3
ECO 305	Money, Banking and Financial Intermediaries	3
ECO 307	Introduction to Industrial Organization	3

IV. Entrepreneurship Concentration (12 semester credit hours)

Course Number	Course Title	Semester Credit Hours
MGT 329	Managing Small Business	3
MGT 333	Business Opportunity Analysis	3
MGT 335	New Ventures and e-Business	3
MGT 339	Sales and Marketing	3

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

Course Number	Course Title	Semester Credit Hours
MGT 361	Emergency, Disaster and Homeland Security	3
MGT 363	Emergency Preparedness and Response	3
MGT 365	First and Second Responders Role in Crises	3
MGT 367	Homeland Security and Terrorism	3

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

Course Number	Course Title	Semester Credit Hours
MGT 321	Training and Development Management	3
MGT 323	Employee Performance and Appraisal Management	3
MGT 325	Workforce Planning and Employment	3
MGT 327	Legal Environment of HRM	3

VII. Marketing Concentration (12 semester credit hours)

Course Number	Course Title	Semester Credit Hours
MGT 337	Consumer Behavior	3
MGT 339	Sales and Marketing	3
MGT 341	Managing Advertising	3
MGT 343	Marketing Strategy	3

VIII. Project Management Concentration (12 semester credit hours)

Course Number	Course Title	Semester Credit Hours
MGT 371	Project Management Academic Concepts	3
MGT 373	Project Management Professional Practices	3
MGT 375	Project Management Planning and Leadership	3
MGT 377	Project Management Strategy and Application	3

BSBA Course Descriptions

Core Courses (39 Semester Credit Hours)

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 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 quality of workforce 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.

ELECTIVE COURSES (24 SEMESTER CREDIT HOURS)

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.

ACCOUNTING CONCENTRATION (12 SEMESTER CREDIT HOURS)

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.

CRIMINAL JUSTICE CONCENTRATION (12 SEMESTER CREDIT HOURS)

CJS 301 Introduction to Criminal Justice System (3 credits)
This course provides an overview of systems affecting criminal justice. Students review the historical development and contemporary criminal justice including internal and external functional structures. Students have an opportunity to apply lessons learned and associated strategies of the enforcement of law, policing, prosecution, adjudication, sentencing and corrections among civil and criminal 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.

ECONOMIC CONCENTRATION (12 SEMESTER CREDIT HOURS)

ECO 301 Microeconomics (3 credits)
In this course, students will learn fundamental concepts and topics in microeconomics and their application in real-life business and economic decisions. The major topics covered in the course include opportunity cost, scarcity, profit maximization, types of costs, competition and markets, and market failures.

ECO 303 Macroeconomics (3 credits)
Students analyze the overall performance of an economy by examining key topics such as output, inflation, unemployment, banking and lending and the role of monetary and fiscal policies for improving the economic performance of the economy.

ECO 305 Money, Banking and Financial Intermediaries (3 credits)
In this course, students learn the main features of the U.S. monetary and financial system, including the role of the banking and financial markets in facilitating economic growth in the long-run. The main topics covered are the history and role of money, the fractional reserve banking system, the role of the Federal Reserve System, the main determinants of interest rates, types of financial markets and institutions, and monetary policy.

ECO 307 Introduction to Industrial Organization (3 credits)
In this course students learn how firms compete with each other, the impact of firm's competition on the industry structure and profitability and the public policy implications regarding competition, pricing and consumers' welfare.

ENTREPRENEURSHIP CONCENTRATION (12 SEMESTER CREDIT HOURS)

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.

HOMELAND SECURITY EMERGENCY DISASTER MANAGEMENT CONCENTRATION

(12 SEMESTER CREDIT HOURS)

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.

HUMAN RESOURCE MANAGEMENT CONCENTRATION (12 SEMESTER CREDIT HOURS)

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 and 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 and 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.

MARKETING CONCENTRATION (12 SEMESTER CREDIT HOURS)

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.

PROJECT MANAGEMENT CONCENTRATION (12 SEMESTER CREDIT HOURS)

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 and 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 and 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.

BACHELOR OF SCIENCE IN HEALTH SCIENCES (BSHS)

The Bachelor of Science of Health Sciences is an undergraduate program aimed at preparing and advancing careers and employment in the health science field. *The BSHS program has 3 tracks, Health Education, Health Care Administration, and Long-Term Care Administration. The mission of the BSHS is aligned with the mission of the University.

Effective Summer 1, 2019 session.

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.

BACHELOR OF SCIENCE IN HEALTH SCIENCES PROGRAM LEARNING OUTCOMES (PLO)

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

PLO 1 Demonstrate effective written, verbal and information literacy skills while using technology in health sciences.
PLO 2 Demonstrate fundamental research and evaluation skills applicable to the field of health sciences.
PLO 3 Distinguish between methods of health promotion and voluntary changes in health behavior.
PLO 4 Examine the role of sound judgement in making informed decisions concerning health advocacy in a culturally diverse society.
PLO 5 Interpret legal and ethical practices associated with decision making in a variety of health settings.
PLO 6 Explore underlying theories relevant to contemporary practices in the field of health sciences.
PLO 7 Compare and contrast team building skills and group facilitation needed to achieve collaborative goals in a variety of health settings.
PLO 8 Compose a paper that synthesizes the economic, political and social forces that impact a selected area of choice in health sciences.

BSHS HEALTH EDUCATION TRACK

The coursework in Health Sciences with an emphasis in health education 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 assist students in the development of 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 (pdf), as delineated in *A Competency-Based Framework for Health Education Specialists 2010*.

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

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.

HEALTH EDUCATION TRACK PROGRAM LEARNING OUTCOMES (PLO)

Upon completion of the BSHS (Health Education Track) 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.

HEALTH EDUCATION TRACK PROGRAM REQUIREMENTS

In order to complete the degree in Bachelor of Science in Health Sciences with an emphasis 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); *21 of the 45 credits are prerequisites which must be taken at TUW or equivalent transfers (ANT 106, BIO 201, BIO 2O2, HEA 229, MIC 206, PSY 101 & STA 206)
II. Core Requirements (39 credits)
III. Electives (24 credits)
IV. Concentration Courses (12 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 (3-1/2) 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 the Touro University Worldwide.

HEALTH EDUCATION TRACK CORE REQUIREMENTS (39 SEMESTER CREDIT HOURS)

Course Number	Course Title	Semester Credit Hours
BHS 300	Intro to Health Education	3
BHS 302	Health Promotions and Lifestyle Modification	3
BHS 304	Principles of Educating and Teaching Individuals & Communities	3
BHS 305	Human Nutrition	3
BHS 306	Developing and Working in Teams	3
BHS 308	Cultural Competence in Healthcare	3
BHS 315	Environmental Health and Safety	3

Course Number	Course Title	Semester Credit Hours
BHS 317	Principles of Epidemiology	3
BHS 400	Healthcare Delivery System	3
BHS 402	Policies and Ethics in Health Care	3
BHS 404	Research for Evidence Based Practice	3
BHS 406	Development and Evaluation of Health Programs	3
BHS 499	Capstone	3

HEALTH EDUCATION TRACK ELECTIVE COURSES (24 SEMESTER CREDIT HOURS)

Course Number	Course Title	Semester Credit Hours
BHS 303	Obesity and other Eating Disorders	3
BHS 307	Nutrition and Disease	3
BHS 311	Stress and Disease	3
BHS 313	Gerontology	3
BHS 321	Long-Term Care Administration	3
BHS 325	Human Sexuality	3
BHS 327	Consumer Health	3
BHS 330	Global Health	3
BHS 331	School Health Programs	3
BHS 333	Community Health Statistics	3

HEALTH EDUCATION TRACK CONCENTRATION COURSES (12 SEMESTER CREDIT HOURS)

Course Number	Course Title	Semester Credit Hours
BHS 301	Health Problems in the Life Cycle	3
BHS 309	Issues of Alcohol and Substance Abuse	3
BHS 319	Special Topics in Health Education	3
BHS 323	Health Care Communication and Advocacy	3

HEALTH EDUCATION TRACK COURSE DESCRIPTIONS

CORE COURSES (39 SEMESTER CREDIT HOURS)

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 and 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 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 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 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 l 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 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.

HEALTH EDUCATION TRACK ELECTIVE COURSES (24 SEMESTER CREDIT HOURS)

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 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 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 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 325 Human Sexuality (3 credits)
This course provides an overview of the biological, sociological and psychological basis of human sexual functioning relevant to Health Science. At the end of this course students will be able to define human sexuality, facilitate communication regarding sexuality, and identify trends and changes in human sexuality. An evidenced-based approach will be used to explore topics focused on sexual development and function throughout the lifespan.

BHS 327 Consumer Health (3 credits)
This course will provide an introduction to consumer health. Students will be provided with tools and resources involved in the selection of health services and products. Students will discuss the various platforms of health services, identify how treatments are produced and implemented, describe vulnerable populations and their history related to health services, importance of health literacy. Additionally, students will examine the impact of complementary and alternative medicine on health behavior.

BHS 330 Global Health (3 credits)
This course will serve as an introduction to examining global health challenges and programs. The program will examine global health concepts, identify and describe the burden of disease on a community and global level. Students in the course will examine epidemiological data to discuss important communicable and non-communicable health conditions.

BHS 331 School Health Programs (3 credits)
In this course students are introduced to school of health programs addressing health behaviors. Students will identify and examine communicable and non-communicable disorders affecting children and adolescents in grades K-12. The course will examine the relationship between schools and children's health, CDC's Whole Child (WSS) Model, the role of government agencies in school health, and the impact of policy on health outcomes.

BHS 333 Community Health Statistics (3 credits)
The course aims to introduce students to the role of methodology and statistics in topics related to health science. The course will introduce students to vital community health descriptive and inferential statistics often used in assessment in health outcomes. Students will examine the methodology used to develop health programs and their challenges. The course will highlight the application of community health statistics to examine health outcomes and will not focus on mathematical statistical equations.

HEALTH EDUCATION TRACK CONCENTRATION COURSES (12 SEMESTER CREDIT HOURS)

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 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 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 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.

BSHS Health Care Administration Track

Bachelor's Degree in Health Sciences with an emphasis 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 an emphasis 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

Health Care Administration Track Program Learning Outcomes (PLO)

Upon completion of the BSHS (Health Care Administration Track) 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.

HEALTH CARE ADMINISTRATION TRACK PROGRAM REQUIREMENTS

In order to complete the degree in Bachelor of Science in Health Sciences with an emphasis in Health Care Administration, the student has to complete a total of 120 semester credits. In the Health Care Administration Track, students have to concentrations to choose from depending on their specific area of interest: (1) Nutrition and Health or (2) Health Care Management. 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 Electives (45 credits)
II. Core Requirements (39 credits)
III. Electives (24 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.

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.

HEALTH CARE ADMINISTRATION TRACK CORE REQUIREMENTS

(39 SEMESTER CREDIT HOURS)

Course Number	Course Title	Semester Credit Hours
BHA 300	Leadership in Health Services Administration	3
BHA 302	Organizational Behavior	3
BHA 304	Management of Health Services	3
BHA 308	Cultural Competence in Healthcare	3
BHA 400	Healthcare Delivery System	3
BHA 402	Policies and Ethics in Health Care	3
BHA 406	Development and Evaluation of Health Programs	3
BHA 408	Health Care Marketing	3
BHA 410	Non –Profit Organizations in Health Care	3
BHA 412	Environmental Health and Safety	3
BHA 416	Research Methods for Health Care Administration	3
BHA 418	Health Information Systems	3
BHA 499	Capstone	3

HEALTH CARE ADMINISTRATION TRACK ELECTIVE COURSES (24 SEMESTER CREDIT HOURS)

Course Number	Course Title	Semester Credit Hours
BHA 303	Health Care Finance	3
BHA 305	Health Care Policy	3
BHA 307	Survey of International Health Administration	3
BHA 309	Navigating the US Health Care System	3
BHA 313	Gerontology	3
BHA 315	Human Resource Management	3
BHA 317	Principles of Epidemiology	3
BHA 321	Safety Issues in Health Care	3
BHA 323	Health Care Advocacy	3
BHA 404	Research for Evidence Based Practice	3

HEALTH CARE ADMINISTRATION TRACK CONCENTRATIONS COURSES

NUTRITION AND HEALTH CONCENTRATION COURSES (12 SEMESTER CREDIT HOURS)

Course Number	Course Title	Semester Credit Hours
BHA 301	Health Problems in the Life Cycle	3
BHS 305	Human Nutrition	3
BHS 307	Nutrition and Disease	3
BHA 311	Strategic Planning in Health Care	3

HEALTHCARE MANAGEMENT CONCENTRATION COURSES (12 SEMESTER CREDITE HOURS)

Course Number	Course Title	Semester Credit Hours
BHA 306	Developing Working in Teams	3
BHA 319	Special Topics in Health Care Administration	3
BHA 414	Long-Term Care Administration	3
BHA 420	Project Management in Health Administration	3

HEALTH CARE ADMINISTRATION TRACK COURSE DESCRIPTIONS

CORE COURSES (39 SEMESTR CREDIT HOURS)

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 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 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 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 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.

HEALTH CARE ADMINISTRATION TRACK—ELECTIVE COURSES (24 SEMESTER CREDIT HOURS)

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 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 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.

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.

HEALTH CARE ADMINISTRATION TRACK—CONCENTRATION COURSES

NUTRITION AND HEALTH CONCENTRATION COURSES (12 SEMESTER CREDIT HOURS)

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.

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.

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.

HEALTHCARE MANAGEMENT CONCENTRATION COURSES (12 SEMESTER CREDIT HOURS)

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 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 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 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.

BSHS Long-Term Care Administration Track

The Bachelor of Science in Health Sciences degree program with an emphasis 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 emphasis 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

Long-Term Care Administration Track Program Learning Outcomes (PLO)

Upon completion of the BSHS (Long-Term Care Administration Track) 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.

Long-Term Care Administration Track Program Requirements

I. General Electives (45 credits)
II. Major/Core Requirements (39 credits)
III. Electives (24 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.

Long-Term Care Administration Track Curriculum

Long-Term Care Administration Track Core Requirements

(39 Semester Credit Hours)

Course Number	Course Title	Semester Credit Hours
BHA 300	Leadership in Health Services Administration	3
BHA 302	Organizational Behavior	3
BHA 306	Developing Working in Teams	3
BHA 308	Cultural Competence in Healthcare	3
BHA 414	Long-Term Care Administration	3
BHA 315	Human Resource Management	3
BHA 313	Gerontology	3
LTC 427	Substance Abuse and the Elderly	3
BHA 410	Non –Profit Organizations in Health Care	3
BHA 418	Health Information Systems	3
BHA 323	Health Care Advocacy	3
BHA 406	Development and Evaluation of Health Programs	3
LTC 499	Capstone	3

Long-Term Care Administration Track Elective Courses

(24 Semester Credit Hours)

Course Number	Course Title	Semester Credit Hours
BHA 301	Health Problems in the Life Cycle	3
BHA 303	Health Care Finance	3
BHA 304	Management of Health Services	3
BHA 305	Health Care Policy	3
BHA 307	Survey of International Health Administration	3
BHA 309	Navigating the US Health Care System	3
BHA 311	Strategic Planning in Health Care	3
BHA 317	Principles of Epidemiology	3
BHA 319	Special Topics in Health Care Administration	3
BHA 321	Safety Issues in Health Care	3
BHA 400	Healthcare Delivery System	3
BHA 402	Policies and Ethics in Health Care	3
BHA 404	Research for Evidence Based Practice	3
BHA 408	Health Care Marketing	3
BHA 412	Environmental Health and Safety	3
BHA 416	Research Methods for Health Care Administration	3
BHS 305	Human Nutrition	3
BHS 307	Nutrition and Disease	3

Long-Term Care Administration Track Concentration Courses

(12 Semester Credit Hours)

Course Number	Course Title	Semester Credit Hours
LTC 419	Assisted Living Administration	3
LTC 421	Hospice Care	3
LTC 429	End of Life Ethics	3
LTC 425	Social Issues & Intervention Strategies with Older Adults	3

Long-Term Care Administration Track Course Descriptions

Core Program Requirements (39 Semester Credit Hours)

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 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 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 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.

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 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 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 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 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.

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

LONG-TERM CARE ADMINISTRATION TRACK ELECTIVE COURSES

(24 SEMESTER CREDIT HOURS)

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 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 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 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 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 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 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 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.

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.

LONG-TERM CARE ADMINISTRATION TRACK CONCENTRATION COURSES
(12 SEMESTER CREDIT HOURS)

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 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 429 End of Life Ethics (3 credits)
This course addresses key issues associated with end-of-life 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

MASTER 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).

School of Business Vision

Creating a learning environment centered on learning and intellectual pursuit to solve current business problems and challenges with proposed solutions.

School of Business Values

- Enhancing problem-solving skills
- Intellectual pursuit of business solutions
- Improving lives of all communities in an ever-changing academic environment through education
- Ethical approach to business practices
- Global business environment mindset

School of Business Mission

Offers online degree programs to serve the needs of adult learners, professionals and all other communitiesand teach students the fundamental business foundations and applications for assessing and solving contemporary business problems.

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.

Specialty Accreditation

The MBA program is fully accredited the Accreditation Council for Business Schools and Programs (ACBSP), which enhances the quality of the program by adhering to the unified standards and criteria for demonstrating excellence in business degrees.

Academic Leveling for MBA

CPC Leveling for Admissions*

Effective Spring 2, 2023, applicants for the Master in Business Administration (MBA) whose undergraduate degree is in a field other than business or do not have the basic undergraduate CPC courses will be required to take one or more of the Peregrine Academic Leveling Courses (ALC). Based on the review of student transcripts, the student will enroll in one or more of the leveling courses below (as applicable):

1. Fundamentals of Accounting (taken prior to enrollment in the MBA Accounting course)
2. Fundamentals of Business Finance (taken prior to enrollment in the MBA Finance course)
3. Fundamentals of Microeconomics (taken within the first 12 credits of the MBA program)
4. Fundamentals Macroeconomics (taken within the first 12 credits of the MBA program)

**There is no cost associated with the above courses.*

MBA Program Learning Outcomes (PLO)

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

PLO 1 Apply information literacy to interpret theoretical underpinnings of management and leadership.
PLO 2 Synthesize concepts from business literature that contribute to decision-making and communications in a global business environment.
PLO 3 Practice the application of economic contributions in leadership and management in a variety of business settings.
PLO 4 Examine the role of quantitative methods and statistics in making optimal management decisions.
PLO 5 Value ethics and the legal compliance in managerial decision making within an organization.
PLO 6 Assess cross-cultural competencies and communications applicable to business including those in a global setting.
PLO 7 Analyze marketing research tools associated with strategic planning processes in various 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 following information.

MBA Required Core Courses (27 Semester Credit Hours)

Course Number	Course Title	Semester Credit Hours
MBA 600	Professional Communications	3
MBA 601	Marketing Research	3
MBA 604	Management Across Cultures	3
MBA 606	Ethics for Business Professionals	3
MBA 612	Managerial Accounting	3
MBA 621	Financial Principles & Management	3
MBA 643	Strategy and Planning	3
MBA 646	Managing Organizational Behavior	3
MBA 690	Capstone (Must be taken in the last term)	3

MBA- Concentrations (Choose one concentration from below)

I. Accounting Concentration (9 credits)

Course Number	Course Title	Semester Credit Hours
MBA 631	Audit Corporate Accounting	3
MBA 640	Financial Statement Analysis	3
MBA 641	Advanced Accounting	3

II. Artificial Intelligence (AI) Management (9 credits)

Course Number	Course Title	Semester Credit Hours
MAI 601	Introduction to Artificial Intelligence (AI)	3
MAI 603	Machine Learning and Robots in Business	3
MAI 605	Special Topics in Artificial Intelligence Business	3

III. Cybersecurity Management Concentration (9 credits)

Course Number	Course Title	Semester Credit Hours
CBY 610	Foundations of Cybersecurity Management	3
CBY 615	Foundations of Data Protection	3
CBY 620	Compliance & Legal Issues	3

IV. Finance Concentration (9 credits)

Course Number	Course Title	Semester Credit Hours
MBA 622	Budgeting	3
MBA 623	Investments & Portfolios	3
MBA 624	Global Finance	3

V. Global Management Concentration (9 credits)

Course Number	Course Title	Semester Credit Hours
MBA 603	International Business	3
MBA 607	Consulting in Global Management	3
MBA 644	Management & Leadership	3

VI. Health Administration Management (9 credits)

Course Number	Course Title	Semester Credit Hours
MHM 651	Health Care Systems	3
MHM 653	Health Care Ethical and Legal Issues	3
MHM 655	Quality Assurance in Health Care	3

VII. Human Resources Management Concentration (9 credits)

Course Number	Course Title	Semester Credit Hours
MBA 609	Human Resources Management	3
MBA 613	Human Resources Management and Law	3
MBA 617	Contemporary Issues in Human Resources Management	3

VIII. Information Technology Management (9 credits)

Course Number	Course Title	Semester Credit Hours
ITM 601	Management Information Technology	3
ITM 603	Information Technology Strategies and Planning	3
ITM 605	Information Technology Project Management	3

IX. Marketing Concentration (9 credits)

Course Number	Course Title	Semester Credit Hours
MBA 632	Integrated Marketing	3
MBA 635	Contemporary Marketing	3
MBA 675	Social Media Marketing Strategy	3

X. Non-Profit Management (9 credits)

Course Number	Course Title	Semester Credit Hours
NPM 601	Foundations of Non-profit Management	3
NPM 603	Financial Decision Making for Non-profits	3
NPM 605	Marketing and Revenue Generation for Non-profits	3

XI. Physician/Health Executive (9 credits, choose 3 courses)

Course Number	Course Title	Semester Credit Hours
MHM 651	Health Care Systems	3
MHM 653	Health Care Ethical and Legal Issues	3
MHM 655	Quality Assurance in Health Care	3
MHM 657	Effective Management of Medical Practice	3
MHM 659	Best Practices in Hospital Management	3

MBA Course Descriptions

Core Courses (27 Semester Credit Hours)

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 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 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 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.

ACCOUNTING CONCENTRATION (9 SEMESTER CREDIT HOURS)

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.

Artificial Intelligence (AI) Management Concentration (9 Semester Credit Hours)

MAI 601 Introduction to Artificial Intelligence (AI) (3 credits)
This introductory course guides students through the evolution of key AI technologies for the Business Manager, and how AI technologies have developed and transformed industry and business. From the managerial perspective, students will learn about collective intelligence, business strategy implications, societal impacts of AI, potential use of AI in organizations, and future presence of AI.

MAI 603 Machine Learning and Robots in Business (3 credits)
In this course, students will explore the core concepts of machine learning and robots in the business environment. Students also examine how machine learning is designed, how computer applications learn from experience, and how AI technologies such as Machine Learning and Robots can be integrated into business functions. Other topics include how AI technology benefits an organization and the associated implication on the organization from a managerial perspective. Students will apply lessons learned in a real world assignment that addresses Machine Learning and Robots to a business function of choice.

MAI 605 Special Topics in Artificial Intelligence Business (3 credits)
In this course, students utilize a case-based approach to provide AI implementation strategies across a variety of industries and organizations. Special emphasis is on student conducted research to develop Artificial Intelligence special projects in business from a managerial perspective.

Cybersecurity Management Concentration (9 Semester Credit Hours)

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.

FINANCE CONCENTRATION (9 SEMESTER CREDIT HOURS)

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.

GLOBAL MANAGEMENT CONCENTRATION (9 SEMESTER CREDIT HOURS)

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.

HEALTH ADMINISTRATION MANAGEMENT CONCENTRATION (9 SEMESTER CREDIT HOURS)

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.

HUMAN RESOURCE MANAGEMENT CONCENTRATION (9 SEMESTER CREDIT HOURS)

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.

INFORMATION TECHNOLOGY MANAGEMENT CONCENTRATION (9 SEMESTER CREDIT HOURS)

ITM 601 Management of Information Technology (3 credits)
This course explores contemporary information technology systems, policies, and management issues in the organization's information technology function. Students will examine the relationship between organizational structure, processes, and emerging technologies in business intelligence (BI) that uses tools such as online analytical processing (OLAP), data mining, business performance management (BPM), predictive and data analytics, big data, and informatics. The course is designed to highlight an organization's competitive advantage through information system development methodologies and the impact of information technologies on the organization's funding and human resources.

ITM 603 Information Technology Strategies and Planning (3 credits)
In this course, students examine strategies in information technology and innovation from a management perspective. The course introduces the process and methods of creating a strategic plan for IT organizations and aligning information technology strategy to business strategy in support of business functions. Topics include impacting IT strategy on business performance, competitive advantage, risk management, technology integration. These topics are explained through case studies and examples by using a strategic planning methodology.

ITM 605 Information Technology Project Management (3 credits)
The course introduces project management methodologies such as Critical Path Method (CMP), Critical Chain Project Management, Lean, Six Sigma Method, Extreme Programming (XP), Scrum, PRINCE2. The methodologies are useful for IT project management and project charter not limited to but including process groups and integration, scope, time management, costs, quality management, human resources, and more.

MARKETING CONCENTRATION (9 SEMESTER CREDIT HOURS)

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 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 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.

NON-PROFIT MANAGEMENT CONCENTRATION (9 SEMESTER CREDIT HOURS)

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.

PHYSICIAN/HEALTH EXECUTIVE CONCENTRATION (9 SEMESTER CREDIT HOURS, CHOOSE 3 COURSES)

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.

MHM 657 Effective Management of Medical Practice (3 credits)
The course will provide students with an in-depth knowledge of techniques and tools necessary for physicians and/or health care professionals to manage healthcare operations efficiently while providing the highest quality services to patients/clients. Some of the major topics covered in course are: healthcare finance, leadership, healthcare policy issues, healthcare costs management, healthcare ethics and others.

MHM 659 Best Practices in Hospital Management (3 credits)
The course will offer students with a solid understanding of the best managerial practices needed to provide high quality healthcare in hospitals while minimizing the costs of healthcare delivery. Some of the main topics covered in this course include hospital budgeting, overview of healthcare regulations applicable to hospitals, training and staffing of specialized personnel, and contract management.

MASTER OF SCIENCE IN BUSINESS ANALYTICS (MSBA)

The Touro University Worldwide Master of Science in Business Analytics is a 36-credit hour program of study designed to provide a gateway to the knowledge and applications of business analytics in a variety of business decision settings.

The program blends theoretical and applied concepts related to the field of business and data analytics. The program's curriculum lays a strong foundation of business analytics and its application to business decision making by offering courses that range from the fundamentals of business analytics to Big Data Management to communicating data driven decisions and strategy through visualization.

Students who elect the Management concentration hone skills in analytical operations, intelligence and project management that enhance their managerial skills within and industry, sector and or organization.

Students who elect the Marketing concentration hone their skillset in marketing metrics, digital marketing and strategies for social media marketing, all which are useful in the ever changing global market.

Graduates of the Master of Science in the Business Analytics program will have a solid foundation of knowledge, insights and skillsets to impact and make a difference in the world of business analytics, by identifying optimal solutions for management and marketing problems. The program also serves managers and leaders in current business positions seeking the opportunity for career advancement.

MS IN BUSINESS ANALYTICS MISSION STATEMENT

The mission of the TUW Master of Science in Business Analytics (MSBA) is to develop and adult learners, with practical and academic business analytics skills that contribute to their professional, personal and intellectual growth, meet their business career advancement needs at higher levels in the management and business leadership environment. The program aims to develop managers and leaders with skillsets to serve and enrich their industry, organization and society in general.

MS IN BUSINESS ANALYTICS PROGRAM LEARNING OUTCOMES (PLO)

Upon completion of the Master of Science in the Business Analytics program, the student will be able to:

PLO 1 Examine the value of business analytics in managerial decision making.
PLO 2 Value the role of management in assuring security and ethical practices in business analytics.
PLO 3 Evaluate data driven decisions in implementing strategy in managing Big Data and databases.
PLO 4 Apply quantitative reasoning through the application of predictive analytics, forecasting and statistical methods.
PLO 5 Compare and contrast analytic strategies associated with consumer based marketing for managerial decision making.
PLO 6 Assess business intelligence decision-making in operational and project based analytics in an organization.
PLO 7 Examine the role data visualization and communication in business analytics and management.
PLO 8 Compose a summative assignment that integrates all facets of business analytics in a contemporary business setting.

MS IN BUSINESS ANALYTICS 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 Analytics that relate to your specific goals, you select one of the two concentrations that best relates to your aspirations.

MS in Business Analytics Required Core Courses (27 Semester Credits Hours)

Course Number	Course Title	Semester Credit Hours
MSB 600	Introduction to Business Analytics	3
MSB 602	Security and Ethics for Business Analytics	3
MSB 604	Big Data Management and Databases	3
MSB 606	Fundamentals of Statistics	3
MSB 608	Predictive Analytics and Forecasting	3
MSB 610	Consumer Analytics	3
MSB 612	Data Driven Decisions and Strategy	3
MSB 614	Data Visualization and Communication in Business Analytics	3
MSB 690	Business Analytics Capstone	3

MS in Business Analytics Concentrations (9 Semester Credits Hours)

I. Management Concentration (9 Semester Credit Hours)

Course Number	Course Title	Semester Credit Hours
MSB 601	Business Analytics Operations	3
MSB 603	Business Intelligence Decision Making	3
MSB 605	Project Management Analytics	3

II. Marketing Concentration (9 Semester Credit Hours)

Course Number	Course Title	Semester Credit Hours
MSB 607	Marketing Metrics for Decision Makers	3
MSB 609	Digital Marketing Analytics	3
MSB 611	Strategic Social Media Marketing Analytics	3

MS IN BUSINESS ANALYTICS COURSE DESCRIPTIONS

CORE COURSES (27 SEMESTER CREDIT HOURS)

MSB 600 Introduction to Business Analytics (3 credits)
In this course students will explore the fundamentals of the business analytics process and concepts, from a business and managerial perspective. Special emphasis includes the influence of data analytics and big data within the organization and its strategic plan, associated analytics techniques, and business applications to include open source.

MSB 602 Security and Ethics for Business Analytics (3 credits)
This foundational course examines the security, privacy and ethical implications of business analytics. Students address challenges in the life cycle of data from data collection to data analysis. Students explore the associated implications of misuse of information and review legal and ethical policies in an ever changing environment in a variety of industries and business settings.

MSB 604 Big Data Management and Databases (3 credits)
The course introduces students to relational databases concepts, data warehousing, data management, the rise of big data, data mining, data warehousing, and modeling tools. Students will have exposure to a variety of systems and tools through applicable to various types of data, which enable them to effectively manage and apply actionable insight garnered from big data.

MSB 606 Fundamentals of Statistics (3 credits)
In this course, students learn fundamental statistics useful in business analytics and the basic principles to develop data and hone analytical skills. Special emphasis includes the application of probability, common distribution, estimation, hypothesis testing, tests of differences, regression analysis and their uses for organizational decision-making.

MSB 608 Predictive Analytics and Forecasting (3 credits)
This course augments the fundamentals of statistics as students learn how to provide predictive analytics, forecasting and predictive modeling in decision making by using a variety of statistical tools such as regression analysis, data modeling and multivariate statistics. Students have an opportunity to explore predictive analytics and forecasting in a particular area of interest within an organization or industry.

MSB 610 Consumer Analytics (3 credits)
Students explore consumer analytics from datasets from a managerial perspective of Big Data's influence on an organizations marketing activity. Utilizing data sets for practice, special emphasis is on data collection and storage of consumer activity, garnering consumer insights, and utilizes the insights to provide a competitive advantage within an organization.

MSB 612 Data Driven Decisions and Strategy (3 credits)
In this course, students utilize datasets to apply a variety of tools managers need to make decisions and create strategies based on actual data within a selected organization or industry. Special topics include but not limited to utilizing Big Data for investment decisions, application of simulation techniques, scenario analysis, resource allocation and decentralization/centralization in strategic managerial decision-making.

MSB 614 Data Visualization and Communication in Business Analytics (3 credits)
In this course, students utilize hands on applications of tools of data visualization for a range of data types used in business analytics to communicate actionable insights and storytelling to convey business actions to various audiences in an organization or industry. Students receive real world data sets applicable to their visualization and communication assignment.

MSB 690 Business Analytics Capstone (3 credits)
The Capstone Course is the final course in the MS in Business Analytics program. Students develop a comprehensive assignment demonstrating mastery of the program learning outcomes and integrate all facets of business analytics by applying lessons learned in a real-world assignment.

MANAGEMENT CONCENTRATION (9 SEMESTER CREDIT HOURS)

MSB 601 Business Analytics Operations (3 credits)
In this course students will explore fundamental business analytic operations such as data collection and transformation useful for managerial decision making. Students learn about data analysis, optimization processes and desired goals that lend to an organization's value chain across functional areas. Special emphasis is on the use of analytics to model the outcomes to better predict and plan during uncertainty in an ever changing global environment.

MSB 603 Business Intelligence Decision Making (3 credits)
Students will learn the concepts of Business Intelligence (BI) to support managerial decision making. Special emphasis is on concepts such as data warehousing, data integration, Business Intelligence, data mining, and visualization to convey results and strategies to a variety of audiences. Students examine real world case studies that address managerial problem solving and decision making that use applicable Business Intelligence tools such as dashboards, R, Python, business analytics, Google fusion tables and more.

MSB 605 Project Management Analytics (3 credits)
This course will allow students to utilize data sets to learn how to set goals, budgets, and expectations for business analytics projects. Students select areas for potential analytics projects, evaluate the feasibility of proposed projects, and conduct the six phases of the analytics project life cycle.

MARKETING CONCENTRATION (9 SEMESTER CREDITS)

MSB 607 Marketing Metrics for Decision Makers (3 credits)
In this course, students examine marketing metrics in assessing financial effects on decision making in marketing, data interpretation, and trends applicable to managers in a variety of settings. Students apply metrics in decision making in fundamental marketing such as segmentation, targeting, positioning and evaluating and assessing strategic marketing plans. Special emphasis is on planning, implementation and ethical implications associated with effective marketing metric research for decision makers.

MSB 609 Digital Marketing Analytics (3 credits)
In this course, students continue with utilizing hands on datasets and digital marketing analytical tools to transform data into actionable insights that can be used to support marketing decisions in organizations. Students will learn how to collect data, conduct appropriate quantitative analyses, and develop actionable insights to support marketing goals. Students explore contemporary digital marketing strategies to create a competitive advantage and enhance the return on investment (ROI) in an industry, sector or organization.

MSB 611 Strategic Social Media Marketing Analytics (3 credits)
This course provides students an overview of social marketing along with the analytics tools and strategic uses of social media from a managerial perspective. Students are introduced to the role of the evasive qualitative content acquired in social media marketing across a variety of means to include Internet, mobile applications, and web-based platforms. Students will use a mixed methods approach such as datasets and qualitative content to develop strategic social media analytics to develop marketing strategies to develop a competitive advantage in an organization, sector or industry.

Master 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 all communities, government, nonprofit agencies, and society.

MPA Program Learning Outcomes (PLO)

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 Credit Hours)

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

MPA Course Descriptions

Core Courses (36 Semester Credit Hours)

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 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 fundamental statistical techniques that are used in the analysis of data in public administration. Special emphasis will include exploring empirical research in public administration including descriptive and inferential statistical methods, parametric and nonparametric analyses, sampling distributions, generalizations, inferences, and interpretations that can legitimately be made on the basis of public administration 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.

MASTER OF SCIENCE IN HUMAN RESOURCE MANAGEMENT (MHRM)*

The Touro University Worldwide Master of Science in Human Resource Management (MHRM) is a 36-credit hour program offering opportunities for professionals to hone their academic skillsets while also providing new students opportunities to pursue a variety of human resource careers. The program blends theoretical and applied concepts relevant to human resource professionals. The curriculum offers an emphasis on real-world learning and skills that are immediately applicable, including in the areas of facilitating organizational change, human resource management and law, training and development, and strategy and planning.

The employee engagement and total rewards concentration provides a theoretical and philosophical foundation of employee motivation within the context of the human resources field. Students in the employee engagement and total rewards concentration will expand their knowledge of best practices to sustain an engaged workforce and culture, as well as the role of rewards programs in motivating personnel.

The training and development concentration provides a theoretical and philosophical foundation of learning and development within the context of the human resources field. Students in the training and development concentration will expand their knowledge of adult learning, employee professional development, and enhancing the knowledge and skills of a workforce to help organizations achieve their strategic objectives.

The employee and labor relations concentration provides a theoretical and philosophical foundation of workforce relations within the context of the human resources field. Students in the employee and labor relations concentration will expand their knowledge of best practices to maintain positive relations with an organization's workforce, labor unions that represent the workforce, and principles of collective bargaining.

Graduates of the Master of Science in Human Resource Management 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 will be equipped 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 supporting the needs of employees and organizations.

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

MHRM MISSION STATEMENT

The mission of the TUW MSHRM 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 and sectors.

MHRM Program Learning Outcomes (PLO)

Upon completion of the MS in Human Resource Management 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 human resource 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

Total program requirement is 36 semester credits. Students will take 12 courses including nine (9) core courses and three (3) courses from one of the concentrations currently offered.

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 (PLO).

MHRM Required Core Courses (27 Semester Credit Hours)

Course Number	Course Title	Semester Credit Hours
HRM 600	Human Resources Management	3
HRM 602	Ethics for HR Professionals	3
HRM 604	Developing a Competency Culture	3
HRM 612	Facilitating Organizational Change	3
HRM 614	Performance Assessment	3
HRM 616	Human Resources Management and Law	3
HRM 618	Management Across Culture	3
HRM 620	Strategy and Planning	3
HRM 690	Capstone (Must be taken as the last course)	3

MHRM Concentrations Courses (9 Semester Credit Hours)

I. Training and Development Concentration (9 Semester Credit Hours)

Course Number	Course Title	Semester Credit Hours
HRM 606	Training and Development	3
HRM 608	Management and Leadership	3
HRM 610	Coaching	3

II. Employee Engagement and Total Rewards Concentration (9 Semester Credit Hours)

Course Number	Course Title	Semester Credit Hours
HRM 625	Fostering Employee Engagement	3
HRM 627	Strategic Concepts in Employee Motivation	3
HRM 629	Designing and Implementing Total Rewards Systems	3

III. Employee and Labor Relations Concentration (9 Semester Credit Hours)

Course Number	Course Title	Semester Credit Hours
HRM 631	Contemporary Issues in Employee Relations	3
HRM 633	Contemporary Issues in Labor Relations	3
HRM 635	Foundations of Collective Bargaining	3

MHRM Course Descriptions

Core Required Courses (27 Semester Credit Hours)

HRM 600 Human Resource 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 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 Resource 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 labor relations in global organizations. Specifically, students explore human resource management in organizations operating in a global working environment. Special topics include human resources and workplace optimization best practices 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.

TRAINING AND DEVELOPMENT CONCENTRATION (9 SEMESTER CREDIT HOURS)

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.

EMPLOYEE ENGAGEMENT AND TOTAL REWARDS CONCENTRATION (9 SEMESTER CREDIT HOURS)

HRM 625 Fostering Employee Engagement (3 credits)
This course examines how employee engagement can drive organizational performance. Students will explore the importance of aligning engagement with the organization's strategic goals. Additionally, the course examines how to review employee engagement data and indicators to design and deliver human resource intervention programs.

HRM 627 Employee Motivation (3 credits)
Students will examine how workplace performance relates to employee motivation. Methods and techniques to enhance employee motivation are explored. Factors such as financial, well-being, and career planning are explored in connection with driving employee motivation to excel. Finally, students will examine how having a motivated workforce can drive organizational performance and strategy.

HRM 629 Designing and Implementing Total Rewards Systems (3 credits)
The focus of this course is on strategic benefits and compensation systems designed to recruit, retain, and motivate personnel. Employee engagement and motivation are examined from a rewards and recognition standpoint. An examination of rewards programs, including the design, structure, and costing of programs are evaluated. Finally, students will learn about considerations with benefit programs including regulatory and fiduciary responsibilities.

EMPLOYEE AND LABOR RELATIONS CONCENTRATION (9 SEMESTER CREDIT HOURS)

HRM 631 – Contemporary Issues in Employee Relations (3 credits)
This course focuses on the role of employee relations in maintaining positive employee – employer relations. Concepts in building a healthy and motivating workforce through employee engagement will be explored. The course will examine how individual, team, and company-wide policies and programs play an instrumental role in how an organization maintains effective relations with its workforce.

HRM 633 – Contemporary Issues in Labor Relations (3 credits)
This course focuses on the relationship and strategies for organizations that manage their workforce with a third party labor union representing their terms and conditions of employment. The course will examine concepts in grievance and arbitration, dispute resolution, concepts in building effective relations, and various factors that can inhibit working conditions. Finally, the course will examine the role of collective bargaining agreements within the context of human resources management.

HRM 635 – Foundations of Collective Bargaining (3 credits)
This course concentrates on the process and strategies for collective bargaining for organizations that manage their workforce with a third-party labor union representing their terms and conditions of employment. The collective bargaining process will be examined from the lens of proposals, reaching agreement, and the regulatory landscape. The course culminates in students developing critical skills in the way of developing proposals to address organizational needs.

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 (BLS), the mean annual salary for arbitrators, mediators, and conciliators in 2019 was $63,930.

Further according to the BLS (2020 publication): "Arbitrators, mediators, and conciliators typically learn their skills through a combination of education, training, and work experience. Employment of arbitrators, mediators, and conciliators is projected to grow 8 percent from 2018 to 2028, faster than the average for all occupations" (See Bureau of Labor Statistics Occupational Outlook Handbook for Arbitrator, Mediators & Conciliators).

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 (PLO)

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 Credit Hours)

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

MDR 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.

Master of Arts in Counseling (MAC): Addiction Counseling Specialization

Master of Arts in Counseling: Addiction Counseling Specialization is a specific type of practice within the broader field of mental health specializing in working with patients who have a chemical dependency on psychotropic drugs or alcohol. Whether counseling currently addicted abusers or recovering addicts, a substance abuse counselor works with their clients to help them overcome their dependency and become sustain recovery. The addiction counselor may also work closely with the family of the client as substance abuse can also affect the loved ones of the chemically dependent client.

Graduates of the Master of Arts in Counseling: Addiction Counseling Specialization will be able to work in mental health agencies, in their own private practices, in government agencies, in health and educational administration that specialize in addiction counseling. Some graduates may even 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 in Counseling: Addiction Counseling Specialization at TUW provides a high-quality hands-on professional education that can foster the well-being of the diverse, underserved individuals struggling to overcome chemical dependency along with making a positive contribution to the larger community.

The 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 Master of Arts in Counseling: Addiction Counseling Specialization to allow you the flexibility you need to adjust your course load from one academic term to another.

Master of Arts in Counseling: Addiction Counseling Specialization Program Mission

Touro University Worldwide's online Master of Arts (M.A.) in Counseling: Addiction Counseling Specialization degree program offers two tracks, allowing you to choose the plan of study that best fits your chosen career path. Both tracks are developed in alignment with the standards of The Council for Accreditation of Counseling and Related Educational Programs (CACREP) with the 72 hour credit Advanced Topic Track approved by the California Board of Behavioral Sciences (BBS). The mission of the Master of Arts in Counseling: Addiction Counseling Specialization is to provide academic and professional clinical training to students, as adult learners, to become ethical, culturally sensitive, and competent counselors who can effectively diagnose and treat a diverse population of individuals recovering from substance use and other addictive issues. The program blends both theoretical and applied concepts relevant to addiction counseling professionals thus preparing students who will be capable of making unique contributions to the underserved in their communities and society.

Graduates of the Master of Arts in Counseling: Addiction Counseling Specialization will be able to work in mental health agencies, in their own private practices, in government agencies, in health and educational administration that specialize in addiction counseling. Some graduates may even continue their professional education in doctoral degree programs.

Effective Fall 2025, the TUW MAC Degree consists of two tracks. They are as follows:

Track	Credits	Practicum & Internship
1: MAC Track	60	Yes
2: MAC Advanced Topics Track*	72	Yes

***Required for students who plan to obtain licensure in California**

(1) MAC Track*

- Minimum: 14 courses (42 credits)
- Minimum: 2 practicum courses (6 credits)
- Minimum: 4 clinical internship courses (12 credits)
- Total Minimum for the entire program 60 credit hours

(2) **MAC – Advanced Topics Track***

- Students who plan to become licensed in California MUST select the Advanced Topics Track as the advanced courses align with the California BBS educational requirements
- Minimum: 14 courses (42 credits)
- Minimum: 2 practicum courses (6 credits)
- Minimum: 4 clinical internship courses (12 credits)
- Minimum: 4 advanced courses, (12 credits)
  - CNL 619
  - CNL 621
  - CNL 623
  - CNL 625
- Total Minimum for the entire program 72 credit hours

***Note**: Students are required to check the licensure requirements for their respective state.

MAC Alignment with Accreditation Educational Standards

While TUW plans to pursue CACREP full accreditation, the curriculum was developed in alignment with accreditations standards along with statutes and regulations for California BBS educational standards. Effective Fall 2025, the CA BBS approved the educational requirements for a 72 credit hour advanced topics track in the MAC program. Click on the link for the full content of CA BBS licensure.

Master of Arts in Counseling: Addiction Counseling Specialization Program Learning Outcomes

PLO 1 Value legal and ethical guidelines that shape the professional identity of counselors in multiple settings. (Professional Identity and Ethics)

PLO 2 Demonstrate mastery of counseling knowledge and associated communication skills while working with clients. (Counseling Skills and Helping relationships)

PLO 3 Appraise common issues and associated trends working with multicultural and diverse clients (Multicultural Counseling)

PLO 4 Demonstrate proficiency in administration and associated interpretation of assessment instruments to diagnose mental disorders across the lifespan of development. (Principles of the Diagnostic process and Assessment)

PLO 5 Utilize appropriate applied research methodologies relevant to application in counseling practice. (Counseling Research Methods, and Program Evaluation)

PLO 6 Implement evidence-based group counseling practices with counseling clients.(Group Counseling)

PLO 7 Analyze the bio-psychosocial developmental theories applicable to counseling clients in various development levels. (Lifespan Development)

PLO 8 Synthesize components of career development and career counseling over the life span. (Career Development)

Admission to Master of Arts in Counseling: Addiction Counseling Specialization Program

Prospective Master of Arts in Counseling: Addiction Counseling Specialization students seeking master's level admissions through a degree or individual master's courses through TUW must meet one of the following criteria to be considered for enrollment:

1. Have earned a Baccalaureate degree from an accredited institution with a minimum overall GPA of 2.5.
2. Be a graduate transfer student from another college or university in good academic standing with a minimum GPA of 2.75 on a 4.0 scale.

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).
4. Sign and Acknowledge the MAC Student Agreement & Notice to Students before Enrollment Regarding State Requirement for Licensure.
5. Submit an essay in no more than 500 words addressing the desire to work in the profession of Counseling including the following:
    a. Reason for selecting the TUW Masters in MAC Program
    b. How a masters level education in the field of MAC fits with the career plan and goals
    c. How the MAC program in conjunction with applicant's background and interests furthers the career plan and goals.

Degree Completion Timelines

The time it will take to complete the Master of Arts in Counseling: Addiction Counseling (MAC) degree online can vary. The duration of the program depends on several factors, including the number of credits accepted for transfer, whether or not students take time off between semesters, and the ability to secure a practicum/internship site to achieve the required hours needed to complete the program.

The typical length of time for the Master of Arts in Counseling: Addiction Counseling (MAC), (MAC Track) program can be completed in 2 years if taking full time load, and with Advanced Topics track program can be completed in 2.5 years if taking full time load. The maximum number of years that students can take to complete the program is 5 years, regardless if they attend on a full-time (2 courses per 8 week session) or part-time basis.

For additional information that may impact time to degree completion, please see the leave of absence section in this Catalog.

Notes for Master of Arts in Counseling: Addiction Counseling Specialization students:

- *Students in the Master of Arts in Counseling: Addiction Counseling Specialization* ***will NOT*** *have to purchase a required manual that is accessible in the TUW library, i.e., The Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR).*
- *A student must stay in active status with the University to ensure the practicum (and internship) is covered by the University insurance and the practicum hours (and internship hours) are officially recorded.*
- *Students taking Leave of Absence (LOA) are not considered actively enrolled students. Master of Arts in Counseling: Addiction Counseling Specialization students acquiring the clinical practicum hours (and internship hours) must register for Clinical Practicum, Clinical Practicum Continuation, Clinical Internship or Clinical Internship Continuation to complete hours if not completed within the 2 course set Practicum or the 4 course set of Clinical Internship (****The cost is $750 per continuation course, and it is a non-credit course)****.*
- *TUW is not responsible to find the Practicum and Internship Sites and /or agency for students. The student is responsible to identify the sites and connect the Program Director or Coordinator of the Practicum/Internship with the site to arrange for an MOA and a formal interview for the student.*
- *Students applying for a clinical counseling license (or any other mental health related field) both within and outside of California must confirm that the coursework and practicum/Internship experiences at TUW will fulfill the requirements for that respective state. The Master of Arts in Counseling: Addiction Counseling Specialization team is here to support students with this process and help guide students, but it is ultimately the responsibility of the student. In some cases, there may be additional courses or practicum requirements that may be needed either before or after graduation.*
- *Students serve as representatives of Touro University Worldwide at all external sites and are expected to uphold the university's professional and ethical standards. Please review the full policy of Professional Conduct in Internship, Practicum, and Off-Site Training Programs).*

MASTER OF ARTS IN COUNSELING: ADDICTION COUNSELING SPECIALIZATION (MAC) TRACK -- REQUIRED CORE COURSES

The curriculum is comprised of 60 semester credits. There are 14 core courses, 2 practicum courses (with a minimum of 100 clock hours), and 4 internship courses (with a minimum of 600 clock hours).

Course Number	Course Title	Semester Credit Hours
CNL 600	Introduction to Counseling Theory	3
CNL 602	Ethics and Law in Counseling	3
CNL 604	Lifespan Development	3
CNL 606	Counseling Diverse Populations	3
CNL 608	Career and Lifestyle Counseling	3
CNL 610	Group Counseling Skills	3
CNL 612	Psychopathology	3
CNL 614	Assessment and Testing for Counseling	3
CNL 616	Research Methods and Program Evaluation in Counseling	3
CNL 618	Principles of Psychopharmacology	3
CNL 620	Substance Abuse and Recovery for Counselors	3
CNL 622	Trauma Counseling and Addiction	3
CNL 624	Advanced Counseling Theories in Addiction	3
CNL 626A*	Clinical Practicum I	3
CNL 626B*	Clinical Practicum II	3

Course Number	Course Title	Semester Credit Hours
CNL 628A**	Clinical Internship Part I	3
CNL 628B**	Clinical Internship Part II	3
CNL 628C**	Clinical Internship III	3
CNL 628D**	Clinical Internship IV	3
CNL 690	Capstone	3

Notes:
****For each practicum course in which a student is registered (CNL 626A-CNL 626B), the student should complete approximately 50 hours to reach the overall goal of 100 hours in CNL626A&B, and approximately 40 of the total hours are relational. If a student does not complete the total required hours by the end of 626B course, students enroll in a continuation course until completion at a fee of $750 per additional term until completion. Note: Continuation courses are counted as 0 credits.***

Practicum students complete at least 40 clock hours of direct service with actual clients that contributes towards the development of counseling skills. Practicum students have weekly interaction with supervisors that averages one (1) hour per week of individual and/or triadic supervision throughout the practicum. Moreover, practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum with a TUW supervisor. Students must be enrolled in practicum until all hourly requirements are complete.

***** For each internship course in which a student is registered (CNL628A to CNL628D), the student should complete 150 hours per term to reach an overall goal of 600 hours by the end of the 4th session. If a student does not complete the required hours by the end of 628D course, students enroll in a continuation course until completion at a fee of $750 per additional term until completion. Note: Continuation courses are counted as 0 credits.***

The program requires students to complete supervised counseling internship experiences in roles and settings with clients relevant to their specialized practice area that total a minimum of 600 clock hours. Internship students complete at least 240 clock hours of direct service with clients. Internship students have weekly interaction with supervisors that averages one (1) hour per week of individual and/or triadic supervision throughout the internship. Moreover, internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship with a TUW supervisor. Students must be enrolled in an internship until all hourly requirements are completed and the internship course must be taken a minimum of 4 times for a minimum total of 12 credits.

Material Fee:
Students in the Master of Counseling: Addiction Counseling Specialization are required to pay a $49.99 Material Fee during the Capstone course (CNL690), which will provide access to NCMHCE and Addiction Counselor study materials and exam preparation.

CLINICAL PRACTICUM COURSES AND REQUIREMENTS FOR THE MASTER OF ARTS IN COUNSELING: ADDICTION COUNSELING SPECIALIZATION

In addition to earning a qualifying master's degree, applicants for the Master of Arts in Counseling: Addiction Counseling Specialization program must have field experience and learn how to do client counseling. This initial training occurs when pre-licensed individuals that are called trainees see clients and receive supervision on counseling performed with those clients.

PRACTICUM

The primary goals of the Practicum course are twofold: (1) to help students learn to integrate theory and practice, and (2) to develop interpersonal skills that are associated with effective client counseling. At the clinical practicum sites, students gather 100 hours (40 hours are relational), provide counseling services under supervision. In the Practicum class, students present and discuss cases, show video footage, complete the self-reflection assignments and or any advanced assignments, and discuss the overall counseling experience. Students are encouraged to reflect upon their preferred counseling models and modalities and the rationale for their use, and to develop the skills of critical thinking working with substance abuse clients.

Before taking Practicum, students must have completed the following courses:

Course Number	Course Title	Semester Credit Hours
CNL 600	Introduction to Counseling Theory	3
CNL 602	Ethics and Law in Counseling	3
CNL 604	Lifespan Development	3
CNL 606	Counseling Diverse Populations	3
CNL 608	Career and Lifestyle Counseling	3
CNL 610	Group Counseling Skills	3

INTERNSHIP

After successful completion of the 100-hour practicum courses, students in the Master of Arts in Counseling: Addiction Counseling Specialization program must have an expanded field experience in the form of a 600-hour clinical internship and further learn how to conduct counseling along with applying psychotherapeutic theories and techniques with substance abuse clients. At the clinical internship sites, student trainees provide therapeutic services under supervision for substance recovery clients. In the Internship class, students present and discuss cases, show video footage, complete the self-reflection assignments, apply lessons learned to internship and or complete advanced assignments, and discuss their overall clinical experience. Students are encouraged to reflect upon their preferred counseling theories and techniques applicable to substance abuse clients, and the rationale for their use, and to develop the skills of critical thinking.

MASTER OF ARTS IN COUNSELING: ADDICTION COUNSELING SPECIALIZATION COURSE DESCRIPTIONS (MAC TRACK)

CNL 600 Introduction to Counseling Theory (3 credits)
This course is designed to examine historical and contemporary theories of counseling to assist students in developing their personal theoretical orientation, to help in client conceptualization, and to identify appropriate counseling interventions. The course will also cover counselors' multi-disciplinary roles, responsibilities, and relationships as members of specialized practice and inter-professional teams including issues related to collaboration, consultation, and community outreach especially in crises, emergencies, and disasters.

CNL 602 Ethics and Law in Counseling (3 credits)
This course provides an introduction to professional, ethical, legal, theoretical, cultural, social, and practice aspects of counseling. Students will learn about underlying theories and responsibilities of counselors,

such as counselor-client, privilege, confidentiality, if the client is a danger to self or others, treatment of minors with or without parental consent, and the significance in professional organizations and associations in preparation of professional standards. Ethical decision-making models are introduced and explored within a counseling context coupled with historical, cultural and advocacy and their contributions associated to contemporary emergent issues. This course aligns with CACREP's Professional Counseling Orientation and Ethical Practice foundational curricula area, with particular focus on California laws, ethics, and practice standards.

CNL 604 Lifespan Development (3 credits)
This course provides an overview of human lifespan development within the profession of counseling. The course addresses theories of individual and family development, both typical and atypical, across the entire lifespan. Students will conceptualize individuals based on the biological, neurological, systemic, and environmental factors that contribute towards their normal development, disability or psychopathology. Special emphasis covered in the course are strategies for promoting resilience and wellness across the lifespan including cultural and individual differences.

CNL 606 Counseling Diverse Populations (3 credits)
This course reviews underlying theories relevant to diversity to aid students in developing awareness, knowledge, and skills specific to counselors-in-training preparing to work with a variety of diverse clients including but not limited to Native American, East Indian, Middle Eastern, Hispanics, and other diverse cultures. Also, the course will provide awareness of social and cultural diversity to include but not limited to acculturation, cultural identity, multiculturalism, interculturalism, religiosity, spirituality, sexism, and sexual diversities. Students will develop cultural self-awareness along with advocating via the reduction or elimination of intentional (or unintentional) biases and prejudices.

CNL 608 Career and Lifestyle Counseling (3 credits)
This course provides an overview of major career development theories, vocational guidance, decision making models, and occupational/educational information sources. Students learn about career development, program planning, and evaluation relevant to counselors. Special emphasis is placed on how career counseling and vocational guidance are practiced by professional counselors in rehabilitation programs, job placement agencies, and adult vocational training programs.

CNL 610 Group Counseling Skills (3 credits)
The course is useful for counselors in training on the concepts and skills necessary to understand and lead counseling groups in various settings. The students will explore different theoretical approaches to counseling groups which include basic principles of group dynamics such as leadership tasks, group developmental stages, member roles, and therapeutic factors of group work. Additionally, students will meet for a minimum of 10 clock hours in a small-group activity that is designed to provide direct experiences as a participant in a small group setting in order to prepare counselors in training for personal development.

CNL 612 Psychopathology (3 credits)
This course provides an overview of the broad range of psychological disorders that are linked or triggered by co-occurring chemical dependency or medical conditions along with the proper methods of identifying the psychological disorders based on the most recent Diagnostic and Statistical Manual criteria. Special topics include the causes, prevalence, symptoms, criteria, and multi-cultural considerations for mental health diagnoses affecting adolescents and adults who are suffering psychological disorders along with the considerations for the continuum of care for these clients.

CNL 614 Assessment and Testing for Counseling (3 credits)
The course provides an overview of standardized test development and procedures, applications and limitations of standardized tests, techniques of administering individual/group tests in relation to

counseling. Moreover, students learn about interpreting assessment instruments and profiles along with communication strategies with clients, parents, school personnel, and other relevant professionals. The course is based on providing students with awareness of standardized tests but students are not provided with competence to administer these standardized tests as specialized training would be required.

CNL 616 Research Methods and Program Evaluation in Counseling Practice (3 Credits)
This course introduces students to quantitative, qualitative, and mixed methods research methods for the purposes of critiquing counseling practice research and thus become discerning consumers of published research. Students also learn statistical methods and other data analysis strategies for evaluating evidence-based substance abuse treatment outcomes for clients applicable in community mental health settings. Moreover, students learn how to conduct a needs assessment and program evaluation for their specific counseling setting.

CNL 618 Principles of Psychopharmacology (3 credits)
This course provides an overview of clinical psychopharmacology for substance abuse counselors. This course orient students to counseling for substance abuse treatment with the fundamentals of psychotropic drugs such as drug mechanisms of action, drug classifications, drug interactions, and adverse psychological and behavioral side effects along with appropriate guidance counselors need for medical referral and consultation relevant to substance abuse treatment.

CNL 620 Substance Abuse and Recovery for Counselors (3 credits)
The course provides students with the history and development of addiction counseling. Students explore the factors that increase the likelihood for a person, community, or group to be at risk or resilient to psychoactive substance use disorders. Moreover, students learn about professional counseling organizations, credentials, legal and ethical considerations, record keeping, evaluation, treatment, and other practice and management considerations that specifically apply in addiction counseling. Additional topics include principles of abstinence and harm reduction models of addiction recovery along with role of spirituality in the addiction recovery process.

CNL 622 Trauma and Addiction Counseling (3 credits)
The course provides an overview of crisis theories along with multidisciplinary responses to crises, emergencies, or disasters. Students will learn about cognitive, emotional, behavioral, and neurological effects associated with trauma along with how they trigger substance abuse disorders. Students also explore brief, intermediate, and long-term treatment strategies to manage trauma along with the proper assessment strategies for clients who have experienced trauma. Students also learn about suicide risk prevention and intervention.

CNL 624 Advanced Counseling Theories in Addiction (3 credits)
The course addresses advanced theories and models of treating substance abuse addiction clients. The students will learn about evaluating and identifying individualized strategies and treatment modalities relative to clients' stage of substance dependence, motivation for change, or recovery. In addition, students examine strategies for enhancing client motivation to change, managing cravings, and preventing relapse in addition to learning about recovery support tools and systems, such as vocation, family, social networks, and community systems. Special topics include legal standards, regulatory processes, continuum of care, and service delivery in addiction counseling.

CNL 626A Clinical Practicum I (3 credits)
Students apply culturally competent skills working with clients while closely being supervised by a TUW faculty supervisor, via live classroom sessions, and an on-site counseling supervisor. Students are observed and evaluated as they engage in a wide range of counseling-related activities. This is the first of a 2-part course, where the program requires students to work towards earning the mandated minimum

100 clock hours in a supervised counseling practicum experience, which includes 40 face-to-face hours. In addition, students apply advanced coursework to complement the clinical practicum.

CNL 626B Clinical Practicum II (3 credits)
This is the second course in clinical practicum where counselors apply culturally competent skills working with clients while closely being supervised by a TUW faculty supervisor, via live classroom sessions, and an on-site counseling supervisor. Students are observed and evaluated as they engage in a wide range of counseling-related activities. This is the second of a 2-part course, where students are finalizing the program's mandated minimum 100 clock hours in a supervised counseling practicum experience, which includes 40 face-to-face hours. Similar to Clinical Practicum I, students apply advanced coursework to complement the clinical practicum.(Prerequisite CNL 626A)

CNL 628A-D Clinical Internship (3 credits each)
This set of courses provides students opportunities to apply their diagnostic and counseling skills, training, and knowledge with increasing autonomy as guided by a TUW faculty supervisor, via live classroom sessions, and an on-site counseling supervisor with emphasis in the student's area of counseling specialization. Students are observed and evaluated as they engage in a wide range of counseling-related activities, advanced coursework and/or relevant additional coursework including applicable California Codes of Regulation. Students must complete the four (4) clinical internship courses one at a time over separate 8-week terms to achieve the required 600 clock hours to complete the program.

CNL 690 Capstone (3 credits)
The Capstone course is the culmination of the student's Master of Arts in Counseling: Addiction Counseling Specialization degree program and is taken in the last session of the student's program. The Capstone course assesses the achievement of all the Program Learning Outcomes. Students complete a Capstone assignment and have an opportunity to take practice exams in preparation for the counseling licensure exam. The Capstone will be reviewed by the primary faculty providing oversight of the Capstone course and may serve as a tool for the student's future clinical practice.

MASTER OF ARTS IN COUNSELING: ADDICTION COUNSELING SPECIALIZATION REQUIRED CORE COURSES (ADVANCED TOPICS TRACK)

The curriculum is comprised of 72 semester credits. The CA BBS has approved the Advanced Topics Track educational requirements. Students who select Advanced Topics Track must take the MAC track courses plus the four (4) advanced topic courses.

Course Number	Course Title	Semester Credit Hours
CNL 600	Introduction to Counseling Theory	3
CNL 602	Ethics and Law in Counseling	3
CNL 604	Lifespan Development	3
CNL 606	Counseling Diverse Populations	3
CNL 608	Career and Lifestyle Counseling	3
CNL 610	Group Counseling Skills	3
CNL 612	Psychopathology	3
CNL 614	Assessment and Testing for Counseling	3
CNL 616	Research Methods and Program Evaluation in Counseling	3
CNL 618	Principles of Psychopharmacology	3
CNL 619	Advanced Integrative Approaches in Counseling	3
CNL 620	Substance Abuse and Recovery for Counselors	3

Course Number	Course Title	Semester Credit Hours
CNL 621	Crisis/Trauma Response and Interventions	3
CNL 622	Trauma Counseling and Addiction	3
CNL 623	Human Sexuality in Counseling	3
CNL 624	Advanced Counseling Theories in Addiction	3
CNL 625	Contemporary Issues in Addiction Counseling	3
CNL 626A*	Clinical Practicum I	3
CNL 626B*	Clinical Practicum II	3
CNL 628A**	Clinical Internship Part I	3
CNL 628B**	Clinical Internship Part II	3
CNL 628C**	Clinical Internship III	3
CNL 628D**	Clinical Internship IV	3
CNL 690	Capstone	3

Notes:
****For each practicum course in which a student is registered (CNL 626A-CNL 626B), the student should complete approximately 50 hours to reach the overall goal of 100 hours in CNL626A&B, and approximately 40 of the total hours are relational. If a student does not complete the total required hours by the end of 626B course, students enroll in a continuation course until completion at a fee of $750 per additional term until completion. Note: Continuation courses are counted as 0 credits.***

Practicum students complete at least 40 clock hours of direct service with actual clients that contributes towards the development of counseling skills. Practicum students have weekly interaction with supervisors that averages one (1) hour per week of individual and/or triadic supervision throughout the practicum. Moreover, practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum with a TUW supervisor. Students must be enrolled in practicum until all hourly requirements are complete.

***** For each internship course in which a student is registered (CNL628A to CNL628D), the student should complete 150 hours per term to reach an overall goal of 600 hours by the end of the 4th session. If a student does not complete the required hours by the end of 628D course, students enroll in a continuation course until completion at a fee of $750 per additional term until completion. Note: Continuation courses are counted as 0 credits.***

The program requires students to complete supervised counseling internship experiences in roles and settings with clients relevant to their specialized practice area that total a minimum of 600 clock hours. Internship students complete at least 240 clock hours of direct service with clients. Internship students have weekly interaction with supervisors that averages one (1) hour per week of individual and/or triadic supervision throughout the internship. Moreover, internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship with a TUW supervisor. Students must be enrolled in an internship until all hourly requirements are completed and the internship course must be taken a minimum of 4 times for a minimum total of 12 credits.

Material Fee:
Students in the Master of Counseling: Addiction Counseling Specialization are required to pay a $49.99 Material Fee during the Capstone course (CNL690), which will provide access to NCMHCE and Addiction Counselor study materials and exam preparation.

Before taking Practicum and Advanced Courses, students must have completed the following:

Course Number	Course Title	Semester Credit Hours
CNL 600	Introduction to Counseling Theory	3
CNL 602	Ethics and Law in Counseling	3
CNL 604	Lifespan Development	3
CNL 606	Counseling Diverse Populations	3
CNL 608	Career and Lifestyle Counseling	3
CNL 610	Group Counseling Skills	3

MASTER OF ARTS IN COUNSELING: ADDICTION COUNSELING SPECIALIZATION – COURSE DESCRIPTIONS (ADVANCED TOPICS TRACK)

Click the following link to view core, practicum, and internship courses.

CNL 619 Advanced Integrative Approaches in Counseling (3 Credit hours)
This course delves into the integration of counseling theories, techniques, and frameworks to create comprehensive, client-centered treatment approaches. The emphasis is on blending multiple evidence-based methods to enhance client outcomes utilizing integrative counseling research and ethical guidelines, ensuring that interventions are adaptable to the complexities of individual, group, and multicultural counseling settings.

CNL 621 Crisis/Trauma Response and Interventions (3 Credit hours)
In this course, students learn the developmental impact of trauma and associated intervention connected to multi-disciplinary approaches. Principles of trauma-informed care (TIC) are examined and explored to determine empirical evidence in using trauma-informed care for therapeutic interventions. The course will include assessing crisis intervention strategies that involve but not limited applications of mental first aid from first responders, suicide risk assessment and prevention, prolonged grief issues, community-based crisis response.

CNL 623 Human Sexuality in Counseling (3 Credit hours)
This course equips counselors with the knowledge, awareness, and clinical skills necessary to address human sexuality within therapeutic relationships. Counselors will explore the complexities of sexual development, identity, behavior, and intimacy across diverse populations and throughout the lifespan among clients diagnosed with substance use and co-occurring disorders. Emphasis is placed on self-awareness, cultural competence, and ethical considerations, ensuring counselors can navigate sensitive topics with confidence, professionalism, and respect for substance and dually diagnosed client experiences.

CNL 625 Contemporary Issues in Addiction Counseling (3 Credit hours)
In this course, students learn about contemporary issues in addiction counseling including the rising prevalence of opioids, substance abuse in pain management, co-occurrence of opioid and mental health issues, and substance use overdoses. Special topics include cost related treatments, the integration of medication- assisted treatment (MAT) with traditional therapy, the need for trauma-informed care, and telehealth services in the treatment of addiction counseling.

MASTER OF ARTS IN MARRIAGE & FAMILY THERAPY (MFT)[1]

MFT PROGRAM MISSION

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.

The program offers multiple tracks, so you can choose the option that best fits your chosen career path.

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 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.

[1] Effective May 4, 2026: Renamed tracks, renamed supervisor titles, and how students receive 100 MFT relational/systemic supervision hours including a minimum of 50 hours of MFT relational/systemic supervision utilizing observable data.

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.

MFT Program Goals

1. To graduate students that are able to deliver MFT clinical services competently.
2. To graduate students that possess a working knowledge of the AAMFT Code of Ethics and other applicable regulatory requirements, and the ability to apply ethical and regulatory standards in clinical practice.
3. To graduate students that are culturally aware and prepared to work with diverse populations.
4. To graduate students that are prepared to utilize relational/systemic orientation when working with clients.
5. To graduate students that are prepared to utilize a scientist practitioner perspective, in that they understand research and implications for clinical treatment.

COAMFTE STANDARDS

In 2018, Touro University Worldwide's MFT program decided to pursue specialty accreditation from the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). COAMFTE is the accrediting body for graduate programs in the field of Marriage and Family Therapy. COAMFTE provides guidelines for the standardization of MFT training and education across the nation and has been regarded as the gold standard in the field, in terms of best practices. Likewise, COAMFTE aligns well with most state licensing boards in terms of stipulating minimal guidelines for educational requirements needed to become an MFT. Touro University Worldwide was officially granted initial accreditation from COAMFTE, for its Marriage and Family Therapy Track in May 2020. This accreditation, ensures that students on this particular clinical track receive training that will prepare them for their career as an MFT. It also provides an educational framework that is comprehensive and that is focused on established linkages between a MFT program's mission, goals, and student learning outcomes.

Benefits of a TUW COAMFTE Accredited MFT Program

Embedded within the Touro University Worldwide (TUW) School of Behavioral and Applied Sciences (SBAS), the Master of Arts in Marriage and Family Therapy (MFT) degree program has been in existence since 2012, and both its Marriage and Family Therapy and Counseling Licensure tracks are approved by the California Board of Behavioral Sciences. The Marriage and Family Therapy Track achieved accreditation by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) in May of 2020. In this professional program, you will have an opportunity to learn Marriage and Family Therapy and counseling.

Marriage and Family Therapy Track: With a Master's Degree in MFT (Track-1), followed by supervised clinical experience, you will be eligible to sit for the license exam to practice independently as a **Licensed Marriage and Family Therapist** (LMFT) in California, and most other states in the United States, based on where you complete your clinical hours and where you plan to pursue your state license. The added benefit of completing a degree at an academic institution that is accredited by COAMFTE is that students will have a degree that is streamlined with standards that are similar to most states, thus making degree portability easier. However, students are still required to ensure that the coursework and practicum experience at TUW meets the educational requirements for their respective state.

Marriage and Family Therapists are mental health practitioners who are specifically trained to help individuals, couples, and families improve and maintain healthy relationships. With the LMFT license, you can help children, adolescents, and adults with a variety of problems. You can treat individuals, couples, families, groups, and larger systems; work in private practice by yourself or with a group; work in community clinics, residential treatment centers and hospitals or you can consult, develop and manage programs based on the licensing laws of the state that governs clinical practice. As an LMFT, you will be a psychotherapist by law and may be paid for your services directly or by Insurance as appropriate.

LEGAL NOTIFICATION

The Master of Arts in Marriage and Family Therapy (MFT) degree is designed to meet the education requirements of Sections 4980.36 of the Business and Professions Code of the State of California, leading to licensure as a Licensed Marriage and Family Therapist. In addition, the MFT degree is designed to meet the education requirements of Sections 4999.33, 36 of the Business and Professions Code of the State of California for licensure as a Licensed Professional. Additional States are substantially similar and most states accept the BBS of California requirements. TUW MFT Program is approved by the BBS of California.

ADMISSION TO MFT PROGRAM

Prospective MFT students seeking master's level admissions through a degree or individual master's courses through TUW must meet one of the following criteria to be considered for enrollment:

1. Have earned a Baccalaureate degree from an accredited institution with a minimum overall GPA of 2.5.
2. Be a graduate transfer student from another college or university in good academic standing with a minimum GPA of 2.75 on a 4.0 scale.

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. ***Student applying to the Master in Marriage and Family Therapy (MFT) degree program pay a onetime $25 application fee.***
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).
4. Sign and Acknowledge the MFT Student Agreement & Notice to Students before Enrollment Regarding State Requirement for Licensure.
5. Submit an essay in no more than 500 words addressing the desire to work in the Marriage and Family Therapy profession including the following:
    a. Reason for selecting the TUW Masters in MFT Program
    b. How a masters level education in the field of MFT fits with the career plan and goals
    c. How the MFT program in conjunction with applicant's background and interests furthers the career plan and goals.

    Note: *Students are required to complete step 3 by the end of their second session (16 weeks) of enrollment.*

DEGREE COMPLETION REQUIREMENTS FOR THE MFT DEGREE

Tracks	Credits	Practicum
1: Marriage and Family Therapy Track	72	Yes
2: Counseling Licensure Track	82	Yes
3: MFT Studies Track	54	No

The TUW MFT Degree consists of three options/tracks. They are as follows:

(1) **M.A. in Marriage & Family Therapy Track--** The ONLY track Accredited by COAMFTE with show cause

- Minimum: 18 courses (54 credits)
- Minimum: 6 practicum courses, (18 credits)
- Total Minimum for the entire program 72 credit hours
- 300 Total Practicum Client Contact Hours*

  ***Note**: Students are required to check the licensure requirements for their respective state.

(2)) **M.A. in Marriage & Family Therapy -- Counseling Licensure Track***

- Students who select the Counseling Licensure Track must take the COAMFTE Approved track of the Marriage and Family Therapy program and achieve all the requirements before being eligible for the Counseling Licensure Track.
- The four (4) additional courses for the Counseling Licensure Track are outlined below.**
- Minimum: 6 practicum courses (18 credits)
  - MFT650
  - MFT651
  - MFT653
  - MFT698

* The Marriage and Family Therapy Track combined with the Counseling Licensure Track is approved by the California Board of Behavioral Sciences (BBS).

**Must be taken before or in conjunction with the MFT640 series

(3) **M.A. in Marriage & Family Therapy -- MFT Studies Track**

The MFT Studies Track provides online MFT coursework – Not COAMFTE Accredited

- Minimum: 18 courses (54 credits)
- No practicum course requirement
- No clinical hour requirement

Degree Completion Timelines: The MFT program is designed for full-time students to be completed in 2.5 years for the Marriage and Family Therapy Track, 2.5 years for the MFT Counseling Licensure Track, and the MFT Studies Track can be completed in as little as 18 months. The maximum amount of years that students can take to complete the program is 5 years, regardless of if they attend on a full-time or part-time basis. For additional information that may impact time to degree completion, please see leave of absence section in this Catalog.

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 (**The cost is $750 per continuation course, and it is a non-credit course)**.*
- *Students in the MFT Program **will NOT** have to purchase a required manual that is accessible in the TUW library i.e., The Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR).*
- *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.*
- *TUW is not responsible for finding the Clinical Placement site and/or agency for students. The*

student is responsible for finding the Clinical Placement site and arranging a formal interview of the student.

- *Students serve as representatives of Touro University Worldwide at all external sites and are expected to uphold the university's professional and ethical standards. Please review the full policy of Professional Conduct in Internship, Practicum, and Off-Site Training Programs).*

TRACK 1: MARRIAGE AND FAMILY THERAPY TRACK REQUIRED COURSES & CURRICULUM

The MFT Track curriculum is COAMFTE approved and composed of 18 courses and 6 practicum courses for a total of 72 semester credits and 300 direct contact hours. (Each course is 3 semester credit hours).

MFT Required Core Courses (72 semester credit hours)

Course Number	Course Title	Semester Credit Hours
MFT 610	Contemporary Issues in Marriage & Family Therapy	3
MFT 611	Foundations of Psychopathology	3
MFT 612	Couples Counseling	3
MFT 613	Child-Focused Family Therapy	3
MFT 614	Development Within the Family Life Cycle	3
MFT 615	Psychopharmacology	3
MFT 616	Society, Culture and Gender: A Multi-Cultural Perspective	3
MFT 617	Research Methodology	3
MFT 618	Group Counseling	3
MFT 619	Assessment & Testing for the Marriage & Family Therapist	3
MFT 620	Human Sexuality	3
MFT 626	Substance Abuse & Recovery	3
MFT 627	Studies in Human Communication	3
MFT 628	Adolescent-Focused Family Therapy	3
MFT 629	Aging, Illness & Long-Term Care Concerns	3
MFT 630	Ethics & Law for Marriage & Family Therapy	3
MFT 635	Treatment of Trauma in Families	3
MFT 640A	Clinical Practicum Part I	3
MFT 640B	Clinical Practicum Part II	3
MFT 640C	Clinical Practicum III	3
MFT 640D	Clinical Practicum IV	3
MFT 640E	Clinical Practicum V	3
MFT 640F*	Clinical Practicum VI	3
MFT 690**	Capstone	3

Notes:

***Students who did not complete all 300 hours during the 6 Clinical Practicum course will need to enroll in Clinical Practicum Continuation (as needed) until all hours are completed.** Such students will continue to attend TUW Supervision zoom sessions.

****Students must complete a minimum of 80 percent of the total hours required for program completion before they are eligible to enroll in the MFT 690 capstone course.**

Please note that some state minimum requirements for licensure application may be more than 300 direct client contact hours. Therefore, students are required to check the licensure requirements for their respective state.

Course Number	Course Title	Semester Credit Hours
Elective Courses (Taken only if the student's state requires these specific courses)		
MFT 650	Counseling Theory	3
MFT 651	Advanced Counseling Theories and Techniques	3
MFT 653	Lifestyle and Career Development Counseling	3
MFT 698	Spousal/Partner Abuse Detection and Intervention	1

The program requires 300 hours of direct client contact, 100 of which must be relational or with couples or families. Students must receive 100 hours of MFT relational/systemic supervision. The MFT relational/systemic supervision must include a minimum of 50 hours observable data (videotape or audiotape). The MFT relational/systemic supervision comes from your TUW Program Clinical Supervisor. Students must be enrolled in practicum until all hourly requirements are complete and the practicum course must be taken a minimum of 6 times (12 consecutive months) for a minimum total of 18 credits. This applies to COAMFTE requirements.

Note: ***The TUW MFT program is approved by the California Board of Behavioral Sciences (BBS) for our students to seek licensure as a Marriage and Family Therapist (MFT) and/or Licensed Professional Clinical Counselor (LPCC) in California. The Marriage and Family Therapy Track is also approved by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). Students applying for a clinical license in MFT, LPCC, (or any other mental health related field) outside of California must confirm that the coursework and practicum experiences at TUW will fulfill requirements for that respective state. The MFT team is here to support students with this process and help guide students, but it is ultimately the responsibility of the student. In some cases, there may be additional courses or practicum requirements that may be needed either before or after graduation*** **(see section within the MFT Program Handbook about portability).**

Material Fee:

- ***Effective Summer 2024-1:*** *Students on the Clinical track are required to pay* ***$116 Material Fee*** *during the Capstone course (MFT690), which will provide access to exam kit that prepares students for the CA Exam, National Exam and LPCC Exam. The exam kit is part of the capstone course only.*
- *Students in the MFT Program* ***will NOT*** *have to purchase a required manual that is accessible in the TUW library, i.e., The Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR). This is a key clinical resource that you will use not only for your courses but for clinical application in practicum and beyond.*
- *American Psychiatric Association (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Washington, DC: Author.*

TRACK 2: COUNSELING LICENSURE TRACK REQUIRED COURSES & CURRICULUM

The MFT Counseling Licensure Track curriculum is composed of 18 courses, plus an additional 4 courses, in addition to the 6 practicum courses, for a total of 82 semester credits and 300 direct contact hours. (Each course is 3 semester credit hours).

COUNSELING LICENSURE TRACK REQUIRED COURSES (82 semester credit hours*)

Course Number	Course Title	Semester Credit Hours
MFT 610	Contemporary Issues in Marriage & Family Therapy	3
MFT 611	Foundations of Psychopathology	3
MFT 612	Couples Counseling	3
MFT 613	Child-Focused Family Therapy	3
MFT 614	Development Within the Family Life Cycle	3
MFT 615	Psychopharmacology	3
MFT 616	Society, Culture and Gender: A Multi-cultural Perspective	3
MFT 617	Research Methodology	3
MFT 618	Group Counseling	3
MFT 619	Assessment & Testing for the Marriage & Family Therapist	3
MFT 620	Human Sexuality	3
MFT 626	Substance Abuse & Recovery	3
MFT 627	Studies in Human Communication	3
MFT 628	Adolescent-Focused Family Therapy	3
MFT 629	Aging, Illness & Long-Term Care Concerns	3
MFT 630	Ethics & Law for Marriage & Family Therapy	3
MFT 635	Treatment of Trauma in Families	3
MFT 640A	Clinical Practicum Part I	3
MFT 640B	Clinical Practicum Part II	3
MFT 640C	Clinical Practicum III	3
MFT 640D	Clinical Practicum IV	3
MFT 640E	Clinical Practicum V	3
MFT 640F	Clinical Practicum VI	3
MFT 650*	Counseling Theory	3
MFT 651*	Advanced Counseling Theories and Techniques	3
MFT 653*	Lifestyle and Career Development Counseling	3
MFT 698*	Spousal/Partner Abuse Detection and Intervention	1
MFT 690**	Capstone	3

Notes:

*** Students must take the COAMFTE Approved Marriage and Family Therapy Track of the Marriage and Family Therapy program and achieve all the requirements before being eligible for the MFT Counseling Licensure Track. The Marriage and Family Therapy Track combined with the MFT Counseling Licensure Track is approved by the CA BBS. MFT 650 thru MFT 698 courses must be taken before or in conjunction with the MFT640 series.**

****Students must complete a minimum of 80 percent of the total hours required for program completion before they are eligible to enroll in the MFT 690 capstone course.**

Students who did not complete all 300 hours during the 6 Clinical Practicum course will need to enroll in Clinical Practicum Continuation (As needed) until all hours are completed. Such students will continue to attend TUW Supervision zoom sessions.

Course Number	Course Title	Semester Credit Hours
Please note that some state minimum requirements for licensure application may be more than 300 direct client contact hours. Therefore, students are required to check the licensure requirements for their respective state.		

Notes:

** The program requires 300 hours of direct client contact, 100 of which must be relational or with couples or families. Students must receive 100 hours of MFT relational/systemic supervision. The MFT relational/systemic supervision must include a minimum of 50 hours observable data (videotape or audiotape). This MFT relational/systemic supervision comes from your TUW Program Clinical Supervisor. Students must be enrolled in practicum until all hourly requirements are complete and the practicum course must be taken a minimum of 6 times (12 consecutive months) for a minimum total of 18 credits. This applies to COAMFTE requirements.*

Please note: ***The TUW MFT program is approved by the California Board of Behavioral Sciences (BBS) for our students to seek licensure as a Marriage and Family Therapist (MFT) and/or Licensed Professional Clinical Counselor (LPCC) in California. Students applying for a clinical license in MFT, LPCC, (or any other mental health related field) outside of California must confirm that the coursework and practicum experiences at TUW will fulfill requirements for that respective state. The MFT team is here to support students with this process and help guide students, but it is ultimately the responsibility of the student. In some cases, there may be additional courses or practicum requirements that may be needed either before or after graduation*** **(see section within the MFT Program Handbook about portability).**

Material Fee:

- ***Effective Summer 2024-1,*** *students on the Clinical track are required to pay* ***$116 Material Fee*** *during the Capstone course (MFT690), which will provide access to exam kit that prepares students for the CA Exam, National Exam and LPCC Exam. The exam kit is part of the capstone course only.*
- *Students in the MFT Program* ***will NOT*** *have to purchase a required manual that is accessible in the TUW library i.e., The Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR). This is a key clinical resource that you will use not only for your courses but for clinical application in practicum and beyond.*
- ***American Psychiatric Association (2013).*** *Diagnostic and statistical manual of mental disorders (5th ed.). Washington, DC: Author.*

CLINICAL PRACTICUM COURSES AND REQUIREMENTS FOR MFT AND COUNSELING LICENSURE TRACKS

In addition to earning a qualifying master's degree, applicants for the COAMFTE MFT AND COUNSELING LICENSURE TRACKS emphasis must have field experience and learn how to do therapy. This training occurs when pre-licensed individuals that are called trainees see clients and receive supervision on therapy performed with those clients. For MFTs in California, a complete list of requirements may be found in BPC Section 4980.36.

Note: Students are required to check the requirements for the specific state that they want to get licensed in, as each state may be different.

NOTICES:

- **TUW is not responsible for finding the Clinical Placement site and /or agency for students. The student is responsible for finding the practicum site and arranging a formal interview for the student.**
- ***MFT student Trainees can fulfill practicum requirements for training at Clinical Placement sites only after TUW Coordinator of the Practicum Training has approved the Clinical Placement site and signed an MOA Agreement with the Clinical Placement site. Please note: criminal background checks are required by certain internship sites. Further, having a criminal background may create an additional***

barrier for students in securing an internship site and pursuing licensure. The student is expected to discuss any potential issues with program staff upon admission to ensure appropriate planning for the student.

- ***Be aware that if TUW, in good faith, has approved you to earn clinical hours at a Clinical Placement site in which hours counted by the Trainee and signed by the ancillary (site) supervisor are subsequently denied by the Board due to misrepresentation of qualifications on the part of the ancillary (site) supervisor and/or agency director, or the trainee, TUW cannot be held liable for loss of hours or income or for expenses incurred by the student or in any other way held liable. This makes it especially important that you consult with your Practicum Coordinator and/or the Provost Office staff if you have any questions about your site, your supervision, or issues regarding the earning of hours.***

PRACTICUM COURSE GOALS

The primary goals of the Practicum course are twofold: (1) to help students learn to integrate theory and practice, and (2) to develop interpersonal skills that are associated with effective therapy. At the clinical placement sites, student trainees provide therapeutic services under supervision. In the Practicum class, students present, discuss cases, of share video and/or audio recordings, critically reflect and do comparative analysis on shared presentations, complete the self-reflection assignments, and discuss overall clinical experience. Students are encouraged to reflect upon their preferred therapeutic models and modalities and the rationale for their use, and to develop the skills of critical thinking.

Practicum is a class and students will have a series of tasks to complete which will include but not be limited to participating in live group supervision each week with TUW Program Clinical Supervisor, completing homework assignments, and submitting hours for approval. Likewise, students and their ancillary (site) supervisors, as well as TUW Program Clinical Supervisors will be required to complete evaluations. If a student is having a problem at their clinical placement site, the TUW Program Clinical Supervisor, coordinator of practicum, Assistant Program Director, or the Program Director will get involved. This may be done informally or formally depending on the nature of the issue.

Before taking Practicum, students must have completed the following courses:

The above courses considered to be the basis for preparation for the Practicum courses.

Course Number	Course Title	Semester Credit Hours
MFT 610	Contemporary Issues in Marriage & Family Therapy	3
MFT 611	Foundations of Psychopathology	3
MFT 612	Couples Counseling	3
MFT 613	Child-Focused Family Therapy	3
MFT 614	Development Within the Family Life Cycle	3
MFT 615	Psychopharmacology	3
MFT 616	Society, Culture and Gender: A Multi-Cultural Perspective	3
MFT 617	Research Methodology	3
MFT 618	Group Counseling	3
MFT 619	Assessment & Testing for Marriage & Family Therapist	3
MFT 630	Ethics & Law for Marriage & Family Therapy	3
*MFT 626	Substance Abuse & Recovery	3

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

Note that some state minimum requirements for licensure application may be more than 300 direct client contact hours. Therefore, students are required to check the licensure requirements for their respective state.

MFT Course Descriptions Clinical Tracks

Core Required Courses

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-TR** 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 within California and nationally. Factors such as race/ethnicity, age, gender, sexual orientation, religious & spiritual values, mental and physical characteristics, education, family values, and socioeconomic status, are examined. We will focus on therapy issues related to various populations, 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. The course also includes content that fulfills the California Board of Behavioral Sciences' (BBS) Suicide Risk Assessment and Intervention requirement.

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, co-occurring disorders, 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 California and nationally. 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 impacts 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 640A -F Clinical Practicum (3 credits each)
This set of courses provides therapists in training with the opportunity to practice systemically informed family therapy in a supervised environment, to observe other therapists in training, and to give/receive feedback about their practice. Students will learn advocacy and how to connect consumers with resources and supportive services including various mental health agencies. This practicum is designed to help students gain experience regarding clients in shared learning with colleagues, on ancillary (site) supervisors, and TUW Program Clinical Supervisors. As part of practicum experience, students will gain clinical hours and receive supervision at a clinical placement site, while simultaneously obtaining MFT relational/systemic supervision hours from TUW faculty Program Clinical Supervisors in a live classroom. Students will complete the six (6) courses in a 1-year period to achieve the required 300 client contact and 100 MFT relational/systemic supervision hours to complete the program. (Please note that some state minimum requirements for licensure application may be more than 300 direct client contact hours. Therefore, students are required to check the licensure requirements for their respective state).

MFT 690 Capstone (3 credits)
The Capstone course is the culmination of the MFT degree program for both MFT and Counseling Licensure Tracks and is taken last within the program. In this course, the student will participate in threaded discussions; complete a case assignment and signature assignment, while focused on MFT proficiency in licensure preparation and clinical work. Students have an opportunity to practice taking licensure exams based on their particular state of practice, and discuss their theoretical orientation when approaching work with individuals, couples, and families. The Capstone will be reviewed by the primary faculty at the conclusion of coursework and may serve as a tool for further research and/or practice. The Capstone course is also used to assess the student achievement of all MFT Program Learning Outcomes.

<u>Note on Material Fee</u>: Effective Summer 2024-1, students on the Clinical track are required to pay $116 Material Fee during the Capstone course (MFT690), which will provide access to exam kit that prepares students for the CA Exam, National Exam and LPCC Exam. The exam kit is part of the capstone course only.

Additional Courses Required for the Additional Counseling Licensure 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.

TRACK 3: MFT STUDIES TRACK* REQUIRED COURSES AND CURRICULUM

The MFT Studies Track is a non-clinical curriculum composed of 18 courses without any practicum courses for a total of 54 semester credits. **Please note: The MFT Studies Track is for students not interested in pursuing licensure as a MFT or LPCC. Students who complete the MFT Studies Track may decide to pursue a career where they work with and/or on behalf of individuals, couples, and families in a way that does not require a clinical license. Graduates may decide to work in a variety of settings, including but not limited to the broader human services field, social services industry, among others. The MFT Studies Track does not lead to a clinical license or credential. Further, the MFT Studies Track is not COAMFTE accredited or educational requirements approved by BBS for LPCC, as this track does not include the clinical component.**

REQUIRED CORE COURSES (54 semester credit hours)

Course Number	Course Title	Semester Credit Hours
MFT 610	Contemporary Issues in Marriage & Family Therapy	3
MFT 611	Foundations of Psychopathology	3
MFT 612	Couples Counseling	3
MFT 613	Child-Focused Family Therapy	3
MFT 614	Development Within the Family Life Cycle	3
MFT 615	Psychopharmacology	3
MFT 616	Society, Culture and Gender: A Multi-Cultural Perspective	3
MFT 617	Research Methodology	3
MFT 618	Group Counseling	3
MFT 619	Assessment & Testing for the Marriage & Family Therapist	3
MFT 620	Human Sexuality	3
MFT 626	Substance Abuse & Recovery	3
MFT 627	Studies in Human Communication	3
MFT 628	Adolescent-Focused Family Therapy	3
MFT 629	Aging, Illness & Long-Term Care Concerns	3
MFT 630	Ethics & Law for Marriage & Family Therapy	3
MFT 635	Treatment of Trauma in Families	3
MFT 699	Capstone	3

*****_The MFT Studies is a non-clinical Track for the MFT program available for students who are residing in countries or states that do not need the MFT licensure. The MFT Studies Track follows the same curriculum distribution as the Clinical Track in the MFT program, excluding the Practicum classes. Those students who do not want to pursue licensure for MFT may complete all the course requirements and opt out of the Practicum course requirement with the MFT Studies Track, but this degree will not qualify them for licensure. A student may choose the MFT Studies Track at the start of their program, or change the track during the program after unsuccessfully obtaining a practicum site after three sessions. Students who are interested in this track will submit a signed form requesting to move to the MFT Studies 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 Master Degree with an MFT Studies Track.

MFT STUDIES TRACK COURSE DESCRIPTIONS

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-TR** criteria. The focus of this review will include the etiology, prevalence and incidence, signs and 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 within California and nationally. Factors such as race/ethnicity, age, gender, sexual orientation, religious and spiritual values, mental and physical characteristics, education, family values, and socioeconomic status, are examined. We will focus on therapy issues related to various populations, 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. The course also includes content that fulfills the California Board of Behavioral Sciences' (BBS) Suicide Risk Assessment and Intervention requirement.

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, co-occurring disorders, 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 California and nationally. 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 impacts 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 699 Capstone (3 credits)
The Capstone Course is the culmination of your MFT degree program for the MFT Studies Track 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 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.

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 on 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 (PLO)

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)

Course Number	Course Name	Semester Credit Hours
MPS 610	Foundation of Applied Psychology	3
MPS 612	Developmental Issues Across the Life Span	3
MPS 614	The Psychological Impact of Media and Technology	3
MPS 616	Principles of Consumer Psychology	3
MPS 618	Group Dynamics	3
MPS 620	Applied Research Methods and Statistics	3
MPS 622	Professional Ethics	3
MPS 624	Overview of Health Psychology	3
MPS 690	Capstone	3

MAPsy Concentrations (9 Semester Credits Hours)

I. Child and Adolescent Development Concentration

Course Number	Course Name	Semester Credit Hours
MPS 631	Infant, Child, and Adolescent Development	3
MPS 633	Multicultural Issues in Child and Adolescent Development	3
MPS 635	Psychological Aspects of Child and Adolescent Development	3

II. **Educational Psychology Concentration** (9 semester credit hours)

Course Number	Course Name	Semester Credit Hours
MPS 657	Foundation of Learning and Cognition	3
MPS 659	Career Counseling	3
MPS 661	Introduction to Group Counseling in School	3

III. **Forensic Psychology Concentration** (9 semester credit hours)

Course Number	Course Name	Semester Credit Hours
MPS 671	Law and Psychology	3
MPS 673	Theories of Criminal Behavior	3
MPS 675	Assessment in Forensic Psychology	3

IV. **Health Psychology Concentration** (9 semester credit hours)

Course Number	Course Name	Semester Credit Hours
MPS 663	Changing Health Behaviors	3
MPS 665	Health and Psychology of the Aging	3
MPS 667	Stress and Coping in Health Psychology	3

V. **Media Psychology Concentration** (9 semester credit hours)

Course Number	Course Name	Semester Credit Hours
MPS 651	Advanced Media Psychology – Part 1	3
MPS 653	Advanced Media Psychology – Part 2	3
MPS 655	Communication and Persuasion	3

MAPSY COURSE DESCRIPTIONS

CORE REQUIRED COURSES (27 SEMESTER CREDIT HOURSS)

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.

CHILD AND ADOLESCENT DEVELOPMENT CONCENTRATION (9 SEMESTER CREDIT HOURS)

MPS 631 Infant, Child, and Adolescent Development (3 credits)
The course provides an overview of the physical, cognitive, and emotional aspects of development from infancy through adolescence. Students will learn about major theories underpinning development as well as current research, technology, and best practices used to assess and understand developmental stages and milestones. Development will be explored in the context of both typical and atypical development including an overview of the range of physical, emotional, and cognitive illnesses and abnormalities.

MPS 633 - Multicultural Issues in Child and Adolescent Development (3 credits)
The course provides students with an overview of the broad range of multicultural variables involved in child and adolescent development. This includes analysis and examination of how socioeconomic status, racial and ethnic background, gender and sexual identity, and spiritual/religious backgrounds impact and apply to development in from infancy through adolescence.

MPS 635 - Psychological Aspects of Child and Adolescent Development (3 credits)
The course provides an overview of psychosocial, emotional, and moral development from infancy through adolescence. Students will learn about theories explaining psychological aspects of development as well as the current and contemporary research and best practices for assessment, diagnostics, and interventions aimed at psychological and psychosocial issues associated with various developmental milestones and stages.

EDUCATIONAL PSYCHOLOGY CONCENTRATION (9 SEMESTER CREDIT HOURS)

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.

FORENSIC PSYCHOLOGY CONCENTRATION (9 SEMESTER CREDIT HOURS)

MPS 671 Law and Psychology (3 credits)
This course focuses on the intersections between the legal system and the field of forensic psychology. The psychologist's roles and challenges within the legal system will be covered as well as discussing the legal rights of an individual as it relates to due process within the context of the justice system. Students will also review U.S. Supreme Court cases and legal statutes that influence current policies that are tied to the practice of psychology.

MPS 673 Theories of Criminal Behavior (3 credits)
This course is designed to provide with contemporary views and theories of maladaptive and criminal behavior along with victim-offender relationships. A broad conceptualization of criminal behavior, tied to biological, sociological, and psychological perspectives, is explored and evaluated within the course.

MPS 675 Assessment in Forensic Psychology (3 credits)
The course is designed to introduce students to the literature on forensic assessment and the methods utilized in this area of psychology. Topics included will be the historical context, relevant theories, techniques, tools, and procedures related to forensic assessment. Ethics in forensic evaluation and the dilemmas encountered in dealing with the diverse criminal and victim populations are emphasized throughout the course.

HEALTH PSYCHOLOGY CONCENTRATION (9 SEMESTER CREDIT HOURS)

MPS 663 Changing Health Behaviors (3 credits)
This course is focused on understanding the psychosocial processes regarding the behavioral health choices made by the individual. Special topics include the analyses of prospect theory, bounded rationality, overconfidence, motivation for change, cognitive dissonance, habit theory, and self-control capacity towards shaping health behavioral changes.

MPS 665 Health and Psychology of the Aging (3 credits)
This course is focused on understanding issues relevant to health in the aging adult, with a focus on Mid-life (45-64 years old) and elderly (65 years old and above). The class is taught from a biological, psychological, and social perspective. Specific topics to be covered include healthy adult psychological adjustment, healthy aging coping strategies, social relationships, memory and intelligence in aging adults, dementia, wisdom, along with coping with dying and bereavement.

MPS 667 Stress and Coping in Health Psychology (3 credits)
This course focuses on theories, methods and applications of the stress and coping research relevant to health. The course will provide conceptual and definitions of human stress along with differentiating between the physiological and psychological responses to stress in humans. Special topics include physiological responses to stress, the stress response theory, the measurement of psychological coping, stress management, and the moderators of stress and coping.

MEDIA PSYCHOLOGY CONCENTRATION (9 SEMESTER CREDIT HOURS)

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 a variety of forms such as 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 a variety of forms such as 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.

MASTER OF SCIENCE IN FORENSIC PSYCHOLOGY (MSFP)

TUW degrees develop adaptable leaders for ever-changing global work environments

The online Master of Science in Forensic Psychology is a 36-credit program of study displaying the interaction of mental and behavioral health with the law and criminal justice system. The Forensic Psychology Program is designed to provide a gateway to the knowledge and applications of forensic psychology in a variety of contemporary settings.

The program will blend theoretical and applied concepts related to the field of forensic psychology. The program's curriculum include courses that address a forensics psychology perspective associated with aspects of psychopathology and criminal behaviors, professional ethics, the intersections between law and psychology, family violence, and assessment in forensic psychology. Students can also select one of two specialization areas of study, in either Community Criminal Issues or Sex Offender Issues.

Students who choose the specialization in community criminal issues hone their forensic psychology skillsets in areas that effect communities and social behavior including juvenile delinquency, substance abuse and associated criminal behavior, and gangs and crime.

Student who choose the specialization in Sex Offender Issues hone their forensic psychology skillsets surveying topics such as human sexuality, sexual deviance and offenders, and victimology.

What makes this Master of Science in Forensic Psychology program different?

- 100% online
- Affordable tuition
- Nonprofit Accredited University
- No residency required
- Finish in one year*
- No GMAT or GRE required
- Accelerated admissions process
- 6 starts throughout the year.
- 8-week session.

*Degree can be earned in 12 months by those who take two courses per term for six consecutive terms.

Graduates of the Master of Science in Forensic Psychology program will have a solid foundation of knowledge, insights and skillsets to impact and make a difference in the criminal justice system. Graduates will gain expertise regarding judicial, human behavior, administrative, and educational contexts about psychological issues to judicial, legislative or administrative bodies, along with conducting research in connection with litigation.

The Masters of Science in Forensic Psychology program is beneficial to graduates who may serve as correctional psychologists, counselor, expert witness, law enforcement consultants, and research advisors to attorneys illuminating the role of psychology in corresponding legal cases. As consultants, forensic psychologists may serve a role in explaining the practical implications of relevant research, examination findings, and the opinions of other psycho-legal experts

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

MS in Forensic Psychology Mission Statement

The Master of Science in Forensic Psychology program augments the Touro University Worldwide mission by providing adult learners and/or career professionals with a solid academic foundation to enhance their practical and academic skills that contribute to expertise in forensic psychological issues relative to judicial, legislative or administrative systems crucial to the underserved and society at large.

MS in Forensic Psychology Program Learning Outcomes (PLO)

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

PLO 1 Interpret the scope of practical skills for the field of forensic psychology.
PLO 2 Analyze theories of criminal behavior relative to forensic psychology.
PLO 3 Value professional ethical standards in the practice of forensic psychology.
PLO 4 Appraise the intersectionality between the law and forensic psychology.
PLO 5 Assess the impact of psychopathology regarding criminal behaviors.
PLO 6 Apply research methods, statistics and assessment methods for a specific context in forensic psychology.
PLO 7 Examine the role of forensic psychology in criminology associated with abusive behavior in community and/or societal levels.
PLO 8 Compose an assignment synthesizing concepts learned in forensic psychology applicable to a selected setting or topic.

MS in Forensic Psychology Curriculum

Total program requirement is 36 semester credits (12 courses). Students will take 12 courses including nine (9) core courses and three (3) courses from one of the concentrations currently offered.

MS in Forensic Psychology Required Core Courses (27 semester credits hours)

Course Number	Course Title	Semester Credit Hours
MPF 600	Introduction to Forensic Psychology	3
MPF 602	Theories of Criminal Behavior	3
MPF 604	Professional Ethics in Forensic Pscyhology	3
MPF 606	Law and Forensic Psychology	3
MPF 608	Foundations of Psychopathology	3
MPF 610	Applied Research Methods and Statistics in Forensic Psychology	3
MPF 612	Family Violence and Forensic Psychology	3
MPF 614	Assessment in Forensic Psychology	3
MPF 690	Capstone	3

MS in Forensic Psychology Concentrations (9 semester credit hours)

I. Community Criminal Issues Concentration (9 semester credit hours)

Course Number	Course Title	Semester Credit Hours
MPF 607	Juvenile Deliquency	3
MPF 609	Gangs and Crime	3
MPF 611	Substance Abuse and Criminal Behavior	3

II. Sex Offender Issues Concentration (9 semester credit hours)

Course Number	Course Title	Semester Credit Hours
MPF 601	Human Sexuality and Sexual Deviance	3
MPF 603	Sex Offenses and Offenders	3
MPF 605	Victimology	3

MS IN FORENSIC PSYCHOLOGY COURSE DESCRIPTIONS

CORE REQUIRED COURSES (27 SEMESTER CREDIT HOURS)

MPF 600 Introduction to Forensic Psychology (3 credits)
This course provides an advanced introduction to the field of forensic psychology. The focus of this course will include how psychologists are involved in the criminal court system. Special topics include a fundamental overview of criminal competency, victim advocacy, eyewitness testimony, police interrogation, criminal risk assessment, sex offending, and careers in forensic psychology.

MPF 602 Theories of Criminal Behavior (3 credits)
This course is designed examine modern biopsychosocial theories of criminal behavior. Developmental and personality trait theories of criminal behaviors are addressed along with a broad scope of criminal behaviors, such as white-collar crimes, organized crime, hate crimes, cybercrime and terrorism.

MPF 604 Professional Ethics in Forensic Psychology (3 credits)
Students examine professional ethics in the field of forensic psychology. An analysis of various moral and ethical dilemmas in forensic psychology which include evaluating defendants' competency to stand trial, child custody evaluations, a duty to warn by forensic psychologists, and expert testimonies.

MPF 606 Law and Forensic Psychology (3 credits)
The focus in this course is the symbiotic relations between the criminal court system and the practice of forensic psychology. Students will review both national and international legal statutes that influence current policies tied to the field of forensic psychology.

MPF 608 Foundations of Psychopathology (3 credits)
This course reviews the broad spectrum of psychological disorders that are associated with forensic or legal issues. Students will focus on the etiology, prevalence and incidence, signs and symptoms for psychological disorders such as schizophrenia, bipolar disorder, stimulant drug addiction, anti-social personality disorder, borderline personality disorder, and oppositional defiant disorder.

MPF 610 Applied Research Methods and Statistics in Forensic Psychology (3 Credits)
The course is foundational to understanding the fundamental research in forensics psychology. Students will examine the integration of research methods and statistics in the research literature of forensic psychology along with informing forensic policies. Topics in the course will include survey methods, experimental and quasi-experimental designs, case studies, field research, and content analysis relative to forensic psychology.

MPF 612 Family Violence and Forensic Psychology (3 credits)
In this course, students receive a critical overview of family violence from a bio-psychosocial perspective. Topics include the meaning, nature, types of family violence, and associated theories of inter-personal hostility, aggression and violence among family members. Also provided is an overview of family violence in a cross-cultural context relevant to forensic psychology.

MPF 614 Assessment in Forensic Psychology (3 credits)
This course provides students with an advanced understanding about the use of assessments in various forensic psychology settings. Topics include the use of various personality and intellectual assessments to help evaluate defendants' competency to stand trial and inform child custody evaluations. The course will also examine risk assessments for various types of criminal offenders.

MPF 690 Capstone (3 credits)
The Capstone Course is the culminating experience of the Master of Science in Forensic Psychology program. Students create a culminating assignment that may serve as a tool for further research or refining procedures related to the practice of forensic psychology.

MS IN FORENSIC PSYCHOLOGY CONCENTRATIONS (9 SEMESTER CREDIT HOURS)

COMMUNITY CRIMINAL ISSUES CONCENTRATION COURSES (9 SEMESTER CREDIT HOURS)

MPF 607 Juvenile Delinquency (3 Credits)
This course examines juvenile delinquency and the juvenile justice system in the United States relevant to forensic psychology. Students will explore forensic psychology concepts regarding the bio-psychosocial theories within the context juvenile delinquency in terms of individuals, families and communities.

MPF 609 Gangs and Crime (3 credits)
This course provides an overview of the historical and contemporary context of gangs and crime in the context of forensic psychology. Topics include the influence of forensic psychology in understanding the typology of gangs, the cross-cultural context of gang membership, law enforcement responses, intervention strategies, prevention strategies, and development of public policy.

MPF 611 Substance Abuse and Criminal Behavior (3 credits)
This course provides an overview of the forensic psychologist's role in understanding personal and social issues created by abuse of psychotropic substances. Special emphasis is on the classification, description and history of psychotropic drugs along with examining the biological components of drug addiction, extent of drug use and its relationship to criminal behaviors.

SEX OFFENDER ISSUES CONCENTRATION COURSES (9 SEMESTER CREDIT HOURS)

MPF 601 Human Sexuality and Sexual Deviance (3 credits)
This course is designed to introduce students to the knowledge and underlying theories associated with biological and psychological aspects of human sexuality and sexually deviant behaviors in relation to forensic psychology.

MPF 603 Sex Offenses and Offenders (3 credits)
The course is designed to introduce students to the field of forensic psychology by addressing contemporary issues related to sex offenses. Topics include typology of sex offenses, underlying psychological theories relative to sex offenders, legal policies on sex offenses, selection of sex crime victims, and treatment of sexual offenders.

MPF 605 Victimology (3 credits)
This course provides an overview on the nature and experiences of crime victims relevant to forensic psychology. Special topics include history of victimology along with understanding the psychological and forensic consequences of sexual abuse, child abuse, elder abuse, and human trafficking.

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-class 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 (PLO)

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.

PLO8 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 credit hours)

Course Number	Course Title	Semester Credit Hours
IOP 604	Organizational Theory and Behavior	3
IOP 606	Facilitating Organizational Change	3
IOP 610	Strengthening Leadership & Management	3
IOP 612	Developing High Performance Teamwork	3
IOP 608	Performance Assessment & Program Evaluation	3
IOP 614	Improving Customer Relations	3
IOP 616	Research Methodology	3
IOP 618	Statistical Methods	3
IOP 699	Capstone	3

IOP Concentration Courses – Electives (9 semester credit hours)

I. Coaching and Consulting

Course Number	Course Title	Semester Credit Hours
IOP 653	Coaching	3
IOP 654	Organizational Assessment	3
IOP 659	The Art and Science of Facilitation	3

II. Human Resource Management

Course Number	Course Title	Semester Credit Hours
IOP 655	Human Resource Fundamentals	3
IOP 656	Training and Development	3
IOP 658	Developing a Competency Culture	3

III. Occupational Health Psychology

Course Number	Course Title	Semester Credit Hours
IOP 661	Overview of Occupational Health Psychology	3
IOP 662	Organizational Stress Management	3
IOP 663	Positive Health Psychology	3

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

IOP Course Descriptions

Core Required Courses (27 Semester Credit Hours)

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.

COACHING AND CONSULTING CONCENTRATION (9 SEMESTER CREDIT HOURS)

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.

HUMAN RESOURCE MANAGEMENT CONCENTRATION (9 SEMESTER CREDIT HOURS)

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.

OCCUPATIONAL HEALTH PSYCHOLOGY CONCENTRATION (9 SEMESTER CREDIT HOURS)

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 HEALTHCARE ADMINISTRATION (MHA)

The online Master of Science in Healthcare Administration (MHA) is a 36 credit hour program offering opportunities for professionals to hone their academic skillsets while also providing new students opportunities to pursue a variety of healthcare administration careers that are directly related to individuals, communities, private and non-governmental agency organizations.

The program blends theoretical and applied concepts relevant to healthcare administration professionals. The curriculum includes theories of organization for healthcare administration, understanding of US healthcare system, economics and policy, marketing, and communications. The curriculum addresses social diversity for those who may serve in large public sectors and require further cultural and diversity perspectives in managing and leading healthcare administration responsibilities.

Students who elect the concentration in Operations Management sharpen their skills in marketing and communications, financial management literacy and strategies to enhance their managerial healthcare administration skills.

Student who elect the Health Informatics concentration hone their skillset in identification, analysis and reporting of large datasets for healthcare administrators.

Graduates of the Master of Science in Healthcare Administration explore creative plans for growing healthcare organizations, obtain strong management skills with respect to personnel, finances, and overall healthcare administration.

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

MS IN HEALTHCARE ADMINISTRATION MISSION STATEMENT

The mission of TUW's Master of Science in Healthcare Administration program is to develop and provide adult learner students with lifelong skills and knowledge to prepare for both career and professional growth. The program aims to develop healthcare administrative leaders to serve and enrich their local communities and society in general.

MS IN HEALTHCARE ADMINISTRATION PROGRAM LEARNING OUTCOMES (PLO)

Upon completion of the MS in Healthcare Administration program, the student will be able to:

PLO 1 Explore the role and responsibilities of healthcare administrators across a variety of situations.
PLO 2 Examine organization theory and behavior relevant to healthcare administration.
PLO 3 Assess economic, political and organizational foundations of the U.S. Healthcare systems.
PLO 4 Apply quantitative reasoning through the application of epidemiology and biostatic methods.
PLO 5 Compare and contrast operations management strategies in healthcare administration that include finance and marketing.
PLO 6 Evaluate legal and ethical implications associated with healthcare administration.
PLO 7 Value the role of the healthcare administrator in assuring security and privacy utilizing information technology in healthcare .
PLO 8 Compose a summative assignment that integrates various managerial perspectives in healthcare administration.

MS IN HEALTHCARE ADMINISTRATION CURRICULUM

Total program requirement is 36 semester credits (12 courses). Students will take 12 courses including nine (9) core courses and three (3) courses from one of the concentrations currently offered.

MS in Healthcare Administration Core Courses (27 semester credit hours)

Course Number	Course Title	Semester Credit Hours
MHA 600	Introduction to Healthcare Administration	3
MHA 602	Organizational Theory and Behavior	3
MHA 604	US Healthcare Systems	3
MHA 606	Ethical and Legal Implications for Healthcare Administration	3
MHA 608	Health Information Systems	3
MHA 610	Public and Economic Policy for Healthcare Administration	3
MHA 612	Epidemiology and Healthcare Administration	3
MHA 614	Introduction to Biostatistics	3
MHA 699	Capstone (taken as the last course)	3

MS in Healthcare Administration Concentrations (9 semester credit hours)

I. Health Informatics Concentration (9 semester credit hours)

Course Number	Course Name	Semester Credit Hours
MHA 607	Health Informatics	3
MHA 609	Health Data Analytics	3
MHA 611	Security and Privacy in Health Informatics	3

II. Operations Management Concentration (9 semester credit hours)

Course Number	Course Name	Semester Credit Hours
MHA 601	Marketing and Communications for Healthcare Administration	3
MHA 603	Financial Management for Healthcare Administration	3
MHA 605	Application of Management Strategies for Healthcare Administration	3

MS IN HEALTHCARE ADMINISTRATION COURSE DESCRIPTIONS

CORE REQUIRED COURSES (27 SEMESTER CREDIT HOURS)

This course is designed to introduce students to the principles and foundation of healthcare administration. Students will assess the role and responsibilities of healthcare administrators' across but not limited to public and private enterprises such as public health organizations, private medical facilities, and hospitals.

MHA 600 Introduction to Healthcare Administration (3 credits)
This course is designed to introduce students to the principles and foundation of healthcare administration. Students will assess the role and responsibilities of healthcare administrators' across but not limited to public and private enterprises such as public health organizations, private medical facilities, and hospitals.

MHA 602 Organizational Theory and Behavior (3 credits)
Students will explore an introduction to theories of organizations and behavior. The course will provide students with the knowledge to understand the dynamics between attitudes, motivation, and how the impact on behavior in healthcare environments.

MHA 604 US Healthcare Systems (3 credits)
This course provides an examination of the complex US health care delivery systems. Students will explore and assess the role of government, policies and regulations on healthcare access and services, financial and reimbursement parameters for public and private institutions, resource management as well as current and future trends with respect to healthcare systems in the US.

MHA 606 Ethical and Legal Implications for Healthcare Administration (3 credits)
In this course, students will explore and develop an understanding of dynamic legal and ethical issues encountered by healthcare administrators. Special topics include patient-provider relationships, compliance-related regulations such as end-of-life, and patient rights. Student will explore employment regulations such as sexual harassment, mental health and institutional liability.

MHA 608 Health Information Systems (3 credits)
The course provides an introduction to new and emerging technologies such as tele-health, databases, software applications and electronic databases. Students explore the challenges to implementation of new and emerging health information systems both internal and external, and develop strategies to increase quality of healthcare.

MHA 610 Public and Economic Policy for Healthcare Administration (3 credits)
In this course, students examine public and economic policy in the healthcare environment. Topics include the development of public and economic policies, approval, and impact of public and economic policies on disadvantaged communities, and healthcare administrators.

MHA 612 Epidemiology and Healthcare Administration (3 credits)
This course introduces the basic principles and core concepts of population health in the field of healthcare administration. Students will apply epidemiological principles which include but are not limited to morbidity, mortality, prevalence, and incidence rates to tackle program planning, financing, economic, and managerial challenges brought on by today's health problems. Students have hands on opportunity to develop a surveillance system for a current health organization or system.

MHA 614 Introduction to Biostatistics (3 credits)
In this course, students will examine the role of biostatics in providing a higher quality of care for healthcare administrators through the foundational skills to analyze quantitative and qualitative data. Students will learn data-analysis techniques to assess public health informatics relevant to healthcare administrators. Special topics include data types, interpretation reporting and the dissemination of data findings.

MHA 699 Capstone (3 credits)
The Capstone Course is the final course in the Master of Science in Healthcare Administration program. The capstone is intended to demonstrate the student's ability to integrate all facets of healthcare administration by applying what has been learned throughout the program within a real-world scenario.

HEALTH INFORMATICS CONCENTRATION (9 SEMESTER CREDIT HOURS)

MHA 607 Health Informatics (3 credits)
This course will provide students with a foundation of health informatics in healthcare administration. Students will explore informatics concepts and use of technology in healthcare delivery to include the impact of data collection, storage, and analysis. Students will have an opportunity to apply health informatics concepts to a real-world scenario.

MHA 609 Health Data Analytics (3 credits)
In this course students will explore the fundamentals of the healthcare data analytics process and concepts in healthcare settings. Special emphasis includes the acquisitions of large datasets, associated analytic techniques, and applicable strategies to utilize the analytics in a variety of healthcare settings. Students receive an overview of visualization and presentation in a selected healthcare setting.

MHA 611 Security and Privacy in Health Informatics (3 credits)
Students will explore cases and real world scenarios to examine the ethical and legal ramifications associated with the use of electronic documents in contemporary healthcare settings. Special emphasis includes exploring local, state, federal and/or global security and privacy regulations relevant to healthcare administrators. Students will examine a contemporary security and privacy threat in a healthcare administration setting to develop strategies to minimize and combat risks associated with health informatics threats.

OPERATIONS MANAGEMENT CONCENTRATION (9 SEMESTER CREDIT HOURS)

MHA 601 Marketing and Communications for Healthcare Administration (3 credits)
In this course, students examine the function and role of marketing and communication for healthcare administrators. Students learn skills to develop effective marketing strategies across various healthcare settings. This course will feature real-world examples demonstrating how health care administrators must address real world challenges. Special emphasis includes how social, economic, legal, and ethical forces influence healthcare marketing.

MHA 603 Financial Management for Healthcare Administration (3 credits)
This course provides students with an overview of the best practices and skillsets in financial management useful for healthcare administrators. Special topics include budgeting, financial and cost management in a variety of healthcare administrative settings.

MHA 605 Application of Management Strategies for Healthcare Administration (3 credits)
This course will provide the opportunity for students to identify and apply effective managerial strategies as healthcare administrators to include hospital regulation, managing and organizing staff/personnel training, contracts, and scheduling. Special emphasis includes leadership skills, methods, and strategies to overcome challenges faced by today's healthcare administration professionals.

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.

MSHS PROGRAM LEARNING OUTCOMES (PLO)

By the end of the *MSHS* degree program, the student will be able to:

PLO 1 Analyze 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 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 National Commission for Health Education Credentialing.

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 credit hours)

Course Number	Course Title	Semester Credit Hours
MHS 600	Health Through the Life Span	3
MHS 602	Health Promotion, Program Planning, Design and Evaluation	3
MHS 604	Cultural and Cross Cultural Perspective in Health	3
MHS 606	Health Behavior and Change	3
MHS 608	Research in Health Sciences	3
MHS 610	Legal and Ethical Issues in Public Health	3
MHS 612	Health Education Program Administration	3
MHS 699	Capstone Integrative Project	3

MSHS Elective Courses (Please choose 4 elective courses listed below for 12 semester credits)

Course Number	Course Title	Semester Credit Hours
MHS 601	Aging and Health Education	3
MHS 603	Perspectives in Community Health Education	3
MHS 605	Applied Community Health Education Research	3
MHS 607	Mental Health and Society	3
MHS 611	Public Policy Issues in Health Education	3
MHS 613	Occupational Health and Safety	3
MHS 615	Environmental Health	3

Course Number	Course Title	Semester Credit Hours
MHS 617	Health Issues during Emergency and Disaster Situations	3
MHS 619	Principles of Epidemiology	3

MSHS Health & Wellness Concentration (9 Semester credits)

Course Number	Course Title	Semester Credit Hours
MHS 621	Fundamentals of Health and Wellness Coaching	3
MHS 623	Lifestyle Disease and Risk Reduction	3
MHS 625	Introduction to Complementary Integrative Health	3

***Students choose 1 course from the MSHS electives to satisfy the total 36 semester hour requirement.**

MSHS Health Education Concentration Course Descriptions

Core Required Courses (24 Semester Credit Hours)

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 overreaching 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.

ELECTIVE COURSES

- MSHS CONCENTRATION –(12 SEMESTER CREDIT HOURS)
- HEALTH & WELLNESS CONCENTRATION—(3 SEMESTER CREDIT HOURS)

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 Health & Wellness Concentration Course Descriptions (9 Semester Credit hours)

MHS 621 Fundamentals of Health and Wellness Coaching
This course is an introduction to the principles and basic competencies for health and wellness coaching. The course will cover key concepts for effective coaching, including communication skills, goal-setting strategies, and ethical consideration informed by behavior change models. The course strongly lays emphasis on rapport-building, motivation-building, and creating personal wellness plans addressing today's growing health and wellness concerns.

MHS 623 Lifestyle Disease and Risk Reduction
In this course, students will investigate the complex effects of lifestyle diseases on both individual health and society as a whole. The course offers an interdisciplinary perspective, covering the epidemiological foundations of these diseases, the risk factors and behavioral influences that affect their impact, and various strategies for presentation and intervention. These strategies include motivational interviewing, goal setting, and self-monitoring, among others. By the end of the course, students will acquire both theoretical knowledge and practical skills to effectively reduce the risk of lifestyle diseases and enhance overall health outcomes for individuals and communities.

MHS 625 Introduction to Complementary Integrative Health
This course offers a comprehensive overview of complementary and integrative health practices, focusing on how they enhance conventional medicine. Students will delve into the principles, benefits, and supporting evidence of various modalities, including acupuncture, herbal medicine, yoga, and mind-body therapies. Emphasizing a holistic approach to health and wellness, the course explores the integration of these practices into traditional healthcare settings. Additionally, students will examine the ethical, cultural, and professional considerations relevant to complementary integrative health within the context of

wellness practices. By the end of the course, students will have a solid understanding of the role of complementary and integrative health in modern healthcare, equipping them to apply this knowledge in professional settings.

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

	Number of Credits
Program Requirements	30
Electives	6
Total	36

MSHS Public Health Concentration Curriculum

MSHS (Public Health) Core Program Requirements (30 semester credit hours)

Course Number	Course Name	Semester Credit Hours
MHS 600	Health Through the Life Span	3
MHS 602	Health Promotion, Program Planning, Design and	3
MHS 604	Cultural and Cross Cultural Perspective in Health	3
MHS 606	Health Behavior and Change	3
MHS 619	Principles of Epidemiology	3
MHS 615	Environmental Health	3
MPH 608	Perspectives on Public Health Research	3
MPH 610	Biostatistics	3
MPH 612	Policy Issues in Public Health	3
MPH 699	Capstone Integrative Project	3

MSHS (Public Health) Electives (Please choose 2 courses for 6 credits)

Course Number	Course Name	Semester Credit Hours
MHS 613	Occupational Health and Safety	3
MHS 607	Mental Health and Society	3
MPH 601	Global-International Health Issues	3
MPH 603	Ethical Issues in Public Health	3

MSHS Public Health Concentration Course Descriptions

Core Required Courses (30 Semester Credit Hours)

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 overreaching 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 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 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.

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.

ELECTIVE COURSES (6 SEMESTER CREDIT HOURS)

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 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.

MASTER OF SCIENCE IN HUMAN SERVICES

There is an increased need for leaders in the human services professions and agencies. According to Human Services Guide (published 2018), a Master of Science in Human Services can prepare students for careers in higher education, administration, community service and leadership in management positions. The earnings of human services graduates vary according to position, geographical location, and professional work experience and they provide invaluable contributions to society.

The program blends theoretical and applied concepts. The curriculum includes professional communications in human services, theories of behavior in human services, professional ethics, non-profit management, financial decision making, research methods for human services, and program development and evaluation in human services. The culmination of case studies and real world experiences for the current and future human services professionals provides a solid foundation for both professional and new students to human services. In addition, the curriculum addresses areas for those who may serve in large public human services settings which have a wide range of cultural and diverse perspectives in human services, along with managing and leading, developing team collaboration and public policy in human services.

The Master of Science in Human Services at TUW affords students broad training to explore the dynamic relationships between human services management, mental health, and community services. The program offers quite a few managerial courses in human services, which is useful for students and professional practitioners. The program will offer opportunities for both professionals and students interested in pursuing a variety of careers working directly with individuals, communities, and social service organizations.

MS IN HUMAN SERVICES MISSION STATEMENT

The mission of the TUW's Master of Science in Human Services 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 in their community, government, nonprofit agencies, and society

MS IN HUMAN SERVICES PROGRAM LEARNING OUTCOMES

Upon completion of the MS in Human Services Program, the student will be able to:

PLO 1 Practice professional communications that foster teamwork among individuals, communities, and agencies.
PLO 2 Apply theoretical underpinnings of behavior in human services.
PLO 3 Value strategies for human services professionals to increase cultural awareness in diverse settings.
PLO 4 Formulate strategies to address ethical issues for professionals in human services organizations.
PLO 5 Compare and contrast management and leadership theories applicable to various human services organizations.
PLO 6 Examine financial decision making strategies that lead to success in human services organizational settings.
PLO 7 Analyze a variety of contemporary public policies in human services.
PLO 8 Compose a summative assignment that integrates research methods to develop and evaluate programs for a human services organization.

MS IN HUMAN SERVICES CURRICULUM

The curriculum is comprised of 36 semester credits (12 courses) and a capstone course. The Capstone course is the last course taken in the program, and provides feedback assessment on the achievement of the Program Learning Outcomes (PLO).

MS in Human Services Required Core Courses (36 semester credit hours)

Course Number	Course Title	Semester Credit Hours
HSM 600	Professional Communications in Human Services	3
HSM 602	Theories of Behavior in Human Services	3
HSM 604	Cultural and Diversity Perspectives in Human Services	3
HSM 606	Professional Ethics in Human Services	3
HSM 608	Managing and Leading Organizations in Human Services	3
HSM 610	Developing Team Collaboration in Human Services	3
HSM 612	Nonprofit Management in Human Services	3
HSM 614	Public Policy in Human Services	3
HSM 616	Financial Decision Making for Human Services Organizations	3
HSM 618	Research Methods for Human Services	3
HSM 620	Program Development and Evaluation in Human Services	3
HSM 699	Capstone (taken as the last course)	3

MS IN HUMAN SERVICES COURSE DESCRIPTIONS

HSM 600 Professional Communications in Human Services (3 credits)
Throughout this course, students will explore communications skills and techniques useful for professionals in human services to collaborate with individuals, communities, and agencies in the human service field. Special emphasis will explore professional and academic writing as well as examining a variety of contemporary digital media platforms.

HSM 602 Theories of Behavior in Human Services (3 credits)
In this course, students receive a broad overview of theories useful in the human services profession. Special emphasis is placed on the value of theories of behavior in human services to include social cognition, social learning, motivation, conflict and systems theory. Students have an opportunity to apply theory to human services in variety of settings.

HSM 604 Cultural and Diversity Perspectives in Human Services (3 credits)
This course is designed to introduce students to various perspectives in the human services field. Students have an opportunity to explore strategies to generate self-awareness for professionals, which is invaluable in minimizing biases in the human services field by exploring diverse perspectives in a variety of settings.

HSM 606 Professional Ethics in Human Services (3 credits)
In this course, students examine professional ethic issues in the discipline of human services. The course provides an introduction to analyzing various moral and ethical dilemmas, and legal and ethical responsibilities for human service professionals. Students will also explore topics related to informed consent, confidentiality, and client rights.

HSM 608 Management and Leadership in Human Services (3 credits)
This course provides an overview on management skills for the 21st century human service professional. Students will compare and contrast management and leadership theories and styles applicable to various human services organizations.

HSM 610 Developing Team Collaboration in Human Services (3 credits)
In this course, students examine the role of team collaboration and the associated influence of management and leadership to foster communications between human services professionals within and across communities and agencies. Special emphasis is on group dynamics and motivation theories applicable to human services organizations in a variety of settings.

HSM 612 Nonprofit Management in Human Services(3 credits)
In this course, students explore management of human services in the nonprofit sector. Students explore the unique characteristics associated with management and leadership for nonprofit organizations' stakeholders to include volunteers, professional staff, and regulatory agencies. Students receive a brief overview of managerial strategies for funding in nonprofit human service organizations.

HSM 614 Public Policy in Human Services (3 credits)
This course examines contemporary issues, strategies and implementation of public policy in human services. Students will explore policy strategies and analysis in areas such as child/youth welfare, socio-economic status, community based initiatives, family strengthening, social services, vulnerable populations, and poverty.

HSM 616 Financial Decision Making for Human Services Organizations (3 credits)
In this course, students explore the fundamental techniques for successful financial decision making in human services. Special emphasis includes basic terminology relevant to finance in human services, learning how assess the health of the organization through financial reports, and utilize the reports and lessons learned to make sound financial decision-making in a human services organization.

HSM 618 Research Methods for Human Services (3 credits)
The course serves as an introduction to graduate level research in the human services field. Students learn about the research process and receive a general overview of the ways that human service professionals apply knowledge from research into practice. Special emphasis is on the design and execution of both quantitative and qualitative research in the human services, and which designs are most useful to address contemporary human services problems.

HSM 620 Program Development and Evaluation in Human Services (3 credits)
The course provides the students the capacity to plan, implement, and evaluate human service programs. Students learn to plan and evaluate a human services organization that contributes to a community and/or society. Special emphasis is on types of evaluations used in human services based on the desired outcome of the human services professional.

HSM 699 Capstone (3 credits)
The Capstone Course is the final course in the Master of Science in Human Services degree program. The capstone is intended to demonstrate the student's ability to integrate all facets of human services by developing a Capstone assignment that applies what has been learned to a real-world scenario.

DOCTORAL DEGREE PROGRAM

DOCTORATE OF BUSINESS ADMINISTRATION (DBA)

The Doctorate of Business Administration program's emphasis is professional-practice and guided by TUW's focus on professional graduate education and specifically business administration in general. Students engage in scholarly and professional activities commensurate with the doctoral level. The Doctorate of Business Administration (DBA) is especially designed to serve the needs of working professionals who wish to enhance academic, research, and application skills for professionals and/or practitioners in the field of business administration. The Doctorate of Business Administration program provides senior executives, top management, and business professionals with research and applications skills necessary for critically understanding and assessing research in various areas of business functions. Finally, the DBA degree program is particularly suited for those who wish to attain C-level business positions.

The Doctorate of Business Administration program is designed to provide:

- Professionals, Executives, and Business Practitioners with the skills and competencies necessary to design, conduct, and critically assess evidence-based studies in their areas of interest.
- A doctoral-level academic environment that includes research guided by faculty, technology and learning opportunities.
- A support system dedicated to assure student success at the doctoral level.

The TUW Doctorate of Business Administration has several unique features:

- Faculty is comprised of dedicated educators who hold doctoral degrees and are experienced leaders and business professionals.
- The program is designed to use a unique pedagogy in an online delivery method that allows the flexibility to conveniently advance their education and research while maintaining busy schedules, work, and family lives.
- Immense resources are available in the TUW online library with popular research databases useful in completing the Doctorate of Business Administration Courses and Program.

DBA MISSION STATEMENT

The Doctor of Business Administration program is committed to TUW's mission by providing a quality education that provides opportunities to adult learners, and professionals to achieve life-long learning that contributes to their personal lives, career/workplace, profession and society.

DBA PROGRAM LEARNING OUTCOMES (PLO)

Upon successful completion of the Doctorate of Business Administration Program, students should be able to:

PLO 1 Apply the scholar-practitioner model to theoretical concepts that lend to evidence based solutions for business.
PLO 2 Interpret theoretical application of organizational behavior in business.
PLO 3 Apply contemporary marketing strategies in various business settings to include strategies across cultures.

PLO 4 Assess financial principles and associated techniques to inform managerial decisions in business.
PLO 5 Compare and contrast turnaround and organizational renewal strategies in business.
PLO 6 Value the role of ethics in determining evidence-based business.
PLO 7 Evaluate best practices in governance and accountability in business settings.
PLO 8 Compose a doctoral research project that integrates an applicable survey design, relevant literature, and research methods.

DBA Curriculum

The DBA program is a professional Doctorate program that introduces scholarly and professional activities designed to advance the student substantially beyond the master's degree program and serves as one of the highest-level programs in the School of Business and Management. The curriculum is comprised of 48 credits (16 courses). The completed doctoral research project serves as evidence of program mastery and achievement of the Program Learning Outcomes (PLO).

The curriculum is comprised of the courses below **(Note: Contact your advisor for the recommended course progression to maximize your academic success).**

Core Courses --- (36 credits)

- The Scholar Practitioner Model (DBA 700)
- Theories of Organizational Behavior in Business (DBA 701)
- Business and Management Across Cultures (DBA 702)
- Organizational Governance and Accountability (DBA 703)
- Ethics for Business Professionals (DBA 704)
- Financial Principles & Management in Business (DBA 705)
- Contemporary Marketing in Business (DBA 706)
- Research Methods for Business (DBA 707)
- Turnaround Management & Organizational Renewal Strategies (DBA 708)
- Quantitative Research for Business I (DBA 709)—*(SPSS GradPack required)*
- Quantitative Research for Business II (DBA 710)—*(SPSS GradPack required)*
- Survey Design for Business Leaders (DBA 711)

Second Phase ---The Doctoral Research Project Proposal Development (1 course- 3 credits) DBA 712

- Find your Doctoral Chair and committee. DBA 712 is the transition course and you work with the Doctoral Chair and Committee
- Develop Research Proposal
    - Hone Doctoral Research Project Topic
    - Conceptual Framework
    - Preliminary Literature Review
- **Goal:** Oral and written defense of Doctoral Research Project Proposal

Third Phase Doctoral Program ---The Doctoral Research Project (3 courses- 9 credits) DBA 713, DBA 714, DBA 715

- Gain IRB Approval to collect data and/or conduct interviews as applicable
- Continue working with Doctoral Chair and committee (as applicable) until successful defense of final research project
- Data collection, interviews, etc.
- Methodology
- Discussion and Results
- **Goal:** Oral and written defense of Doctoral Research Project

DOCTORATE OF BUSINESS ADMINISTRATION (CURRICULUM BY COURSE)

Course Number	Course Title Core Courses (36 Credits)	Semester Credit Hours
DBA 700	The Scholar Practitioner Model	3
DBA 701	Theories of Organizational Behavior in Business	3
DBA 702	Business and Management Across Cultures	3
DBA 703	Organizational Governance and Accountability	3
DBA 704	Ethics for Business Professionals	3
DBA 705	Financial Principles & Management in Business	3
DBA 706	Contemporary Marketing in Business	3
DBA 707	Research Methods for Business	3
DBA 708	Turnaround Management & Organizational Renewal Strategies	3
DBA 709*	Quantitative Research Methods for Business I	3
DBA 710*	Quantitative Research Methods for Business II	3
DBA 711	Survey Design for Business	3
**SPSS GradPack* required		
Doctoral Research Project Proposal Phase DBA 712 is taken individually as the student works with the Chair and Committee members.		
Course Number	**Course Title Doctoral Research Project Proposal Phase (3 Credits)**	**Semester Credit Hours**
DBA 712	Doctoral Research Project Proposal	3
Note 1: *Submit IRB request following successful proposal defense* **Note 2**: *Students should complete Doctoral Research Project proposal in one (1) session. Students who do not complete the proposal in one session will need to register and pay for a continuation course for each extra term until completion.*		
Doctoral Research Project Completion DBA 713 thru DBA 715 are taken individually as the student works with the Chair and Committee members.		
Course Number	**Course Title Doctoral Research Project Completion (9 Credits)**	**Semester Credit Hours**
DBA 713	Doctoral Research Project I	3
DBA 714	Doctoral Research Project II	3
DBA 715	Doctoral Research Project III	3
Note 1: *IRB approval must be completed in DBA 713* **Note 2**: *Students should complete Doctoral Research Project in three (3) sessions. Students who do not complete the research project in three sessions will need to register and pay for a continuation course for each extra term until completion.*		

GRADING POLICY FOR DBA RESEARCH PROJECT PROPOSAL, IMPLEMENTATION PHASE, AND RESEARCH PROJECT CONTINUATION COURSES

Grading policy for DBA courses in the Research Project Proposal and Research Project Implementation phase.

1. The course that the DBA student takes in the doctoral research project proposal phase is: DBA 712
2. The courses that the DBA student takes in the Doctoral Research Project implementation phase are: DBA 713, DBA 714, DBA 715.

Proposal Phase:

1. If a student during the Proposal phase in the following course DBA 712 have **not completed** this phase as written in the Catalog and Doctorate of Business Administration 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 DBA 712 **completed** this phase as written in the Catalog and Doctorate of Business Administration Handbook, the grade for that course will be an A and not an IP.
3. If the student has not successfully defended the proposal at the end of the DBA 712, the grade of IP will be assigned and the student will take continuation courses DBA 712A, DBA 712B, etc. until successful defense of the proposal. A final grade will be assigned to DBA 712 upon successful completion of the proposal.

Note: Each continuation course will be charged to the student for a tuition rate of $500; the continuation course bears no credits and is not covered by Financial Aid.

Research Project Implementation Phase:

1. If a student during the Research Project implementation phase (DBA 713, DBA 714 and DBA 715), has **not completed** each phase as written in the Catalog and DBA 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 **completed** each phase (DBA 713, DBA 714 and DBA 715) as written in the Catalog and DBA Handbook, the grade for that course will be an A and not an IP.
3. If the student has not successfully defended the Research Project at the end of the DBA 715, the grade of IP will be assigned and the student will take continuation courses DBA 715A, DBA 715B, etc. until successful defense of the proposal. A final grade will be assigned to DBA 715 upon successful completion of the Research Project.

Note: Each continuation course will be charged to the student for a tuition rate of $500; the continuation course bears no credits and is not covered by Financial Aid.

The Doctoral Research Project completes the Doctoral Program, and it highlights your individual work. The Research Project 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.

DBA Course Descriptions

Core Required Courses

DBA 700 The Scholar Practitioner Model (3 credits)
The course empowers students with a thorough orientation to the Doctorate of Business Administration Program, the scholar-practitioner model, and purposeful research for business. Through a series of applied research articles, trade publications and external literature students will establish a foundation about the process the Scholar-Practitioner framework uses to translate theory and principles to business practical solutions.

DBA 701 Theories of Organizational Behavior in Business (3 credits)
This course provides students an in-depth study and analysis of organizational theory from a business perspective. The course will explore human behaviors in businesses, which include attitudes, and business functions that lend to enhanced performance and profitability in business.

DBA 702 Business and Management Across Cultures (3 credits)
This course addresses principles of business operations and management across cultures to assimilate for effective functional operational processes and principles that support organization, operations, systems, and employee management. Students will apply theory to practice for business operations relevant to various cultural backgrounds in a variety of business organizations.

DBA 703 Organizational Governance and Accountability (3 credits)
This course addresses the best practices of governance and accountability in the business environment. Special topics include underlying theories relative to ethics role in best businesses practices of governance and accountability, importance of accountability and transparency in business leadership, and the importance of governance on business performance.

DBA 704 Ethics for Business Professionals (3 credits)
This course provides students with an in-depth understanding of the importance of ethics and social responsibility in business and explores practical solutions to ethical challenges in contemporary business. Special emphasis includes the identification of ethical business challenges and the associated practical approaches to determine solutions.

DBA 705 Financial Principles & Management in Business (3 credits)
This course provides students with a comprehensive understanding of current business based financial management theories and models applicable to improve decision making that influence both business performance and opportunity. Students use the contemporary finance management tools to apply the principles in a variety of business settings.

DBA 706 Contemporary Marketing in Business (3 credits)
In this course, students apply a practitioner perspective in contemporary marketing for decision-making to increase the performance of in organizations. Special topics include pricing, product development, channel of distributions, marketing research, global marketing practices and e-marketing methodologies to provide a competitive advantage in applicable industries, sectors and global markets.

DBA 707 Research Methods for Business (3 credits)
In this course, students explore applied research utilizing the business research process. This course is one of a few quantitative reasoning courses that prepare the student for advanced coursework in quantitative research methods.

DBA 708 Turnaround Management & Organizational Renewal Strategies (3 credits)
In this course, students apply theories associated with turnaround and organizational renewal strategies in business. Special emphasis is on various turnaround and renewal models and the implementation of the models in the application of evidenced-based solutions in the business environment.

DBA 709 Quantitative Research Methods for Business I (3 credits)
The fundamental concepts of quantitative research methods will include descriptive statistics and fundamental concepts that serve as the basis for more advanced coursework and data analysis specifically tailored to business.

DBA 710 Quantitative Research Methods for Business II (3 credits)
Advancing the knowledge and skills in quantitative research places emphasis on research design and framework, applicable statistics for data analysis, interpretation of findings; and the presentation of results with the scope of improving business decisions.

DBA 711 Survey Design for Business (3 credits)
Survey Design exposes scholar-practitioners to a variety of areas that are key to understanding and mastering methodology through surveys applicable to the business environment. Special emphasis in this course is identification of applicable survey design from associated literature for a selected area of research, and identification of applicable survey questions. In addition, students begin to search and select a faculty Chair and Committee in preparation to transition to DBA 712, and are introduced to the primary learning platform system that will be utilized throughout the entire Research Project process.

Doctoral Research Project Required Courses (Each Course Must Be Taken One At A Time Sequentially)

DBA 712 Doctoral Research Project Proposal (3 credits)
In this course, students work with a faculty Chair and committee to prepare for the proposal phase of a selected research project. In this phase, students identify a research topic, develop an applicable conceptual framework, prepare a fundamental literature review, and propose a research methodology that will be orally defended no later than one week prior to the end of the session. In addition, students utilize the Doctoral Management System (DMS), which is the primary learning platform system to submit work and collaborate with the Chair (with the support of the Committee) during the entire Research Project proposal and final process.

DBA 713 Doctoral Research Project I (3 credits)
In this course, students continue to work with the Chair and Committee on their selected research project. In this phase of the project, students submit and receive approval from the Institutional Review Board (IRB) regarding the proposed research methodology to collect data, conduct interviews, etc. as applicable. Students conduct an enhanced literature review for their project to further strengthen their conceptual framework identified in the proposal phase.

DBA 714 Doctoral Research Project II (3 credits)
In this course, students continue to work with the Chair and Committee on their selected research project. In this phase of the project, students analyze data collected, write the results and begin to shape the research project such as adding the introduction, executive summary, discussions, etc.

DBA 715 Doctoral Research Project III (3 credits)
Students complete work on their Research Project and Research Project Defense. In this course, students finalize the research project working with the Chair and Committee. In this final phase, students will integrate and synthesize all components of the project and submit to the chair no later than the 4th week of the session in preparation of the final research project oral defense.

DOCTOR OF HEALTH SCIENCE (DHSC)

The Touro University Worldwide Doctor of Health Science (DHSc) is designed with the needs and desires of working professionals who wish to further their health related careers with an advanced degree. The DHSc is designed and taught by experts in the health science field that offer a spectrum of expertise. The program curriculum emphasizes theories and professional practice for health professional learners across various settings. Graduates of the program will acquire knowledge on how applied and theoretical principles for health science can inform evidence-based practice.

The program will provided students comprehension of the theories and research in health science to expand competencies in their allied health professions as they face the challenges of individual and institutional functioning in today's technologically sophisticated, media-connected, and global environment.

The program is designed to:

- Provide students with the professional skills and tools to design evidence-based solutions in the field of health science.
- 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 in health science settings.
- Provide a support system dedicated to student success at the Doctoral level.

The TUW *Doctor of Health Science* has several unique features:

- Instructors themselves are health science experts actively involved in private, government agencies, and or not for profit organizations striving to solve problems and improving health outcomes to keep pace with trends.
- The program is designed and delivered online with a unique pedagogy which offers students the flexibility to conveniently advance their education and still maintain their professional and personal schedules.
- Course content, including assignments and research opportunities, are structured to offer students flexibility while also providing maintaining the ability to complete the doctoral process at an individual pace.

The Doctorate of Health Science (DHSc) program aims to empower current health professionals to be innovative in administrative, leadership, education and research positions in an evolving health profession setting. The course content is designed to advance the student beyond the educational accomplishments of a Master's degree program.

DHSC MISSION STATEMENT

The Doctor of Health Science (DHSc) supports TUW's mission and commitment to professional education and will serve the needs of students globally desiring an advanced professional degree using an online delivery mode. The DHSc program provides an opportunity for growth, development, and application of critical skills necessary for today's modern health professional.

DHSc Program Learning Outcomes (PLO)

By the end of the program, students should be able to:

PLO 1 Integrate theoretical concepts and scientific principles that lend to solutions for health science professionals.

PLO 2 Demonstrate advanced communication and professionalism in addressing legal and ethical challenges of health science professions.

PLO 3 Apply analytical techniques to program development and evaluation in a variety of practice settings.

PLO 4 Explore the role of health informatics in providing patient and medical care as relevant to health science professionals.

PLO 5 Disseminate and critically evaluate evidence-based research integrating epidemiological and biostatical principles to assess a variety of health phenomenon.

PLO 6 Assess U.S. and global healthcare structures, policy, and economic impact on the health of various populations.

PLO 7 Examine the role of occupational and environmental health in public health strategies.

PLO 8 Create a synthesized doctoral research project that integrates the application of health science principles and techniques.

DHSc Curriculum

The curriculum provides a holistic view of understanding, assessing and developing health science strategies to address todays growing health phenomena. Each course in the curriculum provides students with tools directly applicable to their roles as health science professionals, including an understanding of research allowing students the ability to gain the skills they will need to make significant contributions to the interdisciplinary practice of health science.

The curriculum is a blend of core courses that include both theory and qualitative and quantitative reasoning. Students take multiple courses where they apply theory and research to their area(s) of interest. A progression map is provided to all students at the beginning of the program to assist in their successful progress throughout the program.

DHSc–CURRICULUM BY COURSE

The curriculum is comprised of 48 credits (16 courses). The completed Doctoral Research Project serves as evidence of program mastery and achievement of the Program Learning Outcomes (PLO).

Course Number	Course Title Core Courses (36 Credits)	Semester Credit Hours
DHS 700	History of Health Promotion and Disease Prevention	3
DHS 701	Theoretical Foundations in Health Science	3
DHS 702	Ethics and Professional Leadership in Health Science	3
DHS 703	Health Informatics	3
DHS 704	Program Development and Evaluation for Health Professionals	3
DHS 705	Epidemiology	3
DHS 706	US & Global Health Policy	3
DHS 707	Introduction to Biostatistics	3
DHS 708	Occupation and Environmental Health	3
DHS 709	Quantitative Research and Analysis	3
DHS 710	Qualitative Research and Analysis	3
DHS 711	Survey Design for Health Science	3

Course Number	Course Title Core Courses (36 Credits)	Semester Credit Hours
	(Research Project courses DHS 712 – DHS 715 are taken individually) Proposal Development (6 credits) (Individual Student work with Chair and committee, starting in the 1st module of 712)	
DHS 712	Doctoral Research Project Proposal (Part 1)	3
DHS 713	Doctoral Research Project Proposal (Part 2) ***Note:*** *Submit IRB request following successful proposal defense*	3
	Doctoral Research Project (6 credits-Minimum Requirement) (Individual Student work with Chair and committee)	
DHS 714*	Doctoral Research Project (Part 1)	3
DHS 715*	Doctoral Research Project (Part 2)	3

****Note**: REQUIRED MATERIALS. Students are required to purchase SPSS GradPack, which can be purchased 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 the following link: https://www.ibm.com/products/spss-statistics-gradpack. The software may also be useful for the Doctoral Research Project.*

Core Courses

Applied Scholar Practitioner – Required (9 courses 27 credits)

- History of Health Promotion and Disease Prevention (DHS 700)
- Theoretical Foundations in Health Science (DHS 701)
- Ethics and Professional Leadership in Health Science (DHS 702)
- Health Informatics (DHS 703)
- Program Development and Evaluation for Health Professionals (DHS 704)
- Epidemiology (DHS 705)
- US & Global Health Policy (DHS 706)
- Introduction to Biostatistics (DHS 707)
- Occupation and Environmental Health(DHS 708)

Applied DHS Research - Required (3 courses- 9 credits)

- Quantitative Research and Analysis (DHS 709)
- Qualitative Research and Analysis (DHS 710)
- Survey Design for Health Science (DHS 711)

Second Phase of the Doctoral Program

- Doctoral Research Project Proposal (Part 1) (DHS 712)
- Doctoral Research Project Proposal (Part 2) (DHS 713)

The Doctoral Research Proposal Development (2 courses- 6 credits) From this course forward, students work with the Chair selected during DHS 711. Students conduct research project work under the guidance and mentorship with the Chair individually in areas such as the following:

- Work on Doctoral Research Project Topic
- Conceptual Framework
- Literature Review to support topic
- Develop the proposal
- **Goal:** Orally defend proposal and submit IRB approval request

Third Phase Doctoral Program

- Doctoral Research Project (Part 1) (DHS 714)—*(SPSS GradPack required)*
- Doctoral Research Project (Part 2) (DHS 715)—*(SPSS GradPack required)*

The Doctoral Research (Research Project Development) (2 courses- 6 credits) DHS 714 and DHS 715

- Continue working with Doctoral Research Project Chair and committee (as applicable) until successful defense of final Doctoral Research Project
- Data collection, interviews, etc.
- Associated Methodology (as applicable)
- Discussion/Results of Research Project
- **Goal:** Orally defend Doctoral Research Project

GRADING POLICY FOR DHSC RESEARCH PROJECT PROPOSAL, RESEARCH PROJECT IMPLEMENTATION AND RESEARCH PROJECT CONTINUATION COURSES.

Grading policy for DHS courses in the Research Project Proposal and Research Project Implementation phase.

1. The courses that the DHS student takes in the proposal phase are: DHS 712 and DHS 713
2. The courses that the DHS student takes in the implementation phase are: DHS 714 and DHS 715

Doctoral Research Project Proposal Phase:

1. If a student during the Proposal phase in DHS 712 and DHS 713 have **not completed** each phase as written in the Catalog and 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 DHS 712 and DHS 713 **completed** each phase as written in the Catalog and handbook, the grade for that course will be an A and not an IP.
3. If the student has not successfully defended the proposal at the end of the DHS 713, the grade of IP will be assigned and the student will take continuation courses DHS 713A, DHS 713B, etc. until successful defense of the proposal. A final grade will be assigned to DHS 713 upon successful completion of the proposal.

Note: Each continuation course will be charged to the student for a tuition rate of $500; the continuation course bears no credits and is not covered by Financial Aid.

Doctoral Research Project Implementation Phase:

1. If a student during the doctoral research project implementation phase (DHS 714 and DHS 715), has **not completed** each phase as written in the Catalog and doctoral 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 **completed** each phase (DHS 714 and DHS 715) as written in the Catalog and handbook, the grade for that course will be an A and not an IP.
3. If the student has not successfully defended the Doctoral Research Project at the end of the DHS 715, the grade of IP will be assigned and the student will take continuation courses DHS 715A, DHS 715B, etc. until successful defense of the proposal. A final grade will be assigned to DHS 715 upon successful completion of the Doctoral Research Project.

Note: Each continuation course will be charged to the student for a tuition rate of $500; the continuation course bears no credits and is not covered by Financial Aid.

The Doctoral Research Project is the Capstone/Completion of the Doctoral study, and it highlights your individual work. The Doctoral Research Project 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.

DHSc Course Descriptions

Core Required Courses (48 Semester Credit Hours)

DHS 700 History of Health Promotion and Disease Prevention (3 credits)
The course provides an orientation to the Doctorate of Health Science program, and the application of the scholar practitioner model. Utilizing various methods, students develop an understanding of the history of health promotion and disease prevention by examining biological, psychological, behavioral, and socio-cultural factors that influence and impact the development of healthy communities and populations from a practitioners perspective. A brief history of health, the impact of policy on health, and an overview of the implementation and evaluation of health programs and its relationship to today's health professionals will be examined.

DHS 701 Theoretical Foundations in Health Science (3 credits)
In this course, students examine health behavior and health education theories and models relevant to health science professionals. Students will explore a scholar-practitioner approach and associated health theories to chronic and infectious diseases.

DHS 702 Ethics and Professional Leadership in Health Science (3 credits)
In this course, students explore ethics and professional leadership necessary to excel as health science professionals across multiple environments. Students will explore techniques and tools to address a variety of contemporary ethical concerns in the field of health science.

DHS 703 Health Informatics (3 credits)
This course provides an overview of health informatics. Students will explore the role of technology in consumer services (patient care) and medical care (healthcare marketplace). This course will also explore new and emerging trends in health technology as well as a range of healthcare informatics.

DHS 704 Program Development and Evaluation for Health Professionals (3 credits)
The course provides students with an in-depth examination of program development and evaluation for health professionals. Students learn application to theory in developing and evaluating a health promotion program. Special emphasis is on program development and evaluation utilizing managerial skills.

DHS 705 Epidemiology (3 credits)
This course provides students the opportunity to apply basic principles and methods of epidemiology across various health science domains. Special emphasis will be placed on study designs, measures of frequency, and their application in assessing health phenomena.

DHS 706 US & Global Health Policy (3 credits)
In this course, students examine domestic and international policy and legislation that impacts human health such as economic environments contributing to the labor force, health care systems, and disease prevention. Special emphasis is on current global health challenges and policies.

DHS 707 Introduction to Biostatistics (3 credits)
This course serves as an introduction to biostatistics for health professionals. Course content will present descriptive and inferential statistics which are the fundamental concepts for more advanced doctoral work.

DHS 708 Occupation and Environmental Health (3 credits)
In this course, students receive an introduction to the fields of environmental and occupational health. Special emphasis is placed on the recognition and prevention of diseases across multiple environments coupled with examining special risk populations in terms of disease and injury.

DHS 709 Quantitative Research and Analysis (3 credits)
In this course, students learn quantitative research methods and analytical techniques useful for health science professionals. Special emphasis is on application of these learned skillsets to address real-world health disparities. The concepts and techniques used in this course may serve as foundational tools for the doctoral research project.

DHS 710 Qualitative Research and Analysis (3 credits)
This course provides students with an in-depth examination of the qualitative research methods and analytical techniques which includes but not limited to ethnographies and focus groups. Students have an opportunity to apply learned qualitative research skills to address current real-world health disparities. The concepts and techniques used in this course may serve as foundational tools for the doctoral research project.

DHS 711 Survey Design for Health Science (3 credits)
In this course, students explore survey design as a necessary tool for a health science professional. Students learn to assess instruments via literature useful in determining factors of interest to the health science professional such as biological, psychological, behavioral, and socio-cultural. Concepts learned in this course may be applicable for use in the doctoral research project. This is a transitional course to the doctoral research project proposal development phase, which means students are introduced to the Doctoral Management System (DMS) for the selection of a Chair and completion of their research project.

PROPOSAL DEVELOPMENT COURSES (6 SEMESTER CREDITS)

DHS 712 Doctoral Research Project Proposal (Part 1) (3 credits)
In this course, students work independently with their Chair through their desired research project. Students identify and begin to prepare a research project applicable to the health science field. Students work closely with their Chair to develop and build a conceptual model relevant to their research topic with fundamental supportive literature.

DHS 713 Doctoral Research Project Proposal (Part 2) (3 credits)
In this course students will continue to work with their faculty Chair and committee members. In this phase of the research project, students will finalize the methods they will use to carry out the project. During this phase, students will present their research project to their Chair and committee for their research project oral proposal defense. Upon completion of the proposal defense, students will submit their proposal to the Institutional Review Board (IRB) application for approval. Students should continue to enhance previous work while the application to IRB is pending.

DOCTORAL RESEARCH PROJECT COURSES (6 SEMESTER CREDIT HOURS-MINIMUM CREDIT REQUIREMENT)

DHS 714 Doctoral Research Project (Part 1) (3 credits)
In this course, students continue to work with the Chair and committee members on the proposed research project. Students will work on data collection as applicable to complete their project and begin forming an analytic plan. Additionally, students simultaneously work on strengthening other portions of their project, e.g., enhanced literature review etc.

DHS 715 Doctoral Research Project (Part 2) (3 credits)
In this final phase of the doctoral program, students finalize and orally defend their research project. Students should submit a completed project to their Chair no later than the 4th week of the session. Students will work with the Chair to schedule an oral defense where the student will present their completed research project.

DOCTOR OF MANAGEMENT (DMgt)

The Touro University Worldwide Doctor of Management (DMgt) is especially designed to serve the needs of working professionals who wish to enhance academic, research, and application skills for professionals and/or practitioners in the field of management. The Doctor of Management program provides senior executives and top management with advanced theoretical analysis, research comprehension, and applications skills necessary to perform their current or higher level jobs as well as to critically understand and assess research reports in their work. Graduating students from the program will also be prepared to assume faculty positions in institutions of higher learning. Finally, the DMgt degree program is particularly suited for those who wish to attain senior management consultant assignments.

The Doctor of Management program's emphasis is professional-practice and guided by Touro's focus on professional graduate education, and specifically management in general. Students engage in scholarly and professional activities commensurate with the Doctoral level utilizing the Scholar-Practitioner Model. Students take an evidence-based approach to address the challenges in today's technologically sophisticated, media-connected, and culturally diverse global environment.

The Doctor of Management program is designed to provide:

- Professionals, Executives and Faculty with the skills and competencies necessary to design, conduct, and critically assess evidence-based studies in their areas of interest.
- A doctoral-level academic environment that includes research guided by faculty, technology and learning opportunities.
- A support system dedicated to assure student success at the doctoral level.

The TUW *Doctor of Management* has several unique features:

- The faculty members are comprised of dedicated educators who hold doctoral degrees and are experienced leaders and business professionals.
- 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.
- Vast resources are available in the TUW online library with popular research databases useful in completing the Doctor of Management Courses and Program.

DMgt MISSION STATEMENT

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. The Doctor of Management program is committed to TUW's mission by providing a quality education that provide opportunities to adult learnersand professionals to achieve life-long learning that contributes to their personal lives, career/workplace, profession and society.

DMgt PROGRAM LEARNING OUTCOMES (PLO)

Upon successful completion of the Doctorate in Management Program, students should be able to:

PLO 1 Apply the scholar-practitioner model to the development of evidence-based solutions in professional practices in managerial settings.

PLO 2 Interpret theoretical underpinnings of organizational behavior in management.

PLO 3 Design research methods to validate evidence-based solutions in a variety of managerial settings.

PLO 4 Integrate theory and research to apply best leadership practices relevant to organizational behavior in management.
PLO 5 Compare and contrast turnaround and organizational renewal strategies in organizations.
PLO 6 Value ethics in determining evidence-based solutions in organizational behavior in management.
PLO 7 Evaluate best practices in governance and accountability in management in organizations.
PLO 8 Compose a synthesized study that utilizes literature to apply theory to research.

DMgt CURRICULUM

The DMgt program is a professional Doctorate program that introduces scholarly and professional activities designed to advance the student substantially beyond the master's degree program and serves as the highest-level program in the School of Business and Management. The curriculum is comprised of 66 credits (22 courses). The completed dissertation serves as evidence of program mastery and achievement of the Program Learning Outcomes (PLO).

The curriculum is comprised of the courses below **(Note: Contact your advisor for the recommended course progression to maximize your academic success).**

Core Courses

Theory - Required (5 courses- 15 credits)

- The Scholar Practitioner Model (DMGT 720)
- Theories of Organizational Behavior (DMGT 721)
- Organizational Governance and Accountability (DMGT 723)
- Turnaround Management & Organizational Renewal Strategies (DMGT 725)
- Applied I/O Psychology (DMGT 728)

Applied DMgt Research - Required (5 courses- 15 credits)

- Research Methods (DMGT 722)
- Survey Design (DMGT 730)
- Qualitative Research Methods (DMGT 734)
- Quantitative Research I (DMGT 726)—*(SPSS GradPack required)*
- Quantitative Research II (DMGT 738)—*(SPSS GradPack required)*

Application of Theory and Research - Required (3 courses- 9 credits)

- Applications of the Scholar-Practitioner Model (DMGT 750)
- Evidence-based Practices in Management (DMGT 751)
- Application of Research Methods in Professional Settings (DMGT 752)

Second Phase of the Doctoral Program - The Doctoral Research/Dissertation Proposal Development (4 courses- 12 credits) DMGT 753, 754, 755, 770

- Find your Dissertation Chair and committee (work on your topic starting in DMGT 754). DMGT 753 is the transition course towards your work with the Dissertation Chair individually.
- Work on your Doctoral Dissertation Topic
- Conceptual Framework
- Literature Review
- Develop the proposal
- IRB
- **Goal:** Defend Proposal and IRB Approval

Third Phase Doctoral Program - The Doctoral Research/Dissertation (Dissertation Development) (5 courses- 15 credits) DMGT 771, 772, 780, 781, 782

- Continue working with Dissertation Chair and committee (as applicable) until successful defense of final dissertation
- Data collection, interviews, etc.
- Methodology
- Discussion and Results
- **Goal:** Defend Dissertation

GRADING POLICY FOR DMgt DISSERTATION PROPOSAL, DISSERTATION IMPLEMENTATION AND DISSERTATION CONTINUATION COURSES.

Grading policy for DMgt courses in the Dissertation Proposal and Dissertation Implementation phase.

1. The courses that the DMgt student takes in the dissertation proposal phase are: DMGT 754, 755 and 770.
2. The courses that the DMgt student takes in the dissertation implementation phase are: DMGT 771, 772, 780, 781 and 782.

Proposal Phase:

1. If a student during the Proposal phase in the following courses DMGT 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 DMGT 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 has not successfully defended the proposal at the end of the DMGT 770, the grade of IP will be assigned and the student will take continuation courses DMGT 770A, DMGT 770B, etc. until successful defense of the proposal. A final grade will be assigned to DMGT 770 upon successful completion of the proposal.

Note: Each continuation course will be charged to the student for a tuition rate of $500; the continuation course bears no credits and is not covered by Financial Aid.

Dissertation Implementation Phase:

1. If a student during the dissertation implementation phase (DMGT 771, DMGT 772, DMGT 780, DMGT 781 and DMGT 782), has **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 **completed** each phase (DMGT 771, DMGT 772, DMGT 780, DMGT 781 and DMGT 782) 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 has not successfully defended the dissertation at the end of the DMGT 782, the grade of IP will be assigned and the student will take continuation courses DMGT 782A, DMGT 782B, etc. until successful defense of the proposal. A final grade will be assigned to DMGT 782 upon successful completion of the dissertation.

Note: Each continuation course will be charged to the student for a tuition rate of $500; the continuation course bears no credits and is not covered by Financial Aid.

The Doctoral Dissertation is the Capstone/Completion of the Doctoral study, and it highlights 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.

DMgt–Curriculum by Course

Course Number	Course Title Core Courses (30 Credits)	Semester Credit Hours
DMGT 720	The Scholar Practitioner Model	3
DMGT 721	Theories of Organizational Behavior	3
DMGT 723	Organizational Governance and Accountability	3
DMGT 725	Turnaround Management & Organizational Renewal Strategies	3
DMGT 728	Applied I/O Psychology	3
DMGT 722	Research Methods	3
DMGT 730	Survey Design	3
DMGT 734	Qualitative Research Methods	3
DMGT 726*	Quantitative Research Methods I	3
DMGT 738*	Quantitative Research Methods II	3
Application of Theory and Research (9 credits) Please take all 3 courses in the order they are presented		
DMGT 750	Applications of the Scholar-Practitioner Model	3
DMGT 751	Evidence-based Practices in Management	3
DMGT 752	Application of Research Methods in Professional Settings	3
Proposal Development (12 credits) (DMGT 754 through DMGT 770 courses are taken individually) (Individual Student work with Chair and committee, starting in the 1st module of 754)		
Students who do not complete the work in 4 sessions (by the end of DMGT 770 will need to register and pay for a continuation course for extra terms until completion.		
DMGT 753	Developing the Research Conceptual Framework and Literature Review (Core course—transition to Chair)	3
DMGT 754	Refining the Research Topic & first draft of the proposal	3
DMGT 755	Honing the Methods	3
DMGT 770	Refine and Defend Proposal ***Note:*** *Submit IRB request following successful proposal defense*	3
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)		
DMGT 771	Begin Doctoral Research/Dissertation	3
DMGT 772	Continue Doctoral Research Dissertation	3
DMGT 780	Doctoral Research/Dissertation I	3
DMGT 781	Doctoral Research/Dissertation II	3
DMGT 782	Doctoral Research/Dissertation III	3
Program Completion** **This is based on completing the Doctoral Research/Dissertation work in 5 sessions (by the end of DMGT 782). Students who do not complete the work in 5 sessions will need to register and pay for a continuation course for extra terms 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 the following link: https://www.ibm.com/products/spss-statistics-gradpack. The courses that specifically need the SPSS Grad Pack are DMGT 726 and DMGT 738. It may also be useful for your dissertation.*

DMgt Course Descriptions

Core Required Courses (30 Semester Credit Hours)

DMGT 720 The Scholar Practitioner Model (3 credits)
This course provides students an orientation to the Doctorate of Management Program and the scholar-practitioner model. This course is designed to provide an overview of the scholar-practitioner perspective in professional settings. Students will learn about the process of the Scholar-Practitioner model to apply theory to practice in a variety of professional settings that lend to their dissertation in their area of research interest.

DMGT 721 Theories of Organizational Behavior (3 credits)
This course is designed to examine the theoretical underpinnings of organizational behavior relevant to management in organizations. Students will examine the major theories of organizational behavior at various units of analysis applicable to successful management in organizations.

DMGT 722 Research Methods (3 credits)
In this course, students explore research in organizations to address management challenges supported by theory and application in a variety of settings. Special emphasis is on the research process, fundamental elements of a research proposal and ethics in research in managerial settings. Research methods concepts learned in this course contribute to application of theory and research as well as the students' dissertation proposal and final defense phases.

DMGT 723 Organizational Governance and Accountability (3 credits)
Students analyze theories and best practices associated with organizational governance and accountability in management. Students will examine various organizational governance issues across a variety of organizations to apply contemporary management methods/tools to address the governance challenges and opportunities that lend to overall efficiency within organizations.

DMGT 725 Turnaround Management & Organizational Renewal Strategies (3 credits)
Throughout the course, students will use a theoretically oriented case approach to provide managerial solutions to operational, financial and decline in an organization's performance to implement turnaround and renewal strategies.

DMGT 726 Quantitative Research Methods I (3 credits)
In this course, students explore the fundamentals of quantitative research methods in managerial studies applicable to a variety of organizational settings. Students are introduced to the Statistical Package for the Social Sciences (SPSS) to perform basic statistical analyses to describe basic ideas, underlying assumptions, data collection and more that are useful in the field of management studies.

DMGT 728 Applied I/O Psychology (3 credits)
This course provides students with the underlying theories of I/O Psychology conducive to the field of management to include the human behavior and mental processes, workplace productivity, morale, employee screening and organizational development. Special emphasis is on the role of I/O psychology in the use of organizational assessments to enhance the organizational climate and culture that lend to managerial decision-making.

DMGT 730 Survey Design (3 credits)
Students address survey design concepts such as population and sample size, delivery mechanisms, sampling techniques and construction of survey questionnaires. Along with ethical considerations in

survey design, students will have an opportunity to identify the type of survey that may be useful in their dissertation research in a selected managerial setting.

DMGT 734 Qualitative Research Methods (3 credits)
In the field of management, qualitative research offers a complex and rich source of research techniques. In this course, students examine a variety of qualitative research methods that include case studies, ethnography, and action research from various practitioners and researchers in the field of management, which may be useful in the student's area of research in the doctoral program.

DMGT 738 Quantitative Research Methods II (3 credits)
In this course, students will build on the topics covered in DMGT 726 and hone their knowledge of quantitative research methods to analyze and address both the challenges and opportunities managers face in organizations. Students use the Statistical Package for the Social Sciences (SPSS) perform analyses to interpret the results of proposed research questions and provide managerial solutions and or implications from those results.

Application of Theory to Research Courses (9 Semester Credit Hours)

DMGT 750 Applications of Scholar Practitioner Model (3 credits)
In this first course in the application of theory to research group of courses, students examine the scholar-practitioner approach through various types of literature. Students begin building their foundational base of managerial references to support their dissertation research, which include peer-reviewed, trade and scholarly publications. Through the literature, students examine real world managerial implications through the theoretical underpinnings posited by scholar-practitioners in the managerial field.

DMGT 751 Evidence-Based Practices in Management (3 credits)
This course supplements the framework of DMGT 750 by examining theoretical methods, to include the six (6) key domains of Evidence Based Management (EBM). Students continue to support their dissertation research with lessons learned from publications in evidence-based practices in management that values ethics in determining solutions to a variety of managerial challenges in organizations.

DMGT 752 Applications of Research Methods in Professional Settings (3 credits)
The goal of this course is to assist students in identifying a research method used in a professional managerial setting, which may be useful in the students' dissertation research area of interest. Special emphasis is on students identifying a research theory that supports an initial research topic, research problem or statement and fundamental research question(s).

Proposal Development Courses (12 Semester Credit Hours)

DMGT 753 Developing the Research Conceptual Framework and Literature Review (3 credits)
In this transitional DMGT course, students are introduced to the fundamental component of the dissertation, which is the conceptual framework. Students draw upon all lessons learned throughout the program to start a preliminary proposal that hones the research topic, underlying theories, fundamental literature and identify proposed research methodology. Students are mentored by the teaching faculty of the course to develop a brief prospectus, which is submitted to the student's selected dissertation Chair and/or committee members no later than the end of the course. In addition, students are introduced to the Doctoral Management System (DMS), which is used from DMGT 754 through completion of the dissertation.

DMGT 754 Refining the Research Topic and Literature Review (3 credits)
Students will refine their Research topic and gather supportive literature to develop the Dissertation Proposal based on knowledge gained in previous courses, and with the assistance of the dissertation chair and the dissertation committee.

DMGT 755 Honing the Methods (3 credits)
Students add to the dissertation proposal by identifying the methods used for the dissertation proposal, and with the assistance of the Chair and committee members.

DMGT 770 Proposal Refinement and Defense (3 credits)
Students prepare and successfully defend the dissertation proposal with the assistance of the Chair and dissertation committee. After final dissertation proposal approval, students complete application to Institutional Review Board (IRB) committee for approval of data collection.

DOCTORAL DISSERTATION COURSES (15 SEMESTER CREDIT HOURS-MINIMUM CREDIT REQUIREMENT)

DMGT 771 Begin Doctoral Dissertation Research (3 credits)
Student is now in dissertation phase and collecting data upon approval of IRB committee and working on enhanced literature review. Student continues to work with Chair and Committee.

DMGT 772 Continue Doctoral Dissertation Research (3 credits)
Student collecting data and continuing enhanced literature review. Student continues to work with Chair and Committee.

DMGT 780 Doctoral Research/Dissertation I (3 credits)
Student analyzing data and interpreting results. Student continues to work with Chair and Committee.

DMGT 781 Doctoral Research/Dissertation II (3 credits)
Individual work of Student with Chair and Committee
Student compiling completed dissertation and submitting drafts to Chair and Committee.

DMGT 782 Doctoral Research/Dissertation III (3 credits)
Students complete work on their Dissertation, prepare and successfully defend the Doctoral Dissertation.

DOCTOR OF MANAGEMENT (DMGT) IN ORGANIZATIONAL LEADERSHIP CONCENTRATION

The Touro University Worldwide Doctor of Management (DMgt) in Organizational Leadership concentration is specially designed to serve the needs of working professionals who wish to enhance academic, research, and application skills for professionals and/or practitioners in the field of management with an emphasis on organizational leadership. Further, the organizational leadership concentration provides senior executives and top management with advanced theoretical analysis, research comprehension, and applications skills necessary to perform their current or higher level jobs as well as to critically assess the landscape of organizational leadership from atop down perspective while simultaneously incorporating insight from teams, groups and stakeholders internal and external to an organization. Graduates from the program will also be prepared to assume faculty positions in institutions of higher learning utilizing knowledge gained in this unique field of study. Finally, the DMgt program's organizational leadership concentration is particularly suited for those who wish to attain coach and or consult senior leaders by providing applied knowledge, best practices and strategies in fluid managerial settings worldwide.

The program's concentration provides theory to application through research that will expand competencies to enhance students' area of interest regarding organizational leadership, which include special areas such as organizational design and strategy, impact of leadership on shaping organizational culture and the contributions of technology in organizational leadership. The organizational leadership concentration in the DMGT program, engages students to demonstrate higher level learning to address leadership challenges and opportunities in today's technologically sophisticated, media-connected, and culturally diverse global environment.

The Doctor of Management in Organizational Leadership Concentration is designed to provide:

- Professionals, Executives and Faculty with the skills and competencies necessary to design, conduct, and critically assess evidence-based studies in their areas of interest in organizational leadership.
- A doctoral-level academic environment that includes research guided by faculty, technology and learning opportunities.
- A support system dedicated to assure student success at the doctoral level.

The TUW Doctor of Management concentration in Organizational Leadership has several unique features:

- The faculty members are comprised of dedicated educators who hold doctoral degrees and are experienced leaders and business professionals in organizational leadership and management, technology and more.
- 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.
- Vast resources are available in the TUW online library with popular research databases useful in completing the Doctoral courses and the Program.

DMGT Concentration in Organizational Leadership Mission Statement

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. The Doctor of Management Concentration in Organizational Leadership is committed to TUW's mission by providing a quality education that provides opportunities to adult learners, underserved, and professionals to achieve life-long learning that contributes to their personal lives, career/workplace, profession and society especially in an ever-changing and diverse global environment.

TUW's Doctor of Management in Organizational Leadership 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 TUW's unique pedagogy and online delivery method that allows students to conveniently advance their education and still maintain busy schedules, work, and family lives.
- A convenient program course structure, including course assignments and research options that provide students the flexibility of completing their doctorates at their own pace.

DMGT Program Learning Outcomes (PLO)

Upon successful completion of the Doctorate in Management Program, students should be able to:

PLO 1 Apply the scholar-practitioner model to the development of evidence-based solutions in professional practices in managerial settings.
PLO 2 Interpret theoretical underpinnings of organizational leadership.
PLO 3 Design research methods to validate evidence-based solutions in a variety of managerial settings.
PLO 4 Integrate theory and research to incorporate best leadership practices in utilizing technology in organizational leadership.
PLO 5 Compare and contrast organizational design strategies utilized by leadership in an organization
PLO 6 Value ethics in determining evidence-based solutions in an organization
PLO 7 Evaluate best practices associated with the leadership role in shaping organizational culture
PLO 8 Compose a synthesized study that utilizes literature to apply theory to research.

DMgt Curriculum (Organizational Leadership Concentration)

The DMgt program is a professional Doctorate program that introduces scholarly and professional activities designed to advance the student substantially beyond the master's degree program and serves as the highest-level program in the School of Business and Management. The curriculum is comprised of 66 credits (22 courses). The completed dissertation serves as evidence of program mastery and achievement of the Program Learning Outcomes (PLO).

The curriculum is comprised of the courses below **(Note: Contact your advisor for the recommended course progression to maximize your academic success).**

Core Courses

Theory - Required (5 courses- 15 credits)

- The Scholar Practitioner Model (DMGT 720)
- Organizational Leadership Theories (DMGT 711)
- Organizational Design and Strategy (DMGT 712)
- Organizational Leadership and Culture (DMGT 713)
- Technology in Organizational Leadership (DMGT 714)

Applied DMgt Research - Required (5 courses- 15 credits)

- Research Methods (DMGT 722)
- Survey Design (DMGT 730)
- Qualitative Research Methods (DMGT 734)
- Quantitative Research I (DMGT 726)—(*SPSS GradPack required*)
- Quantitative Research II (DMGT 738)—(*SPSS GradPack required*)

Application of Theory and Research - Required (3 courses- 9 credits)

- Applications of the Scholar-Practitioner Model (DMGT 750)
- Evidence-based Practices in Management (DMGT 751)
- Application of Research Methods in Professional Settings (DMGT 752)

Second Phase of the Doctoral Program-The Doctoral Research/Dissertation Proposal Development (4 courses-12 credits) DMGT 753, 754, 755, 770

- Find your Dissertation Chair and committee (work on your topic starting in DMGT 754). DMGT 753 is the transition course towards your work with the Dissertation Chair individually.
- Work on your Doctoral Dissertation Topic
- Conceptual Framework
- Literature Review
- Develop the proposal
- IRB
- **Goal:** Defend Proposal and IRB Approval

Third Phase Doctoral Program- The Doctoral Research/Dissertation (Dissertation Development) (5 courses-15 credits) DMGT 771, 772, 780, 781, 782

- Continue working with Dissertation Chair and committee (as applicable) until successful defense of final dissertation
- Data collection, interviews, etc.
- Methodology
- Discussion and Results
- **Goal:** Defend Dissertation

GRADING POLICY FOR DMGT DISSERTATION PROPOSAL, DISSERTATION IMPLEMENTATION AND DISSERTATION CONTINUATION COURSES

Grading policy for DMgt courses in the Dissertation Proposal and Dissertation Implementation phase.

1. The courses that the DMgt student takes in the dissertation proposal phase are: DMGT 754, 755 and 770.
2. The courses that the DMgt student takes in the dissertation implementation phase are: DMGT 771, 772, 780, 781 and 782.

Proposal Phase:

1. If a student during the Proposal phase in the following courses DMGT 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 DMGT 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 has not successfully defended the proposal at the end of the DMGT 770, the grade of IP will be assigned and the student will take continuation courses DMGT 770A, DMGT 770B, etc. until successful defense of the proposal. A final grade will be assigned to DMGT 770 upon successful completion of the proposal.

Note: Each continuation course will be charged to the student for a tuition rate of $500; the continuation course bears no credits and is not covered by Financial Aid.

Dissertation Implementation Phase:

1. If a student during the dissertation implementation phase (DMGT 771, DMGT 772, DMGT 780, DMGT 781 and DMGT 782), has **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 **completed** each phase (DMGT 771, DMGT 772, DMGT 780, DMGT 781 and DMGT 782) 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 has not successfully defended the dissertation at the end of the DMGT 782, the grade of IP will be assigned and the student will take continuation courses DMGT 782A, DMGT 782B, etc. until successful defense of the proposal. A final grade will be assigned to DMGT 782 upon successful completion of the dissertation.

Note: Each continuation course will be charged to the student for a tuition rate of $500; the continuation course bears no credits and is not covered by Financial Aid.

The Doctoral Dissertation is the Capstone/Completion of the Doctoral study, and it highlights 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

DOCTOR OF MANAGEMENT (DMGT): CONCENTRATION IN ORGANIZATIONAL LEADERSHIP CURRICULUM

Course Number	Course Title Core Courses (30 Credits)	Semester Credit Hours
DMGT 720	The Scholar Practitioner Model	3
DMGT 711	Organizational Leadership Theories	3
DMGT 712	Organizational Design and Strategy	3
DMGT 713	Organizational Leadership and Culture	3
DMGT 714	Technology in Organizational Leadership	3
DMGT 722	Research Methods	3
DMGT 730	Survey Design	3
DMGT 734	Qualitative Research Methods	3
DMGT 726*	Quantitative Research Methods I	3
DMGT 738*	Quantitative Research Methods II	3
Application of Theory and Research (9 credits) Please take all 3 courses in the order they are presented		
DMGT 750	Applications of the Scholar-Practitioner Model	3
DMGT 751	Evidence-based Practices in Management	3
DMGT 752	Application of Research Methods in Professional Settings	3

Course Number	Course Title Core Courses (30 Credits)	Semester Credit Hours
Proposal Development (12 credits) (DMGT 754 through DMGT 770 courses are taken individually) (Individual Student work with Chair and committee, starting in the 1st module of 754)		
Students who do not complete the work in 4 sessions (by the end of DMGT 770 will need to register and pay for a continuation course for extra terms until completion.		
DMGT 753	Developing the Research Conceptual Framework and Literature Review (Core course—transition to Chair)	3
DMGT 754	Refining the Research Topic & first draft of the proposal	3
DMGT 755	Honing the Methods	3
DMGT 770	Refine and Defend Proposal ***Note:*** *Submit IRB request following successful proposal defense*	3
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)		
DMGT 771	Begin Doctoral Research/Dissertation	3
DMGT 772	Continue Doctoral Research Dissertation	3
DMGT 780	Doctoral Research/Dissertation I	3
DMGT 781	Doctoral Research/Dissertation II	3
DMGT 782	Doctoral Research/Dissertation III	3
Program Completion** **This is based on completing the Doctoral Research/Dissertation work in 5 sessions (by the end of DMGT 782). Students who do not complete the work in 5 sessions will need to register and pay for a continuation course for extra terms 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 the following link: https://www.ibm.com/products/spss-statistics-gradpack. The courses that specifically need the SPSS Grad Pack are DMGT 726 and DMGT 738. It may also be useful for your dissertation.*

DMGT IN ORGANIZATIONAL LEADERSHIP CONCENTRATION COURSE DESCRIPTIONS

CORE REQUIRED COURSES (30 SEMESTER CREDIT HOURS)

DMGT 711 Organizational Leadership Theories (3 credits)
This course is designed to examine foundational leadership theories relevant to management. Students explore the theoretical contributions to contemporary organizational systems, leadership models, and organizational change and associated leadership style and vision. Special emphasis includes topics such as the impact of individual, group, and team leadership on organizational leadership.

DMGT 712 Organizational Design and Strategy (3 credits)
Throughout this course, students examine strategies in organizational design and redesign utilizing a real-world approach and associated analyses. Special emphasis includes the applicability of hierarchical and organic organization design, contemporary designs, and the impact of leadership decision-making in organizational design or redesign.

DMGT 713 Organizational Leadership and Culture (3 credits)
In this course, students examine theoretical underpinnings associated with the leadership role and influence on building culture within an organization. Special topics include the impact of the leader in shaping organizational culture through topics such as communications, diversity,, performance, management across cultures, and organizational learning.

DMGT 714 Technology in Organizational Leadership (3 credits)
Students examine and evaluate contemporary technological, structure, and behavior and technological implications on strategic organizational leadership decisions. Students assess the benefits, risks, and challenges as leaders plan and implement technology in organizations. Special emphasis is on legal and ethical implications of information technology, artificial intelligence, social media platforms and other tools relevant in the contemporary organization.

DMGT 720 The Scholar Practitioner Model (3 credits)
This course provides students an orientation to the Doctorate of Management Program and the scholar-practitioner model. This course is designed to provide an overview of the scholar-practitioner perspective in professional settings. Students will learn about the process of the Scholar-Practitioner model to apply theory to practice in a variety of professional settings that lend to their dissertation in their area of research interest.

DMGT 722 Research Methods (3 credits)
In this course, students explore research in organizations to address management challenges supported by theory and application in a variety of settings. Special emphasis is on the research process, fundamental elements of a research proposal and ethics in research in managerial settings. Research methods concepts learned in this course contribute to application of theory and research as well as the students' dissertation proposal and final defense phases.

DMGT 726 Quantitative Research Methods I (3 credits)
In this course, students explore the fundamentals of quantitative research methods in managerial studies applicable to a variety of organizational settings. Students are introduced to the Statistical Package for the Social Sciences (SPSS) to perform basic statistical analyses to describe basic ideas, underlying assumptions, data collection and more that are useful in the field of management studies.

DMGT 730 Survey Design (3 credits)
Students address survey design concepts such as population and sample size, delivery mechanisms, sampling techniques and construction of survey questionnaires. Along with ethical considerations in survey design, students will have an opportunity to identify the type of survey that may be useful in their dissertation research in a selected managerial setting.

DMGT 734 Qualitative Research Methods (3 credits)
In the field of management, qualitative research offers a complex and rich source of research techniques. In this course, students examine a variety of qualitative research methods that include case studies, ethnography, and action research from various practitioners and researchers in the field of management, which may be useful in the student's area of research in the doctoral program.

DMGT 738 Quantitative Research Methods II (3 credits)
In this course, students will build on the topics covered in DMGT 726 and hone their knowledge of quantitative research methods to analyze and address both the challenges and opportunities managers face in organizations. Students use the Statistical Package for the Social Sciences (SPSS) perform analyses

to interpret the results of proposed research questions and provide managerial solutions and or implications from those results.

Application of Theory to Research Courses (9 Semester Credit Hours)

DMGT 750 Applications of Scholar Practitioner Model (3 credits)
In this first course in the application of theory to research group of courses, students examine the scholar-practitioner approach through various types of literature. Students begin building their foundational base of managerial references to support their dissertation research, which include peer-reviewed, trade and scholarly publications. Through the literature, students examine real world managerial implications through the theoretical underpinnings posited by scholar-practitioners in the managerial field.

DMGT 751 Evidence-Based Practices in Management (3 credits)
This course supplements the framework of DMGT 750 by examining theoretical methods, to include the six (6) key domains of Evidence Based Management (EBM). Students continue to support their dissertation research with lessons learned from publications in evidence-based practices in management that values ethics in determining solutions to a variety of managerial challenges in organizations.

DMGT 752 Applications of Research Methods in Professional Settings (3 credits)
The goal of this course is to assist students in identifying a research method used in a professional managerial setting, which may be useful in the students' dissertation research area of interest. Special emphasis is on students identifying a research theory that supports an initial research topic, research problem or statement and fundamental research question(s).

Proposal Development Courses (12 Semester Credit Hours)

DMGT 753 Developing the Research Conceptual Framework and Literature Review (3 credits)
In this transitional DMGT course, students are introduced to the fundamental component of the dissertation, which is the conceptual framework. Students draw upon all lessons learned throughout the program to start a preliminary proposal that hones the research topic, underlying theories, fundamental literature and identify proposed research methodology. Students are mentored by the teaching faculty of the course to develop a brief prospectus, which is submitted to the student's selected dissertation Chair and/or committee members no later than the end of the course. In addition, students are introduced to the Doctoral Management System (DMS), which is used from DMGT 754 through completion of the dissertation.

DMGT 754 Refining the Research Topic and Literature Review (3 credits)
Students will refine their Research topic and gather supportive literature to develop the Dissertation Proposal based on knowledge gained in previous courses, and with the assistance of the dissertation chair and the dissertation committee.

DMGT 755 Honing the Methods (3 credits)
Students add to the dissertation proposal by identifying the methods used for the dissertation proposal, and with the assistance of the Chair and committee members.

DMGT 770 Proposal Refinement and Defense (3 credits)
Students prepare and successfully defend the dissertation proposal with the assistance of the Chair and dissertation committee. After final dissertation proposal approval, students complete application to Institutional Review Board (IRB) committee for approval of data collection.

DOCTORAL DISSERTATION COURSES (15 SEMESTER CREDIT HOURS-MINIMUM CREDIT REQUIREMENT)

DMGT 771 Begin Doctoral Dissertation Research (3 credits)
Student is now in dissertation phase and collecting data upon approval of IRB committee and working on enhanced literature review. Student continues to work with Chair and Committee.

DMGT 772 Continue Doctoral Dissertation Research (3 credits)
Student collecting data and continuing enhanced literature review. Student continues to work with Chair and Committee.

DMGT 780 Doctoral Research/Dissertation I (3 credits)
Student analyzing data and interpreting results. Student continues to work with Chair and Committee.

DMGT 781 Doctoral Research/Dissertation II (3 credits)
Individual work of Student with Chair and Committee
Student compiling completed dissertation and submitting drafts to Chair and Committee.

DMGT 782 Doctoral Research/Dissertation III (3 credits)
Students complete work on their Dissertation, prepare and successfully defend the Doctoral Dissertation.

DOCTOR OF MANAGEMENT (DMGT) -- STRATEGIC INNOVATION AND CHANGE CONCENTRATION

The Touro University Worldwide Doctor of Management (DMgt) concentration in Strategic Innovation and Change is especially designed to serve the needs of working professionals who wish to enhance academic, research, and application skills for professionals and/or practitioners in the field of management with an emphasis on strategic innovation and or change. Further, the strategic innovation and change concentration provides senior executives and top management with advanced theoretical analysis, research comprehension, and applications skills necessary to perform their current or higher level jobs as well as to critically assess the landscape of strategic innovation and change in management from a top down perspective. Graduates from the program will also be prepared to assume faculty positions in institutions of higher learning utilizing knowledge gained in this unique field of study. Finally, the DMgt program's strategic innovation and change concentration is particularly suited for those who wish to attain senior management consultant assignments in fluid managerial settings worldwide.

The program's concentration provides theory to application through research that will expand competencies to enhance students' area of interest regarding strategic innovation and change and associated legal and ethical implications, which include special areas such as finance, technology and marketing. Whether students have an interest in innovation in an organization, change management or both, this unique concentration engages students to demonstrate higher level learning to address both challenges and opportunities in today's technologically sophisticated, media-connected, and culturally diverse global environment.

The Doctor of Management Strategic Innovation and Change Concentration is designed to provide:

- Professionals, Executives and Faculty with the skills and competencies necessary to design, conduct, and critically assess evidence-based studies in their areas of interest in strategic innovation and/or change management.
- A doctoral-level academic environment that includes research guided by faculty, technology and learning opportunities.
- A support system dedicated to assure student success at the doctoral level.

The TUW Doctor of Management concentration in Strategic Innovation and Change has several unique features:

- The faculty members are comprised of dedicated educators who hold doctoral degrees and are experienced leaders and business professionals to include technology, finance and marketing.
- 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.
- Vast resources are available in the TUW online library with popular research databases useful in completing the Doctor of Management Courses and Program.

DMGT CONCENTRATION IN STRATEGIC INNOVATION AND CHANGE MISSION STATEMENT

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. The Doctor of Management Concentration in Strategic Innovation and Change is committed to TUW's mission by providing a quality education that provides opportunities to adult learners, underserved, and

professionals to achieve life-long learning that contributes to their personal lives, career/workplace, profession and society especially in an ever-changing and diverse global environment.

DMGT Program Learning Outcomes (PLO)

Upon successful completion of the Doctorate in Management Program, students should be able to:

PLO 1 Apply the scholar-practitioner model to the development of evidence-based solutions in professional practices in managerial settings.
PLO 2 Interpret theoretical underpinnings of strategic innovation and change in management.
PLO 3 Design research methods to validate evidence-based solutions in a variety of managerial settings.
PLO 4 Integrate theory and research to incorporate best leadership practices in utilizing technology in strategic innovation and change in management.
PLO 5 Compare and contrast financial strategies for best practices in strategic innovation and change in organizations.
PLO 6 Value ethics in determining evidence-based solutions in strategic innovation and change in management.
PLO 7 Evaluate best practices in strategic marketing for innovation and change in management.
PLO 8 Compose a synthesized study that utilizes literature to apply theory to research.

DMGT Curriculum (Strategic Innovation and Change Concentration)

The DMgt program is a professional Doctorate program that introduces scholarly and professional activities designed to advance the student substantially beyond the master's degree program and serves as the highest-level program in the School of Business and Management. The curriculum is comprised of 66 credits (22 courses). The completed dissertation serves as evidence of program mastery and achievement of the Program Learning Outcomes (PLO).

The curriculum is comprised of the courses below **(Note: Contact your advisor for the recommended course progression to maximize your academic success).**

Core Courses

Theory - Required (5 courses- 15 credits)

- The Scholar Practitioner Model (DMGT 720)
- Theories in Innovation and Change (DMGT 715)
- Technology in Innovation and Change (DMGT 716)
- Financial Innovation and Change (DMGT 717)
- Strategic Marketing for Innovation and Change (DMGT 718)

Applied DMGT Research - Required (5 courses- 15 credits)

- Research Methods (DMGT 722)
- Survey Design (DMGT 730)
- Qualitative Research Methods (DMGT 734)
- Quantitative Research I (DMGT 726)—*(SPSS GradPack required)*
- Quantitative Research II (DMGT 738)—*(SPSS GradPack required)*

Application of Theory and Research - Required (3 courses- 9 credits)

- Applications of the Scholar-Practitioner Model (DMGT 750)
- Evidence-based Practices in Management (DMGT 751)
- Application of Research Methods in Professional Settings (DMGT 752)

Second Phase of the Doctoral Program - The Doctoral Research/Dissertation Proposal Development (4 courses- 12 credits) DMGT 753, 754, 755, 770

- Find your Dissertation Chair and committee (work on your topic starting in DMGT 754). DMGT 753 is the transition course towards your work with the Dissertation Chair individually.
- Work on your Doctoral Dissertation Topic
- Conceptual Framework
- Literature Review
- Develop the proposal
- IRB
- **Goal:** Defend Proposal and IRB Approval

Third Phase Doctoral Program - The Doctoral Research/Dissertation (Dissertation Development) (5 courses- 15 credits) DMGT 771, 772, 780, 781, 782

- Continue working with Dissertation Chair and committee (as applicable) until successful defense of final dissertation
- Data collection, interviews, etc.
- Methodology
- Discussion and Results
- **Goal:** Defend Dissertation

GRADING POLICY FOR DMGT DISSERTATION PROPOSAL, DISSERTATION IMPLEMENTATION AND DISSERTATION CONTINUATION COURSES.

Grading policy for DMgt courses in the Dissertation Proposal and Dissertation Implementation phase.

1. The courses that the DMgt student takes in the dissertation proposal phase are: DMGT 754, 755 and 770.
2. The courses that the DMgt student takes in the dissertation implementation phase are: DMGT 771, 772, 780, 781 and 782.

Proposal Phase:

1. If a student during the Proposal phase in the following courses DMGT 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 DMGT 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 has not successfully defended the proposal at the end of the DMGT 770, the grade of IP will be assigned and the student will take continuation courses DMGT 770A, DMGT 770B, etc. until successful defense of the proposal. A final grade will be assigned to DMGT 770 upon successful completion of the proposal.

Note: Each continuation course will be charged to the student for a tuition rate of $500; the continuation course bears no credits and is not covered by Financial Aid.

Dissertation Implementation Phase:

1. If a student during the dissertation implementation phase (DMGT 771, DMGT 772, DMGT 780, DMGT 781 and DMGT 782), has **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 **completed** each phase (DMGT 771, DMGT 772, DMGT 780, DMGT 781 and DMGT 782) 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 has not successfully defended the dissertation at the end of the DMGT 782, the grade of IP will be assigned and the student will take continuation courses DMGT 782A, DMGT 782B, etc. until successful defense of the proposal. A final grade will be assigned to DMGT 782 upon successful completion of the dissertation.

Note: Each continuation course will be charged to the student for a tuition rate of $500; the continuation course bears no credits and is not covered by Financial Aid.

The Doctoral Dissertation is the Capstone/Completion of the Doctoral study, and it highlights 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

DOCTOR OF MANAGEMENT (DMGT): CONCENTRATION IN STRATEGIC INNOVATION AND CHANGE CURRICULUM

Course Number	Course Title Core Courses (30 Credits)		Semester Credit Hours
DMGT 720	The Scholar Practitioner Model		3
DMGT 715	Theories in Innovation and Change		3
DMGT 716	Technology in Innovation and Change		3
DMGT 717	Financial Strategies for Innovation and Change		3
DMGT 718	Strategic Marketing for Innovation and Change		3
DMGT 722	Research Methods		3
DMGT 730	Survey Design		3
DMGT 734	Qualitative Research Methods		3
DMGT 726*	Quantitative Research Methods I		3
DMGT 738*	Quantitative Research Methods II		3
Application of Theory and Research (9 credits) Please take all 3 courses in the order they are presented			
DMGT 750	Applications of the Scholar-Practitioner Model		3
DMGT 751	Evidence-based Practices in Management		3
DMGT 752	Application of Research Methods in Professional Settings		3
Proposal Development (12 credits) (DMGT 754 through DMGT 770 courses are taken individually) (Individual Student work with Chair and committee, starting in the 1st module of 754)			
Students who do not complete the work in 4 sessions (by the end of DMGT 770 will need to register and pay for a continuation course for extra terms until completion.			
DMGT 753	Developing the Research Conceptual Framework and Literature Review (Core course—transition to Chair)		3
DMGT 754	Refining the Research Topic & first draft of the proposal		3
DMGT 755	Honing the Methods		3
DMGT 770	Refine and Defend Proposal ***Note:*** *Submit IRB request following successful proposal defense*		3
Doctoral Dissertation (15 credits-Minimum Requirement) Please take courses until you complete your doctoral dissertation			

Course Number	Course Title Core Courses (30 Credits)		Semester Credit Hours
(Individual Student work with Chair and committee) (Each course is taken individually)			
DMGT 771	Begin Doctoral Research/Dissertation		3
DMGT 772	Continue Doctoral Research Dissertation		3
DMGT 780	Doctoral Research/Dissertation I		3
DMGT 781	Doctoral Research/Dissertation II		3
DMGT 782	Doctoral Research/Dissertation III		3
Program Completion** **This is based on completing the Doctoral Research/Dissertation work in 5 sessions (by the end of DMGT 782). Students who do not complete the work in 5 sessions will need to register and pay for a continuation course for extra terms 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 the following link: https://www.ibm.com/products/spss-statistics-gradpack. The courses that specifically need the SPSS Grad Pack are DMGT 726 and DMGT 738. It may also be useful for your dissertation.*

DMGT Strategic Innovation and Change Concentration Course Descriptions

Core Required Courses (30 Semester Credit Hours)

DMGT 715 Theories in Innovation and Change (3 credits)
This course is designed to examine the theoretical underpinnings of innovation and change in managerial settings. Students will compare and contrast the major theories of managing innovation from initial ideas to implementation along with exploring change management associated with individuals, teams and organizations to transition a current organization to a desired future state.

DMGT 716 Technology in Innovation and Change (3 credits)
Students analyze theories and best practices associated with technology's influence on innovation and change in organizations. Strategic adoption of technology in innovation is explored as both a disruptive and sustaining force to enter a market, sector or industry coupled with enhancing human capabilities. Likewise, students explore the adoption of technology in change management and the integration between information and people. Students will explore legal and ethical implications of innovation and change specifically as applicable to contemporary tools in technology such as artificial intelligence, social media, chat, etc.

DMGT 717 Financial Strategies for Innovation and Change (3 credits)
In this course, students explore strategies for innovation and or change addressing venture capital, investment risks, and financial valuation associated with new products, services or processes, coupled with establishing transformation structures for people management associated with change. Students select an organization of choice to apply financial strategies for innovation or change while simultaneously addressing the ethical implications associated with the selected strategy.

DMGT 718 Strategic Marketing for Innovation and Change (3 credits)
This is a robust course that compares and contrasts marketing strategies addressing innovation and change such as analysis of the marketing environment, sources, types and patterns of innovation and timing of implementation, change management relevant to customer driven market value and sustainability of competitive advantage in organizations. Special emphasis is on the use of automated digital marketing and the associated legal and ethical implications in an ever=changing global environment.

DMGT 720 The Scholar Practitioner Model (3 credits)
This course provides students an orientation to the Doctorate of Management Program and the scholar-practitioner model. This course is designed to provide an overview of the scholar-practitioner perspective in professional settings. Students will learn about the process of the Scholar-Practitioner model to apply theory to practice in a variety of professional settings that lend to their dissertation in their area of research interest.

DMGT 722 Research Methods (3 credits)
In this course, students explore research in organizations to address management challenges supported by theory and application in a variety of settings. Special emphasis is on the research process, fundamental elements of a research proposal and ethics in research in managerial settings. Research methods concepts learned in this course contribute to application of theory and research as well as the students' dissertation proposal and final defense phases.

DMGT 726 Quantitative Research Methods I (3 credits)
In this course, students explore the fundamentals of quantitative research methods in managerial studies applicable to a variety of organizational settings. Students are introduced to the Statistical Package for the Social Sciences (SPSS) to perform basic statistical analyses to describe basic ideas, underlying assumptions, data collection and more that are useful in the field of management studies.

DMGT 730 Survey Design (3 credits)
Students address survey design concepts such as population and sample size, delivery mechanisms, sampling techniques and construction of survey questionnaires. Along with ethical considerations in survey design, students will have an opportunity to identify the type of survey that may be useful in their dissertation research in a selected managerial setting.

DMGT 734 Qualitative Research Methods (3 credits)
In the field of management, qualitative research offers a complex and rich source of research techniques. In this course, students examine a variety of qualitative research methods that include case studies, ethnography, and action research from various practitioners and researchers in the field of management, which may be useful in the student's area of research in the doctoral program.

DMGT 738 Quantitative Research Methods II (3 credits)
In this course, students will build on the topics covered in DMGT 726 and hone their knowledge of quantitative research methods to analyze and address both the challenges and opportunities managers face in organizations. Students use the Statistical Package for the Social Sciences (SPSS) perform analyses to interpret the results of proposed research questions and provide managerial solutions and or implications from those results.

Application of Theory to Research Courses (9 Semester Credit Hours)

DMGT 750 Applications of Scholar Practitioner Model (3 credits)
In this first course in the application of theory to research group of courses, students examine the scholar-practitioner approach through various types of literature. Students begin building their foundational base of managerial references to support their dissertation research, which include peer-reviewed, trade and scholarly publications. Through the literature, students examine real world managerial implications through the theoretical underpinnings posited by scholar-practitioners in the managerial field.

DMGT 751 Evidence-Based Practices in Management (3 credits)
This course supplements the framework of DMGT 750 by examining theoretical methods, to include the six (6) key domains of Evidence Based Management (EBM). Students continue to support their dissertation

research with lessons learned from publications in evidence-based practices in management that values ethics in determining solutions to a variety of managerial challenges in organizations.

DMGT 752 Applications of Research Methods in Professional Settings (3 credits)
The goal of this course is to assist students in identifying a research method used in a professional managerial setting, which may be useful in the students' dissertation research area of interest. Special emphasis is on students identifying a research theory that supports an initial research topic, research problem or statement and fundamental research question(s).

PROPOSAL DEVELOPMENT COURSES (12 SEMESTER CREDIT HOURS)

DMGT 753 Developing the Research Conceptual Framework and Literature Review (3 credits)
In this transitional DMGT course, students are introduced to the fundamental component of the dissertation, which is the conceptual framework. Students draw upon all lessons learned throughout the program to start a preliminary proposal that hones the research topic, underlying theories, fundamental literature and identify proposed research methodology. Students are mentored by the teaching faculty of the course to develop a brief prospectus, which is submitted to the student's selected dissertation Chair and/or committee members no later than the end of the course. In addition, students are introduced to the Doctoral Management System (DMS), which is used from DMGT 754 through completion of the dissertation.

DMGT 754 Refining the Research Topic and Literature Review (3 credits)
Students will refine their Research topic and gather supportive literature to develop the Dissertation Proposal based on knowledge gained in previous courses, and with the assistance of the dissertation chair and the dissertation committee.

DMGT 755 Honing the Methods (3 credits)
Students add to the dissertation proposal by identifying the methods used for the dissertation proposal, and with the assistance of the Chair and committee members.

DMGT 770 Proposal Refinement and Defense (3 credits)
Students prepare and successfully defend the dissertation proposal with the assistance of the Chair and dissertation committee. After final dissertation proposal approval, students complete application to Institutional Review Board (IRB) committee for approval of data collection.

DOCTORAL DISSERTATION COURSES (15 SEMESTER CREDIT HOURS-MINIMUM CREDIT REQUIREMENT)

DMGT 771 Begin Doctoral Dissertation Research (3 credits)
Student is now in dissertation phase and collecting data upon approval of IRB committee and working on enhanced literature review. Student continues to work with Chair and Committee.

DMGT 772 Continue Doctoral Dissertation Research (3 credits)
Student collecting data and continuing enhanced literature review. Student continues to work with Chair and Committee.

DMGT 780 Doctoral Research/Dissertation I (3 credits)
Student analyzing data and interpreting results. Student continues to work with Chair and Committee.

DMGT 781 Doctoral Research/Dissertation II (3 credits)
Individual work of Student with Chair and Committee
Student compiling completed dissertation and submitting drafts to Chair and Committee.

DMGT 782 Doctoral Research/Dissertation III (3 credits)
Students complete work on their Dissertation, prepare and successfully defend the Doctoral Dissertation.

DOCTORATE OF MARRIAGE AND FAMILY THERAPY (DMFT)

The Doctorate of Marriage and Family Therapy (DMFT) aims to empower clinical professionals to be innovative in education, administration, supervision, leadership, and research within the evolving field of Marriage and Family Therapy.

The DMFT program curriculum is designed to develop candidates with the skills and knowledge they need to excel in their careers in the Marriage and Family Therapy field. Graduates of the DMFT program will gain knowledge and expand their competencies in Trauma and crisis intervention, advanced family therapy, grant writing, program development for families and communities, supervision, evaluation, and quantitative and qualitative research.

The program is designed to:

- Provide students with the professional skills and tools to design evidence-based solutions in the field of mental health and Family Therapy.
- Provide a doctoral-level environment that includes faculty research guidance, technology and learning opportunities that lead to the development of the treatment research professional competencies needed to translate theory into practical solutions in Marriage and Family Therapy.
- Provides a support system dedicated to student success at the Doctoral level.

The TUW Doctorate of Marriage and Family Therapy has several unique features:

- Instructors themselves are relational and mental health experts actively involved in private, government agencies, and or not for profit organizations striving to work with families, couples, individuals and organizations in improving therapeutic outcomes to keep pace with trends.
- The program is designed and delivered online with a unique pedagogy which offers students the flexibility to conveniently advance their education and still maintain their professional and personal schedules.
- Course content, including assignments and research opportunities, are structured to offer students flexibility while also maintaining the ability to complete the doctoral process at an individual pace.

The Doctorate of Marriage and Family therapy (DMFT) program aims to empower current relational and/or systemic professionals to be innovative in administrative, leadership, education and research positions in evolving Marriage and Family Therapy settings. The course content is designed to advance the student beyond the educational accomplishments of a Master's degree program.

DMFT MISSION STATEMENT

The Doctorate of Marriage and Family Therapy (DMFT) supports TUW's mission and commitment to professional education and serves the needs of students globally desiring an advanced professional degree using an online delivery mode. The DMFT program provides an opportunity for growth, development, and application of critical skills necessary for today's licensed mental health clinicians.

DMFT PROGRAM LEARNING OUTCOMES (PLO)

By the end of the program, students should be able to:

PLO 1 Analyze professional development in Marriage and Family Therapy (Professional Development).
PLO 2 Examine the effectiveness of treatment with couples, family, and community systems in

contemporary Marriage and Family Therapy settings (Treatment and Contemporary setting analysis).

PLO 3 Compare pedagogy models to systemic family therapy perspectives that are relevant to the field of Marriage and Family Therapy as well as and organizational systems (Education and organizational systems Development).

PLO 4 Practice effective supervisory skills and techniques built on major Marriage and Family Therapy models of supervision that incorporates ethical and legal responsibilities useful to the field of MFT (Supervision Development Skills).

PLO 5 Assess the practices of family theory in the use of systemic thinking perspectives within metamorphosis of modernism, constructivism, social constructivism, postmodernism development, trauma interventions within contemporary practices of Marriage and Family Therapy (Practices of Family Theories and Systemic Thinking Development).

PLO 6 Evaluate Systems that contribute to effective organizational operations such as applicable to Marriage and Family Therapy grant writing, leadership, meditation, and dispute resolution (Administration and Leadership Development).

PLO 7 Design in-depth perspectives research practices, involving qualitative, quantitative, and mixed method approaches to family therapy research (Research Design Skills).

PLO 8 Compose a MFT doctoral research project that integrates relevant literature and applicable research methods (Research Development).

DMFT Curriculum

The curriculum is comprised of 60 semester credits. There are 12 core courses, 4 doctoral research project proposal courses, and 4 courses for each of the concentrations offered. The completed Doctoral Research Project serves as evidence of program mastery and achievement of the Program Learning Outcomes (PLO).

Core Courses

Course Number	Course Title	Semester Credit Hours
DMFT 700	Introduction to Professional Development in MFT	3
DMFT 702	Advanced Couples Therapy	3
DMFT 704	Advanced Systemic Therapy	3
DMFT 706	Teaching in MFT	3
DMFT 708	Trauma and Crisis Intervention in MFT	3
DMFT 710*	Fundamental of MFT Supervision	3
DMFT 712	Fundamentals in Thinking Systems	3
DMFT 714	Research Methods in MFT	3
DMFT 716	Contemporary Family Theories	3
DMFT 718**	Quantitative Research in MFT	3
DMFT 720	Program Development for Families and Communities	3
DMFT 722	Qualitative Research in MFT	3
Doctoral Research Project Proposal Phase DMFT 724 and DMFT 726 are taken individually as the candidate works with the Chair and Committee Members.		
DMFT 724	Doctoral Research Project Proposal (Part 1)	3
DMFT 726	Doctoral Research Project Proposal (Part 2)	3
Note 1: DMFT 724 and DMFT 726 are taken individually as the candidate works with the Chair and Committee Members.		

Course Number	Course Title	Semester Credit Hours
Note 2: Candidate should successfully defend proposal and obtain IRB Approval after DMFT 726. **Note 3**: Candidates who do not successfully pass the oral defense to complete the research project proposal in DMFT 726 will need to register and pay for a zero (0) credit continuation course for each additional session until completion.		
Course Number	**Course Title**	**Semester Credit Hours**
Doctoral Research Project Phase DMFT 728 and DMFT 730 are taken individually as the candidate works with the Chair and Committee Members.		
DMFT 728**	Doctoral Research Project (Part 1)	3
DMFT 730**	Doctoral Research Project (Part 2)	3
Note 1: DMFT 728 and DMFT 730 are taken individually as the candidate works with the Chair and Committee Members. **Note 2**: IRB approval must be finalized prior to enrolling in DMFT 728 **Note 3**: Candidates who do not successfully pass the oral defense to complete the research project in DMFT 730, will need to register and pay for a zero (0) credit continuation course for each additional session until completion.		

Notes:

*There is a portfolio included across supervision concentration. The portfolio begins in DMFT 710, continuing throughout the duration of the program. Candidates can complete 36 mentorship hours and 180 supervisory sessions to apply for AAMFT Approved Supervisor Designation. (Must be for duration of 18 months or greater). Courses must be taken individually, one session at a time. Also, prior to the start of the concentration students must complete a DMFT Supervision Concentration Agreement Application that provides expectations for the courses (located in IC Portal). Requirements include: (i) Must have a state license, (ii) Be able and willing to abide by the AAMFT Code of Ethics, (iii) Be able and committed to obtaining a contract with at least two supervisees, and (iv) Be able and committed to engage in weekly supervision with supervisees for at least the duration of the 4-Supervision Mentorship courses (if planning to obtain AAMFT Approved Supervisor, supervisees meetings continue beyond the 4 courses until designation is obtained). *Note: Students serve as representatives of Touro University Worldwide at all external sites and are expected to uphold the university's professional and ethical standards. Please review the full policy of Professional Conduct in Internship, Practicum, and Off-Site Training Programs).*

Please note that DMFT 710 does NOT replace the required AAMFT 30-hour Fundamentals of Supervision Course needed for the Approved Supervisor Designation (see requirements here: https://www.aamft.org/Supervision/Supervision.aspx).

***REQUIRED MATERIALS. Candidates are required to purchase SPSS GradPack, which can be purchased 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 the following link: https://www.ibm.com/products/spss-statistics-gradpack. The software may also be useful for the Doctoral Research Project*

DMFT Concentrations

Candidates can choose between two concentrations comprised of 4 courses that must be completed prior to entering the doctoral research project proposal phase. ***Note:*** Each course in the Supervision concentration must be taken one at a time in separate sessions.

Organizational Systems in MFT (12 Credit Hours)

Course Number	Course Title	Semester Credit Hours
DMFT 701	Fundamentals of Organizational Behavior in MFT	3
DMFT 703	Administrative Leadership in MFT	3
DMFT 705	Mediation and Dispute Resolution in MFT	3
DMFT 707	Grant Writing for MFT	3

Supervision* (12 Credit Hours)

Course Number	Course Title	Semester Credit Hours
DMFT 709	Supervision Mentorship I	3
DMFT 711	Supervision Mentorship II	3
DMFT 713	Supervision Mentorship III	3
DMFT 715	Supervision Mentorship IV	3

***** There is a portfolio included across supervision concentration. The portfolio begins in DMFT 710, continuing throughout the duration of the program. Candidates can complete 36 mentorship hours and 180 supervisory sessions to apply for AAMFT Approved Supervisor Designation. (Must be for duration of 18 months or greater). Courses must be taken individually, one session at a time. Also, prior to the start of the concentration students must complete a DMFT Supervision Concentration Agreement Application that provides expectations for the courses (located in IC Portal). Requirements include: (i) Must have a state license, (ii) Be able and willing to abide by the AAMFT Code of Ethics, (iii) Be able and committed to obtaining a contract with at least two supervisees, and (iv) Be able and committed to engage in weekly supervision with supervisees for at least the duration of the 4-Supervision Mentorship courses (if planning to obtain AAMFT Approved Supervisor, supervisees meetings continue beyond the 4 courses until designation is obtained).

Please note that DMFT 710 does NOT replace the required AAMFT 30-hour Fundamentals of Supervision Course needed for the Approved Supervisor Designation (see requirements here: https://www.aamft.org/Supervision/Supervision.aspx).

Grading Policy for DMFT Research Project Proposal, Research Project and Research Project Continuation Courses.

Doctoral Research Project Proposal Phase

1. If the proposal phase has been successfully completed in DMFT 726, the grade for the course will be an A and not an IP.
2. If the proposal phase has not been successfully completed in DMFT 726 during the 8-week course timeframe, the grade for that course will be an IP (in progress) and not an F or any other letter grade. In cases like this:

- Candidates will take continuation courses DMFT 726A, DMFT 726B, etc. until successful defense of the proposal.
- A final grade will be assigned to DMFT 726 upon successful completion of the proposal.

Note: Each continuation course will be charged to the candidate for a tuition rate of $500; the continuation course bears zero (0) credits and is not covered by Financial Aid.

Doctoral Research Project Phase

1. If a candidate during the final Research Project implementation phase (DMFT 728 and DMFT 730), has **not completed** each phase as required in the DMFT Handbook during the 8-week course timeframe, the grade for that course will be an IP (in progress) and not an F or any other letter grade.
2. If a candidate **completed** each phase (DMFT 728, and DMFT 730) as required in the DMFT Handbook, the grade for that course will be an A and not an IP.
3. If the candidate has not successfully pass the oral defense of the Research Project at the end of the DMFT 730, the grade of IP will be assigned and the candidate will take continuation courses DMFT 730A, DMFT 730B, etc. until successfully defending their proposal. A final grade will be assigned to DMFT 730 upon successful completion of the Research Project.

Note: Each continuation course will be charged to the candidate for a tuition rate of $500; the continuation course bears zero (0) credits and is not covered by Financial Aid.

The final Doctoral Research Project is the culmination of the Doctoral study, and it highlights candidates' individual work. The Doctoral Research Project is also a permanent record of original research. TUW is committed to the preservation and dissemination of the research contributions of its Doctoral candidates; most of the requirements outlined in this Catalog were established with that commitment in mind.

DMFT Course Descriptions

Core Required Courses (27 Semester Credit Hours)

DMFT 700 Introduction to Professional Development in MFT (3 credits)
This course assists candidates to explore skills necessary to develop a successful contribution in the field of family therapy. Candidates will examine professional development opportunities in a diversity of settings in relation to systems, patterns, interactions, communication to human behavior and relationships in MFT.

DMFT 702 Advanced Couples Therapy (3 credits)
In this course, emphasis is on advanced knowledge and evaluation of the major empirically supported forms of couples therapy including Emotionally Focused Therapy, Integrative Behavioral Couples Therapy, work of John Gottman, and other Contemporary Therapies. Special focus is on developing personal philosophy and approach in treating couples as well as theoretical underpinnings coupled with practical application and skill development.

DMFT 704 Advanced Systemic Therapy (3 credits)
The study of those systemic therapies informed by cybernetics and oriented to the social organization of communication are included in this course. Topics include the work of the Mental Research Institute, Solution-Focused Brief Therapy, Narrative therapy, and Collaborative therapy to provide an in-depth understanding of family therapy systems and practice. Special emphasis will include the work of the founders of Family Therapy.

DMFT 706 Teaching in MFT (3 credits)
Candidates are introduced to the fundamentals of teaching Marriage and Family Therapy for both the Graduate and Undergraduate learning environment. The course addresses the distinctions between clinical and theoretical courses, practicum instruction, as well as specific instructions to prepare candidates for state licensing examinations. Special topics cover a range of best practices in teaching that include syllabus/curriculum development, application of evaluative rubrics, and delivery.

DMFT 708 Trauma and Crisis Intervention in MFT (3 credits)
This course will provide candidates with an introduction to the definitions of key concepts and theories associated with the various types and causes of private and public crisis and trauma. Candidates will examine the physiological and psychological perspectives of trauma. Candidates will become familiarized with the role of the therapist in the use of assessment and treatment of clients affected by crisis and trauma. They will learn the psychosocial factors associated with trauma response while receiving a general overview of behavioral, cognitive, affective, and neurological implications of progressive life trauma. Candidates will explore and identify interventions for treating clients affected with traumatic events in life.

DMFT 710 Fundamental of MFT Supervision* (3 credits)
This course is intended to provide the foundation for developing effective supervisory skills. It includes information on the major models of MFT supervision, the ethical dilemmas and legal responsibilities of supervision and various techniques that can be used in supervision. This course is both a didactic and experiential course on current theory, research, practice and dilemmas in marriage and family therapy supervision, which is modeled after the AAMFT supervision standards. For candidates in the Supervision concentration, they will provide oversight for supervisees from their work in the community and/or private practice, work with a TUW AAMFT Approved Supervisor, and begin working on a required portfolio that will be finalized and presented prior to completing the final research project in DMFT 730.

DMFT 712 Fundamentals in Thinking Systems (3 credits)
This course emphasizes the study of systemic and language-based theories underlying the practice of family therapy. Special topics include the integration of Gregory Bateson's ideas of eco-systemic views, cybernetic ways of thinking, relational nature of language in examining modernism and postmodernism in the context of relationships.

DMFT 714 Research Methods in MFT (3 credits)
In this course, candidates examine tools used in the processes of organized inquiry in the field of MFT. Candidates learn basic concepts and processes of research methodology, data analysis and evaluation of MFT research coupled with a significant review of MFT literature.

DMFT 716 Contemporary Family Theories (3 credits)
This course provides an in-depth focus on contemporary family therapy models including examining the conceptual roots and paradigm shifts associated with these models as well as a focus on their application to culturally in all population in today's society.

DMFT 718 Quantitative Research in MFT (3 credits)
This course addresses the fundamental concepts and practices in quantitative research methods including an overview and use of SPSS. Topics include measurement and statistics, survey/questionnaire development, and experimental and quasi-experimental research designs for the human sciences, particularly associated with studies in family therapy literature.

DMFT 720 Program Development for Families and Communities (3 credits)
This course examines core components of systemic/relational programs designed to address mental health problems within the context of families and larger systems. Candidates review the elements of

systemic programming that address clinical treatment problems/populations and areas of diversity impacting family and community systems. Using the systemic/relational paradigm of the field, candidates produce program design foundations, such as literature-based needs assessments, reflecting their areas of interest.

DMFT 722 Qualitative Research in MFT (3 credits)
In this course, candidates learn the principles and philosophy underlying qualitative methods of research in the larger field of behavioral sciences along with a specific focus on the field of MFT. Candidates evaluate published qualitative research and review the most widely used qualitative methods of research relevant to the practice of MFT.

DOCTORAL RESEARCH PROPOSAL DEVELOPMENT COURSES (6 SEMESTER CREDIT HOURS)

DMFT 724 Doctoral Research Project Proposal (Part 1) (3 credit)
This course is the first of four in the doctoral research project sequence and all courses in the core and concentration must be completed before entering the doctoral research project phase. In this course, candidates work independently with their Chair on their proposed research project in the field of MFT. Candidates will explore their topic of research and begin working on the research project with fundamental supportive MFT literature.

DMFT 726 Doctoral Research Project Proposal (Part 2) (3 credit)
In this course, candidates continue to work independently with their Chair on their proposed research project in the field of MFT. In this phase, candidates will present their research project to the Chair and committee in preparation for the research project proposal oral defense. Upon a successful defense and approval of the research project proposal, Candidates will submit an application for review from the TUW IRB prior to data collection and or any research with human subjects. Candidates should continue to enhance previous work while the application to IRB is pending.

DOCTORAL RESEARCH PROJECT COURSES (6 SEMESTER CREDIT HOURS)

DMFT 728 Doctoral Research Project (Part 1) (3 credits)
In this course, candidates continue to work with the Chair toward completion of the final research project based upon the successfully defended proposal in DMFT 726. In this phase, candidates work on data collection as applicable and simultaneously work on strengthening portions of the project, e.g., enhanced literature review, begin collating applicable sections of the project, etc.

DMFT 730 Doctoral Research Project (Part 2) (3 credits)
In this final phase of the doctoral program, candidates will finalize and orally defend the research project. Candidates should submit a completed research project to the Chair no later than the 4th week of the session to give ample time for the Chair and Committee to provide substantive feedback prior to the Chair and candidate scheduling the final oral defense.

DMFT ORGANIZATIONAL SYSTEMS CONCENTRATION (12 CREDITS)

DMFT 701 Fundamentals of Organizational Behavior in MFT (3 credits)
This course provides candidates with fundamental knowledge in organizational behavior from a managerial perspective. Special topics include principles of developing models and applicable theories to support decision making, operations, and management that impact organizational behavior in a variety of settings.

DMFT 703 Administrative Leadership in MFT (3 credits)
This course provides MFT doctoral candidates with fundamental skillsets of leadership in a variety of human service programs and agencies. Candidates will use a case-based approach of administrative leadership ranging from private practice to promoting growth in both for profit and not for profit organizations. Candidates will select a practice, organization and or agency and apply principles of leadership including coaching that is goal focused for organizational expansion while growing human potential using systems theory applications.

DMFT 705 Mediation and Dispute Resolution in MFT (3 credits)
The course provides candidates with a basic knowledge of mediation and dispute resolution. Candidates explore concepts that include neutral evaluation, negotiation, conciliation, and arbitration. Candidates learn the theoretical and practical processes in mediation and dispute resolution relevant to skills in family and organizational systems. Special areas of interest include techniques of transitioning in divorce, child custody, and developing effective parenting plans for two homes with two parents, etc.

DMFT 707 Grant Writing for MFT (3 credits)
This course introduces candidates to the basics of grant writing and funding opportunities in a variety of settings. Candidates will learn about the different types of funding agencies, where to look for funding, idea development, writing letters of inquiry, preparing a budget, and how to develop a complete proposal for a selected agency, practice, or organization.

DMFT Supervision Concentration (12 Credits)

DMFT 709 Supervision Mentorship I (3 credits)
This is the first of four (4) courses in Supervision Concentration and each course must be taken one at a time and not coupled with another supervision course in the concentration. In this first course, candidates provide supervision to supervisees and engage weekly in discussion assignments on supervision administration and developing supervision contracts. Candidates begin working with a TUW AAMFT Approved Supervisor which they identified in DMFT 710 and participate in a weekly Zoom Conference seminar where they are exposed to different professional functions at the doctoral level. Candidates record at least two sessions with supervisees for presentations with their TUW AAMFT Approved Supervisor (AAMFT AS) professor. Candidates will continue working on the Portfolio that began in DMFT 710. ***Pre-requisite AAMFT Member and Associate or Licensed Clinician***

DMFT 711 Supervision Mentorship II (3 credits)
Candidates build on lessons learned in DMFT 709 and continue to provide supervision to supervisees and engage weekly in discussion assignments on supervision administration and developing the supervision contract. Candidates continue working with a TUW AAMFT Approved Supervisor which they identified in DMFT 710 and participate in a weekly Zoom Conference seminar where they are exposed to different professional functions at the doctoral level. Candidates record at least two sessions with supervisees for presentations with their TUW AAMFT Approved Supervisor (AAMFT AS) professor. Candidates will continue working on the Portfolio that began in DMFT 710. ***Pre-requisite AAMFT Member and Associate or Licensed Clinician***

DMFT 713 Supervision Mentorship III (3 credits)
Candidates build on lessons learned in DMFT 711 and continue to provide supervision to supervisees and engage weekly in discussion assignments on supervision administration and developing the supervision contract. Candidates continue working with a TUW AAMFT Approved Supervisor which they identified in DMFT 710 and participate in a weekly Zoom Conference seminar where they are exposed to different professional functions at the doctoral level. Candidates record at least two sessions with supervisees for presentations with their TUW AAMFT Approved Supervisor (AAMFT AS) professor. Candidates will

continue working on the Portfolio that began in DMFT 710. ***Pre-requisite AAMFT Member and Associate or Licensed Clinician***

DMFT 715 Supervision Mentorship IV (3 credits)
In this final supervision concentration course, candidates build on lessons learned in all supervision courses and continue to provide supervision to supervisees and engage weekly in discussion assignments on supervision administration and developing the supervision contract. Candidates continue working with a TUW AAMFT Approved Supervisor which they identified in DMFT 710 and participate in a weekly Zoom Conference seminar where they are exposed to different professional functions at the doctoral level. Candidates record at least two sessions with supervisees for presentations with their TUW AAMFT Approved Supervisor (AAMFT AS) professor. Candidates select a date for Portfolio and Supervision Case Presentation. ***Pre-requisite AAMFT Member and Associate or Licensed Clinician***

Supervision Portfolio (0 Credit)
Candidates in the supervision concentration can begin to work towards obtaining AAMFT Approved Supervisor Designation by working with an Approved Supervisor. Candidates begin collating documents developed in DMFT 710, which will be compiled in a portfolio. Candidates will be provided with an opportunity to work on the portfolio throughout the program in the area of supervision as well as de-identified progress notes with supervisees. Prior to completing the final research project in DMFT 730, candidates will review portfolios with the TUW DMFT Program Director (or designee). If AAMFT Approved Supervisor requirements are met, candidates can opt to complete and submit their AAMFT Approved Supervisor application to AAMFT. Candidates can see the specific details to become an AAMFT Approved Supervisor at the following link: https://www.aamft.org/Supervision/Supervision.aspx

* ***Please note*** that **DMFT 710** does NOT replace the required AAMFT 30-hour Fundamentals of Supervision Course needed for the Approved Supervisor Designation (see requirements here: https://www.aamft.org/Supervision/Supervision.aspx).

**There is a portfolio included across supervision concentration. The portfolio begins in DMFT 710, continuing throughout the duration of the program. Candidates can complete 36 mentorship hours and 180 supervisory sessions to apply for AAMFT Approved Supervisor Designation. (Must be for duration of 18 months or greater). Courses must be taken individually, one session at a time. Also, prior to the start of the concentration students must complete a DMFT Supervision Concentration Agreement Application that provides expectations for the courses (located in IC Portal). Requirements include: (i) Must have a state license, (ii) Be able and willing to abide by the AAMFT Code of Ethics, (iii) Be able and committed to obtaining a contract with at least two supervisees, and (iv) Be able and committed to engage in weekly supervision with supervisees for at least the duration of the 4-Supervision Mentorship courses (if planning to obtain AAMFT Approved Supervisor, supervisees meetings continue beyond the 4 courses until designation is obtained).

DOCTORATE OF PHYSICIAN ASSISTANT (DPA)

The Touro University Worldwide Doctorate of Physician Assistant program is especially designed to serve the needs of Post Professional candidates who have been practicing in any area of medicine, surgery or medical education are the specific targeted individuals for this program. Students will create doctoral research based projects aligned with expertise in their field or specialty.

The program will give students a comprehensive understanding of the theories and research needed to expand competencies in their profession. Students can utilize their specialized area of expertise with honed research skills to practice in a contemporary healthcare field in today's technologically sophisticated, media-connected, and culturally diverse global environment.

The program is designed to:

- Provide students with the ability to apply and engage in scholarly and professional activities commensurate with the doctoral level.
- Provide a doctoral level environment that includes faculty research guidance, technology and learning opportunities that lend to the development of and participation in research Physician Assistant peer reviewed journals and/or conferences.
- Provide a support system dedicated to student success at the Doctoral level.

The TUW Doctorate of Physician Assistant has several unique features:

- Instructors are doctoral level scholar-practitioners in the field of medicine and health sciences actively involved in their own professional work and/or research keeping pace with major trends in health care.
- The program is designed to use a unique pedagogy in an online delivery method that provide students the flexibility to conveniently advance their education and still maintain busy schedules, work, and family lives.
- A convenient program course structure, including course assignments and research options that provide students the flexibility to conduct research that aligns with an area of interest coupled with clinical expertise.

In addition, the Doctorate of Physician Assistant program is designed to enable students to gain a broader conceptual mastery of the Scholar-Practitioner Model of translational research in professional practice through a greater understanding of its subject matter, literature, theory, and methods. The program's scholarly and professional activities are designed to build on and expand beyond the educational/clinical accomplishments of a Master's degree in Physician Assistants programs. The main goal of the program is to develop scholar-practitioners who understand how to integrate research as a regular component of professional/clinical practice and translate academic research into real-world solutions in the field of healthcare at the local, national and worldwide levels. Students can elect the traditional DPA program or one of two concentrations (Healthcare Leadership or Global Health).

DPA MISSION STATEMENT

The Doctorate of Physician Assistant program is committed to TUW's mission by providing a quality education that provides opportunities to adult learners, underserved, and professionals to achieve life-long learning that contributes to their personal lives, career/workplace, profession and society. The Program is designed to allow students to learn, apply and engage in scholarly and professional activities

commensurate with the doctoral level. The Doctorate of Physician Assistant Program will fulfill a need where Physician Assistants can grow in the current evolving health care environment.

DPA Program Learning Outcomes (PLO)—Traditional Program

Upon successful completion of the Doctorate of Physician Assistant Program, students should be able to:

PLO 1 Evaluate scientific literature to integrate the principles of evidence-based practice and policy into selected approaches within the practice.

PLO 2 Analyze scientific literature regarding pharmacologic and therapeutic agents used to advance population health relative to a selected practice.

PLO 3 Develop a research project within the health care setting through utilizing professional publications and presentations.

PLO 4 Analyze the applicability of key statutes and legal precedents in the practice of medicine in order to better manage risk factors in the U.S. Healthcare systems.

PLO 5 Compare and contrast current research for new population health models relative to decreased costs in both private industry and the government.

PLO 6 Integrate research based therapeutic options as applicable to emerging pharmacologic and therapeutic complexities in the management of medical and/or surgical conditions.

PLO 7 Assess the relationships between legal, ethical, economic and professional standards for patient-centered care utilizing research-based trends in current standards of care.

PLO 8 Compose a synthesized study that utilizes scientific literature to integrate contemporary topics in healthcare.

DPA Curriculum

Doctorate of Physician Assistant Phases (core, second and third) —42 credits total

The Doctoral Research Project is the Capstone of the Doctoral study, and it displays your individual work. The Doctoral Research Project is also a permanent record of original research. TUW is committed to the preservation and dissemination of the research contributions of its Doctoral students, and most of the requirements outlined here were established with that commitment in mind.

Core Courses---Applied Scholar Practitioner (10 courses -30 credits)

- The Scholar Practitioner Model (DPA 700)
- Evidence Based Medicine (DPA 701)
- Advance Pharmacology and Therapeutics I (DPA 702)
- Healthcare Law and Professional Practice (DPA 703)
- Healthcare Management and Delivery systems (DPA 704)
- Advanced Pharmacology and Therapeutics II (DPA 705)
- Advanced Pharmacology and Therapeutics III (DPA 706)
- Contemporary Professional Issues in Medicine (DPA 707)
- Research Methods for Healthcare Professionals I (DPA 708)
- Research Methods for Healthcare Professionals II (DPA 709)—*(SPSS GradPack or equivalent statistical software packet may be required. Click here for more info: https://www.ibm.com/products/spss-statistics-gradpack.*

Second Phase---The Doctoral Research Project Proposal (2 courses- 6 credits) DPA 710 and DPA 711

- Find your Doctoral Chair and committee. DPA 709 is the transition course towards your work with the Chair individually.
- Develop Research Proposal
  - Hone Doctoral Research Project Topic
  - Conceptual Framework
  - Preliminary Literature Review
- **Goal**: Oral and written defense of Doctoral Research Project Proposal

Third Phase---The Doctoral Research Project Part 1 & 2 (2 courses- 6 credits) DPA 712 and DPA 713

- Gain IRB approval to collect data and/or conduct interviews as applicable
- Continue working with Doctoral Research Project Chair and committee (as applicable) until successful defense of final Doctoral Research Project
- Enhanced Literature Review
- Data collection, interviews, case based projects, etc.
- Methodology
- Discussion and Results
- **Goal:** Defend Doctoral Research Project

DOCTORATE OF PHYSICIAN ASSISTANT (CURRICULUM BY COURSE) – TRADITIONAL

The curriculum is comprised of 42 credits (14 courses). The completed doctoral research project serves as evidence of program mastery and achievement of the Program Learning Outcomes (PLO).

Course Number	Course Title Core Courses (30 Credits)	Semester Credit Hours
DPA 700	The Scholar Practitioner Model	3
DPA 701	Evidence Based Medicine	3
DPA 702	Advanced Pharmacology and Therapeutics I	3
DPA 703	Healthcare Law and Professional Practice	3
DPA 704	Healthcare Management and Delivery systems	3
DPA 705	Advanced Pharmacology and Therapeutics II	3
DPA 706	Advanced Pharmacology and Therapeutics III	3
DPA 707	Contemporary Professional Issues in Medicine	3
DPA 708	Research Methods for Healthcare Professionals I	3
DPA 709*	Research Methods for Healthcare Professionals II	3
* *SPSS GradPack required or equivalent statistical software packet may be required*		
Doctoral Research Project Proposal Phase **DPA 710 and DPA 711 are taken individually as the student works with the Chair and Committee members.		
Course Number	**Course Title Doctoral Research Project Proposal Phase (6 Credits)**	**Semester Credit Hours**
DPA 710**	Doctoral Research Project Proposal (Part 1)	3
DPA 711**	Doctoral Research Project Proposal (Part 2)	3
Note 1: *Submit IRB request following successful proposal defense* **Note 2**: *Students should complete Doctoral Research Project Proposal in 2 sessions. Students who do not complete the proposal in one session will need to register and pay for a continuation course for each extra term until completion.*		

Course Number	Course Title Core Courses (30 Credits)	Semester Credit Hours
Doctoral Research Project Phase **DPA 712and DPA 713 are taken individually as the student works with the Chair and Committee members.		
Course Number	**Course Title Doctoral Research Project Phase(6 Credits)**	**Semester Credit Hours**
DPA 712**	Doctoral Research Project Part 1	3
DPA 713**	Doctoral Research Project Part 2	3
Doctoral Research Project Completion Students should complete Doctoral Research Project in 2 sessions. Students who do not complete the work in 2 sessions will need to register and pay for a continuation course for each extra term required until completion.		

GRADING POLICY FOR DPA DOCTORAL RESEARCH PROJECT PROPOSAL, DOCTORAL RESEARCH PROJECT IMPLEMENTATION AND DOCTORAL RESEARCH PROJECT CONTINUATION COURSES

Grading policy for DPA courses in the Doctoral Research Project Proposal and Doctoral Research Project phase:

1. The courses that the DPA student takes in the Doctoral Research Project Proposal phase are: DPA 710 and DPA 711.
2. The courses that the DPA student takes in the Doctoral Research Project phase are: DPA 712 and DPA 713.

Doctoral Research Project Proposal Phase:

1. If a student during the Proposal phase in DPA 710 and DPA 711 have **not completed** each phase as written in the Catalog and DPA 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 DPA 710 and DPA 711 **completed** each phase as written in the Catalog and DPA Handbook, the grade for that course will be an A and not an IP.
3. If the student has not successfully defended the proposal at the end of the DPA 711, the grade of IP will be assigned and the student will take continuation courses DPA 711A, DPA 711B, etc. until successful defense of the proposal. A final grade will be assigned to DPA 711 upon successful completion of the proposal.

Note: Each continuation course will be charged to the student for a tuition rate of $500; the continuation course bears no credits and is not covered by Financial Aid.

Doctoral Research Project Phase:

1. If a student during the doctoral research project phase (DPA 712, DPA 713), has **not completed** each phase as written in the Catalog and DPA 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 **completed** each phase (DPA 712, DPA 713) as written in the Catalog and DPA Handbook, the grade for that course will be an A and not an IP.
3. If the student has not successfully defended the Doctoral Research Project at the end of the DPA 713, the grade of IP will be assigned and the student will take continuation courses DPA 713A, DPA 713B, etc. until successful defense of the proposal. A final grade will be assigned to DPA 713 upon successful completion of the doctoral research project.

Note: Each continuation course will be charged to the student for a tuition rate of $500; the continuation course bears no credits and is not covered by Financial Aid.

DPA Course Descriptions

Core Required Courses (30 Semester Credit Hours)

DPA 700 The Scholar Practitioner Model (3 credits)
This course provides students an orientation to the Doctorate of Physician Assistant Program and the scholar-practitioner model. This course is designed to provide an overview of the scholar-practitioner perspective in professional settings. Students will learn about the process of the Scholar-Practitioner model to apply theory to practice that lend to their Doctoral Research Project in their area of clinical practice/specialty

DPA 701 Evidenced Based Medicine (3 credits)
This course aims to allow candidates to implement the principles of evidence-based practice and policy, practice guidelines, and information utilization for practice modeling

DPA 702 Advanced Pharmacology and Therapeutics I (3 credits)
This is the first of 3 courses that focus on pharmacology and therapeutics used in the treatment of the disease process. Students will use this first course to select a specialized area of interest that will be utilized in the doctoral project proposal and research processes.

DPA 703 Healthcare Law and Professional Practice (3 credits)
This course is designed to provide the student with both fundamental and complex legal and policy issues surrounding the financing and delivery of healthcare in the United States.

DPA 704 Healthcare Management and Delivery systems (3 credits)
This course will enhance the student's awareness of the current dynamics of management and delivery systems as they relate to population medicine.

DPA 705 Advanced Pharmacology and Therapeutics II (3 credits)
This is course is the second of 3 courses and is a continuation of DPA 702, which expands upon the pharmacology and therapeutics used in the treatment of the disease process. Students will build upon the specialized area of interest that will be utilized in the Doctoral Research Project proposal and research processes.

DPA 706 Advance Pharmacology and Therapeutics III (3 credits)
This is course is the last of 3 courses and is a continuation of DPA 705, which expands upon the pharmacology and therapeutics used in the treatment of the disease process. Students will refine their specialized area of interest that will be utilized in the Doctoral Research Project proposal and research processes.

DPA 707 Contemporary Professional issues in Medicine (3 credits)
This course is designed to allow the student to examine and understand the contemporary issues they are faced with in the clinical practice of medicine.

DPA 708 Research Methods for Healthcare Professionals I (3 credits)
In this first of two courses in research methods, students learn the fundamentals of the research process, underlying theories in healthcare, and the relationship of conceptual models to perform scientific investigations.

DPA 709 Research Methods for Healthcare Professionals II (3 credits)
In this second course of research methods, students expand on concepts learned in DPA 708. Students evaluate research findings in the field of medicine. Quantitative reasoning, and statistical analysis and are introduced as applicable to performing scientific investigations in contemporary medicine.

DOCTORAL RESEARCH PROPOSAL DEVELOPMENT COURSES (6 SEMESTER CREDIT HOURS)

DPA 710 Doctoral Research Project Proposal (Part 1) (3 credits)
In this course, with the assistance of a selected Chair and committee, students prepare a selected clinical research project or thesis that contributes to their area of interest. In this phase, students conduct external research of clinical practices to codify lessons learned and propose fundamental methods to collect data/content, which may contribute to but not limited to scholarly publications, field specialty publications, professional conferences and more. Additionally, students are introduced to the Doctoral Management System (DMS), which serves as the primary learning platform throughout the entire Doctoral Research Project process.

DPA 711 Doctoral Research Project Proposal (Part 2) (3 credits)
In this course, students continue to work with the Chair and Committee to finalize their selected clinical research project or thesis proposal. By the conclusion, students present their oral and written culminating proposal to the Chair and committee.

DOCTORAL RESEARCH PROJECT COURSES (6 SEMESTER CREDIT HOURS)

DPA 712 Doctoral Research Project Part 1 (3 credits)
In this course, students continue to work with the Chair and Committee on their selected doctoral research project or thesis that contributes to their selected area of interest. Students gather evidence for the research project or thesis as applicable with pre-approval from TUW's Institutional Review Board (IRB) including but not limited to data collection/content, permissions to use previous and/or concurrent clinical studies, interviews, etc.

DPA 713 Doctoral Research Project Part 2 (3 credits)
In this course, students work with Chair and committee members to finalize the doctoral research project or thesis compiling findings, results, and or implications. Students will integrate and synthesize all components of the doctoral research project or thesis and submit to the Chair in preparation of the final oral and written presentation of the doctoral research project or thesis.

DOCTORATE OF PHYSICIAN ASSISTANT (DPA) – GLOBAL HEALTH CONCENTRATION

The Touro University Worldwide Doctorate of Physician Assistant (DPA) concentration in Global Health is designed to serve the needs of Post Professional candidates who wish to advance their professional tenure. The DPA program with a concentration in Global Health places an emphasis on the Scholar-Practitioner Model to address real global and international health concerns. DPA students will obtain an understanding of global and international population health outcomes, with attention to emergency and disaster outcomes, and prevention strategies. Students will create doctoral research-based projects aligned with clinical expertise in their field or specialty.

The program will give students a comprehensive understanding of the theories and research needed to expand competencies in their profession. Students can utilize their specialized area of expertise with honed research skills to practice in a contemporary healthcare field in today's technologically sophisticated, media-connected, and culturally diverse global environment.

In addition, the Doctorate of Physician Assistant Global Health Concentration is designed to enable students to gain a broader and knowledge to manage global and international healthcare organizations, emergency disaster management and policies for global health systems. Students learn how to efficiently manage in global healthcare systems.

DPA MISSION STATEMENT **(Click on title to view)**

DPA PROGRAM LEARNING OUTCOMES (PLO)—GLOBAL HEALTH CONCENTRATION

Upon successful completion of the Doctorate of Physician Assistant Program, students should be able to:

PLO 1 Evaluate scientific literature to integrate the principles of evidence-based practice and policy into selected approaches within the practice.
PLO 2 Analyze scientific medical literature that contributes to advancing population health relative to a selected practice.
PLO 3 Develop a research project within the health care setting through utilizing professional publications and presentations.
PLO 4 Analyze the applicability of key statutes and legal precedents in the practice of medicine in order to better manage risk factors in the U.S. Healthcare systems.
PLO 5 Compare and contrast current research for new population health models relative to decreased costs in both private industry and the government.
PLO 6 Utilize global health theories and best practices applicable to address global, international, and emergency/disaster management factors affecting US healthcare systems.
PLO 7 Assess the relationships between legal, ethical, economic and professional standards for patient-centered care utilizing research-based trends in current standards of care.
PLO 8 Compose a synthesized study that utilizes scientific literature to integrate contemporary topics in healthcare.

DPA CURRICULUM (GLOBAL HEALTH CONCENTRATION)

DOCTORATE OF PHYSICIAN ASSISTANT PHASES (CORE, SECOND AND THIRD) —42 CREDITS TOTAL

The Doctoral Research Project is the Capstone of the Doctoral study, and it displays your individual work. The Doctoral Research Project is also a permanent record of original research. TUW is committed to the preservation and dissemination of the research contributions of its Doctoral students, and most of the requirements outlined here were established with that commitment in mind.

Core Courses---Applied Scholar Practitioner (10 courses -30 credits)

- The Scholar Practitioner Model (DPA 700)
- Evidence Based Medicine (DPA 701)
- Healthcare Law and Professional Practice (DPA 703)
- Healthcare Management and Delivery systems (DPA 704)
- Contemporary Professional Issues in Medicine (DPA 707)
- Research Methods for Healthcare Professionals I (DPA 708)
- Research Methods for Healthcare Professionals II (DPA 709)—*(SPSS GradPack or equivalent statistical software packet may be required. Click here for more info: https://www.ibm.com/products/spss-statistics-gradpack.*
- Financial Management in Healthcare Leadership (DPA 714)
- Management Strategies in Healthcare Leadership (DPA 715)
- Best practices in Organizational Management in Healthcare (DPA 716)

Second Phase---The Doctoral Research Project Proposal (2 courses- 6 credits) DPA 710 and DPA 711

- Find your Doctoral Chair and committee. DPA 709 is the transition course towards your work with the Chair individually.
- Develop Research Proposal
    - Hone Doctoral Research Project Topic
    - Conceptual Framework
    - Preliminary Literature Review
- **Goal**: Oral and written defense of Doctoral Research Project Proposal

Third Phase---The Doctoral Research Project Part 1 & 2 (2 courses- 6 credits) DPA 712 and DPA 713

- Gain IRB approval to collect data and/or conduct interviews as applicable
- Continue working with Doctoral Research Project Chair and committee (as applicable) until successful defense of final Doctoral Research Project
- Enhanced Literature Review
- Data collection, interviews, case based projects, etc.
- Methodology
- Discussion and Results
- **Goal:** Defend Doctoral Research Project

DOCTORATE OF PHYSICIAN ASSISTANT (CURRICULUM BY COURSE)—GLOBAL HEALTH CONCENTRATION

The curriculum is comprised of 42 credits (14 courses). The completed doctoral research project serves as evidence of program mastery and achievement of the Program Learning Outcomes (PLO).

Course Number	Course Title Core Courses (30 Credits)	Semester Credit Hours
DPA 700	The Scholar Practitioner Model	3
DPA 701	Evidence Based Medicine	3
DPA 703	Healthcare Law and Professional Practice	3
DPA 704	Healthcare Management and Delivery systems	3
DPA 707	Contemporary Professional Issues in Medicine	3
DPA 708	Research Methods for Healthcare Professionals I	3
DPA 709*	Research Methods for Healthcare Professionals II	3
	GLOBAL HEALTH CONCENTRATION	
DPA 717	Managing Global and International Health	3
DPA 718	Emergency and Disaster Management in Global Health	3
DPA 719	Policy Making in Global Health	3
* *SPSS GradPack required or equivalent statistical software packet may be required*		

Doctoral Research Project Proposal Phase

**DPA 710 and DPA 711 are taken individually as the student works with the Chair and Committee members.

Course Number	Course Title Doctoral Research Project Proposal Phase (6 Credits)	Semester Credit Hours
DPA 710**	Doctoral Research Project Proposal (Part 1)	3
DPA 711**	Doctoral Research Project Proposal (Part 2)	3

Note 1: *Submit IRB request following successful proposal defense*
Note 2: *Students should complete Doctoral Research Project Proposal in 2 sessions. Students who do not complete the proposal in one session will need to register and pay for a continuation course for each extra term until completion.*

Doctoral Research Project Phase

**DPA 712and DPA 713 are taken individually as the student works with the Chair and Committee members.

Course Number	Course Title Doctoral Research Project Phase(6 Credits)	Semester Credit Hours
DPA 712**	Doctoral Research Project Part 1	3
DPA 713**	Doctoral Research Project Part 2	3

Doctoral Research Project Completion

Students should complete Doctoral Research Project in 2 sessions. Students who do not complete the work in 2 sessions will need to register and pay for a continuation course for each extra term required until completion.

GRADING POLICY FOR DPA DOCTORAL RESEARCH PROJECT PROPOSAL, DOCTORAL RESEARCH PROJECT IMPLEMENTATION AND DOCTORAL RESEARCH PROJECT CONTINUATION COURSES

(Click on title to view)

Doctoral Research Project Proposal Phase **(Click on title to view)**

Doctoral Research Project Phase **(Click on title to view)**

DPA GLOBAL HEALTH-COURSE DESCRIPTIONS

CORE REQUIRED COURSES (30 SEMESTER CREDIT HOURS)

Same as DPA Traditional Program Core Courses **Excluding DPA 702, DPA 705 & DPA 706**

DOCTORAL GLOBAL HEALTH CONCENTRATION COURSES (9 SEMESTER CREDIT HOURS)

DPA 717 Managing Global and International Health (3 credits)
This course provides an introduction to examining global and international health challenges and opportunities for professionals in a variety of healthcare settings. Students explore literature both within and across borders to learn about fostering interagency collaboration between local, national and global health agencies. Special topics include the impact of transnational health on the global population, identification of various determinants of health across international borders, and evidence-based solutions for international and global health challenges.

DPA 718 Emergency and Disaster Management in Global Health (3 credits)
This course highlights the importance of the leadership role within local, national, and global health care systems regarding emergency and disaster management. Students explore the impact of natural and man-made disasters in a variety of health care settings to include but not limited to healthcare services, personnel services, training and development, preparedness and applicable emergency and disaster management policies at all agency levels. Students will identify and conduct external research to conduct a critical analysis on the relationship between a public health system and its interagency cooperation with local, national and or international emergency and disaster management system during an emergency and or disaster.

DPA 719 Policy Making in Global Health (3 credits)
In this course, students will examine the influential role of management in healthcare policies and legislation on global health. Students will examine evidence-based healthcare policy analysis literature to identify best practices in effective delivery of global health interventions. Students have an opportunity to explore a variety of contemporary issues that impact global health policies that may contribute to their final research project such as maternal health, HIV policy, global child health, family planning, access to medication, and impact of the economic environment.

DOCTORAL RESEARCH PROPOSAL DEVELOPMENT COURSES (6 SEMESTER CREDIT HOURS)

(Click on title to view courses)

DOCTORAL RESEARCH PROJECT COURSES (6 SEMESTER CREDIT HOURS)

(Click on title to view courses)

DOCTORATE OF PHYSICIAN ASSISTANT (DPA) – Healthcare Leadership Concentration

The Touro University Worldwide Doctorate of Physician Assistant (DPA) concentration in Healthcare Leadership is designed to serve the needs of Post Professional candidates who wish to advance their professional tenure. The DPA program with a concentration in Healthcare Leadership places an emphasis on the Scholar- Practitioner Model to address real world problems for physicians assistants seeking to expand knowledge of their field. Graduates of this program will have gained knowledge and understanding theoretical underpinnings of financial management and effective strategies and solutions to address common healthcare workplace settings. Students will create doctoral research-based projects aligned with expertise in their field or specialty.

The program will give students a comprehensive understanding of the theories and research needed to expand competencies in their profession. Students can utilize their specialized area of expertise with honed research skills to practice in a contemporary healthcare field in today's technologically sophisticated, media-connected, and culturally diverse global environment.

In addition, the Doctorate of Physician Assistant Healthcare Leadership concentration is designed to enable students to gain a broader conceptual mastery of with leadership skills and knowledge to aid healthcare organizations in reaching their goals. Students learn how to efficiently manage healthcare systems by learning about topics such as financial management, healthcare leadership, strategies in healthcare organizations and best practices in healthcare leadership and management.

DPA MISSION STATEMENT

(Click on title to view)

DPA PROGRAM LEARNING OUTCOMES (PLO)—HEALTHCARE LEADERSHIP CONCENTRATION

Upon successful completion of the Doctorate of Physician Assistant Program, students should be able to:

PLO 1 Evaluate scientific literature to integrate the principles of evidence-based practice and policy into selected approaches within the practice.

PLO 2 Analyze scientific medical literature that contributes to advancing population health relative to a selected practice.

PLO 3 Develop a research project within the health care setting through utilizing professional publications and presentations.

PLO 4 Analyze the applicability of key statutes and legal precedents in the practice of medicine in order to better manage risk factors in the U.S. Healthcare systems.

PLO 5 Compare and contrast current research for new population health models relative to decreased costs in both private industry and the government.

PLO 6 Apply best practices and strategies in financial management and leadership skills necessary for best practices in healthcare organizations.

PLO 7 Assess the relationships between legal, ethical, economic and professional standards for patient-centered care utilizing research-based trends in current standards of care.

PLO 8 Compose a synthesized study that utilizes scientific literature to integrate contemporary topics in healthcare.

DPA CURRICULUM (HEALTHCARE LEADERSHIP CONCENTRATION)

DOCTORATE OF PHYSICIAN ASSISTANT PHASES (CORE, SECOND AND THIRD) —42 CREDITS TOTAL

The Doctoral Research Project is the Capstone of the Doctoral study, and it displays your individual work. The Doctoral Research Project is also a permanent record of original research. TUW is committed to the preservation and dissemination of the research contributions of its Doctoral students, and most of the requirements outlined here were established with that commitment in mind.

Core Courses---Applied Scholar Practitioner (10 courses -30 credits)

- The Scholar Practitioner Model (DPA 700)
- Evidence Based Medicine (DPA 701)
- Healthcare Law and Professional Practice (DPA 703)
- Healthcare Management and Delivery systems (DPA 704)
- Contemporary Professional Issues in Medicine (DPA 707)
- Research Methods for Healthcare Professionals I (DPA 708)
- Research Methods for Healthcare Professionals II (DPA 709)—*(SPSS GradPack or equivalent statistical software packet may be required. Click here for more info: https://www.ibm.com/products/spss-statistics-gradpack.*
- Financial Management in Healthcare Leadership (DPA 714)
- Management Strategies in Healthcare Leadership (DPA 715)
- Best practices in Organizational Management in Healthcare (DPA 716)

Second Phase---The Doctoral Research Project Proposal (2 courses- 6 credits) DPA 710 and DPA 711

- Find your Doctoral Chair and committee. DPA 709 is the transition course towards your work with the Chair individually.
- Develop Research Proposal
    - Hone Doctoral Research Project Topic
    - Conceptual Framework
    - Preliminary Literature Review
- **Goal**: Oral and written defense of Doctoral Research Project Proposal

Third Phase---The Doctoral Research Project Part 1 & 2 (2 courses- 6 credits) DPA 712 and DPA 713

- Gain IRB approval to collect data and/or conduct interviews as applicable
- Continue working with Doctoral Research Project Chair and committee (as applicable) until successful defense of final Doctoral Research Project
- Enhanced Literature Review
- Data collection, interviews, case based projects, etc.
- Methodology
- Discussion and Results
- **Goal:** Defend Doctoral Research Project

DOCTORATE OF PHYSICIAN ASSISTANT (CURRICULUM BY COURSE)—HEALTHCARE LEADERSHIP CONCENTRATION

The curriculum is comprised of 42 credits (14 courses). The completed doctoral research project serves as evidence of program mastery and achievement of the Program Learning Outcomes (PLO).

Course Number	Course Title Core Courses (30 Credits)	Semester Credit Hours
DPA 700	The Scholar Practitioner Model	3
DPA 701	Evidence Based Medicine	3
DPA 703	Healthcare Law and Professional Practice	3
DPA 704	Healthcare Management and Delivery systems	3
DPA 707	Contemporary Professional Issues in Medicine	3
DPA 708	Research Methods for Healthcare Professionals I	3
DPA 709*	Research Methods for Healthcare Professionals II	3
	HEALTHCARE LEADERSHIP CONCENTRATION	
DPA 714	Financial Management in Healthcare Leadership	3
DPA 715	Management Strategies in Healthcare Leadership	3
DPA 716	Best practices in Organizational Management in Healthcare	3

* *SPSS GradPack required or equivalent statistical software packet may be required*

Doctoral Research Project Proposal Phase

**DPA 710 and DPA 711 are taken individually as the student works with the Chair and Committee members.

Course Number	Course Title Doctoral Research Project Proposal Phase (6 Credits)	Semester Credit Hours
DPA 710**	Doctoral Research Project Proposal (Part 1)	3
DPA 711**	Doctoral Research Project Proposal (Part 2)	3

Note 1: *Submit IRB request following successful proposal defense*
Note 2: *Students should complete Doctoral Research Project Proposal in 2 sessions. Students who do not complete the proposal in one session will need to register and pay for a continuation course for each extra term until completion.*

Doctoral Research Project Phase

**DPA 712and DPA 713 are taken individually as the student works with the Chair and Committee members.

Course Number	Course Title Doctoral Research Project Phase(6 Credits)	Semester Credit Hours
DPA 712**	Doctoral Research Project Part 1	3
DPA 713**	Doctoral Research Project Part 2	3

Doctoral Research Project Completion

Students should complete Doctoral Research Project in 2 sessions. Students who do not complete the work in 2 sessions will need to register and pay for a continuation course for each extra term required until completion.

GRADING POLICY FOR DPA DOCTORAL RESEARCH PROJECT PROPOSAL, DOCTORAL RESEARCH PROJECT IMPLEMENTATION AND DOCTORAL RESEARCH PROJECT CONTINUATION COURSES

(Click on title to view)

Doctoral Research Project Proposal Phase **(Click on title to view)**

Doctoral Research Project Phase **(click on title to view)**

DPA Healthcare Leadership- Course Descriptions

*Core Required Courses (30 Semester Credit Hours)

Same as DPA Traditional Program Core Courses **Excluding DPA 702, DPA 705 & DPA 706**

Doctoral Healthcare leadership Concentration Courses (9 Semester Credit Hours)

DPA 714 Financial Management in Healthcare Leadership (3 credits)
In this course, students examine the purpose and application of financial management tools for leadership roles in healthcare. Students explore financial management literature to learn about assessment and functions to include its influence on personnel management for specific settings in healthcare. Special topics include economics relevant to healthcare, financial benchmarking and ethics associated with financial management.

DPA 715 Management Strategies in Healthcare Leadership (3 credits)
This course provides students with vital healthcare leadership and management strategies to increase leadership skillsets in various types of healthcare organizations. Students will identify best practices in strategic planning and management congruent with internal and external environmental challenges and opportunities in healthcare settings.

DPA 716 Best practices in Organizational Management in Healthcare (3 credits)
In this course, students explore foundational leadership theories along with evidence-based management practices to address organizational relationships and structures in healthcare settings. Organizational management is viewed from a holistic perspective that addresses both the individual and team in various healthcare settings. Special emphasis include the leadership role in effective program assessment and evaluation in organizational management.

Doctoral Research Proposal Development Courses (6 Semester Credit Hours)

(click on title to view courses)

Doctoral Research Project Courses (6 Semester Credit Hours)

(click on title to view courses)

DOCTOR OF PSYCHOLOGY IN HUMAN & 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.

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

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 global environment.

PSYD PROGRAM LEARNING OUTCOMES (PLO)

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.

Please note: courses must be taken in the order of an approved degree plan, and deviation from this plan must be approved by your academic advisor and the Program Director.

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)

Second Phase of the Doctoral Program - The Doctoral Dissertation
Proposal Development (4 courses- 12 credits)
PSYD 753, 754,755, 770

- **PSYD 753 guides students through the transition to working individually with their chairs. During or immediately following the course, students are paired with their chairs and committee members.**
- Work on your Doctoral Dissertation Topic
- Develop a conceptual framework.
- Identify the variables, or the constructs
- Literature Review
- Develop the proposal
- Defend the Proposal
- IRB
- **Goal:** Proposal and IRB Approval

Third Phase Doctoral Program - The Doctoral Research/Dissertation (Dissertation Development) (5 courses- 15 credits) PSYD 771, 772, 780, 781, 782

- Continue working with Dissertation Chair and committee (as applicable) until successful defense of final dissertation
- Data collection, interviews, etc.
- Methodology
- Discussion and Results
- Goal: Defend Dissertation

GRADING POLICY FOR PSYD DISSERTATION PROPOSAL, DISSERTATION IMPLEMENTATION AND DISSERTATION CONTINUATION COURSES.

Academic Policy- Updated Effective January 3rd, 2017
Grading policy for PsyD courses in the Dissertation Proposal and Dissertation Implementation phase.

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.

Dissertation Proposal Phase:

1. If a student completes the requirements of a dissertation proposal phase course (as designated in the Catalog and PsyD Handbook) by the end of the enrolled session, the student will receive an A in that course.
2. If a student has made some progress but has not completed the requirements of a dissertation proposal phase course (as designated in the Catalog and PsyD Handbook) by the end of the enrolled session, the student will receive an IP in that course. The student's grade will be changed to an A at the end of a subsequent session in which the student does complete the requirements of the course.
3. If a student has made no progress, has not submitted any course work, etc., in a dissertation proposal phase course the student may receive an F in that course and be required to repeat it.
4. If a student has not successfully defended the Dissertation Proposal and not received approval from the Committee and Program Director by the end of PSYD 770, the student will receive an IP grade. The student will then be required to take continuation courses in subsequent sessions (PSYD 770A, 770B, etc.) until the requirements for PSYD 770 have been completed. When the

requirements are completed, the student will receive an A in PSYD 770.

Note: Enrollment in each continuation course will include a student tuition charge of $500. Continuation courses bear no credit and are NOT covered by Financial Aid.

Research Implementation Phase:

1. If a student completes the requirements of a Dissertation implementation phase course (as designated in the Catalog and PsyD Handbook) by the end of the enrolled session, the student will receive an A in that course.
2. If a student has made some progress but has not completed the requirements of a Dissertation implementation phase course (as designated in the Catalog and PsyD Handbook) by the end of the enrolled session, the student will receive an IP in that course. The student's grade will be changed to an A at the end of a subsequent session in which the student does complete the requirements of the course.
3. If a student has made no progress, has not submitted any course work, etc., in a dissertation implementation phase course the student may receive an F in that course and be required to repeat it.
4. If a student has not successfully defended the final dissertation document and not received approval from the Committee and Program Director by the end of PSYD 782, the student will receive an IP grade. The student will then be required to take continuation courses in subsequent sessions (PSYD 782A, 782B, etc.) until the requirements for PSYD 782 have been completed. When the requirements are completed, the student will receive an A in PSYD 782.

Note: Enrollment in each continuation course will include a student tuition charge of $500. Continuation courses bear no credit and are NOT covered by Financial Aid.

The Doctoral Dissertation is the Capstone/Completion of the Doctoral program, and it highlights 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

Course Number	Course Title	Semester Credit Hours
Core Courses (30 Credits)		
PSYD 720	The Scholar Practitioner Model	3
PSYD 724	Applied Social Psychology	3
PSYD 728	Applied I/O Psychology	3
PSYD 732	Applied Cognitive Psychology	3
PSYD 736	Applied Media Psychology	3
PSYD 722	Research Methods	3
PSYD 730	Survey Design	3
PSYD 734	Qualitative Research Methods	3
PSYD 726*	Quantitative Research Methods I	3
PSYD 738*	Quantitative Research Methods II	3

Course Number	Course Title	Semester Credit Hours
Application of Theory and Research (9 Credits) Please take all 3 courses in the order they are presented		
PSYD 750	Applications of the Scholar-Practitioner Model	3
PSYD 751	Evidence-based Practices	3
PSYD 752	Application of Research Methods in Professional Settings	3
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)		
PSYD 753	Developing the Research Topic and Literature Review (regular course-pre proposal)	3
PSYD 754	Refining the Research Topic and begin writing the first draft of the proposal (Individual Student work with Chair and committee)	3
PSYD 755	The Methods, where, when, how? Literature review completion; Last draft of the Proposal	3
PSYD 770	Proposal Refinement and Defense (Individual Student work with Chair and committee) Following successful proposal defense please submit for IRB	3
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)		
PSYD 771	Start implementing the proposal for the Doctoral Research/Dissertation (Individual Student work with Chair and committee)	3
PSYD 772	Continue Doctoral Research Dissertation (Individual Student work with Chair and committee)	3
PSYD 780	Doctoral Research/Dissertation I	3
PSYD 781	Doctoral Research/Dissertation II	3
PSYD 782	Doctoral Research/Dissertation III	3
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: https://www.ibm.com/products/spss-statistics-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

Core Required Courses (30 Semester Credit Hours)

PSYD 699 Doctoral Seminar (0 credits)
The doctoral seminar provides a refresher of the dissertation process for stop out students. The course builds on students' previous conceptual framework and research plan, which solidifies a roadmap for program completion. Special emphasis is on refreshing doctoral level writing and knowledge of research methodologies to position students to complete the doctoral program.

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 students with a comprehensive overview of the theoretical foundations of social psychology. It explores the practical application of social psychology in addressing real-world, problems, focusing on topics such as individual needs, organizational systems, group dynamics, and social norms. The course also examines major experiments in applied social psychology, encouraging students to investigate and explain why certain behaviors, actions, and feelings occur within social contexts relevant to their own public sphere.

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, selection of appropriate research methods and designs, selection of appropriate statistics for data analysis, 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 CREDIT HOURS)

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 CREDIT HOURS)

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.

DOCTORAL DISSERTATION COURSES (15 SEMESTER CREDIT HOURS-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.

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

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 take 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 global environment.

PsyD Program Learning Outcomes (PLO)

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 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.

Please note: courses must be taken in the order of an approved degree plan, and deviation from this plan must be approved by your academic advisor and the Program Director.

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)

Second Phase of the Doctoral Program - The Doctoral Research/Dissertation Proposal Development (4 courses- 12 credits)

PSYD 753, 754, 755, 770

- **PSYD 753 guides students through the transition to working individually with their chairs. During or immediately following the course, students are paired with their chairs and committee members.**
- Work on your Doctoral Dissertation Topic
- Literature Review
- Develop the proposal
- IRB
- **Goal:** Proposal Approval

Third Phase Doctoral Program - The Doctoral Research/Dissertation (Dissertation Development) (5 courses- 15 credits) PSYD 771, 772, 780, 781, 782

- Continue working with Dissertation Chair and committee (as applicable) until successful defense of final dissertation
- Data collection, interviews, etc.
- Methodology
- Discussion and Results
- **Goal**: Defend Dissertation

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.

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.

Dissertation Proposal Phase:

1. If a student completes the requirements of a dissertation proposal phase course (as designated in the Catalog and PsyD Handbook) by the end of the enrolled session, the student will receive an A in that course.
2. If a student has made some progress but has not completed the requirements of a dissertation proposal phase course (as designated in the Catalog and PsyD Handbook) by the end of the enrolled session, the student will receive an IP in that course. The student's grade will be changed to an A at the end of a subsequent session in which the student does complete the requirements of the course.

3. If a student has made no progress, has not submitted any course work, etc., in a dissertation proposal phase course the student may receive an F in that course and be required to repeat it.
4. If a student has not successfully defended the dissertation proposal and not received approval from the Committee and Program Director by the end of PSYD 770, the student will receive an IP grade. The student will then be required to take continuation courses in subsequent sessions (PSYD 770A, 770B, etc.) until the requirements for PSYD 770 have been completed. When the requirements are completed, the student will receive an A in PSYD 770.

Note: Enrollment in each continuation course will include a student tuition charge of $500. Continuation courses bear no credit and are NOT covered by Financial Aid.

Research Implementation phase:

1. If a student completes the requirements of a dissertation implementation phase course (as designated in the Catalog and PsyD Handbook) by the end of the enrolled session, the student will receive an A in that course.
2. If a student has made some progress but has not completed the requirements of a dissertation implementation phase course (as designated in the Catalog and PsyD Handbook) by the end of the enrolled session, the student will receive an IP in that course. The student's grade will be changed to an A at the end of a subsequent session in which the student does complete the requirements of the course.
3. If a student has made no progress, has not submitted any course work, etc., in a dissertation implementation phase course the student may receive an F in that course and be required to repeat it.
4. If a student has not successfully defended the final dissertation document and not received approval from the Committee and Program Director by the end of PSYD 782, the student will receive an IP grade. The student will then be required to take continuation courses in subsequent sessions (PSYD 782A, 782B, etc.) until the requirements for PSYD 782 have been completed. When the requirements are completed, the student will receive an A in PSYD 782.

Note: Enrollment in each continuation course will include a student tuition charge of $500. Continuation courses bear no credit and are 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

Course Number	Course Title	Semester Credit Hours
Core Courses (30 Credits)		
PSYD 720	The Scholar Practitioner Model	3
PSYD 721	Psychology of Organizational Leadership	3
PSYD 723	Psychology of Human Resource Management	3
PSYD 725	Psychology of Collaboration in Organizational Leadership	3
PSYD 728	Applied I/O Psychology	3
PSYD 722	Research Methods	3

Course Number	Course Title	Semester Credit Hours
PSYD 730	Survey Design	3
PSYD 734	Qualitative Research Methods	3
PSYD 726*	Quantitative Research Methods I	3
PSYD 738*	Quantitative Research Methods II	3
Application of Theory and Research (9 credits) Please take all 3 courses in the order they are presented		
PSYD 750	Applications of the Scholar-Practitioner Model	3
PSYD 751	Evidence-based Practices	3
PSYD 752	Application of Research Methods in Professional Settings	3
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)		
PSYD 753	Developing the Research Topic and Literature Review (regular course - pre proposal)	3
PSYD 754	Refining the Research Topic and begin writing the first draft of the proposal (Individual Student work with Chair and committee)	3
PSYD 755	The Methods, where, when, how? Literature review completion; Last draft of the Proposal	3
PSYD 770	Proposal Refinement and Defense (Individual Student work with Chair and committee) Following successful proposal defense please submit to IRB	3
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)		
PSYD 771	Start implementing the proposal for the Doctoral Research/Dissertation (Individual Student work with Chair and committee)	3
PSYD 772	Continue Doctoral Research Dissertation (Individual Student work with Chair and committee)	3
PSYD 780	Doctoral Research/Dissertation I	3
PSYD 781	Doctoral Research/Dissertation II	3
PSYD 782	Doctoral Research/Dissertation III	3
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*: https://www.ibm.com/products/spss-statistics-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 Organizational Leadership - Course Descriptions

Core Required Courses (30 Semester Credit Hours)

PSYD 699 Doctoral Seminar (0 credit)
The doctoral seminar provides a refresher of the dissertation process for stop out students. The course builds on students' previous conceptual framework and research plan, which solidifies a roadmap for program completion. Special emphasis is on refreshing doctoral level writing and knowledge of research methodologies to position students to complete the doctoral program.

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, selection of appropriate research methods and designs, selection of appropriate statistics for data analysis, 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 CREDIT HOURS)

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 CREDIT HOURS)

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.

DOCTORAL DISSERTATION COURSES (15 SEMESTER CREDIT HOURS-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.

Admission is not guaranteed and TUW reserves the right to deny acceptance to the University/Programs.

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 and/or copies of diploma to complete an unofficial 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 second session (16 weeks*) 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 Associate, Bachelors and Master prospective students **(excluding the Masters in the Marriage and Family Therapy [MFT] program, which has a $25 application fee). There is a $25 application fee for prospect students applying to the Doctorate degree programs.**

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.

Validating a High School Diploma

The Office of Admissions will confirm all students' transcripts arrive from a high school with a CEEB code, as well as the high school seal and/or signature. If a transcript is from a high school that lacks a CEEB code

or seal/signature, the Office of Admissions will investigate to confirm the school is recognized by the specific States' Department of Education, home school association, or Federal Department of Education. The admission office may request a copy of the student's diploma at any point in the verification process. If a diploma is determined invalid, a GED may be required for admission consideration. Specific details regarding Domestic & Foreign High School transcripts, Diplomas, or GED are outlined below.

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

	Bachelors Programs	Masters Programs	Doctoral Programs
TOEFL Paper	490	500	525
TOEFL iBT	57	61	71
IELTS	6.5	7	7
Duolingo	90	90	95

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 second session (16 weeks) of enrollment.*

BACHELOR'S 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. Have successfully completed the General Educational Development (GED) test; or
3. Be a transfer student from another accredited college or university in good academic standing (minimum GPA of 2.0).

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 second session (16 weeks) 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 (***excluding the Masters in the Marriage and Family Therapy [MFT] program, which has a $25 application fee).***
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 second session (16 weeks) of enrollment.*

DOCTORAL DEGREE PROGRAMS

Students seeking to enroll in Touro University Worldwide's Doctoral 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 oversees, 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
3. Current licensure or possess an Emeritus status
4. NCCPA certification or Emeritus status
5. Clinical practice/experience is a plus

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. *There is a **$25 application fee for Doctoral prospective students***. (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. brief biography;
    b. career plan; and
    c. goals in pursuing the doctorate at Touro University Worldwide.

    DPA applicants will also be required to submit the following in addition to requirements 1-4 above:

    a. Verification of NCCPA certification or Emeritus status
    b. Curriculum Vitae that demonstrates the minimum 2 years of clinical experience as a Physician Assistant or a Physician Assistant Educator

The Doctoral Admission 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 project.

REGISTERING FOR COURSES

2026-2028 Academic Year

Term	Year	Months
Summer Term II	2026	June 29 – August 23
Fall Term I	2026	August 31 – October 25
Fall Term II	2026	October 26 – December 20
Spring Term I	2027	January 4 – February 28
Spring Term II	2027	March 1 – April 25
Summer Term I	2027	May 3 – June 27
Summer Term II	2027	June 28 – August 22
Fall Term I	2027	August 30 – October 24
Fall Term II	2027	October 25 – December 19
Spring Term I	2028	January 3 – February 27
Spring Term II	2028	February 28 – April 23
Summer Term I	2028	May 1 – June 25

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

Program	Session I	Session II	Semester Total
Undergraduate	6 Credits (2 courses)	6 Credits (2 courses)	12 Credits (4 courses)
Graduate	6 Credits (2 courses)	3 Credits (1 course)	9 Credits (3 courses)

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.

Note: There are 4 gatekeeper courses that are system generated and controlled for most programs to ensure students are successful within TUW prior to taking future courses with higher level of difficulty. Contact your advisor to provide more information regarding the gatekeeper courses.

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 Doctoral- 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

Students who have an earned Associate or Arts or Associate of Science degree may have sixty (60) credits transferred into the degree.

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. For COAMFTE approved and non-COAMFTE approved course transfer into TUW's clinical tracks, see content below.

- Clinical Track(s)- COAMFTE Approved MFT Program Courses
    - TUW may transfer up to 12 semester credits from a COAMFTE approved MFT program

- Clinical Track(s)- Non-COAMFTE Approved Program Courses
    - TUW may transfer up to 12 credits for specific courses in TUW's MFT Program (e.g. MFT 618, MFT 627, MFT 635, MFT 650, MFT 651, MFT 653, MFT 698)

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. TUW does not grant academic credits for work experience and/or life experience. 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:

CLEP Transcripts
P.O. Box 6600
Princeton, New Jersey08541-6600
www.collegeboard.com/student/testing/clep/contact.html

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 And 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

Programs	1 credit	3 credits	Cost of Program
AA in General Studies	$400	$1,200	$24,000*
BA in Psychology	$400	$1,200	$48,000*
BA in Social Work	$400	$1,200	$48,000*
BS in Business Administration & Management	$400	$1,200	$48,000*
BS in Health Sciences	$400	$1,200	$48,000*
MA in Counseling: Addiction Counseling Specialization			
• MAC Track	$500	$1,500	$30,000*
• MAC Advanced Topics Track	$500	$1,500	$36,000*
MA in Industrial and Organizational Psychology	$500	$1,500	$18,000*
MA in Marriage and Family Therapy**			
• Non-Clinical Track**	$525	$1,575	$28,350*
• Clinical Track**	$525	$1,575	$37,800*
• Licensed Professional Clinical Counseling Track**	$525	$1,575	$43,050*
MA in Psychology	$500	$1,500	$18,000*
MA in Public Administration	$500	$1,500	$18,000*
Master of Business Administration	$500	$1,500	$18,000*

Programs	1 credit	3 credits	Cost of Program
Master of Dispute Resolution	$500	$1,500	$18,000*
Master of Science in Business Analytics	$500	$1,500	$18,000*
Master of Science in Forensic Psychology	$500	S1,500	$18,000*
Master of Science in Health Sciences	$500	$1,500	$18,000*
Master of Science in Healthcare Administration	$500	$1,500	$18,000*
Master of Science in Human Resource Management	$500	$1,500	$18,000*
Master of Science in Human Services	$500	$1,500	$18,000*
Doctor of Business Administration (DBA)***	$700	$2,100	$33,600*
Doctor of Health Science (DHSc)***	$700	$2,100	$33,600*
Doctor of Management (DMgt)***	$700	$2,100	$46,200*
Doctorate of Marriage and Family Therapy (DMFT)***	$700	$2,100	$42,000*
Doctor of Psychology (PsyD)***	$700	$2,100	$46,200*
Doctorate of Physician Assistant (DPA)***	$700	$2,100	$29,400*

Notes:

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.*

****MFT Notes**:*

- *MFT Tuition fee **effective Fall 2024 is $525/credit.***
- *If a student has not completed the required 300 hours by the end of MFT 640F, the student will have to take continuation courses until all hours are completed, e.g. MFT 640F1, MFT 640F2, etc**. For each continuation course, a fee of $750 will be charged to the student for each additional term until completion. Continuation courses are zero (0) credits and are not covered by Financial Aid.** Active duty Military students will get a waiver of this fee if the delay is a result of military duty.*
- ***Material Fee**: **Effective Summer 2024-1**, students on the Clinical track are required to pay **$116 Material Fee** during the Capstone course (MFT690), which will provide access to exam kit that prepares students for the CA Exam, National Exam and LPCC Exam. The exam kit is part of the capstone course only**.** Students in the MFT Program **will NOT** have to purchase a required manual that is accessible in the TUW library, i.e., The Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR).*
- *There is a **$25 application fee for MFT prospective students effective from 2022 Summer semester**.*

****Doctoral Notes**:*

- *There is a **$25 application fee for Doctoral prospective students**.*
- *This is based on completing the Research Project/Dissertation Proposal and Final Research Project/Dissertation within the stated terms in the Doctoral curriculum. Students who do not complete the work in the assigned terms will need to register and pay for continuation course(s) for Research Project/Dissertation Proposal or Final Research Project/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

Type	Amount	Frequency
Degree Audit/Graduation Fee	$200	One Per Degree
Student ID Card	Complimentary	One-Time
Replacement Student ID Card	$10	Each occurrence
Replacement Diploma	$20	Each occurrence
Returned Check	$40	Each occurrence
Transcript Request	$10	Per copy
Administrative Drop Fee	$100	Per course
Apostille Service	$100	Each occurrence

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 $100 will apply to any tuition payments received after the 14-day grace period from the first day of the session, and will continue to incur each month until the end of the term The late payment will not apply to military TA students,VA students, and financial aid applicants who fully completed their application by the due date and are awaiting processing. 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 they have an outstanding tuition balance. Outstanding balances may be collected by third parties and may affect the individual's credit rating.

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 the course(s). Students will be notified of this action and assessed a return check fee. The student will be charged a $40 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, diplomas are withheld from students who have outstanding financial obligations to the University.

Military Tuition Assistance

Students may utilize Military Tuition Assistance (TA) to help fund their education. TA is available to eligible members of the Army, Navy, Marine Corps, Air Force, Space Force, and Coast Guard.

Most TA programs provide up to 100% of tuition costs, subject to Department of Defense limits (generally $250 per semester credit hour and up to $4,500 per fiscal year). Specific eligibility requirements and procedures vary by branch of service.

Students typically apply for TA through their military education office or service-specific online portal. To complete the request, students must provide course information, including course codes, course titles, and tuition costs.

Once TA is approved, students must submit the approved TA authorization or voucher to the University's Bursar's Office.

VA Education Benefit

Touro University Worldwide is approved by CALVET to train veterans. Veterans may also be eligible for a scholarship, subject to eligibility requirements.

To use your VA benefit, please:

- Apply for benefits by visiting www.va.gov/education/how-to-apply/. Your application will be reviewed and approved by the Department of Veterans Affairs (VA)
- Please forward the COE (Certificate of Eligibility) to the TUW School Certifying Official once you receive it from the Department of Veterans Affairs (VA).
- Please contact the Office of the Registrar after you enroll every term and request for enrollment certification.
- If you are using the Post 9/11 GI Bill® or the VR&E, the tuition will be remitted to TUW.
- If you are using other chapters of the VA Education Benefit, you will receive a monthly benefit payment from the Department of Veteran Affairs and make tuition payment to the university.

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

BANNING INDUCEMENTS FOR SECURING ENROLLMENTS OF SERVICE MEMBERS

Purpose

Touro University Worldwide is committed to ensuring integrity and responsibility in student advertising and recruitment by ensuring that any individual or agent acting on behalf of TUW complies with federal laws and regulations with the U.S. Department of Education and the U.S. Department of Defense Memorandum of Understanding (MOU). Responsible self-regulation requires rigorous attention to principles of good practice. The roles require adopting a policy banning incentive compensation related to securing student enrollments including service members. The departments, including but not limited to (DOE and DoD) require the adoption of a policy banning inducements for securing the enrollment of students including service members in the college. Pursuant to that memorandum, Touro University Worldwide (TUW) has adopted the following policy:

Policy Statement

Touro University Worldwide (TUW) bans inducements (including any gratuity, favor, discount, entertainment, hospitality, loan, transportation, lodging, meals, or other item having a monetary value of more than a de minimus amount) to any individual or entity including third-party lead generators or marketing firms (other than salaries paid to employees or fees paid to contractors in conformity with all applicable laws) for the purpose of securing enrollments of students including service members or obtaining access to tuition assistance funds (TA funds). Although, educational institution-sponsored scholarships and tuition reductions available to military students are permissible, the institution should:

- Refrain from high-pressure recruitment tactics such as making multiple unsolicited contacts (3 or more) including contacts by phone, email, or in-person, and engaging in same-day recruitment and registration for the purpose of securing students enrollments.

- Refrain from providing any commission, bonus, or other incentive payment based directly or indirectly on securing enrollments or federal financial aid (including TA funds) to any persons or entities who may oversee enrollment, admission, financial aid, registrar, academic affairs and/or student service activities, or making decisions regarding the award of student financial assistance.

Touro University Worldwide
10601 Calle Lee, Suite 179, Los Alamitos, CA 90720

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 drops the course(s) and/or withdraws 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

TA Return Policy (Military)

For military service members using Military Tuition Assistant (TA Funds) the following Return Schedules are applied to TA funds only:

- 100-percent of Tuition Assistance received will be returned if the student withdraws within the first week of class. The student's request will be processed as a drop for the purpose of returning TA funds only.
- 75-percent of Tuition Assistance received will be returned if the student withdraws through the end of the second week of classes.
- 50-percent of Tuition Assistance received will be returned if the student withdraws after the second week of classes, but before the end of the fourth week of classes.
- 25-percent of Tuition Assistance received will be returned if the student withdraws after the fourth week of classes, but before the end of the sixth week of classes.
- No Tuition Assistance received will be returned if the student withdraws after the sixth week of classes.

If Military service members are using any other funds types to pay for their tuition such as VA, Cash (credit card) etc. refer back to the aforementioned **"Tuition Refund Schedule."**

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 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. Students will be responsible for 50% of pro-rated tuition and fees for the course(s), including zero (0) credit courses, continuation courses, and dissertation continuation courses. Additionally, 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.

Note: There is no waiver of drop fees or withdrawal fees or remainder of tuition at TUW.

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 Withdraw Policy

A student who ceases participation in a course for a period of 14 days without submitting written notification and documentation of Medical or other extenuating circumstances (such as family emergency, military deployment, etc.) will be considered to have unofficially withdrawn from the course. Grade of "WU" (unauthorized withdrawal) will be assigned and the student will be still responsible for full tuition. The grade of WU is considered an F for GPA calculation and may negatively impact the financial aid package including eligibility for university scholarships. A student who ceases participation in all courses within a term without submitting proper notification will be considered to have unofficially withdrawn from the University. 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 University. 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.

Note: If a student encounters an extenuating circumstance preventing participation (such as family emergency, military deployment, etc.), written notification and supporting 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.

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:

- Through the Internet by using FAFSA on the Web at https://studentaid.gov/.
- 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 website for students who wish to complete their FAFSAs online and submit them via the Internet. The Internet address is: https://studentaid.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 web.

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.

COST OF ATTENDANCE

— **EXPECTED FAMILY CONTRIBUTION**

= 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 2026-2028, a student will be considered independent only if at least one of the following applies to them:

- S/he was born before January 1, 2001;
- 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 2020-2022 is $6,345. 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, see Loan Consolidation Information. You will be able to electronically complete the Federal Direct Consolidation Loan Application and Promissory Note. Electronic applications on https://studentaid.gov/loan-consolidation/ consist of five steps:

1. Choose Loans and Servicer
2. Repayment Plan Selection
3. Terms and Conditions
4. Borrower and Reference Information
5. Review and 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 https://studentaid.gov/exit-counseling/.

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 System must do so before receiving any Federal Student Aid (this includes Direct Loans, and PLUS Loans). This requirement applies to all male U.S. citizens, regardless of where they live, and all male immigrants, whether documented or undocumented, residing in the United States, who are between the ages of 18 through 25, and are not currently on active duty in the Armed Forces. For a more detailed list of who must register, see ***WHO MUST REGISTER - CHART*** in PDF.

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 Withdrawal and Date of Determination*

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 Direct Loan Servicer or 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 received 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 Bursar Office to pay the amount refunded to the U.S. Department of Education and/or loan servicer.

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 ("Touro") eligible Title IV federal financial aid programs, including New York Medical College (NYMC).

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:

Touro University Satisfactory Academic Progress Policy

Satisfactory Academic Progress - Veterans

Satisfactory academic progress (SAP) applies to students utilizing Veteran Education Benefits as defined by the Veterans Administration (VA) and is measured at the end of each term. In order to meet SAP, students must maintain a minimum cumulative and term GPA of 2.0 and successfully complete a minimum of 66 percent of the courses attempted. Failure to do so will result in Academic Probation - VA being placed on the student's record, restricting open registrations for future terms. Not meeting SAP may eventually restrict a student's ability to use veteran education benefits at Touro University Worldwide (TUW).

Academic Probation for Veteran

A student will be placed on an Academic Probation - VA if the cumulative or term (8 weeks) GPA falls below a 2.0, or if the completion of courses attempted falls below 66 percent. The Academic Probation - VA restricts registration, but does not prevent the student from enrolling in a subsequent term (next 8 weeks). The Academic Probation - VA policy requires that the student contact VA representative at Touro University Worldwide Office of Veteran Affairs to be advised on the steps to have the Academic Probation - VA removed, and briefed on the possibility of being placed on Veteran Benefit Denial if SAP is not met while on Academic Probation - VA status. A student will be allowed to register while on Academic Probation - VA, but will be limited to one semester (16 weeks) at no more than 12 credits. If the student achieves a cumulative and term GPA of 2.0 or higher and reaches a completion percentage of 66 percent for all courses attempted, the Academic Probation - VA will be removed, and matriculating status will be restored, allowing the student to register for future terms without restrictions.

Student should make themselves familiar with the TUW's minimum grade point average section and TUW's graduation requirements section in this Catalog.

Veterans Affairs Educational Benefit Disqualification

If while on an Academic Probation - VA, the student does not meet the minimum cumulative and term GPA of 2.0 and does not successfully complete at least 66 percent of the courses attempted for that term, the student will be placed on a Veteran Affairs Educational Benefit Disqualification (VABD). This action will be reported to the VA by the University through the VA's formal process. Once placed on VABD, the

student will be denied the use of any and all VA benefits and will be responsible for payment of tuition and fees. Touro University Worldwide (TUW) will not certify for veteran education benefits under any chapter while on a VABD. Students on a VABD may continue to take courses at Touro University Worldwide (TUW) via alternate funding sources, such as cash pay, payment plans, Financial Aid and so on.

Reinstatement of Veterans Affairs Education Benefits

The VABD will be removed and upgraded to matriculating status when a cumulative and term GPA of 2.0 or higher and a completion percentage of 66 percent for all courses attempted is reached, allowing the student once again utilize veteran education benefits at Touro University Worldwide (TUW). The University will retroactively certify these successful courses after the grade is posted. Students may also submit a transcript from an accredited college or university showing SAP has been achieved after the VABD was placed (e.g., student attended a community college or university after the VABD, and earned at least a 2.0 GPA and completed at least 66 percent of the courses attempted).

Appealing a Disqualification

A student can appeal a VABD decision through the University's administrative appeals process. The appeal should be submitted to the Office of Veteran Affairs, and will be reviewed on a case-by-case basis. The student will then be notified of the decision within 10 days of appeal.

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 CEO. The final decision regarding University policies rests with the 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.
- 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

Standing	Letter Grade	GPA
Excellent	A	4.00
	A-	3.67
Above Average	B+	3.33
	B	3.00
	B-	2.67
Average	C+	2.33
	C	2.00
	C-	1.67
	D+	1.33
Below Average	D	1.00
Failure	D-	0.67
	F	0.00

Other Symbols Used	
CR	Credit
I	Incomplete
IM	Military Incomplete
IP	In Progress
R	Repeat
P/F	Pass or Fail
W	Withdraw
WU	Unauthorized Withdrawal

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 may initiate the request for an Incomplete (I) no earlier than 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 approved by faculty, the grade of incomplete will be assigned and housed within the LMS. 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 Program and or School Director's office.
- Any decision rendered by the School or program Director's office may be appealed to the Office of the Provost.
- The Provost and or designee evaluates and determines if the student is eligible for an administrative incomplete.
- The Provost is the final approving authority for administrative incompletes.
- If the administrative incomplete is approved, the School/Program Director may assign the current teaching faculty, or a different faculty, to grade updated and/or missing assignments.
- Approvals of appealed incompletes are decided as the situation warrants, and 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. doctoral dissertation/research continuation). 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 Appeal section in this Catalog (see Grade Appeal). 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."

Additional Course Privilege

Two courses per 8-week session are considered an intense load for TUW students. In order to ensure TUW students' success, some students may request the privilege to add a third course per session approved on a case-by-case basis (as applicable). At a minimum, students who elect to request a third course must adhere to the following:

1. Completed two consecutive terms of two courses with those courses completed in the two terms prior to the request for the 3rd course,
2. Demonstrated academic excellence in number 1 above by obtaining no less than "A-" grades in those courses, and
3. Final grades for those courses must be posted in the Integrated Campus (IC) system.

When the three (3) areas above are met, students may inquire with their academic advisor, who will then relay the request to Administration to request approval. The addition of a third course is on a session-by-session basis with final approval in TUW's Office of the Provost.*

*Note: students enrolled in specialty-accredited programs (MFT Clinical tracks, MAC and BSW) and doctoral programs may be approved on a case-by-case basis but must consult with Program Directors in advance of Office of the Provost's final approval.

Additional Concentration (Bachelor and Master Degree Only)

1. Students may petition an additional concentration within a currently enrolled degree program.
2. Students must petition for an additional concentration before completing the currently enrolled program, i.e., prior to the Capstone course of the program
3. At the time of petition:
   - Students must have an overall GPA of 3.0 or better; and
   - On good academic standing e.g. not on probation.
4. Sample Scenarios:
   - No concentration declared upon admissions to currently enrolled degree program; students can petition for one additional concentration prior to Program's Capstone course
   - Program with concentration declared upon admissions to currently enrolled degree program; students can petition for one additional concentration prior to Capstone course

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).

Doctoral 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 monitored via participation in the electronic LMS for all online programs.

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 without submitting written notification and documentation of Medical or other extenuating circumstances (such as family emergency, military deployment, etc.) will be considered to have unofficially withdrawn from the course. Grade of "WU" (unauthorized withdrawal) will be assigned and the student will be still responsible for full tuition. The grade of WU is considered an F for GPA calculation and may negatively impact the financial aid package including eligibility for university scholarships. A student who ceases participation in all courses within a term without submitting proper notification will be considered to have unofficially withdrawn from the University. 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 University. 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.

Note: If a student encounters an extenuating circumstance preventing participation (such as family emergency, military deployment, etc.), written notification and supporting 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.

TEACH-OUT POLICY

Touro University Worldwide (TUW) 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 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 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 or make transfer arrangements for them with other institutions; will no longer admit new students to programs; and will terminate the program and operations of the branch campus, after students have graduated. Rationale for closure, including descriptive statistics, will be provided. Plans for students, faculty, and staff will be made and communicated to them in a timely and detailed manner. There will also be a plan for public communication, as well as coordination with necessary agencies and accrediting bodies. 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. Arrangements will be made for academic transcripts and financial aid records. A timeline for the entire process will be established and communicated. 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

PROGRAM	# OF CREDITS	REQUIRED MINIMUM CGPA	PACE REQUIRED	MINIMUM GRADE REQUIREMENT
Bachelor Degree	120	2.00	66.667%	"C"
Master's Degree	36 *	3.00	66.667%	"B-"
Doctorate	66	3.20	66.667%	"B"

* *MFT Program is 54, 72 or 82 credits requirement depending on program track*

Students who are within one academic term of completing all graduation requirements may participate in the annual commencement 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 commencement ceremony for graduates 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: Informal Procedures: A student who believes that the University or any administrative subdivision or employee thereof is biased or committed wrongdoing against her/him and that such action has resulted in insult and/or 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 ten (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 Provost or designated representative 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 Provost or designated representative, within ten (10) working days, will request written materials from the employee involved. The Provost or designated representative 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 Provost or designated representative with a written statement within ten (10) working days after receipt of the student's materials.
- Upon receipt of the employee's statement, the Provost or designated representative will promptly provide a summary or copy of this to the student.
- The Provost or designated representative 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 Provost or designated representative 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 Appeal

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

Student 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, professionalism, 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. For purposes of this section the Code of Conduct, Academic Integrity and Professionalism shall collectively be referred to as "Conduct".

Student Intimidation of Faculty

Students are required to respect faculty and maintain professional communication with faculty at all times and in all verbal or written communication. As students who engages in faculty and staff intimidation including threats, harassment, persistent pressure, etc. to gain higher grades, receive other academic or personal benefits, or to receive 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 and maintain a professional demeanor in all dealings as members of the University.

Professional Conduct: Verbal, Written and Email Communication Policy

It is Touro University Worldwide's 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, persistent, and/or unpleasant verbal and written communications (including emails and any Social Media Platforms) 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. Use of derogatory or disrespectful language has 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, persistent, impolite or rude communications (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.

Professional Conduct In Internship, Practicum, And Off-Site Training Programs

Students serve as representatives of Touro University Worldwide at all external sites and are expected to uphold the university's professional and ethical standards. It is Touro University Worldwide policy for students to always maintain respectful, professional, and polite conduct in all communications and behavior involving external training sites. This policy includes all forms of verbal and/or written communication in meetings and via email with site supervisors, site employees, and site clientele. Social media postings regarding external sites and external site supervisors must also be professional and polite and not violate any standards set forth by the field's governing bodies. In addition, student conduct with and towards external training sites must not violate any state or federal laws. Moreover, students are expected to conduct themselves in alignment with any site expectations/guidelines that are set for its employees, volunteers, interns, trainees, associates, etc. Students who violate this policy will be subject to disciplinary action, up to and including dismissal. (See full policy of Professional Conduct in Internship, Practicum, and Off-Site Training Programs).

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.

Use of Artificial Intelligence (AI) Technology

As technology advances in today's world, the tools of AI become more prevalent in multiple disciplines. It is of utmost importance to uphold academic integrity. TUW encourages the use of all resources (including AI technology) as sources of information or assistance to students in pursuit of doing their research and learning course material. However, those resources are only meant to be used for technical assistance, and should not substitute for the student's own creative, critical thinking in producing their original written work. Submission of original work is the only way to ensure students are meeting the student learning outcomes of each course as well as the overall program learning outcomes.

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

1. Charges of plagiarism may be raised by any of the following:
   a. Professors
   b. Administrators
   c. Peers

2. The following procedures shall apply when a student is suspected of plagiarism:
   a. 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.
   b. 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).
   c. After communicating with the suspected student and receiving the response and explanation from the student, the professor may do any of the following:
      i. Direct the student to resubmit the assignment in question.
      ii. Assign a failing grade for the assignment in question.
      iii. 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).
   d. 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.

e. The Director's office shall then contact the Provost's office or his/her designee of a 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 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;
- Providing false or misleading information to University supervisors or officials, including the falsification of information on any of the University's applications, time sheets, or job records; false or misleading statements made to supervisors, officials or fellow employees;
- Misrepresentation of oneself or of an organization to be an agent of the University;
- Conduct which interferes with, obstructs, or threatens to interfere with or obstruct the operation, administration, or proper functioning of the University, its employees, or its students;
- Physical abuse of the University, family members, or the threat of physical abuse;
- Theft of or damage to University records and property (digital or otherwise) caused by intentional, negligent, or irresponsible conduct;
- 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;
- Disorderly, disruptive, or abusive conduct in the virtual and or on campus classroom or on University premises;
- Refusal to identify oneself to an official or security officer of the University or to present proper identification upon entering the University premises or classroom;
- Accessing computer files or other University records without authorization, or providing unauthorized access or information obtained through such access to other parties without appropriate authorization. The sharing of passwords or other information and the use of improper code (e.g., viruses) is expressly prohibited;
- Intentionally spreading viruses or disabling computer mechanisms such as anti-virus software used to protect computer systems for any reason;
- Intentionally sharing account passwords for any reason and/or instructing subordinates to share their account passwords for any reason;
- Offensive or derogatory written or verbal statements intended to inflict harm on members of the University community, including, but not limited to, racist, ethnic, religious or sexist remarks, slurs, references or discriminatory acts regarding any member or group of the University community including students and employees;
- Any abusive conduct or harassment directed at an individual or group of individuals in the University community on the basis of such a person's or people's actual or perceived race, gender, gender identity, color, national origin, ethnicity, religion, creed, age, physical or mental disability, sexual orientation, marital, domestic partnership, or parental status, citizenship status, pregnancy,

lactation or related medical conditions, military/veteran status, predisposing genetic characteristics, genetic information or testing, domestic violence victim status, sexual abuse victim status, stalking victim status, or any other status protected by law;

- Actions that are not harmonious with and supportive of the activities and functions of an educational institution or that harm the reputation of the University;
- Violation of any order of the Touro University Worldwide 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;
- Aiding and abetting any conduct prohibited by the Code of Conduct;
- Intentionally not reporting computer violations to the Chief Information Security Officer;
- Retaliation against an employee or student for reporting a violation of the Code of Conduct; and
- Intentionally filing a false complaint under the Code of Conduct.

Adjudication of University Conduct Violations

Any member of the University Community may notify the Provost, their Supervisor, Program Director of a Conduct infraction by submitting a written statement describing the alleged infraction 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 violation, but no later than within three (3) months of the violation.

The individual receiving the complaint shall inform the Provost, or one of his/her designated representatives who, in their sole and absolute discretion, shall inform the individual charged with the infraction, in writing, of the nature of the charges against him/her and either designate a time and place for a meeting to commence a preliminary investigation of the charges or, based on the allegations, set a time for a hearing.

Preliminary Investigation

After meeting with the individual charged with the infraction, the Provost or his/her designated representatives (individuals or committee) may choose to conduct a preliminary investigation of the charges and determine what course of disciplinary action is appropriate. The Provost and/or his/her designated representatives (individuals or committee) can:

- bring the parties together for informal mediation (meeting to attempt to resolve the matter with a mutual agreement by the parties);
- impose any of the disciplinary sanctions listed in the section entitled "Sanctions," except that the Provost (and/or his/her representatives) cannot require payment of restitution or order expulsion;
- refer the charges to the Conduct Committee for a disciplinary hearing;
- dismiss the charges.

INFORMAL RESOLUTION

Informal resolutions means, resolving the conduct complaint without a formal investigation and a formal hearing. The individual receiving the conduct complaint (e.g., Provost, Program Directors, and Supervisors) shall inform the Provost or one of his/her designated representatives.

The individual receiving the complaint shall inform the individual charged with the infraction, in writing, of the nature of the charges against him/her and designate a time and place for a meeting to resolve the conduct. An individual charged always has the right to refuse informal resolution and request formal resolution instead. The individual charged must accept the sanctions in writing. All sanctions must be approved by the CEO, Provost, or designated representative.

In cases where the parties could not agree on resolution or if the individual receiving the complaint believes that the conduct must proceed to formal resolution, the individual receiving the conduct complaint will refer the case for an alleged violation to the Code of Conduct Committee.

FORMAL RESOLUTION

In cases where Informal Resolution is not agreed to or if the individual receiving the complaint believes that the conduct must proceed to formal resolution, the matter will be referred to the Conduct Committee for Formal Resolution.

The Code of Conduct Committee will be comprised of an administrative officer, who will serve as the chair with associate committee members and they will make an effort to seek formal resolution. The Code of Conduct Committee shall inform the individual charged with the infraction, in writing, of the nature of the charges against him/her. The Committee will designate a time and place for a hearing. In lieu of appearing at a hearing, the individual charged may waive the right for a hearing, and instead, submit a written response and evidence to the charges, directly to the Code of Conduct committee for review. If the individual elects to accept and acknowledge the validity of the charges, a hearing shall not be required and the matter may proceed directly to resolution or sanctioning as appropriate.

INTERIM SUSPENSION

The Provost or 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 ensure 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 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.

DISCIPLINARY HEARINGS

Based on the allegations, the Provost, or one of his/her designated representatives, may also institute disciplinary proceedings by referring a matter to the Conduct Committee within fourteen (14) school days

of notification of the alleged infraction though such time can be extended in the reasonable discretion of the Provost, or one of his/her designated representatives based on extenuating circumstances. Such referral may be done solely based on the severity of the allegations and may not require a preliminary investigation of the charges.

Once referred to the Conduct 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 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 (or majority) 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 after notification of the hearing was sent, the Committee will conduct the hearing without the student.
6. The preponderance-of-evidence rule (defined as more likely than not that the alleged offense occurred) will govern the decision-making process.
7. A decision on whether a violation of policy has occurred will be made by a majority of participating members defined as 51% of the membership present.
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 CEO.

SANCTIONS

The Provost or his/her designated representatives (individuals or committee) or the Conduct 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 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 (ONLY BY COMMITTEE AFTER HEARING) – 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 Conduct 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 Committee for reenrollment authorization.
f) Expulsion (ONLY BY COMMITTEE AFTER HEARING) – 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 Conduct 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 – It may be recommended 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 CEO.
5. Other Sanctions – Other sanctions may be imposed that is deemed appropriate and fair.

APPEALS OF DISCIPLINARY SANCTIONS IMPOSED FOR CODE OF CONDUCT VIOLATIONS

Any disciplinary action for a Conduct violation may be appealed by filing a written appeal with the CEO within ten (10) school days of the disciplinary action decision. The CEO will review the Student's appeal within fourteen (14) school days of receipt of the student's written appeal. The University CEO may use the written appeal to render a decision or set a meeting to hear the student's appeal, at their sole discretion. The burden of proof is on the student to demonstrate that the decision of the Committee 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 when making a determination.

In cases in which the disciplinary sanction was initially imposed by the Provost without a hearing, the student may file a written appeal with the University CEO within ten (10) school days of the Provost's decision. The University CEO may use the written appeal to render a decision or set a meeting to hear the student's appeal, at their sole discretion.

For cases where the CEO refers the appeal to a hearing, the hearing must be scheduled within fourteen (14) school days of the receipt of the student's written appeal. The University CEO may overturn the decision of the Provost or Conduct Committee only if it determines that the Provost/Committee's action was:

(1) clearly erroneous, arbitrary or capricious;
(2) proven bias of the Provost/ Conduct Committee; or
(3) if new evidence was presented that was not available to the Provost/Conduct Committee when making their determination.

The determination of the University 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

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 that 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.

The following is considered "Directory Information" and may be made available to the general public: student's name, address, e-mail address, telephone, place of birth, college, major, honors, awards, dates of enrollment status, degrees conferred, and dates of conferral.

Touro University Worldwide students may request in writing to be excluded from any university directory open to the general public.

POLICY ON ANTI-DISCRIMINATION

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 any classification protected by applicable

federal, state or local laws.

Touro University Worldwide (TUW) policy on Anti-discrimination affirms applicable state and federal laws but also supports TUW's mission, which is to offer online degree programs to serve the needs of adult learners (service to society), professionals (intellectual pursuit), and the underserved. TUW treats all employees, students, staff, and applicants without unlawful consideration or discrimination as to any classification protected by applicable federal, state or local laws 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. Further, consistent with the mission, TUW believes that diversity must be a part of student's growth and development. At all times, TUW shall strive to ensure representation in its student body. TUW's administration, faculty and staff shall be equally dedicated to the success of all students.

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.

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

Touro University Worldwide 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.

DISCRIMINATION ON THE SOCIO-ECONOMIC STATUS

Touro University Worldwide does not discriminate on the basis of socio-economic status in its programs or activities. Further, Touro has a mission that is focused on serving the underserved.

CAMPUS EMERGENCY

During periods of a campus emergency, as determined by the CEO of the University, the 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 ProQuest One Academic and Psychotherapy.net. Students also have access to electronic resources in full text journals, ebooks and thesis from Academic Search Elite (EBSCO), Dissertations and Theses @ Touro, Ebook Central (ProQuest), EBSCO eBooks, EBSCO multi-search, ERIC (EBSCO), ProQuest Central, PsycArticles (EBSCO), Psychiatry Online (DSM-5), Data Plant and more.

OFFICE OF ADMISSIONS AND RECORDS

The Office of Admissions and 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: TUW Financial Aid Information.

Student ID

The University offers all students a student identification (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 in accordance 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 at TUW 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

Educational Advisors

Touro University Worldwide works collaboratively with every students 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. 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
  - Participation
  - Registration
- Understand the Role of their Academic Advisor/Student Success Advisor
- Understand the Role of the Office of the Bursar and Financial Aid Team
- Online Access Resources
  - Web Portal
  - Integrated Campus
  - Touro Library
  - TUW Website
- Course Navigation and Structure
- Tips on Academic Success for Students
- Technology requirement (listed on the TUW website)
- 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) four to six weeks prior to their needs to allow TUW to review the request. 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 their educational advisor four to six weeks prior to their needs to allow TUW to review the request and make arrangements accordingly.

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 Disability Application for Accomodations and Services as well as a Confidentiality Form. 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 Disability Application for Accomodations and Services as well a Confidentiality Form, filled out in its entirety. See applicable forms using this link: http://www.tuw.edu/students/student-success-center/disability-services/.
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 three 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 reasonable accomodations are made by Academic Affairs. If reasonable accomodations are granted, the Educational Advisor or 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 and or research project phase of the DBA, DHSc, DMgt, DPA and PsyD programs, active participation requires substantive progress on the dissertation or research

project proposal, or final dissertation and or research project as guided by the Chair and Committee using the Doctoral Management System.

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 and or research project activity by Doctoral 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:

http://www.tuw.edu/wp-content/uploads/TUW-TCLA-Sexual-Assault-and-Harassment-Policy-OCR-VAWA.pdf

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:

http://www.tuw.edu/wp-content/uploads/TUW-TCLA-Controlled-Substances-Policy.pdf

State Authorization For Distance Education

Touro University Worldwide (TUW) has been approved to participate in the National Council for State Authorization Reciprocity Agreements (NC-SARA).

State and federal laws require colleges and universities to obtain authorization for distance education instruction or programs provided in states other than their own. SARA (State Authorization Reciprocity Agreement) is an agreement among the member states that establishes comparable national standards for interstate offering of postsecondary distance education programs and courses. SARA is overseen by the National Council for State Authorization Agreements (NC-SARA). Forty-nine (49) states (including Hawaii), the District of Columbia, Puerto Rico, and the U.S. Virgin Islands are approved under SARA. TUW is separately approved to offer distance education instruction in the state of California by the Bureau for Private Postsecondary Education (BPPE).

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 https://www.wscuc.org/resources/comments/.

California - 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: http://www.bppe.ca.gov/enforcement/complaint.shtml. Tel: 916-431-6959 F: 916-263-1897. All other complaints may be filed with the appropriate state agency in your state of residence.

Hawaii - A student also can file an external complaint with The Hawaii Post-secondary Education Authorization Program (HPEAP) http://cca.hawaii.gov/hpeap/. The HPEAP may investigate complaints based on possible violations of this chapter or rules. HPEAP cannot consider complaints that infringe on the academic or religious freedom of or question the curriculum content of an educational institution. You must use all administrative remedies available at the institution first. Hawaii Postsecondary Education Authorization Program (HPEAP) PO Box 541, Honolulu, Hawaii 96809hpeap@dcca.hawaii.gov, http://cca.hawaii.gov/hpeap/student-complaint-process/.

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 at: https://nc-sara.org/guide/state-authorization-guide

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

Roy Finaly, DMgt, MBA
Chief Executive Officer & Chief Operating Officer
Doctor of Management

Shelia Lewis, PhD
Provost
PhD in Business Administration

Aldwin Domingo, PhD
Associate Provost
PhD in Psychology

Jayson Capuno, MBA
Chief Financial Officer (CFO)
jason.capuno@tuw.edu

Melody Erbes, BS
Executive Director of Human Resource & Administrative Services
melody.erbes@tuw.edu

Wei Ren, MBA
Registrar & Executive Director of Enrollment Management
wei.ren@tuw.edu

David Jacobson, PhD
Dean of TCLA

Aaron Brownstein, PhD
Director of Institutional Research

Quintin Robinson, PhD
Director of Institutional Effectiveness

Ululani Eftink, DBA
Campus Director (Hawaii Campus)

Earvin Sorianosos, BS
Director of Information Technology
earvin.sorianosos@tuw.edu

Preston Agustin, AA
IT Student Support (Hawaii Campus)

Mary Andrusco, MLIS
Librarian
mary.smith@tuw.edu

Gloria Ragone
Receptionist

Administrative Staff

Shirley Robinson, MA
Administrative Coordinator to Provost Office

Siaa Taylor, AS
Student Record Manager (Hawaii Campus)

Mavictoria Tan Cangco, MBA
Student Records Coordinator

Tera Romero, AA
Student Records Coordinator

Jenny Academia, BS
Student Account Representative (Hawaii Campus)

Natasha Finaly, MS
Coordinator of Course Management & Assessment

Eddie Paje, MA
Online Quality Assurance Specialist

Aaron Dela Cruz, AA
Assistant Bursar

Sandra Mendoza, BS
Financial Aid Administrator

Rebecca Johnson, BA
Financial Aid Advisor

Academic/ Student Success Advisement Team

Monique Bergman, MA
Director of Academic Advising
Email: monique.bergman@tuw.edu
Main: 818.575.6800 Ext. 85104

Diana Guerrero, MS
Academic Advisor
Email: dguerrer3@tuw.edu
Main: 818.575.6800 Ext. 85146

Dunya Ismail, MS
Academic Advisor
Email: dismail@tuw.edu
Main: 818.575.6800 Ext. 85136

Ellen Schwartz, MA
Student Success Advisor
Email: ellen.schwartz@tuw.edu
Main: 818.575.6800 Ext. 85118

Haziel Baker, BA
Academic Advisor
Email: hbaker4@tuw.edu
Main: 818.575.6800 Ext. 85113

Lori Blank, MS
Academic Advisor
Email: lblank@tuw.edu
Main: 818.575.6800 Ext. 85132

Sakeenah Sato, MA
Academic Advisor (Hawaii Campus)
Email: ssato@tuw.edu
Main: 818.575.6800 Ext. 85147

Trisha Sareen, MA
Academic Advisor
Email: tsareen@tuw.edu
Main: 818.575.6800 Ext. 85123

Enrollment Advisement Team

Kim Strickler, MBA
Senior Director of Enrollment Counseling
Email: kim.strickler@tuw.edu
Main: 818.575.6800 Ext. 85127

Hugo Barraza, MA
Enrollment Counselor
Email: hugo.barraza@tuw.edu
Main: 818.575.6800 Ext. 85126

Maria Maloles, DBA, MBA
Enrollment Counselor
Email: mmaloles@tuw.edu
Main: 818.575.6800 Ext. 85117

Michael Johnson, AA
Enrollment Counselor
Email: michael.johnson@tuw.edu
Main: 818.575.6800 Ext. 85128

Academic School/Program Directors

Associate of Arts in General Studies

Godwin Igein, PhD
Director of the AA in General Studies Program
Professor of Psychology

School of Behavioral and Applied Sciences

Jacqueline Jemmott, PhD, LMFT, ICADC, AAMFT Approved Supervisor
Director of the School of Behavioral and Applied Sciences
Professor of Marriage and Family Therapy

Angela German, PhD, LMFT, AAMFT Approved Supervisor
Director of the Doctorate of Marriage and Family Therapy Program
Professor of Marriage and Family Therapy

Masha Godkin, Psy.D, LMFT, AAMFT Approved Supervisor
Director of the MA in Marriage and Family Therapy Program
Professor of Marriage and Family Therapy

James Hartsell, PhD, JD, LMFT, AAMFT Approved Supervisor
Assistant Program Director/Practicum Coordinator, MFT Program
Professor of Marriage and Family Therapy

James Hughes, PhD, LMHC
Director of the Master of Arts in Counseling (MAC) Program
Professor of Master of Arts in Counseling

Jacey Coy, PsyD, LMFT
Full-Time Faculty, MFT Program

Juliette Stidd, MA, LMFT
Full-Time Faculty, MFT Program

Nicole Laurel, MS
MFT Program Community Placement Liaison Advisor

Sara Smith, MS, LMFT
MFT Program Community Placement Liaison Advisor
Professor of Marriage and Family Therapy

Pricilla Gonzalez, MA
MFT Program Community Placement Liaison Advisor

School of Business and Management

Radu Munteanu, PhD
Director of the School of Business and Management
Professor of Business Administration

Andress Walker, DBA, MBA
Director of the Master of Business Administration Program
Professor of Business Administration

Coy Hillstead, EdD, IPMA-SCP
Interim Director of the MS in HRM and MA in IOP Programs
Professor of Human Resource Management

Glenn Zimmerman, DBA, MPA
Director of the DBA and DMGT Programs
Professor of Business Administration

School of Psychology

Aldwin Domingo, PhD
Associate Provost
Director of the School of Psychology
Professor of Psychology

Michael Epstein, PhD
Director of the Doctor of Psychology Program
Professor of Psychology and Business Management

Abby Harris, PhD
Director of the BA and MA in Psychology Programs
Professor of Psychology

The Edith Neumann School of Health and Human Services

Lyzette Blanco, PhD, MPH
Director of The Edith Neumann School of Health and Human Services
Professor of Health Sciences

Nicole Hare-Everline, DHSc
Director of the Doctor of Health Science Program
Professor of Health Sciences

Christopher Ewing, PhD
Interim Director BSHS and MSHS Programs
Professor of Health Sciences

Denise Mayo-Moore, PhD
Director of the BA in Social Work Program
Professor of Social Work

Patricia Damos, EdD
Field Education Director, BA in Social Work Program
Professor of Social Work

FACULTY

Aaron Brownstein, PhD
BA Psychology Program

Abby Harris, PhD
BA/MA in Psychology Programs

Alexandra Karydi, PhD
BA/MA in Psychology and MSFP Programs

Alyssa Weiss, PhD, MSEd, LMFT
MFT Program

Anastasia Luca, PhD, MBA
BSBA, DBA, DMgt, MBA and MSHRM Programs

Andre Coleman, PhD
AA in General Studies Program

Andress Walker, DBA, MBA
AA in General Studies, BSBA and MBA Programs

Andrew Peloquin, PhD
AA in General Studies Program

Angela Hood-German, PhD, LMFT
DMFT and MFT Programs

Ann Marie Buchanan, PhD, MSW, LMSW
BSW Program

Anna Couch, PhD, LMFT
BA in Psychology and MFT Programs

Annette Cremo, PhD
BA in Psychology, MAIOP, MSHRM and PsyD Programs

Arthrine Roberts, DMFT, LMFT
MFT Program

Audrey Rabas, PhD
DMgt, MAIOP, MSFP and PsyD Programs

Ben Lim, PhD, LMFT
MFT Program

Benny Gruen, PsyD
AA Program

Betty Perez-Rivera, EdD
BSHS, DHSc, MHA, MS Human Services and MSHS Programs

Brian Shrawder, PhD, LMFT
MFT Program

Carol Atkinson, PhD, LMFT
MFT Program

Carol Grant, DBH
BSW Program

Caroline Howard, PhD, MBA
BSBA, DBA, DMgt, MAIOP, MBA and MSBA Programs

Carolyn Ortega, PsyD
PsyD Program

Casey Mace-Firebaugh, PhD, MPH
BSHS, DHSc, MSHS and MS Human Services Programs

Ceabert Griffith, PhD
BSHS, DHSc, DPA, MHA and MSHS Programs

Celia Quintas, PhD
MFT Program

Charul Shah, PhD, MBA
MBA, MSHRM and MPA Programs

Cheryl Elam, PhD, LMFT
DHSc, MSHS and MFT Programs

Christopher Ewing, PhD
DPA, MAIOP, MBA, MHA, MSBA, MSHS and MSHRM Programs

Chris Gladin, PhD
BSBA, MBA and MS in Human Services Programs

Comfort Akuh, DBA
MBA Program

Coy Hillstead, EdD
DMgt, MAIOP, MBA, MSHRM, MPA and PsyD Programs

Craig Dossman, PhD
BA/MA in Psychology, MFT, and MSFP Programs

Cynthia Palmisano, PsyD
BA in Psychology and MSFP Programs

Dan Sharir, PhD
BA/MA in Psychology, BSHS/MSHS, MAC, MSFP, DHSc and PsyD Programs

Darlene Mininni, PhD
BA/MA in Psychology Programs

David Turbow, PhD
AA in General Studies, DHSc, DPA and MSHS Programs

Dawn Campbell, DHA, EdD
BSHS, MHA , MA in Psychology and MSHS Programs

Denise Mayo-Moore, PhD, MSW
BA Social Work Program

Desiree Kennedy, PhD
BA/MA in Psychology, DMFT and PsyD Programs

Devin Thomas, DHSc, MPH, CHES
BSHS, DPA and MSHS Programs

Donald Buresh, PhD, PMP
BSBA, MBA and MDR Programs

Donna Day, DMgt
AA in General Studies, BSBA, DBA, MBA and MSBA Programs

Eli Eleff, MBA, MS
AA in General Studies, BSBA, MBA and MS in Human Services Programs

Elissa Litwin, PhD
BA in Psychology and MSFP Programs

Elizabeth Walser-Tucker, LMFT
MFT Program

Elizabeth English, PsyD
BA/MA in Pscyhology Program

Emire Olmeztoprak, MS, LMFT, LCADC
MFT Program

Eric Carver, DHSc
BSHS, DHSc, MHA, and MSHS Programs

Eric Oestmann, PhD
DHSc, DMFT, DPA and MS Human Services Programs

Ethan Jones, PhD, LMFT
DMFT and MFT Programs

Felencia McGee, DHA
BSHS, MHA and MSHS Programs

Gemma George, PhD
MAIOP and MDR Programs

Ginneh Akbar, DSW
BSW Program

Glenn Zimmerman, DBA, MPA
BSBA, DBA, DMgt, MBA and MPA Programs

Godwin Igein, PhD
AA in General Studies, BA/MA in Psychology and MAIOP Programs

Griselda Lloyd, PhD, LMFT
MFT Program

Hasan Sapci, MD
BSHS, DPA, DHSc, MHA and MSHS Programs

Helena Michelson, PhD
AA in General Studies Program

Helena Swan, MBA
BSBA, MBA and MSBA Programs

Howard Fero, PhD
IOP and MSHRM Programs

Howard Russell, JD
BA/MA in Psychology, MDR and MSFP Programs

Ida Guttman, MS, LMFT
MFT Program

Jacey Coy, PsyD, LMFT
BA in Psychology, DMFT, MFT, and MS in Human Services Programs

Jacob Larsen, MA
AA in General Studies

Jacqueline Gilliard, PhD
AA in General Studies, DBA, MBA and MSHRM Programs

Jacqueline Jemmott, PhD, LMFT, ICADC, MCAP
DMFT, MAC and MFT Programs

James Hartsell, PhD, JD, LMFT
DMFT and MFT Programs

James Hughes, PhD, LMHC
MAC Program

James Powell, PhD
BA Psychology and MAC Programs

Jamie Galbreath, PhD
BSHS, DHSc, DPA, MHA, MSHS and MS in Human Services Programs

Jeanie Bohall, PhD, LMFT
MFT Program

Jeffrey White, PhD
DMFT and MFT Programs

Jennifer Cantor,JD
DMFT and MDR Programs

Jennifer Whitmon, DHSC
BSHS, DPA, MBA, MSHRM and MSHS Programs

Jeremiah Okari, EdD
MAIOP and MSHRM Programs

Jerimy Blowers, PhD
BA/MA in Psychology, BSHS and PsyD Programs

Jerome Jones, PhD
DMgt, MAIOP and PsyD Programs

Jessica Shoemaker, PsyD
MA in Psychology, MSFP and PsyD Programs

Joanne Oestmann, EdD
BA/MA in Psychology, MFT, MSFP, MSHS and MS in Human Services Programs

John Preston, MS
AA in General Studies, and BSBA Programs

Johnnie West, PhD
BSBA, DBA, DMgt, MBA and PsyD Programs

Jonathan Green, PhD, MBA
BSBA, DBA, DMgt, MBA and MPA Programs

Joseph Gioia, PsyD
BSBA, IOP, MBA and MSHRM Programs

Joseph Moussa, MBA
AA in General Studies, BSBA and MBA Programs

Juliette Stidd, MA, LMFT
MFT Program

Julio Guerrero, MS, PPS, LMFT
MFT Program

Kacey Lewis, DPT
DPA and MSHS Programs

Kailah Davis, PhD
DHSc, MHA and MSHS Programs

Kaleena Prate, MS, LMFT
MFT Program

Karina Kasztelnik, PhD, MBA, CPA
AA in General Studies, BSBA, MBA and MSBA Programs

Kathleen Hargiss, PhD, MBA
BSBA, DMgt, MAIOP, MBA and PsyD Programs

Kelsey Railsback, PhD, LMFT
DMFT and MFT Programs

Kenny Roberts, PhD
DBA and MBA Programs

Kenya Jones, PhD, MSW
DPA, MSFP and MS in Human Services Programs

Kimberly Pavlik, PhD
MSFP Program

Kris Nardi, MSW
BA Social Work Program

Kristin Minter, PhD
AA in General Studies, BSHS, MA in Psychology and MSHS Programs

Krystle Herbert, PsyD, LMFT
MFT Program

Latisha Wilson, PhD, LMFT-S, LPC
DMFT and MFT Programs

Latrice Gardner, EdD
BA/MA in Psychology Programs

Lattrice Dickson, DNP, MBA
AA in General Studies, BSBA, BSHS, DPA, MBA and MHA Programs

Laura Kramer, MA
AA in General Studies Program

Laura Racovita, PhD, MSW
BA Social Work Program

Leroy Johnson, MSW
BA Social Work Program

Lilia Imbarak, MA
AA/GE Program

Limor Ast, DMFT, LMFT
DMFT, MAC and MFT Programs

Lisa Marie Harris, PhD, LPC-S
MAC and MS Human Services Programs

Lynwana Johnson, MSW
BA Social Work Program

Lyzette Blanco, PhD, MPH
BSHS, DHSc, DPA and MSHS Programs

Marc Boberg, EdD
AA in General Studies, MAIOP and MSHRM Programs

Mark Gabel, PhD, LMSW, LCSW
BA Social Work Program

Marsha Wilson, PhD. LMHC
MAC Program

Masha Godkin, Psy.D, LMFT
MFT Program

Maurice McBride, PhD
DHSc Program

Megan Chapman, PhD, LMFT
MFT Program

Melissa Forschler, PhD, LMFT
DMFT and MFT Programs

Melissa Lund, EdD, LMFT
MFT Program

Melvin Sanchez, PhD
AA in General Studies Program

Michael Berger, JD
AA in General Studies, BA in Psychology, DBA, MBA, MDR, and MSFP Programs

Michael Epstein, PhD
DBA, DMgt, MA in Psychology and PsyD Programs

Michael Minaudo, PhD
AA in General Studies, BSBA, MBA and MSHRM Programs

Michaelle Pierre, PhD, LMFT
MFT Program

Monique Browning, DSW, DPA
BSW Program

Myra Wilkinson, PhD, LMFT-S
MFT Program

Nancy Longo, PhD
BA/MA in Psychology Programs

Nelson Perez, PhD, LMFT
DMFT and MFT Program

Nicholas Bowersox, PhD
BSBA, DBA, DMgt, MA in Psychology and MSBA Programs

Nicholas Murray, PhD
DPA, MAIOP and PsyD Programs

Nicole Avena-Blanchard, PhD
BA/MA in Psychology and PsyD Programs

Nicole Hare-Everline, DHSc
BSHS, DHSc, DMFT, MHA and MSHS Programs

Nina Mendez, PhD, LMFT
MFT Program

Odelia Duhel, PhD, LCADC
AA, MAC, MA in Psychology and MS Human Services Programs

Ombasie Sedlacek, PhD, MPA
AA in General Studies, BSHS, DPA, MHA, MPA and MSHS Programs

Patricia Damos, EdD
BSW Program

Patricia Dudley, PhD
AA in General Studies, BA and MA in Psychology Programs

Patrick Guggino, PhD
AA in General Studies Program

Psiyina Davis, MA, LMFT
MFT Program

Quintin Robinson, PhD, MPA
AA in General Studies, BSBA, MPA, MSHRM and MS in Human Services Programs

Rachel Bishar, PhD
BA in Psychology, BSBA, DBA, DMgt, MBA and PsyD Programs

Radu Munteanu, PhD
AA in General Studies, BSBA, DBA, DMgt, MAIOP, MBA, and MPA Programs

Ralph Wayne Ezelle, PhD
DBA, DMgt and MBA Programs

Robert Lubin, PsyD
BA/MA in Psychology Programs

Robert Pellegrino, DBA, MBA
BSBA, DBA and MBA Programs

Robin Shah, PhD
AA, DBA, DMgt, MSHRM and MPA Programs

Rosa West, PhD, LMFT
MFT Program

Ryan Gunnell, MS, LMFT
MFT Program

Ryan Repich, EdD
BSBA and MBA Programs

Sacha Montgomery, MA, LCPC, LSOTP
MAC Program

Sara Smith, LMFT
MFT Program

Stefano Fanfoni, PhD, LMFT
MFT Program

Stephanie Backer-Krisel, MA
BSBA Program

Stephanie Morgan, EdD, LMFT
MFT Program

Sue Sadik, PhD, LPC, NCC
MFT and MS in Human Services Programs

Tae Dawson, EdD
AA in General Studies, MBA and MA in Psychology Programs

Tamaru Phillips, PhD, LMFT
MFT Program

Tanner Clark, PhD, LMFT
MFT Program

Tanya Alexander, PhD, LMFT
MFT Program

Tanya Wilson, PhD
BA Psychology, DMFT, MAC, and MSFP Programs

Terri Mathias, DMFT, LMFT
MFT Program

Theresa Pavone, PhD
BA in Psychology, MAIOP and MSHRM Programs

Yair Maman, PhD
BA in Psychology, MS in Human Services, MPA , MSFP and PsyD Programs

Yulonda Washington, PhD, LPC
DMFT and MFT Programs